Lewisville Independent School District

Downing 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

The STEM Academy at Clayton Downing Middle School opened in the fall of 2001 and serves the city of Flower Mound. Downing is part of the Marcus High School feeder pattern and has two elementary schools, Bridlewood Elementary and Flower Mound Elementary, feed into it. Downing Middle School has a current enrollment of 670 students. The grade level and demographics of the school are listed below.

- 6th Grade - 234 students
- 7th Grade - 230 students
- 8th Grade - 206 students

Student Demographics

Ethnicity	Sub-Populations
White - 59.7% Asian - 17.76% Hispanic - 13.28% Two or More Races - 4.63% African American - 3.58% American Indian - 0.9% Pacific Island - 0.15%	Free Lunch: 5.82% Reduced Lunch: 1.79% ELL's (English Language Learners) - 3.14% Served Under Special Ed. - 20.30% Served by 504 Services - 12.54% Served Under Gifted and Talented - 13.43%

Teacher Demographics

Staff Information	Teaching Experience
Number of Students Per Teacher: 18.5 Number of Full-Time Staff: 45.4 Number of Full-Time Teachers: 32.7 Average Teacher Salary: $69,588	Beginning Teachers: 3.1% 1 to 5 Years: 23.9% 6 to 10 Years: 16.8% 11 to 20 Years: 27.8% 21 to 30 Years: 25.1% 30+ Years: 3.4%

Teacher Ethnicity
African American: 3.1%
Hispanic: 6.1%
White: 87.8%
American Indian: 3.1%

Demographics Strengths

Downing Middle School is located in the suburban Dallas area in the town of Flower Mound. The majority of students are from middle to upper middle class families, with diverse cultural backgrounds. Our students have access to advanced resources, cutting-edge technology, and well-equipped facilities. Our students are our greatest strengths. They are respectful, responsible, and kind.

Demographic Strengths

- Downing has a stable population with a low mobility rate of 4.2% (2024 - 2025 TAPR Data)
- Average Daily Attendance is 96.8%
- Our students continue to consistently meet all standards for the state accountability ratings and have earned 3 academic distinction in the areas of PostSecondary Readiness, Academic Achievement in Math and Social Studies.

Student Learning

Student Learning Summary

Students at The STEM Academy at Clayton Downing Middle School excel in multiple areas when it comes to academic performance. The campus has an overall rating of an "A" on the Texas Education Agency Academic Report Card. Our enrollment is currently 670 students with a 96.8% daily attendance rate. We currently have 84.33% of students enrolled in one or more advanced classes and 92.98% of our students are considered ready for high school courses and a student passing rate of 97.66%.

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**92**	**A**	
Student Achievement		**94**	**A**	**70%**
STAAR Performance	74	94		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**91**	**A**	**0%**
Academic Growth	81	91	A	✓
Relative Performance (Eco Dis: 8.1%)		81	B	
Closing the Gaps	**66**	**86**	**B**	**30%**

Student Learning Strengths

The STEM Academy at Clayton Downing Middle School has one of the highest student Readiness ratings in Lewisville ISD, with over 92% of our students appropriately prepared to successfully face the academic rigor and challenges of high school. Over 84% of our students are enrolled in one or more advanced courses and a large majority of our students successfully complete courses where they receive high school credit (Spanish, CTE, Algebra I). Students enrolled in Algebra 1 perform well on the end-of-course exam, with 97% of our students reaching mastery level. Downing students regularly earn high scores on all state mandated assessments every year, with the school receiving academic distinctions in Math, Social Studies, and Post-secondary Readiness on the 2026 School Report Card.

Distinction Designations



School Processes & Programs

School Processes & Programs Summary

Teachers at Downing Middle School are committed to providing students with challenging and engaging learning experiences education making sure that all students are prepared for high school and their postsecondary education goals. At Downing, we believe there is a spot for everyone to thrive and be successful. To help ensure there is a spot for everyone, Downing will continue to build upon the house system developed in the previous year to provide a way for students to develop the strong character traits listed in our mission: "To create respectful, responsible, and kind leaders of tomorrow." DMS core staff meet bi-monthly in PLC meetings to focus on student assessment data (both formal and informal), and to determine areas of student mastery as well as developing a plan to reteach and refine lessons for areas that students struggled in. DMS teachers also participate in monthly grade level meetings to monitor student needs such as ESL strategies, MTSS interventions, and SPED/504 accommodations.

Every academic teacher has posted tutorial times for students to attend when/if they need help on work. Additionally, a tutorial spreadsheet is projected on the screen in the cafeteria for students that informs what teachers are available. Tutorial schedules are posted on the school's website and in the weekly parent update.

Advisory Lessons are integrated into the day and completed during The lessons incorporate topics such as suicide prevention, cultural proficiency,digital citizenship, diverse cultures, and character development. These are provided to staff by the counseling department. The first week of school was devoted to re-establishing campus expectations for behavior and teaching routines.

School Processes & Programs Strengths

The Downing counselors are continuing to provide advisory lessons that are focused on current social/emotional needs of students. The campus has several regularly scheduled school events. Some of these opportunities include student attendance at games, after school clubs and activities, in-school pep rallies and/or assemblies, Multicultural and STEM Nights.

Perceptions

Perceptions Summary

Downing Middle School is well respected within the community. We consistently provide a well-rounded approach to helping students achieve success inside and outside of the classroom. We strive to create an inclusive environment where all students feel a sense of belonging and engagement through our clubs, organizations, PTA, and family friendly events. Our campus is committed to creating a positive transition for students coming from elementary school and going to high school by maintaining close communication with our feeder schools and providing frequent opportunities for family involvement. Our parents are supportive and committed to Downing, Marcus, and LISD.

Downing MS provides weekly communication to parents through a newsletter and through social media. All staff receive a weekly staff agenda detailing upcoming events, important dates, and pertinent information. Additional messages are sent to parents for special events, health updates and/or announcements, and campus activities.

Surveys collected last year from students, parents, and staff all indicate a positive campus perception among stakeholders. Parent surveys indicated 96% of parents feel students are provided a safe, culturally aware, and inviting environment with which to learn. They also feel the campus staff shows students they care. Student data shows that 88% of all students feel that there is someone at their school they feel comfortable in talking to and 95% of the students feel that they are very safe or feel somewhat safe at Downing.

Perceptions Strengths

Perception strengths at Downing are:

- 86% of the students enrolled at Downing feel that the belong in their school and classes all or most of the time.
- 83% of the students feel that Downing MS has a very positive or slightly positive environment.
- 93.5% of Downing Parents strongly agree or agree that they are satisfied with Downing Middle School
- 95.4% of Downing Parents strongly agree or agree that there child is glad to come to school most of the time.
- 94.9% of Downing Parents either strongly agree or agree that their child's well-being is supported by Downing Middle School.

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: Downing Middle School leadership and staff will track the academic growth of economically disadvantaged students through STAAR, district, and campus-wide assessments to target instruction and boost the school's Domain 2 Relative Performance score. **Strategy's Expected Result/Impact:** A minimum 15% increase of identified economically disadvantaged students will score Approaches Grade Level or higher on the 2026 - 2027 STAAR Math and ELAR exam. **Staff Responsible for Monitoring:** Core Subject Teachers, Department Chairs, School Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Downing Administration will perform One Vision Walks on a weekly basis for in core subjects and provide timely and relevant feedback to teachers focusing on the use of highly effective instructional strategies in hopes of improving academic clarity for students, increasing student engagement and ownership of learning, an increase in teacher to student feedback on student's progress. **Strategy's Expected Result/Impact:** Immediate feedback will result in clear and precise action steps for teachers to improve their overall effectiveness in the classroom, which in turn will increase student performance, engagement, and ownership in their learning. **Staff Responsible for Monitoring:** Downing Administration				

 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: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

Campus Behavior Goal: Through the use of Safe and Civil strategies, the overall number of behavioral incidences occurring in common areas of the school will decrease by roughly 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: Determine and Implement Safe and Civil frameworks that will address inappropriate student behavior, such as inappropriate physical contact, horseplay, and tardies that occur during passing periods in the common areas of the school building. **Strategy's Expected Result/Impact:** The overall number of inappropriate behaviors will reduce by approximately 10% by the end of the school year. **Staff Responsible for Monitoring:** Downing Administration and Staff Members. **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Reduce the overall number of chronically absent students through early detection and implementation of targeted interventions such as positive parent communication, recognition of identified students who have shown significant improvement in attendance, provide opportunities for advisory classes to Downing Cup points for high attendance rates. **Strategy's Expected Result/Impact:** Decrease the number of chronically absent students by .26% in order to meet the scorecard target of 2.70%. **Staff Responsible for Monitoring:** Downing Administration, Attendance, Counselors **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 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

Strengthen staff well-being and sense of ownership in the school by providing multiple opportunities for the staff to give feedback and offer solutions or changes to improve the effectiveness of school processes and programs at Downing.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results
Increase in positive remarks and percentages from school based survey results focusing on decision making opportunities and a sense of belonging at Downing.

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.

Downing Middle School will continue to communicate with parents through weekly newsletters, social media posts, parent emails, important information regarding student learning, celebrating student accolades and achievements, recognizing teachers for their hard work and creativity.

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Positive parent and community feedback, increased inquiries on enrolling at DMS, satisfied students and parents responses on surveys.

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			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
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