

Beaumont Independent School District



West Brook High School

2025-2026 Campus Improvement Plan

Mission Statement

West Brook High School will graduate skilled, lifelong learners who are and can inspire others to be respected, productive citizens. We ensure the students we promote have mastered the prerequisites necessary for success at the next level of endeavor. We will accomplish the goal by providing a relevant, diverse, and challenging curriculum taught by an effective cooperative staff in a supportive safe environment.

Vision

In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

Value Statement

Core Beliefs:

1. **All children can and will learn.** Beaumont ISD will prioritize effective, engaging instruction aligned with a challenging curriculum for all students.
2. **We can achieve higher levels of performance within every facet of our organization.** Beaumont ISD will promote high expectations for all students and staff members, clearly defined district goals and strategically aligned resources.
3. **Every classroom should have an effective teacher and every school should have an effective principal.** Beaumont ISD will recruit, develop and retain highly effective teachers and administrators.
4. **All school and work environments should be safe, secure and supportive.** Beaumont ISD will ensure that learning and work environments are safe, secure and supportive in order for all students and staff to achieve high levels of performance.
5. **In order to prepare our next generation to become responsible citizens, we should work collaboratively with our families and community partners.** BISSD will actively collaborate with families and community partners to maximize opportunities for the success of our students.
6. **We should be fiscally responsible and accountable to the public.** BISSD will implement financial procedures and internal controls to ensure fiscal responsibility.

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Comprehensive Needs Assessment

Demographics

Summary

West Brook High School serves grades 9-12 in Beaumont ISD., There are 2,110 students enrolled. West Brook High School enrollment continues to experience minimal enrollment shifts in our student demographic groups.

- 53% - African American
- 25% - Hispanic
- 13% - White
- 6% - Asian
- 2% - Two or More Races
 - 50% - Male
 - 49% - Female

West Brook High School student categories include:

- 76.8% of students participate in Career and Technical Education courses
- 42% of students identified as Economically Disadvantaged
- 37% of students identified as At-Risk
- 19.5% of students identified as English Language Learners
- 9.9% of students identified as Special Education
- 9% of students identified as Gifted and Talented

Strengths

A key element of West Brook High School's success is the rich diversity within its student body and faculty/staff, encompassing a wide range of ethnic and socioeconomic backgrounds. When student leaders were asked what they value most about West Brook, they unanimously cited its diversity. The school's culture not only embraces but actively celebrates these differences.

West Brook High School offers over fifty-two active student clubs and organizations, participating in twenty-three U.I.L. events, Junior Leadership of Beaumont, Youth Leadership Southeast Texas (YLSET), Judicial Academy, and Chick-fil-A Academy. Many of these clubs reflect the campus's diversity, highlighting unique traditions, languages, histories, societies, cultures, and religions. This creates a professional, encouraging, and uplifting environment for all students.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

West Brook High School encounters the challenge of effectively addressing the academic and social-emotional needs of a progressively diverse student population, notably with the ongoing growth of the Hispanic demographic. It is essential to ensure equitable access to high-quality education and appropriate support services for all students, including Emergent Bilingual and Special Education student

The underlying issue from the complexities involved in serving an evolving and culturally diverse student body, necessitating ongoing adaptation of instructional strategies, resources, and support systems.

 = Priority

Student Learning

Summary

Based on the 2025 STAAR EOC results, when compared to the 2024 STAAR EOC results, the data indicates:

- There was an increase in Approaches (+3%) and Masters (2%), and a decrease in Meets (-7%) for English I.
- There was an increase in Approaches (+4%), a decrease in Meets (-8%), and no change in Masters for English II.
- There was an increase in Approaches (+3%), and a decrease in Meets (-2%), and Masters (-2%) for Biology.
- There was a decrease in Approaches (-17%), an increase in Meets (+4%), and Masters (+20%) for U.S. History.
- There was a decrease in Approaches (-11%) and no change in Meets and Masters for Algebra I.

Strengths

- Increased the number of students scoring Masters in English I.
- Maintained the number of students scoring Masters in English II with the cutoff score increasing to 88% (the highest cutoff score of all STAAR tests).
- Significant increase (20%) in the number of students scoring at Masters on the US History STAAR.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The graduation rate for the class of 2025 was 88%.	There are no systems in place to verify when students unenroll to attend public school in another state, homeschool, return to their home country, enroll in a charter school or obtain their GED.
2	Students at West Brook High School are underperforming the State at the Meets level on the 2025 STAAR EOC standards by 11% on English I, 7% English II, 4% Algebra, 7% Biology, and 2% US History.	Lack of effective instructional interventions and certified personnel; This is coupled with student learning gaps. Also, lessons lack rigor and extensions to provide higher-order thinking and learning.

★ = Priority

School Processes & Programs

Summary

Curriculum

At West Brook High School, we prioritize a comprehensive curriculum that aligns with all relevant TEKS, promoting success in STAAR testing and career readiness. Our curriculum writing teams ensure that materials are aligned and scaffolded effectively. Faculty collaboration is central to fostering student success, with teachers regularly offering tutorials before and after school. We utilize data from informal and formal assessments to identify students requiring additional support, ensuring these assessments are aligned with TEKS. Our district also provides special education, gifted and talented, and 504 programs for qualifying students.

Procedures

West Brook High School has established procedures and policies that facilitate efficient operations. Morning and after-school duty stations are clearly communicated and well-organized, with administrators ensuring student safety. Professional Learning Communities (PLCs) are conducted with organized agendas, led by instructional coaches and campus administrators. Department heads collaborate closely with assistant principals assigned to specific content areas to ensure efficient information dissemination.

To enhance student safety, all students are screened in the morning using the Evolv metal detector system. Personal electronic devices are secured in Yondr pouches upon entry and unlocked at designated stations at the end of the school day. Visitors must also pass through security checks at the front entrance.

Technology

West Brook High School equips students with technology to enrich their learning experiences. Each student is assigned a district-issued Chromebook, and teachers receive laptops for instructional use. All educators have access to interactive Newline panels and can request document cameras for enhanced teaching. Additionally, lessons can be recorded and uploaded to Google Classroom, providing students with access to instructional materials outside the classroom.

Strengths

Over all the systems and process that have been put in place at West Brook have had a positive impact on the climate and culture of campus. This include but are not limited to:

- Communication is consistent with "Bruin Briefs" from the Principal;
- The Student Activities Director is consistently communicating regular updates on campus events via email and social media.
- Campus Security plan which includes the Assistant Principal Hall Duty Rotation schedule.
- Discipline Referrals being processed by Assistant Principals in a timely manner.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1</p> <p>The number of tardy discipline referrals continues to be the largest discipline infraction even with the implementation of Tardy Calculator.</p>	<p>Not all teachers are following the campus expectations with tardies and holding students accountable for a tardy and/or turning in tardy referrals when required to.</p>
<p>2</p> <p>★</p> <p>Discipline across the campus is not enforced consistently by campus leaders.</p>	<p>Campus leaders are not following the established disciplined matrix with fidelity.</p>

★ = Priority


Perceptions

Summary

West Brook High School conducts business effectively with a strong, inclusive campus culture and a clear focus on safety, communication, and student support. Multiple communication platforms (TEAMS Parent/Student Self-Serve, Google Classroom, campus website, social media, ClassDojo) provide families and students access to grades, attendance, conduct, and events. The school actively invites parent and community involvement and offers counseling and wellness resources, daily tutorials, and collaborative teacher PLCs to drive academic improvement. Leadership has prioritized safety—relocating PEIMS/reception to the front foyer and is continuously evaluating security measures, which have increased perceptions of safety. Consistent positive staff–student interactions foster a caring, high-expectations environment where diverse students build respectful relationships and a strong sense of belonging. Overall, WBHS shows solid practices in engagement, support, and continuous improvement.

Strengths

- PTA
 - An active partnership promoting ongoing positive relationships with all stakeholders.
 - Scholarships for graduating seniors and PTA members.
- Communication
 - The campus encourages parents to use Parent Self-Serve for open communication, allowing them to view grades and conduct.
 - Weekly Bruin Briefs with staff and business partners.
 - Quarterly Coffee meetings with Phillips.
- Business Partnerships
 - Quarterly meetings with business partners.
 - Lunch and Learns with DuGood & WBHS PTA.
- Staff
 - A culturally diverse staff that maintains strong ties to the Beaumont and WBHS communities, which boosts their investment in our students' success.
 - Teachers collaborate effectively.
- Students
 - Over fifty diverse clubs and organizations are active student groups.
 - Various community involvement opportunities are available during and beyond the school day.
 - Athletic opportunities.
 - Academic enrichment programs, including Advanced Placement and Dual Credit.
 - Most students feel the campus is a safe environment.
 - Routine safety drills are effective.
 - Positive interactions between students and teachers.



Priority Problem Statements

Problem Statement

Root Cause

1
★

The graduation rate for the class of 2025 was 88%.

There are no systems in place to verify when students unenroll to attend public school in another state, homeschool, return to their home country, enroll in a charter school or obtain their GED.

2
★

Discipline across the campus is not enforced consistently by campus leaders.

Campus leaders are not following the established disciplined matrix with fidelity.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data



Goals

Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

Performance Objective 1 High Priority HB3 Goal

West Brook students will help enhance the third-grade scores at our elementary feeder schools by offering literacy support through the Youth Leadership of Southeast Texas (YLSET) and the National Honor Society (NHS) at least two times per month.

Evaluation Data Source: Informal observations and surveys

Performance Objective 2 High Priority HB3 Goal

By May 2026, West Brook High School English I STAAR EOC Meets Grade Level scores will be 45% or higher and English II STAAR EOC Meets Grade Level scores will be 55% or higher.

Evaluation Data Source: 2026 STAAR EOC Results

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will receive training focused on analyzing historical STAAR data and district benchmark assessments to identify and provide targeted remediation for students at risk of, or who have previously not met the standards on the STAAR EOC. Special attention will be given to students identified within the campus high-focus group. Efforts will be directed towards addressing curriculum gaps in Reading Language Arts (RLA).

Strategy's Expected Result/Impact: Increase the percentage of students achieving Meets or Masters on the first administration of the English I and/or English II STAAR EOC; decrease the number of students failing, and decrease the dropout rate

Staff Responsible for Monitoring: Principal, Associate Principal of Instruction & Curriculum, Assistant Principal over the RLA department, RLA department head, Instructional coach for RLA English I and English II teachers

Funding Sources: Chromebooks and Chargers Title II, Part A, \$15,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

The campus will utilize a Reading Instructional Coach to assist with facilitating PLC for STAAR EOC subject areas (RLA and Social Studies) and coaching teachers on best instructional practices, classroom management techniques, and effective lesson planning.

Strategy's Expected Result/Impact: Improved instructional practices and improved student outcomes in English and social studies; increased the percentage of students scoring at Meets and Masters on the STAAR EOC for English I, English II, and US History.

Staff Responsible for Monitoring: Principals and Assistant Principals

Funding Sources: Reading Instructional Coach (1/2 price) Title I, Part A, \$38,627.5

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

Performance Objective 1 High Priority HB3 Goal

West Brook students will help enhance the third-grade scores at our elementary feeder schools by offering math tutoring support through the Youth Leadership of Southeast Texas (YLSET) and the National Honor Society (NHS) at least two times per month.

Evaluation Data Source: Informal observations and surveys

Performance Objective 2 High Priority HB3 Goal

By May 2026, West Brook High School Algebra I STAAR EOC Meets Grade Level scores will be 35% or higher.

Evaluation Data Source: 2026 STAAR EOC Results

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will receive training focused on analyzing historical STAAR data and district benchmark assessments to identify and provide targeted remediation for students at risk of, or who have previously not met the standards on the STAAR EOC. Special attention will be given to students identified within the campus high-focus group. Efforts will be directed towards addressing curriculum gaps in Algebra I.

Strategy's Expected Result/Impact: Increase the percentage of students achieving Meets or Masters on the first administration of the Algebra I STAAR EOC; decrease the number of students failing, and decrease the dropout rate

Staff Responsible for Monitoring: Principal, Associate Principal of Instruction & Curriculum, Assistant Principal over the Math department, Math department head, Instructional coach for Math, Algebra I teachers

Funding Sources: Chromebooks & Chargers Title I, Part A, \$10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

The campus will utilize a Math Instructional Coach to assist with facilitating PLC for STAAR EOC subject areas (Math and Science) and coaching teachers on best instructional practices, classroom management techniques, and effective lesson planning.

Strategy's Expected Result/Impact: Improved instructional practices and improved student outcomes in math and science; increased percentage of students scoring at Meets and Masters on Algebra I and Biology STAAR EOC

Staff Responsible for Monitoring: Principal and Assistant Principals

Funding Sources: Math Instructional Coach Title I, Part A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

Performance Objective 1 High Priority HB3 Goal

By May 2026, the percentage of students obtaining their CCMR points will increase from 80% in 2025 to 83% in 2026.

Evaluation Data Source: TEAMS data reports; College Bridge completion reports

Strategy 1

Students will use their daily advisory period to complete the Texas College Bridge online program, preparing them for the Texas Success Initiative Assessment (TSIA).

Strategy's Expected Result/Impact: Students will earn their CCMR point before May 2026

Staff Responsible for Monitoring: CCMR Counselor, Grade level Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

By May 2026, the percentage of students who complete an AP exam will successfully score a 3 or higher will increase from 54% in 2025 to 65% in 2026.

Evaluation Data Source: Results from College Board AP tests given in spring 2026.

Strategy 1

By May 2026, the percentage of students participating in AP exams will increase from 62% in Spring 2025 to 75% in Spring 2026.

Formative Reviews

No Progress

November

January

March

June

Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

Performance Objective 1 High Priority

By May 2026, West Brook High School will increase student attendance from 92% to 95%. This will be achieved through the implementation of proactive support systems, recognition programs, and targeted interventions designed to foster student responsibility and self-management.

Evaluation Data Source: Campus Percentage Attendance Reports

Strategy 1

The Wellness Counselor will help support grade-level Assistant Principals and Counselors in reaching out to parents of students with chronic absenteeism to see what supports the campus can offer.

Strategy's Expected Result/Impact: Improved student attendance; reduction in drop-out rate.

Staff Responsible for Monitoring: Assistant Principals; Counselors

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Strategy 2

Contact business partners to provide incentives, such as perfect attendance awards, to encourage regular student attendance.

Formative Reviews

No Progress

November

January

March

June

Performance Objective 2

By May 2026, West Brook HS will increase the number of positive social media posts from 6 per week to 10 per week.

Evaluation Data Source: Informal Observations

Performance Objective 3

By May 2026, West Brook High School will decrease the total number of major disciplinary infractions (one-sided hit; mutual combat) from 135 in 2024-2025 to 95 for 2025-2026. This goal will be achieved through the implementation of proactive behavior supports, restorative practices, and social-emotional learning (SEL) strategies (CRD Student Check- Ins, Counselor and Administrator Follow-Ups, Mindful Mondays and Small Group Presentations with the Wellness Coordinator, Top 30 Student Check-ins with the Campus Support Staff) that foster student self-management and encourage positive relationships.

Evaluation Data Source: Monthly/ End-of-Year Discipline Report

Strategy 1

By January 2026, all staff will be trained in strategies to improve student engagement and reduce major discipline infractions, such as one-sided hitting or mutual combat.

Strategy's Expected Result/Impact: Teachers and Administrators will use Behavior Intervention Plans

Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Identify students and implement an at-risk program with mentoring through

Strategy's Expected Result/Impact: Positive changes in student behavior.

Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist

Funding Sources: Eric Thomas Program Title I, Part A,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Strategy 3

The campus will hire two Behavior Interventionists who will work with identified at-risk students

Strategy's Expected Result/Impact: Reduction in classroom and campus discipline referrals; a decrease in the number of out-of-school suspensions; an increase in appropriate behaviors in and out of the classrooms as indicated by discipline reports

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Title I, Part A, \$175,884

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

Performance Objective 1

By May 2026, West Brook High School will increase the percentage of students who earn initial credit from 94% to 97% by reducing the number of students who lose credits due to failing grades through effective classroom instruction.

Evaluation Data Source: Student failure reports, Informal/Formal Observations

Strategy 1

West Brook will incorporate HB1416 accelerated learning for identified students in advisory period utilizing approved online materials.

Strategy's Expected Result/Impact: Students will be to close learning gaps and increase needed skills for STAAR EOCs.

Staff Responsible for Monitoring: Assigned advisory teacher, Department Assistant Principal, Principal

Formative Reviews

No Progress

November

January

March

June

Strategy 2

After-School Tutorials are Monday to Thursday, offering 1:1 support, reteaching and retesting opportunities, and help with assignments.

Strategy's Expected Result/Impact: Students are more likely to achieve academic improvements when they have access to regularly scheduled tutorials.

Formative Reviews

No Progress

November

January

March

June

Strategy 3

West Brook High School will implement strategic staffing models and retention efforts to enhance effective instruction in all classrooms.

Strategy's Expected Result/Impact: Enhanced student learning outcomes through improved achievement, consistent instructional quality, stronger teacher effectiveness, and increased instructional equity for all students.

Formative Reviews

No Progress

November

January

March

June



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Allison Darwin	Teacher - Reaching Coach		
Earl Walker	Specialist Behavior Interventionist		
Jeremi Bowman	Specialist Behavior Interventionist		
Lori Johnson	Counselor, 9th Grade Academy		



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	10/17/2024	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	10/17/2024	D'Lana Barbay	10/30/2024