



“Team Truitt goes the Extra Degree”

2007-2008
Campus Improvement Plan
for
Truitt Middle School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: TRUITT MIDDLE SCHOOL
CAMPUS NUMBER: 101907048

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	1,054	1,203	88%	100%	1,021	1,212	84%		4		
X African Amer	181	211	86%	18%	175	222	79%		7		
X Hispanic	425	514	83%	43%	374	472	79%		4		
X White	291	314	93%	26%	314	352	89%		4		
X Econ Disadv	432	533	81%	44%	382	509	75%		6		
Writing (65%)											
X All Students	365	392	93%	100%	353	390	91%		2		
X African Amer	64	72	89%	18%	69	79	87%		2		
X Hispanic	150	165	91%	42%	135	152	89%		2		
X White	97	100	97%	26%	95	105	90%		7		
X Econ Disadv	154	174	89%	44%	146	166	88%		1		
Social Studies (65%)											
X All Students	365	401	91%	100%	340	404	84%		7		
X African Amer	67	77	87%	19%	60	76	79%		8		
X Hispanic	145	167	87%	42%	111	146	76%		11		
X White	99	102	97%	25%	111	121	92%		5		
X Econ Disadv	147	169	87%	42%	115	159	72%		15		
Mathematics (45%)											
X All Students	937	1,211	77%	100%	904	1,221	74%		3		
X African Amer	138	208	66%	17%	127	222	57%	Yes	9	**	No
X Hispanic	379	522	73%	43%	326	479	68%	Yes	5	4	Yes
X White	263	316	83%	26%	289	353	82%		1		
X Econ Disadv	379	534	71%	44%	318	517	62%	Yes	9	7	Yes
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	171	191	90%	100%	54	69	78%		12		

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: TRUITT MIDDLE SCHOOL Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907048 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				Stu Grp %	Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate		# 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 %
All Students	3	1,044	0.3%	100%
African Amer	1	239	0.4%	23%
Hispanic	1	400	0.3%	38%
White	1	274	0.4%	26%
Econ Disadv	1	458	0.2%	44%

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

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

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	TRUITT MIDDLE S	6	All	436	393	90	100	93	194	44	420	369	88	145	35
Reading/ELA	TRUITT MIDDLE S	6	AA	76	67	88	90	89	17	22	75	63	84	19	25
Reading/ELA	TRUITT MIDDLE S	6	Hispanic	194	166	86	90	87	71	37	174	149	86	42	24
Reading/ELA	TRUITT MIDDLE S	6	White	109	106	97	100	98	69	63	122	110	90	55	45
Reading/ELA	TRUITT MIDDLE S	6	Eco.Dis.	205	174	85	90	87	57	28	190	155	82	44	23
Reading/ELA	TRUITT MIDDLE S	6	Spec.Ed.	8	8	100	100	100	1	13	23	10	43	1	4
Reading/ELA	TRUITT MIDDLE S	6	LEP	25	10	40	90	75	1	4	36	21	58	3	8
Reading/ELA	TRUITT MIDDLE S	6	LEP M1	37	31	84	90	86	7	19	25	23	92	2	8
Reading/ELA	TRUITT MIDDLE S	6	LEP M2	15	13	87	90	88	5	33	19	18	95	5	26
Reading/ELA	TRUITT MIDDLE S	7	All	418	340	81	90	84	74	18	425	338	80	93	22
Reading/ELA	TRUITT MIDDLE S	7	AA	76	55	72	90	78	5	7	98	68	69	11	11
Reading/ELA	TRUITT MIDDLE S	7	Hispanic	178	138	78	90	82	19	11	162	125	77	29	18
Reading/ELA	TRUITT MIDDLE S	7	White	107	92	86	90	87	28	26	111	94	85	32	29
Reading/ELA	TRUITT MIDDLE S	7	Eco.Dis.	189	140	74	90	79	17	9	183	128	70	21	11
Reading/ELA	TRUITT MIDDLE S	7	Spec.Ed.	13	5	38	90	75	1	8	18	8	44	0	0
Reading/ELA	TRUITT MIDDLE S	7	LEP	21	8	38	90	75	1	5	26	7	27	0	0
Reading/ELA	TRUITT MIDDLE S	7	LEP M1	17	10	59	90	75	0	0	13	5	38	1	8
Reading/ELA	TRUITT MIDDLE S	7	LEP M2	22	20	91	100	94	0	0	23	18	78	2	9
Reading/ELA	TRUITT MIDDLE S	8	All	427	379	89	90	89	198	46	463	376	81	167	36
Reading/ELA	TRUITT MIDDLE S	8	AA	88	77	88	90	89	30	34	103	76	74	23	22
Reading/ELA	TRUITT MIDDLE S	8	Hispanic	175	147	84	90	86	76	43	167	120	72	51	31
Reading/ELA	TRUITT MIDDLE S	8	White	108	101	94	100	96	60	56	129	119	92	63	49
Reading/ELA	TRUITT MIDDLE S	8	Eco.Dis.	184	150	82	90	85	63	34	198	134	68	38	19
Reading/ELA	TRUITT MIDDLE S	8	Spec.Ed.	11	7	64	90	75	3	27	20	5	25	0	0
Reading/ELA	TRUITT MIDDLE S	8	LEP	34	15	44	90	75	3	9	36	9	25	0	0
Reading/ELA	TRUITT MIDDLE S	8	LEP M1	3	---	---	---	---	---	---	8	7	88	2	25
Reading/ELA	TRUITT MIDDLE S	8	LEP M2	11	7	64	90	75	2	18	15	11	73	4	27

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	TRUITT MIDDLE S	6	All	437	370	85	90	87	167	38	428	321	75	129	30
Math	TRUITT MIDDLE S	6	AA	75	55	73	90	79	20	27	77	47	61	10	13
Math	TRUITT MIDDLE S	6	Hispanic	195	162	83	90	85	58	30	178	122	69	33	19
Math	TRUITT MIDDLE S	6	White	109	98	90	100	93	54	50	123	103	84	53	43
Math	TRUITT MIDDLE S	6	Eco.Dis.	204	164	80	90	83	50	25	196	122	62	33	17
Math	TRUITT MIDDLE S	6	Spec.Ed.	9	6	67	90	75	2	22	30	7	23	1	3
Math	TRUITT MIDDLE S	6	LEP	25	16	64	90	75	2	8	39	18	46	4	10
Math	TRUITT MIDDLE S	6	LEP M1	36	32	89	90	89	6	17	25	18	72	3	12
Math	TRUITT MIDDLE S	6	LEP M2	15	14	93	100	95	7	47	19	15	79	5	26
Math	TRUITT MIDDLE S	7	All	424	309	73	90	79	64	15	426	319	75	69	16
Math	TRUITT MIDDLE S	7	AA	75	50	67	90	75	6	8	96	53	55	6	6
Math	TRUITT MIDDLE S	7	Hispanic	183	120	66	90	75	16	9	165	124	75	19	12
Math	TRUITT MIDDLE S	7	White	109	85	78	90	82	15	14	111	89	80	20	18
Math	TRUITT MIDDLE S	7	Eco.Dis.	192	127	66	90	75	20	10	186	123	66	16	9
Math	TRUITT MIDDLE S	7	Spec.Ed.	16	9	56	90	75	1	6	18	3	17	0	0
Math	TRUITT MIDDLE S	7	LEP	25	9	36	90	75	0	0	29	11	38	0	0
Math	TRUITT MIDDLE S	7	LEP M1	17	11	65	90	75	2	12	13	8	62	1	8
Math	TRUITT MIDDLE S	7	LEP M2	22	15	68	90	75	0	0	23	20	87	5	22
Math	TRUITT MIDDLE S	8	All	429	301	70	90	77	91	21	465	306	66	113	24
Math	TRUITT MIDDLE S	8	AA	87	45	52	90	75	9	10	104	47	45	11	11
Math	TRUITT MIDDLE S	8	Hispanic	178	117	66	90	75	25	14	168	97	58	32	19
Math	TRUITT MIDDLE S	8	White	108	88	81	90	84	31	29	129	101	78	40	31
Math	TRUITT MIDDLE S	8	Eco.Dis.	184	112	61	90	75	19	10	198	95	48	25	13
Math	TRUITT MIDDLE S	8	Spec.Ed.	11	3	27	90	75	0	0	22	3	14	0	0
Math	TRUITT MIDDLE S	8	LEP	37	12	32	90	75	1	3	37	8	22	2	5
Math	TRUITT MIDDLE S	8	LEP M1	3	---	---	---	---	---	---	8	5	63	4	50
Math	TRUITT MIDDLE S	8	LEP M2	11	8	73	90	79	1	9	15	11	73	3	20

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	TRUITT MIDDLE S	6	All												
Social Studies	TRUITT MIDDLE S	6	AA												
Social Studies	TRUITT MIDDLE S	6	Hispanic												
Social Studies	TRUITT MIDDLE S	6	White												
Social Studies	TRUITT MIDDLE S	6	Eco.Dis.												
Social Studies	TRUITT MIDDLE S	6	Spec.Ed.												
Social Studies	TRUITT MIDDLE S	6	LEP												
Social Studies	TRUITT MIDDLE S	6	LEP M1												
Social Studies	TRUITT MIDDLE S	6	LEP M2												
Social Studies	TRUITT MIDDLE S	7	All												
Social Studies	TRUITT MIDDLE S	7	AA												
Social Studies	TRUITT MIDDLE S	7	Hispanic												
Social Studies	TRUITT MIDDLE S	7	White												
Social Studies	TRUITT MIDDLE S	7	Eco.Dis.												
Social Studies	TRUITT MIDDLE S	7	Spec.Ed.												
Social Studies	TRUITT MIDDLE S	7	LEP												
Social Studies	TRUITT MIDDLE S	7	LEP M1												
Social Studies	TRUITT MIDDLE S	7	LEP M2												
Social Studies	TRUITT MIDDLE S	8	All	424	381	90	100	93	173	41	447	362	81	142	32
Social Studies	TRUITT MIDDLE S	8	AA	87	72	83	90	85	25	29	100	72	72	17	17
Social Studies	TRUITT MIDDLE S	8	Hispanic	175	151	86	90	87	56	32	159	117	74	42	26
Social Studies	TRUITT MIDDLE S	8	White	106	103	97	100	98	58	55	126	114	90	51	40
Social Studies	TRUITT MIDDLE S	8	Eco.Dis.	182	156	86	90	87	48	26	186	126	68	37	20
Social Studies	TRUITT MIDDLE S	8	Spec.Ed.	10	8	80	90	83	1	10	21	10	48	1	5
Social Studies	TRUITT MIDDLE S	8	LEP	35	18	51	90	75	3	9	32	12	38	1	3
Social Studies	TRUITT MIDDLE S	8	LEP M1	3	---	---	---	---	---	---	8	8	100	4	50
Social Studies	TRUITT MIDDLE S	8	LEP M2	11	8	73	90	79	1	9	15	12	80	4	27

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	TRUITT MIDDLE S	6	All								
Science	TRUITT MIDDLE S	6	AA								
Science	TRUITT MIDDLE S	6	Hispanic								
Science	TRUITT MIDDLE S	6	White								
Science	TRUITT MIDDLE S	6	Eco.Dis.								
Science	TRUITT MIDDLE S	6	Spec.Ed.								
Science	TRUITT MIDDLE S	6	LEP								
Science	TRUITT MIDDLE S	6	LEP M1								
Science	TRUITT MIDDLE S	6	LEP M2								
Science	TRUITT MIDDLE S	7	All								
Science	TRUITT MIDDLE S	7	AA								
Science	TRUITT MIDDLE S	7	Hispanic								
Science	TRUITT MIDDLE S	7	White								
Science	TRUITT MIDDLE S	7	Eco.Dis.								
Science	TRUITT MIDDLE S	7	Spec.Ed.								
Science	TRUITT MIDDLE S	7	LEP								
Science	TRUITT MIDDLE S	7	LEP M1								
Science	TRUITT MIDDLE S	7	LEP M2								
Science	TRUITT MIDDLE S	8	All	426	75	63	75	12	462	64	54
Science	TRUITT MIDDLE S	8	AA	88	60	42	75	33	105	48	36
Science	TRUITT MIDDLE S	8	Hispanic	175	68	55	75	20	165	52	42
Science	TRUITT MIDDLE S	8	White	107	88	80			129	84	74
Science	TRUITT MIDDLE S	8	Eco.Dis.	184	64	50	75	25	195	44	32
Science	TRUITT MIDDLE S	8	Spec.Ed.	11	45	27	75	48	21	24	24
Science	TRUITT MIDDLE S	8	LEP	35	23	14	75	61	35	9	6
Science	TRUITT MIDDLE S	8	LEP M1	3	---	---	---	---	8	50	50
Science	TRUITT MIDDLE S	8	LEP M2	11	55	36	75	39	15	33	20

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Truitt MS	AA	95.3	95.6
Truitt MS	H	95.7	96.3
Truitt MS	W	95.9	95.7
Truitt MS	NATIVE	95.1	92.4
Truitt MS	ASIAN	98.5	98.5
Truitt MS	MALE	96.2	96.3
Truitt MS	FEMALE	95.9	96.3
Truitt MS	SPED	93.7	94.2
Truitt MS	ECD	95.5	96.2
Truitt MS	LEP	95.5	95.6
Truitt MS	AT RISK	95.1	95.4
Truitt MS	GT	97.9	97.6
Truitt 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: 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: #1 By May, 2008, we will increase the percentage of eighth grade students to the level of Recognized status or higher by the amounts noted at right on the science TAKS test.

	6 th	7 th	8 th
AA			+33
W			+10
H			+20
ED			+25
SE			+48
LEP			+61

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 science TEKS examining results of teacher-made tests and district SFAs.	AR CE T1	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2 Utilize "summarizing and note taking" (Marzano) strategies in the science classroom to promote student success.	AR CE SD T1 T	Groups listed	DI; Department Chairs/Team Leaders; teachers	Marzano's <i>Classroom Instruction that Works</i>	Ongoing
	3 Incorporate effective science teaching strategies such as enhanced context strategies, collaborative learning strategies, and questioning strategies into the science instruction.	AR CE SD T1 T	Groups listed	DI; Department Chairs/Team Leaders; teachers	Professional Development	Ongoing

	4	Provide extended learning time for students during Power Periods, and after school tutorials until 4:20.	AR CE T1 T	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly
	5	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR CE T1	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
Teachers	1	<ul style="list-style-type: none"> Restructure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed. 	SD	6 th , 7 th , and 8 th grade Science Teams	Principal, DI; Science Department Chair, Science Team Leaders; Science teachers	Master Schedule Curriculum Guides	Daily
	2	Work vertically between 6 th , 7 th and 8 th grade to align curriculum to ensure students are getting the material necessary to pass the 8 th grade TAKS test.	SD T1	Science Department	Principal; DI; Science Department	Coordinator	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports.	PI T1	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI T1	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2007

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: #2 By May, 2008, we will increase the percentage of sixth, seventh, and eighth grade students to the level of Recognized status or higher by the amounts noted at right on the math TAKS test.

	6 th	7 th	8 th
AA	+6	+8	+23
W	+3	+4	+3
H	+2	+9	+9
ED	+3	+9	+14
SE	+8	+19	+48
LEP	+11	+39	+43

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 math TEKS examining results of teacher-made tests and district SFAs.	AR CE T1	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies that address the needs of diverse learners.	AR CE SD T1 T	Groups listed	DI; teachers	<i>The Baker's Dozen</i> Booklet	Ongoing

3	<p>Conduct frequent walk-throughs of math classrooms to check for the following:</p> <ul style="list-style-type: none"> • Students working collaboratively, discussing strategies and arguing points. • Assignments include real-world opportunities, not just worksheets. • Teachers are engaging, probing questions to students. • Students use manipulatives and technology (ExploreLearning, Agile Minds, etc). 	SD T1 T	Groups listed	Principal, DI, Math Helping Teacher; Academic Achievement Specialist; Math Department Chair; Math Team Leader; Math Teachers	Lesson Plans; Test results;	Ongoing
3	Utilize “summarizing and note taking” (Marzano) strategies in the math classroom to promote student success.	SD T	Groups listed	DI; Department Chairs/Team Leaders; teachers	Marzano’s <i>Classroom Instruction that Works</i>	Ongoing
4	Provide extended learning time for students during Power Periods, Math Advisories, and after school tutorials until 4:20.	AR CE T1 T	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly
5	Identify gaps in students’ background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR CE T1	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
6	Maintain small class size in the math classrooms.	T1	Identified students	Principal	Master schedule	Ongoing
7	Provide opportunities for 6 th , 7 th , and 8 th grade students to attend District Math Super Camps.	AR CE T1 T	Identified students	District Math Coordinator; Academic Achievement Specialist	GPC Lists	Spring 2008
8	Have every 6 th , 7 th , and 8 th grade student participate in TAKS Talks – individual conferences regarding students’ math TAKS scores		All students	Principal; DI; APs; Counselors; Academic Achievement	TAKS data	Spring 2008

					Specialists; Teachers		
	9	Provide selected students the opportunity to participate in the AMIP tutoring program.	AR CE T1 T	Identified students	Academic Achievement Specialists; Math Teachers	AMIP materials	Ongoing
Teachers	1	<ul style="list-style-type: none"> Restructure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed. 	SD	6 th , 7 th , and 8 th grade math teams	Principal, Director of Instruction; Math Department Chair, Math Team leaders; Math teachers	Master Schedule Curriculum Guides	Daily
	2	Schedule the math helping teacher to work with 6 th , 7 th and 8 th grade math teams.	SD T1	6 th , 7 th , and 8 th grade math team	Math Helping Teacher, Academic Achievement Specialist; Math Department Chair	Coordinator	Two day per week
	3	Utilize Quantum Learning Strategies	SD T	6 th , 7 th , and 8 th grade math teams	Math Teachers	Quantum Learning Training	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV	PI T1	Parents of Identified Students	Teachers	Progress Reports; Report Cards; PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI T1	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2007

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

Campus Objective: #3 By May, 2008, we will increase the percentage of sixth, seventh, and eighth grade students to the level of Recognized status or higher by the amounts noted at right on the reading TAKS test.

	6 th	7 th	8 th
AA	+1	+6	+1
W	+1	+1	+2
H	+1	+4	+2
ED	+2	+5	+3
SE	--	+37	+11
LEP	+35	+37	+31

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 reading TEKS examining results of teacher-made tests and district SFAs.	AR CE T1	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as <i>The Baker's Dozen</i> .	AR CE SD T1 T	Groups listed	DI; teachers	<i>The Baker's Dozen</i> booklet	Ongoing
	3	Implement the READ 180 program to assist struggling learners.	AR CE T1 T	Identified Students	Principal; DI; Reading teachers	READ 180 materials	Ongoing
	4	Provide extended learning time for students during Power Periods and after school tutorials until 4:20.	AR CE T1	Identified students	Principal; DI; Academic Achievement	Tutorial packets	Weekly

			T		Specialist; teachers		
	5	<p>Conduct frequent walk-throughs of reading classrooms to check for the following:</p> <ul style="list-style-type: none"> Teachers working with small groups on specific reading skills. Lessons use fluency and decoding materials. Appropriate curriculum is being used in both general and special education. Teaching showing students how to make connections between and among text selections. Teachers using "Think Alouds" with students. 	SD T1	Groups listed	Principal, DI, Math Helping Teacher; Academic Achievement Specialist; Math Department Chair; Math Team Leader; Math Teachers	Lesson Plans; Test results;	Ongoing
	6	Incorporate DEAR time for 15 minutes per day during 4 th period to encourage pleasure reading for all students.		All students and staff	Principal	Books and magazines	Ongoing
	7	Provide selected students the opportunity to participate in the ARIP tutoring program.	AR CE T1 T	Identified students	Academic Achievement Specialists; Reading Teachers	ARIP Materials	Ongoing
Teachers	1	<ul style="list-style-type: none"> Restructure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed. 	SD	6 th , 7 th , and 8 th grade Reading and Language Arts teams	Principal, DI; Reading & LA Department Chair, Reading & LA Team leaders; Reading & LA teachers	Master Schedule Curriculum Guides	Daily
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV	PI T1	Parents of Identified Students	Teachers	Progress Reports; Report Cards; PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI T1	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2007

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 of seventh students to the level of Recognized status or higher by the amounts noted at right on the writing TAKS test.

	6 th	7 th	8 th
AA		+1	
W		+1	
H		+3	
ED		+1	
SE		+6	
LEP		+3	

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 writing TEKS examining results of teacher-made tests and district SFAs.	AR CE T1	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as <i>The Baker's Dozen</i> .	AR CE SD T1	Groups listed	DI; teachers	<i>The Baker's Dozen</i> Booklet	Ongoing
	3	Provide extended learning time for students during Power Periods and after school tutorials until 4:20.	AR CE T1	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly
	4	Increase the number of 3's and 4's on the written composition through individual writing conferences		All Students	7 th grade Language Arts Teachers	Writing samples	Fall

Teachers	1	<ul style="list-style-type: none"> Restructure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed. 	SD	7 th grade LA team	Principal, DI; LA Department Chair, 7 th grade LA teachers	Master Schedule Curriculum Guides	Daily
	2	Provide opportunity for teachers to score writing papers together to improve consistency among the 7 th grade team.	SD	7 th grade LA team	7 th grade LA teachers	Six Traits of Writing Training	Fall 2007
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV	PI T1	Parents of Identified Students	Teachers	Progress Reports; Report Cards; PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI T1	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2007

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: #5 By May, 2008, we will increase the percentage of eighth grade students to the level of Recognized status or higher by the amounts noted at right on the social studies TAKS test.

	6 th	7 th	8 th
AA			+2
W			+1
H			+1
ED			+1
SE			+3
LEP			+24

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 social studies TEKS examining results of teacher-made tests and district SFAs.	AR CE T1	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Utilize "summarizing and note taking" (Marzano) strategies in the social studies classroom to promote student success.	AR CE SD T1	Groups listed	DI; Department Chairs/Team Leaders; teachers	Marzano's <i>Classroom Instruction that Works</i>	Ongoing
	3	Incorporate effective social studies teaching strategies such as <i>The Baker's Dozen</i> .	AR CE SD T1	Groups listed	DI; Department Chairs/Team Leaders; teachers	<i>The Baker's Dozen</i> Booklet	Ongoing

	4	Provide extended learning time for students during Power Periods, and after school tutorials until 4:20.	AR CE T1	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly
	5	Conduct frequent walk-through in the social studies classroom to check for the following: <ul style="list-style-type: none"> • Monitor the use of the “Interactive Notebook” • Teachers providing opportunities for students to process and apply their learning. • “Signature lessons” in the 8th grade classrooms are used as designated and where indicated in the curriculum. • Teachers offering lessons that are interactive and engaging. • The integration of technology. 	SD T1	Groups listed	Principal, DI, Academic Achievement Specialist; Social Studies Department Chair; Social Studies Team Leader; Social Studies Teachers	Lesson Plans; Test results;	Ongoing
	5	Identify gaps in students’ background knowledge in social studies, and use direct vocabulary instruction to accelerate growth.	AR CE T1	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
Teachers	1	<ul style="list-style-type: none"> • Restructure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. • Ensure the district scope and sequence is being followed. 	SD	6 th , 7 th , and 8 th grade Social Studies Teams	Principal, DI; Social Studies Department Chair, Social Studies Team Leaders; Social Studies teachers	Master Schedule Curriculum Guides	Daily
Parents	1	Keep parents up-to-date on their child’s progress through phone calls, emails, progress reports.	PI T1	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI T1	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2007

Areas to Improve

District Priority:	1C	Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy, and drug-free.
Area of Focus:		PE
Campus Objective:	#6	By May, 2008, 95% of the students participating in PE will have mastered the goals of the class.
Formative/Summative Evaluation:		District-developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS examining results of teacher-made tests and district SFAs.	AR CE T1	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Utilize "summarizing and note taking" (Marzano) strategies in the classroom to promote student success.	AR CE SD T1	Groups listed	DI; Department Chairs/Team Leaders; teachers	<i>Marzano's Classroom Instruction that Works</i>	Ongoing
	3	Incorporate effective teaching strategies such as <i>The Baker's Dozen</i> ..	AR CE SD T1	Groups listed	DI; Department Chairs/Team Leaders; teachers	<i>The Baker's Dozen Booklet</i>	Ongoing
Teachers	1	Ensure the District Scope and Sequence is being followed	SD	All Students	Principal, DI; Electives and PE Department Chair, Electives and PE teachers	Curriculum Guides	Daily
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports.	PI T1	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing

Areas to Improve

District Goal:	1	Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
Area of Focus:		Electives
Campus Objective:	#7	By May, 2008, 95% of the students participating in an Elective class will pass the course.
Formative/Summative Evaluation:		District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS examining results of teacher-made tests and district SFAs.	AR CE T1 T	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Utilize "summarizing and note taking" (Marzano) strategies in the classroom to promote student success.	AR CE SD T1	Groups listed	DI; Department Chairs/Team Leaders; teachers	<i>Marzano's Classroom Instruction that Works</i>	Ongoing
	3	Incorporate effective teaching strategies such as <i>The Baker's Dozen</i> .	AR CE SD T1 T	Groups listed	DI; Department Chairs/Team Leaders; teachers	<i>The Baker's Dozen</i> Booklet	Ongoing
Teachers	1	Ensure the District Scope and Sequence is being followed	SD	All Students	Principal, DI; Electives and PE Department Chair, Electives and PE teachers	Curriculum Guides	Daily
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports.	PI T1	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing

*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
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.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Truitt Middle School
Robert Hull
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

X (1) Truitt 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])

X (2) The Truitt 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. (middle school and high school)
- ✓ (g) included strategies for improving student attendance.
- ✓ (h) included strategies for improving the campus's completion rate. (high school)
- ✓ (i) provided for a program to encourage parental and community involvement at the campus.
- ✓ (j) included goals and methods for violence prevention and intervention on campus.
- ✓ (k) 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).

X (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.

X (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	Name of CPOC Member	Position
Robert Hull	Principal	Tee Allen Taylor	Parent 1
Jill Smith	Director of Instruction	Cyndi Cox	Parent 2
		Rebecca Gates	Parent 3
Laura Alexander-Wilson	Teacher 1- Social Studies	Cynthia Hosseini	Parent 4
Christine Allen-Jackson	Teacher 2 - Math	Carvel Mansour	Parent 5
Carol Campbell	Teacher 3 – Language Arts	Jill Richardson	Parent 6
Shahana Gopalani	Teacher 4 - Special Education	Deanda Thoman	Parent 7
Cheri Lafferty	Teacher 5 - Electives	Yolanda Waxman	Parent 8
Glynis Nerren	Teacher 6 - PE		
Wendee Orton	Teacher 7 - Reading	Marci Keller	Community resident 1
Trenn Russell	Teacher 8 - Math	Deepak Lumba	Business representative 1
Cathy Schell	Teacher 9 - Science		
		Deanna Swenke	District Representative
Teresa Bell	Non-teaching professional 1		
Terry Schexnaider	Non-teaching professional 2		

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 12, 2007	3:15 – 4:15	Truitt Middle School Library
2	November 8, 2007	7:00 – 9:00	Truitt Middle School Library – Public Meeting
3	January 23, 2008	3:15 – 4:15	Truitt Middle School Library
4	April 3, 2008	3:15 – 4:15	Truitt Middle School Library
5	May 14, 2008	3:15 – 4:15	Truitt Middle School 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

X (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.	

X (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

X (3)	Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by 25% .		
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.	
Summative	At the end of the school year, the percent of parents and community members attending PTO 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

X	(4)	Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 20% 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.	

X	(5)	Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 20% 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 hallway and classroom disruptions .	
Strategy		Implement and monitor the school-wide safety and security plan.	

X	(6)	Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 95% .			
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

X (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.

X (8)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be .2% or less with no student group exceeding 1% .	
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.

X (9)

Attendance Goal	
For 2007 - 2008, the ADA student attendance will be at or above 98% .	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

CIP PART III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- ✓ 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- ✓ 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
- ✓ 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- ✓ 4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- ✓ 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- ✓ 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- N/A 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- ✓ 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- ✓ 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- ✓ 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART III: ASSURANCE ADDENDUM

Truitt 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	