Lewisville Independent School District

Briarhill Middle 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

Briarhill Middle School opened in the fall of 1995 and serves students in Highland Village and parts of Lewisville. The campus receives students from Heritage and McAuliffe Elementary Schools, and its graduates feed into the Marcus 9th Grade Center and Marcus High School.

The campus maintains a gender breakdown of 52.1% male and 47.9% female. Grade distribution is roughly balanced across Grade 6 (34.0%), Grade 7 (33.2%), and Grade 8 (32.8%). The demographic composition is predominantly White (69.1%), followed by Hispanic (16.4%), Asian (5.5%), Two or More Races (4.9%), African American (3.5%), and American Indian (0.6%).

Supported by 73 staff members with an average of 14 years of teaching experience, the school maintains a low Economically Disadvantaged rate (9.6% to 12%) and a low mobility rate of 4.6% compared to district and state averages.

Texas Education Agency

2024-25 Student Information (TAPR)

BRIARHILL MIDDLE (061902049) - LEWISVILLE ISD - DENTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**799**	**100.0%**	**47,776**	**5,530,499**	**801**	**100.0%**	**47,876**	**5,544,255**
Students by Grade								
Grade 6	272	34.0%	7.3%	7.3%	274	34.2%	7.3%	7.3%
Grade 7	265	33.2%	7.4%	7.4%	265	33.1%	7.4%	7.4%
Grade 8	262	32.8%	7.7%	7.4%	262	32.7%	7.7%	7.4%
Ethnic Distribution								
African American	28	3.5%	11.3%	12.8%	28	3.5%	11.3%	12.8%
Hispanic	131	16.4%	33.4%	53.5%	131	16.4%	33.4%	53.5%
White	552	69.1%	32.7%	24.4%	554	69.2%	32.8%	24.4%
American Indian	5	0.6%	0.4%	0.3%	5	0.6%	0.4%	0.3%
Asian	44	5.5%	17.1%	5.6%	44	5.5%	17.1%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	39	4.9%	5.0%	3.3%	39	4.9%	5.0%	3.3%
Sex								
Female	383	47.9%	48.5%	48.9%	383	47.8%	48.5%	48.8%
Male	416	52.1%	51.5%	51.1%	418	52.2%	51.5%	51.2%
Other Student Cohorts								
Economically Disadvantaged	77	9.6%	36.3%	60.5%	77	9.6%	36.3%	60.4%
Non-Educationally Disadvantaged	722	90.4%	63.7%	39.5%	724	90.4%	63.7%	39.6%
Section 504 Students	122	15.3%	7.6%	6.8%	122	15.2%	7.6%	6.8%
EB Students/EL	25	3.1%	23.7%	24.3%	25	3.1%	23.7%	24.3%
Students w/ Disciplinary Placements (2023-24)	8	1.0%	1.4%	2.1%				
Students w/ Dyslexia	110	13.8%	7.7%	6.4%	110	13.7%	7.7%	6.4%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	3	0.4%	1.7%	1.4%	3	0.4%	1.7%	1.4%
Immigrant	11	1.4%	7.0%	3.5%	11	1.4%	7.0%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	37.8%	66.6%	0	0.0%	37.8%	66.5%
Military Connected	12	1.5%	1.2%	4.1%	12	1.5%	1.2%	4.1%
At-Risk	238	29.8%	46.2%	53.5%	238	29.7%	46.1%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	24	3.0%	24.1%	24.3%	24	3.0%	24.1%	24.3%
Career and Technical Education	164	20.5%	26.5%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	65.9%	74.0%	-	-	-	-
Gifted and Talented Education	135	16.9%	11.1%	8.7%	135	16.9%	11.0%	8.7%
Special Education	166	20.8%	19.8%	15.3%	168	21.0%	20.0%	15.5%
Students with Disabilities by Type of Primary Disability								

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency

2024-25 Student Information (TAPR)

BRIARHILL MIDDLE (061902049) - LEWISVILLE ISD - DENTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**166**							
Students with Intellectual Disabilities	69	41.6%	44.3%	48.3%				
Students with Physical Disabilities	7	4.2%	14.9%	17.0%				
Students with Autism	28	16.9%	21.4%	16.8%				
Students with Behavioral Disabilities	62	37.3%	18.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**38**	**4.6%**	**12.3%**	**16.4%**				
African American	2	0.2%	3.1%	3.3%				
Hispanic	5	0.6%	5.3%	8.9%				
White	29	3.5%	2.3%	2.9%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	0	0.0%	1.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.5%	0.6%				
Special Ed Students who are Mobile	17	8.9%	12.7%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	17.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	10	10.0%	20.3%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**36**	**7.0%**	**13.4%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 6	0.0%	0.4%	0.3%	0.0%	0.1%	0.4%
Grade 7	0.0%	0.7%	0.4%	0.0%	0.5%	0.5%
Grade 8	0.5%	0.4%	0.4%	0.0%	0.4%	0.5%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency

2024-25 Student Information (TAPR)

BRIARHILL MIDDLE (061902049) - LEWISVILLE ISD - DENTON COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	20.8	17.1	19.8
Secondary			
English/Language Arts	18.2	15.4	16.4
Foreign Languages	24.4	15.1	18.9
Mathematics	22.6	15.1	17.8
Science	16.8	17.6	18.9
Social Studies	26.0	17.0	18.9

Demographics Strengths

Briarhill Middle School demonstrates robust academic performance driven by an experienced faculty—averaging nearly 15 years of teaching experience—and an 85% enrollment rate in advanced Honors and AP courses. This strong academic foundation is reflected in high college-and-career readiness benchmarks, particularly in PSAT Reading (84.7%), a feeder pattern path to Marcus High School's 99.1% graduation rate, and specialized STEM recognitions like hosting a NASA ISS Downlink and earning Common Sense School status. Complementing its academic achievements, the campus boasts exceptional extracurricular engagement, highlighted by 100% student participation in athletics or physical education and 84% involvement in fine arts. Students benefit from award-winning music and athletic programs, specialized performing groups like Trebellas and Acafellas, and a diverse range of clubs including Student Council, National Junior Honor Society, and Kindness Club.

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: Reading and Math teachers will facilitate student-led goal setting, tracking, and reflection using campus-created protocols following each i-Ready assessment cycle to foster data ownership and targeted academic growth. **Strategy's Expected Result/Impact:** increase students academic ownership, targeted data conversations **Staff Responsible for Monitoring:** admin and department chairs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Bulldog 101 features a weekly 'Root of the Week' routine that equips students to decode word parts, empowering them to independently expand their academic vocabulary across all subjects. **Strategy's Expected Result/Impact:** accelerate cross-curricular vocabulary, build reader confidence **Staff Responsible for Monitoring:** admin and Bulldog 101 teachers				

 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 1: Campus Behavior Goal:

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Systematically review, update, and optimize campus procedures during non-academic structured times (hallway transitions, cafeteria, arrival/dismissal, and advisory/recess) to maximize visible staff presence and eliminate supervision blind spots. **Strategy's Expected Result/Impact:** decrease number of physical altercations between students resulting in fewer days out of placement **Staff Responsible for Monitoring:** Safe & Civil Schools Team and admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Implement "Pawsitive Referrals", a Positive Behavior Intervention and Support System (PBIS) that explicitly teaches, reinforces, and rewards positive student behaviors aligned with the core values of the Bulldog Creed. **Strategy's Expected Result/Impact:** Increase number of students following Bulldog Creed and LISD Student Code of Conduct **Staff Responsible for Monitoring:** Safe & Civil School Team, team leaders, counselors, 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: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

Evaluation Data Sources: student survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Establish a Principal Advisory Council to elevate student voice, gather feedback on daily campus experiences, and collaboratively resolve key issues to improve overall school climate. **Strategy's Expected Result/Impact:** enhance student voice, increase student experience **Staff Responsible for Monitoring:** Principal				

No Progress Accomplished Continue/Modify Discontinue

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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Leadership explicitly selects 1 "Start" to adopt campus-wide and 1 "Stop" to decommission or streamline based upon staff feedback **Strategy's Expected Result/Impact:** collective input for campus decision-making **Staff Responsible for Monitoring:** BLT, admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Provide staff with a continuous, real-time digital platform for submitting campus ideas, feedback, and operational solutions. **Strategy's Expected Result/Impact:** ongoing staff suggestions, solutions, and feedback **Staff Responsible for Monitoring:** Admin				

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: Increase posting frequency on Facebook and Instagram to showcase dynamic student learning and celebrate the everyday campus experience. **Strategy's Expected Result/Impact:** amplify community understanding of campus experience **Staff Responsible for Monitoring:** Teachers, admin, counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Enhance the Briarhill campus newsletter by featuring a weekly recap and spotlighting campus activities to deepen parent understanding of our school culture and learning environment. **Strategy's Expected Result/Impact:** foster transparency, trust and community connection **Staff Responsible for Monitoring:** Principal				

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