Lewisville Independent School District

Griffin Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: C

Distinction Designation
Academic Achievement in English Language Arts/Reading



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

Revised/Approved: September 22, 2026

Demographics

Demographics Summary

The Griffin Middle School STEM Academy in Lewisville ISD is a 6th-8th grade neighborhood campus located at 5105 North Colony Boulevard in The Colony, Texas. The campus originally opened in 1982, was rebuilt in 2015 and houses 653 students and 46 teachers.

Stakeholders at Griffin include parents, community members, students, staff, and district-level personnel. These stakeholders participate in Building Leadership Team meetings throughout the school year that explore campus data, develop goals and strategies, and track progress.

Special programs at Griffin align with the needs of our students, parents, and community and represent a commitment to a robust offering of courses and opportunities. Students have access to a full selection of Fine Arts, athletics, CTE, GT, and Spanish courses. All 6th grade students are enrolled in a Fine Arts course and have the option of continuing in 7th and 8th grade.

Student discipline trends show that 78% of all student referrals (1566) involve male students. The top five most frequent offenses (in order) are Cell Phone Violation, Disruption, Conduct Code, Inappropriate Physical, and Insubordination. 7th grade accounts for 38% of all referrals, 8th grade 34%, and 6th grade 28%. There were five instances of a student being assigned to DAEP, three for OSS, and 325 for ISS. No students were expelled in the previous school year. In the Spring Pulse Check survey, 16 of the 44 students that took the survey reported that the behavior of other students negatively affected their learning.

The mobility rate at Griffin is 11.6% (based on 23-24 TAPR report) and is frequently the result of family situations changing (parent job, custody, etc). Students that move to Griffin during the school year meet individually with counselors and are assigned a student ambassador to help with their transition.

Class size averages (based on 23-24 TAPR report) are 15.1 for ELA, 17.3 for Math, 16.6 for Science, 17.9 for Social Studies, and 20.4 for Spanish. The student-to-teacher ratio is 14:1. The support staff-to-student ration is 32:1.

The attendance rate for the 25-26 school year was 95.9% and absences per 6-week period grew steadily throughout the year. 65% of all absences were unexcused, resulting in 8.7% of students that were eligible to be referred for court filing over the course of the year. 6th grade had 20% fewer absences than 8th grade. Administration utilizes the RaaWee system to track and take action on truancy situations, including parent notifications, meetings, and other interventions prior to court filing.

The current student population of Griffin Middle School is described below, with the percentage from the 21-22 school year listed in parenthesis:

Ethnicity
47.3% Hispanic (39.4%)
23.8% White (34.4%)
15.1% African American (14.8%)
6.7% Asian (5.2%)
6.5% Two or More Races (5.7%)
0.3% American Indian (0.5%)
0.3% Pacific Islander (0%)

Gender
52.4% Male (51.2%)
47.6% Female (48.8%)

50.4% Economically Disadvantaged (46%)
29% English Language Learners (18.9%)
27.4% Receive Special Education Services (21.7%)
60.2% At Risk (53.9%)
10.7% Receive Gifted and Talented Services (13%)

The Colony, Texas is a growing, family-oriented Dallas suburb with a population of approximately 46,500. Residents are predominantly well-educated professionals earning a median household income of $114,511. The community has a distinct suburban feel with a mix of ownership and rental housing, and consistently ranks as one of the safest cities in the state. [1, 2, 3, 4]

The Residents & Demographics

- Professions: Most residents work in professional, managerial, tech, or white-collar roles, benefiting from the city's proximity to the "Silicon Prairie" and the North Platinum Corridor. [1, 2, 3, 4]
- Ages & Family: The median age is roughly 38 years. About 56% of the population consists of working-age adults (25-64), with families making up a significant portion of the community. [1, 3]
- Education: The city features a highly educated populace, with over 50% of residents holding a Bachelor's degree or higher. [1, 2]

- Diversity: The Colony is diverse, comprising roughly 53% White, 21% Hispanic, 10% African American, and 9% Asian residents. Additionally, about 13% of the population is foreign-born. [1, 3]

Housing

- Owners vs. Renters: Homeownership is the norm, with roughly 60% of residents owning their homes and about 40% renting.
- Costs: The median home value is around $383,900 to $400,000, and median rent sits at approximately $1,500 to $1,900 per month. [1, 3]

Emergency Services & Crime Rates

- Safety: The Colony has exceptionally low crime rates and is frequently ranked among the top 11 safest cities of its size in Texas. [1]
- Police Department: The local force The Colony Police Department operates from 5151 N Colony Blvd and is an accredited, recognized agency through the Texas Police Chiefs Association. They offer community programs and even a 24/7 video-monitored "Exchange Zone" in their parking lot for safe online transactions and custody swaps. [1, 2, 3]
- Fire & Medical: Fire, rescue, and EMS services are managed by the municipality, which maintains dedicated local fire stations and advanced life-support capabilities. [1]

What It's Like to Live Here

The area offers a dense suburban feel with an emphasis on outdoor recreation and entertainment. The city is bordered to the west by Lewisville Lake, offering residents access to beaches, parks, and marinas. It is also home to major commercial and entertainment hubs like Grandscape, which features dining, shopping, and family-friendly attractions. Residents enjoy quiet, tree-lined neighborhoods combined with quick access to metropolitan amenities. [1, 3, 4]

Demographics Strengths

- **Robust Course Offerings and Special Programs:** Griffin Middle School provides a comprehensive selection of academic and elective opportunities, including 100% participation in Fine Arts for 6th graders, athletics, CTE, GT, and Spanish courses to meet diverse student needs.
- **Favorable Class Sizes and Staff-to-Student Ratios:** The campus maintains supportive instructional ratios, including a 14:1 student-to-teacher ratio and manageable class size averages (such as 15.1 for ELA and 17.3 for Math) that facilitate targeted student engagement.
- **Strong Stakeholder Engagement and Support Systems:** Active involvement from parents, community members, and staff through Building Leadership Team meetings, combined with dedicated transition supports (such as student ambassadors and individualized counselor meetings for the 11.6% mobility rate), fosters a connected campus community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized):
As Griffin Middle School continues to welcome a dynamic and increasingly diverse student body, there is a clear opportunity to refine campus-wide engagement and behavioral supports to better address classroom disruptions, 1,566 annual discipline referrals (78% involving male students), and unexcused attendance patterns across the school year.
Root Cause: An opportunity exists to update Tier 1 behavioral frameworks, instructional strategies, and early attendance outreach to fully match the evolving strengths and needs of Griffin's growing At-Risk (60.2%), ELL (29%), and Special Education (27.4%) student populations.

Student Learning

Student Learning Summary

Among our TEA comparison group of 40 campuses, Griffin is 15th in overall percentage of students passing all STAAR tests at Approaches Grade Level or higher at 72%. Among the 15 LISD middle schools, Griffin ranks 10th in the same category.

Our subgroups are performing at the following levels in percent of tests at Approaches Grade Level or higher:
African American- 68%
Hispanic- 64%
White- 84%
American Indian- 50%
Asian- 89%
Pacific Islander- 83%
Two or More Races- 77%
Economically Disadvantaged- 63%
Emergent Bilingual (Current)- 49%
Emergent Bilingual (Current and Monitored)- 56%
Special Education- 38%

Formative assessments (unit tests and CBAs) from the 25-26 school year in math suggest a discrepancy between those results and those on STAAR. The average performance on 6th grade formative assessments was 83.3% compared to STAAR (Approaches Grade Level or higher) at 70%. The average performance on 7th grade formative assessments was 82.6% compared to STAAR at 35%. The average performance on 8th grade formative assessments was 92.3% compared to STAAR at 72%.

In 8th grade science, the average of the two CBA assessments was 60% compared to STAAR results of 79%.
In 8th grade Social Studies, the average of the two CBA assessments was 45% compared to STAAR results of 51%.

Students that did not pass STAAR the previous year are placed in either a Reading Lab or Math Lab course the following year, depending on availability. ESL students are placed in an ESL Study Skills course.

All students who struggle academically have access to tutoring with their teachers throughout the year. Bus transportation is available on Tuesday and Thursday afternoons to accommodate students who require the bus to get home.

Student Learning Strengths

- **Competitive Overall Academic Standing:** Griffin achieves a 72% overall STAAR passing rate, placing it in the upper half (15th out of 40 campuses) among

its TEA comparison group.

- **Strong Performance Across Several Student Subgroups:** High levels of academic achievement are evident among several student demographics, led by Asian (89%), White (84%), Pacific Islander (83%), and Two or More Races (77%) students performing at Approaches Grade Level or higher.
- **Comprehensive Multi-Tiered Student Support Systems:** The campus maintains robust structures to support student success, including targeted intervention courses (Reading and Math Labs, ESL Study Skills), year-round teacher tutoring, and provided afternoon bus transportation to remove barriers to after-school academic support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While GMS achieves a 72% overall STAAR passing rate--ranking 15th out of 40 in its TEA comparison group--there are pronounced achievement gaps for high-need student populations alongside a marked disconnect between campus formative assessments and STAAR performance, particularly in 7th-grade math where local scores (82.6%) significantly exceed state passing outcomes (35%).
Root Cause: An opportunity exists to recalibrate local formative assessment rigor to match STAAR expectations and refine structured, language-embedded Tier 2/3 interventions for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

School Processes & Programs

School Processes & Programs Summary

Educator Selection/Training/Placement
Lewisville ISD operates locally and in the larger Southeast region at job fairs and colleges, as well as on social media, to recruit staff to apply to the district. Campus administrators review applications in Frontline, attend job fairs, and utilize their professional networks to select the best candidates for interviews. After selection, the candidate is recommended to Human Resources, who then conducts all necessary background checks and onboarding procedures.

LISD creates job descriptions for all positions and posts them with the listed openings in Frontline. Additionally, campus-specific responsibilities are reviewed during August professional learning and again as-needed throughout the school year.

Educators are placed in subjects for which they hold state certification. Individual elective courses are created and scheduled based on a combination of student and teacher interest.

LISD operates a robust professional learning system which starts with model classroom training. All staff have access to a professional learning catalog in Strive which outlines the free district offerings available throughout the year.
On campus, the high-leverage strategy that improves teacher effectiveness is our approach to feedback, which is based on Leverage Leadership 2.0 and Get Better Faster. Staff are observed/recorded regularly and then collaborate with administrators during feedback sessions and video review.
Teachers also have access to Instructional Technology Facilitators, Content Facilitators, and Positive Learning Environment Specialists as needs arise.

New teachers engage in district-level training to get them off to a solid start. On campus, new teachers are assigned a mentor within the same content area as well as a campus mentor. New/struggling teachers also have access to Instructional Technology Facilitators, Content Facilitators, and Positive Learning Environment Specialists as needs arise.

Process for developing a focused improvement plan

1. Gathering of all campus data (student performance, campus scorecard, student/parent/employee surveys)
2. Complete the Needs Assessment section based on data review, scorecard meeting, Inspire Prework, and discussion with BLT and others
3. Goals are drafted based on Needs Assessment
4. BLT discusses Needs Assessment, root causes, drafted goals, and any other campus needs to be included in CIP
5. BLT approves CIP

Stakeholders (staff, students, parents, community) are involved in the CIP process by providing survey responses throughout the previous school year and through participation on the Building Leadership Team.

Through the BLT process, progress towards goals is examined quarterly. Additionally, campus scorecards are updated on a beginning, middle, and end of year basis.

Meeting challenging state academic standards; providing enrichment and acceleration; lesson planning
Administration monitors implementation of district curriculum through walkthroughs and observations.

Student performance on topic assessments, CBAs, and iReady is reviewed through PLC meetings and targeted student groups are identified for remediation/acceleration. Students may be advised to change levels (Honors, on-level, resource) based on performance.

Initial lesson planning is drawn from the district curriculum documents which do include some built-in formative assessments. Specific details (e.g. timing, needed interventions) of each plan can be based on those formative assessments.

Maximizing Instructional Time

- Administration walkthroughs and observations are designed to look for opportunities to get students into the material more quickly and shorten transition times to minimize downtime
- A one-minute bell rings before the start of each period to minimize tardies
- Student tardies are documented in Skyward by the teacher to minimize time out of class
- Pledges, announcements, iReady Pathways work, and other required school-wide lessons are delivered during 6th period when there is an extra 15 minutes built into the class period
- Non-emergency access to the counselors and nurse is managed through QR code access to minimize time out of class

Transition Support

Elementary to Middle

- Parent meetings about schedules/class selections during registration
- Regular communication through campus newsletter about upcoming events regarding those transitions
- Campus tours and conversations with 5th grade students, teachers, parents about what to expect.
- Skyward/Canvas Parent meeting to address how to check grades
- Classroom lessons through study skills about time management, self-advocacy, coping with change

Middle to High School/Post Secondary

- Sending communication home about graduation requirement, endorsements/pathways
- Collaboration with TCHS with planning and coming to campus to speak about events with students
- Campus Visit - able to see campus and performances by different elective groups
- Support students with course selections that align with future goals, interests, strengths
- Sending future pathways newsletter that focuses on post-secondary opportunities and how to align with interests through course selections in middle and high school
- Talking with students/parents about collegiate academy
- TECC center field trips to help 8th graders find interests/career paths
- Supporting students self-advocacy and decision making skills
- Discussing with parents and students CCMR and how to align starting in Middle School

Discipline Trends

Student discipline trends show that 78% of all student referrals (1566) involve male students. The top five most frequent offenses (in order) are Cell Phone Violation, Disruption, Conduct Code, Inappropriate Physical, and Insubordination. 7th grade accounts for 38% of all referrals, 8th grade 34%, and 6th grade 28%.

GMS is working with Safe and Civil Schools quarterly to examine data and develop solutions that can be implemented to reduce referrals by 10%.

School Safety

- A comprehensive Emergency Operations Plan is developed yearly which outlines roles and responsibilities for staff during each situation
- A campus before/after school duty schedule provides for staff monitoring of unstructured times
- District-required safety sweeps monitor building security weekly

School Processes & Programs Strengths

- **Robust Professional Learning and Coaching Systems:** Implementation of a comprehensive professional learning network (Strive catalog and model classrooms), coupled with a high-leverage feedback model (Leverage Leadership 2.0 and Get Better Faster) and a structured mentorship program for new educators.
- **Systematic Transition Support:** Well-coordinated transition frameworks for both elementary-to-middle and middle-to-high school progression, featuring proactive parent communication, campus visits, and dedicated academic/career pathway guidance.
- **Maximized Instructional Time and Comprehensive Safety Protocols:** Efficient operational structures—such as targeted 6th-period integration, streamlined non-instructional access via QR codes, and weekly safety sweeps—that protect instructional minutes while maintaining a secure campus environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While Griffin Middle School maintains established PLC data-review practices and a multi-tiered course structure, there is an opportunity to enhance real-time, in-class differentiation within core instruction to support struggling students before relying on formal course level changes (such as moving students from Honors to on-level or resource classes).
Root Cause: An opportunity exists to align administrative coaching and specialist support (Leverage Leadership 2.0 / Get Better Faster) toward building teacher capacity in Tier 1 instruction.

Perceptions

Perceptions Summary

Based on LISD survey feedback from the 25-26 school year:

School & Learning Environment

- **Student Perspective**: Student learning environment scores range from 69.9% to 81.8% positive, with 69.5% to 75.4% of students rating the general environment as positive.
- **Staff Perspective**: Staff report strong belonging (~85% to 95% strongly agree/agree), and roughly 70% to 80% agree or strongly agree that they would recommend the district as a great place to work.

Safety & Belonging

- **Safety**: 93.4% of parents agree or strongly agree that their child feels safe at school (50.0% strongly agree, 43.4% agree), while students also report feeling safe.
- **Belonging**: Between 85% and 95% of staff express a sense of belonging, and most 8th-grade students feel they belong all or most of the time.

Teacher Retention

- **Job Satisfaction**: Approximately 70% to 80% of staff agree or strongly agree they would recommend the district as a great place to work.

Daily Teacher Support (Administration & Peers)

- **Peer Support & Professional Development**: Staff report high levels of trusting relationships at work (83.3% to 94.3%) and feel they have the training necessary to perform effectively (80.0% to 96.0%).
- **Shared Decision-Making & Workload**: Staff involvement in decisions ranges from 42.9% to 78.0%. Efforts to minimize paperwork show lower agreement, ranging from 35.7% to 46.4%.
- **Recognition**: Most staff feel recognized for their effort and accomplishments (~61% to 80%).

Student Attendance Motivation, Protection, & Engagement

- **Attendance Intent**: 90.4% to 94.9% of parents agree or strongly agree that their child is glad to come to school most of the time.
- **Support & Protection**: 80.0% to 86.3% of students report having at least one adult at school they feel comfortable talking to, and 89.7% to 95.9% of parents feel their child's well-being is supported.
- **Engagement**: Students report active classwork engagement, and parents agree that teachers do whatever it takes to help students meet high academic standards.

Academic, Emotional, & Physical Support Processes

- 80.0% to 86.3% of students have a trusted staff adult, 64.4% to 90.4% confirm their classes utilize a Treatment Agreement, and 89.7% to 95.9% of parents agree well-being is supported. Detailed operational descriptions of physical or emotional support systems are not provided.

Conflict Resolution

- Treatment Agreements are tracked class-wide with up to 90.4% student agreement.

Parent & Community Stakeholder Perception

- **Overall Perception**: Customer satisfaction scores are consistently high, reaching 100% Excellent/Very Good in recent school years.
- **Welcoming Culture**: Parents strongly agree/agree that visiting families are welcomed, treated with respect, and encouraged to participate (~90%+).

Parent & Community Involvement Opportunities

- Student connection/involvement ranges between 80.6% and 84.0%. 66.9% to 70.5% of students report teachers encouraging them to join clubs, and 65.9% to 69.8% are club members.

Community Support Level & Participation Tracking

- **Support Level**: Customer satisfaction is rated at 100% in recent years.
- **Measurement**: Participation is tracked via survey counts and the "Recognize Someone" campaign, which grew from 281 submissions in 2023-24 to 623 in 2025-26 across community members, parents, staff, and students.

Community Pathways

- Engagement pathways are maintained through multi-channel communication systems and community-wide recognition initiatives.

Climate, Culture, & Leadership Perception

- **Culture**: Staff reflect a positive climate, with high belonging (~85%–95%) and strong peer trust (83.3%–94.3%).
- **Direction**: Staff agreement regarding a clear direction for the district spans 40.0% to 87.9%. Parents report high overall satisfaction with the campus.

Parent Perception of Safety

- **At School**: 93.4% of parents agree or strongly agree their child feels safe at school.

Student Behavior

- Student surveys track ease of getting help from an adult if bullied.

Communication Effectiveness & Channels

- **Preferred Channels**: Parents prefer Email (92.5%) and Text messages (58.2%), followed by Canvas (20.8%) and the LISD App (13.3%).
- **Effectiveness**: 89.0% to 93.6% of parents agree staff communicate well. Over 90% of parents feel the volume of communication from the school and district is "Just Right". Staff clear/open communication agreement ranges from 51.4% to 88.0%.

Stakeholder Engagement

- Stakeholders are engaged via periodic surveys, club involvement drives, and recognition programs. Staff involvement in decisions ranges from 42.9% to 78.0%.

Perceptions Strengths

- **Parent & Community Stakeholder Satisfaction:** The campus maintains exceptional customer satisfaction ratings (reaching 100% positive feedback) and fosters a highly welcoming culture where families report high levels of respect, clear multi-channel communication, and strong community engagement.
- **Student Safety, Belonging, & Emotional Support:** Over 93% of parents affirm that their children feel safe on campus, while a strong majority of students report having trusted staff members for support and active implementation of classroom Treatment Agreements to promote positive climate and engagement.
- **Staff Belonging, Trust, & Professional Development:** Staff members consistently report a robust sense of workplace belonging (85%–95%), high levels of

trust among colleagues (up to 94.3%), and high satisfaction regarding the efficacy and accessibility of professional growth opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is an opportunity at Griffin Middle School to strengthen staff alignment, campus-wide communication, and feedback efficacy, ensuring teachers feel clearly informed about district direction and confident that their input leads to meaningful change.
Root Cause: An opportunity exists to close the loop between feedback and visible action by addressing workload and expanding shared decision-making. While parent and student satisfaction remains high, frequent survey collection without clearly communicated follow-through can create feedback fatigue and the need for more transparent implementation and collaborative problem-solving around staff priorities.

Priority Problem Statements

Problem Statement 1: As Griffin Middle School continues to welcome a dynamic and increasingly diverse student body, there is a clear opportunity to refine campus-wide engagement and behavioral supports to better address classroom disruptions, 1,566 annual discipline referrals (78% involving male students), and unexcused attendance patterns across the school year.

Root Cause 1: An opportunity exists to update Tier 1 behavioral frameworks, instructional strategies, and early attendance outreach to fully match the evolving strengths and needs of Griffin's growing At-Risk (60.2%), ELL (29%), and Special Education (27.4%) student populations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While GMS achieves a 72% overall STAAR passing rate--ranking 15th out of 40 in its TEA comparison group--there are pronounced achievement gaps for high-need student populations alongside a marked disconnect between campus formative assessments and STAAR performance, particularly in 7th-grade math where local scores (82.6%) significantly exceed state passing outcomes (35%).

Root Cause 2: An opportunity exists to recalibrate local formative assessment rigor to match STAAR expectations and refine structured, language-embedded Tier 2/3 interventions for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While Griffin Middle School maintains established PLC data-review practices and a multi-tiered course structure, there is an opportunity to enhance real-time, in-class differentiation within core instruction to support struggling students before relying on formal course level changes (such as moving students from Honors to on-level or resource classes).

Root Cause 3: An opportunity exists to align administrative coaching and specialist support (Leverage Leadership 2.0 / Get Better Faster) toward building teacher capacity in Tier 1 instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is an opportunity at Griffin Middle School to strengthen staff alignment, campus-wide communication, and feedback efficacy, ensuring teachers feel clearly informed about district direction and confident that their input leads to meaningful change.

Root Cause 4: An opportunity exists to close the loop between feedback and visible action by addressing workload and expanding shared decision-making. While parent and student satisfaction remains high, frequent survey collection without clearly communicated follow-through can create feedback fatigue and the need for more transparent implementation and collaborative problem-solving around staff priorities.

Problem Statement 4 Areas: Perceptions

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: Griffin will utilize additional staff to provide weekly small-group pullouts aimed at increasing STAAR math and reading scores for EB students, provide sub coverage for full-day department PLCs, and Wednesday night/Saturday school LIP STRATEGY **Strategy's Expected Result/Impact:** EB students will move up one tier (i.e. Did Not Meet Low->Did Not Meet High) in 2026 STAAR reporting. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $3,439, Retired temp employees @ $25/hr - 211 - Title I, Part A - 211 E 11 6117 00 044 7 24 TMP 842 0000 - $5,287				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: EB students that failed last year's STAAR ELA or Math exam and are not already scheduled into a support class (ALS, Resource, Double-blocked ESL) will be scheduled into a Reading Lab, Math Lab, or ESL Study Skills course LIP STRATEGY **Strategy's Expected Result/Impact:** EB students will move up one tier (i.e. Did Not Meet Low->Did Not Meet High) in 2026 STAAR reporting. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: While GMS achieves a 72% overall STAAR passing rate--ranking 15th out of 40 in its TEA comparison group--there are pronounced achievement gaps for high-need student populations alongside a marked disconnect between campus formative assessments and STAAR performance, particularly in 7th-grade math where local scores (82.6%) significantly exceed state passing outcomes (35%). **Root Cause**: An opportunity exists to recalibrate local formative assessment rigor to match STAAR expectations and refine structured, language-embedded Tier 2/3 interventions for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Campus administration will conduct One Vision Walkthroughs, check for HQIM, and provide alignment feedback which identifies appropriate action steps. Action steps will be followed up on during scheduled visits. LIP STRATEGY Aligned ESF Indicators: 5.2- Build teacher capacity through observation and feedback cycles 4.1- Daily use of high-quality instructional materials **Strategy's Expected Result/Impact:** At least 70% alignment to One Vision Walkthrough form **Staff Responsible for Monitoring:** Administration **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Core teachers will engage in LISD lesson internalization protocols and rehearsal during scheduled PLC time **Strategy's Expected Result/Impact:** Teachers will gain academic clarity for units and lessons and prepare high-quality lesson delivery as evidenced by One Vision Walkthrough results **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Griffin MS will conduct monthly Sheltered Instruction walkthroughs to identify gaps in best practice for meeting the needs of Emergent Bilingual students. LIP STRATEGY **Strategy's Expected Result/Impact:** Increase in % of ESL/EB levels of MS Readiness and STAAR performance **Staff Responsible for Monitoring:** Administration, ESL liaison **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: While Griffin Middle School maintains established PLC data-review practices and a multi-tiered course structure, there is an opportunity to enhance real-time, in-class differentiation within core instruction to support struggling students before relying on formal course level changes (such as moving students from Honors to on-level or resource classes). **Root Cause**: An opportunity exists to align administrative coaching and specialist support (Leverage Leadership 2.0 / Get Better Faster) toward building teacher capacity in Tier 1 instruction.

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.

GMS will reduce out-of-placement discipline by 10%

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: GMS will utilize the Safe and Civil Schools team to conduct behavioral PLC meetings and participate in quarterly SCS meetings **Strategy's Expected Result/Impact:** 10% reduction in out of placement discipline **Staff Responsible for Monitoring:** Administration **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As Griffin Middle School continues to welcome a dynamic and increasingly diverse student body, there is a clear opportunity to refine campus-wide engagement and behavioral supports to better address classroom disruptions, 1,566 annual discipline referrals (78% involving male students), and unexcused attendance patterns across the school year. **Root Cause**: An opportunity exists to update Tier 1 behavioral frameworks, instructional strategies, and early attendance outreach to fully match the evolving strengths and needs of Griffin's growing At-Risk (60.2%), ELL (29%), and Special Education (27.4%) student populations.

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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: GMS will implement a Start, Stop, Continue strategy based on staff feedback **Strategy's Expected Result/Impact:** Increase in Scorecard measure 4.2 **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is an opportunity at Griffin Middle School to strengthen staff alignment, campus-wide communication, and feedback efficacy, ensuring teachers feel clearly informed about district direction and confident that their input leads to meaningful change. **Root Cause**: An opportunity exists to close the loop between feedback and visible action by addressing workload and expanding shared decision-making. While parent and student satisfaction remains high, frequent survey collection without clearly communicated follow-through can create feedback fatigue and the need for more transparent implementation and collaborative problem-solving around staff priorities.

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: Griffin will highlight our different cultures and the strength of our content departments through informational events to foster stronger relationships between the school, families, and the community, to create a more supportive environment for students, and to focus on the social-emotional growth of each student. These events will include Multicultural Night, STEM Night, Emergent Bilingual Family Night, and an author visit on Literacy Night. Additionally, counselors/administration will utilize campus technology to engage families on topics designed to close achievement gaps and improve student outcomes, including Skyward/Canvas sessions, social media use, student stress/ depression, course selection, transition information, orientations, and daily campus communication. **Strategy's Expected Result/Impact:** Increase in % of positive responses on Scorecard 5.1 regarding teacher-to-parent communication **Staff Responsible for Monitoring:** Administration **Targeted Support Strategy** **Problem Statements:** Demographics 1 **Funding Sources:** Author Visit Fee - 211- Title I, Parent & Family Engagement - 211 E 61 6299 00 044 7 24 444 842 0000 - $1,820				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: GMS will utilize Safe and Civil Schools strategies to guide parent communication efforts, including positive ratio, positive postcards, brief phone calls, and emails highlighting effort. **Strategy's Expected Result/Impact:** Increase in % of positive responses on Scorecard 5.1 regarding teacher-to-parent communication **Staff Responsible for Monitoring:** Teachers and administration **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As Griffin Middle School continues to welcome a dynamic and increasingly diverse student body, there is a clear opportunity to refine campus-wide engagement and behavioral supports to better address classroom disruptions, 1,566 annual discipline referrals (78% involving male students), and unexcused attendance patterns across the school year. **Root Cause**: An opportunity exists to update Tier 1 behavioral frameworks, instructional strategies, and early attendance outreach to fully match the evolving strengths and needs of Griffin's growing At-Risk (60.2%), ELL (29%), and Special Education (27.4%) student populations.

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Griffin MS conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Griffin MS documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Griffin MS initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Griffin MS involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Griffin MS ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Griffin MS coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Griffin MS addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Griffin MS evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Jones, Lakeisha	Title 1 Sec Instructional Facilitator	Title 1 Part A	.33
Linz, Tara	Title 1 Data Specialist	Title 1 Part A	1

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