

Comal Independent School District

Startzville Elementary

2011-2012 Campus Improvement Plan

Accountability Rating: Academically Acceptable

Mission Statement

Startzville's mission is to provide a learning environment for all learners which will prepare students for living and working in the 21st Century.

Vision

We are discovering our Strengths. We think it, Plan it. Do it!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Startzville Elementary (STZES) encompasses the towns of Startzville and Sattler on the Southwestern side of Canyon Lake and is home to 664 students. According to the Texas Education Agency's (TEA) *Academic Excellence Indicator System* (AEIS) 2011 Report, Startzville's students are made up of the following ethnic backgrounds: **21%** Hispanic, **78%** White, and **1%** Asian. Mirroring the community's economic issues, Startzville students and parents are confronting a growing rise in the number of students living in poverty. According to the AEIS report, **66%** of Startzville students are classified as economically disadvantaged, an increase of **22%** over the past 5 years. STZES is a Title I schoolwide campus with an at-risk population of **223**, or **38%**. Student mobility rate is high but continues to be stable at **23%**, an increase of **3%** over the past 5 years. Student enrollment in special programs: **5% ESL**, **5% GT**, and **11% Special Education**. Attendance rates have remained stable at 95%, a decrease of .3% over the last 2 years. Demographic comparisons between students in staff reveal a difference of 18% in hispanic student to teacher ratio, and a 22% difference in white student to teacher ratio. The average class size is 22:1 in Kinder, 17:1 in 1st grade, 18:1 in second grade, 20:1 in third grade, 19:1 in fourth grade, and 26:1 in fifth grade.

Demographics Strengths

Based on the demographic odds and economic hardships that our student have, they are resilient and possess many strengths. We are working hard to help them see these strengths despite the odds stacked against them. They are persistent and have an attendance rate of 95%.

Demographics Needs

Our economically disadvantaged population has grown 22% over the past 5 years, mobility rate is 23% and at risk rate is 38%. The mobility rate of 23%, although consistent, effects the continuity of instruction and inconsistencies in learning creating gaps and impeding academic progress.

Student Achievement

Student Achievement Summary

Startzville Elementary School (STZES) conducted our comprehensive needs assessment based on AEIS data including TAKS performance. STZES is composed of **64%** economically disadvantaged students and is a Title I schoolwide campus. All content areas showed a decreased in scores last year. Math decreased **4%**, reading decreased **6%**, Writing and science had a significant decreased of **20%** and **19%** respectively. The data was disaggregated for all student groups served by the campus including categories of ethnicity and socioeconomic status. The decrease in scores showed no significant gaps across subpopulations. When data is compared over a period of five years, STZES scores have decreased while the district has seen an increase in scores. Reading scores have decreased **5%**, Math scores have decreased **6%**, Writing scores have decreased **15%**, and science scores have decreased **4%**.

Student Achievement Strengths

Commended All Students TAKS reading is 36%.

Commended Economically Disadvantage is 26%.

Commended All Students TAKS math is 23%.

Student Achievement Needs

All Students TAKS writing is 77%.

All Students TAKS reading is 80%.

All Students TAKS math is 81%.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

School Culture and Climate Needs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our staff is 100% highly qualified and 3 of the 6 paraprofessionals hold a BA degree. The average years of experience of teachers is 13.2 years with 34% of the teachers having 11-20 years of experience.

Staff Quality, Recruitment, and Retention Strengths

We spend an extensive amount of time learning about the new STAAR test using the Lead Forward Field Guide. We evaluate instructional resources, plan for instruction, and use TAKS and CBA data to guide instruction.

Staff Quality, Recruitment, and Retention Needs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our staff has spent extensive time learning technology integration, challenge based learning, motivation theory, techniques for working with children growing up in poverty, formative assessment, guided reading, Singapore math and individual learning interests.

Curriculum, Instruction, and Assessment Strengths

We have a Think Pink team (named for Daniel Pink, author of A Whole New Mind and Drive). This is a think tank of teachers who volunteer to be part of this group and do further study of issues and ideas we choose to explore at Startzville.

Curriculum, Instruction, and Assessment Needs

We need to formalize a digital portfolio process as well as an ongoing running record or checklist of student progress on the continuum of learning skills. These need to be digitally accessible to students, teachers, and parents and the student self-assesses and then demonstrates their learning in an engaging and proficient presentation. We are currently working on that and hope to have it active by Sept. 2011

Family and Community Involvement

Family and Community Involvement Summary

Startzville is located in a very small, rural area and community involvement is very good. We are supported by 100 + volunteers from local churches and businesses. GVTC, the local telecommunications cooperative, supports our school through donations from the GVTC foundation. The school is the focal point of our area and the community is very proud to have us in their midst. Our parent resource coordinator and our PTA are wonderful organizers for lots of community involvement.

Family and Community Involvement Strengths

Family and Community Involvement Needs

Technology

Technology Summary

Startzville has LOTS of technology. We have smartboards in half of our classrooms, we have 175 iPod touch devices, several iPads, a COW of 25 laptop computers for grades 2-5 and Calves of 15 laptop computers for grades K and 1. Technology is ubiquitous in our school and is used regularly as a learning tool.

Technology Strengths

Technology Needs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Action research results
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility

- Class size data
- Campus committee meeting discussions
- NCLB Report Card data
- STAAR, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- RTI Committee Minutes & Intervention Processes






Goals

Goal 1: An equitable student centered educational process will include an aligned curriculum with valid assessments and proven instructional practices that allows every student to reach his/her highest level of achievement.

Performance Objective 1: Buy 2012, at least 90% of all students, including all accountability subgroups and all special population groups, will meet or exceed mastery expectations on all STAAR tests.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Review disaggregated STAAR 2011 data and district assessments to determine student needs; target objectives; structure groups; regroup/re-teach according to results of semester tests.	Classroom Teachers to Principal	pre-assessments Grades K-5 Sept., Mid-year and End of year assessments				
Funding Sources: Local Revenue						
2) Identify at-risk student using multiple criteria of STAR TLI below 75 in reading and/or math; below DRA criterion level in grades K-5 for Title Reading. Provide RSVP, Kids Hope for services essential to their success, It Takes Two.	Special Ed Teachers. Counselors	DRA/TPRI preassessment gradesK-5 Sept. and mid year assessments in January				
Funding Sources: Local Revenue						
3) Serve needs of at-risk students using technology integrated instruction beginning with Pre-K	Classroom Teachers	DRA/TPRI CISD pre assessments, Sept and mid-year assessments in January.				
4) All third through fifth grade students will taught scientific procedures in a laboratory setting	3rd through 5th grade Science teachers	Each 9 weeks through District and Classroom evaluations				
5) All students will be involved in an integrated Earth Science, Life Science and Physical Science unit	Teachers & Paras	Assessments appropriate to unit				
6) All student performing below grade level who are in need of intervention will be referred to our GIST committee to discuss strategies as stated in the CIP Other Science Goals: Lab safety rules posted in grades K - 5. Signed lab contracts grades 3 - 5. Attend district Science teacher meetings	Counselor, Assistant Principal, GIST Committee	Each 9 weeks through system evaluation tools, CBA's specifically				






7) Identify students in grades K-3 who are below criterion levels on DRA for accelerated reading instruction and tutoring. to assure success on third grade STAAR assessment	Language Arts and Math Liasion Teachers	DRA/TPRI, CISD quarterly benchmark assessments				
8) All GT students will receive instruction from district GT teacher 1 time per week for a 45 minute session	District GT teacher	Each nine weeks				
9) All students, grades K - 5 will be involved in garden experiences in the outdoor learning garden at Startzville Campus	All grade level teachers, Community Volunteers, PTA	classroom observations, classroom assessments, student comments				
10) All students, Grades K-5 will be involved in multiple project based learning experiences including the challange based learning model.	All teachers, paras, volunteers, principal and assistant principal	classroom observations, classroom assessments, student comments				
11) Pre-kindergarten students will have high quality, developmentally appropriate experiences in a 1/2 day program	Pre-K teachers, Parent Resource Coordinator	Parent comments, Classroom observations and skills assessments				
12) All students will complete pre-assessments in social/emotional skills for developmental assests to determine individual needs	All teachers, Counselor, Assistant Principal and Principal	Drawing samples, student interventions, parent information, and class meetings				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: An equitable student centered educational process will include an aligned curriculum with valid assessments and proven instructional practices that allows every student to reach his/her highest level of achievement.

Performance Objective 2: By Spring 2012 at least 95% of all students in all accountability subgroups and special population groups, will meet or exceed mastery expectations on all STAAR tests

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Assess special education students using District and Campus forms of assessment	Teachers	District Assessments				
2) Assess students, referred through GIST, for reading disabilities, using approved RTI assessments, to identify dyslexic tendencies	Rereading Specialist	Formative and standardized assessments and observations.				
3) Identify GT =students according to district timelines, criteria and procedures for Pre-K through 5th	GT Teachers	Approved tests, records of students' scores				
4) Assess home schooled students prior to grade placement	Title I teaqchers	Woodcock - Johnson, DRA and TPRI; teacher parent conference; Year grade level review				
5) Provide differentiated instruction in all classrooms with GT students	GT and Classroom Teachers	Lesson Plans and Walk-through Program evaluations				
6) Provide professional development in 30 hour GT academy for all classroom teachers	District trainers	Teacher attendance, number of GT teachers				
7) Review Home Language surveys; assess LEP students and conduct LPAC meeting within 4 weeks	Bilingual Tutor/Teacher	Students records and LPAC folders				
8) Provide supplemental literacy instruction and support for LEP students identified for ESL services	K - 5 teachers, Bilingual tutor, Title I teacher	Student Assessment data				
9) Provide Healthy Kids program to all students grades K - 5 using Physical Education and the Fitness LAb	PE Teacher, Cafeteria Staff, and Classroom Teachers	Fitness Gram				
10) Provide classroom teachers with professional development strategies, support and materials to assist in serving ESL students	District trainers	Student Assessment Data				

11) Provide professional development and financial assistant for ESL trained teachers to obtain certification	CISD Director of ESL Services	Number of teachers ESL certified				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Startzville Elementary will provide a safe, secure and positive environment in which all students and staff focus on learning.

Performance Objective 1: Continue to refine campus policies and practices to improve discipline and enhance school safety and climate.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Participate in Red Ribbon Week	Counselor	number of referrals pertaining to drugs				
2) Participation from community mentoring programs. (PALS, Kids Hope, RSVP, KIT)	Counselor	Improvement in academics and self esteem				
3) School Counselor provides guidance activities for grades K - 5	Counselor	Participation				
4) Students earning Hawk Bucks may redeem them for goods via the Hawk Pride Store	Counselor, Assistant Principal	Reduction in discipline referrals, store participation				
5) Classrooms earning Hawk Bucks will earn classroom celebrations	Teachers	Reduction in discipline referrals				
6) All staff will be provided with the Startzville Crisis Management Plan	Counselor, Assistant Principal	Sign in sheets for training				
7) Fifth grade students will be selected to assist in Counseling Programs, run the Hawk store and work school jobs	Counselor and 5th Grade teachers	On going evaluation. Effective use of school store				
8) Provide staff handbook with clear behavior guidelines and school-wide rules. Train Staff (star points)	Principal	On Going. Analyze office referrals. Observation of school wide areas				
9) Continue Olweus Bullying prevention program	District Olweus Liason	On Going. Analyze office referrals. Observation of school wide areas				

Goal 3: Technology advancement will result in student and staff acquisition of skills and competencies necessary for success in the twenty-first century.

Performance Objective 1: By Spring 2012, 100% of staff and students will increase their technological competencies

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All staff members will develop and maintain a classroom webpage	Campus Tech and Classroom Teachers	Participation on the Web				
2) Integrate technology applications into classroom instruction and utilize grade specific data collection files to disaggregate data to facilitate instruction	District and Camous instructional technologist	Studywiz, Lesson Plans, Walk throughs, PDAS evaluation, and student products				
3) Continue staff development for all staff targeting skills students need to know for 21st Century learning	Principal	Staff sign in sheet				
4) Continue staff development, monthly, using MAC laptops as integral part of equipment used in training, using additional new technology devices, ie Elmos, Smartboards, iTouches, Nanos, MAC Laptops, and iPads for integrated, engaged learning in all classrooms	Principal, Tech Instructional Specialist	Teacher lesson Plans, Classroom Activities, Teacher proficiency evidenced in teaching strategies used				
5) Continue to upgrade and utilize production room for grades K - 5 equipped with a blue screen, green screens, lighting, audio and video equipment.	Campus Tech and Teachers	Videos produced				
6) Establish a grade level schedule for IT support and integration of classroom technology	Campus Tech and teachers	Technology used in classrooms				
7) Schedule COWS and CALVES for all classrooms	Campus Tech and Teachers	Sign out sheets and use of COWS and CALVES				
8) Establish an iTouch mobile learning program PK - 5th grades	Campus Tech and Teachers	Sign out sheets, mid year and end of year evaluation program				
9) Create quarterly showcases for student learning using Technology. The audience will be a focal point of presentation/production	Campus Tech, Teachers	Quality of presentations/productions and attendance				

 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 3: Technology advancement will result in student and staff acquisition of skills and competencies necessary for success in the twenty-first century.

Performance Objective 2: By Spring 2012, all staff members will master 8th grade TEKS identified objects.


Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All students will incorporate technology in various formats for assembly & other presentations	Teachers	Each nine weeks				
2) Selected students will produce daily video announcements	Select Teachers	Copy of Video Announcement applications				
3) Staff will be trained in the use of United Streaming, Waterford, Read About, Eduphoria, Studywiz, MAC training and other Apple products	Principal, Technology instructor	Sign in sheets, Principal's observation				

Goal 4: Startzville Elementary establishes a school wide atmosphere of open communications with the community, parents, staff and students.

Performance Objective 1: Continue to increase parental involvement, improve parenting skills and enhance mentoring opportunities to build partnerships.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue RSVP (Retired Senior Volunteer Program) to increase first grade literacy	Volunteer Coordinator	Tutors' schedules, sign in sheets and reports; students improvement on DRA/TPRI				
2) Continue with Kids Hope USA tutoring program for At-Risk students in grades 2 - 4 and It Takes Two early literacy program for 1st and 2nd graders	Volunteer Coordinator	Tutors' schedules, sign in sheets, and reports to teachers; student progress on quarterly formative assessments and TAKS				
3) Continue at home reading program to assist parents in taking an active role in developing literacy through shared reading using take home materials	Classroom and Title I teachers	Check out records, sign in sheets; parent signatures on AR logs, parent conference sign in sheets, students improvement on DRA/TPRI and formative assessments				
4) Conduct parent conferences at least twice yearly for at risk students	Teachers	Sign in sheets; logs				
5) Ready Set Teach program- High School students come and learn what it is like to be a teacher	classroom teachers(STZES), High School teacher	Sign in logs Teacher comments observations, parent comments				
6) Continue Parent Resource Center-located on campus where parents can come help, to volunteer,and link with the community resources	Parent Resource Coordinator	Sign in logs, Teacher comments and observations, Parent comments				
						

Goal 4: Startzville Elementary establishes a school wide atmosphere of open communications with the community, parents, staff and students.

Performance Objective 2: Staff will invite parent/community members to assist students in maintaining an exemplary level of achievement.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Partners and Community members will be invited to the following: Field Trips, Veterans Day, Field Day, Explore UT Career Day	Administrators, Teachers, Parent Volunteers, Parent Resource	Surveys, sign-in-sheets, observations, community comments, and feedback				
2) Students will give too community members in need during the holiday season	Parent Resource	Surveys, newsletters/newspaper articles				
3) Teachers and Staff will host an appreciation event for Volunteers	Principal, Counselor, Parent Resource	Surveys, invitations and attendance				

Goal 5: Startzville Elementary will provide the necessary components for an effective and efficient organization to support a positive learning environment.

Performance Objective 1: Two way communication and involvement of all participants in the instructional planning and decision-making processes will increase as reflected on end-of-year district SBDM survey

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff development for site based decision making team	Principal; Co-chair	Participation at staff Development, Sign-in sheet, End-of-year survey				
2) Provide Staff Development for GIST/RTI procedures	Counselor and Assistant Principal	Weekly or as needed GIST/RTI meetings				
3) Provide staff development on Section 504 studnet identification guidelines and procedures	Assistant Principal	Participant sign-in sheets				
4) Provide staff development to disaggregate STAAR data by objectives to identify areas of strength and weakness	Tech Teacher, Principal, Leadership Team	100% participation; backup, sign-in sheets				
5) Plan for continuation of school-wide Title Program 2011-2012. Assess the needs of the campus for school-wide program implementaion to meet the needs of all students for overall campus improvement.	Admin., GIST/RTI team, Title Team	Formative assessments, student products and projects				

Goal 6: Startzville Elementary's planning and implementation will focus on hiring, training and retention of quality personnel to meet the needs of each student maximizing their achievement.

Performance Objective 1: Interview candidates that are certified and meet the required Highly Qualified Status. Monitor placement of instructional staff so that certification meets subject area they are teaching

Summative Evaluation:

State Compensatory

Budget for Startzville Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
21 6100	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$30,390.00
211 6100	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$219,579.00
30 6100	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$27,715.00
6100 Subtotal:		\$277,684.00
6200 Professional and Contracted Services		
30 6200	6219 Professional Services	\$22,000.00
6200 Subtotal:		\$22,000.00
6300 Supplies and Services		
21 6300	6311 Gasoline and Other Fuels for Vehicles	\$2,464.00
211 6300	6311 Gasoline and Other Fuels for Vehicles	\$1,000.00
6300 Subtotal:		\$3,464.00
6400 Other Operating Costs		
211 6400	6411 Employee Travel	\$715.00
30 6400	6411 Employee Travel	\$712.00
6400 Subtotal:		\$1,427.00

Personnel for Startzville Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eulah Matthews	Literacy Library		
Laura Mendez	CIT		1
Mary Silvers	CIT		1
Shari Tucker	Parent Support Specialist		.5
Shay Grice	CIT		1

Title I

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

Startzville Elementary continues to encourage strong parental involvement. Fall parent conferences were held in November. Parent participation is solicited for district and campus planning and policy committees including DEIC, SHAC, Title I, school compacts, and parental involvement. Increased effort was made to boost parent communication on the listserv, facebook, parentlink, and marquee. Gradebook online grade reports are available for parents. Lunch Money Now provides parents information about lunch money balances and student breakfast and lunch purchases. Parents filled out a Title I survey/volunteer survey indicating preferences for parental involvement activities. A variety of programs and meetings are planned: a principal's coffee, kinder orientation meeting, breakfast in the classroom informational parent meeting, parent volunteer workdays, take your dad to school morning, a Hawkeye's club for our students' male role models, Fall and Spring Talent Show, awards ceremonies each quarter, campus beautification days, free Thanksgiving dinner, Veteran's Program, math night, movie night, Christmas Program, family fun night, and PTA board meetings.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

2011-2012 Campus Education Improvement Committee

Committee Role	Name	Position	Signature
Classroom Teacher	Kathy Buckley	4th Grade	
Classroom Teacher	Tracy Buxkemper	2nd Grade	
Classroom Teacher	Kim Hofferichter	3rd Grade	
Classroom Teacher	Robin Lindeman	Special Ed	
Classroom Teacher	Carolynne Martin	1st Grade	
Classroom Teacher	Laura Mendez	Title I	
Classroom Teacher	Cec Pearson	5th Grade	
Classroom Teacher	Laura Salazar	Specials	
Classroom Teacher	Mary Silvers	Title I	
Classroom Teacher	Sheri Wersterfer	Librarian	
Classroom Teacher	Aimee Whiteman	Kindergarten	
Community Representative	Jacque Mentzer		
Non-classroom Professional	Jan Bettersworth	Principal	
Non-classroom Professional	Angie Mickey	Counselor	
Non-classroom Professional	Shannon Piles	Assistant Principal	
Paraprofessional	Mary Schmidt		
Parent	Shari Tucker		

Campus Funding Summary

Local Revenue					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	1			\$0
1	1	2			\$0
Sub-Total					\$0
Grand Total					\$0