

CENTRAL ELEMENTARY

2010-2011

CAMPUS IMPROVEMENT PLAN

CIT Members

Buddy Kelley
Terri Adams
Michelle Delgado
Kim Shimek

Selina Garcia
Amy Marroquin
Diane Koop

Districtwide Professional

Vanessa Kunefke

Parent Members

Melanie Cortez-Polk
Maria Gonzales
Norma Wollam

Community Members

Diane Connor
David Peña

Business Members

Thuy Vu
Vickijane Bear Mosier



Campus: Central Elementary						
GOAL: All students in grade 3 will meet expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #1: By May of 2011, Central Elementary students in grades K-2 will meet Istation goals for reading and students in grade 3 will meet TAKS Reading goals.						
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.	Computer Instructional Assistant	End of six weeks	Computer Instructional Assistant, James Post, Title I Instructional Assistants, Zoo Phonics at Pre-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 Istation.	Buddy Kelley, Principal	April – July 2011	Region III, TAKS materials, Istation Intervention Strategies	0	Tutoring records	90% Mastery on Reading TAKS in April - July and Istation
Each 1 st – 3 rd grade hall will have an Accelerated Reader wall to display AR goals for students.	Ninfa Hernandez, Audrey Hansen, Sandra Tucker & Kasey Larson	Weekly for 1st - 3rd grade. K will add skills weekly and AR books in January	1 st – 3 rd AR Books.	0	1 st – 3 rd AR points	85% of the 1st - 3 rd grade students will attain the minimum # of points to get their name on the AR wall.
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.	T. Gerberman, K. Larson, J. Roehl, S. Tucker	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	T. Gerberman, K. Larson, J. Roehl, S. Tucker, V. Kacer	Fall & Spring 2010-2011. 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 Istation & practice TAKS tests will be used to address areas of need in reading.	V. Kacer, Counselor Selina Garcia, Assistant Principal	Fall 2010 Spring 2011	Istation Tests	0	Spring 2011 Istation Results	Increase reading accuracy level and comprehension to 80%
A computer lab will be utilized to facilitate technology TEKS.	Selina Garcia	Fall & Spring 2010 - 2011	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.
Use TAKS Disaggregation data for Sp. Pops, minority students, and those failing benchmarks.	Amy Marroquin, Vanessa Kunefke	Fall 2010 – Spring 2011	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 2010 – Spring 2011	Lynne Mumme, Testing Coordinator	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 2010 – Spring 2011	Lynne Mumme, Testing Coordinator	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 Istation 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	Buddy Kelley, Principal	Fall 2010	Region III, Veronica Kacer , 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 Kunefke, Director of Instructional Programs, Buddy Kelley, Principal	Summer of 2011	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.	Gerberman, Larson, Shimek, Roehl, Tucker	Fall 2010 – Spring 2011	Region III Consultants, V. Kacer, Counselor	0	Lessons Plans	Increased 6 weeks grades and mastery of TAKS
Teachers will use strategies to increase the number of students with commended status on the 3 rd grade TAKS test	Sandra Tucker	Fall 2010 – Spring 2011	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	Fall 2010 – Spring 2011	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	Gerberman, Larson, Shimek, Roehl, Tucker	Daily	Vocabulary word cards	\$500.00	Daily use of the words	Using words in a sentence
Ensure every child with a learning disability in reading is identified before leaving the elementary campus.	Teaching staff, RTI teachers,	Continuous monitoring of students through RTI, and teacher evaluation of students.	Research based materials, dyslexia materials, other testing materials.	local funds	RTI records, and tier meetings	Monitor special populations and RTI to ensure we are identifying students at the earliest point.

Campus: Central Elementary						
GOAL: All students in grade 3 meet expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #2: By May of 2011, students in grade 3 will meet TAKS Math goals.						
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.	Computer Instructional Assistant, Gerberman, Larson, Shimek, Roehl, Tucker	End of six weeks	Computer Instructional Assistant, James Post, 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).	Gerberman, Larshon, Shimek, Roehl, Tucker	Weekly	Manipulatives	0	Lesson plans & walk throughs	Lesson plans & walk throughs
1 st , 2 nd , & 3 rd grade students will take TAKS benchmark tests.	V. Kacer, Counselor	Fall 2010/Spring 2011	Lynne Mumme, 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 V. Kacer,	Fall 2010/Spring 2011	Region III testing supplies Lynne Mumme	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.	Gerberman, Larson, Shimek, Roehl, Tucker	Fall 2010/Spring 2011	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, Gerberman, Larson, Shimek, Roehl, Tucker	Fall 2010/Spring 2011	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.	Buddy Kelley, Principal	Fall 2010/Spring 2011	Region III Consultants, V. Kacer		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	Gerberman, Larson, Shimek, Roehl, Tucker	Fall 2010/Spring 2011	C- SCOPE	Comp Ed funds \$2000-7	Lesson Plans	90% mastery on TAKS test
Ensure every child with a learning disability in math is identified before leaving the elementary campus	Teaching staff, RTI teachers,	Continuous monitoring of students through RTI, and teacher evaluation of students	Research based materials, dyslexia materials, other testing materials.	local funds	RTI records, and tier meetings	monitor special populations and RTI to ensure we are identifying students at the earliest point.

A computer lab will be utilized to facilitate technology TEKS	Selina Garcia	Fall & Spring 2010 - 2011	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, Lynne Mumme	Fall & Spring 2010 - 2011	October training on disaggregation data		Test results from practice tests	90% 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 & Spring 2010 - 2011	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 Kunefke, Director of Instructional Programs	Summer 2011	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 grade 3 will meet expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #3: By May of 2011, 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, Buddy Kelley, 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.	Buddy Kelley, 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.	Buddy Kelley, 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 and 2nd semester.	Mary Perry	January 10 and May 11	Pizza Party	\$200	Attendance report in January and May	Increase to 97% attendance
Students with perfect attendance for 6 wks will have a popsicle party at the end of the six weeks.	Gerberman, Larson, Shimek, 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 grade 3 will meet expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #4: By May of 2011, 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.	V. Kacer, Kay Lawson	Fall & Spring 2010-2011.	Counselor and Home-School Liaisons, Door prizes	\$200.00	Sign-in Sheets	Increased parental involvement by 10%.
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 2010. Day Care and Head Start Visits - Spring 2011	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.	V. Kacer, Counselor	2 meetings in the Fall of 2010 and 2 meetings in the Spring of 2011.	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 & Stacy Murry	Fall of 2010	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.	Buddy Kelley, Principal	March 2011	Student projects & science projects	0	Sign-in sheets	Increased parental involvement as evidenced by student performance
Increase parental involvement through Parent Volunteer Program.	Gerberman, Larson, Shimek, Roehl, Tucker	Fall 2010-Spring 2011	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, Gerberman, Larson, Shimek, 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.	Gerberman, Larson, Shimek, Hebel, Roehl, Tucker	Monthly	snow cone & 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, B. Kelley	Meetings – every 6 weeks. - Kelley E-mail messages – weekly - Selina Garcia	Agenda, snacks	\$200	Sign-In sheets	Increase participation and attendance

Campus: Central Elementary						
GOAL: All students in grade 3 will meet expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #5: By May of 2011, 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 & Istation, CSCOPE, DMAC strategies.	Buddy Kelley, Principal	Fall 2010	Region III	Title VI	Sign-in sheets for attendance, staff development evaluation forms	Increase Istation, Tango, Progress Monitoring & TAKS scores.
Staff development for high expectation for sp. Pop. & minority students will be provided.	Buddy Kelley, Principal	By December 2010	Vanessa Kunefke, Dir. Of Instructional Services, V. Kacer, L. Mumme	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.	Buddy Kelley, Principal	September 2010 – June 2011	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, Lynne Mumme	Fall 2010 – Spring 2011	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 2010	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.	Buddy Kelley, Principal	Fall 2010	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.	Buddy Kelley, Principal	Fall 2010 – Spring 2011	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 2010 – Spring 2011	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 and CSCOPE.	Buddy Kelley, Selina Garcia, Bob Fiorini, Sharon Estraca & Christina Lopez, James Post	Fall 2010 – Spring 2011	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.	Buddy Kelley, Stacie Murry, Amy Marroquin, Selina Garcia	Fall 2010	tier forms	\$0	Sign In sheets	Increased awareness of RTI program and fewer referrals to special ed program.

<p>The campus will examine it's inclusionary practices and support services offered to special education students ensuring they are placed in the least restrictive environment.</p>	<p>Buddy Kelley - Principal, Vanessa Kunefke - Curriculum Director</p>	<p>Fall 2010 – Spring 2011</p>	<p>Vanessa Kunefke, Director of Instructional Services, MCES</p>	<p>Local Funds</p>	<p>Sign In Sheets, staff development evaluations</p>	<p>Increased awareness of LRE placement of our special populations ensuring 40% or more special education students (ages 6-11) are in a less restrictive environment</p>
<p>The campus and district will examine its practices for discretionary ISS placement of students served in special education.</p>	<p>Buddy Kelley - Principal, Selina Garcia - Vice Principal other district administration</p>	<p>fall 2020 - spring 2011</p>	<p>MCES, Vanessa Kunefke, Director of Instructional Services</p>	<p>Local Funds</p>	<p>Sign in sheets, A-Team meetings</p>	<p>Increase awareness of Special Population placement into ISS ensuring that there is less than a 10% difference between regular ed and special ed placements.</p>

Campus: Central Elementary						
GOAL: All students in grade 3 will meet expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #6: By May of 2011, 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 2010 Spring 2011	Larry Williams	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.	Buddy Kelley, Principal Selina Garcia, Assistant Principal	Daily	Maintenance Coordinator	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 2010-May 2011	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.	Buddy Kelley, Principal & Selina Garcia, Asst. Principal	August 2010-May 2011	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.	Buddy Kelley, 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 2010-May 2011	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 2010-May 2011	Walkie Talkies, school issued car tags	\$2,000	Monitoring of students in hallways	Safer loading procedures

Campus: Central Elementary						
GOAL: All students in grade 3 will meet minimum expectations on all TAKS tests and strive to be an Exemplary campus.						
PERFORMANCE OBJECTIVE #7: During the 2010-2011 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.	Gerberman, Larson, Shimek, Roehl, Tucker	Fall 2010 – Spring 2011	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, V. Kacer, S. Garcia, B. Kelley	Fall 2010 – Spring 2011	Training in proper office procedures.	\$500.00	Questions, complaints and concerns will be handled quickly and professionally.	Decrease in complaints from parents, and teachers.
Utilize technology and diverse teaching strategies to motivate students to learn and increase enjoyment in school.	James Post, technology department, staff involvement	Fall 2010 – Spring 2011	Tech support, and training	current technology on campus plus local funds	Participation in technology lessons and increased use of tech in classes	Increased use of computer labs and integration of technology into the class room.