

College Station Independent School District

River Bend Elementary Annual Campus Improvement Plan 2021-2022



Board Approval Date: TBA

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to a learner's success now and in the future.

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Board Goals

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Table of Contents

Mission, Vision Board Commitments.....	2
Board Goals.....	3
Comprehensive Needs Assessment Summary.....	5
Data used for Comprehensive Needs Assessment.....	9
Goals and Specific Results.....	11
Goal 1, Specific Result 1.1.....	10
Goal 2, Specific Result 2.1.....	11
Goal 2, Specific Result 2.2.....	13
Goal 3, Specific Result 3.3.....	14
River Bend Professional Development Plan.....	15
Appendix A: Federal and State Requirements.....	16
Appendix B: Campus Improvement Plan Council Members 2020-2021 / 2021-2022.....	21

Comprehensive Needs Assessment Summary

<p>Areas Examined</p>	<p>Summary of Strengths (What Strengths were identified?)</p>	<p>Summary of Needs (What needs were identified?)</p>	<p>Priorities (What are the priorities for the campus?)</p>
<p>Demographics</p>	<p>2021-2022 Student Population / Demographics:</p> <p>Total Students: 522 Female: 261 Male: 261</p> <p>Ethnicity: White- 49.81% Hispanic 22.61% Black 17.05% Asian 5.17% Two or More Races 4.21% American Indian or Alaska Native .19% Native Hawaiian or Other Pacific Islander .96%</p> <p>17 Home Languages are represented at River Bend.</p> <p>5.7% students are currently considered Limited English Proficient</p> <p>40.81% of the campus currently meets criteria for free or reduced lunch.</p> <p>17.8% of the campus meets criteria for a program that addresses special needs.</p>	<p>Continued professional development to address the needs of at-risk learners</p> <p>Professional development on how to best meet the needs of students of color in a culturally inclusive environment</p> <p>Meeting the needs of students with special needs in the general education inclusion environment as well as the special setting environment</p>	<p>Meeting the needs of underperforming populations</p>
<p>Student Achievement</p>	<p>See data tables below for MAP and STAAR assessment information</p> <p>86 students received additional reading intervention during the 2020-2021 school</p>	<p>Solid Tier One instruction and additional math and reading interventions are crucial in order to support a year's worth of progress for students.</p>	<p>Working with each student to make at least one years projected progress in all academic areas.</p> <p>Knowing which targeted skills are needed for</p>

year.
69 students received additional math intervention during the 2020-2021 school year.

intervention in reading and math
Implementing campus wide data systems in order to progress monitoring mastery of objectives.
Broadening our scope of student support to focus on students who are on grade level but not meeting growth projections.

STAAR Data Spring 2021

Spring 2021	STAAR 3rd math		STAAR 3rd reading		STAAR 4th math		STAAR 4th reading		STAAR 4th writing	
	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State
All Students	76	61	74	68	68	58	64	63	45	53
Econ. Disadv.	60	50	60	57	53	47	53	52	30	40
Asian	100	85	100	85	67	85	53	84	33	81
Black	53	43	60	55	21	40	45	49	14	39
Hispanic	65	53	60	60	58	50	61	56	37	44
Pac. islander		58		63	100	59	78	59		51
2 or more	50	68	50	75	100	66	50	70	100	61
White	86	78	82	81	91	76	68	76	60	67
LEP	100	52	100	54	67	47	51	48	17	37
SPED	36	34	36	38	43	28	47	29	21	19

MAP Growth Data Winter 2021 to Spring 2021

Grade	MAP Reading- % of students that met projected growth	MAP Math- % of students that met projected growth	MAP Science- % of students that met projected growth
K	55	69	not given
1	67	65	not given
2	68	58	not given
3	51	62	59
4	49	52	64

<p>Curriculum and Instruction</p>	<p>District curriculum documents are the basis of core instruction.</p> <p>Understanding and implementation of “Empowering Writers” ELA supplement K-4 is increasing with professional development and academic planning conversations.</p> <p>Intervention materials for math and reading are streamlined and provided for staff.</p>	<p>Systemic implementation of practices from The Reading Academy learning</p> <p>Understanding and implementation of math number talks and useful fluency exercises</p> <p>Understanding of how to identify an academic need in a student and use the HMH / AVMR tools to understand the needed intervention</p>	<p>Reading Academy Completion</p> <p>Professional learning in mathematics for number talks and fluency</p> <p>Professional learning on implementation of intervention resources</p>
<p>Culture and Climate</p>	<p>Data from the Panorama surveys (staff, students, and community) show River Bend culture to score above national norms in most areas.</p>	<p>Areas of Panorama percentile ranks lower than national norms:</p> <p>Teachers- n/a Paraprofessional Staff- Meeting with parents, feeling supported by parents, parents caring toward para staff, feedback on work, increased coaching and learning from the evaluative process Students- Rigor of Work Parents- n/a</p> <p>While higher than Panorama national norms, these areas were mentioned as possible areas of future growth:</p> <p>Teachers: Staff / Family relationships, more new ideas in professional development, feedback on the teaching process, student grit Paras: see above Students: Respectful environment between peers, value in school lessons, student grit Parents: student grit and focus on goals</p>	<p>Use the theme, Bears Can Do Hard Things, to teach and model grit and perseverance</p> <p>Use goal setting with all staff including paraprofessionals as well as evaluation and feedback check ins multiple times during the year rather than only at year end</p> <p>Increased opportunity for paraprofessional staff development</p> <p>Vertical teaming groups during professional development and meetings to increase staff relationships outside of working teams</p> <p>Creation of a Social / Emotional Learning curriculum K-4 with lessons focused on skills that students are lacking for success</p>

Family/Community Involvement	<p>Data from the Panorama surveys (staff, students, and community) show River Bend culture to score above national norms in most areas.</p> <p>The PTO board has continued to grow and strengthen in size as well as scope of involvement.</p>	<p>Areas of Panorama percentile ranks lower than national norms:</p> <p>Parents- n/a</p> <p>While higher than Panorama national norms, these areas were mentioned as possible areas of future growth:</p> <p>Parents: student grit and focus on goals</p> <p>Focus on consistent communication methods to get information to families</p>	<p>Use the theme, Bears Can Do Hard Things, to teach and model grit and perseverance</p> <p>Learner led conferences where students share their learning goals with families and teachers will continue.</p>
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Staff Summative Feedback

May 2021 summative conferences- (professional and paraprofessional staff)

Qualitative feedback was disaggregated and trends are reported below.

What is your personal goal for 2021-2022? In order from responses with the highest rate of duplication among staff.	What are the next steps for your team for 2021-2022? In order from responses with the highest rate of duplication among staff.	What are the next steps for our campus for 2021-2022? In order from responses with the highest rate of duplication among staff.
<ul style="list-style-type: none"> ● More effectively work with struggling students ● Strengthen writing instruction (Empowering Writers) ● Understand learning needs of students receiving special education support ● Strengthen our Social / Emotional learning, mentoring program, understanding of behavior antecedents ● Add in more fun units / themes / activities ● Number sense / fluency (math), Phonics Grammar (ELA) 	<ul style="list-style-type: none"> ● Increased communication ● Increased productivity of academic planning time ● Staff bonding ● Support of paraprofessionals within the team and inclusion of paraprofessionals in planning 	<ul style="list-style-type: none"> ● Team building and relationship building across campus (knowing peers from other teams) ● Professional development for paraprofessionals ● Increased parent involvement (from COVID lock down) ● Consistency across campus of social and emotional learning and procedures ● Add traditions

Data Used for Campus Comprehensive Needs Assessment

STAAR 2021 Data

MAP Assessment Data- Winter to Spring 2021

Intervention data and progress monitoring data from 2020-2021 school year

Panorama Survey Data

Staff Feedback from Summative Conferences May 2021

Observation and Walk-Throughs from 2020-2021 school year

Goal: 1				CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.					
Specific Result 1.1				Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Inventory all instructional resources in order to determine effectiveness and needs.	Teachers, Support Team Campus Administrators		June 2021 - Dec. 2021	All	Provide a list of resources and needs to the district				
Train campus staff on the CSISD Framework for success	Support Team Campus Administrators	Strategic Plan	August 2021	All	Sign-in sheets; Training module				
Engage families in culture sharing and increase representation of diversity on campus.	Teachers, Support Team Campus Administrators		Spring 2022	All	Survey families for cultural needs, Provide diversity in classroom libraries, Multi-Cultural Fair wth family participation, Invite classroom speakers from various backgrounds,				Yes
Continue to increase campus technology devices available to maximize daily use in learning	Support Team Campus Administrators		Fall 2021	All	Decrease device to student ratio striving for 1-1, Provide all device accessories as needed for successful classroom use				Yes

Using a variety of data sources (end of year surveys, MAP data, etc.) campus principals will identify an area for instructional focus from the CSISD Framework for Success and plan for implementation. The RB instructional focus from the CSISD Framework for Success will be "EXPLORE."	Teachers, Support Team Campus Administrators	Campus Instructional Implementation Plan	August 2021- May 2022	All	Campus instructional focuses; walkthrough data; student data				
Carry out the Campus Instructional Implementation Plan	Campus Principals, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans; walkthrough data; Improved learning outcomes				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Administration and support team will be trained on the use of a selected MTSS data management software	Campus Support Team Campus Administration	Executive Launch Training	June 2021-May 2022	At-risk students	Training sign-in sheets				

Communicate expectations for use of MTSS software	Campus principal, Chief Academic Officer, Executive Director of Secondary Education, Coordinators for ELAR and Math	MTSS Handbook with processes	August 2021	At-risk students	Expectations known by stakeholders				
Understand the Multi-Tiered System of Support process that will be used PK-12 with the data management software and MTSS Handbook	Teachers Campus Support Team Campus Administration	Training	Aug 2021- May 2022	At-risk students	Student data entered in data system and used during student conversations				
Continue to implement and monitor MTSS system for calibration across campus	Campus Support Team Campus Administration		Aug 2021- May 2022	At-risk students	Student data entered in data system and used during student conversations				
Provide intervention support for all learners within the MTSS framework as possible.	Campus Support Team Campus Administration Teachers Tutors		Sept 2021- May 2022	All	Solid intervention groups with targeted goals and consistent progress monitoring data				Yes
Provide student goals to all stakeholders	Support Team Campus Administrators Teachers		Aug 2021- May 2022	All	Student support meeting data is shared with all stakeholders				Yes
Communicate needs of transferring students to receiving campuses within the MTSS software system	Support Team Campus Administrators		May 2022	All	Data moved efficiently to receiving campuses				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2				Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Facilitate effective small group instruction considering learner needs based on analyzing learner data. Target goal: 40% of learners in intervention will have a targeted goal with consistent progress monitoring data.	Teachers Campus Support Team Campus Administration	MAP data, HMH interventions, AVMR interventions	Sept. 2021-May. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data; student data				Yes
Facilitate opportunities and provide tools to learners for setting goals, tracking individual progress and recognizing growth.	Teachers Campus Support Team Students	Data Tracking Tools, Student Data Notebooks	Sept. 2021-May. 2021	All	Student Data Systems and Techniques Used Weekly at a Minimum, Learner Led Conferences (fall), Bear Share (spring)				Yes

SEL curriculum for classroom instruction.	Teachers Counselor Campus Administration	Resource materials as needed	Sept. 2021- May. 2021	All	Developed campus SEL curriculum in use				Yes
Create or update grade level assessments to be consistent and rigorous	Campus Support Team Teachers		Sept. 2021- May. 2021	All	Aligned grade level assessments that display the appropriate rigor				
Work with classroom teachers on Domains 2 and 3 of the TTESS Rubric in order to increase effectiveness of student centered instruction	Teachers Campus Support Team Campus Administration		Sept. 2021- May. 2021	All	Walkthrough Data, TTESS Evaluation Data				

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue

Goal: 3				CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.					
Specific Result 3.3				Promote an engaging relationship between the school district and community					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Engage families off-campus in a more familiar setting.	Teachers Campus Support Team Campus Administration		August 2021 - Jan. 2022	All	Reports of outreach activity and stakeholder attendance				

Each team will identify and participate in one community service project.	Teachers		August 2021 - May 2022	All	Reports of community service projects				
Brainstorm and implement various campus activities to increase community connection	Teachers Campus Administration		August 2021 - May 2022	All	Review the list of ideas created in August staff development and check for implementation				Yes
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

River Bend Professional Development Plan

[link to plan](#)

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

requirements.			
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School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties:</p> <ul style="list-style-type: none"> ● Provides a law enforcement presence at various schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to “Texas Peace Officer” as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>	<p>Space at campuses</p>	<p>Board of Trustees Superintendent</p>	<p>Peace Officers on campuses and call</p>

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
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All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas
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Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
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<p>All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.</p>	<p>Campus counselors, printing, substitutes for counselors</p>	<p>Director of Student Services, Campus counselors, Campus administration</p>	<p>Plans in place for 8th graders, meetings scheduled</p>
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

Members and staff met in August 2021 to draft this current campus plan. The plan will be monitored and adjusted by a full CIP committee including community and parent members during the 2021-2022 school year.

Scheduled CIP Meeting 2: October 21, 2021

Scheduled CIP Meeting 3: February 3, 2022

Scheduled CIP Meeting 4: April 28, 2022

APPENDIX B:

CAMPUS IMPROVEMENT COUNCIL MEMBERS 2020-2021

Robyn Jones- Principal
Heather Sherman- Assistant Principal
Rebecca Young- SPED resource
Lexie Borrego- Pre-Kindergarten Teacher
Amy Merritt- Kindergarten Teacher
Chelsey Sweidan- 1st Grade Teacher
Laura Gage- 2nd Grade Teacher
Robin Hass- 3rd Grade Teacher
Kristine Morris- 4th Grade Teacher
Judy Bratcher- Music Teacher
Felicia Neville- Instructional Coach
Joy Williams- Math Intervention
Melanie Winslow- Reading Intervention
Melissa Mastrogiovanni- Parent
Kristi Wolf- Parent
Rachel Jungklaus- Parent
- Community member
Jeff Mann- District Representative

CAMPUS IMPROVEMENT COUNCIL MEMBERS 2021-2022

Robyn Jones- Principal
Heather Sherman- Assistant Principal
Llisa Bishop- Counselor
Rebecca Young- SPED resource
Lexie Borrego- Pre-Kindergarten Teacher
Amy Merritt- Kindergarten Teacher
Sam Tindall- 1st Grade Teacher
Laura Gage- 2nd Grade Teacher
Robin Hass- 3rd Grade Teacher
Jessica Faltysek- 4th Grade Teacher
Judy Bratcher- Music Teacher
Felicia Neville- Instructional Coach
Joy Williams- Math Intervention
Melanie Winslow- Reading Intervention
Melissa Mastrogiovanni- Parent
- Parent
Rachel Jungklaus- Parent
Cincy Craigen- Community member
Jeff Mann- District Representative