

# EP Rayzor Elementary School



**Campus Improvement Plan 2016-17**

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## Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

## Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

# Mission, Vision, and Values

## District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

## School Mission

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

## School Vision

Cultivate a collaborative culture through the development of high performing teams.

## School Values

Integrity: We will be positive role models reflecting our ethics and character.

Balance: We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically and mentally) to ensure positive results.

Teamwork: We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

Humor: We will find joy in our daily situations, up-lift our community and create a positive environment.

Respect: We will value each individual, accepting one another with tolerance, and honoring contributions, strengths and ideas.

Empathy: We will up-lift our community and create a caring positive environment.

**WIG 1: Improve Tier 1 Instruction in order to decrease the percentage of students who qualify for Tier 2 and Tier 3 Interventions from 10% to 5% by June 2017 and increase the percentages of students scoring level 3 in each subject areas on the STAAR test 2017.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Using the Assessment/Learning Planning Cycle continue PLC's once a week to add additional time for data review and team collaboration.	Staff and Admin Lantana funds and Campus Funds			PCL meeting agendas, data review of common assessments	Data driven small group instruction, data collection	
Vertical PLC to address school-wide instructional practices (common vocabulary, problem solving, strategies/approaches)	Staff and Admin Lantana Funds and Campus Funds			PLC agendas, changes in instructional practices, Schoolwide systematic approach to instruction	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Using student and teacher data binders and FreshGrade, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and action plans for learning and enrichment.	Staff and Admin. Lantana funds and campus funds			Staff Development Agenda Student Data Binders Teacher Tracking Sheets , Use of FreshGrade	Student growth as identified on individual goal setting data, lesson planning documenting planning for acceleration, enrichment and intervention	
Utilize monthly progress monitoring of Tier II and Tier III interventions through I-station benchmarks for reading and math.	Staff and Admin I-Station Campus Funds and Lantana Funds			Progress monitoring data	I-Station benchmarks and data	
Increase technology integration through utilization of I-Pads and Chromebooks in the classroom	Lantana funds and PTA funds			Increase number of iPads, I-pad minis and Chromebooks in the classrooms	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading	Read Int Reading Recovery	SCE: \$60,000 FTEs: 1.0		Reading Intervention groups	Common Assessments, STAAR and I-Station benchmarks, ELI	

**WIG 1: Improve Tier 1 Instruction in order to decrease the percentage of students who qualify for Tier 2 and Tier 3 Interventions from 10% to 5% by June 2017 and increase the percentages of students scoring level 3 in each subject areas on the STAAR test 2017.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	staff					
Utilize 1/2 time Math Interventionist to provide support for math in grades 3-5.	Math Int	SCE: \$30,000 FTEs: 0.5		Math Intervention groups	Common Assessments, STAAR and I-Station benchmarks	
Staff Member extend their learning by attending state and national training opportunities.	Staff and Admin Lantana Funds and Campus Funds			Attendance at staff developments	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Increase staff knowledge of the Seven Strategies of Assessment for Learning with Jan Chappuis	Assessment Literacy Team Lantana and Campus Funds			Staff Development Agenda	Increased use of strategies as evidenced in classroom walk-throughs	

**WIG 2: Provide a safe, orderly and well-maintained climate for learning and encourage participation by all members of the school community, especially parents, in the continuous improvement of the educational system and school climate.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of the "The 7 Habits of Happy Kids".	Counselor Staff and Admin			Counseling visits with classrooms	Decreased office referrals resulting in increased Tier I instructional time	
Implementation of an online portfolio (FreshGrade) to communicate student learning with parents and students	Staff Students and Admin			FreshGrade Usage data	Improved community survey results reporting an increase of academic communication	
Increased choices provided to students to participate In--school Club Fridays	Special Area Staff Lantana funds			Lesson Plans and Club Rosters	Increased levels of students engagement	
100% of students meeting their Speeding To Reading goal.	All Staff Lantana Funds PTA Funds			Speeding to Read Logs	STAAR reading, ELI, SRI, I-station benchmarks, and Common Assessment scores	
Utilize PTA and WatchDOG programs to increase parental involvement.	PTA Staff Admin and Watch DOG Volunteer			Volunteer hours	Volunteer hours	



# State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All			African American			Hispanic			White			American Indian			Asian			
Reading	from		to	from		to	from		to	from		to	from		to	from	-	to	-
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	
Writing	from		to	from		to	from		to	from		to	from		to	from		to	
Science	from		to	from		to	from		to	from		to	from		to	from		to	
Social Studies	from		to	from		to	from		to	from		to	from		to	from		to	

Performance	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current+Monitored)			ELL (Current)			
Reading	from		to	from		to	from		to	from		to	from		to	from	-	to	-
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	
Writing	from		to	from		to	from		to	from		to	from		to	from		to	
Science	from		to	from		to	from		to	from		to	from		to	from		to	
Social Studies	from		to	from		to	from		to	from		to	from		to	from		to	

Participation	All			African American			Hispanic			White			American Indian			Asian			
Reading	from		to	from		to	from		to	from		to	from		to	from	-	to	-
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	
Participation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current+Monitored)			ELL (Current)			
Reading	from		to	from		to	from		to	from		to	from		to	from	-	to	-
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	

Graduation	All			African American			Hispanic			White			American Indian			Asian			
Reading	from		to	from		to	from		to	from		to	from		to	from		to	
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	
Writing	from		to	from		to	from		to	from		to	from		to	from		to	

Graduation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current+Monitored)			ELL (Current)				
Reading	from	-	to	-	from		to	from		to	from		to	from		to	from	-	to	-
Mathematics	from		to		from		to	from		to	from		to	from		to	from		to	
Writing	from		to		from		to	from		to	from		to	from		to	from		to	



## Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

### Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

I-Station data, common assessments, pacing guides, UbD units

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
Utilization of the lesson planning cycle	Using Number Talks
Use of pre assessments in driving student learning and lessons	Alignment of Spelling K-5
Use of TTM and I-station to monitor student learning	Alignment of Writing K-5
Continued learning through literacy cadres and literacy leaders	Common framework or structure to teach writing
Support Programs	Resources for social studies
Use of Lucy Calkins reading and writing, Handwriting without Tears, and Navigating Readiness	Resources for science
Learning Assessment Staff development	

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Alignment of Spelling and Writing K-5
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## Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

### Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

## Data Sources Reviewed

*Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt*

### List the actual data sources reviewed below...

ESchool Plus, AEIS reports, Classroom data
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## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which**

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Affluent Population	Raise awareness of diversity
Low Mobility	

**Summary of Needs**

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Raise awareness of diversity
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## Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

### Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

Campus Culture and Climate Survey, Parent Volunteer Information, PTA
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## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
---------------------	-----------------

Highly involved parents	PTA meeting attendance
Multiple events that involve families and the community	Community involvement
Active volunteers	Communication with parents about academic expectations
Student Recognitions	
Scored 86% or higher on Family Involvement on survey	
Parent Communication	
Clubs	
WatchDogs	

**Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Communication with parents about academic expectations.



## School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

### Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

## Data Sources Reviewed

*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown*

### List the actual data sources reviewed below...

Campus Culture and Climate Survey, Decision Making Processes, School Structure

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which**



emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

<b>Strengths...</b>	<b>Needs...</b>
Implementation and school-wide use of Google Drive.	Improved vertical teaming
Week at a Glance	Peer Coaching - watch each other teaching
Principal's Press	

**Summary of Needs**

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Improved vertical teaming
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## School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

### Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

## Data Sources Reviewed

*Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown*

### List the actual data sources reviewed below...

Feedback data, Parent Conferences, PTA board, Culture and Climate Survey

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which**

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Clubs	Genius Hour
Cohesive teams	More staff input on staff development
Support from administration	Maintaining CHAMPS expectations
Recognition of students	Openness to innovative ideas
Social Committee	
Watch Dogs	
96% believe that there is a teacher, counselor or other staff member to whom a student can go for help with a school problem.	
92% believe that staff members and families treat each other with respect	

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Openness to innovative ideas
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## Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

### Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

*An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey*

### List the actual data sources reviewed below...

Teacher Certification, Professional Development Data, Staff mobility/stability
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## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Trust in learning from one another	Learning from one another
March Madness	
Quality teachers	
Low turnover rate of staff	

**Summary of Needs**

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Learning from one another
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## Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

### Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

## Data Sources Reviewed

*We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt*

### List the actual data sources reviewed below...

Previous STAAR tests, Data Binders, Common Assessments, Report Card Assessments, Kathy Richardson, ELI, I-Station data, Think Through Math Data
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## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Students understanding their learning targets	Student enrichment
Students are aware of their strengths and weaknesses and where they are in their learning	
PRIME time	
Data show high levels of improvement during the year	
94% believe that the school has high learning standards for all students	

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Student Enrichment
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## Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

### Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

## Data Sources Reviewed

*The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown*

### List the actual data sources reviewed below...

Resource allocations, technology plan
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## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*



Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Number of Chromebooks, I-pads and I-pad minis in classrooms	Move towards 1:1
Instructional technology personnel	Implementation of resources
Technology trainings	

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Move towards 1:1, Better implementation of resources
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## Summary of Priority Needs

### Demographics...

Raise awareness of diversity

### Student Achievement...

Student Enrichment

### School Culture and Climate...

Openness to innovative ideas

### Staff Quality, Recruitment and Retention...

Learning from one another

### Curriculum, Instruction, and Assessment...

Alignment of Spelling and Writing K-5

### Family and Community Involvement...

Communication with parents about academic expectations.

### School Context and Organization...

Improved vertical teaming

### Technology...

Move towards 1:1, Better implementation of resources

## Campus Leadership Team (CLT)

### CLT Members

Role	Name
Teacher	Renee Clark
Teacher	Aleisha Moore
Teacher	Jill Mitchell
Teacher	Stephanie Wilson
Teacher	Debbie Parrish
Teacher	Tricia Jahnke
Teacher	Lisa Hanley
Campus-Based Nonteaching Professional	Mechelle Mays
Campus-Based Para or Operations Staff Rep	Michelle Payne
District-Level Professional	
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

### CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
October 6, 2016	3:15 - 4:30	EP Rayzor Elementary
November 3, 2016	3:15 - 4:30	EP Rayzor Elementary
January 5, 2017	3:15 - 4:30	EP Rayzor Elementary
March 2, 2017	3:15 - 4:30	EP Rayzor Elementary
May 4, 2017	3:15 - 4:30	EP Rayzor Elementary