

2007-2008
Campus Improvement Plan
for
Bleyl Middle School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: BLEYL MIDDLE SCHOOL
CAMPUS NUMBER: 101907043

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.
Grade 8 science results are not included because they are not used in the 2007 accountability system.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	1,206	1,308	92%	100%	1,124	1,238	91%		1		
X African Amer	175	205	85%	16%	125	151	83%		2		
X Hispanic	292	334	87%	26%	217	271	80%		7		
X White	623	646	96%	49%	676	705	96%		0		
X Econ Disadv	306	360	85%	28%	247	313	79%		6		
Writing (65%)											
X All Students	396	410	97%	100%	391	413	95%		2		
X African Amer	62	67	93%	16%	54	56	96%		-3		
X Hispanic	91	97	94%	24%	72	85	85%		9		
X White	202	205	99%	50%	231	236	98%		1		
X Econ Disadv	104	113	92%	28%	90	104	87%		5		
Social Studies (65%)											
X All Students	404	426	95%	100%	389	414	94%		1		
X African Amer	63	67	94%	16%	34	42	81%		13		
X Hispanic	90	100	90%	23%	82	92	89%		1		
X White	211	218	97%	51%	238	244	98%		-1		
X Econ Disadv	90	102	88%	24%	81	95	85%		3		
Mathematics (45%)											
X All Students	1,044	1,308	80%	100%	1,021	1,240	82%		-2		
X African Amer	127	206	62%	16%	106	152	70%	Yes	-8	**	No
X Hispanic	247	338	73%	26%	186	272	68%	Yes	5	4	Yes
X White	559	643	87%	49%	627	706	89%		-2		
X Econ Disadv	249	366	68%	28%	211	313	67%	Yes	1	**	No
Science (40%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	75	97	77%	100%	80	102	78%		-1		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
21	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: BLEYL MIDDLE SCHOOL Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907043 Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.
 Grade 8 science results are not included because they are not used in the 2007 accountability system.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
X All Students	5	1,094	0.5%	100%
African Amer	1	187	0.5%	17%
Hispanic	2	249	0.8%	23%
White	1	570	0.2%	52%
Econ Disadv	3	325	0.9%	30%

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	BLEYL MIDDLE SC	6	All	483	449	93	100	95	280	58	423	402	95	213	50
Reading/ELA	BLEYL MIDDLE SC	6	AA	77	67	87	90	88	25	32	69	62	90	24	35
Reading/ELA	BLEYL MIDDLE SC	6	Hispanic	139	124	89	90	89	72	52	90	79	88	25	28
Reading/ELA	BLEYL MIDDLE SC	6	White	224	216	96	100	97	160	71	222	221	100	144	65
Reading/ELA	BLEYL MIDDLE SC	6	Eco.Dis.	148	129	87	90	88	56	38	127	110	87	35	28
Reading/ELA	BLEYL MIDDLE SC	6	Spec.Ed.	26	17	65	90	75	4	15	20	17	85	5	25
Reading/ELA	BLEYL MIDDLE SC	6	LEP	12	10	83	90	85	2	17	12	8	67	1	8
Reading/ELA	BLEYL MIDDLE SC	6	LEP M1	17	15	88	90	89	5	29	12	8	67	1	8
Reading/ELA	BLEYL MIDDLE SC	6	LEP M2	13	11	85	90	87	4	31	10	10	100	3	30
Reading/ELA	BLEYL MIDDLE SC	7	All	437	392	90	100	93	132	30	455	393	86	123	27
Reading/ELA	BLEYL MIDDLE SC	7	AA	76	55	72	90	78	12	16	71	53	75	9	13
Reading/ELA	BLEYL MIDDLE SC	7	Hispanic	104	89	86	90	87	13	13	99	75	76	15	15
Reading/ELA	BLEYL MIDDLE SC	7	White	215	208	97	100	98	87	40	247	230	93	86	35
Reading/ELA	BLEYL MIDDLE SC	7	Eco.Dis.	119	96	81	90	84	20	17	119	83	70	13	11
Reading/ELA	BLEYL MIDDLE SC	7	Spec.Ed.	20	13	65	90	75	1	5	23	13	57	1	4
Reading/ELA	BLEYL MIDDLE SC	7	LEP	11	4	36	90	75	0	0	17	8	47	0	0
Reading/ELA	BLEYL MIDDLE SC	7	LEP M1	6	4	67	90	75	0	0	11	5	45	0	0
Reading/ELA	BLEYL MIDDLE SC	7	LEP M2	12	10	83	90	85	1	8	7	6	86	0	0
Reading/ELA	BLEYL MIDDLE SC	8	All	463	421	91	100	94	223	48	456	394	86	223	49
Reading/ELA	BLEYL MIDDLE SC	8	AA	80	71	89	90	89	30	38	58	37	64	15	26
Reading/ELA	BLEYL MIDDLE SC	8	Hispanic	107	91	85	90	87	41	38	104	79	76	30	29
Reading/ELA	BLEYL MIDDLE SC	8	White	233	221	95	100	97	132	57	257	244	95	157	61
Reading/ELA	BLEYL MIDDLE SC	8	Eco.Dis.	118	96	81	90	84	35	30	115	81	70	33	29
Reading/ELA	BLEYL MIDDLE SC	8	Spec.Ed.	30	17	57	90	75	4	13	27	13	48	2	7
Reading/ELA	BLEYL MIDDLE SC	8	LEP	19	8	42	90	75	1	5	16	7	44	2	13
Reading/ELA	BLEYL MIDDLE SC	8	LEP M1	5	---	---	---	---	---	---	3	2	67	1	33
Reading/ELA	BLEYL MIDDLE SC	8	LEP M2	10	9	90	100	93	3	30	1	1	100	1	100

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	BLEYL MIDDLE SC	6	All	488	393	81	90	84	181	37	426	368	86	152	36
Math	BLEYL MIDDLE SC	6	AA	79	42	53	90	75	9	11	72	51	71	10	14
Math	BLEYL MIDDLE SC	6	Hispanic	143	108	76	90	81	42	29	89	71	80	18	20
Math	BLEYL MIDDLE SC	6	White	224	203	91	100	94	108	48	223	208	93	106	48
Math	BLEYL MIDDLE SC	6	Eco.Dis.	152	109	72	90	78	35	23	126	100	79	29	23
Math	BLEYL MIDDLE SC	6	Spec.Ed.	29	14	48	90	75	3	10	25	16	64	5	20
Math	BLEYL MIDDLE SC	6	LEP	14	7	50	90	75	3	21	13	8	62	1	8
Math	BLEYL MIDDLE SC	6	LEP M1	17	13	76	90	81	4	24	12	8	67	3	25
Math	BLEYL MIDDLE SC	6	LEP M2	13	11	85	90	87	5	38	10	8	80	3	30
Math	BLEYL MIDDLE SC	7	All	435	369	85	90	87	87	20	454	358	79	77	17
Math	BLEYL MIDDLE SC	7	AA	76	51	67	90	75	5	7	70	46	66	4	6
Math	BLEYL MIDDLE SC	7	Hispanic	105	84	80	90	83	8	8	101	64	63	12	12
Math	BLEYL MIDDLE SC	7	White	213	195	92	100	95	61	29	246	214	87	52	21
Math	BLEYL MIDDLE SC	7	Eco.Dis.	120	91	76	90	81	10	8	120	68	57	4	3
Math	BLEYL MIDDLE SC	7	Spec.Ed.	19	11	58	90	75	0	0	22	9	41	2	9
Math	BLEYL MIDDLE SC	7	LEP	11	7	64	90	75	0	0	19	5	26	1	5
Math	BLEYL MIDDLE SC	7	LEP M1	6	4	67	90	75	2	33	11	6	55	0	0
Math	BLEYL MIDDLE SC	7	LEP M2	12	10	83	90	85	0	0	7	4	57	0	0
Math	BLEYL MIDDLE SC	8	All	461	319	69	90	76	91	20	456	340	75	104	23
Math	BLEYL MIDDLE SC	8	AA	80	45	56	90	75	8	10	56	26	46	6	11
Math	BLEYL MIDDLE SC	8	Hispanic	107	62	58	90	75	11	10	104	62	60	11	11
Math	BLEYL MIDDLE SC	8	White	231	177	77	90	81	56	24	259	218	84	73	28
Math	BLEYL MIDDLE SC	8	Eco.Dis.	119	59	50	90	75	6	5	114	60	53	8	7
Math	BLEYL MIDDLE SC	8	Spec.Ed.	31	6	19	90	75	1	3	26	5	19	1	4
Math	BLEYL MIDDLE SC	8	LEP	20	6	30	90	75	1	5	16	3	19	1	6
Math	BLEYL MIDDLE SC	8	LEP M1	5	---	---	---	---	---	---	3	3	100	0	0
Math	BLEYL MIDDLE SC	8	LEP M2	10	4	40	90	75	0	0	1	1	100	0	0

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Social Studies	BLEYL MIDDLE SC	6	All												
Social Studies	BLEYL MIDDLE SC	6	AA												
Social Studies	BLEYL MIDDLE SC	6	Hispanic												
Social Studies	BLEYL MIDDLE SC	6	White												
Social Studies	BLEYL MIDDLE SC	6	Eco.Dis.												
Social Studies	BLEYL MIDDLE SC	6	Spec.Ed.												
Social Studies	BLEYL MIDDLE SC	6	LEP												
Social Studies	BLEYL MIDDLE SC	6	LEP M1												
Social Studies	BLEYL MIDDLE SC	6	LEP M2												
Social Studies	BLEYL MIDDLE SC	7	All												
Social Studies	BLEYL MIDDLE SC	7	AA												
Social Studies	BLEYL MIDDLE SC	7	Hispanic												
Social Studies	BLEYL MIDDLE SC	7	White												
Social Studies	BLEYL MIDDLE SC	7	Eco.Dis.												
Social Studies	BLEYL MIDDLE SC	7	Spec.Ed.												
Social Studies	BLEYL MIDDLE SC	7	LEP												
Social Studies	BLEYL MIDDLE SC	7	LEP M1												
Social Studies	BLEYL MIDDLE SC	7	LEP M2												
Social Studies	BLEYL MIDDLE SC	8	All	449	419	93	100	95	201	45	446	411	92	191	43
Social Studies	BLEYL MIDDLE SC	8	AA	77	69	90	100	93	28	36	56	41	73	16	29
Social Studies	BLEYL MIDDLE SC	8	Hispanic	103	92	89	90	89	38	37	99	87	88	23	23
Social Studies	BLEYL MIDDLE SC	8	White	226	217	96	100	97	114	50	254	247	97	130	51
Social Studies	BLEYL MIDDLE SC	8	Eco.Dis.	113	97	86	90	87	30	27	108	88	81	21	19
Social Studies	BLEYL MIDDLE SC	8	Spec.Ed.	27	20	74	90	79	6	22	22	18	82	3	14
Social Studies	BLEYL MIDDLE SC	8	LEP	17	11	65	90	75	0	0	14	8	57	2	14
Social Studies	BLEYL MIDDLE SC	8	LEP M1	5	---	---	---	---	---	---	3	3	100	0	0
Social Studies	BLEYL MIDDLE SC	8	LEP M2	10	8	80	90	83	1	10	1	1	100	0	0

CIP PART I: DATA SUPPLEMENT

				2007					2006		
Content	Campus	Grade	Group	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR	Goal 2008	Needed Growth 07	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR
Science	BLEYL MIDDLE SC	6	All								
Science	BLEYL MIDDLE SC	6	AA								
Science	BLEYL MIDDLE SC	6	Hispanic								
Science	BLEYL MIDDLE SC	6	White								
Science	BLEYL MIDDLE SC	6	Eco.Dis.								
Science	BLEYL MIDDLE SC	6	Spec.Ed.								
Science	BLEYL MIDDLE SC	6	LEP								
Science	BLEYL MIDDLE SC	6	LEP M1								
Science	BLEYL MIDDLE SC	6	LEP M2								
Science	BLEYL MIDDLE SC	7	All								
Science	BLEYL MIDDLE SC	7	AA								
Science	BLEYL MIDDLE SC	7	Hispanic								
Science	BLEYL MIDDLE SC	7	White								
Science	BLEYL MIDDLE SC	7	Eco.Dis.								
Science	BLEYL MIDDLE SC	7	Spec.Ed.								
Science	BLEYL MIDDLE SC	7	LEP								
Science	BLEYL MIDDLE SC	7	LEP M1								
Science	BLEYL MIDDLE SC	7	LEP M2								
Science	BLEYL MIDDLE SC	8	All	455	76	70	75	5	447	75	67
Science	BLEYL MIDDLE SC	8	AA	79	58	49	75	26	55	44	36
Science	BLEYL MIDDLE SC	8	Hispanic	105	61	58	75	17	99	61	45
Science	BLEYL MIDDLE SC	8	White	229	88	82			256	86	80
Science	BLEYL MIDDLE SC	8	Eco.Dis.	117	56	48	75	27	108	53	43
Science	BLEYL MIDDLE SC	8	Spec.Ed.	29	31	28	75	47	22	45	41
Science	BLEYL MIDDLE SC	8	LEP	18	17	0			14	29	14
Science	BLEYL MIDDLE SC	8	LEP M1	5	60	60	75	15	3	---	---
Science	BLEYL MIDDLE SC	8	LEP M2	10	40	40	75	35	1	---	---

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Bleyl MS	AA	95	94.8
Bleyl MS	H	95.6	96.3
Bleyl MS	W	96	95.8
Bleyl MS	NATIVE	89.6	95.8
Bleyl MS	ASIAN	97.7	98.3
Bleyl MS	MALE	95.7	95.9
Bleyl MS	FEMALE	96.1	96.1
Bleyl MS	SPED	93.3	93.7
Bleyl MS	ECD	95	95.2
Bleyl MS	LEP	94.9	96
Bleyl MS	AT RISK	95	95.4
Bleyl MS	GT	97.7	97.8
Bleyl MS	MIGRANT	0	0

Gold Performance Acknowledgment
Attendance rates
District >= 96.0%
Middle School >= 96.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Improve

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Area of Focus:

Student Safety

Campus Objective: #

For 2007 – 2008, discipline referrals for **drugs, alcohol, and tobacco** will be reduced by **50%** from the previous year.

For 2007 – 2008, the discipline referrals for **ie. Classroom/Hallway Disruption, Excessive Talking Out, and Refusing to Work** will be reduced by 50% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will engage in the SPARK program and participate in the “Healthy and Wise” program during Physical Education.	AR	All Students	Physical Education Teachers	Spark Materials	Ongoing
	2 Analyze discipline data each six weeks and monitor and adjust school systems by incorporating proactive teaching strategies into advisory activities (PBIS, Choices, and BBR) each week to meet the specific needs of our students and campus.	AR	All Students	Assistant Principals Teachers	Infoserv Data	Ongoing
	3 Implement PBIS (Positive Behavior Intervention and Support) and BBR (Building Better Relationships) strategies to enhance capacity of school teams and provide the best behavioral support system for students.	VP, AR	All Students	Entire Staff	PBIS, BBR Programs	Ongoing
	4 Review the district <i>Code of Conduct</i> with students on the first day of school in August 2007, and upon returning in January 2008, through grade level meetings, and periodically throughout the year in order to increase awareness and understanding of student expectations.	VP, AR	All Students	Principal Assistant Principals Teachers`	Student Code of Conduct	First day of school in August 2007 and January 2008
Teachers	1 Teachers will attend PBIS training and implement proactive strategies to creating and maintaining a safe and disciplined environment.	SD	All Staff	Administration PBIS Committee Teachers	PBIS Program	Training – Aug 16 – 19, 2007 Implementation – Ongoing

	2	Provide Building Better Relationships (BBR) training for all staff members and conduct focus activities during advisory class to emphasize the importance of building positive relationships, and creating a quality learning environment for all students.	SD	All Students	Principal Director of Instruction	District BBR Course	August 16 – February 19
Parents	1	Regularly communicate with parents about their child through discipline referrals, parent phone calls, parent conferences, and parent <i>Code of Conduct</i> meeting at Open House.	PI	All Parents	Assistant Principal	Code of Conduct Discipline Referrals	Ongoing
	2	Keep parents informed about student expectations by providing each student with a copy of the district's <i>Code of Conduct</i> and keeping a copy of the signed parent acknowledgement page on file in the Assistant Principal's office.	PI	All Parents	Assistant Principals	Code of Conduct	Ongoing

--	--	--	--	--	--	--	--

Areas to Improve

District Priority:

Ensure that students understand the importance of attending school regularly and completing high school.

Area of Focus:

Attendance

Campus Objective: #

For 2007 – 2008, the ADA student attendance will be at or above 98%.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies	Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Encourage students to participate in extra-curricular activities, clubs and organizations in order to create a sense of belonging and connection with their school and peers (ex: Reading, Writing, Science – Butterfly Club, Spirit Club, Soccer Start, etc.).	AR	All Students	All Staff	All Staff VIPS	Ongoing
	2 Monitor student's attendance through Student Plus and work with the individual students in danger of approaching excessive absences by creating a positive intervention plan to keep them engaged in school.	AR	Identified Students	Assistant Principals Attendance and Registrar	Attendance Reports	Ongoing
Teachers	1 Implement Building Better Relationships (BBR), PBIS, and Student Leadership Meeting (SLM) strategies in and out of the classroom to create an inviting environment where all students feel empowered and committed to being in school and participating in the "REAL" (Respect, Excellence, Accountability, and Leadership) experience.	AR	All Students	Teachers PBIS Committee Assistant Principal Director of Instruction Principal	PBIS Materials BBR Materials CHOICES	Ongoing
	2 Teachers will record student's attendance daily through Pinnacle Grade book each period of the day. This will then be monitored through Attendance Manager in the Attendance Office.	AR	All Students	Teachers Attendance Office	Pinnacle Grade book and Attendance Manager	Ongoing
Parents	1 Inform parents of absences through the automated phone calling system, parent phone calls, and truancy warning letters.	AR	Identified Students	Assistant Principals Teachers Attendance Registrar	Automated Phone System	Ongoing

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: Science

Campus Objective: # By May, 2008, we will increase the percentage (by amounts noted at right) of 8th grade students demonstrating proficiency on TAKS science.

8th Grade	07	08
All	70	75
AA	49	75
H	58	75
W	82	87
SS	40	75

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor student's progress in learning the critical TEKS by examining results of teacher-made test, SFA's, and warm-ups. Improve student's SFA achievement results by staying on track with the district scope and sequence.	AR	Group Listed	AAS Helping Teacher Teachers	SFA Teacher-made tests	Each six weeks
	2	Design and present lessons using Enhanced Context Strategies (relate learning to students' previous experiences, knowledge, or interest, using problem-based learning, laboratory and technology lessons which encourage student reflection and meta-cognition).	AR, T	Group Listed	Teachers	Lesson Plans Technology	Ongoing
	3	Arrange student in flexible groups within the classroom to work on conducting lab exercises, answering questions and posing solutions ensuring that all students are active participants in the science classroom. Teachers will constantly move around the room and monitor, question, and evaluate groups for understanding.	AR	Group Listed	Teachers	Teacher Strategies	Ongoing
	4	Use think-aloud strategies with questions allowing students to justify both correct and incorrect answers, and to demonstrate the thinking process they used to problem solve. Vary questioning strategies and timing during discussions and encourage higher level questioning (Thinking Skills)	AR	Group Listed	Teachers	Critical Thinking Strategies	Ongoing

	5	Identify gaps in student's background knowledge and use direct vocabulary instruction in an attempt to close the achievement gap (Marzano and Intelligent Behaviors).	AR	Groups Listed	Teachers	Intelligent Behaviors	Ongoing
	6	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) and <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
	7	Students will develop and focus on their Intelligent Behavior (Problem Solving) during the 2 nd six weeks with an emphasis on Summarizing Note Taking and Vocabulary Development throughout the year.	AR	Groups Listed	Science Teachers	Intelligent Behaviors & District and Campus Materials	On-going
Teachers	1	Schedule time with helping teachers (both classroom and technology) to work with teams to help create and modify lessons to narrow the achievement gap (shown by data from district and teacher made tests) of targeted students. This focus will broaden their learning experience and increase their problem solving abilities and participation in the science classroom.	AR	Science Dept.	Teachers	Helping Teacher Technology Helping Teacher	Each Six Weeks
	2	Identify and chart the <75% groups through the collection and evaluation of data from teacher-made tests and SFA results. Make lesson adjustments and interventions accordingly.	AR	Science Teachers	AAS Helping Teacher Teachers	Teacher-Made Tests SFA Data	Ongoing
	3	Encourage student participation in TAKS tutorials, district pull-outs, and after school groups. Students will set goals and learn how to chart their academic progress.	AR	Science Teachers	AAS Helping Teacher Teachers	TAKS Data	Weekly
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, assignment notebooks and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Mathematics**

Campus Objective: # By May, 2008, we will increase the percentage (by amounts noted at the right) of students demonstrating proficiency on TAKS mathematics.

	6th		7th		8th	
	07	08	07	08	07	08
All	81	84	85	87	69	76
AA	53	75	67	75	56	75
H	76	81	80	83	58	75
W	91	94	92	95	77	81
ED	72	78	76	81	50	75

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFA) and make lesson plan adjustments or provide interventions as needed.	AR	Groups Listed	AAS Helping Teacher Teachers	SFA's, Grade Book Test Analysis	Every 2 weeks (tests) Once a six weeks (SFA)
	2 Provide math pull-outs (Accelerated Mathematics Instruction Program - AMIP) for students struggling with concepts, ideas, and strategies, and re-teach as necessary.	AR	Groups Listed	AAS Helping Teacher Teachers	Released TAKS	Weekly
	3 Students will work collaboratively using manipulatives to reinforce problem solving strategies, and use "think-aloud" strategies to model thinking process.	AR	Groups Listed	Students Teachers	District Manipulatives	Daily
	4 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) and <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
	5 Provide extended learning time for students during TAKS tutorials after school. Students will work in a small group setting while targeting Secondary Formative Assessment (SFA) performances.	AR	identified Students	AAS Helping Teacher Teachers	SFA results TAKS data Vocabulary Lists	Weekly

	6	Provide extended learning time on specific math objectives for students during Advisory Class (Math Football League-MFL).	AR	Groups Listed	Teachers	Math Curriculum	Weekly
	7	Students will develop and focus on their Intelligent Behaviors (Persistence) during the 2 nd six weeks with an emphasis on Summarizing, Note Taking and Vocabulary Development throughout the year.	AR	Groups Listed	Math Teachers	Intelligent Behaviors & District and Campus Materials	On-going
	8	Provide extended learning time on specific objectives for students during Math Advisory Class.	AR	Specific Groups	Math Teachers	TAKS/SFA Data	Weekly
Teachers	1	Meet regularly to discuss teaching strategies, review SFA test, unit tests, and TAKS questions to determine frequently missed questions, analyze common problem areas and develop an action plan to re-teach skills as necessary.	SD	Math Dept.	AAS Helping Teacher Teachers	Textbook District Curriculum Unit tests, SFA's and TAKS data	Weekly
	2	Attend Quantum Learning trainings and follow-up support sessions. Continue using Quantum Learning strategies to motivate and support student involvement.	SD	Math Dept.	Teachers	QL Meetings	Summer On-going
	3	Review, with students, math concepts through songs, chants, and cheers in the cafeteria (before school).	AR	Math Dept.	Teachers	Creative Minds	Weekly
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, additional notes on Progress Reports, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: Reading/English Language Arts

Campus Objective: # By May, 2008, we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS reading.

	6th		7th		8th	
	07	08	07	08	07	08
All	93	95	90	93	91	94
AA	87	88	72	78	89	89
H	89	89	86	87	85	87
W	96	97	97	98	95	97
ED	87	88	81	84	81	84

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	After analysis, students will monitor and chart district-developed TAKS formatted tests each 6 weeks to comprehend their independent strengths and weaknesses.	AR	All Reading Students	AAS Helping Teacher Reading Teachers and Students	All district-developed test, READ 180 materials, and teacher-made tests	Every 6 weeks
	2	Students will improve their TAKS reading scores by studying grade level and above grade level vocabulary in classroom activities.	AR	All Reading Students	Reading Teachers and students	Word skills, Sadlier-Oxford READ 180	Every 6 weeks
	3	Eighth grade at-risk students will attend reading tutorial sessions in the fall (based on TAKS tested objectives) to improve their knowledge and understanding of concepts and strategies.	AR	8 th grade Reading Students, ED, AA, and H	Selected Reading Students and Teachers	Teacher developed materials	Weekly in Fall 2007
	4	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) and <i>The Baker's Dozen</i> .	AR	Groups Listed	Reading and Language Arts Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
	5	At-risk readers will improve their TAKS scores by attending TAKS tutorial sessions in Advisory Class.	AR	Groups Listed	AAS Helping Teacher Selected Reading Teachers and Students	Teacher developed materials	Ongoing

	6	At-risk 7 th and 8 th grade reading students will implement READ 180 strategies to assist and accelerate below grade level reading, including intermediate ESL students.	AR T, CE	Identified Students	Selected Reading Teachers and Students	READ 180, Scholastic XL, and teacher adopted materials	Daily
	7	Identify students' Lexile level and provide reading opportunities at those levels to increase students' ability	AR, CE	Identified Students	Dyslexia Teachers	District Materials	On-going
	8	Students will develop and focus on their Intelligent Behavior (Note Taking) during the 2 nd six weeks with an emphasis on Summarizing and Vocabulary Development throughout the year.	AR	Groups Listed	Reading Teachers	District and Campus Materials	On-going
	9	Use data to generate small group instruction, re-teaching, and tutorials. Provide opportunities for students to use the data for self-evaluation, reflection and goal-setting.	AR	Groups Listed	Language Arts Teachers	SFA, TAKS Teacher-made tests	Each Six Weeks
	10	Provide extended learning time on specific objectives for students during Accelerated Reading Instruction Program (ARIP) advisory class.	AR	Specific Groups	Reading Teachers	TAKS/SFA Data	Weekly
	11	ELL and ED students will increase English vocabulary and comprehension through the Ellis Language Program	AR	Specific Groups	Language Arts Teaches	Ellis Language Program	Ongoing
	12	Implement lessons that include Critical Thinking Questions and Strategies	AR	Groups Listed	Reading and Language Arts Teachers	Critical Thinking Flipchart	Ongoing
	13	Provide an opportunity during advisory class for sustained silent Drop Everything and Read (DEAR) reading program to encourage reading outside the classroom.	AR	Groups Listed	ALL Teachers	Reading Materials	Ongoing
Teachers	1	Teachers will provide individual conferences regarding results of major TAKS formatted tests to address students' strengths and weaknesses on specific TAKS objectives.	AR	Reading Dept.	AAS Helping Teacher Reading Teachers	TAKS Data Teacher made chart and goal setting materials	Every 6 weeks
	2	Teachers will provide a copy of students' Lexile information to parents throughout the year.	AR, T, CE	Dyslexia Teachers	Dyslexia Teachers	Lexile Letter	Three times a year, ending in May 2008
	3	Attend Scholastic Reading Inventory (SRI) and Scholastic Achievement Manager (SAM) training.	SD, T	Reading Dept.	Reading Teachers	Coordinator	By Aug. 23, 2007
	4	Attend district curriculum share sessions to collaborate on content curriculum and effective teaching strategies.	SD	Reading and LA Dept.	Reading and Language Arts Teachers	Coordinator	Every 6 weeks

	5	Schedule periodic data discussions to diagnose deficiencies in student's proficiency on SFA tests.	SD	LA Dept.	Language Arts Teachers	Department/ Team Meetings	Ongoing
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly

--	--	--	--	--	--	--	--

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: Writing

Campus Objective: # By May, 2008, we will increase the percentage (by amounts noted at right) of 7th grade students demonstrating proficiency on TAKS writing.

7 th Grade	07	08
All	96	97
AA	92	95
H	93	95
W	99	99
ED	91	94

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress by conducting writing conferences and providing corrective feedback as a means of intervention. Use student models to demonstrate score points and to give students additional opportunities to evaluate and distinguish between a 3 and 4 written score.	AR	Groups Listed	Teachers	Student Writing Samples	On-going
	2 Provide regular opportunities and instruction for authentic revision and editing using peer models, making sure to illustrate the role conventions play in the effectiveness of the piece.	AR	Groups Listed	Teachers	Writing Samples	On-going
	3 Provide opportunities for students to respond to literary selections in the 5 line box format.	AR	Groups Listed	Teachers	Student Work Writing Samples	Ongoing
	4 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) and <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
	5 The ELL and ED students will increase English vocabulary and English comprehension through Ellis Language Program in order to successfully pass TAKS at an 89% for 6 th grade and an 87% for 7 th and 8 th grade students.	AR	Specific Groups	Teachers	Ellis Language Program	Ongoing

	6	Students will develop and focus on their Intelligent Behavior (Making Inferences) during the 2 nd six weeks with an emphasis on Note Taking, Summarizing and Vocabulary Development throughout the year.	AR	Groups Listed	Language Arts and Reading Teachers	Intelligent Behaviors & District and Campus Materials	On-going
	7	Provide after-school tutorial sessions for students struggling with the writing process, to focus on specific TAKS objectives and insure progress in critical TEKS.	AR	Specific Groups	Teachers	Supplemental Tutorial Packets	On-going
Teachers	1	Teachers will attend the Six Traits of Writing Workshop and/or follow-up meetings.	SD	Reading/ LA Teachers	Teachers	Coordinator	Summer As offered
	2	Teachers will attend TAKS rubric scoring training.	SD	Reading/ LA Teachers	Teachers	Coordinator	Summer
	3	6 th , 7 th , and 8 th grade teachers will work collaboratively to align vocabulary development, teaching strategies and methods.	AR	LA Teacher	Teachers	Teachers	Weekly
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly
	2	Partner with parents by requesting their assistance through working on specific writing skills/strategies with their child(ren) at home, and then providing feedback to the teacher on observable strengths/struggles during home writing assignments.	PI	Groups Listed	Teachers Parents	Student Work	Weekly

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Social Studies**

Campus Objective: # By May, 2008, we will increase the percentage (by amounts noted at right) of 8th grade students demonstrating proficiency on TAKS social studies.

	8th Grade	07	08
All		93	95
AA		90	93
H		89	89
W		96	97
ED		86	87

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students will become more responsible learners by charting their SFA results and setting goals for each six weeks.	AR	Groups Listed	AAS Helping Teacher Teachers Students	SFA Data	Ongoing
	2	8 th grade students will use a TAKS warm-up booklet to review content and practice test-taking strategies.	AR	Groups Listed	Students	Warm-up Booklet	September 2007 – April 2008
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) and <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
	4	Students will demonstrate knowledge of big ideas and enduring understandings by engaging in activities that are interactive, collaborative, and reflective.	AR	Groups Listed	Teachers	Lesson Plans	Ongoing
	5	Students will develop and focus on their Intelligent Behavior (Summarization) during the 2 nd six weeks with an emphasis on Note Taking and Vocabulary Development throughout the year.	AR	Groups Listed	Social Studies Teachers	Intelligent Behaviors & District and Campus Materials	On-going
	6	Students will use "interactive notebooks" on a regular basis to ensure ongoing use of the tool in every class at every level, while learning the importance of being accountable for their materials.	AR	All Students	Social Studies Teachers	Interactive Notebooks	Ongoing

Teachers	1	Teachers will attend training on technology based instructions and work with department chair and team leaders to incorporate learner-centered strategies into lessons.	SD, T	Social Studies Dept.	Teachers	Coordinator, Technology Helping Teacher	Ongoing
	2	Teachers will implement PBIS strategies in and out of the classroom to support student's positive behaviors and choices.	VP, AR	Social Studies Dept.	Teachers	PBIS Committee Teachers	Daily
	3	Attend district curriculum share sessions to collaborate on content curriculum and effective student motivational strategies.	SD	Social Studies Dept.	Teachers	Coordinator, District Share Sessions	Ongoing
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly

--	--	--	--	--	--	--	--

*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed "at-risk" of academic decline.
PI	Parent Involvement	students' need for support from home and/or the school's use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Bleyl Middle School
Mrs. Barbara Crook
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Bleyl Middle School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Bleyl Middle School CPOC has
- (a) completed a needs assessment which serves as the basis for the CIP.
 - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - (f) included strategies for dropout prevention and reduction.
 - (g) included strategies for improving student attendance.
 - (h) provided for a program to encourage parental and community involvement at the campus.
 - (i) included goals and methods for violence prevention and intervention on campus.
 - (j) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Polly Blume	Teacher 1
Mark Crow	Teacher 2
Julie Beardmore	Teacher 3
Amy Falcon	Teacher 4
Beth Hughes	Teacher 5
Lisa Watson	Teacher 6
Kathy Moreman	Teacher 7
Tommie Taylor	Teacher 8
Barbara Crook	Non-teaching professional 1
David Garcia	Non-teaching professional 2
Colette Maxwell	Non-teaching professional 3
Shawn Wolfe	Parent 1
Diana Gonzalez	Parent 2
Jill McNeill	Community resident 1
Kelly Vrana	Community resident 2
Cindy Chenoweth	Business representative 1
Silva Rincon	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 25, 2007	3:15pm	Bleyl MS Library
2	October 9, 2007	9:00am	Bleyl MS Library
3	February 7, 2007	2:45pm	Bleyl MS Library
4	April 3, 2007	2:45pm	Bleyl MS Library
5	May 6, 2007	2:45pm	Bleyl MS Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART III: ASSURANCE ADDENDUM

Section C

(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

Other Legal Requirements

(3)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending VIPS Meetings will increase by 50% .	
Formative	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART III: ASSURANCE ADDENDUM

(4)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 50% from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Implement and monitor the school wide safety and security plan.

(5)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 50% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Classroom/Hallway Disruption, Excessive Talking Out, and Refusing to Work.
Strategy	Implement and monitor the school-wide safety and security plan.

(6)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 80% .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

CIP PART III: ASSURANCE ADDENDUM

(7)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

(8)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be 0.1% or less with no student group exceeding 0.5% .	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2007 – 2008 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.

CIP PART III: ASSURANCE ADDENDUM

(9)

Bleyl Middle School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	