

Keller Independent School District



Indian Springs Middle School

2026-2027 Campus Improvement Plan

Mission Statement

ISMS will empower all students to initiate their own learning so they cThe ISMS community will empower all students to initiate their own learning through continuous academic growth and personal development in order to become successful productive citizens. an develop into successful citizens.

Vision

The ISMS community will guide and inspire our students to be life-long learners.

Value Statement

Values:

- - ISMS appreciates and embraces our diversity
 - ISMS believes in continuous academic growth
 - ISMS believes in teaching our students in how to learn, live, and be successful in the 21st century
 - ISMS believes in students being engaged in the learning process
 - ISMS believes in students learning how to collaborate and cooperate with their peers to enhance the learning process
 - ISMS believes in building and maintainingâ€ character
 - ISMS believes in hard work

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Comprehensive Needs Assessment

Demographics

Summary

Indian Springs Middle School serves students in grades 5 through 8 in Keller, Texas, and is a part of the Keller Independent School District. The school currently serves 900 students.

Our student body is represented by students of the following ethnicities:

7.33% Asian

3.78% African American

18.11% Hispanic

0% Pacific Islander

64.44% White

(6.33% Multi-Race belonging to two or more of the groups above)

Our student sub populations include 13.22% Gifted and talented, 18.22% Special Education, 12.56% 504 services, 20% At Risk, 2.78% English as a Second Language, 3.44% Limited English proficiency, and 11.11% Economically Disadvantaged.

2025-2026 Disciplinary Referrals

- 85.4% of students had 0 disciplinary referrals
- 9.6% of students had 1 disciplinary referral
- 3.1% of students had 2-3 disciplinary referrals
- <1% of students had 4-5 disciplinary referrals
- <1% had 6+ disciplinary referrals

Strengths

Indian Springs Middle School serves a diverse population of approximately 900 students in grades 5–8. The campus benefits from representation across multiple racial and ethnic groups, creating opportunities for students to learn and engage within a varied school community. In addition, the campus serves students with a broad range of academic and instructional needs, including students receiving Gifted and Talented, Special Education, Section 504, ESL, and other targeted supports.

A notable strength is the campus's ability to support a significant population of students receiving specialized services. With 18.22% of students receiving Special Education services and 12.56% receiving Section 504 services, Indian Springs serves a substantial number of students requiring individualized accommodations and supports. At the same time, 13.22% of students participate in Gifted and Talented programming, reflecting the wide range of learning needs represented across the campus.

Student behavior data is another significant strength. During the 2025–2026 school year, **85.4% of students received no disciplinary referrals**, while another 9.6% received only one. This means approximately **95% of students had one or fewer disciplinary referrals**, indicating that the overwhelming majority of students consistently meet campus behavioral expectations. Only a very small percentage of students demonstrate patterns of repeated disciplinary concerns, allowing the campus to focus

targeted behavioral interventions on a relatively small group of students.

Overall, the demographic and discipline data reflect a campus with **diverse student needs, strong overall student behavior, and established systems supporting students across a range of academic and instructional needs.**

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 A small percentage of students experience repeated disciplinary referrals despite strong overall campus behavior outcomes.	Students with recurring behavioral concerns may not consistently receive early, individualized interventions and progress monitoring designed to address the underlying causes of repeated behavior.

 = Priority

Student Learning

Summary

ISMS remains committed to ongoing improvement of student performance through our professional learning communities, teaming, staff development, instructional coaching, technology resources, support systems and a focus on engagement through rigorous lessons, and relationship-building activities.

2026 STAAR Scores Breakdown by Grade Level:

2026 Grade 5 Math STAAR Scores: Approaches-89% Meets-66% Masters-19%

2026 Grade 5 Reading STAAR Scores: Approaches-94% Meets-83% Masters- 58%

2026 Grade 5 Science STAAR Scores: Approaches-88% Meets-48% Masters- 20%

2026 Grade 6 Math STAAR Scores: Approaches-95% Meets-66% Masters-33%

2026 Grade 6 Reading STAAR Scores: Approaches-94% Meets-84% Masters- 55%

2026 Grade 7 Math STAAR Scores: Approaches-42% Meets-25% Masters-3%

2026 Grade 7 Reading STAAR Scores: Approaches-89% Meets-71% Masters- 36%

2026 Grade 8 Math STAAR Scores: Approaches-90% Meets-64% Masters-23%

2026 Grade 8 Reading STAAR Scores: Approaches-96% Meets-83% Masters- 57%

2026 Grade 8 Science STAAR Scores: Approaches-83% Meets-57% Masters-14%

2026 Grade 8 Social Studies STAAR Scores: Approaches-75% Meets-42% Masters-19%

High School Credit Courses

English 1 EOC: 100% Approaches, 100% Meets, 40% Masters;

Algebra 1 EOC: 100% Approaches, 98% Meets, 80% Masters;

Biology 1 EOC: 100% Approaches, 100% Meets; 85% Masters

Students who did not pass the spring administration of STAAR were offered 30 hours or accelerated instruction during summer intervention and have the opportunity to participate in Quest or Styles intervention electives.

Strengths

Indian Springs Middle School demonstrates several areas of strong student achievement and maintains a commitment to continuous improvement through Professional Learning Communities (PLCs), instructional coaching, staff development, technology integration, intervention systems, and a focus on rigorous and engaging instruction.

Student performance in **Reading/Language Arts is a significant campus strength**. Across grades 5–8, at least 89% of students achieved Approaches Grade Level, with Meets performance ranging from 71% to 84%. Grade 5 was particularly strong, with **94% Approaches, 83% Meets, and 58% Masters**, while Grade 6 achieved **94% Approaches and 84% Meets**.

Another significant strength is student performance in **high school credit courses**. Students demonstrated exceptional achievement on End-of-Course assessments, including **100% Approaches and Meets on English I, 100% Approaches and 98% Meets on Algebra I, and 100% Approaches and Meets on Biology**. Masters performance was especially strong in Algebra I (80%) and Biology (85%), demonstrating that students participating in advanced coursework are achieving at high levels.

Mathematics performance is also strong in several grade levels. Grade 6 achieved **95% Approaches**, while Grade 8 achieved **90% Approaches**. These results, combined with exceptional Algebra I performance, demonstrate areas of strong mathematical preparation and provide successful instructional practices that can be examined and replicated across grade levels.

The campus also demonstrates a commitment to **responsive intervention and student growth**. Students who were unsuccessful on STAAR are provided additional opportunities for accelerated instruction, including summer intervention and targeted Quest or Styles intervention electives. These systems provide multiple opportunities for students to receive additional instructional time based on identified needs.

Overall, ISMS demonstrates particular strengths in **Reading/Language Arts achievement, advanced/high-school-credit coursework, several areas of mathematics performance, and established intervention structures designed to support continued student growth**.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Student achievement in mathematics is inconsistent across grade levels, with Grade 7 Math demonstrating a significant performance gap in the percentage of students achieving Approaches, Meets, and Masters Grade Level standards.	Analysis of student performance indicates a need for greater consistency in standards-aligned Tier 1 mathematics instruction and PLC-driven responses to student data. Instructional teams need to more consistently identify specific TEKS-based misconceptions, implement targeted reteaching and intervention, and monitor student progress to ensure learning gaps are addressed before they compound.

 = Priority

School Processes & Programs

Summary

Indian Springs Middle School utilizes a variety of programs, processes, and support systems to promote student achievement, staff development, and a positive campus culture.

Curriculum and Instruction: ISMS teachers utilize Keller ISD curriculum and instructional resources aligned to the Texas Essential Knowledge and Skills (TEKS). Professional Learning Communities meet regularly to analyze student performance, identify priority standards and misconceptions, plan instruction, and determine appropriate reteach and reassessment strategies. MAP, STAAR, district assessments, and classroom assessment data are used to monitor student learning and guide instructional decisions.

Professional Development:

Professional learning is aligned to campus and district priorities and includes district training, campus-based professional development, instructional coaching, PLC collaboration, and targeted support based on teacher and student needs. Teachers establish professional and student-growth goals through the T-TESS process and receive feedback through observations, walkthroughs, coaching, and collaborative planning.

Leadership and Decision-Making: Campus leadership uses student achievement, discipline, attendance, staffing, and program data to guide decision-making. Administrators, counselors, instructional staff, department leaders, and teacher teams collaborate to identify campus needs and develop strategies for improvement. Decisions are made with an emphasis on student needs, instructional effectiveness, and continuous improvement.

Communication and Organization: ISMS maintains regular communication with staff and families through campus newsletters, parent communications, staff updates, conferences, meetings, and digital communication platforms. Grade-level teaming and PLC structures provide opportunities for collaboration and coordinated student support.

Student Support Services: Students have access to academic intervention, counseling, Special Education, Section 504, Gifted and Talented, ESL/EB services, and other individualized supports. Students who demonstrate academic difficulties are provided opportunities for targeted intervention and accelerated instruction, including intervention electives and additional instructional support.

Scheduling and Student Opportunities: The master schedule is designed to provide students access to core academic instruction, intervention and enrichment opportunities, electives, athletics, fine arts, and other extracurricular and cocurricular activities. ISMS provides opportunities for students to develop academically while also building connections to the school community through athletics, fine arts, clubs, UIL activities, and other programs.

Technology Integration: Technology is integrated into instruction to enhance learning, collaboration, differentiation, and access to instructional resources. Students have access to district-issued devices, and teachers utilize district-approved digital resources to support instruction while maintaining expectations for purposeful and appropriate technology use.

Overall, ISMS has established systems centered on **collaboration, data-driven instruction, targeted student support, professional growth, and student engagement**. Continued evaluation of these processes allows the campus to identify areas where implementation and effectiveness can be strengthened.

Strengths

Indian Springs Middle School has established systems and processes that support continuous improvement and student achievement. Campus strengths include:

- **Established Professional Learning Communities (PLCs)** that provide structured time for collaborative planning, data analysis, identification of student misconceptions, and development of reteach and reassessment plans.
- **Comprehensive student support systems**, including Special Education, Section 504, Gifted and Talented, ESL/EB, counseling, accelerated instruction, and targeted academic interventions.
- **Multiple data sources**, including STAAR, MAP, district assessments, and classroom formative assessments, to identify student needs and inform instructional decisions.

- **Ongoing professional learning and instructional support** through district and campus professional development, instructional coaching, T-TESS, walkthroughs, and collaborative planning.
- **A broad range of extracurricular, cocurricular, fine arts, athletic, and academic opportunities** that promote student engagement and connection to school.
- **Consistent campus communication structures** for staff, students, and families that support shared expectations and school-family partnerships.
- **Technology access and integration**, including student devices and district instructional resources, to support learning, differentiation, and student engagement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus programs and instructional processes are not implemented with consistent fidelity across all grade levels and content areas, limiting the effectiveness of data-driven instruction, intervention, and collaborative planning in producing consistent student growth and achievement.	Inconsistent implementation and monitoring of campus instructional processes, including PLC practices, data analysis, intervention, and progress monitoring, have resulted in variability in how effectively teams identify and respond to student learning needs.

 = Priority

Perceptions

Summary

Indian Springs Middle School prioritizes a positive, collaborative, and student-centered culture through consistent communication, stakeholder engagement, and opportunities for feedback. Campus leadership works to maintain open communication with students, staff, families, and community members through newsletters, email communication, parent meetings, conferences, campus events, and digital communication platforms.

Parent and community engagement is supported through PTA, family events, parent conferences, extracurricular activities, performances, athletic events, and other opportunities for families to participate in the school community. Campus leadership also seeks stakeholder feedback through surveys, conversations, meetings, and other formal and informal feedback opportunities.

ISMS works to foster a positive staff culture built around collaboration, professional growth, shared responsibility, and a focus on student success. PLCs, staff meetings, leadership meetings, and professional learning provide opportunities for staff members to collaborate, communicate concerns, and participate in campus improvement efforts.

Student voice and engagement are supported through relationships with teachers and staff, extracurricular and cocurricular opportunities, counseling services, and opportunities for students to provide feedback regarding their school experience.

The campus continues to evaluate **family engagement, staff and student feedback, communication effectiveness, school culture and climate, and staff retention** to identify opportunities to strengthen stakeholder trust, involvement, and connection to the school community.

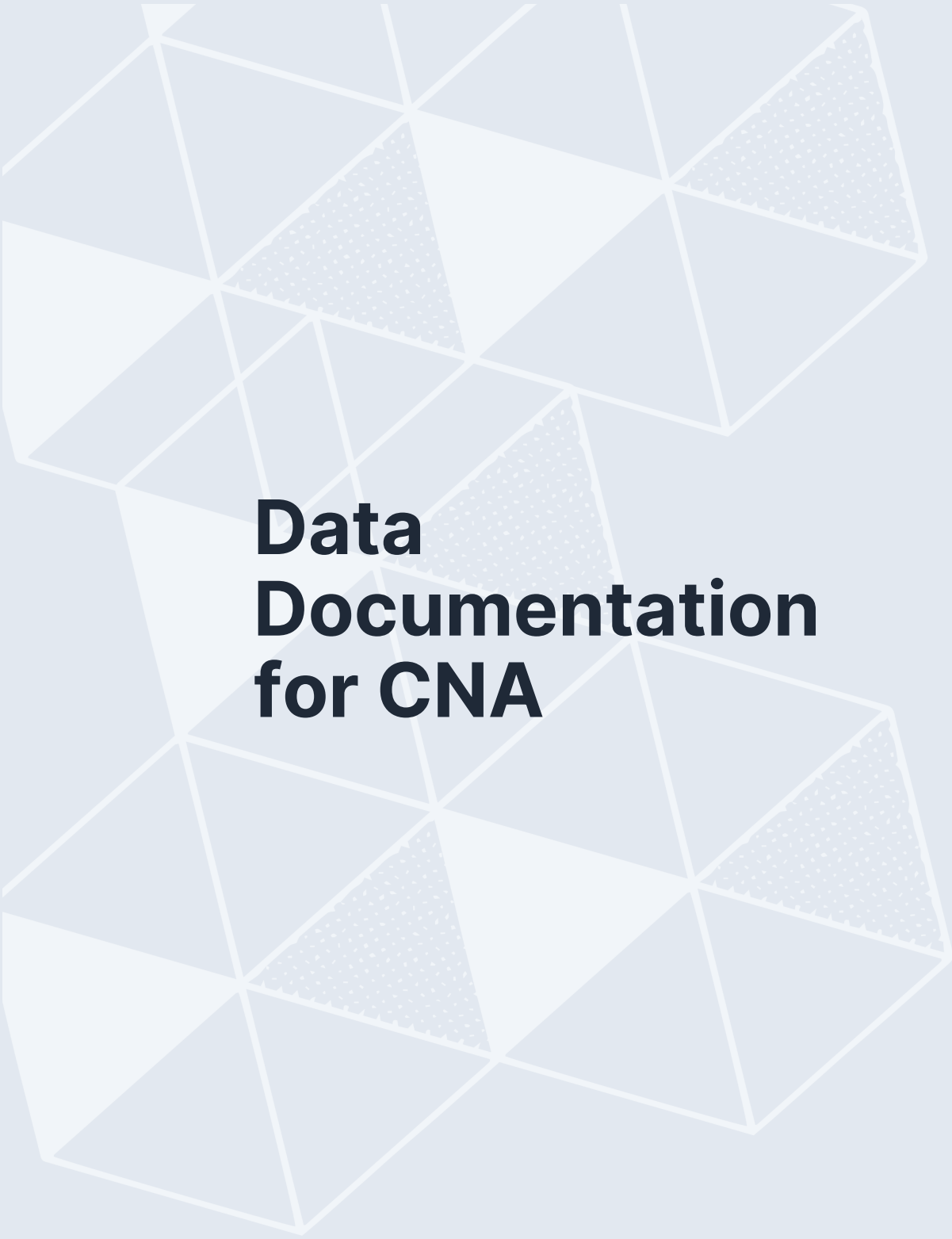
Strengths

ISMS demonstrates strength in stakeholder communication, collaborative relationships, and opportunities for family and student engagement. Established communication systems and multiple avenues for stakeholder participation contribute to a positive campus culture and strengthen partnerships among students, staff, families, and the community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Stakeholder engagement and feedback are inconsistent across students, staff, and families, limiting the campus's ability to use representative input to guide decisions and strengthen school culture.	ISMS lacks a consistent, systematic process for collecting and analyzing feedback from students, staff, and families and communicating how stakeholder input is used to guide campus decisions.

★ = 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)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Study of best practices and high yield strategies
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

60% of all math students will score Meets as measured by 2027 STAAR/EOC.

Action Step 1

Conduct regular PLC data cycles to analyze MAP, district assessments, common formative assessments, and student work by TEKS and student group.

Measures: PLC agendas/minutes, data trackers, assessment reports

Staff Responsible for Monitoring: Administration and Teachers

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

December

February

June

Action Step 2

Provide targeted intervention and acceleration for students currently performing below Meets, with particular attention to students approaching the Meets threshold.

Measures: Intervention rosters, progress-monitoring data, student growth

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 3

Use MAP growth data to establish individual student growth targets and monitor whether

students are on track to reach or maintain Meets performance.

Measures: BOY/MOY/EOY MAP data and student goal trackers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 4

Conduct administrator and instructional-leader walkthroughs focused on math instructional priorities and provide timely feedback to teachers.

Measures: Walkthrough trends, feedback documentation

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Performance Objective 2

85% of all RLA students will score Meets as measured by 2027 STAAR/EOC.

Action Step 1

Conduct regular PLC data cycles to analyze MAP, district assessments, common formative assessments, and student work by TEKS and student group.

Measures: PLC agendas/minutes, data trackers, assessment reports

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 2

Provide targeted intervention and acceleration for students currently performing below Meets, with particular attention to students approaching the Meets threshold.

Measures: Intervention rosters, progress-monitoring data, student growth

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 3

Use MAP growth data to establish individual student growth targets and monitor whether students are on track to reach or maintain Meets performance.

Measures: Use MAP growth data to establish individual student growth targets and monitor whether students are on track to reach or maintain Meets performance.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 4

Conduct administrator and instructional-leader walkthroughs focused on math instructional priorities and provide timely feedback to teachers.

Measures: Walkthrough trends, feedback documentation

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Performance Objective 3

60% of all Science students will score Meets as measured by 2027 STAAR/EOC.

Action Step 1

Conduct regular PLC data cycles to analyze MAP, district assessments, common formative assessments, and student work by TEKS and student group.

Measures: PLC agendas/minutes, data trackers, assessment reports

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 2

Provide targeted intervention and acceleration for students currently performing below Meets, with particular attention to students approaching the Meets threshold.

Measures: Intervention rosters, progress-monitoring data, student growth

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 3

Use MAP growth data to establish individual student growth targets and monitor whether students are on track to reach or maintain Meets performance.

Measures: BOY/MOY/EOY MAP data and student goal trackers

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 4

Conduct administrator and instructional-leader walkthroughs focused on math instructional priorities and provide timely feedback to teachers.

Measures: Walkthrough trends, feedback documentation

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Performance Objective 4

60% of all Social Studies students will score Meets as measured by 2027 STAAR/EOC.

Action Step 1

Conduct regular PLC data cycles to analyze MAP, district assessments, common formative assessments, and student work by TEKS and student group.

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 2

Provide targeted intervention and acceleration for students currently performing below Meets, with particular attention to students approaching the Meets threshold.

Measures: Intervention rosters, progress-monitoring data, student growth

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Action Step 3

Conduct administrator and instructional-leader walkthroughs focused on math instructional priorities and provide timely feedback to teachers.

Measures: Walkthrough trends, feedback documentation

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

Indian Springs Middle School will achieve and maintain an average daily attendance rate of at least 96.5% for the 2026-2027 school year, as measured by campus attendance data.

Action Step 1

Monitor campus attendance data weekly to identify grade-level trends and students demonstrating patterns of excessive or chronic absenteeism.

Measures: Weekly attendance reports

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

Implement tiered attendance interventions for students with continued attendance concerns, including parent conferences, attendance improvement plans, and additional campus/district supports.

Measures: Attendance plans and conference records

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

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Performance Objective 2

By the end of the 2026-2027 school year, Indian Springs Middle School will strengthen parent and community relationships by achieving 90% positive responses on parent and community survey items

related to communication, engagement, and overall school experience.

Action Step 1

Provide consistent and timely communication to families and the community through weekly newsletters, ParentSquare, campus social media, and other communication platforms to share important information, celebrate student success, and promote opportunities for involvement.

Measures: Weekly parent newsletters
ParentSquare communication records
Campus website/social media updates
Parent survey results related to communication

Progress Reviews

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Action Step 2

Increase opportunities for parent and community engagement through campus events, parent meetings, volunteer opportunities, performances, athletics, and other activities designed to strengthen relationships and build connections with the school community.

Measures: Parent/community event attendance and participation data
Number of engagement opportunities offered throughout the year
Parent/community survey results related to engagement and school experience
Sign-in sheets or participation records from campus events

Progress Reviews

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Action Step 3

Establish and reinforce expectations for teachers to maintain consistent, timely, and proactive communication with parents regarding student academic progress, attendance, behavior, and areas of concern.

Measures: Parent contact logs, ParentSquare/Aeries communication records, documented parent conferences, and parent survey results related to teacher communication.

Progress Reviews

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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By the end of the 2026-2027 school year, Indian Springs Middle School will maintain a staff retention rate of 90% or higher by fostering a positive work environment, supporting employee growth, and strengthening staff engagement and recognition.

Action Step 1

Implement intentional staff retention strategies, including regular staff recognition, opportunities for professional growth, ongoing feedback and check-ins, and activities designed to strengthen staff culture, collaboration, and employee connectedness.

Measures: Staff retention/turnover data, staff climate survey results, professional learning participation, staff recognition records, and documented staff feedback/check-ins.

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Progress Reviews

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026