

VERONA AREA SCHOOL DISTRICT STRATEGIC FRAMEWORK 2023-2028



LETTER FROM LEADERSHIP

August 2023

Dear Verona Area School District Community,

It is a great honor to share the work of the many dedicated caregivers who spent months developing the new Verona Area School District (VASD) Strategic Framework. On behalf of the VASD and the Board of Education, we express our gratitude for the engaged participation of students, families, staff, and community members in developing a comprehensive Strategic Framework that includes the Equity Framework.

The VASD Strategic Framework (2023-2028) will shape the district's work over the next five years. All aspects of the Strategic Framework are purposefully calibrated to bring the VASD mission and Equity Framework to life. Together, we have developed a framework designed to enhance our district's academic excellence, ground our work in equity, and support the well-being of our students and staff. The following priority areas represent the ongoing cornerstones of work: Community Collaboration, Student Agency, Teaching and Learning, Value and Belonging, and Wellness and Mental Health. The values and Journey of a Lifelong Learner ground everyone across the district and our community in common expectations and aspirations regarding our schools. Each focus area has subsequent vital actions, which provide specific action items that will be tracked and reported to the community over the five years of this plan.

At the heart of our Strategic Framework is our commitment to developing the whole child. We understand that every student learns differently, and we are dedicated to providing a range of programs and services that meet the needs of all our students. We know that students are more likely to succeed when their families are part of their educational experience. We will build collaborative relationships through timely, inclusive, differentiated information sharing and ongoing opportunities for multiple voices to be heard. Our teachers will receive professional development opportunities to support their instructional practices, and we will continue to invest in the latest technology and resources to enhance our students' learning experiences.

In addition to our commitment to academic excellence, we recognize that diversity, equity, and inclusion are critical components of a thriving school district. We will work to create a learning environment where every student, from every background and circumstance, feels understood, valued, and supported. This includes developing curricula that reflect the diversity of our community, fostering a culture of respect and inclusivity, and providing resources to support students who may be facing challenges.

Finally, we understand the importance of promoting the well-being of our students and staff. We will prioritize our students' physical, social, and emotional well-being by providing access to mental health resources, promoting healthy habits, and creating safe and supportive learning environments. We will also prioritize our staff's professional development and support to ensure they feel valued and empowered to do their best work.

We believe our new framework will serve as the guide as we continue our journey to being the "National Model of Excellence Grounded in Equity." We are excited about the opportunities this new Strategic Framework will provide for our school district. We look forward to working with our students, families, staff, and community partners to create a learning environment where everyone can thrive. Thank you for your continued support and commitment to our district's success.

In Service,

Tremayne Clardy
Dr. Tremayne Clardy
Superintendent

Meredith Steir Christensen
Meredith Steir-Christensen
Board of Education President



Meredith Steir-Christensen
President



Jennifer Murphy
Vice President



Nicole Vafadari
Board Clerk



John Porco
Deputy Board Clerk



Joe Hanes
Treasurer



Juan Carlos Medina
Board Member



Korbey White
Board Member

MISSION

Each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life.



DISTRICT-WIDE GOAL

Our district-wide goal is to prepare all learners to **thrive in a diverse, global society**. Students and staff will utilize the power of **collaboration*** to center **disciplinary literacy** across every learning environment.

*Collaboration is an authentic partnership where we learn, problem solve, assess, and reflect. Collaboration serves as a conduit to healing and joy when we center our students; create safe and welcoming communities for all, where all voices are honored; promote efficiency and efficacy around a common purpose; invite innovation; and build trusting relationships.

OUR PROCESS

The Strategic Framework process is grounded in VASD Board of Education Operational Expectation (OE) 9: Communicating with the Public. OE-9 holds that the Superintendent shall assure that the public is adequately informed about the condition and direction of the district. Furthermore, it holds that the Superintendent will ensure the timely flow of information, appropriate input, and strategic two-way communication between the district and the public that builds understanding and support for district efforts.

The Verona Area School District (VASD) was committed to seeking input from formerly marginalized groups in the community during the development of their 2023-2028 Strategic Framework. During the community engagement phase, we held focus groups, empathy interviews, created feedback spaces within the community, and leveraged data from the VASD Climate Survey to ensure that everyone's voice was heard. We intentionally sought input from groups such as students of color; lesbian, gay, bisexual, transgender, questioning, intersex, or asexual (LGBTQIA+) students; and multilingual families. The team spent over 100 hours shadowing students to understand their world from an academic and social standpoint. The input collected was used to identify the highest priorities and formulate the district's future direction, resulting in the 2023-2028 Strategic Framework and the Journey of Lifelong Learner. The process was dynamic, responsive, and focused on changes that will be successful, sustainable, and scalable.

To read a detailed summary of the community engagement and Strategic Framework development process, click [here](#).

During **Phase 1** of Community Engagement

Phase 1 of community engagement led to the creation of the priority areas of the Strategic Framework.

We surveyed

3,392

students, family members, teachers, staff, and community members.

We heard from over

300

caregivers throughout all community engagement events, including focus groups, student shadowing, and empathy interviews.

During **Phase 2** of Community Engagement

Phase 2 of community engagement was focused on making decisions around Verona Area School District's values and the skills in the Journey of a Lifelong Learner.

Throughout both phases of community engagement, student voices were sought and amplified.

342 survey responses (students grades 3-5)

342 survey responses (students grades 6-12)

184 survey responses (staff members)

- Conducted update and feedback sessions at all **10 VASD schools**
- Conducted update and feedback sessions with middle and high school staff and parent advisory groups
- Conducted virtual feedback session with community members



EQUITY FRAMEWORK

In the Verona Area School District, our mission is that each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life. To meet this mission, the Verona Area School District will ensure that every individual has access to the educational, social, and emotional support they need to feel valued and affirmed in their unique identities and experiences. We acknowledge that inequities and power dynamics exist in our system such that some individuals, on the basis of their identities*, face barriers to accessing the opportunities they need to experience success. In acknowledgment of such, the Verona Area School District is committed to disrupting these systems of inequity. **We are committed to directly addressing these barriers in alignment with our Strategic Framework Priorities by:**

* **Identity** is unique to each individual and encompasses ability, culture, ethnicity, family background, family income, sex (assigned at birth), gender identity or expression, language, neurodiversity, physical attributes, politics, race, religion, sexual orientation, and any other identity marker. The definition of identity is fluid.

COMMUNITY COLLABORATION

- Amplifying and seeking the voices of students, staff, families, and community members, especially from formerly marginalized groups, to help inform decisions that support the academic, physical, social, and emotional growth of all learners.
- Developing culturally responsive spaces where learners feel included and empowered to share and work toward VASD's collective vision and that foster two-way communication.

INCLUSIVE TEACHING AND LEARNING

- Building the capacity of our staff to explore their intersectional identities; acknowledge and address their beliefs, mindsets, and biases; and engage with students and families in a culturally responsive way.
- Cultivating a culture of curiosity in our district, so that data on student outcomes is reviewed regularly, and so that actions are taken to eliminate disparities evidenced in the data.



EQUITY FRAMEWORK

STUDENT AGENCY

- Supporting and uplifting students by providing opportunities for student voice while holding high expectations.
- Cultivating transformative critical thinking, problem solving, social and emotional skills that empower students to have critically conscious discourse on diverse topics in order to become engaged, active, global citizens.

VALUE AND BELONGING

- Enhancing our curriculum and instruction by diversifying instructional materials so students see their cultures valued, integrated, and represented and the cultures of others valued, integrated, and represented.
- Examining and shifting our policies and administrative rules regularly to address any practice that may be contributing to inequities and barriers for learners in our district.

WELLNESS AND MENTAL HEALTH

- Addressing social, emotional, behavioral and mental health needs of students and staff by ensuring that mental health and wellness supports are accessible throughout the school environment.
- Creating, implementing and maintaining evidence-based mental health and wellness programs and services for all learners that promote positive health and wellness knowledge, skills and behaviors.



VALUES

As part of the Verona Area School District's community engagement efforts, students, families, and staff were asked to think and discourse deeply about the district's most important values that guide our work. These six values are shared here, along with information on how we will actualize them in our schools to contribute positively to a learning environment where every student can thrive.

PRIORITY AREAS

The Verona Area School District Strategic Framework includes five priority areas, which were identified through a thorough review of community engagement data and recurring trends. These priority areas serve as the foundation of the Strategic Framework and provide a clear and focused roadmap for the district's improvement efforts. Within each priority area, there are multiple strategic objectives that the district will implement over the next five years to achieve the success criteria identified for each priority area.



COMMUNICATION

We value communication, so we ensure that all members of our diverse community have the ability to listen and be heard in multiple ways, opportunities to connect, and access to the knowledge and resources they need.

COMPASSION

We value compassion, so we create an atmosphere where people believe in one another, understand the impact their actions have on others, and actively co-create spaces that are inclusive and beneficial for the collective whole.

GROWTH

We value growth, so we constantly reflect and improve, and we cultivate a culture where individuals set and reflect on meaningful goals, feel safe to take risks, and embrace the value of the journey.

JOY

We value joy, so we transform our schools into places where students and staff can be their authentic selves, pursue their passions, and feel like they belong.

SELF-EXPRESSION

We value self-expression, so we celebrate our diverse identities, and we actively create opportunities for members of our community to share what makes them who they are.

TRUST

We value trust, so we commit to using a decision-making process that emphasizes collaboration and partnership, and we commit to build a school, district and community where all members feel safe, seen, heard, and loved.

COMMUNITY COLLABORATION



INCLUSIVE TEACHING AND LEARNING



STUDENT AGENCY



VALUE AND BELONGING



WELLNESS AND MENTAL HEALTH



PRIORITY AREA:
**COMMUNITY
COLLABORATION**



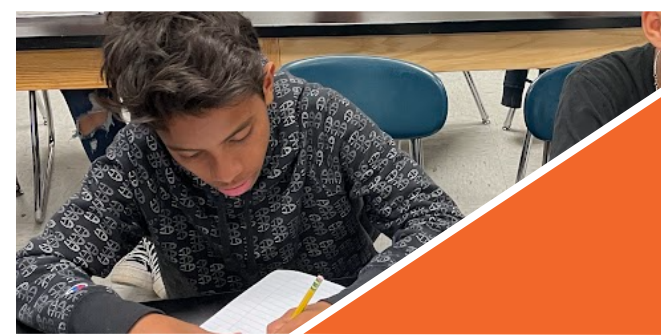
**WHAT
DOES THIS
MEAN?**

We will build **collaborative** relationships with the broader **community** through timely, inclusive, differentiated information sharing and ongoing opportunities for multiple voices to be heard.

***Collaboration** is an authentic partnership where we learn, problem solve, assess, and reflect. Collaboration serves as a conduit to healing and joy when we center our students; create safe and welcoming communities for all, where all voices are honored; promote efficiency and efficacy around a common purpose; invite innovation and build trusting relationships.

***Community** is defined as and includes students, families, staff, residents, businesses, residents without students that live and learn in the Verona Area School District, and governmental and nonprofit agencies of the Verona Area School District.

PRIORITY AREA:
**INCLUSIVE TEACHING
AND LEARNING**



**WHAT
DOES THIS
MEAN?**

We will leverage a range of data sources and professional learning opportunities to support teachers in creating inclusive learning experiences that align to student needs and grade-level standards.

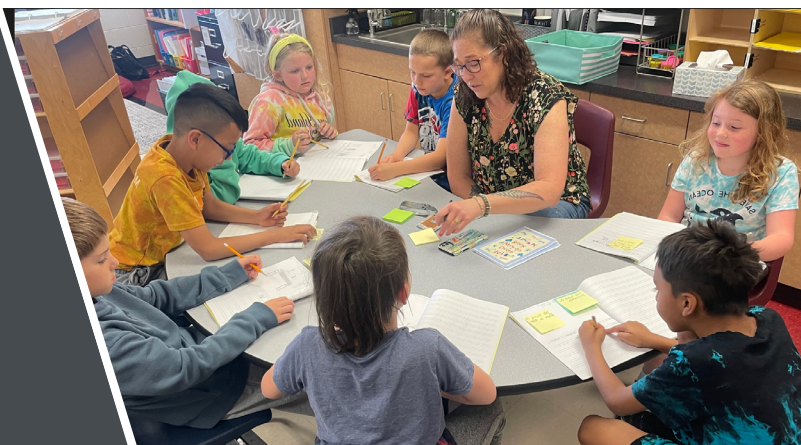


WE WILL BE SUCCESSFUL...

...when community members and families report an increased sense of collective efficacy, belonging, trust, and ownership to support positive outcomes for all students in VASD.

WE WILL BE SUCCESSFUL...

...when all VASD students have access to grade-level, engaging, affirming and meaningful standards-based learning instruction and opportunities every day in every class.



STRATEGIC OBJECTIVES

Actions we will take over the next five years

- We will increase trust in and understanding of the student experience through mutual communication and engagement opportunities among students, staff, caregivers, and community members.
- We will increase belonging and connection through the expansion of culturally responsive engagement opportunities across multiple channels.

STRATEGIC OBJECTIVES

Actions we will take over the next five years

- We will design and implement a cohesive and responsive system for adult professional learning opportunities that are aligned to continuous improvement, collaboration, and disciplinary literacy.
- We will design and implement a K12 instructional framework for teaching and learning that centers academic and social-emotional learning standards.
- We will strengthen teacher teaming and improve the student experience by engaging with purposeful PLCs (professional learning communities) that center collaboration, innovation, and disciplinary literacy.
- We will develop an actionable, student-centered data culture that ensures teachers meet student needs by using data from multiple sources.



“It was interesting and cool to see how everyone had different ideas and perspectives on building better schools, and they listened to what we had to say.” - Zander H., Student

PRIORITY AREA:
STUDENT AGENCY



WHAT DOES THIS MEAN?

We will empower all students to make purposeful choices so that they have ownership and connection to their learning Pre-K through 12.

PRIORITY AREA:
VALUE AND BELONGING



WHAT DOES THIS MEAN?

We will foster a sense of belonging by creating school environments where all members of the VASD community have trusting relationships and where they feel included, heard, and valued.



WE WILL BE SUCCESSFUL...

...when students' work shows self expression and interests using their individual strengths and potential.

WE WILL BE SUCCESSFUL...

...when the VASD community, in particular students who experience marginalization, report they feel represented and their perspectives are sought out and understood.



STRATEGIC OBJECTIVES

Actions we will take over the next five years

- We will create and implement consistent structures for students to give feedback on their learning experiences to plan for their learning trajectory.
- We will support students' ability to develop self advocacy skills by developing systems for students to engage in meaningful goal setting and reflection aligned to their personal and academic growth and interests.
- We will develop and grow our system's capacity to offer students voice and choice in learning experiences.
- We will develop a continuum of academic and behavioral supports that taps into student interests and strengths.

STRATEGIC OBJECTIVES

Actions we will take over the next five years

- We will remove barriers to increase inclusion, belonging, and retention for our certified and non-certified staff who experience marginalization through responsive strategies, such as mentorship and expanded affinity groups.
- We will develop a plan to recruit and retain educators and develop students and non-classified staff for a teacher pathway within Verona Area School District.
- We will remove barriers to increase inclusion and belonging for our students, with a specific lens on students who experience marginalization, by implementing new approaches, such as student mentorship across all grade levels and staff training on inclusive strategies.
- We will develop a clear and consistent process for staff, families, and students who have experienced marginalization to examine and provide feedback on our systems for inequities.
- We will create safe and inclusive schools by continuing to build trusting relationships, create opportunities and space to share experiences, and address bullying concerns, among other strategies.



PRIORITY AREA:
**WELLNESS AND
 MENTAL HEALTH**

**WHAT
 DOES THIS
 MEAN?**

We will expand resources and supports to promote student and staff wellness so that each individual develops the skills to thrive and lead a healthy, self-fulfilling, and self-directed life.



JOURNEY OF A LIFELONG LEARNER

Based on the Verona Area School District's community engagement efforts, the district has identified a series of essential competencies that allow individuals to continuously learn, grow, and adapt throughout their lives. These Journey of a Lifelong Learner skills go beyond academic knowledge and encompass a broader range of competencies that support the interpersonal, intrapersonal, and professional development of all learners in the Verona area. The next several pages include descriptions of these skills as they emerge throughout different stages in a person's life, from early childhood through adulthood.

To view a comprehensive version of the Journey of a Lifelong Learner skills "I Can" progression chart, click [here](#). The chart below displays a summary of that progression chart.

WE WILL BE SUCCESSFUL...

...when all students, staff, and families in VASD have equitable access to school and community-based mental health and wellness resources and enrichment opportunities and utilize these to have more fulfilling lives.

STRATEGIC OBJECTIVES

Actions we will take over the next five years

- We will improve and expand social emotional wellness support through instruction, create coherence between our behavior and academic support systems, and develop high impact resources.
- We will identify and implement sustainable mental health and wellness supports for staff.
- We will increase access to opportunities for students to experience connection and growth outside of the classroom setting through increased partnerships, mentoring, and expanded extracurricular activities.

SKILLS & DEFINITIONS

PERSONAL GROWTH: Learners set meaningful goals, take risks, reflect, and embrace the value of the journey, while gaining confidence in their identity and who they may become.

COMMUNICATOR: Learners listen to understand and express and receive ideas, needs, wants, questions, and feelings to different audiences in different ways.

COLLABORATION: Learners intentionally hear, value, and see one another while problem solving, assessing, and reflecting in order to achieve collective goals.

SELF-AWARENESS: Learners see mistakes as opportunities for growth and reflect on their strengths, challenges and interests to understand themselves and the impact they have on others.

EMPATHY: Learners seek to understand by actively listening, asking questions, acknowledging feelings, and sharing experiences to create a supportive and kind community where everyone is accepted and feels they belong.

RESOURCEFULNESS: Learners take creative risks, cultivate and express curiosity, explore ideas, analyze information, and find new ways to solve problems independently or collaboratively with peers.



"By seeking out and lifting up student voices in the development of our Strategic Framework, we have the input that informs creating a learning environment that is responsive to the needs and interests of students, and ultimately, better prepares them for success and to thrive in a diverse global society." - Dr. Angela Hawkins, Asst. Superintendent

JOURNEY OF A LIFELONG LEARNER

JOURNEY OF A LIFELONG LEARNER



PRE-K - 2ND GRADE



3RD - 5TH GRADE



6TH - 8TH GRADE



9TH GRADE - 12TH GRADE



ADULT LEARNING

PERSONAL GROWTH

I am capable of setting learning goals, experimenting with new ideas to improve my learning, and thinking about how my learning will benefit me.

I am capable of setting goals, devising a plan to improve my skills, embracing challenges, and thinking about my progress to make necessary changes.

I have the ability to establish personal learning objectives, chart a course to accomplish them, take risks and overcome challenges, and frequently evaluate my progress, acknowledge my accomplishments, and identify areas for improvement.

I am capable of self-reflection, setting goals, making challenging personal and academic choices, advocating for myself when necessary, persevering towards growth, and articulating my progress towards my post-secondary plan.

I am capable of envisioning my desired future, devising actionable plans to attain my goals through systematic monitoring of progress, investigating topics of personal interest with an open mind, and evaluating my personal and professional learning to make informed decisions that promote career advancement and personal fulfillment.

COMMUNICATOR

I know how to talk to different people in different ways, depending on what we want to say. If someone doesn't understand me, I know how to explain things better.

I am able to talk to people in different ways to make sure they understand me. I know how to change the way I talk depending on who I am talking to, and if someone doesn't understand, I can explain things in a different way.

I have the ability to utilize a variety of communication channels, such as verbal, written, non-verbal, and gestures, and employ different styles and tactics that align with the audience. Additionally, I can modify my communication approach to enhance understanding based on audience feedback.

I am proficient in selecting the most fitting mode and media to convey my thoughts and am aware of the potential impact of my words. Hence, I can modify my tone, word choice, and approach based on the audience, anticipate potential misinterpretations, utilize strategies to increase the clarity of my message, and seek clarification when necessary.

I possess the skill to competently convey my ideas in various modes and media, while acknowledging the significance of language and culture. I can communicate proficiently with diverse audiences and establish an atmosphere of mutual respect. Furthermore, I can select the appropriate medium to encourage participation and collaboration with my audience.

JOURNEY OF A LIFELONG LEARNER

JOURNEY OF A LIFELONG LEARNER



PRE-K - 2ND GRADE



3RD - 5TH GRADE



6TH - 8TH GRADE



9TH GRADE - 12TH GRADE



ADULT LEARNING

COLLABORATION

I can talk kindly with others, listen to what they have to say, and work together to make things better. I know that everyone is important and has good ideas.

I possess the ability to inquire and comprehend others' ideas while contributing my own. I can engage in a positive discussion with my group, evaluate our performance, and identify areas for growth. I can remain committed to our group objective, persist in our efforts, and collaborate despite differences in opinions.

I am proficient in demonstrating appreciation for others' ideas and viewpoints by attentively listening and communicating my own thoughts without prejudice. Additionally, I can collaborate with my group to assess our progress, acknowledge our strengths and challenges, and contemplate different problem-solving approaches, even if my opinion differs from the group.

I possess the skill to actively listen, seek out diverse viewpoints, and maintain a positive outlook. I can work collaboratively with my group to evaluate our progress and modify our approach accordingly to accomplish our shared objectives. Additionally, I can distinguish between constructive cognitive challenges and conflicts while collaborating with my group and utilize conflict resolution tactics when necessary.

I possess the ability to empathize with others and see from their perspective, collaborate with them to establish and accomplish significant objectives. I can focus on the task at hand and assist my group in reviewing pertinent data that pertains to our shared objectives. Additionally, I can prioritize the needs of the group over my own and take actions to ensure a favorable outcome.

SELF-AWARENESS

I know who I am and can recognize the impact of my words and actions on others. I can learn and grow from my mistakes to develop as a person.

I possess the skill to reflect on my identity, appreciate my strengths, and identify areas for improvement. I can acknowledge the impact of my words and actions on others and use my experiences, both positive and negative, as opportunities for learning and growth.

I am capable of discovering my identity through recognizing my strengths, interests, and challenges. I am mindful of the impact of my words and actions on both myself and others. Additionally, I can utilize my mistakes as an opportunity for growth and learning and make changes accordingly.

I recognize my unique identity composed of multiple intersecting parts that shape my experiences. I am capable of self-reflection to identify my biases and perceptions that may affect others. Moreover, I can learn and grow from past mistakes and apply that knowledge to make informed decisions in the future.

I embrace my unique identity and strive for self-improvement, while valuing diversity and learning from others. I see mistakes as opportunities for growth and welcome challenges that help me achieve a fulfilling life.

JOURNEY OF A LIFELONG LEARNER

JOURNEY OF A LIFELONG LEARNER



PRE-K - 2ND GRADE



3RD - 5TH GRADE



6TH - 8TH GRADE



9TH GRADE - 12TH GRADE



ADULT LEARNING

EMPATHY

I am able to demonstrate empathy, respect diversity, and show kindness towards individuals in my community.

I listen actively, explain identity similarities and differences, and help foster a sense of belonging by offering assistance and kindness to others in my community.

I am able to actively listen, analyze identity, recognize and acknowledge feelings to foster a supportive community that understands different perspectives.

I am able to advocate for positive change in my community by actively listening to and understanding the experiences of others, analyzing the intersection of identity markers, and promoting a sense of belonging while advocating for others when necessary.

I am capable of promoting inclusive and equitable communities by actively listening to diverse perspectives, challenging my own biases, and offering non-judgmental support based on others' individual needs.

RESOURCEFULNESS

I am willing to try new things to solve problems and learn new skills. When I get stuck or don't understand something, I know it's okay to ask for help.

I demonstrate a willingness to learn by asking for help, asking questions, exploring new ideas, and trying a variety of tools to effectively solve problems and demonstrate my understanding.

I possess the ability to effectively evaluate and utilize various digital, physical, and human resources, as well as employ diverse tools and strategies to solve problems and showcase my learning.

I am capable of utilizing school and community resources to attain my personal and academic objectives, as well as effectively utilizing digital, physical, and human resources to explore my interests, gain knowledge, and generate innovative ideas. Additionally, I can exhibit my learning using efficient strategies that leverage my strengths.

I possess the ability to solicit valuable input and feedback from individuals with diverse insights and expertise, which will challenge my thinking and support my advancement toward personal goals. Additionally, I can analyze available resources to make decisions that will benefit society and others, and I can effectively evaluate situations, weigh costs and benefits, and take calculated risks without requiring guidance from others.

STRATEGIC FRAMEWORK TEAM

We would like to express our heartfelt gratitude to the students, staff, families, and caregivers who have played a critical role in the creation of the Strategic Framework. **Your commitment, dedication, and collaboration have been instrumental in shaping the future of our school district.** We appreciate your perseverance, your insights, and your willingness to engage in meaningful conversations that have led to the development of a Strategic Framework that reflects our collective vision for the success of our students. Thank you for your ongoing support and partnership as we continue to work together to provide schools of excellence grounded in equity.

The team recognized below comprises various caregivers including students, parents, district staff, community members, and business leaders.

Abby Abongwa
Kodjo Abotsi
Tracey Ace
Claudia Apodaca
Estafany Longoria Balderas
Berenice Barajas
Rebecca Barber
Celia Bartels
Mariana Bautista
Tamille Bell
Olivia Berch
Jeremiah Bray
Aaliyah Brewer
Miriam Browman
Jamyia Brown
Larry Brown
Todd Brunner
Ann Byfield
Marcia Byrd
LaTasha Cannon
Yazmin Avalos Cano
Mariano Carmona
Rachel Walker Carranza
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Symone Edwards
Kean Ehirobo
Nori Ehlenback
Rickie Martinez Flores
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Christina Grulke
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Jocelyn Hernandez-Galan
Kirsten Houghan
Faye (Serenity) Hueselman
Tracey Jackson
Monica Johnson
Easton Jones
Lauren Karlov
Sarah Keys

Roshni Kharoliwalla
Michaela Kirch
Casey Knight
Marlene Koch
Denali Kraemer
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Jen Murphy
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Michael Ngo
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Laura Olsen
Jennifer Lopez Osorio
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Marcie Pfeifer-Soderbloom
John Porco
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Lizbeth Ramseier
Ellie Rathfelder
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Tina Marie Tate
Theresa Taylor
Mary Thomas
Jessi Thompson
Kaymara Beita Torrez
Eric Travis
Kimora Kay Twumasi
Sarah Urben
Edifante ("EJ") Van de Grift
Frances Vargas
Lisette Venegas
Zeeland Walsh
Liary Wertz
Travis Wertz
Chad Wiese
Dannea Renee Williams
Samantha Wolfe
Julie Wulff
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