Judson Independent School District

Woodlake Hills College Prep.

Accountability Rating: D

2026-2027 Campus Improvement Plan

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Mission Statement

At Woodlake Hills College Prep, we are dedicated to providing a rigorous, student-centered learning environment that challenges every learner to reach their highest potential. Through college and career exploration, enrollment in accelerated core courses, and access to high school credit courses, students will gain the academic and college-readiness skills that will prepare them for future college success. We cultivate curiosity, critical thinking, and perseverance through engaging instruction, meaningful collaboration, and authentic problem-solving experiences.

Vision

At Woodlake Hills College Prep, we envision a community where every student is challenged to achieve at the highest levels of academic excellence while developing the curiosity to explore, question, and discover. Through rigorous learning experiences, meaningful relationships, and a culture of high expectations, we empower students to become inquisitive learners, solution-oriented thinkers, and resilient leaders who are prepared to thrive in college, career, and life.

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Comprehensive Needs Assessment

Demographics

Summary

Located in the Northeast quadrant of Judson Independent School District, Woodlake Hills Middle School stands as a testament to the community's pride and resilience. The community is comprised of apartments, condominiums, and single-family homes. Our student population is very diverse and includes the military and those new to the country. As a new campus, reviewing the interim assessment data from Spring 2026 provides us with the information needed to project the academic focus for our campus. From the data we've identified a need to improve student performance on the STAAR in Math, Reading, Writing, and Social Studies. This improvement will be accomplished through collaborative planning, high quality instructional materials, and targeted professional development. We will also focus on garnering the support and engagement of parents in achieving our goal. As a new campus established as a college and career 6th and 7th grade academy, we will aim to increase parental engagement and communications, as well as improve staff communication and collaborative opportunities. These objectives will build a positive campus culture and increase student achievement.

We strive to retain the best educators for our students. The qualifications of professional personnel are consistently reviewed by the campus principal, administrative team, as well as the JISD Human Resources department. This review serves to ensure that teachers meet state certification standards. Teachers will continue to improve the instructional practices through the collaborative planning, development assessments, and systematic review of data through the professional learning community model (PLC). This will ensure standards-based instruction is taking place. Areas of growth for students and specific development for teacher professional development will also be identified.

Enrollment: 6th grade: 406, 7th Grade: 368, 8th Grade: 358 . Total: 1,132

Hispanic 57% , Am In/Akn: 0.66% Asian: 1.98% , AA/Black :23.89%, White: 12.52% Two or more races: 3.62%

Emergent Bilingual: 11.70% SPED 27.51%, At-RISK: 70.04% Eco Dis: 73.58%

Strengths

One of the strengths of our student demographic is that we are a culturally, linguistically, socio-economically diverse community of learners. We feel that this diversity will enhance social cohesion and harmony by cultivating a greater understanding, empathy, and appreciation for one others' background and experiences. Student will benefit greatly academically from being expose to peers from different backgrounds and communities. Our community is tight-knit, with a rich history.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	27.51% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.	Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful

★ = Priority

Student Learning

Summary

Spring 2026 STAAR Scores

Woodlake Hills College Prep:

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2026 STAAR Grade 7 Mathematics Online and ASL Forms	STAAR Summative	7	STAAR 3-8 Spring 2026 Math	188	1643	Percent: 87% 10% 3% Count: 164 18 6	04/28/2026
Spring 2026 STAAR Grade 8 Mathematics Online and ASL Forms	STAAR Summative	8	STAAR 3-8 Spring 2026 Math	88	1902	Percent: 6% 32% 50% 13% Count: 5 28 44 11	04/27/2026
Spring 2026 STAAR Grade 6 Mathematics Online and ASL Forms	STAAR Summative	6	STAAR 3-8 Spring 2026 Math	264	1627	Percent: 51% 36% 11% 2% Count: 134 96 29 5	04/23/2026
Assessment Name	**Program**	**Test Grade**	**Test Administration**	**Student Count**	**Average Score**	**Performance Distribution**	**Date Last Taken**
Spring 2026 STAAR Grade 7 Reading Language Arts Online and ASL Forms	STAAR Summative	7	STAAR 3-8 Spring 2026 RLA	271	1614	Percent: 36% 25% 23% 16% Count: 98 67 62 44	04/16/2026
Spring 2026 STAAR Grade 6 Reading Language Arts Online and ASL Forms	STAAR Summative	6	STAAR 3-8 Spring 2026 RLA	265	1576	Percent: 42% 24% 19% 14% Count: 112 64 51 38	04/15/2026

Woodlake Hills Middle School:

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2026 STAAR Grade 8 Social Studies Online and ASL Forms	STAAR Summative	8	STAAR 3-8 Spring 2026 Sci & SS	256	3544	Percent: 57% 27% 9% 7% Count: 146 69 23 18	04/21/2026
Assessment Name	**Program**	**Test Grade**	**Test Administration**	**Student Count**	**Average Score**	**Performance Distribution**	**Date Last Taken**
Spring 2026 STAAR Grade 8 Reading Language Arts Online and ASL Forms	STAAR Summative	8	STAAR 3-8 Spring 2026 RLA	256	1692	Percent: 21% 28% 30% 21% Count: 54 72 76 54	04/16/2026
Assessment Name	**Program**	**Test Grade**	**Test Administration**	**Student Count**	**Average Score**	**Performance Distribution**	**Date Last Taken**
Spring 2026 STAAR Grade 8 Mathematics Online and ASL Forms	STAAR Summative	8	STAAR 3-8 Spring 2026 Math	203	1778	Percent: 44% 33% 22% 1% Count: 90 67 44 2	04/28/2026
Spring 2026 STAAR Algebra I Online and ASL Forms	STAAR Summative	EOC	STAAR EOC Spring 2026 Math	54	4238	Percent: 2% 24% 41% 33% Count: 1 13 22 18	04/23/2026

Strengths

Students in honors or advanced courses tend to achieve on grade level or above on state assessments.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement.	Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, targeted tutoring, etc...).
2 ★	Students at Woodlake Hills College Prep struggle to Approach grade level standards in seventh grade mathematics.	Inconsistent internalization of the Bluebonnet curriculum leading to ineffective first teach of the material.
3 ★	Students at Woodlake Hills College Prep do not achieve on grade level in 6th-8th grade reading, mathematics, science, or social studies state assessments.	Lack of consistently effective first teach with targeted interventions using high yield strategies causes many students to fail to master knowledge and skills in core instructional areas.

★ = Priority

School Processes & Programs

Summary

Daily use of HQIM(High Quality Instructional Materials)

Instructional Routines

Leadership Instructional Rounds with specific, timely, and aligned feedback

Weekend Student Intervention-Saturday School (every 4 weeks)

PLC by Content and Grade Level

Professional Development(morning/afternoon)

Development of an ILT team and campus leaders outside of administration

Strengths

One of the strength of our programs is our commitment to continually improving our instructional practice. Whether this is through department or grade level PLC, or after school professional development, the entire campus is committed to becoming a better educator and learning what our students need from us instructional in order for them to be successful. We believe that when the teacher improves their practices the students are the direct benefactors.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The PLC process was inconsistently implemented with fidelity leading to a misconception of the process. Which led to inconsistent lesson internalization, ineffective implementation of HQIM's and lack of comprehensive data tracking across all core content areas.	A lack of understanding of the definition of what a PLC is including process, purpose, and structure.
2	Teacher and staff recognition, including incentives for after-school club sponsors, is insufficient, impacting morale.	Limited recognition initiatives and a lack of incentives for staff and club sponsors reduce motivation and overall engagement.
3 ★	Communication delays and gaps exist regarding attendance, school events, teacher feedback, reducing stakeholder engagement.	Ineffective communication systems create delays and inconsistencies in sharing important information with staff, parents, and students.

★ = Priority

Perceptions

Summary

To assess how well we conduct business we will initiate the following:

Survey Faculty and Staff regarding culture, climate, processes and procedure efficiency

Parent nights (literacy nights, STEM, etc...)

Teacher recognition every 9 weeks

Student Recognition weekly

Increased opportunities for parent involvement on campus as communicated through the weekly newsletter

Student-Principal advisory committee

Provide Grade Level Intervention every 4 weeks(Saturday School)

Strengths

We provide opportunities for open communication and feedback among faculty and staff. We also engage parents prompting conversations about their child's progress and goals.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Perceptions among stakeholders regarding Woodlake Hills scholars' potential for success have declined.	Misaligned expectations among stakeholders, driven by limited accountability, ineffective communication, and insufficient support, resulting in disengagement and low academic performance.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Communication delays and gaps exist regarding attendance, school events, teacher feedback, reducing stakeholder engagement.	Ineffective communication systems create delays and inconsistencies in sharing important information with staff, parents, and students.
2 ★	The PLC process was inconsistently implemented with fidelity leading to a misconception of the process. Which led to inconsistent lesson internalization, ineffective implementation of HQIM's and lack of comprehensive data tracking across all core content areas.	A lack of understanding of the definition of what a PLC is including process, purpose, and structure.
3 ★	Perceptions among stakeholders regarding Woodlake Hills scholars' potential for success have declined.	Misaligned expectations among stakeholders, driven by limited accountability, ineffective communication, and insufficient support, resulting in disengagement and low academic performance.
4 ★	Students at Woodlake Hills College Prep struggle to Approach grade level standards in seventh grade mathematics.	Inconsistent internalization of the Bluebonnet curriculum leading to ineffective first teach of the material.
5 ★	Students at Woodlake Hills College Prep do not achieve on grade level in 6th-8th grade reading, mathematics, science, or social studies state assessments.	Lack of consistently effective first teach with targeted interventions using high yield strategies causes many students to fail to master knowledge and skills in core instructional areas.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Planning and decision making committee(s) meeting data**

Student Data: Assessments

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**
- ☑ **Discipline records**

Goals

Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1

High Priority

Woodlake Hills College Prep students will increase STAAR achievement levels on all state assessments by 3% in the approaches category, 2% in the meets category, and 1% in the masters category.

Evaluation Data Source: NWEA MAP scores, District Unit Assessments, Module Assessments, Formative Assessment Data.

Strategy 1

Students will utilize a uniform, campus-wide "Student Planner" to stay organized and align with the AVID program expectations.

Strategy's Expected Result/Impact: Students will stay organized and track deadlines to ensure completion of classroom assignments.

Staff Responsible for Monitoring: Teachers, Academic Trainers, Assistant Principals, Principal.

Problem Statements: Student Learning 2, 3

Funding Sources: Student Planners 211 Title I, $7,207.2

Title I: 2.5.1

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Strategy 2

To raise STAAR achievement across core subjects, 6th-8th grade teachers will implement campus-wide student-led data tracking and interactive note booking. Using composition notebooks, data folders, and technology, all students, including at-risk learners, will set goals, track TEKS mastery, and reflect on performance, while teachers utilize weekly data routines and targeted small-group instruction to differentiate learning.

Strategy's Expected Result/Impact: Increased achievement levels on state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Trainer, Teachers

Problem Statements: Student Learning 3

Funding Sources: Composition books, pencil sharpeners, plastic storage caddies, clipboards, rulers,. 211 Title I, $1,924.8, Composition Books 171 State Comp Ed, $689.99

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

October	January	March	May
Moderate Progress			

Strategy 3

All social studies classes will utilize the Lowman Education Warm-Ups, Lessons, and Assignments to improve direct teach instruction and implement rigorous social studies instruction. 8th Grade will also utilize the Lowman STAAR Blitz resource.

Strategy's Expected Result/Impact: Increased achievement levels on the 8th Grade Social Studies state assessment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Trainer, Teachers

Problem Statements: Student Learning 3

Funding Sources: Lowman Education Resources 211 Title I, $3,250

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Strategy 4

Woodlake Hills College Prep will host monthly Saturday School sessions to provide students with targeted interventions in ELAR, Math, Science, and Social Studies.

Strategy's Expected Result/Impact: An increase on student achievement levels on state assessments as well as MAP assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Trainer, Department Chairs, Saturday School Coordinator.

Problem Statements: Student Learning 3

Funding Sources: Snacks 211 Title I, $497.46

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

October	January	March	May

Strategy 5

8th Grade Science classes will utilize the Lowman Education Lessons, Unit Tests and STAAR Blitz and Assignments to improve direct teach instruction and implement rigorous science instruction.

Strategy's Expected Result/Impact: Increased achievement levels on the 8th Grade Science and Biology state assessment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Problem Statements: Student Learning 3

Funding Sources: Lowman Education Resources 211 Title I, $2,900

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Strategy 6

Purchase additional Library books for grades 6th-8th to motivate students to read in and outside of school.

Strategy's Expected Result/Impact: Students will increase their amount of time reading and improve their literacy skills.

Staff Responsible for Monitoring: Principal, Librarian.

Problem Statements: Student Learning 3

Funding Sources: Library books 211 Title I, $1,024.37, Library books 211 Title I, $1,455.57

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

No Progress

October	January	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students at Woodlake Hills College Prep struggle to Approach grade level standards in seventh grade mathematics.	Inconsistent internalization of the Bluebonnet curriculum leading to ineffective first teach of the material.
3	Students at Woodlake Hills College Prep do not achieve on grade level in 6th-8th grade reading, mathematics, science, or social studies state assessments.	Lack of consistently effective first teach with targeted interventions using high yield strategies causes many students to fail to master knowledge and skills in core instructional areas.

Performance Objective 2 ☑ High Priority

Teachers, Administrators, and Academic Trainers at Woodlake Hills College Prep Academy will engage in the PLC Process through thoughtful planning, collaboration, and student data analysis.

Evaluation Data Source: PLC schedules, PLC meeting agendas, Professional Development

Strategy 1

Teachers will utilize a planning binder at all PLC/ collaborative planning meetings to organize analysis of student learning and effectively implement curriculum.

Strategy's Expected Result/Impact: An increase in student learning on NWEA MAP assessments as well as State Assessments.

Staff Responsible for Monitoring: Teachers, Academic Trainers, Assistant Principals, Principal

Problem Statements: School Processes & Programs 1

Funding Sources: Binders and Binder Tabs 211 Title I, $1,297.2

Title I: 2.5.2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The PLC process was inconsistently implemented with fidelity leading to a misconception of the process. Which led to inconsistent lesson internalization, ineffective implementation of HQIM's and lack of comprehensive data tracking across all core content areas.	A lack of understanding of the definition of what a PLC is including process, purpose, and structure.

Performance Objective 3

Students at Woodlake Hills College Prep will enhance their learning by meeting campus wide behavior expectations that are implemented in every learning space.

Evaluation Data Source: Discipline referrals, student interactions.

Strategy 1

Campus wide expectations will be posted in student-friendly language and posted around the campus, in classrooms, and all visible spaces.

Strategy's Expected Result/Impact: Increase in student learning by setting campus wide behavior expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Trainers, Teachers, Campus staff.

Problem Statements: Perceptions 1

Funding Sources: Posters with Mission and Vision statement 211 Title I, $600, Posters with campus wide classroom expectations 211 Title I, $2,890

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Considerable Progress

October	January	March	May

Strategy 2

Students at Woodlake Hills College Prep will be provided a student ID badge to be worn at all times on campus.

Strategy's Expected Result/Impact: Build a common expectation campus wide for the wearing of ID badges.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Librarian, Paraprofessional campus staff.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Purchase the materials for ID machine	Principal/ Campus Secretary	September 14, 2026	

Problem Statements: Perceptions 1

Funding Sources: ID machine ribbon and ink 211 Title I, $348

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Perceptions among stakeholders regarding Woodlake Hills scholars' potential for success have declined.	Misaligned expectations among stakeholders, driven by limited accountability, ineffective communication, and insufficient support, resulting in disengagement and low academic performance.

Performance Objective 4

Woodlake Hills College Prep will increase overall attendance rates for the 2026-2027 school year to 97%.

Evaluation Data Source: RAAWEE Data, ADA Data, daily attendance reports.

Strategy 1

Woodlake Hills College Prep will post the Attendance Matters banner outside of the campus for attendance awareness month.

Strategy's Expected Result/Impact: Increased attendance rates.

Staff Responsible for Monitoring: Principal, Assistant Principal, Truancy Officer.

Problem Statements: Student Learning 3

Funding Sources: Attendance Awareness Banner 211 Title I, $21.4

Title I: 2.5.2

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Strategy 2

Woodlake Hills College Prep will offer quarterly attendance incentives for students that have perfect attendance for the nine-weeks and Advisory classes with the highest attendance rate per nine-weeks.

Strategy's Expected Result/Impact: Increased attendance for the entire school day.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Social Worker, Attendance Clerk.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Attendance clerk pulls quarterly attendance data	Attendance Clerk	End of first nine weeks.	
2	Academic Trainer, Counselors create a shopping cart to buy snacks	Counselors and Academic Trainer	End of first nine weeks.	
3	Students are awarded their incentive for their attendance	Principal/ Assistant Principals	End of first nine weeks.	

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students at Woodlake Hills College Prep do not achieve on grade level in 6th-8th grade reading, mathematics, science, or social studies state assessments.	Lack of consistently effective first teach with targeted interventions using high yield strategies causes many students to fail to master knowledge and skills in core instructional areas.

Performance Objective 5

Woodlake Hills College Prep students will enhance their social-emotional wellness by engaging in targeted programs and clubs that foster self-awareness, emotional regulation, and positive interpersonal skills.

Evaluation Data Source: Decrease in counseling office referrals and increase in participation in extra-curricular activities.

Strategy 1

The social worker and guidance counselors will actively participate in relevant conferences and professional development opportunities to strengthen their understanding in social-emotional learning (SEL) strategies.

Strategy's Expected Result/Impact: Positive school climate, improved student support services and increased collaboration between students and their peers and adults.

Staff Responsible for Monitoring: Counselors, social workers, principal.

Problem Statements: Perceptions 1

Funding Sources: Toiletries, clothing, and other items. 211 Title I, $1,643.51

Title I: 2.5.3

Formative Reviews

No Progress

October	January	March	May

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Perceptions among stakeholders regarding Woodlake Hills scholars' potential for success have declined.	Misaligned expectations among stakeholders, driven by limited accountability, ineffective communication, and insufficient support, resulting in disengagement and low academic performance.

Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Goal 3

Stakeholder Engagement - Serve and market to our families, businesses, and broader community through communication, collaboration and connections

Performance Objective 1

Woodlake Hills College Prep will increase stakeholder engagement and parent volunteer levels on campus.

Evaluation Data Source: Sign-in sheets from open house, literacy night, and other campus wide parent events.

Strategy 1

Woodlake Hills College Prep will provide basic snacks and refreshments for parents at parent engagement events such as Open House and Literacy Night.

Strategy's Expected Result/Impact: Increase stakeholder satisfaction and willingness to participate or attend campus parent events.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Trainer

Problem Statements: Perceptions 1

Funding Sources: Snacks 211 Title I, $597.67

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Perceptions among stakeholders regarding Woodlake Hills scholars' potential for success have declined.	Misaligned expectations among stakeholders, driven by limited accountability, ineffective communication, and insufficient support, resulting in disengagement and low academic performance.

Goal 4

Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director & Coordinator of Counseling	9/29/2026	Jodi Burton	9/28/2026
Child Abuse and Neglect	Director & Coordinator of Counseling	9/29/2026	Jodi Burton	9/28/2026
Disciplinary Alternative Education Program (DAEP)	Director of Pupil Services	--	Jodi Burton	9/30/2026
Dropout Prevention	Counseling Director	10/1/2026	Jodi Burton	10/1/2026
Title I, Part C Migrant	FPG Director	9/28/2026	Jodi Burton	9/28/2026
Technology Integration	Executive Director of Technology	--	Jodi Burton	10/1/2026
Parent & Family Engagement Policy	FPG Director	--	Jodi Burton	9/28/2026
Decision-Making and Planning Policy Evaluation	--	--	Jodi Burton	9/28/2026
Coordinated Health Program	Director of Health Services	--	Jodi Burton	9/28/2026
Dyslexia Treatment Program	SPED Director	--	Jodi Burton	9/28/2026
Pregnancy Related Services	MV Coordinator	9/30/2026	Jodi Burton	9/30/2026
Student Welfare: Crisis Intervention Programs and Training	Counseling Director & Coordinator	9/29/2026	Jodi Burton	9/28/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	JISD Chief of Police	9/28/2026	Jodi Burton	9/28/2026
Student Welfare: Discipline/Conflict/ Violence Management	--	--	Jodi Burton	9/28/2026
Homeless - MV	Homeless Coordinator	9/30/2026	Jodi Burton	9/30/2026