College Station Independent School District

**Annual Campus Improvement Plan for
Creek View Elementary
2021-2022**

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 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 36.

Campus Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the campus?)
Demographics	Creek View has an enrollment of 431 students in grades PK - 4. Our demographic breakdown is: Asian 7.6% African American 23.2% Hispanic 20.2% Two or More Races 2.8% White 46.2% 37.6% of our students currently qualify for free or reduced lunch services. 20% of our students qualify for special education services. On our campus we have 4 CASL classes. This is a specialized program that serves students with Communication, Academic, and Social needs. 4% of our students are ESL and 5% of our students qualify as GT.	At Creek View we serve a large number of students that are served in special education. Without our special programing, 12-13% of students qualify for special education. We need to strengthen up or Multi Tier System of Supports (MTSS) to ensure that students are receiving the appropriate support in class to be successful. We have also identified that as a campus our African American, Hispanic, and Economically Disadvantaged students have underperformed.	Our priorities for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic groups of AA and H. One priority includes establishing a strong, calibrated MTSS in PK-4th grades in order to address our increasing special education population.

Student Achievement	Since we did not have STAAR last year, we will not be able to compare our results this year to years past.Creek View students met more of the targets set by the state in the areas of Academic Achievement and Student Success Status. In 2019 Academic Achievement we met 6 of 16 targets and for student success we met 3 out of 10 targets. In 2021 in the area of Academic Achievement we met 8 out of 14 targets and in student success we met 4 out of 10 targets. Students also showed great success on the Math STARR with only 2 sub pops not meeting their targets.	As a campus we will focus on improving student achievement on the ELA/Reading STARR. Students who qualify as economically disadvantaged and non continuously enrolled students are an are where we have an opportunity for improvement.	K-3 teachers and administrators will attend the K-5 Reading Academies based on the Science of Teaching Reading in order to ensure all students are reading by third grade. Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of time students are pulled away from the general instructional environment. The district will purchase and train stakeholders on the MTSS data management software to promote progress monitoring and efficiency in SIT meetings. We will continue data talks and training with teachers to use MAP data to track student growth and ensure instruction is adjusted based on data analysis. With the return of the growth status measure returning we will utilize MAP data to monitor student growth.
Curriculum and Instruction	Our staff consistently uses Curriculum documents in the English Language Arts and Math in planning. This summer, additional performance assessments will be added to the documents. In addition, stage 3 of the curriculum will be refined to ensure all the digital resources purchased for instruction this year are embedded in the units for teachers to use. MAP Growth and MAP Fluency were used to drive instruction this past year.	MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software needs to be purchased for K-4, and writing training for consistency. We need consistency with teachers teaching small guided reading and math groups. An audit on our current instructional resources needs to be completed to ensure equity amongst classrooms for all students and teachers. Once inventoried, we need to use funding to increase our instructional materials to provide grade-appropriate resources and activities for all students. Teachers also need additional time to analyze assessments and adjust instruction to ensure that students are mastering standards.	Complete an audit on all instructional resources from K-4th grade. We need to ensure that all classrooms are inventoried with equal materials to ensure students access the resources necessary. We will also provide time for teachers to meet as PLCs to create assessments and discuss student progress.

Culture and Climate	Utilizing the data from the Fall 2020 Panorama survey, it was identified that teachers feel that they have respectful relationships with their students and that students are enthusiastic about being at school. Again, this data is similar to that of the district.	Data indicates that Creek View staff would benefit from a growth mindset and collaborative opportunities to work interdependently and efficiently in setting and meeting high expectations for students and themselves.	We will use Panorama Survey and student performance data to monitor the impact and success of our climate and culture initiative.
Staff Quality and Retention	We added five new teachers to our campus, with one being an additional classroom. Two of the five teachers have more than ten years of experience, and three have previously taught in our district.	Our Panorama Teacher Survey for Spring 2021 had very little participation. Only 11 teachers participated in the survey. The most significant area of need was in the area of professional learning and staff-family relationships. There is also a need for stronger communication to staff from leadership and a positive attitude from the administration.	We will leverage our 2021-2022 adopted calendar to provide time for our elementary campuses to complete a good portion of the K-5 Reading Academy and provide supplemental pay in proportion to hours the state says are needed. We will offer optional ongoing training that is aligned to our strategic plan throughout the year for our teachers; target support for teachers based on need
Technology	As a campus, we have 154 Ipads and 148 Laptops to split among the grade levels. We have utilized the following programs to support student learning and as interventions tools: Education Galaxy with Lift Off' Spelling City Vocab A-Z	We need to increase the number of devices on our campus to better support student learning. Unfortunately, as we move to take assessments digitally, we have to borrow from grade levels, which leaves teachers without the necessary devices to continue individualized instruction.	The district will provide our campus with additional devices to better support instructional integration of technology into instruction, establish a comprehensive technology plan for staff and begin implementation. As a campus, we will utilize Title Funds to address the need for additional devices on campus.

| Family/Community Involvement | We have implemented innovative ways to maintain contact with their parents throughout this year due to parents' inability to volunteer in the buildings. We did drive-through "Meet the Teacher" evenings and days, Zoom Meet the Teacher Individual Family time, and orientations online. Some of the events went so well; administrators want to keep them moving forward. Principals had PTO meetings online, and our Head Start Policy Council held all their meetings online this year. We did notice that our online meetings were consistently well attended. Our Learning Management System (Schoology) was highly used throughout this year to communicate with parents and students. | We have identified a need for strengthening our community partnerships and parental engagement. | We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with local businesses and community organizations. |

Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

• 504 Data	• District Benchmark Assessments(SS, Sci)	• TELPAS
• PBMAS Report	• TAPR	• Accountability Report
• CSISD Strategic Plan	• STAAR	• Administrator Input
• Community and Business Partner Input (DEIC)	• CSISD Vision	• CSISD Portrait of an Educator
• Technology Input from Stakeholders	• DEIC Input	• Educator Evaluations
• Attendance	• PEIMS Discipline	• RtI Data
• Teacher Retention	• HR Complaints and Grievance data	• New Teacher Survey
• T-TESS	• Counselor Input on Mental Health	• GT Demographics and Performance
• Special Education Data	• Extra Funding Request	• MAP Data
• Curriculum Documents	• Professional Development Feedback	
• C.I.R.C.L.E Data	• Dyslexia Data	
• PAC Data	• District Survey	
• CSISD Portrait of a Learner	• CSISD Portrait of a Leader	
• Schoology Participation Data	• CSISD Parent Survey	

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** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
						#1	**#2**	**#3**	
Inventory all instructional materials and develop a process to monitor their implementation and effectiveness. Purchase instructional materials when areas of need are found in the inventory process.	Teachers, Campus Administrators, Support Staff		Summer 2021 - Summer 2022	All	Document of resources that are currently being used and where additional resources are needed.				**Title I**
Train campus staff on the CSISD Framework for Success	Campus Admin, Support Staff	Strategic Plan	August	All	Sign-in sheets; Training module				
Using Reflect as the focus of the CSISD Framework for Success, CV will utilize the book Growth Mindset Playbook and Growth Mindset Coach to train teachers on identifying areas of fixed and growth mindset. They will also implement Growth Mindset activities and lessons into their instruction.	Teachers, Support Staff, Admin	Growth Mindset Coach, Growth Mindset Playbook, and Growth Mindset Classroom Resources	August 2021- May 2022	All	Campus instructional focuses; walkthrough data, Lesson Plans, PLC Agendas				Title I

Carry out the Campus Instructional Implementation Plan on "Reflect" Strategies in PLC by developing formative assessments to monitor student learning.	Campus Principals, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Campus Admin and Support Staff will be fully trained on the use of Power School Performance Matters and software.	Campus Administration	Performance Matters Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets				
Clearly define the district Multi-Tiered System of Support process used PK-12 with the data management software and document it in an MTSS Handbook.	Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training	June 2021-July 2021	At-risk students	MTSS Handbook				

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
Establish and maintain PLC's across all grade levels	Campus Principals, Instructional Coach		August 2021- May 2022	All					Title I
Design and facilitate standards-aligned formative and summative assessments to monitor the progress of all learners in academic standards and life ready skills	Campus Administration		Aug. 2021 - May 2022	All	PLC's, Walkthrough, Lesson Plans				Title I

√ =**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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	Supported by State or Federal Funds
Participate in Reading Academy Training as a best practice focus and target it for 40% implementation in walkthroughs and observations	Campus Admin, Teachers, Reading Interventionist	Reading Academy Materials	June 2021- June 2022	All Students K-3	Walkthrough data analysis, Lesson Plans, Observation data				

Teachers will use a variety of data sources (MAP, teacher-made formative assessments, and other benchmarks) to identify the needs of students and plan for individualized instruction during PLC.	Campus Principals, Instructional Coach	PLC at Work	August 2021-May 2022	All students	Lesson Plans, PLC Documents, Walkthroughs, Observation Data				
Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-isk					
Implement and monitor for calibration on campus	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					

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** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
						#1	**#2**	**#3**	
Watch D.O.G.S. will be invited back to campus to allow dads an opportunity to volunteer on campus.	Watch D.O.G.S. coordinator, Campus Admin		Sept 2021 - June 2022	All Students	Volunteer Logs				
A monthly Newsletter will be sent to parents informing them of school activities and initiatives.	Campus Admin		August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				
Each grade level will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Campus Admin	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				

Each campus will identify and participate in one community service project	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				

Goal 5:	CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
Specific Result 5.1	**Increase the number of classroom sets of devices based upon assessment of needs.**
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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Purchase devises to support student engagement and learning.	Campus Admin		Dec. 2021	All	Additional Devices Inventory				Title I

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Goal 6:				CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.						
Specific Result: 6.1				**Establish and utilize a comprehensive instructional technology plan for teachers and staff.**						
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** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
						#1	**#2**	**#3**	
Professional Learning for staff to include how to design lessons utilizing the SAMR Model and Digital Citizenship, including reflection based on feedback.	Coordinator of Digital Learning; Campus Technology Facilitators	Professional learning modules	Aug. 2021- May 2022		Professional Learning modules; Agendas; Sign-in sheets				

CSISD Professional Learning Plan 2021-2022

We are dedicated to providing professional learning to support our specific results as outlined in the CIP. Areas of focus will include Growth Mindset, Relationship Building, PLC, Reading Academy Integration, Formative and Summative Assessments.

- August: Teachers will be trained on strategic design and focus of Reflect (Relationships, Growth Mindset, PLC)
- August and staff development days on the calendar: K-3 Teachers will work through reading academy online modules. The teachers who completed the training last school year will be provided to discuss implementing reading academy strategies.

- PLC Time: Starting in September, teachers will be provided 45 minutes each week to create formative assessments, analyze student data, and design instruction to help meet the needs of all students.
- Faculty Meetings: We will explore Growth Mindset and relationship-building strategies.
- Weekly Newsletters: Teachers will be provided structures for building positive relationships and encouraged to grow in their practice of reflection.

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 are 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 requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
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: ● 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. SROs will not have any administrative duties, nor will they address classroom	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

discipline issues.			

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
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

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	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

Education Department General Administrative Regulations (EDGAR).			

Student Achievement

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

Pre-K
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021

Grades Pre-K – Grade 4

Matt Fleener	CH	
Elizabeth Ortega	CV	
Lauren Given	FR	*Secretary*
Jean Bingaman	GP	
Sandra Hay	PC	
Felicia Neville	RB	
Kristen Reynolds	RP	
Maria Saenz	SK	
Michael Thompson	SWV	
Araceli Seydler	SC	

Grades 5-6

Kiesha Shepard	CG
Jennifer McLaughlin	OW
Sherry Ware	PT

Grades 7-8

Matt Bywater	AMCMS
Margo Kersten	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Joette Hardin	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS

Elementary-At-Large

Nur Rashid	DEAP

Secondary-At-Large

Emily Feagan	CVHS

Elementary Administrator

Renee Sanders	RP	*Chair*

Secondary Administrator

Emily Feagan	CVHS

Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
Kara Comte	Parent, Grades 9-12 (AMCHS)
Barbara Moore	Parent, Grades 9-12 (CSHS)
Trudy Bennett	Parent, Grades 7-8 (WMS)
Suzanne Porter	Parent, Grades 5-6 (OW)
Laura Kurk	Parent-At-Large
James Haverland	Community Member
Paul Dorsett	Business Member
Thomas Hall	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	Chief Administrative Officer
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Jeff Mann	Director for Instruction and Leadership Development
Kevin Ross	Director for Career and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Susan Heath	Director of Early Childhood
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math
Stephanie Ryon	Coordinator for Digital Learning
Bobbi Rodriguez	Coordinator for Social Studies