

**2008-2009
Campus Improvement Plan
for
Willbern Elementary**

Cypress-Fairbanks Independent School District

“Catch the W.A.V.E. – We All Value Education”

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Willbern Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Willbern Elementary includes 69 teachers, 24 paraprofessionals, and 3 administrators. The student population is 21% White, 13% African American, 42% Hispanic, 23% Asian, and .2% Native American. Forty-four percent of students who attend Willbern Elementary qualify for free or reduced lunch. The mobility rate for students at Willbern Elementary is 11.3%.

In accordance with Texas state legislative requirements, the staff at Willbern Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2008-09 school year including: African American students in 3rd grade math (73%), and 4th grade reading (68%); students who are economically disadvantaged in 5th grade science (71%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Willbern Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (97.2%), Hispanic (97.0%), White (96.2%), and students who are economically disadvantaged (96.8%). Efforts will also be made to increase teacher retention at Willbern Elementary.

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Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	TAKS Demographic Performance Summary	Gr. 3 94% Passed 40% Commended Gr. 4 87% Passed 27% Commended Gr. 5 89% Passing 36% Commended
		Writing	TAKS Demographic Performance Summary	Gr. 4 92% Passed 23% Commended
		Math	TAKS Demographic Performance Summary	Gr. 3 86% Passed 38% Commended Gr. 4 96% Passed 36% Commended Gr. 5 93% Passing 56% Commended
		Science	TAKS Demographic Performance Summary	Gr. 5 83% Passed 45% Commended
	Subgroups	All	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 3 Recognized in Math Gr. 4 Exemplary in Writing and Math Gr. 4 Recognized in Reading Gr. 5 Exemplary in Math Gr. 5 Recognized in Reading and Science
		AA	TAKS Demographic Performance Summary	Gr. 3 Recognized in Reading Gr. 4 Exemplary in Writing and Math Gr. 5 Recognized in Reading, Math and Science
		H	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 3 Recognized in Math Gr. 4 Exemplary in Math and Reading Gr. 4 Recognized in Writing Gr. 5 Exemplary in Math Gr. 5 Recognized in Reading and Science
		W	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading and Math Gr. 4 Exemplary in Math Gr. 4 Recognized in Reading and Writing Gr. 5 Exemplary in Reading, Math and Science
		ED	TAKS Demographic Performance Summary	Gr. 3 Recognized in Reading & Math Gr. 4 Exemplary in Math and Writing Gr. 4 Recognized in Reading Gr. 5 Recognized in Reading and Math
		LEP	TAKS Demographic Performance Summary	Gr. 3 Recognized in Reading Gr. 4 Exemplary in Math Gr. 5 Recognized in Math
		SE	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 3 Recognized in Math Gr. 4 Recognized in Math

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Area of Focus: Student Safety

District Priority:	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
Campus Objective:	For 2008 – 2009, the discipline referrals for Inappropriate Physical Contact & Excessive Talking/Acting Out will be reduced by 10%+ from the previous school year.
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Choose appropriate behavior by reviewing and practicing BBR social skills.	VP	All	Teachers, Counselors & Admin.	BBR Posters	Ongoing
	2 Understand and follow the Willbern Rules posted in every classroom.	VP	All	Teachers, Counselors & Admin.	Classroom Rules	Ongoing
	3 Attend grade level code of conduct meetings to know and understand the Student Code of Conduct.	VP	All	APs	Student Code of Conduct	September
	4 Fifth grade students will continue to participate in DARE in order to receive information about healthy alternatives to drugs and alcohol.	VP AR	All	5 th Grade Teachers, DARE Officer	DARE Curriculum	Fall '08 (Six Weeks)
	5 Earn positive incentives for consistent and exceptional behavior – school-wide and in the classroom.	VP	All	Teachers, Counselors & Admin.	Incentives	Ongoing
Teachers	1 Effectively implement classroom management strategies, such as BBR, Willbern Rules and Ready, Set, Go procedures.	VP	All	Teachers & Admin.	Posters & Lesson Plans	Ongoing
	2 Review and know the Student Code of Conduct (COC).	VP	All	Teachers & Admin.	COC	Ongoing
	3 Increase staff training in BBR, Quantum Learning and Capturing Kids' Hearts strategies.	VP SD	All	Admin.	BBR	Ongoing
	4 Teachers will follow a school-wide procedure for dismissal that includes the use of transportation checklists and cards.	VP	All	All Staff	Bus line rosters, bus cards, Walkie-talkies	Ongoing

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	5	Maintain positive, respectful relationships with students and parents.	VP	All	Teachers	Communication Log	Ongoing
Parents	1	Increase awareness and understanding of the Student Code of Conduct and school-wide rules. T1-6	VP PI	All	Admin.	COC	Parent Information Packets, Curriculum Nights & Ongoing
	2	Create an action plan to decrease inappropriate behaviors with child, teacher, and/or administrators	VP PI	Parents of Identified students	Teachers, counselor, administrators	Behavior Intervention Plans	Ongoing
	3	Communicate with teachers regarding their child's behavior through: a. weekly communication card b. phone calls c. conferences d. notes e. office interventions/referrals	VP PI	All students	Teachers, counselor, administrators	Report cards, progress reports, Discipline data	Weekly

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Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	For 2008 – 2009, the ADA student attendance will be at or above 97%.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Earn a certificate at the end of each six weeks (classroom) and at the end of the year (awards ceremony) for perfect attendance.	AR	All	Teachers, attendance secretary, principal	Certificates	Each 6 weeks
	2 Announce perfect attendance at the end of each grading period to recognize classes with 100% attendance.	AR	All	Administrators, attendance secretary	Attendance Records	Each 6 weeks
Teachers	1 Monitor student tardies and consult with the AP to develop an intervention plan if necessary.	AR	All	Teachers & APs	Attendance Records	Ongoing
	2 Call students who are absent 3 consecutive days.	AR	All	Teachers	Attendance Records	Ongoing
Parents	1 Stress the importance of regular school attendance through newsletters, phone calls, conferences, email and notes. T1-6	AR PI	All	Teachers & Admin.	School and class communications	Curriculum Nights & Ongoing
	2 Receive attendance letters when absences/tardies exceed acceptable levels	AR, PI	All	Attendance Secretary, Assistant Principals	Attendance Rosters	Each 6 weeks

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	100	100	82	90	85
All	89	89	83	90	85
Eco.Dis.	80	83	71	90	77
Hispanic	78	82	77	90	81
LEP	55	75	44	90	75
LEP M1	83	85	--	--	--
LEP M2	76	81	89	90	90
Spec.Ed.	89	89	36	90	75
White	98	99	95	100	97

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of this group which resulted in the campus using the exceptions provision.

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted at the right or greater) of students demonstrating proficiency on TAKS science (5th grade).

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be expected to develop organizational and study skills through the following methods: a. use of the study guide b. warm ups c. flashcards d. homework e. note taking f. summarizing T1-2	AR	All	Teachers, Instructional Specialist, Title I Teacher	Student Journals, CFISD Study Guides	Ongoing
	2 Students show mastery of science TEKS through the following methods: a. Cooperative grouping b. Answering high level thinking questions c. Graphic organizers and non-linguistic representations d. Engaging in hands-on experiments e. Testing hypotheses f. Drawing conclusions g. Vocabulary development h. Making connections to real-life examples i. Using science journals T1-2	AR	All	Teachers, IS, Title I & Admin.	CFISD Academic Vocab. List, Curriculum Guides, Lesson Plans & Classroom Observations	Ongoing
	3 Provide intense science review for fifth graders using teacher experts from other grade levels to review targeted objectives.	AR CE T1	All 5 th grade students	Teachers, IS & Admin., Title I	Science Curriculum	2 nd semester
	4 Provide extended learning opportunities such as Science Bowl, Helping Teachers, Saturday School, and recess tutorials T1-9	AR CE T1	All 5 th grade students	Teachers, IS & Admin., Title I	Science Curriculum	Ongoing
	5 Use the problem solving strategy, SQ-RQ-CQ, on warm-ups, homework, unit tests, benchmarks and TAKS. T1-2	AR	All	Teachers, IS & Admin., Title I	Lesson Plans & Classroom Observations	Ongoing

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	6	Provide small group instruction for identified struggling students targeting LEP, monitored, and special education students.	AR CE	Identified students	Teachers, IS & Admin., Title I	Data from benchmarks and report cards	Ongoing
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Teachers	1	Develop and refine students' scientific concepts and processes, critical/creative-thinking skills, and long-term memory through the following methods; a. Active, challenging lessons b. Quantum Learning strategies c. Vocabulary enrichment activities d. Science journals e. Higher Order Thinking Skills questions f. SQ-RQ-CQ strategies g. Integrate reading, writing, and math into science units h. Strategies for non-fiction reading	AR T1	All	Teachers, IS, Title I & Admin.	Scope and Sequence, Curriculum Guide, Lesson Plans	Ongoing
	2	Increase student proficiency by monitoring the use of the science study guides, district provided homework and weekly planners outside of the classroom (Marzano). T1-2	AR	All	Teachers, IS, Title I & Admin	Lesson Plans & Classroom Observations	Ongoing
	3	Monitor and protect the instructional time allocated for science (1 hour daily).	AR	All	Admin.	Teacher Schedules & Weekly Agenda	Ongoing
	4	Disaggregate data from unit tests, benchmarks and CBA tests to determine concepts that need to be taught again and students that need extra assistance. T1-8	AR	H, AA, ED & LEP	Teachers, IS, Title I & Admin .	Item Analysis Data & Student Reports	Ongoing
	5	Hyper-monitoring walk-through visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction and promote teacher reflection.	AR	Teachers	Leadership Team	Walk-through Forms	Daily
Parents	1	Monitor their child's progress by reviewing the daily planner, homework, newsletters and notes. T1-6	PI	All	Teachers	School Communication	Ongoing
	2	Participate in TAKS Science Nights and Family Science Nights.	PI T1	All	Teachers, IS, Title I & Admin.	Parent Attendance Rosters	January & March
	3	Utilize the highlighted study guides to support students when studying for tests.	PI	All	Teachers	District Science Study Guides	Ongoing

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	4	Encourage parents to reinforce the Science curriculum by Relating the importance of Science Camps and other campus enrichment/tutorial activities that occur outside the regular school day.	PI T1	H, AA, ED & LEP	Teachers, IS, Title I & Admin	School Communication	Ongoing
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Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Reading

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	88	89	86	90	87	62	75	68	90	75	93	95	82	90	85
All	93	95	94	100	96	77	81	87	90	88	96	97	89	90	90
Eco.Dis.	88	89	89	90	90	62	75	82	90	85	96	97	80	90	83
Hispanic	89	89	92	100	95	72	78	90	100	93	92	95	85	90	87
LEP	83	85	88	90	89	31	75	75	90	80	70	77	68	90	75
LEP M1	100	100	100	100	100	76	81	100	100	100	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	92	95	100	100	100	43	75	67	90	75	100	100	33	90	75
White	96	97	100	100	100	83	85	87	90	88	100	100	95	100	97

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS reading and language arts.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
1	<p>Students will show mastery of reading/language arts TEKS through the following methods:</p> <ul style="list-style-type: none"> a. Increased time for sustained silent reading b. Cooperative grouping/pair share c. Vocabulary development d. Increased fluency e. Book talks f. Neuhaus and Words Their Way activities g. Improvement in the area of high frequency words h. Learning to select books on the appropriate reading level T1-2 	AR CE T1	All Students	Teachers, Administrators, Instructional Specialist, Title I Teacher, Reading Enrichment Teacher, SGRI Teacher	Benchmarks, Diagnostic Testing, Resource Center	Ongoing

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	2	Provide opportunities to build background knowledge and schema through read-a-louds, guest speakers, technology And real world experiences.	AR, T, CE	All	Teachers, Technology & IS	Lesson Plans & Classroom	Ongoing
	3	Strengthen reading comprehension (i.e. main idea, inferencing, vocabulary development and drawing conclusions) through the use of research-based strategies that are proven to be successful for H, AA and ED students. T1-2	AR, CE, T1	3 rd , 4 th & 5 th Grade, SPED	Teachers, Reading Specialists, IS, Title I & Admin.	CFISD Units of Study, Lesson Plans, Classroom Observations	Ongoing
	4	Actively participate in extended learning opportunities: recess tutoring, Saturday Camps and supplemental instruction. T1-9	AR, CE, T1	H, AA, ED, SPED, LEP	Teachers, Title I. Technology, IS & Admin.	Student Attendance Rosters	Ongoing
Teachers	1	Ensure TEKS based instruction through the following methods: a. Balanced Literacy b. Guided reading groupings c. Specific vocabulary instruction d. Mini lessons with anchor charts e. Increased sustained silent reading time f. Quantum Learning strategies g. Information on Dyslexia h. Provide students with multiple strategies for phonics and decoding words: Words Their Way, Neuhaus and Spalding. i. District model lessons j. Analyze assessment data to ensure alignment of instruction & objectives k. Technology integration (LoTi, AR) l. Best practices weekly strategies (Marzano, etc.) T1-2	AR, CE, SD, T, T1	All students	Teachers, IS, Title I & Admin.	Posted Schedules, Lesson Plans, Guided Reading and Strategies Grouping Lists, Observations	Ongoing
	2	Improve overall passing rate on TAKS reading by regularly analyze assessment data in order to ensure alignment between daily instructional and critical TEKS objectives. T1-8	AR, T1	3 rd , 4 th & 5 th Grade, SPED	Teachers, IS, Title I & Admin.	Student Data, Lesson Plans, & Classroom Observations	Ongoing
	3	Implement and monitor the One Way Dual Language Program.	AR	Pre-K, K, 1	Teachers & Admin.	Daily Schedules & Classroom Observation	Ongoing
	4	Strengthen the independent reading levels of 2 nd grade students through the use of small-group instruction and	AR	2 nd Grade	Teachers, IS, Title I	Lesson Plans, Daily Schedules, and Classroom	Ongoing

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		increased time for daily sustained reading.			Administration	Observation	
	5	Hyper-monitoring walk-through visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction and promote teacher reflection.	AR	Teachers	Leadership Team	Walk-through Forms	Daily
	6	Collaborate with instructional leaders in the selection of literature selections for the literacy library and the school library.	AR, T1	Teachers	Administrators, Instructional Specialist, Title I Teacher, Title I Committee, Classroom Teachers	Variety of leveled reading materials	Ongoing
Parents	1	Communicate with parents on their child's progress through the daily planner, phone calls, conferences, newsletters and notes. T1-6	PI	All	Teachers	Brown Folders & Teacher Communication Logs	Ongoing
	2	Encourage parents to attend after-school reading events: Partners In Print, TAKS Reading Nights and Family Reading Night.	PI, CE, T1	H, AA, ED, SPED, LEP	Teachers, Title I Teacher, IS & Admin.	Parent Attendance Rosters	October & February

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Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	76	81	73	90	79	84	86	94	100	96	100	100	82	90	85
All	83	85	86	90	87	89	89	96	100	97	96	97	93	100	95
Eco.Dis.	76	81	80	90	83	78	82	96	100	97	96	97	87	90	88
Hispanic	73	79	82	90	85	84	86	95	100	97	92	95	93	100	95
LEP	71	77	79	90	83	69	76	93	100	95	70	77	89	90	90
LEP M1	100	100	94	100	96	85	87	100	100	100	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	60	75	86	90	87	--	--	83	90	85	90	93	40	90	75
White	87	88	95	100	97	96	97	95	100	97	100	100	95	100	97

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS mathematics.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1</p> <p>Students will show mastery of mathematics TEKS through the following methods:</p> <ul style="list-style-type: none"> a. Four step process for problem-solving including justification of answers b. Use of manipulatives c. Cooperative groups d. Technology integration e. Problem solving with real life application f. Understanding vocabulary g. Knowing math facts for appropriate grade level 	AR T CE T1	All Students	Teachers, Instructional Specialist, Title I Teacher	Math Coaches, District Curriculum, Staff	Ongoing

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		h. Vocabulary development T1-2					
	2	Monitor each student's progress by examining the results of district quizzes, district benchmarks, CBAs and TAKS. T1-8	AR	All	Teachers, IS, Title I Teacher & Admin.	Grade book & Test Data	Every 3 Weeks
	3	Provide extended learning opportunities: recess tutoring, after-school tutoring, Saturday Camps, supplemental instruction, and AMIP teachers. T1-9	AR, CE	All	Teachers, Math Helping Teacher, AMIP, IS & Admin.	Student Attendance Rosters	Ongoing
	4	Apply the Window Pane problem solving strategy on warm-ups, classroom practice, homework, district quizzes, CBAs, benchmarks and TAKS. T1-2	AR	All	Teachers, IS & Admin.	Classroom Observations	Ongoing
	5	Develop individualized goals that will target areas of needed growth which will be reassessed after district benchmarks and CBAs.	AR, CE	All, SPED	Teachers, Math Coaches, Title I Teacher, IS	Student Goal Sheets	Ongoing
	6	Provide small group instruction for identified struggling students especially in third grade.	AR, T1	Identified students	Teachers, IS, Title I Teacher & Admin.	Data from benchmarks, classroom observation	Ongoing
Teachers	1	Schedule the Math coach to work with 1 st -5 th grade levels to reinforce the curriculum. T1-4	AR	All	Teachers, IS & Admin.	Weekly Agendas	Bi-Weekly
	2	Increase student proficiency by monitoring the use of district provided homework - DMH (Marzano).	AR	All	Teachers, IS & Admin.	Lesson Plans	Ongoing
	3	Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans. T1-8	AR, T1	AA, ED, H, SPED	Teachers, IS, Title I Teacher & Admin.	Lesson Plans & Classroom Observations	Ongoing
	4	Attend the Quantum Learning staff development workshop. Use QL strategies during instruction time. T1-4	SD	Grades PK-5	Teachers, IS	QL Materials, Observation	Ongoing
	5	Utilize Quantum Learning Strategies: Colors, Music and VAK to strengthen classroom instruction.	AR, SD	All	Teachers, IS & Admin.	QL Binders, Staff Development Rosters & Classroom Observations	Ongoing
	6	Hyper-monitoring walk-through visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction and promote teacher reflection.	AR	Teachers	Leadership Team	Walk-through Forms	Daily
Parents	1	Communicate with parents on their child's progress through the daily planner, phone calls, conferences, newsletters and notes. T1-6	PI	All	Teachers	Teacher Communication	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

2	Encourage parents to reinforce the Math curriculum by relating the importance of learning addition, subtraction and multiplication facts outside the regular school day.	PI T1	All	Teachers, IS, Title I Teacher & Admin.	Letters/ Conferences	Ongoing	
3	Encourage parents to attend after-school Math events: TAKS Math Night and Family Math Night. Provide parents with training classes and take home materials that will model ways to work with their child at home.	PI T1	H, AA, ED, LEP & SPED	Teachers, IS, Title I Teacher, & Admin.	Parent Attendance Rosters	November & February	
4	Provide resources like the district math website (vocabulary, power points, Scope and Sequence) and flash cards that help reinforce classroom instruction.	PI, T, T1	All	Teachers, IS, Title I Teacher	District Resources	Ongoing	

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Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	89	89	94	100	96
All	90	93	92	100	95
Eco.Dis.	84	86	91	100	94
Hispanic	89	89	87	90	88
LEP	54	75	79	90	83
LEP M1	94	96	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	69	90	76
White	83	85	89	90	90

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted at the right or greater) of students demonstrating proficiency on TAKS writing (4th grade).

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
1	<p>Students will become an effective writer in all grades through:</p> <ul style="list-style-type: none"> a. Engaging in Six Traits of Writing activities b. Daily writing across disciplines c. The completion of a minimum of 18 writing samples/compositions per year (3 per six weeks) d. The use of appropriate technology programs and keyboarding e. Conferring with a teacher or peer f. Practice of usage, mechanics, spelling, revision, and editing g. Explicit instruction in elaboration and vocabulary building 	AR	All	Teachers, At-Risk Specialist, IS & Admin.	6 Traits of Writing, CFISD Units of Study, Writing Samples, Lesson Plans & Classroom Observations	Ongoing

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	2	Monitor each student's progress by examining the results of anecdotal notes gathered through individual conferences, WHALES meetings, benchmarks, CBAs and TAKS. T1-8	AR	LEP	Teachers, At-Risk Specialist, IS & Admin.	Anecdotal Notes, Benchmarks, CBAs, TAKS	Ongoing
	3	Students will improve their writing composition scores earned on TAKS to at least a rating of 2.	AR	4 th Grade	4 th Gr. Teachers, At-Risk Specialist, IS & Admin.	Writing Samples, Lesson Plans	Ongoing
	4	Actively participate in extended learning opportunities: recess tutoring, Saturday Camps, supplemental instruction, At-Risk and Instructional Specialist. T1-6	AR T1	4 th Grade	Teachers & IS	Student Attendance Rosters	Ongoing
	5	Improve skills in usage, mechanics, spelling, revision and editing identified as weak on benchmarks.	AR	2 nd , 3 rd & 5 th Grade	Teachers, At-Risk Specialist, IS & Admin.	Writing Samples, Lesson Plans	Ongoing
Teachers	1	Collect and review 18 samples/composition per year to monitor growth in student writing.	AR	All	Teachers, At-Risk Specialist, IS & Admin.	Composition Analysis Forms	Ongoing
	2	Provide daily writing opportunities on self-selected and teacher-selected prompts during Writer's Workshop.	AR	All	Teachers, At-Risk Specialist & IS	CFISD Units of Study, Lesson Plans	Ongoing
	3	Provide students with multiple strategies for spelling and decoding words: Words Their Way, Neuhaus and Spalding.	AR	All	Teachers, IS & Admin.	Lesson Plans, Classroom Observations	Ongoing
	4	Give opportunities for weekly usage, mechanics, revision and editing practice.	AR	All	Teachers, IS & Admin.	Lesson Plans, Classroom Observations	Ongoing
	5	Emphasize connection between reading and writing through Reading and Writing Workshops.	AR	All	Teachers	CFISD Units of Study	Ongoing
	6	Identify student composite scores on 2008 TELPAS and implement interventions for students to grow at least one proficiency level.	AR, CE	LEP	Teachers, At-Risk Specialist, IS & Admin.	TELPAS Roster, Lesson Plans & Classroom Observations	Ongoing
	7	Strengthen writing compositions through mini-lessons focusing on the connection, teach, active involvement and link during Readers' Workshop.	AR	All	Teachers, IS & Admin.	CFISD Units of Study, Lesson Plans & Classroom Observations	Ongoing
	8	Present mini-lessons to improve student TOP scores and reaching "advanced high".	AR, CE	LEP	Teachers, AT-Risk Specialist, IS & Admin.	Lesson Plans, Classroom	Ongoing

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	9	Utilize Quantum Learning Strategies: Graphic Organizers, Colors, Music and VAK to strengthen writing instruction.	AR, SD	All	Teachers, IS & Admin.	QL Binders, Staff Development Rosters, Classroom Observations	Ongoing
	10	Ensure more students reach the “advanced high” rating in writing and exit the program by monitoring student writing. Teachers teaching ELL students should provide a TAKS score and a TELPAS score on writing compositions.	AR	LEP	Teachers, At-Risk Specialist, IS & Admin.	Scored Writing Samples, Lesson Plans	Ongoing
	11	Hyper-monitoring walk-through visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction and promote teacher reflection.	AR	Teachers	Leadership Team	Walk-through Forms	Daily
Parents	1	Communicate with parents on their child’s progress through the daily planner, phone calls, conferences, newsletters and notes. T1-6	PI	All	Teachers	Teacher Communication Logs	Weekly
	2	Encourage parents to reinforce weekly homework writing activities.	PI	All	Teachers	Student Planners, Notes, Emails	Weekly

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Area of Focus: Social Studies

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective	#6	By May 2009 Willbern Elementary students will increase the percentage or maintain exemplary standard on district benchmarks in Social Studies by the 3 rd test.
Formative/Summative Evaluation:		District-developed Tests

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be expected to develop organizational and study skills through the following methods: a. Interactive student notebook for grades 3, 4, 5 b. Vocabulary webs for grades 1 – 5 c. Study guides with highlighting d. Warm ups e. Flashcards f. Homework g. Note taking h. Summarizing i. Study guides	AR	All Students	Teachers, Administrators	Lesson Plans, Curriculum Guide, District study guide	Each six weeks
	2 Students in the Read 180 curriculum will receive Social Studies in the Read 180 classroom. T1-5	AR	5 th grade Read 180 students	Assistant Principals, Read 180 teachers	Lesson Plans, Schedules	Daily
Teachers	1 Ensure TEKS based instruction through the following methods: a. Journal writing b. Core vocabulary development c. Interactive Student Notebook training d. Higher Order Thinking questions e. Make connections to social issues f. Strategies for non-fiction reading	AR, SD, T	All Students	Teachers, Administrators, Social Studies liaison, Fine Arts	Lesson Plans, District training, Curriculum Guide, Scope and Sequence	Ongoing

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		<ul style="list-style-type: none"> g. Graphic organizers and drawing non-linguistic representations h. Technology i. Primary Sources training j. Extend social studies curriculum through fine arts curriculum 					
	2	Monitor that teachers use district lesson and provide thirty minutes of direct social studies and 15 minutes of integrated social studies/language arts daily.	AR	3 rd , 4 th , 5 th grade teachers	Teachers, Administrators, Instructional Specialist	Lesson Plans, Classroom Observation, Curriculum Guide	Daily
Parents	1	<p>Create an opportunity to attend parent information nights:</p> <ul style="list-style-type: none"> a. Curriculum Night PPCD – 5 T1-6 	AR	All Students	Teachers, Administrators	Schedule of events, Publication in weekly parent communication	Fall Semester
	2	Create the opportunity for involvement through the weekly communication folder, review of the student planner, review and study for tests, and homework completion	AR	All Students	Teachers, Administrators	Weekly folder, Parent Conferences	Ongoing

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Area of Focus: Campus Culture

District Priority:	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
Campus Objective:	To promote a school environment that promotes individuals and teams to think interdependently for the betterment of student achievement and to be proactive toward meeting the challenge of change.
Formative Evaluation:	Surveys, Teacher Retention Data, Organizational Health Survey

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will engage in positive activities designed to promote desired outcomes both academically and behaviorally such as student recognition for academic achievement, good conduct, and excellent attendance.	All	Teachers, Administrators, Attendance Secretary	Discipline Reports, Attendance Reports	Ongoing
	2 Participate in Quantum Learning activities presented by the teachers.	All	Teachers, Support Staff	Classroom Observation, Lesson Plans	Ongoing
Teachers	1 The OHI committee will create an organizational chart clarifying the roles of administrators and committees. The principal will share with the staff information about who to go to for assistance. T1-5	All Staff	OHI Committee, Administrators	Agendas from OHI meetings and faculty meetings	Monthly
	2 Professional Learning Communities will share issues and have healthy discussions about issues that affect the entire school. They will also help with the forecasting of potential changes that might occur within the school and district in order to plan staff development to support the staff through curricular and environmental changes.	All Staff	Teachers, Instructional Specialists, Administration	Attendance Rosters	Ongoing
	3 Promote continued staff development by offering courses on campus which directly focus on campus needs. Seek input from staff members through electronic surveys to identify professional development interests.	All Staff	Teachers, Instructional Specialists, Administration	Online surveys, Attendance Rosters	Ongoing
	4 Establish group norms that help members of the different teams at Willbern Elementary School to function primarily in OHI Stages 3-6.	All Staff	OHI Committee, Administrators	OHI Information	September

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	5	Teachers will utilize Quantum Learning strategies in the classroom designed to engage students in learning.	All Teachers	Teachers	Classroom Observation, Lesson Plans	Ongoing
	6	Teachers will be given the opportunity to apply to attend the Capturing Kids' Hearts three day workshop.	Selected Teachers	Teachers, Administrators	Professional Development Transcripts	First Semester
Parents	1	Parents will provide feedback through Title I surveys and Title I Home/School Compact. T1-6	All Parents	Administrators, IS, Title I Teachers	Survey Feedback	Second Semester
	2	Principal's Coffees will be offered during the school year to promote parental involvement as well as open lines of communication between home and school. Principal's Coffees will be offered both in English and in Spanish.	All Parents	Principal	Attendance Rosters	Monthly
	3	Provide communication about important school events in English and Spanish.	Spanish Speaking Parents	Translator, Administrative Team	Samples of Translated documents	Ongoing

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*** 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.

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CIP PART II: ASSURANCE ADDENDUM

Willbern Elementary
Carrie Marz, Principal
2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Willbern 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	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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). T1-10
X	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.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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CIP PART II: ASSURANCE ADDENDUM

X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7
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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Carrie Marz	Principal:
Jaylin Clinton	Teacher 1: Pre-Kindergarten
Megan McLamore	Teacher 2: Kindergarten
Sara Frost	Teacher 3: First Grade
Twila Clark	Teacher 4: Second Grade
Angela Cain	Teacher 5: Third Grade
Kathryn Grill	Teacher 6: Fourth Grade
Jessica Johnson	Teacher 7: Fifth Grade
Christy Fogtman	Teacher 8: Special Education
Brian Gilbert	Teacher 9: Large Group
Cathy Null	Non-teaching professional 1: Assistant Principal
Rose Williams	Non-teaching professional 2: Assistant Principal
Mimi Bagnasco	Parent 1:
Steve Dubaniewicz	Parent 2:
T.A. Willbern	Community resident 1:
Margie Landrum	Community resident 2:
Trent Perez	Business representative 1: Civil Tech Engineering, Inc.
Fay Cade	Business representative 2: Willie's Restaurants

CPOC Meetings* for '08 – '09

#	Date	Time	Location
1	September 10, 2008	7:30 a.m.	Resource Center
2	October 15, 2008	7:30 a.m.	Resource Center
3	November 12, 2008	7:30 a.m.	Resource Center
4	January 21, 2009	7:30 a.m.	Resource Center
5	February 25, 2009	7:30 a.m.	Resource Center
6	March 11, 2009	7:30 a.m.	Resource Center
7	April 22, 2009	7:30 a.m.	Resource Center
8	May 12, 2009	All day	Resource Center

* 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.

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CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	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) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	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.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	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.	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for inappropriate physical contact.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% . T1-3	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and

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CIP PART II: ASSURANCE ADDENDUM

					programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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CIP PART II: 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.
- 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.

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CIP PART II: ASSURANCE ADDENDUM

Willbern Elementary School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	Staff Development
19-Aug	All Staff	Campus	Staff Development
20-Aug	All Staff	Campus	Staff Development
21-Aug	Elementary/Secondary	District Staff	Staff Development
22-Aug	All Staff	Campus	Staff Development
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Staff Development
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	Staff Development
13-April *	All Staff	Campus	Staff Development
4-June	All Staff	Campus	Staff Development

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