



We Believe
In Kids!

**CLYDE
INTERMEDIATE SCHOOL
Campus Improvement Plan
2008-2009**

The vision of Clyde Intermediate School is to prepare all students to be active and responsible lifelong learners by assisting all students as they reach their highest potential.

Soaring to Excellence in 2009

CLYDE INTERMEDIATE CAMPUS SNAPSHOT

Clyde Intermediate School (CIS), located at 505 Hays Road in Clyde Texas, has a total enrollment of 318 students and is a Title I Campus (schoolwide). CIS is a 3rd through 5th grade campus, with a student population consisting of 8% Hispanic, 2% African-American, and 88% Anglo. Under the *No Child Left Behind* provision, Clyde Intermediate has met the criteria of achieving AYP (adequate yearly progress). Given the early release information of our TAKS data for the 2007-2008 school year, indications are that 89% of all students passed reading and 90% of all students passed TAKS math. In writing, 92% of all 4th graders met the standard. Fifth graders met the Science passing standard at an 84% passing rate – a considerable increase from 2006-2007. Based on school data, the areas to be addressed are: improving math and science, closing the achievement gap between economically disadvantaged student populations and the overall campus achievement scores, and achieving recognized levels of student learning during the 2008-2009 school year.

CLYDE CISD MISSION STATEMENT

The mission of the Clyde CISD is to provide effective instruction, develop the potential of each student, build skills necessary for lifelong learning, and instill self-worth and confidence that allows students to cope with an ever-changing world.

To this end, the campuses are committed to applying the Correlates of Effective Schools in the daily operation of all classrooms in our district.

Correlates of Effective Schools

- 1. Safe and orderly environment**
- 2. Climate of high expectations for success**
- 3. Instructional leadership**
- 4. Clear and focused mission**
- 5. Opportunity to learn and student time on task**
- 6. Frequent monitoring of student progress**
- 7. Home-school relations**

CLYDE CISD BOARD GOALS

- 1. The District is lead by a Team of 8 who work together to achieve District goals, respect each other, and present a positive outlook of the District in the community.**
- 2. There is a cohesive and productive relationship built on trust, accountability, and professionalism among the administration, faculty and staff and it is characterized by a united effort on all levels.**
- 3. The District creates an environment that nurtures, encourages, and rewards high expectations and excellent performance on all levels.**
- 4. The District has a comprehensive aligned curriculum and offers guidance and courses leading to career pathways.**
- 5. The District develops and implements a long-range facility plan for the district.**
- 6. The District develops and utilizes a financial plan maximizing revenues in order to meet the needs of students and employees.**
- 7. The District updates and implements a comprehensive security plan to further ensure school safety.**

CLYDE INTERMEDIATE SITE BASED DECISION MAKING COMMITTEE

Traci Yandell, Chairperson

TEACHERS

Diane Tunmire, 3rd

Lori Akers, 4th

Nikki Grisham, 5th

Teresa Hicks, Special Education

Trish Jenkins, Other Teaching Area

Debbie Richardson, Other Teacher Area

NON-TEACHING PROFESSIONAL

Donna Ware

DISTRICT LEVEL

Mike Wetsel

PARENTS

Michelle Hill

TBD

COMMUNITY

Connie White

Sharra Sampson

BUSINESS

Randy Hill

Cody Caperton

CLYDE INTERMEDIATE REALIZED NEEDS

1. The need to improve parental involvement and communication.
2. The need to improve community involvement and perception.
3. The need for strategic planning to increase success of all learners
4. The need to improve student acceptance of academic responsibility.

COORDINATION OF FUNDS

Clyde Intermediate coordinates local funds with a number of state and federal sources to upgrade and enhance the education program and ensure success for all students.

As a Title I Schoolwide Program, Clyde Intermediate, CIS State Compensatory Education funds are used to upgrade the entire educational program.

Support of a Title I, Part A Program

SCE funds may only be used on a Title I, Part A Schoolwide campus to upgrade the entire educational program where the actual poverty percentage of the campus is 40% or greater. SCE funds may be used to upgrade the entire educational program on a school wide campus as long as the SCE funds allocated to the campus are supplemental to the costs of the regular education program. Although, activities conducted with SCE funds do not have to be supplemental, the campus must continue to receive its fair share of state and local funds for conducting the regular education program, and the intent and purpose of the SCE Program must be met.

A SCE Program implemented under the flexibility of a Title I, Part A Schoolwide program will follow the same rules and regulations that govern the Title I, Part A program. To determine a campus' poverty percentage under SCE, School districts will use the same auditable poverty data it uses for Title I, Part A for identifying campuses in the Standard Application System (SAS) for Federal Funding for schoolwide eligibility.

The flexibility described above does not apply to Title I, Part A Schoolwide campuses that use the Title I, Part A feeder pattern to meet the 40% poverty threshold or the Title I, Part A regulation with allows a campus that has operated as a schoolwide campus the previous year with a 40% poverty threshold to continue to operate as a schoolwide campus. In addition, this flexibility does not apply to Title I, Part A Schoolwide campuses that are schoolwide because of an Ed-Flex Waiver.

SCE funds may be used to support a Title I, Part A identified program on a Targeted Assistance campus where the poverty percentage is 40% or greater. Students served in a Title I, Part A Program must meet the Title I eligibility criteria but are not required to meet the SCE eligibility criteria to use SCE funds to support the Title I, Part A Program.

On Title I, Part A Targeted Assistance campuses or Schoolwide campuses where the poverty percentage is below 40%, the flexibility offered to the Title I campuses above 40% or greater does not apply. On these campuses, SCE funds must be used to implement a supplemental SCE program. SCE funds may be used in conjunction with Title I funds, if appropriate. For example, on a Title I campus below 40% poverty, a teacher may be split funded between Title I and SCE if the students served meet both the Title I eligibility criteria and the SCE eligibility criteria.

10 COMPONENTS OF A SCHOOLWIDE TITLE I PROGRAM

1. Comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by highly qualified staff
4. Professional development
5. Parental Involvement
6. Transition from early childhood programs
7. Effective, timely additional assistance
8. Inclusion of teachers in the use of assessments
9. Attracting highly qualified staff
10. Coordination between programs

**Clyde Intermediate School Campus Improvement Plan
2007-2008**

District Goal 1:	Clyde CISD will provide a quality program of curriculum, instruction, and technology that will allow ALL students to reach their full potential and meet or exceed state accountability (AEIS) and Federal accountability (AYP) standards.							
Campus Goal 1:	Clyde Intermediate will improve state accountability scores – attaining recognized status as well as meeting AYP standards.							
Summative Evaluation:	AEIS, TAKS, RPTE, SDA A II, AYP							
Strategies	Actions(s)/ Implementations/Strategies	Needs Assessment	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Physical	FTE#	Formative Evaluation
A, M	Use state, district, and campus assessments to determine present level of student achievement. Analyze all forms of assessment to plan instruction and group students for early intervention strategies, accelerated instruction and individual educational plans – specifically monitoring sub-groups (Student Success Initiative)	AEIS (Reading, Math, Writing, and Science)	ESL AR SE E ECD Dys T1	Principal, SFA Facilitator, Lead Teacher, Teachers	Every 6 weeks	<ul style="list-style-type: none"> ○ Title I ○ ARI/AMI 	1	Benchmarks, TAKS, SRI (reading)
PD, HQ	Staff development will include outside workshops, presentations at faculty meetings, and campus vertical alignment.	FS, DR, AEIS	ESL AR SE E ECD Dys T1 GT	Principal, ESC 14	Faculty Meetings @ 2 x's per month,; component mtgs 1 x per 6 weeks	<ul style="list-style-type: none"> ○ Comp. Ed. -- \$1100 ○ LB + SE – ESC 14 Contracting fee 	1	Staff Survey
R, M	Implement a <i>Word-a-Day</i> program in which students are given a vocabulary word daily that is considered to be life-long words of importance. Students will be challenged to integrate these words into conversation with appropriate usage.	SRI, AEIS, O (increase reading comprehension)	All	Principal, SFA Facilitator, Teachers	Weekly	<ul style="list-style-type: none"> ○ LB ○ Activity Account ○ <i>Staff Time</i> 	1	TAKS, FS, SS, PS

Strategies: R=Reform Strategy; PD=Professional Development; PI=Parent Involvement; T=Transition; A=Assessment; M=Mastery; HQ=High Quality Instruction

Needs Assessment: AEIS, RPTE= Reading Proficiency Test in English, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, SRI=Student Reading Inventory, O=Other

Special Populations: GT=Gifted & Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ECD=Economically Disadvantaged, T1=Title 1, Dys=Dyslexia

Committees: PC=Parent/Community, T=Technology, ST=Safety Team, SST=Student Support Team, VT=Vertical Team, SBC=Campus Site-Based Committee

FTE= Full time equivalent worker

Funding Source: LB=Local Budget, T1=Title I, TII=Title II, Title IV=Drug Free & Safe Schools, ARI/AMI=Accelerated Reading/Math Instruction, CE=Compensatory Ed

SBC, HQ	Minimize interruption of core instruction time by scheduling time for testing, tutoring, presentation/guidance time, etc. within the master schedule	FS, M	All	SBC, Principal, Secretary, Staff	Year round	○ <i>Staff Time</i>	3	School Calendar, SS, FS, AEIS
A, M	Implement a scheduled tutoring time within the master schedule for purposes of remediating/accelerating students at-risk of failing core subjects and/or TAKS test(s).			Principal, SBC	May 2008	○ <i>Staff Time</i>		Report Cards, TAKS scores
A, M	Ability-grouped tutoring during the school day to promote TAKS Mastery	O (benchmarks), SRI, Individual TAKS Scores	E AR ECD	Principal, Teachers, SFA Facilitator, Counselor	Every 6 weeks	○ ARI/AMI -- \$1800 ○ LB -- \$1000 ○ Title I – <i>staff salaries</i>	2	Benchmarks, TAKS
PD, HQ	Teachers will continue to implement the use of “Thinking Maps” in the classroom and all areas of the learning day.	AEIS, O (success w/in district)	All	Teachers, Staff	Year round	○ <i>Staff time</i>		Report Cards, TAKS Scores, SE Reports
PD, A, HQ	Student needs for learning success will be assessed through the Student Support/RTI Team.	AEIS, AYP, SRI	AR ESL ECD TI Dys	Principal, Student Support Team, Teachers	3 x’s per month	○ Title I – <i>staff salaries</i> ○ Comp Ed – <i>staff salaries</i> ○ <i>Time</i>	1	SE Data, Report Cards, TAKS Scores, FS
PD, HQ, A, M	Continue the implementation of Success For All researched based reading program to address all levels of reading as required in the Tier I level of Response To Intervention.	AEIS, AYP, SRI, Individual TAKS Scores, Reading Level Data	All	Principal, SFA Facilitator, Teachers, Staff	August 26 – May 20	○ Title I – <i>staff salaries and program funding</i> ○ ARI/AMI – <i>program funding</i>	6	Report Cards, TAKS Scores, Reading Data

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PD, HQ, A, M	Implement new dyslexic program	AEIS, Individual testing, Grades	AR ESL ECD Dys	Principal, Dyslexia Staff, SpEd staff, counselor	August 2008	o <i>Time</i>	1	Qualifying Data, TAKS Scores
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**Clyde Intermediate School Campus Improvement Plan
2007-2008**

District Goal 1:	Clyde CISD will provide a quality program of curriculum, instruction, and technology that will allow ALL students to reach their full potential and meet or exceed state accountability (AEIS) and Federal accountability (AYP) standards.							
Campus Goal 2:	Clyde Intermediate will attain Gold Performance Recognition in all areas.							
Summative Evaluation:	AEIS, TAKS, RPTE							
Strategies	Actions(s)/ Implementations/Strategies	Needs Assessment	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Physical	FTE#	Formative Evaluation
A, M	Tutoring will be implemented to encourage students to go beyond mastery by reaching commended – increasing the % of Commended in all sub-groups by 3%	AEIS	ESL AR SE, E ECD Dys T1 GT	Principal, Counselor, SFA Facilitator, Teachers	Every 6 weeks	<ul style="list-style-type: none"> ○ <i>Time</i> ○ LB 	1	Benchmarks, AEIS, Individual TAKS Scores
T, HQ	TAKS talks will be individually given to encourage students to reach for commended.	AEIS	ESL AR SE, E ECD Dys T1 GT	Principal, SFA Facilitator, Counselor	Every 6 weeks	<ul style="list-style-type: none"> ○ <i>Time of personnel</i> 	1	Previous years individual TAKS, Benchmarks
PI, HQ	Increase attendance percentage with incentives: <ul style="list-style-type: none"> ▪ Recognize those with 6-weeks semester and all-year perfect attendance at Bulldog Business ▪ Continue tardy policy of 8 tardies resulting in after school detention. ▪ Notify parents by form letter upon a student's 6th, 9th, 14th, & 18th absence. 	PEIMS	ESL AR SE, E ECD Dys T1 GT	Principal, PEIMS Specialist, all Staff	Daily	<ul style="list-style-type: none"> ○ <i>Time</i> ○ Activity Fund 	0.25	PEIMS data
A, M	Recognize Benchmark growth, SRI growth at Bulldog Business assemblies	SRI, AEIS	All	Teachers, Counselor	Every 6 weeks	<ul style="list-style-type: none"> ○ <i>Staff time</i> ○ LB 	1	Benchmark & SRI Data and scores

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Campus Goal 3:	CIS will help to motivate students to high achievement.							
Summative Evaluation:	AEIS, TAKS, RPTE, Attendance Rate							
Strategies	Actions(s)/ Implementations/Strategies	Needs Assessment	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Physical	FTE#	Formative Evaluation
	Continue to recognize students for academics as well as positive behavior and good choices during Bulldog Business.	DR	All	Principal	Aug – May	<ul style="list-style-type: none"> ○ Staff Time ○ Student Activity Acct. 		SS, FS, PS, AEIS
	Provide certificates and recognition for “A” Honor Roll and “A/B” Honor Roll	PEIMS	All	PEIMS, Secretary	Aug – May	<ul style="list-style-type: none"> ○ LB -- \$750 		PEIMS, AEIS, Report Cards
	Students in 3 rd -5 th grades that pass off on their math facts will be treated to a Math Picnic (teachers will use <i>Otter Creek</i> to develop facts)	AEIS, Report Cards	All	Principal Teachers	Weekly being 2 nd Six Weeks	<ul style="list-style-type: none"> ○ Student Activity Acct. ○ Title I -- \$225 	3	AEIS, Report Cards
	Quarterly parties will be used to promote participation and success in the reading program.	AEIS, O (program needs)	All	SFA Facilitator, Teachers	Oct – May	<ul style="list-style-type: none"> ○ Student Activity Acct. ○ Staff time 	1	SRI, Report Cards, AEIS
	Implement new and revised strategies for recognizing and rewarding Accelerated Reader points in order to encourage participation	FS, PS	All	Committee to be determined	Jan – May	<ul style="list-style-type: none"> ○ Student Activity Acct. ○ Staff time 	SBC	FS, SS, AEIS, SRI

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**Clyde Intermediate School Campus Improvement Plan
2007-2008**

District Goal 2:	Clyde CISD campuses will provide a safe, orderly environment and promote parent/community involvement.							
Campus Goal 1:	Clyde Intermediate will maintain a safe, positive and disciplined school environment while encouraging healthy living.							
Summative Evaluation:	Surveys and PEIMS records.							
Strategies	Actions(s)/ Implementations/Strategies	Needs Assessment	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Physical	FTE#	Formative Evaluation
R, PI, A	Campus will address SBC concerns – fencing around playground, door security system, drive (painted & rule awareness), no tolerance for bullying or sexual harassment, and general safety concerns of children—machinery on grounds around students, playground rules, etc..	SBC		Principal, Staff, Maintenance Director, Superintendent	Nov. – July	<ul style="list-style-type: none"> ○ LB -- \$ <i>undetermined</i> ○ <i>Staff Time</i> 		SS, PS, FS, DR, Safety Audit
PI	<p>CIS will encourage healthy lifestyles by educating students about the affects of their choices:</p> <ul style="list-style-type: none"> ▪ Hygiene training for 4th graders & “Always Changing” presentation to 5th graders. ▪ Provide asthma education to asthmatics ▪ Nurse will regularly remind students of ways to prevent spread of health/illness due to hygiene. 	FS, O (nurse)		Nurse	Sept. - April	<ul style="list-style-type: none"> ○ <i>Staff Time</i> 		SS, PS, FS, DR
PI, SBC	CIS will sponsor a Meet-You-at-the-Track once a semester to encourage parent involvement in the exercise and health of the family.	PI	All	Nurse, PE Teachers, Principal	Once per semester	<ul style="list-style-type: none"> ○ Activity Fund 	1	SS, FS, PS

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	CIS will be drug free and students will be educated regarding use and misuse of drugs by continuing Red Ribbon week activities with annual review.	SBC	All	Counselor	October	<ul style="list-style-type: none"> ○ Student Activity Acct. ○ <i>Staff Time</i> 		SS, PS, FS, DR, Safety Audit
A, PI	Evaluate and continue implementation of campus-wide discipline plan.	SS, PS, FS, DR	All	Principal, Lead Teacher	August	<ul style="list-style-type: none"> ○ <i>Staff time</i> 		PEIMS Report
O (general safety)	Continue to conduct fire, tornado, and lock-down drills on a regular basis.	O (required)	All	Principal	Aug. – May	<ul style="list-style-type: none"> ○ <i>Staff time</i> 		SS, PS, FS, DR
O (general safety)	Continue increase the number of available 2-way radios in order for staff/teachers to have easy access in cases of emergency	DR, O (SE reports)	All	Principal	Aug.	<ul style="list-style-type: none"> ○ LB -- \$350 		PEIMS Report
FS	Update and implement a more informative Character Education Program to reduce and resolve conflict and provide social skill.	DR, FS	All	Counselor	Every 6 weeks	<ul style="list-style-type: none"> ○ <i>Staff time</i> ○ Student Activity Account 	0.25	SS, PS, FS, DR
FS	Implement a <i>Weekly Manner</i> in which students are taught common manners. Manner of the week will be noted on teachers' FYI to reinforce with students.	DR, FS,	All	Principal	weekly	<ul style="list-style-type: none"> ○ <i>Staff time (announcements)</i> 	0.25	SS, PS, FS, DR

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**Clyde Intermediate School Campus Improvement Plan
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District Goal 2:	Clyde CISD campuses will provide a safe, orderly environment and promote parent/community involvement.							
Campus Goal 2:	Clyde Intermediate will collaborate with parents and community to strengthen the relationship with the campus and its perception with the community.							
Summative Evaluation:	Surveys and PEIMS records.							
Strategies	Actions(s)/ Implementations/Strategies	Needs Assessment	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Physical	FTE#	Formative Evaluation
SBC	Post information and newsletters on the campus website.	FS, PS, O (SBC)	All	Principal, Teachers,	Weekly	○ <i>Staff time (no funds necessary)</i>		SS, PS, FS
SBC	Post general community events on campus calendar.	FS, PS, O (SBC)	All	Principal	Monthly	○ <i>Staff time (no funds necessary)</i>		SS, PS, FS
SBC	Submit Campus Calendar to the Clyde Journal.	FS, PS, O (SBC)	All	Publicity Committee	Monthly	○ <i>Staff time (no funds necessary)</i>		SS, PS, FS
SBC	Host a Science and Math Night	FS, PS, O (SBC)	All	Principal, Staff	1 per semester	○ Title I -- \$1200	6	SS, PS, FS
SBC	Host an Open House to showcase student achievement during Texas Public School Week.	FS, PS, O (SBC)	All	Principal, Staff	Aug. - May	○ <i>Staff time (no funds necessary)</i>	6	SS, PS, FS
SBC	During Texas Public School Week, host a parent breakfast.	FS, PS, O (SBC)	All	Principal, Staff, Food Services	1 st Semester	○ <i>Staff time (no funds necessary)</i>		SS, PS, FS
SBC	Grade levels will host parent forums at the beginning of school to inform parents of discipline plans, grading policies, clinic procedures, P.E. guidelines, explain forms for files.	FS	All	Principal, Staff	Sept.	○ <i>Staff Time</i>	6	SS, PS, FS
PI	Title I Survey and evaluation of parent compact.	O (Title I requirement)	Title I	Principal	May	○ <i>Staff time</i> ○ LB -- \$75	1	PS
PI	Continue working with the PALs students from H.S. through Big Brothers Big Sisters match support.			Principal	Oct.	○ <i>Staff time</i>	1	SS, PS, FS

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2007-2008**

District Goal 3:	Clyde CISD will actively recruit, recognize, and retain highly qualified personnel who exemplify professionalism, expertise in their field, and are committed to students.							
Campus Goal 1:	Professional development activities are high quality, sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction.							
Summative Evaluation:	Surveys and AEIS							
Strategies	Actions(s)/ Implementations/Strategies	Needs Assessment	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Physical	FTE#	Formative Evaluation
PD, A, HQ, R	Staff will be provided services by ESC 14 field agents.	FS	T1 GT ESL AR SE ECD Dys	Principal ESC 14	Aug. – June	<ul style="list-style-type: none"> ○ LB (subs & ESC fee) ○ <i>Staff Time</i> 		FS, AEIS
PD, A, HQ, R	Staff training will be provided to cover special program information – dyslexia, ESL, GT, Special Education (RTI & ARD process)	FS	T1 GT ESL AR SE ECD Dys	Principal	Aug. – June	<ul style="list-style-type: none"> ○ LB (subs & fees) ○ Title I ○ Comp Ed ○ SE – <i>TC Coop</i> ○ ARI/AMI ○ <i>Staff Time</i> 		FS, AEIS
PD, A, HQ, R	Seek out and provide quality professional development for improved student performance – including resources and effective training.	FS	T1 GT ESL AR SE ECD Dys	Principal	Aug. – June	<ul style="list-style-type: none"> ○ LB (subs & fees) ○ Title I ○ Comp Ed ○ SE -- \$500 ○ ARI/AMI ○ <i>Staff Time</i> 	1	FS, AEIS

Strategies: R=Reform Strategy; PD=Professional Development; PI=Parent Involvement; T=Transition; A=Assessment; M=Mastery; HQ=High Quality Instruction, SBC=Site Based Committee
Needs Assessment: AEIS, RPTE= Reading Proficiency Test in English, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, SRI=Student Reading Inventory, O=Other
Special Populations: GT=Gifted & Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ECD=Economically Disadvantaged, T1=Title 1, Dys=Dyslexia
Committees: PC=Parent/Community, T=Technology, ST=Safety Team, SST=Student Support Team, VT=Vertical Team, SBC=Campus Site-Based Committee
FTE= Full time equivalent worker
Funding Source: LB=Local Budget, T1=Title I, TII=Title II, Title IV=Drug Free & Safe Schools, ARI/AMI=Accelerated Reading/Math Instruction, CE=Compensatory Ed, SE=Special Education

PD, HQ	Clyde Intermediate, along with the other campuses, will enter into the Effective Schools Project with Tarleton State University	FS, DR	AR	Principal	Oct. – April	<ul style="list-style-type: none"> ○ LB -- \$800 ○ <i>Staff Time</i> 	1	FS, SS, DR
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