Lewisville Independent School District

Hicks 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 h igh 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

(From Edugence) Our student population is 513 students and is ethnically diverse with 9.75% African American, 29.63% Hispanic, 35% White, 16.96% Asian, 39% Pacific Islander and 8.77% two or more races.

Gender representation: 50% males and 50% females.

Our enrollment by school group is 12.87% Economically Disadvantaged, 10.9% English Language Learners, and 11% Special Education, 3% 504, 6.2% GT

Staff:

TAPR 24-25 total staff = 50. Staff ethnicity: Hispanic - 20.2%, White - 72.5%, Asian - 5%.
2.5% of teachers have no degree and 97.5% of teachers have their college degree. 75% - Bachelors, 22.7% - Masters.

Teachers by years of experience: Beginning - 5%, 1-5 years - 22%, 6-10 years - 12.6%, 11-20 years - 35.2%, 21-30 years 17.5%, over 30 years 7.5%

We have purposefully designed a 21st-century learning organization that teaches students to think globally in the digital age. We aspire to authentically engage every student every
day in creating and learning. We understand that in today's digital age, students cannot be taught using only lectures, textbooks, chalkboards, and worksheets; rather, students must be

challenged to think, plan, create, and collaborate through the use of technology. For example, Canvas, Istation, Sora, Math Reflex, Keynote and Apple Classroom.

Demographics Strengths

Our strengths lie in our diversity, as many of our parents come from international backgrounds. There are 28 different languages spoken in our students' homes, representing every
corner of the globe. Most of our parents are educated and employed in professional careers, and they value preparing our students for the jobs of tomorrow. They believe that
education is a shared responsibility among the home, the community, and the school.

63% of our teachers have more than 11 years of experience, and 25% have over 21 years of experience! To foster a strong partnership with our parents, we have established multiple
communication channels and have provided opportunities to collaborate on campus initiatives. We provide up-to-date information through mass phone calls, emails, social media, our parent newsletter, and our school website. This combination of resources, along with teacher Canvas sites, and newsletters, offers parents a supportive framework for partnering with the school.

Student Learning

Student Learning Summary

STAAR
In 2026, we saw increases in 3rd and 5th grade ELA in the percentage of students reaching Approaches, Meets and Masters level on the STAAR assessments. In every grade level with the exception of 4th ELA and math, we saw an increase from 2025 of students reaching either Approaches, Meets or Masters level on the STAAR assessments.
STAAR 2026 Analysis

State Accountability
Our school moved from an A (92) in 2025 to a B (89.3). W
Why did we drop to a B?

-
    -
    -
-
    -
-

Now what?

- Huge systematic changes aren't necessary
- In i-Ready - shooting for more students to be in the stripey green category (on or above grade level) - indicates their depth of understanding and ability to apply.
- Goal - to keep students at the meets and masters level.

Student Learning Strengths

Our combination of a guaranteed and viable curriculum centered on essential standards, along with large-scale learning experiences, has resulted in strong performance on STAAR assessments. As we continue our work this year within our Professional Learning Communities (PLCs) to ensure essential standards for every student,
we are confident that our scores will maintain or exceed current levels. While we are proud to say that we are not solely STAAR-focused but rather learning-

focused, and the STAAR
test is only one test on one day, not a whole picture of the child, it is rewarding to see our STAAR scores affirm our hard work.

School Processes & Programs

School Processes & Programs Summary

Hicks Elementary offers a wide variety of programs that provide students with learning experiences far beyond the typical academic environment, such as GT, SPED, ESL, Spanish
Immersion and being named an Apple Distinguished school and a National PTA School of Excellence, to name a few. These activities encourage Hicks students to embrace education
and grow in multiple areas of their lives. Our programs are designed to enhance students' education and demonstrate the dedication and commitment of our faculty.
Teachers participate in Professional Learning Communities (PLCs) and ongoing professional development. They work to integrate technology into their lessons, while ensuring that
students receive valuable digital citizenship education. Through these lessons and our digital citizenship lessons, teachers hold students accountable for their use of technology.

School Processes & Programs Strengths

The Spanish Immersion program at Hicks Elementary (beginning in kindergarten) offers students (most with no prior Spanish experience) the opportunity to learn academics in both
Spanish and English, with instruction split 50/50 (half of the curriculum is presented in English and half in Spanish). This program provides the gift of language to students who might
not otherwise have the chance to master a second language, giving them a significant advantage in life, regardless of their chosen path. Our Spanish Immersion program is one of only
two in LISD.
In addition to Spanish Immersion, Hicks offers a variety of programs, including the Leader in Me student leadership program based on Stephen Covey's 7 Habits, Tom Hicks TV
(THTV), Watch D.O.G.S., Digital Citizenship education, an Outdoor Learning Center, Art Club, Ukulele Club, Choir, Book Club, Running Club, Art Club, Encore Kids (theatre),chess club
Student Council, WIZE STEM club and SSA (Successful Student Athletes).

Our PTA is exceptional, organizing major fundraisers for our school, such as the Fall Community event and silent auction, Color Fun Run, Book Fair, and Holiday Gift Gallery.

Perceptions

Perceptions Summary

Three years ago, LISD implemented Pulse Checks—surveys for staff, parents, and students designed to collect data for evaluating our progress in several key areas. We are fortunate
to be part of one of the most active and positive communities in the metroplex. We maintain an open-door policy that encourages parent participation in their children's education.
We have established multiple communication channels to provide up-to-date information, including a bi-monthly newsletter, email blasts, Facebook, Twitter, Instagram, and our
website. Our parents take pride in being connected to and committed to the traditions of the Lewisville Independent School District and Hebron High School. We have built
purposeful connections across the Hebron feeder zone, fostering trust and pride within our community and the district.

Finally, our PTA is exceptional in every way. The board each has individual plans of work outlining their area of focus, the PTA sponsors events such as class
parties, Silent Auction, Fun Run, Book Fairs, Fun in the Sun, and End-of-Year Moving On Ceremonies. Additionally, the PTA significantly funds teacher grants, enabling our teachers to continue to be able to meet student needs without paying out of their own pockets for school related items.

Perceptions Strengths

From Campus survey
Student Experience - from Survey
"92.6% of Students are comfortable talking to staff" - 4th and 5th graders complete the survey
Parent survey - "my child is glad to come to school" - 94.9%.
Parent survey - "my child's mental health and wellbeing is supported" 97.3
Parent survey - communication from teacher - 90.3%
- communication from campus - 94%

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Other
    - i-Ready data, Edugence

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

Parent/Community Data

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

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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: We will support the implementation of strong mathematics instruction and student learning as evidenced by at least 80% of K-5 students either early on grade level (green) or mid or above grade level (stripey green) in i-Ready by May 2027 **Strategy's Expected Result/Impact:** - All teachers will Attend Amplify/ Desmos Math curriculum during the summer and attend all Math "Time for Learning" sessions. - We will attend and fully engage in math PLCs to support lesson internalization and lesson rehearsal protocols. - Admin and teachers will meet with our math Instructional Facilitator to review upcoming curriculum, identify instructional needs, trends and professional learning opportunities. All of the above resulting in 80% of K-5 students either early on grade level (green) or mid or above grade level (stripey green) in i-Ready by May 2027 **Staff Responsible for Monitoring:** Admin, teachers, math facilitator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 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. Implementation of Safe and Civil and Restorative Practices.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: Increase positive and prosocial behaviors in common areas resulting in a decrease in office referrals originating in the common areas by 10%.	Formative			Summative
	Nov	Feb	May	
Strategy's Expected Result/Impact: Deploy safe and civil structures. Teach and monitor high-risk transition zones. Adults intentionally maintain a 5:1 positive to negative interaction ratio. Consistent monitoring and boundaries utilizing common language - for example PACK - Practice Safety, Act Responsibly, Care for our community, Keep Kindness First. All of the above resulting in a decrease in office referrals originating in the common areas by 10%. **Staff Responsible for Monitoring:** All staff, and admin.				

 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.

Evaluation Data Sources: Scorecard measures to include waviers

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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Maintain a score of greater than 55% of staff indicating that there is evidence of the start/stop protocol being implemented on our campus. **Strategy's Expected Result/Impact:** Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture **Staff Responsible for Monitoring:** administration, teachers and staff				

 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: We will continue to have strong communication with our stakeholders through newsletters, phone calls, text messages and social media. **Strategy's Expected Result/Impact:** Based on our parent survey, 92:% of parents will agree or strongly agree when asked about the amount of communication from the teacher being "just right." Based on our parent survey, 94:% of parents will agree or strongly agree when asked about the amount of Communication from the Campus being "just right." **Staff Responsible for Monitoring:** teachers, admin, staff				

 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 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			
	Formative			Summative
	Nov	Feb	May	
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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
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				

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			
	Formative			Summative
	Nov	Feb	May	
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 teh 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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
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.				

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			
	Formative			Summative
	Nov	Feb	May	
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.				

 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