

Lewisville Independent School District

Castle Hills Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe high quality and caring staff are the heart of a learning culture
- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.	12
Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.	14
Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.	16
Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.	19
Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.	21
Goal 6: Federal and State Mandates THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews when you update your priority goals.	22
Policies, Procedures, and Requirements	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Castle Hills Elementary School is located in a small community in the southeast area of Lewisville, TX.

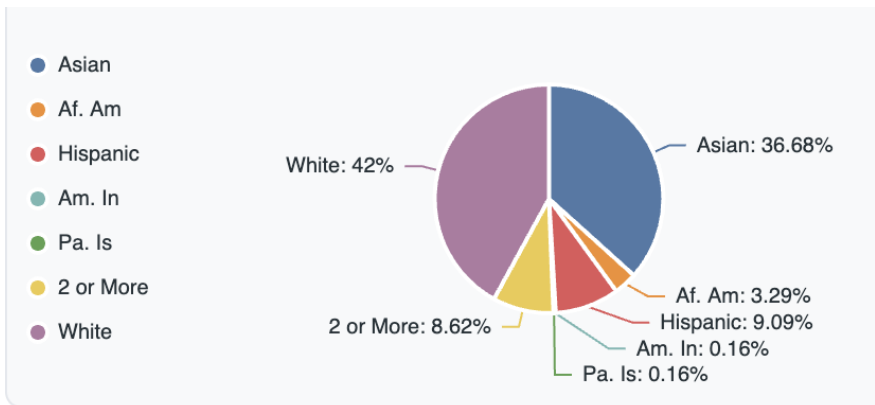
Castle Hills Elementary has 627 students and 63 staff members; 71 staff members if one includes all district support providers designated for our school.

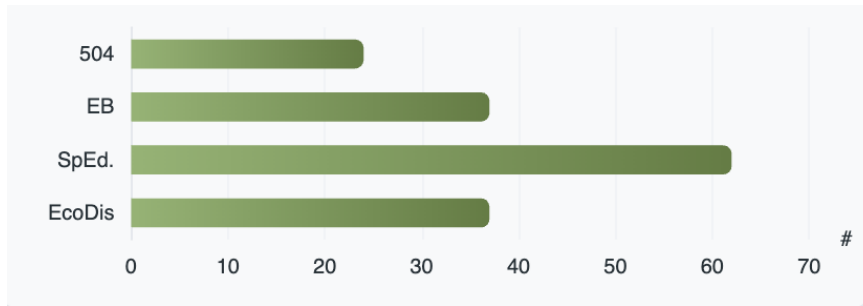
98% of our teachers hold a Texas teaching certification. 2 of our teachers are Associate Teachers. Our student to teacher ratio is 22:1 in grades K-4.

We have a Gifted and Talented (GT), special education, and English learner program on our campus.

Our daily average attendance rate is 96.7%

Our school population:





Demographics Strengths

Castle Hills Elementary School has a collaborative and highly engaged community. There are over two hundred PTA members and fifty nine faculty as members.

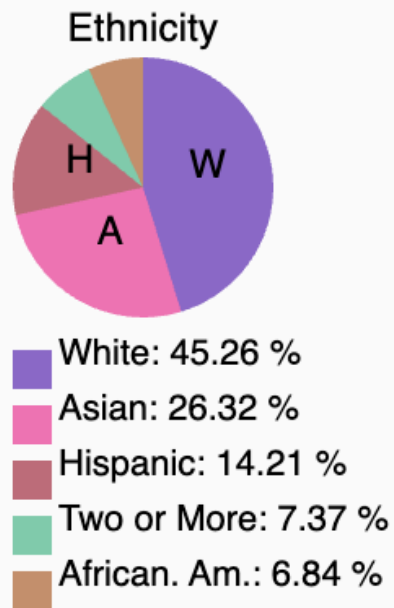
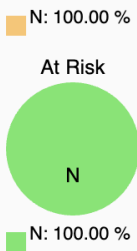
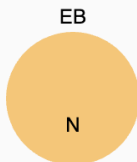
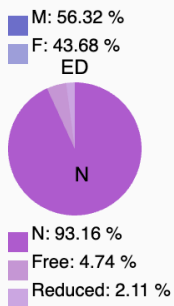
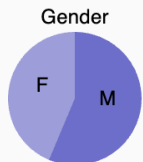
There are 80 parents who head PTA committees and are continually awarded the National PTA School of Excellence.

We pride ourselves in our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world.

All students participate in physical education, art, and music.

Our school also has various clubs for students to participate:

Running Club, Student Council, Welcome Crew, Honor Choir, Royal Tones Choir, News Crew, Safety Patrol, and Flag Crew.



Student Learning

Student Learning Summary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)											
All Subjects	2025	75%	81%	95%	80%	82%	95%	*	97%	*	98%
	2024	75%	81%	93%	74%	91%	92%	*	96%	-	90%
	2025	76%	82%	96%	83%	88%	97%	*	98%	*	95%
ELA/Reading	2024	76%	84%	96%	75%	94%	97%	*	98%	-	96%
	2025	72%	78%	96%	83%	84%	95%	*	99%	*	100%
Mathematics	2024	72%	78%	95%	75%	90%	94%	*	98%	-	96%
	2025	78%	83%	88%	*	58%	91%	*	92%	-	100%
Science	2024	75%	80%	80%	*	88%	77%	-	88%	-	64%
	2025	75%	80%	80%	*	88%	77%	-	88%	-	64%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)											
All Subjects	2025	50%	59%	81%	47%	67%	81%	*	86%	*	90%
	2024	48%	59%	78%	58%	73%	75%	*	85%	-	78%
	2025	54%	64%	88%	67%	81%	88%	*	90%	*	90%
ELA/Reading	2024	54%	66%	85%	63%	77%	85%	*	89%	-	85%
	2025	45%	54%	83%	50%	72%	81%	*	89%	*	90%
Mathematics	2024	43%	52%	81%	50%	71%	78%	*	90%	-	81%
	2025	47%	58%	61%	*	17%	63%	*	69%	-	86%
Science	2024	43%	54%	52%	*	63%	44%	-	58%	-	55%
	2025	43%	54%	52%	*	63%	44%	-	58%	-	55%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)											
All Subjects	2025	21%	30%	55%	13%	29%	53%	*	64%	*	73%
	2024	20%	29%	52%	26%	34%	45%	*	64%	-	60%
	2025	23%	31%	61%	17%	34%	60%	*	69%	*	75%
ELA/Reading	2024	22%	32%	61%	25%	45%	56%	*	73%	-	69%
	2025	20%	28%	59%	17%	31%	57%	*	69%	*	81%
Mathematics	2024	17%	25%	50%	38%	29%	44%	*	63%	-	58%
	2025	17%	27%	28%	*	8%	25%	*	38%	-	43%
Science	2024	16%	26%	29%	*	13%	20%	-	42%	-	45%
	2025	16%	26%	29%	*	13%	20%	-	42%	-	45%

Student Learning Strengths

This is a 2024 - 2025 statement. Will need to be updated in the fall.

In reviewing STAAR performance data from last school year, it is evident that our students have strengths in the areas of ELAR and Math. This data aligns with iStation data from last school year as well.

On STAAR, only 5% of third graders did not pass reading and only 4% did not pass math. In 4th grade, only 1% did not pass reading or math. In 5th grade, 6% of students did not pass reading, 7% did not pass math, and 13% did not pass science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The school has not received a Distinction Designation for Science since 2022.
Root Cause: A foundation and consistent instructional practices have not be vertically aligned.

School Processes & Programs

School Processes & Programs Summary

At Castle Hills, we are currently implementing the following programs for curriculum, instruction, professional development, and leadership:

Team Leader Meetings: once per month to communicate campus-wide information and address concerns related to each team

Building Leadership Team Meetings: three times per year to analyze data in the Campus Improvement Plan and parent engagement.

Campus Design Team Meetings: once per month to discuss programs and new initiatives to further our campus mission and vision

Behavior Committee Meetings: once per month to develop and analyze a campus-wide positive behavior support system based on core values

Staff Meetings: once per month to share information and build community

PLC Meetings: based on the assessment calendar to meet intentionally after each assessment window and make instructional decisions based on relevant student performance data. (three times per year, October 22, February 18, April 22.

Literacy Check-In Meetings: twice per year to analyze literacy instruction and student progress (September 24 & 25 and January 14 & 15)

Time for Literacy: twice per year to analyze and review LISD curriculum resources and make instructional decisions based on best practices

School Processes & Programs Strengths

Current strengths include intentional planning and scheduling of committee and input opportunities for students, staff, parents, and community members.

Perceptions

Perceptions Summary

From 2024-2024 data - needs to be updated

Formal surveys have not yet been conducted this school year as of 9/19/25; however, survey data from 2024-25 demonstrated an increase in positive perceptions from staff, parents, and students compared to survey data from 2023-24. Informal feedback this school year has included positive praise from staff, parents, and community members. Parents and community members have been invited to volunteer, starting on the first week of school. This was received well, and all volunteer positions were filled. Grandparents' Day was opened up to be more inclusive for various family situations, and this is the second year for this event rebranded as "Lunch with a Loved One." At this event, the verbal feedback was positive. Staff have given verbal feedback that the campus morale has increased. Communication on a weekly basis to community and staff has been well received, as this has created open communication on important school-related topics. Input opportunities are given on a regular basis for staff to give feedback on decisions that impact them directly.

Survey Data:

Survey Category	2023-24 Data	2024-25 Data
Staff Wellbeing	56.1%	77.25%
Student: Positive Environment	88%	93%
Student: Health and Wellbeing	93%	95%
Staff: Input on Decisions	50%	75%
Staff: Communication	64%	76%
Parent: Communication	86%	93%
Student: Involvement and Connection	91%	93%
Staff: Positive Change from Survey	26.9%	50%
Customer Satisfaction	96%	97%

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

***DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD**

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
Strategy 1: Increase iReady Math & Reading in all grades to 92% with an intentional target on the economically disadvantaged students. Strategy's Expected Result/Impact: ED Students' academic performance on grade-level math and reading standards will improve as evidenced by their performance on iReady and common formative and summative assessments such as LISD CBA tests. During Kinder - Fifth grade PLCs, teachers will discuss and learn strategies that focus on small group strategies and extensions. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, BLT and Grade level teachers.	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Strategies to achieve campus behavior goal consist of Implementation of Safe and Civil and Restorative Practices. CHES core (Considerate, Helpful, Encouraging, Safe) values presented at BOY student assembly and daily on morning announcements. Decrease behavior in common areas from 209 to 180 incidents. Strategy's Expected Result/Impact: Clear routines will be established and aimed to prevent disruptions before they happen. The expected impact includes higher academic engagement, fewer discipline referrals and stronger student self-regulation. Staff Responsible for Monitoring: Administrators, all faculty and staff	Formative			Summative
	Nov	Feb	May	
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

High Priority
Evaluation Data Sources: Scorecard measures to include wavers

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with learning facilitators and district staff to present professional development for quality Dufour/ Dufour Professional Learning Communities Strategy's Expected Result/Impact: Shared knowledge of critical vocabulary and concepts underlying key PLC terms. Staff Responsible for Monitoring: ADMIN, STAFF	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Strategy 1 Details	Reviews			
Strategy 1: Campus Start/Stop will be >50%. Strategy's Expected Result/Impact: Tasks that work better will be identified. Collaborative effort for identifying what behaviors or actions were not helpful in meeting goals. Staff Responsible for Monitoring: ADMIN	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

***DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD**

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. Strategy's Expected Result/Impact: Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. Staff Responsible for Monitoring: Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. Strategy's Expected Result/Impact: Compliance report, student training logs, counseling logs Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. Strategy's Expected Result/Impact: Academic data, staff observations, documentation records including MTSS, attendance records. Staff Responsible for Monitoring: Campus leaders, counselors, teachers	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. Strategy's Expected Result/Impact: increase in academic achievement of students. Increase in alignment to district expectations on walks Staff Responsible for Monitoring: campus leaders, learning and teaching.	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs, communication logs, advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. Strategy's Expected Result/Impact: parent survey results, event participation, volunteer logs, Staff Responsible for Monitoring: Campus leaders, counselor, teachers.	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026