

CENTRAL ELEMENTARY

2009 - 2010

CAMPUS IMPROVEMENT PLAN

CIT Members

Lynne Mumme
Michelle Delgado
Selina Garcia

Mindy Hoover
Terri Adams
Marie Garcia

Parent Members

Amber Engel
Maria Gonzales
Amy Kubecka
Melanie Cortez

Community Members

Diane Connor
Vikijane Bear

District Member

Larry Williams

Business Members

Debbie Morris
Thuy Vu



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Central Elementary
Summary of Compensatory Ed Funds for 2009– 2010

4 Pre K Teachers	@	19%	\$40,106	Objective 1
7 Kindergarten teachers	@	19%	\$66,015	Objective 1 & 2
6 1 st grade teachers	@	19%	\$57,264	Objective 1 & 2
7 2 nd grade teachers	@	19%	\$68,791	Objective 1 & 2
6 3 rd grade teachers	@	19%	\$54,975	Objective 1 & 2
Counselor	@	35%	\$ 20,586	Objective 1 & 2
(1) Extended Day/Year			\$2,000	Objective 1 & 2
(2) Computer Support			\$2,000	Objective 1
(3) AR Books			\$2,655	Objective 1
(4) Supplies for Summer School			\$2,000	Objective 1 & 2
(5) TAKS Practice Tests			\$2,000	Objective 1 & 2
(6) After school TAKS tutoring			\$2,000	Objective 1 & 2
(7) Supplies for Math classes			\$2,000	Objective 2
(8) Summer School Teachers			\$2,000	Objective 1 & 2
Total Comp. Ed. Funds			\$324,392	

\$324,392 of State Comp Ed dollars are used at Central Elementary to upgrade the Title I program.

Teachers:

Pre-K	K	1st	2nd	3rd
Hilderbrand 10249	Tran 9097	Couey 7823	Roehl 8158	Tucker 10115
Gerberman 10571	Larson 7676	Hebel 8255	Joines 11311	Lucio 7602
Dao 11083	Delgado 7749	Zamarripa 10002	Flores 10400	Hernandez 11577
Garcia 8203	Koop 11026	Carr 9473	Hansen 8834	Hammermiller 7749
	Perez 11976	Shimek 10115	Adams 11254	Wallace 8158
	Poessel 10742	Kocurek 11596	Nemec 11311	Peacock 9774
	Kolar 7749		S. Garcia 7823	
(40,106)	(66,015)	(57,264)	(68,791)	(54,975)

Counselor: Rita Ard 20,586

Campus: Central Elementary						
GOAL: All students in grades 1 -3 will meet minimum expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #1: By May of 2010, Central Elementary students in grades K-2 will meet TPRI goals as indicated on the Testing Goals sheet, and students in grade 3 will meet TAKS Reading goals as indicated on the Testing Goals sheet.						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
Students will use Integrated Learning Systems (computer programs) and other available technology to support the Language Arts curriculum through weekly classroom use & computer lab	Becky Le, Computer Instructional Assistant	End of six weeks	Title I Instructional Assistants, Zoo Phonics at Pre-K and K.	Comp Ed funds \$2000-2	Each 6 weeks student performance reports will reflect mastery of objectives	95% of students will master objectives as reported on the student performance reports
Tutorials will be provided for students who do not pass the TAKS Reading & low performing students on TPRI	Lynne Mumme, Principal	April – July 2010	Region III, TAKS materials, TPRI Intervention Strategies	0	Tutoring records	80% Mastery on Reading TAKS in April – July and TPRI
Each 1 st – 3 rd grade hall will have an Accelerated Reader wall to display AR points for students. K will have an "I Can" wall for skills	Ninfa Hernandez, Kathy Joines, Sandra Tucker & A. Perez	Weekly for 1st - 3rd grade. K will add skills weekly and AR books in January	1 st – 3 rd AR Books K- List of skills posted.	0	1 st – 3 rd AR points mastered	K-Skills 85% of the 1st - 3 rd grade students will attain the minimum # of points to get their name on the AR wall. 90% of K students will be listed
Students will increase reading skills through the use of the Accelerated Reader Program.	Karen Laws, Librarian	2 nd & 3 rd - beginning of school. K and 1 st , as soon as they are ready based on individual student ability	Books, Computers, Programs	Comp Ed. Funds \$2655-3	Increased library book circulation and mastery on the accelerated reader reports	80% mastery on the reports generated by accelerated reader.
Use of team meetings & observations for collaboration of reading strategies and ideas	M. Garcia, A. Perez, K. Shimek, E. Constancio , A. Marroquin	Weekly	Workshops, Literature, Teachers	0	Team Meeting minutes.	All grade levels participating in Team Meetings
Teachers will check Reading Fluency Rate for students in 1 st – 3 rd grade	M. Garcia, A. Perez, K. Shimek, E. Constancio , A. Marroquin	Fall & Spring 2009-2010. Every 3 weeks.	Fluency probes provided by state or teacher made.		Fluency rates will be charted every 3 weeks & kept in fluency notebook.	Fluency rate will increase to previous minimum state requirement at each grade.
Disaggregated data from the TPRI & practice TAKS tests will be used to address areas of need in reading.	Rita Ard, Counselor Selina Garcia, Assistant Principal	Fall 2009 Spring 2010	TPRI Tests	0	Spring 2007 TPRI Results	Increase reading accuracy level and comprehension to 80%
A computer lab will be utilized to facilitate technology TEKS	Selina Garcia	Fall & Spring 2009-10	Various computer programs such as Excel, Word, Power Point, typing programs, making CD's etc.	0	Sign in sheet & usage reports	Grade level technology products & activities.

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Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
Use TAKS Disaggregation data for Sp. Pops, minority students, and those failing benchmarks.	Amy Marroquin, Vanessa Kuneffe	Fall 2009 – Spring 2010	October training on disaggregation data	Comp Ed Funds \$1000-5	Test results from practice tests	Increase in passing scores on benchmark & TAKS tests
1 st , 2 nd , & 3 rd grade students will take TAKS benchmark tests throughout the year.	Selina Garcia, Asst. Principal	Fall 2009/Spring 2010	Vanessa Kuneffe, Director of Instructional Services, Region III	0	Test scores	80% Mastery on the TAKS objectives tested.
Disaggregated data from the TAKS practice tests & TAKS information booklets will be used to address tutoring and areas of need in reading.	Selina Garcia, Asst. Principal	Fall 2009 - Spring 2010	Region III testing supplies Vanessa Kuneffe, Director of Instructional Services	0	Lesson plans, Student work samples	Mastery of Objectives on Practice tests
Tutoring will be provided daily, after school & summer for K-3 students in the area of Reading. Special populations include Sp. Ed., At-Risk, Eco. Dis., His., Af. Am. and Bilingual/ESL students scoring SD on TPRI or <74 on report card.	Selina Garcia, Assistant principal	Each 6 weeks	Failure reports each 6 weeks	Comp Ed Funds \$1000-1 Comp Ed Funds \$1000-6	Walk-throughs, Increased success in the classroom	Decrease in number of failures and retentions. Classroom failure rate will be less than 10%
Continue Family Reading Night for students in grades PK-3	Lynne Mumme, Principal	Fall 2009	Region III, Rita Ard , Counselor	\$300.00 – Local funds	Sign In sheets	10% Increased in AR & Book Circulation
Provide Summer school reading instruction for students in grades K-3	Vanessa Kuneffe, Director of Instructional Programs, Lynne Mumme Principal	Summer of 2010	Reading supplies	Comp Ed funds \$1000 -4 & \$1000-8	Lesson Plans	Maintain skills taught during the school year
Teachers will address the needs of Sp. Ed., G.T., ESL, Eco. Dis., Hispanic students through an abundance of proactive strategies such as: daily tutorials, small group instruction, re-teach activities self-esteem counseling & class size reduction.	Hilderbrand, Perez, Hebel, Roehl, Tucker	Fall 2009 - Spring 2010	Region III Consultants, Rita Ard, Counselor	0	Lessons Plans	Increased 6 weeks grades and mastery of TAKS
Continue emphasis on teaching the initial & final sounds of words and comprehension.	A. Perez & L Hebel	Fall 2009 & Spring 2010	TPRI tests and guides	0	Lesson Plans	Increased progress towards developing on TPRI tasks of initial & final sounds
Teachers will use strategies to increase the number of students with commended status on the 3 rd grade TAKS test	Sandra Tucker	Fall 2009 & Spring 2010	TAKS practice materials	0	Lessons Plans	Increase in number of students receiving commended on the TAKS
Provide additional instruction and intervention for at risk students – RTI teachers	Stacie Murry and Amy Marroquin	Fall 2009 – 2010	Research based materials, Dyslexia materials, other testing materials.	\$500.00	Lessons Plans	Lower number of students needing help in reading and math. Lower number of special ed referrals.
Introduce a word of the day	Hilderbrand, Perez, Hebel, Roehl, Tucker	Daily	Vocabulary word cards	\$500.00	Daily use of the words	Using words in a sentence

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GOAL: All students in grades 1 -3 will meet minimum expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #2: By May of 2010, students in grade 3 will meet TAKS Math goals as indicated on the Testing Goals sheet.						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
Students will use Integrated Learning Systems (computer programs) and other available technology to support the math curriculum through weekly classroom use & computer lab	Becky Le, Computer Instructional Assistant, Hilderbrand, Perez, Hebel, Roehl, Tucker	End of six weeks	Title I Instructional Assistants		Each 6 weeks. Student Performance Reports will reflect mastery of objectives	95% of students will master the objectives as reported on the student performance reports
Incorporate weekly hands on activities in all Math classes (Pre-K - 3)	Hilderbrand, Perez, Hebel, Roehl, Tucker	Weekly	Manipulatives		Lesson plans & walk throughs	Lesson plans & walk throughs
1 st , 2 nd & 3 rd grade students will take TAKS benchmark tests.	Rita Ard, Counselor	Fall 2009/Spring 2010	Vanessa Kunefke, Region III Co-Op, WebCCat		Test scores	Mastery of the TAKS objectives tested.
Disaggregated data from the TAKS practice tests & TAKS information booklets will be used to address tutoring and areas of need in math.	Selina Garcia, AP Counselor R. Ard,	Fall 2009 - Spring 2010	Region III testing supplies Vanessa Kunefke, Director of Instructional Services	Region III Co-op, Comp Ed funds - \$1000-5	Lesson plans, Student work samples	Mastery of Objectives on Practice tests
Tutoring will be provided daily for K-3 students in the area of Math. Also after school for 3 rd for Math tutoring. Special populations addressed include Sp. Ed., At-Risk, Eco. Dis., Bilingual/ESL, Hispanic & African American students scoring below 74 on report card in Math.	Selina Garcia, Assistant Principal	Each 6 weeks	Failure reports each 6 weeks	Comp Ed Funds \$1000-1 Comp Ed. Funds \$1000-6	Walk-throughs Increased success in the classroom	Decrease in number of failures and retentions. Classroom failure rate will be less than 10%
Teachers will develop ideas for increasing commended performance on the Math TAKS through faculty & team meetings and visits to schools with high commended performance scores.	Hilderbrand, Perez, Hebel, Roehl, Tucker	Fall 2009, Spring 2010	TEA reports of high performing school	Comp. Ed. Funds \$2000-7	Walk-throughs. Increased success in the classroom.	Increased 6 weeks grades and increased commended performance on TAKS.
Teachers will develop ideas for using the WeatherBug Math & Science program	Amy Marroquin, James Post Hilderbrand, Perez, Hebel, Roehl, Tucker	Fall 2009 – Spring 2010	WeatherBug equipment	\$11,600 Stimulus funds	Lesson plans	Increased interest in Science and math activities.
Teachers will address the needs of Sp. Ed., G.T., ESL, Eco. Dis., Hispanic students through an abundance of proactive strategies such as: daily tutorials, small group instruction, re-teach activities, self-esteem counseling.	Lynne Mumme, Principal	Fall 2009, Spring 2010	Region III Consultants, Rita Ard		Lesson Plans	Increased 6 weeks grades and mastery on TAKS
Special emphasis will be placed on TAKS objective 1, 5 & 6 on mathematical processes and tools for K – 3 rd grade students during class time, 45 minute daily tutorials & after school tutoring in the Spring	Hilderbrand, Perez, Hebel, Roehl, Tucker	Fall 2009 – Spring 2010	Sharon Wells	Comp Ed funds \$2000-7	Lesson Plans	80% mastery on TAKS test

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PERFORMANCE OBJECTIVE #2: By May of 2010, students in grade 3 will meet TAKS Math goals as indicated on the Testing Goals sheet.						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
A computer lab will be utilized to Facilitate Technology TEKS	Selina Garcia	Fall & Spring 2009-10	Various computer programs such as Excel, Word, Power Point & typing programs		Sign in sheet & usage reports	Grade level technology products & activities.
Use TAKS Disaggregation data for Sp. Pops, minority students, and those failing benchmarks.	S. Peacock, Vanessa Kuneffe	Fall 2009 – Spring 2010	October training on disaggregation data		Test results from practice tests	80%passing scores on benchmark & TAKS tests
Teachers will use strategies to increase the number of students with commended status on the 3 rd grade TAKS math test	S. Peacock	Fall 2009 & Spring 2010	TAKS practice materials		Lessons Plans	Increase in number of students receiving commended on the TAKS
Provide summer school math instruction for students in grades K-3	Vanessa Kuneffe, Director of Instructional Programs	Summer 2010	Math supplies	Comp Ed funds \$1000 -4 & \$1000-8	Lesson Plans	Maintain skills taught during the school year.

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GOAL: All students in grades 1 -3 will meet minimum expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #3: By May of 2010, Kindergarten through third grade students will meet or exceed an attendance rate of 97%						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
Students will be recognized for perfect attendance with rewards, one trophy per grade level and consistent snack rewards.	Mary Perry, Lynne Mumme, Selina Garcia	Each six weeks	Trophy and reward from office	\$300	Attendance rates per six weeks of at least 97% for Pre K – 3 rd grade students	End of year attendance rate of at least 97%
Office staff will communicate student absences, daily, to teachers by e-mail or by note.	Mary Perry, Secretary	Daily	Note pads	\$10	Note in teacher's box or call over the P.A. system	Attendance rate of 97%
Letters will be sent to parents of students who have excessive absences and tardies.	Selina Garcia, Assistant Principal	Each Six Weeks	Standard Form	\$10	Attendance Sheets	Attendance rate of at least 97%
Students who continue to have excessive absences, more than 3 in a 4 week period or 10 in a 6 month period, and tardies, more than 6 in a six week period, will receive a letter, phone call, home visit or charges filed.	Lynne Mumme, Principal Selina Garcia, Assistant Principal	Daily	Attendance sheets Mary Perry – Attendance clerk	0	Attendance sheets. Minutes from attendance committee.	Attendance rate of at least 97% and fewer tardies
Two students from each grade level will be chosen as Student of the Week based on conduct and weekly perfect attendance.	Lynne Mumme, Principal	Weekly	Reward from office, camera	\$200	Weekly announcements	Positive behavior increased in class.
Recognize students with yearly perfect attendance	Mary Perry	End of year	Certificates & reward at end of year Gift Card to Sonic	\$200	Last week of school	Increase to 97% attendance
Recognize students with perfect attendance for the entire 1 st semester.	Mary Perry	Jan-10	Pizza Party	\$200	Attendance report in January	Increase to 97% attendance
Students with perfect attendance for 6 wks will have a popsicle party at the end of the six weeks.	Hilderbrand, Perez, Hebel, Roehl, Tucker, S. Garcia, L. Mumme, B. Rodriguez	Each 6 weeks	Popsicles	0	Attendance reports	Increase to 97% attendance

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GOAL: All students in grades 1 -3 will meet minimum expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #4: By May of 2010, parental involvement will increase due to additional opportunities for parents to participate in activities at Central Elementary.						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
Provide Parent Academies & Parent Workshops at various community locations.	Rita Ard, Kay Lawson	Fall & Spring 09-10	Counselor and Home Liaisons, Door prizes	\$200.00	Sign-In Sheets	Increased parental involvement by 10%
Encourage parent volunteers to plan & carry out a Staff Appreciation Day	S. Garcia, Hilderbrand, Perez, Hebel, Roehl, Tucker	Spring 2010	Office staff, AP, Team Leaders	0	Staff Appreciation Day	Increased parental involvement
Transitioning sessions for special ed students moving from one program to another will be provided.	C. Gonzales, A. Perez, A. Marroquin	Meet Your Child's Teacher Night - August 2009. Day Care and Head Start Visits - Spring 2010	Counselor Principal	0	Documentation of orientation and visits	Increased awareness of beginning of school procedures
Four afternoon/evening parent workshops will be held dealing with various school topics.	Rita Ard, Counselor	2 meetings in the Fall of 2009 and 2 meetings in the Spring of 2010.	TASB's Parent Education notebook	\$200.00	Sign-in sheets	Increased parental involvement as evidenced by student performance.
Provide parent training sessions for Math & Reading nights.	Amy Marroquin & Kathy Joines	Fall of 2009	2nd & 3 rd grade Math teachers	0	Sign-In sheet	Increased parental involvement as evidenced by student performance
An Open House to display student work & Science projects will be held for Pre-K-3 students.	Lynne Mumme, Principal	Mar-10	Student projects & Science projects	0	Sign-in sheets	Increased parental involvement as evidenced by student performance
Increase parental involvement through Parent Volunteer Program.	Hilderbrand, Perez, Hebel, Roehl, Tucker	Fall 2009-Spring 2010	List of parents turned in to office from classroom teachers	\$200	Sign in Sheets	Increased parental involvement
Teachers will develop ideas to involve parents in the use of the WeatherBug Math & Science program	A. Marroquin, Hilderbrand, Perez, Hebel, Roehl, Tucker	Monthly	Parent volunteer list, weekly newsletters home to parents.	0	Documentation of assignment folders sent home.	Increased parental involvement
Parent volunteers will help with rewards, box top carnival, book fair, picture day, AR store, Bike rodeo, etc.	Hilderbrand, Perez, Hebel, Roehl, Tucker	Monthly	Snowcone & popcorn supplies etc. Parent volunteer buttons,	\$500	Sign-In sheets	Increased parental involvement
Keep parents notified and encourage parental involvement through meetings and e-mail messages.	S. Garcia, L. Mumme	Meetings – every 6 weeks. - Mumme E-mail messages – weekly - Garcia	Agenda, snacks	\$200	Sign-In sheets	Increase participation and attendance

Campus: Central Elementary						
GOAL: All students in grades 1 -3 will meet minimum expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #5: By May of 2010, Central Elementary will provide relevant, focused professional development.						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
Staff development will be provided including TAKS, Tango, Progress Monitoring & TPRI strategies	Lynne Mumme, Principal	Fall 2009	Region III	Title VI	Sign-in sheets for attendance, staff development evaluation forms	Increase TPRI , Circle , Progress Monitoring & TAKS scores.
Staff development for high expectation for sp. Pop. & minority students will be provided.	Lynne Mumme, Principal	By December 2009	Vanessa Kunefke, Dir. Of Instructional Services	0	Sign-in sheets for attendance, staff development evaluation forms	Increased performance by sp. Ed. & minority students & increased TAKS scores.
All teachers in Pre K – 3 rd grade who are not certified or highly qualified, will work with a certified teacher for added support. They will also receive professional development or coursework to reach HQ status.	Lynne Mumme, Principal	September 2009 – June 2010	ESL certification training – Vanessa Kunefke Region III, Spanish Level 1 & 2 – Larry Williams	0	All uncertified LA teachers will sign up for the TExES ESL test. All teachers not qualified will meet with team members and/or attend training.	All uncertified LA teachers will be ESL certified by June 2010. All regular ed. teachers will be HQ by June of 2010
Staff dev. provided on use of TAKS Disaggregation data for Sp. Pops, minority students, and those failing benchmarks.	Amy Marroquin, Vanessa Kunefke	Fall 2009 – Spring 2010	October training on disaggregation data	\$700	Test results from practice tests and composition of collected data	Increase in passing scores on benchmark & TAKS tests
Staff development will be provided in the areas of Sp. Ed. pre-referral procedures, modifications in the classroom and transition training.	MCES Diagnostician	Fall 2009	MCES materials	0	Sign-in sheets for attendance.	Staff development evaluation forms. Reduction in the number of Sp. Ed. referrals.
Staff development on Autism and Dyslexia will be provided.	Lynne Mumme, Principal	Fall 2009	MCES, Region III, Vanessa Kunefke, Curriculum Director	\$200.00	Sign-in sheets for attendance	Increased awareness of Autism & Dyslexia characteristics & strategies.
Staff development in ESL strategies will be provided for all teachers.	Lynne Mumme, Principal	Fall 2009– Spring 2010	Vanessa Kunefke, Curriculum Director	Region III	Sign-in sheets	Improved Lesson plans.
All new personnel will be trained to use the Time To Teach program	Vanessa Kunefke, Curriculum Director	Fall 2009 – 2010	J.E. Todd & Time To Teach books	\$0	Sign In Sheets	Decrease in number of discipline referrals.
Teachers will receive training on the use of the computer lab, basic programs, CLC & WebCCAT.	Lynne Mumme, Selina Garcia, Bob Fiorini, Sharon Estraca & Christina Lopez, James Post	Fall 2009 – Spring 2010	Computer lab and programs	\$0	Sign-in sheets for computer lab use.	Increased awareness of computer use by students.
Teachers will receive training on RTI program	Lynne Mumme , Stacie Murry, Amy Marroquin	Fall 2009	Tier forms	0	Sign In sheets	Increased awareness of RTI program and fewer referrals to special ed program.

Campus: Central Elementary						
GOAL: All students in grades 1 -3 will meet minimum expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #6: By May of 2010, Central Elementary will provide relevant, focused activities on safe school environment; violence prevention and intervention.						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
The campus will practice emergency/disaster procedures.	Selina Garcia, Assistant Principal	Fall 2009 - Spring 2010	Larry Williams, Director of H/R & Federal Programs	SDFSC funds	Check, update & Re-distribute emergency boxes in each classroom	Knowledge and use of emergency procedures in an emergency situation.
All outside school doors will continue to be locked each day for student safety, and teachers will have a key to unlock all outside doors.	Lynne Mumme, Principal Selina Garcia, Assistant Principal	Daily	Director of Maintenance	0	Monitoring of locked doors for proper closure. Signs posted that direct visitors to the office.	Increased parental knowledge by the number of parents who sign in.
A mentoring program will continue to be available to students.	Kay Lawson, Home School Liaison	August 2009-May 2010	South Texas Nuclear Project, Community members	Local funds	Mentor sign-in sheet	Increased student performance.
All staff members, including substitutes, will continue to wear picture ID's daily.	Lynne Mumme, Principal & Selina Garcia, Asst. Principal	August 2009-May 2010	ID Badge maker machine.	Local	Monitoring of badges	100% of staff members will wear ID badges daily.
All visitors will continue to report to the office to show picture ID, sign-in & wear a visitor badge while on campus.	Lynne Mumme, Principal & Selina Garcia, Asst. Principal	Daily	Visitor Badges	\$300.00	Sign-In sheets & monitoring of visitors with badges.	Visual observations and increased parental knowledge.
All students will continue to carry a hall pass when out of the classroom without a teacher.	Selina Garcia, Assistant Principal	August 2009 – May 2010	Lanyards and laminated hall passes with teacher picture.	\$350.00	Observation of students with hall passes	Safer school
All students (K-3) will remain in the building and be called out individually as their rides arrive.	All teachers and aides on duty	August 2009-May 2010	Walkie Talkies, school issued car tags	\$2,000	Monitoring of students in hallways	Safer loading procedures

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PERFORMANCE OBJECTIVE #7: During the 2009-2010 school year teachers and staff will make Central a pleasant campus to visit and increase student interest and enjoyment in school.						
Strategy/Activity	Person(s) Responsible	Timeline	Resources Needed	Cost (Source)	Formative Evaluation	Summative Evaluation
Teachers will provide activities in each classroom to increase student interest and enjoyment in school.	Hilderbrand, Perez, Hebel, Roehl, Tucker	Fall 2009 – Spring 2010	Local businesses, moonwalk, reward trips, field trips	\$300.00	Participation in planned activities.	Attendance up, fewer discipline referrals, improved book circulation, and test scores.
Office staff will make an effort to handle concerns, problems and questions from parents, students and teachers quickly and in a pleasant manner	B. Rodriguez, M. Perry, D. Koop, R. Ard, L. Mumme, S. Garcia	Fall 2009 – Spring 2010	Training in proper office procedures.	\$500.00	Questions, complaints and concerns will be handled quickly and professionally.	Decrease in complaints from parents, and teachers.

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