Lewisville Independent School District

Timber Creek 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

When you ask a Timber Creek staff member what they hold near and dear to their heart about our learning organization, you will most likely hear a reference to our sense of family. This sentiment is something we treasure most about our campus. We are not just a school; we are family, and we welcome our community "home" at TCE.

Our school family and community have such pride in all that we accomplish together. We have achieved 100% staff membership in our PTA for multiple years in a row, which corresponds to the PTA Golden Apple Award. Many of our students enjoy starting their day off by participating in our Morning Mile program, and we offer LISD-approved extra curricular programs after school, including our very own Timber Creek Choir and Drum Ensemble.

As a recognized **Leader in Me** school, we focus on providing leadership opportunities and experiences for ALL students. Our campus Motto is ***Building Leaders Today to Change Tomorrow***. We are passionate about empowering our students to surpass their goals and reach their full potential.

We were recognized as a **Lighthouse School** by Franklin Covey in 2023 and again in 2026. **Lighthouse Certification** is a highly regarded standard that is attainable by implementing **Leader in Me** with fidelity, resulting in positive school outcomes that include teaching leadership principles, creating a leadership culture, and aligning academic systems. Lighthouse Schools serve as exemplars to the community and other Leader in Me schools.

We promote student leadership and celebrate the rich diversity of our community. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of nurturing students' academic growth as well as supporting their social emotional health. We are devoted to helping every student discover and develop his/her individual strengths and talents. By encouraging goal setting at an early age, we are in a position to celebrate progress along the way throughout each child's educational journey.

Timber Creek Elementary is a suburban PreK - 5th Grade elementary school in Flower Mound, TX.

Our ethnic distribution (per 2024-25 TAPR) is as follows:

4.9% African American

22.2% Hispanic

49.3% White

1.0% American Indian

14.1% Asian

0.2% Pacific Islander

8.5% Two or More Races

29.5% of our students are economically disadvantaged.

20.0% are English Language Learners.

5.9% are identified as Gifted and Talented.

33.2% receive Special Education services.

The average years of experience of our teachers is 12.1 years.

36.3% hold Masters degrees.

Overall, we have a low turnover rate on our staff. Generally,when we lose staff, it is due to retirement. We have a campus mentor to support new teachers on staff.

25.3% of our staff represent minority ethnic groups.

Our attendance rate was above that of both the state and district, at 96.2% in 2024-25.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

Spring 2026 STAAR Results:

3rd Grade Reading: 93% Approaches, 74% Meets, 39% Masters

3rd Grade Math: 82% Approaches, 54% Meets, 23% Masters

4th Grade Reading: 83% Approaches, 65% Meets, 24% Masters

4th Grade Math: 71% Approaches , 48% Meets, 27% Masters

5th Grade Reading: 88% Approaches, 66% Meets, 38% Masters

5th Grade Math: 79% Approaches, 44% Meets, 20% Masters

5th Grade Science: 72% Approaches, 41% Meets, 20% Masters

School Processes & Programs

School Processes & Programs Summary

We continue to set goals and monitor progress with our **Building Leadership Team**. In addition, our **Guiding Coalition** leads our PLC culture on campus, accompanied by our **One Vision Task Force**.

We are embarking on our ninth year as a **Leader in Me** campus. Our students have academic goals anchored in iReady and learned to track their progress throughout the year.

Trusting relationships between teachers and students are key to establishing and maintaining an optimal learning environment. Teachers utilize Restorative Practices, Treatment Agreements, and Circle Time in order to build rapport with students.

We include teacher teams and appropriate district supervisors in our hiring process, which has resulted in our obtaining highly qualified staff on our campus.

School Processes & Programs Strengths

We conduct our class placement meetings in a collaborative spirit. We include the Special Education Department, Language Acquisition Specialist, Literacy Specialist, GT Facilitator, Campus Counselor, Administrators, and Teachers, so we can all work together to ensure individual student needs are met and all learners are empowered for success.

We designed our Master Schedule to accommodate 30 min during the ELA block daily to serve as an Enrichment/Intervention/HB1416 (WIN time = What I Need) time. This results in a reduced student to teacher ratio for small group instruction, and enables our staff to better meet the needs of each individual student.

Perceptions

Perceptions Summary

We cultivate a balance of tradition and innovation that ensures our learners are actively engaged in meaningful and relevant work that prepares them for success in the 21st century.

At Timber Creek Elementary, we prepare ALL students to enjoy thriving, productive lives in a future they create.

We build leaders today to change tomorrow!

Our PTA hosts a Back to School Popsicle Social at the TCE playground annually to welcome the community back to school each year with fun and fellowship. We host Meet Your Teacher Night on an evening before school starts and Grade Level Orientations for each grade level during the first weeks of school. In collaboration with our PTA, we host a Back to School Bash shortly after school starts, which in an evening event involving food, entertainment and representation from several district and community departments and organizations.

We maintain communication with our stakeholders via email, Class Dojo, Facebook, S'more, School Messenger and our campus website. In addition to a strong rapport and partnership with our PTA, we have established community partnerships with NCTC and MSU in Parker Square, as well as with First Baptist of Flower Mound, right across the street. Members of these institutions have served on our Building Leadership Team, and they assist with sponsoring various projects throughout the year, including our Student Leadership Recognition Assemblies held each nine weeks. In addition, the Flower Mound Rotary Club sponsors a student recognition program for fifth graders each nine weeks.

Perceptions Strengths

PTA Awards include National PTA School of Excellence, the PTA Golden Apple Award, PTA Snappy Increase Award, PTA Presidents Challenge Award, PTA Generations Involvement Award, PTA Student Involvement Award, PTA MARS Award and the PTA Gold Voice for Every Child Award.

We host an annual Grandparents Day Breakfast each fall, and we have the honor of hosting approximately 200 students, parents, and grandparents!

We have earned the CREST Award for six consecutive years.

We have been recognized as a Common Sense School since 2020.

We are recognized as a Lighthouse School, which is the highest honor a campus can receive as a Leader in Me School.

We are resuming LISD After School Enrichment Programs on campus, and we host several other family and community events throughout the year such as Tiger Parent U, WatchDOG & MOMs Pizza Nights, grade level programs, Tiger Choir and Drum Ensemble performances, Talent Show, Book Fair Family Shopping Events, multiple Spirit Nights at local restaurants, and community service projects.

In spring 2026, parents were surveyed about our campus, and the result showed that 99% are satisfied overall.

100% of our students participate in Physical Education, Music and Art Class.

Goals

Revised/Approved: September 30, 2026

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: Through the effective implementation of the Amplify Math Curriculum and best instructional practices aligned with the One Vision Framework, by April 2027, 100% of students in K-5 will demonstrate either grade-level proficiency or typical growth in mathematics, as measured by i-Ready assessment data and other district-approved measures of math progress. **Strategy's Expected Result/Impact:** From Campus Scorecard: Math Instruction (3rd Grade Target = 90.2; Baseline = 77.2) (K-2, 4-5 Grades Target = 73.0%; Baseline = 71.5%) We expect for i-Ready assessment data to reflect a marked increase in the percentage of students at grade-level proficiency or having met typical growth in mathematics in all grade levels, K - 5. **Staff Responsible for Monitoring:** Admin and BLT				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Through the effective implementation of iReady, LISD ELAR Curriculum, Small Group Reading Instruction and best instructional practices aligned with the One Vision Framework, by April 2027, 100% of students in K-5 will demonstrate either grade-level proficiency or typical growth in reading, as measured by i-Ready assessment data and other district-approved measures of reading progress. **Strategy's Expected Result/Impact:** From Campus Scorecard: K-2, 4-5 Reading (Target = 72.0; Baseline = 67.7); 3rd Grade (Target = 90.2%; Baseline = 94.7%) We expect for i-Ready assessment data to reflect a marked increase in the percentage of students at grade-level proficiency or having met typical growth in reading in grades K-2 and 4-5; we expect 3rd Grade to maintain a high level of proficiency, as reflected in the Baseline measure. **Staff Responsible for Monitoring:** Admin and BLT				

 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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By increasing intentionality in stating and posting expectations, use of Hall Pass with Grade 5, increasing admin presence at high traffic areas, and revisiting recess duty posts for teachers, we will decrease Discipline in Common Areas (hallway, recess, boys restroom) **Strategy's Expected Result/Impact:** (Target 105; Baseline = 120) **Staff Responsible for Monitoring:** Admin and BLT				

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: We will strengthen local implementation of Imagine 2030 and achieve campus priorities by engaging campus staff in a collaborative "Feedback Loop" process that surfaces insights, identifies barriers, and strengthens the systems that support student and staff success. **Strategy's Expected Result/Impact:** To strengthen implementation of Imagine 2030 and achieve campus priorities by engaging campus staff in a collaborative process that surfaces insights, identifies barriers, and strengthens the systems that support student and staff success: In September, BLT and campus leadership will identify 1 Start, 1 Stop, and 1 Continue to refine our implemented practices. Share what we heard, what we are changing, and why. In September, BLT and campus leadership will identify 1 Start, 1 Stop, and 1 Continue to refine our implemented practices. Share what we heard, what we are changing, and why. At October staff meeting, results will be shared and ongoing progress reviewed and reported out on throughout the year. October - December, implement the actions identified and monitor progress. In January and March, campus BLT reviews progress, makes adjustments, and shares out with campus. **Staff Responsible for Monitoring:** Admin and BLT				

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 increase awareness (social media) and be more intentional with frequency and accessibility within our Timber Creek community about the impact that receiving a "Recognize Someone" has on a staff member. **Strategy's Expected Result/Impact:** (Target = 25; Baseline = 19) **Staff Responsible for Monitoring:** Admin and BLT				

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