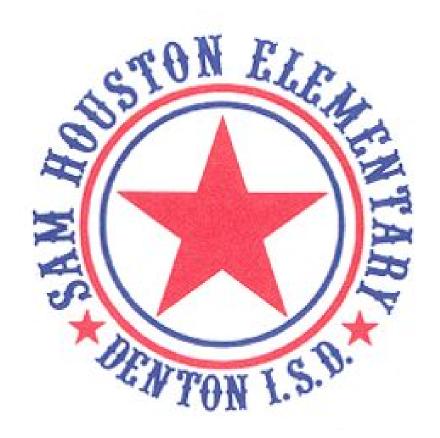# Houston Elementary School

Campus Improvement Plan 2016-17

Table of Contents

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

We will inspire all students to become confident lifelong learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

School Vision

We commit to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.

School Values

Caring, Enthusiastic, Friendly, Inclusive, Ambitious

WIG 1: Increase the percentage of students making at least one year's growth in Reading from 69.2% in the 2015-2016 school year to 90% for the 2016-2017 school year as measured by the ELI Guided Reading Levels and the STAAR Progress Measure.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will use Haggerty and the Reading Strategies Book to plan for instruction.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in reading levels.	
Kindergarten and 1st grade teachers will use Letterland for phonic instruction.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in ELI phonic awareness areas.	
Teachers will use running records to progress monitor and provide students with specific feedback.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in reading.	
Older and younger students will be paired to provide reading support to the younger students.	Admin Classroom teachers			Pairs of students will be seen at various times working together throughout the school day.	Students will have growth in reading levels and in their confidence.	
TWU and Denton High School Council Volunteers will read with students in small groups or individually.	Admin Classroom teacher			Volunteers and students will be seen at various times working together throughout the school day	Students will have growth in reading levels and in their confidence.	
All students will have a purposeful activity during Success Time to support specific learning needs. *Addresses missed system safeguard	Admin Classroom Teachers			RtI Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show a growth in reading.	
Students will recommend library books to other students.	Classroom Teachers and PTA			Recommendations will be seen on the hallway boards that are on both sides of the library.	Students will check out books they are interested in based on the recommendations of other students.	
The K-2 Reading Recovery/Literacy Group and 3-5 Reading Interventionist will work with students to raise their reading levels	Reading Recovery Read Int Math Int	SCE: $60,000 FTEs: 1.0		Reading interventionists will implement activities to build students' reading comprehension.	At-risk students show growth in their reading levels.	

WIG 2: Increase the percentage of 4th and 5th grade students making at least one year's growth in Math from 57.4% in the 2015-2016 school year to 90% for the 2016-2017 school year as measured by the STAAR Progress Measure.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Reading and Math interventionists will work with 3rd - 5th grade students to support their academic learning needs.	Math Interventionist	SCE: $60,000 FTEs: 1.0		Math interventionist working with students.	Students will make growth on their specific math learning needs.	
Older and younger students will be paired to provide math support to the younger students.	Admin Classroom teachers			Pairs of students will be seen at various times working together throughout the school day.	Students will have growth in their math skills and in their confidence.	
Texas Academy of Math and Science Students (TAMS) will work with students to increase their competency in math and science. *Addresses missed system safeguard	Admin Classroom teachers			Students and TAMS volunteers will be seen at various times working together throughout the school day.	Students will have growth in their math skills, problem solving, and in their confidence.	
Think through Math will be used to provide students with direct and remedial instruction to support their learning.	Classroom teachers			Students will be seen using Think Through Math in the computer labs and in the classroom.	Students will have growth in their math skills, problem solving, and in their confidence.	
All students will have a purposeful activity during Success Time to support specific learning needs. *Addresses missed system safeguard	Classroom teachers			RtI Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show a growth in their specific learning need areas including math skills and problem solving.	

WIG 3: Increase by 10% the number of 3's and 4's on each question of the Staff and the Student Leader in Me Habits survey to show an increase in the staff's ability to foster leaders and the students' ability to improve on their leadership habits						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
4th and 5th grade students will have lunch groups that focus on leaderships opportunities at school.	Admin Counselor			4th and 5th graders will be seen in lunch groups and sign up sheets will be used for leadership opportunities.	4th and 5th grade students will be seen in leadership roles in different areas of the school. Middle of the year and end of the year survey.	
Guidance lessons by the counselor will focus on leadership habits.	Counselor Classroom teachers			Guidance lesson plans	Middle of the year and end of the year survey.	
Leader in Me Habits will be part of Staff Development throughout the school year.	Admin Classroom teachers			Staff Development agendas	Middle of the year and end of the year survey.	
Students will participate in House Assemblies in which all grade levels of students and staff will learn together and get to know each other.	Admin Classroom teachers			House Assembly lesson plans	Middle of the year and end of the year survey.	
The Ronald McDonald show will come to Sam Houston. The show is focused on Student Leadership this year.	Admin			Events Calendar	Middle of the year and end of the year survey.	
Teachers will implement and reinforce the habits during their academic lessons.	Classroom teachers			Lesson plans, classroom observations, Grade Level PLC minutes	Middle of the year and end of the year survey.	

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

Performance

Performance	All from	All to	African American from	African American to	Hispanic from	Hispanic to	White from	White to	American Indian from	American Indian to	Asian from	Asian to
Reading	88%	90%	68%	75%	85%	90%	94%	95%			94%	96%
Mathematics	89%	90%	74%	80%	87%	90%	93%	95%			100%	100%
Writing	81%	90%	50%	60%	78%	90%	87%	90%			100%	100%
Science	80%	90%	50%	60%	64%	75%	89%	90%			100%	100%
Social Studies												

Performance	Pacific Islander from	Pacific Islander to	2 or More Races from	2 or More Races to	Eco Disadvantaged from	Eco Disadvantaged to	Special Education from	Special Education to	ELL Monitored from	ELL Monitored to	ELL (Current+Monitored) from	ELL (Current+Monitored) to
Reading			75%	80%	70%	75%	64%	70%	n/a		85%	90%
Mathematics			75%	80%	75%	80%	73%	75%	n/a		100%	100%
Writing			50%	75%	50%	60%	63%	70%	n/a		86%	90%
Science			100%	100%	100%	100%	56%	65%	n/a		63%	70%
Social Studies												

Participation

Participation	All from	All to	African American from	African American to	Hispanic from	Hispanic to	White from	White to	American Indian from	American Indian to	Asian from	Asian to
Reading	100%	100%	100%	100%	100%	100%	99%	100%			100%	100%
Mathematics	100%	100%	100%	100%	100%	100%	100%	100%			100%	100%

Participation	Pacific Islander from	Pacific Islander to	2 or More Races from	2 or More Races to	Eco Disadvantaged from	Eco Disadvantaged to	Special Education from	Special Education to	ELL Current from	ELL Current to	ELL (Current+Monitored) from	ELL (Current+Monitored) to
Reading			100%	100%	100%	100%	100%	100%	100%%	100%	100%	100%
Mathematics			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Graduation

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

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

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...

Eduphoria, TEKS, Master Schedule

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...
Teachers using checklists to keep track of student success and goals. TEKS being marked in Euphoria. Use of Learning Targets to create concrete pathways for students. All Science Morning benefits the students through high engaging activities.	

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.)...

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...

Enrollment data, At-risk population data

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...
Variety of student populations is a plus to our campus. High achieving students are from many different sub categories on our campus.	There are more students who are new to Sam Houston in our at-risk category. Larger class sizes are not optimal for learning.

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.)...

Find a way to help our new to Sam Houston students.

Comprehensive Needs Assessment

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...

Volunteer hours, Parent Feedback, Surveys

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...

Very active PTA. Many volunteers to help with a variety of needs.	Improve the communication to help place volunteers in areas that will benefit student learning.

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.)...

Mentors assigned to help new staff.

Comprehensive Needs Assessment

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...

CLT agendas, PLC schedule, Duty rosters, Vertical teams, Surveys

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...
Vertical teams and planned time for them to meet. Positive responses on the Culture and Climate survey by staff and students. PLC time for grade levels built into the calendar.	

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.)...

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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...

Surveys, School Clubs

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...
House Assemblies for students. Increased scores on the staff surveys. Many extracurricular clubs available for students.	Teachers reported that having difficult conversations with peers could be a struggle. Transportation for students who wish to stay after school for clubs. Opportunities for students to volunteer in the community.

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.)...

Transportation for students who wish to stay after school for clubs. Opportunities for students to volunteer in the community.

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...

Staff on campus, Support staff duties, schedules

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...
Staff assigned to work with students in the mornings. RtI process in helping to get students the help they need. Staff is willing to help each other and go out of their way to collaborate. Staff retention rate is high.	Mentors assigned to help new 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.)...

Mentors assigned to help new staff.

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...

Aware, report cards, Intervention date, STAAR data

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...
Success Time intervention has had a positive impact on student learning.	Student attendance Pull-out programs such as ESL and Dyslexia limit students receiving Success Time intervention. Increase the number of students meeting the STAAR progress measure. Math was 57.4% and Reading was 64.5%

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 Attendance and Success Time for students in pull out programs.
Increase the number of students meeting the STAAR progress measure. Math was 57.4% and Reading was 64.5%

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...

Technology available on campus and the usage, Technology TEKS

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...
Ipads available for check out. Detailed overlays for delivery of technology.	Technology and curriculum collaborating more. Build teacher confidence in the use of different technology pieces, List of apps for subject areas and the uses.

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.)...

Build teacher confidence in the use of different technology pieces, List of apps for subject areas and the uses.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Find a way to help our new to Sam Houston students.

Student Achievement...

Student Attendance and Success Time for students in pull out programs.
Increase the number of students meeting the STAAR progress measure. Math was 57.4% and Reading was 64.5%

School Culture and Climate...

Transportation for students who wish to stay after school for clubs.
Opportunities for students to volunteer in the community.

Staff Quality, Recruitment and Retention...

Mentors assigned to help new staff.

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

Mentors assigned to help new staff.

School Context and Organization...

Technology...

Build teacher confidence in the use of different technology pieces,
List of apps for subject areas and the uses.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Wendy Mason
Teacher	Johanna Iaia
Teacher	Todd Sharp
Teacher	Lisa Carrell
Teacher	Melissa Gerdes
Teacher	Michelle Rainer
Teacher	Heather Lasater
Campus-Based Nonteaching Professional	Michelle McClanahan
Campus-Based Para or Operations Staff Rep	Laurie Michael
District-Level Professional	Judy Bush
Parent Rep	Emer Chapman
Parent Rep	Sandy Morgan
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
August 30, 2016	3:15	Library
September 13, 2016	3:15	Library
October 18, 2016	3:15	Library
November 8, 2016	3:15	Library
December 13, 2016	3:15	Library
January 10, 2017	3:15	

February 13, 2017	3:15	Library
March 21, 2017	3:15	Library
April 11, 2017	3:15	Library
May 16, 2017	3:15	Library