

Irving Independent School District



Nimitz High School

2025-2026 Campus Improvement Plan

Mission Statement

We encourage ALL students to find their personal paths by closing academic gaps and supporting social & emotional well-being.

Vision

Nimitz Nation: Driven to Succeed. Destined to Lead.

Value Statement

ALL N

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Comprehensive Needs Assessment

Demographics

Summary

This year, Nimitz High School currently has 2,323 students. 84% of our students are considered Economically Disadvantaged, 43% labeled as Emergent Bilingual, 16% coded as Gifted and Talented, and a Special Education percentage of 9%.

Hispanic or Latino- 85%

White- 7%

African American- 5%

2 or More Races- 1%

23-24 Attendance Rate 92.9%

Nimitz Chronic Absenteeism Rate- 24.6%

Staff Retention rate 77.91%

23-24 School Discipline data

ISS Days- 873

OSS Days- 659

DAEP Placements- 1,819

Our student mobility rate (14.3%) is lower than the state (16.1%). Our hispanic sub population mobility rate (11.4%) is higher than the state average(8.5%).

Strengths

The third high school of Irving Independent School District opened its doors in August of 1968 in far South Irving to meet the growth in population. The property was surrounded by a dairy farm that eventually disappeared and replaced with single-family homes.

Admiral Chester W. Nimitz was chosen as the name of the new high school in keeping with the honoring of World War II military heroes. The selection of the school mascot broke with the tradition of naming an animal, opting to match the naval background of the school's namesake with the historical seagoing Viking. And the school colors of blue and silver were selected, again connecting the newest high school to the water sailed by the US Navy and the Norwegian Vikings. The official name of blue is known as "loyal" blue.

Nimitz Academic Decathlon is a program that has won 26 Regional championships, has advanced to the state meet 37 years in a row, has won a team State Championship, 6 individual State Championships, and has come in 2nd at e-Nationals.

South Irving Collegiate at Nimitz, the first P-TECH campus in Irving ISD and a school of choice housed at Nimitz High School. South Irving Collegiate at Nimitz strives to be a beacon of excellence in the Irving community.

The Nimitz attendance rate increased from 89.8 % during the 22-23 to 92.9% for the the 23-24 school year

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ 66 % of our chronically absent students did not meet English 1 STAAR expectations	Students with chronic absenteeism may feel disconnected from the school environment, reducing their motivation to invest in academic success. This disengagement can negatively impact their focus and effort on assessments.
2 Behavior incidents and suspensions increased by 30% in ninth grade.	There is no Positive Behavior Intervention System (PBIS) or mentorship program in place on campus to intervene with students.
3 African American subpopulation makes up 31 % of the Chronic Absenteeism rate.	Limited access to reliable transportation could make it difficult for students to attend school regularly.

★ = Priority

Student Learning

Summary

2023-2024 STAAR EOC performance is below:

Domain 1 by student groups at Meets:

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Economically Disadvantaged	Special Education (Current)	Special Education (Former)	Continuously Enrolled
All Reading	47%	54%	45%	58%	59%	88%	n/a	50%	44%	32%	45%	19%	27%	51%
Math	22%	22%	22%	19%	15%	45%	n/a	40%	20%	14%	18%	17%	0%	18%
Science	42%	25%	41%	63%	50%	75%	n/a	0%	40%	32%	42%	25%	0%	43%
Social Studies	62%	39%	61%	68%	83%	89%	n/a	75%	60%	38%	61%	28%	50%	67%

Domain 3 Scores vs. Interim

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Economically Disadvantaged	Special Education (Current)	Special Education (Former)	Continuously Enrolled
Reading 2023 Interim	44	32	36	62	43	74	45	58	32	20	33	13	30	46
Reading 2024	47 Priority Problem Statements	54	45	58	59	88	-	50	44	30	45	19	27	51
Math 2023 Interim	38	26	35	48	37	72	41	44	31	31	32	15	33	40
Math 2024	22	22	22	19	15	45	-	40	20	14	18	17	-	18

83% of students Met TSI in both ELA/Reading and Math

TELPAS composite progress score of 36 prior year 34.

Strengths

83% of students Met TSI in both ELA/Reading and Math

Student Quality or Student Success: Chosen Component (CCMR)- 16/16 possible points earned

Growth or Graduation: Chosen Component(Federal Graduation Status)- 13/16 points earned

Four year graduation rate- 95. 8%

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Our campus continues to underperform in STAAR EOCs when compared to the state level averages in the areas of Approaches, Meets and Masters.	The lack of consistency throughout each classroom when it comes to effective Tier I instruction and targeted individual student interventions continues to impede our progress in closing the gaps and our accountability rating.
2 Our campus continues to underperform in all standardized testing.	Students are coming in with significant learning gaps and have deficits that contribute to lower standardized testing scores. Also, a lack of consistent testing prep programs or curriculum have contributed to lower scores as well.
3 Long term EB students continue to struggle with exiting LPAC despite being in US schools for long periods of time.	Lack of consistent preparation for students in test preparation for the speaking portion of the TELPAS test. Also, lack of awareness of the purpose of the TELPAS test as well as providing comprehensive explanations to what it takes to exit the program.
4 Our Special education population being served in the resource are not closing academic gaps based on STAAR EOC scores.	Inconsistent classroom instructors and lack of quality tier 1 instruction have led to limited academic growth in English 1/2 and Algebra 1.
5 This problem will be related to our final failure report when available.	

★ = Priority

School Processes & Programs

Summary

Each of the campus twenty seven professional learning teams (PLT) are facilitated by a professional learning lead and a campus instructional leader. In each of the PLT meetings the primary focus is to determine what we want students to learn, how are we going to know how they learned it, what are we going to do for the students who did learn it, and what are we going to do for the students who did not learn it.

On our campus, we place a heavy emphasis on growing capacity in our stakeholders to assist in the development of our students. While our faculty meetings do include updates, the majority of the meeting is focused on professional development that addresses student achievement and classroom pedagogy. Many of our teachers also offer professional development opportunities where they lead sessions throughout the school year. Our New2Nimitz group, led by our Academic Specialist, is designed to provide support to any new teacher on our campus with professional development, instructional coaching and a mentor for the school year.

Targeted scheduling with PLTs and consistent IPC development amongst teams is vital to the academic success of our students.

Nimitz is committed to providing ALL students with technology access. (Chromebooks)

Strengths

At Nimitz, we offer a variety of programs and pathways that fit the interests and needs of ALL students. Some of these programs include:

Academic Offerings: Advanced Placement (AP), AVID, Deaf Education, Dual Credit, Special Education

Academics, Service, and Leadership: Academic Decathlon, Business Professionals of America, DECA, FCCLA, FFA, Journalism, Junior Achievement, National Honor Society, Operation Hero, Science Club, SkillsUSA, STEM, Student Council, and TAFE

Athletics: Baseball, Basketball, Bowling, Cheerleading, Cross Country, Football, Golf, Soccer, Softball, Special Olympics, Swimming, Tennis, Track and Field, Volleyball, Wrestling

Fine Arts: Art, Ballet Folklorico, Band, Choir, Color Guard, Dance, Orchestra, Theatre Arts

Signature Studies (CTE): Agriculture Sciences, Energy and Environmental Entrepreneurship, Arts/AV/Technology/Communications, Automotive Technology, Business/Marketing/Finance, Cosmetology, Culinary/Hospitality, Education/Coaching, Human Services, JROTC, and Veterinary Services

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There has been inconsistent monitoring of instructional planning calendar/lesson planning and professional learning teams.	Administrators have spent their time focused on other areas of leadership and have been inconsistent both with their presence in PLTs and review of IPCs.
2 Writing across all contents has not been consistently implemented in each classroom.	Lack of monitoring and classroom walkthroughs have lead to a lack of urgency across all contents on campus.
3 The utilization of built in intervention time (Viking Time) has not been consistently monitored.	A lack of understanding of how to create effective interventions and extensions have lead to inefficient use of Viking Time.

★ = Priority

Perceptions

Summary

Our goal at Nimitz is to update and keep our stakeholders informed/up to date on All Things Nimitz HS. We utilize our Parent Messenger system (Kinolved, Talking Points) to send out timely phone recorded messages, emails and text messages. As a campus, we also maximize the use of social media platforms to communicate with our stakeholders via Facebook, X, and Instagram. We offer parent classes to inform parents on hot topic issues, drug awareness, as well as providing resources for financial aid and tax support. Campus climate survey indicates that parents need more support in assisting their children with homework. We hosted a successful block party and numerous community events and workshops. (All Pro Dads)

Strengths

At Nimitz, we've placed a heavy emphasis on ensuring a safe and secure campus environment. This is backed by our staff retention rate of 90% following the 2023-24 school year. Our motto, "ALLN", is our rally call which we all are bound to on our campus. If we see a need, we fill a need!

Campus Climate survey indicates close to 89% of Teachers look forward to going to work.

Campus Climate survey indicates close to 88% of Parents believe parents teachers care about their child.

Campus Climate survey indicates close to 91% of Students believe teachers encourage them to work hard.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Our campus continues to struggle in the area of parent involvement and attendance in our parent/ community events.	Possible lack of understanding on how parent involvement makes a huge impact on student performance and success.
2 There is a lack of student input in policy and procedures at Nimitz HS.	Students are not feeling heard or connected to campus, and this has led to an increase in behaviors and lack of respect to property.
3 55% of students responded favorably to teachers are aware of the problems students experience every day.	Teachers may not receive adequate training on how to build relationships with students or identify social-emotional challenges.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our campus continues to underperform in STAAR EOCs when compared to the state level averages in the areas of Approaches, Meets and Masters.

The lack of consistency throughout each classroom when it comes to effective Tier I instruction and targeted individual student interventions continues to impede our progress in closing the gaps and our accountability rating.

2
★

66 % of our chronically absent students did not meet English 1 STAAR expectations

Students with chronic absenteeism may feel disconnected from the school environment, reducing their motivation to invest in academic success. This disengagement can negatively impact their focus and effort on assessments.

3
★

There has been inconsistent monitoring of instructional planning calendar/lesson planning and professional learning teams.

Administrators have spent their time focused on other areas of leadership and have been inconsistent both with their presence in PLTs and review of IPCs.

4
★

Our campus continues to struggle in the area of parent involvement and attendance in our parent/community events.

Possible lack of understanding on how parent involvement makes a huge impact on student performance and success.

★ = 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
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ SAT and/or ACT assessment data
- ☒ PSAT

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
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback

Parent/Community Data

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



Goals

Goal 1

In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1 High Priority

Increase Meets or above on STAAR English I & II from 39% (2024-25) to 49% (2025-26).

Evaluation Data Source: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Strategy 1

Implement culturally relevant teaching and literacy scaffolds.

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Weekly PLTs analyze subgroup progress.

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Performance Objective 2 High Priority

Increase reading MAP growth from 49% to 59% meeting growth projections.
Increase reading MAP growth for EB/EL students: From 33% to 43%.

Evaluation Data Source: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Strategy 1 Targeted Support Strategy

Enhance literacy-rich classroom environments

Strategy's Expected Result/Impact: - Intentional planning of strategy utilization in Instructional Planning Calendar (IPC)

- Feedback provided on strategy via administrator and colleague walkthroughs
- Improvement of reading comprehension in all content areas

Staff Responsible for Monitoring: Administrators, Department Chair, PLC Team, Teachers

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

Moderate Progress

February

April

July

Performance Objective 3

Increase Algebra 1 STAAR Performance Meets or above from 18% to 28%.

Increase Special Education students: From 5% to 15%.

Evaluation Data Source: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Strategy 1 Targeted Support Strategy

Department coaching cycles focused on instructional clarity.

Strategy's Expected Result/Impact: - PLT's will be able to create a common assessment aligned with the standards that have been taught.

- Data received from the common assessment can provide an overview of what needs to be retaught.
- Ability to create an action plan to address student needs.

Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Academic Specialist

Funding Sources: Interventionist, Intervention Aides, Tutoring 199 - General Funds: SCE, \$37,230

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

Moderate Progress

February

April

July

Performance Objective 4 High Priority

Increase Math MAP Growth from 48% to 58%.
Increase African American students Math MAP growth from 40% to 50%.

Evaluation Data Source: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Strategy 1

Launch tier 3 interventions aligned to map Fridays

Formative Reviews



Performance Objective 5 High Priority HB3 Goal

Increase the percentage of students attaining TSI from 23% to 33% by May 2026.

Evaluation Data Source: TEA Accountability Report Card, TAPR Report, Eduphoria Data, OnData Suite Data

Strategy 1 Targeted Support Strategy

Conduct saturday TSIA2 bootcamps

Strategy's Expected Result/Impact: - All students will fulfill the requirements of their pathway and earn any possible certification.
- Complete one of the CCMR requirements.

Staff Responsible for Monitoring: - CCMR Coach, Interventionist, Academic Specialist, Administrators, Counselors, Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Goal 2

In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

By the end of the 2025-2026 school year, we will decrease the percentage of students who are chronically absent from 24.6% to 18 %.
Decrease the percentage of African American from 44% to 39% by May 2026.

Evaluation Data Source: Irving Cognos Reports, Attendance Committee Agendas, Campus Data tracker

Performance Objective 2

By the end of the 2025-2026 school year, we will decrease the percentage of students who are in and out of school suspensions for the student group that is disproportionally referred for disciplinary action from 86 % to 81% by May 2026..

Evaluation Data Source: Irving Cognos Reports, and Campus Data tracker

Performance Objective 3

By the end of the 2025-2026 school year, Nimitz High School will retain at least 82% of its faculty and staff.

Evaluation Data Source: - Human Resources Staffing Data, TEA Accountability Report Card, TAPR Report

Strategy 1 ☒ Targeted Support Strategy

Build the capacity of our new teachers through our New2Nimitz program by offering a professional development session monthly for the 2025-2026 school year.

Strategy's Expected Result/Impact: - New to Nimitz teachers will be provided with professional development sessions intentionally selected to fill their current needs.

- Teachers will become a part of the Nimitz culture and ALLN mentality.
- New to Nimitz teachers will be provided with a mentor to assist and support them throughout the school year.

Staff Responsible for Monitoring: - Academic Specialist, Administration, Mentors

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Recognize high-impact teachers each quarter and identify the needs of the campus by March to ensure that strong candidates are targeted and selected beginning in April 2026.

Strategy's Expected Result/Impact: - Identify the amount of teaching units that will be available for the new school year.

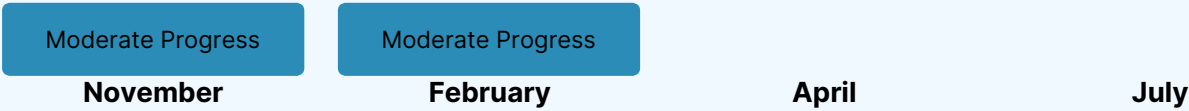
- Receive feedback from "On the Nimitz Bus" survey to identify which teachers will be returning.
- Review and upgrade the interview process to include effective questions.
- Organize an interview team consisting of stakeholders to assist in the selection of new teachers.

Staff Responsible for Monitoring: - Administrators, teachers, counselors, interventionist, Academic Specialist

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Goal 3

In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By the end of the 2025-2026 school year, we will host at least one parent/community event each month.

Evaluation Data Source: Event sign-in sheets, School Messengers, Communication logs

Strategy 1

Nimitz High School will provide at least one workshop/class per month to grow the capacity of our parents as partners in education.

Strategy's Expected Result/Impact: - Provide insight on how parents can assist the campus in their student's education.

- Show parents how to access the district platforms to keep them informed and up to date on their student's progress.

Staff Responsible for Monitoring: Administrators, Parent Liaison, Counselors

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

November

No Progress

February

April

July

Strategy 2

Our campus will offer at least four All-Pro Dad sessions during the 2025-2026 school year.

Strategy's Expected Result/Impact: - Increased involvement by dads in the education of their student's.

- Build the capacity of both student and dad via the utilization of guidance lessons and hands on experiences.

Staff Responsible for Monitoring: Administration, Parent Liaison

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Our campus continues to struggle in the area of parent involvement and attendance in our parent/community events.	Possible lack of understanding on how parent involvement makes a huge impact on student performance and success.



State Compensatory Education

State Compensatory

Budget for Nimitz High School

Total SCE Funds: \$156,186.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

At Nimitz High School, we are committed to providing the best possible education for all of our students, and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds supplement our regular education program. A portion of these funds, is allocated to the acquisition of supplies and materials. These materials play a crucial role in enhancing the learning experience for students, enabling us to provide additional resources and tools to support their education. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. Other funds are used to hire an interventionist and 2 instructional aides who provide support to students at risk of not performing satisfactorily on EOC exams and/or at risk of dropping out. There is \$10,000 in SCE to support South Irving Collegiate Academy at Nimitz which will be used to support student success on EOC's and college readiness.

Personnel for Nimitz High School

Name	Position	FTE
Carlos Martinez	Intervention Aide	1
Cristal Elias	Interventionist	1
Essam Saleh	Intervention Aide	1



Funding Summary

Funding Summary

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Interventionist, Intervention Aides, Tutoring	--	\$37,230.00
Sub-Total					\$37,230.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024

