

**WESTERN ELEMENTARY SCHOOL
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN 2008-2010
EXECUTIVE SUMMARY**

MISSION STATEMENT

We, the, faculty, staff, students, and parents of Western Elementary School work together to provide opportunities for all students to develop intellectually, physically, socially and emotionally. We strive to help student acquire knowledge and develop skills that enable them to achieve success and contribute to the advancement of a democratic society.

**PROCESS FOR DEVELOPING
THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

How Planning and Needs Assessment Teams Were Organized

The Principal and Curriculum/Assessment Coordinator monitored the implementation of the strategies that were identified in the 2006-2008 Comprehensive School Improvement Plan and reinforced in the mid-cycle Implementation and Impact Statement. Several strategies were revised due to the limited amount of funding received at the district level; however, through creative planning and use of limited funds, 86% of the former plan was successfully implemented. Any initiative not implemented due to limited funding or unavailability of resources/services was evaluated to determine the necessity of inclusion in the 2008-2010 plan.

Members/Representative Groups Serving on Planning and Needs Assessment Teams

The Principal, Curriculum/Assessment Coordinator, Technology Coordinator, Guidance Counselor, Comprehensive School Improvement Planning Committee, Principal-appointed standing committees, faculty members, parent groups, and School-Based Decision Making Council provided input and feedback regarding the school's current end of the biennium status and the priority needs for the upcoming accountability cycle.

How the Needs of the School or District Were Determined

The Curriculum/Assessment Coordinator and the Comprehensive School Improvement Planning committee established the priority needs and goals after careful review of the 2006-2008 accomplishments and current strengths and needs status.

The 2008-2010 Comprehensive School Improvement Plan is a reflection of the following sources of information:

- Extensions of strategies indicated in the 2006-2008 Comprehensive School Improvement Plan and the mid-cycle Implementation and Impact Statement
- Teacher input and discussion of 2006 and 2007 test analysis
- School-wide instructional initiatives
- Units of study, lesson plans, observations, and feedback throughout the accountability cycle
- Resources and programs currently implemented
- Survey results from teachers, parents and students
- Principal-appointed standing committees' reports

How Goals and Strategies Were Decided

A draft, consisting of priority needs, established goals, causes and contributing factors, measurable objectives, and activities/strategies, was compiled by the Curriculum and Assessment Coordinator and presented to the Comprehensive School Improvement Planning committee and Principal. Ample time was given for careful review prior to presenting the plan draft to the faculty. Scheduled meetings were held to discuss the plan, provide feedback and reach consensus before presentation to the Scott County Board of Education and Superintendent. As with all decisions affecting students and staff, the plan was presented to the School-based Decision Making Council for approval.

What Implementation of the Plan is Expected to Achieve

- Refinement of teaching strategies through professional development opportunities, team planning and whole staff collaboration
- Increased opportunities for specific, effective communication with school community
- Re-emphasis of individual and school-wide accountability
- Re-assurance that staff and student body will receive adequate instruction on equity and cultural diversity issues

What Process Was Used for Internal Review

Throughout the drafting stage, the entire plan was made available and open for review and refinement. All stakeholders have been updated and encouraged to review the compiled information, offer suggestions, and question any or all parts of the plan.

What Public Comment Was Secured and What Response Was Made

Results of the Parent and Student surveys were used to determine the role they would play in the design of the overall plan.

How Comprehensive School Improvement Planning Will Be Ensured In the Future

Successful implementation and review of this plan will assist in determining future Comprehensive School Improvement Plan design and implementation.

COMMUNICATION PLAN

How Comprehensive School Improvement Plan and Other Important Information Will Be Shared With Stakeholders

- All faculty and staff have the opportunity for hearing the complete details of the Comprehensive School Improvement Plan, requesting clarification, and asking questions.
- This plan, along with other important information, will be shared with parents through written communiqué and small group or individual meetings.
- Copies of the plan will be on file in the administrative office, Principal's office, Curriculum and Assessment Coordinator's office, and faculty professional library.
- The completed plan is located on the Western Elementary web-site for review by stakeholders.

How Input from Stakeholders Will Continued To Be Gathered

- An open-door policy exists and encourages communication between parents and staff.
- The needs assessment process will be an on-going one.
- The Implementation and Impact Statement will be completed and shared with stakeholders at the mid-point of the up-coming accountability cycle.
- Faculty meetings and collaboration sessions, when necessitated, will be arenas for discussing progress and problems throughout the accountability cycle.

ACTION COMPONENT A

Curriculum/Instruction

School

District

Preliminary

Revised

District Name Scott County

Component Manager

Principal/Curriculum Coordinator

School Name Western Elementary

Current Date

March 5, 2008

Priority Need	Goal
<p>A. In order to maintain proficiency until 2014, a sustained and incremental growth must be documented for the next three bienniums. With a current accountability index of 103.1, this will require continuous reduction in the number of our novice scores and an increase the number of proficient scores in mathematics, social studies, science, reading, writing, arts/ humanities, and practical living/vocational studies.</p> <p>B. Faculty and staff need to be better informed and have a working knowledge of what is necessary for students to reach and maintain proficiency and how to design challenging instruction that will assist students in achieving this state-wide goal.</p>	<p>A. By June 2010, our accountability index will increase by 6 or more points to 109.0 or better, while reducing the percentage of novices from 5.09 to 3.0 or less.</p> <p>B. By the end of the 2008-2010 biennium, the results of the Predictive Assessment System assessment will indicate a significant decrease in the number of students who are not performing at the proficient level on this particular assessment tool.</p>
Causes of the Need	Objectives For Reaching the Goal
<p>A1. While school instruction in the domain of mathematics is aligned, all sub-domains remain areas of need. The percentage of students performing below the proficient level on open-response questions are as follows: Grade 3-Number and properties 58%; Measurement 38%; Data and Analysis 75%. Grade 4- Number and properties 47%; Measurement 47%; Geometry 37%; Algebraic Thinking 39%. Grade 5- Number and properties 52%; Measurement 53%; Geometry 23% Data and Analysis 65%; Algebraic Thinking 44%. Multiple choice responses are all above 80 percent correct.</p> <p>Possible specific causes of the need: Students have difficulty determining exactly what is asked of them to do in open response questions and do not have a variety of answers to select from, which could validate a correct or an incorrect answer.</p>	<p>A1a. A variety of instructional strategies will be implemented to assist students analyze open response questions to determine exactly what the question is asking.</p> <p>A1b. Instructional assistants/parent volunteers will assist small groups of students by coaching students performing at apprentice and below to proficient.</p> <p>A1c. Teachers within grade levels will meet on a regular basis to analyze student open-response answers to determine commonalities among sub groups of students with regard to strengths and needs to ascertain areas for remediation and reteaching.</p> <p>A1d. Lessons will be designed in a manner that provides more engagement opportunities for the students.</p>

A2. While school instruction in the domain of **social studies** is aligned, all sub-domains except Economics are identified areas of need. The percentage of students performing below the proficient level on open-response questions are as follows: Government & Civics 73%, Geography 65%, Historical Perspective 73%. Twenty-four percent of Multiple Choice answers in Historical Perspective were incorrect. **Possible specific causes of needs:** The content does not have meaning and significance to students; students do not make connections to real life; students do not see the relevance of content. Students do not apply critical thinking to open response answers.

A3. School instruction in the domain of **science** is aligned. The percentage of students performing below the proficient level on open-response questions are as follows: Physical 55%, Earth & Science 55%, Biological 54%, and Unifying Concepts 71%. **Possible specific causes of needs:** Students do not have a strong basic understanding of matter; students do not have opportunities to experience, observe, and describe motion and factors affecting motion; students need form an initial understanding of the Earth's place in the universe by observing the earth-sun-moon system; students need to understand how to make comparisons and classifications based on likenesses and differences; students need a stronger understanding of energy transformations and interdependence. Students do not successfully employ strategies to answer open response questions

A4. Reading instruction is aligned K-5, and this area has shown incremental increase since 2000. However, the percentage of students performing below the proficient level on open-response questions is as follows: **Grade 3**-Develop Understanding 83%; Interpreting text 77%

A1e. Fifth grade students will be homogeneously grouped for advanced mathematics instruction The remainder will be heterogeneously grouped

A1f. Open response questions will be given on a regular basis determining the performance level of the students.

A1g. Students in Grade 3,4, &5 will participate in the *Predictive Assessment Tests* for math two times a year to reinforce multiple choice scores.

A2a. A variety of speakers, field trips, and projects to make social studies more hands on and connect the content to other disciplines will be offered.

A2b. Lessons will be designed in a manner that provides more engagement opportunities for the students, and efforts will be made to assist students recognize the real-life connections for the content.

A2c. Students at grade 5 will participate in the Predictive Assessment Series for Social Studies three times a year.

A2d. Primary classrooms will continue to focus on the historical perspective of North America only.

A3a. A variety of strategies will be implemented in order to assure that all students are able to have the opportunity to master the assigned grade level specific content for all sub-domains.

A3b. Lessons will be designed in a manner that provides more engagement opportunities for the students, and efforts will be made to assist students in internalizing sub-domain content.

A3c. Technology will be used to make instruction more engaging, to address varied learning modalities, and to assist students to become autonomic learners.A3d. Open response questions will be given on a regular basis determining the performance level of the students.

A3e. Students in Grade 4 will participate in the *Predictive Assessment Tests* for science two times a year to reinforce multiple choice scores.

A4a. Continue to use ESS waiver to fund reading teachers for the third level of the primary multi-tiered reading program and to assist 3rd and 4th grade readers reading below grade level.

Grade 4- Develop Understanding 74%; Interpreting text 72% **Grade 5-** Develop Understanding 72%; Interpreting text 76% Multiple choice responses are all above 80 percent correct, except in the following sub-domains: **Grade 3-**Interpreting text and **Grade 4-**Critical Stance **Possible** specific causes of needs: students do not have opportunities to develop skills necessary for comprehension and specifically for the critical analysis of text.

A5. While much emphasis has been placed on writing pieces produced over a period of time, little instruction has been focused in the area using on-demand writing situations as a means of large-scale assessment in lieu of regular assessment practices. While only 3% of the fourth grade students scored below proficient, 41% of fifth grade students scored below proficient on the on-demand writing assessment. **Possible specific causes of needs:** products are not perceived to be real; students are not provided a variety of choices with regard to product; students do not see the connection between products and real-life; students do not fully understand what is expected of them. Focus has been placed on producing pieces that would be appropriate for inclusion in the portfolio for fourth grade students; however, instructional focus has not been placed on teaching students strategies that would result in successful on-demand writing products.

A6. Arts and Humanities scores showed a significant increase for the 2006-2007 school year; however, in the past scores have fluctuated and/or shown little improvement. Therefore, strategies must remain in place in order to assure scores remain at their current level.

A4b. Instructional assistants will assist students at the second level of the primary multi-tiered reading program level of in mastery of skills.

A4c. All Curriculum Planning Maps/Lesson Plans will include evidence analyzing text in all content areas, not just reading.

A4d. Teachers will use content specific text and supplements to teach reading and content.

A4e. A guided leveled reading program will continue to be the core reading program.

A4f. A variety of strategies will be implemented in order to assure that all students are able to have the opportunity to master necessary reading skills.

A4g. Students in grades 2-5 will participate in the *Predictive Assessment Tests* two times a year.

A5a. Writing will continue to be a fourth grade specials activity along with P.E. Art, and Music.

A4b. Fifth grade students will receive writing instruction as part of their specials rotations.

More examples of real-world writing will be used for instructional purposes to encourage students to view the skill of writing as one necessary for success.

A5c. Analysis of reading for qualities of writing will become part of daily instruction

A5d. All 5th grade teachers will receive training in On-demand Writing

A5e. Writer's Workshop will continue for fourth grade students performing at the novice and apprentice levels.

A5f. Writing Wizards, an extra-curricular instructional opportunity, will be offered to third grade students beginning with the second semester to prepare students for fourth grade writing assessment.

A6a. Music teacher will take a more active role in ensuring that core content in these areas is addressed in curriculum and instruction.

<p>A7. Practical Living /Vocational Studies seem to lack a consistency and continuity of instruction. Twenty-nine percent of t multiple choice answers in the sub-domain of health were incorrect, 29% of Physical Education answers were incorrect, 27% of Consumerism answers were incorrect, and 34% of Job/Career answers were incorrect. Possible specific causes of needs: students do not make connections to real life; students do not see the relevance; students do not always understand what they are responsible for learning; information is not presented that is accessible or inviting to students.</p> <p>B. Fractionalized instruction and limited specific feedback to students on individual performance.</p>	<p>A6b. Fifth grade Arts and Humanities teacher will continue to address drama core content.</p> <p>A6c. Additional audiovisual materials have been purchased to address specific core content in the Arts and Humanities. KET tapes, Performing Arts etc.</p> <p>A6j. Fifth grade students will participate in the Predictive Assessment Tests two times a year in the area of Arts and Humanities.</p> <p>A7a. The guidance counselor will present lessons in Practical Living/Vocational Studies to fourth grade students on a weekly basis.</p> <p>A7b. More outside resources will be included in assisting teachers in instruction.</p> <p>A7c. Physical Education teacher will take a more active role in ensuring that core content in these area of Health is addressed in curriculum and instruction</p> <p>A7f. Lessons will be designed in a manner that provides more engagement opportunities for students; efforts will be made to assist students recognize the real-life connections.</p> <p>B. Teachers will continue to analyze student work and use the results of the analysis to ensure students understand the standards they are expected to meet.</p>
<p>Evidence of Causes</p>	<p>Measures of Objectives (Practice and Results)</p>
<p>A1. While current 2007 Mathematics scores increased from 92.7% in 2006 to 102%, the percentage of students performing below the proficient level on open-response questions are as follows: Grade 3-Number and properties 58%; Measurement 38%; Data and Analysis 75%. Grade 4- Number and properties 47%; Measurement 47%; Geometry 37%; Algebraic Thinking 39%. Grade 5- Number and properties 52%; Measurement 53%; Geometry 23% Data and Analysis 65%; Algebraic Thinking 44%. Multiple choice responses are all above 80 percent correct.</p> <p>A2. While current 2007 Social Studies scores increased from 87.7 % in 2006 to 108.5%, the percentage of students performing below the proficient level on open-response questions are as follows: Government & Civics 73%, Geography 65%, Historical Perspective 73%. Twenty-four percent of</p>	<p>A1. By 2010, the number of 3rd grade students performing at the proficient and distinguished levels in mathematics will increase from 37% and 36% respectively to 42% and 40%. The number of novice scores will be reduced from 8% to5%. The number of 4th grade students performing at the proficient and distinguished levels in mathematics will increase from 33% and 43% respectively to 38% and 48%. The number of novice scores will be reduced from 8% to 5%. The number of 5th grade students performing at the proficient and distinguished levels in mathematics will increase from 35% and 30% respectively to 40% and 35%. Novice scores will be reduced from 6% to 3%.</p> <p>A2. By 2010, the number of 5th grade students performing at the proficient and distinguished levels in Social Studies will increase from 44% and 39% respectively to 50% and 45%. The number of novice scores will be reduced from 3% to 1%.</p>

<p>Multiple Choice answers in Historical Perspective were incorrect.</p> <p>A3. While current 2007 Science scores increased from 107.1% in 2006 to 115.1%, the percentage of students performing below the proficient level on open-response questions are as follows: Physical 55%, Earth & Science 55%, Biological 54%, and Unifying Concepts 71%.</p> <p>A4. While current 2007 Reading scores increased from 93.8% in 2006 to 102.5%, the percentage of students performing below the proficient level on open-response questions are as follows: Grade 3-Develop Understanding 83%; Interpreting text 77% Grade 4-Develop Understanding 74%; Interpreting text 72% Grade 5-Develop Understanding 72%; Interpreting text 76% Multiple choice responses are all above 80 percent correct, except in the following sub-domains: Grade 3-Interpreting text and Grade 4-Critical Stance</p> <p>A5. While the current 2007 Writing index increased from 83.3% in 2006 to 94.6%, the percentage of students performing below the proficient level on open-response questions are as follows: 3% of the fourth grade students scored below proficient on writing portfolios, and 41% of fifth grade students scored below proficient on the on-demand writing assessment.</p> <p>A6. Current Arts & Humanities scores increased from 71% in 2006 to 112.3%.</p> <p>A7. While 2007 Practical Living/Vocational Studies increased from 85.4% in 2006 to 91.6%, 29% of health multiple choice answers were incorrect, 29% of Physical Education answers were incorrect, 27% of Consumerism answers were incorrect, and 34% of Job/Career answers were incorrect.</p> <p>B1. Results of the Teacher Strengths and Challenges Survey, teachers consider designing open-ended response questions, and writing instruction to be an area of need.</p>	<p>A3. By 2010, the number of 4th grade students performing at the proficient and distinguished levels in Science will increase from 33% and 53% respectively to 38% and 58%. The number of novice scores will be reduced from 2% to 1%.</p> <p>A4. By 2010, the number of 3rd grade students performing at the proficient and distinguished levels in reading will increase from 62% and 19% respectively to 65% and 25%. The number of novice scores will be reduced from 3% to 0%. The number of 4th grade students performing at the proficient and distinguished levels in reading will increase from 54% and 26% respectively to 60% and 30%. The number of novice scores will be reduced from 3% to 0%. The number of 5th grade students performing at the proficient and distinguished levels in reading will increase from 58% and 26% respectively to 63% and 30%. The number of novice scores will be reduced from 3% to 0%.</p> <p>A5. By 2010, the number of students performing at the proficient and distinguished levels for Writing Portfolios will increase from 92% and 4% respectively to 95% and 5%. The number of novice scores will continue to be 0%. Proficient and distinguished On-Demand Writing scores will increase from 44% and 14% respectively to 50% and 20%. The number of novice scores will be reduced from 10% to 5%.</p> <p>A6. By 2010, the number of students performing at the proficient and distinguished levels in Arts and Humanities will increase from 23% and 58% respectively to 28% and 62%. The number of novice scores will be reduced from 8% to 5%.</p> <p>A7. By 2010, the number of students performing at the proficient and distinguished levels in Practical Living/Vocational Studies will increase from 56% and 20% respectively to 60% and 25%. The number of novice scores will be reduced from 14 % to 10%.</p> <p>B1. Teachers will be offered professional development opportunities to assist them in the areas they have indicated as challenged.</p>

Objective A Curriculum and Instruction						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1. Mathematics						
A1a-1 Teachers will administer year-end tests containing both multiple choice and open-response questions to all students in grades K-5	End-year test scores.	K-5 Teachers	05/08	05/10	-0-	N/A
A1a-2 Kentucky <i>Core Content Test Mathematics</i> will be administered at grade 5.	Assessment Results	5 th grade math teacher	08/08	06/10	-0-	N/A
A1a-3 Daily and weekly spiral review of mathematics will be administered to all students K-5 Classroom assessment will be designed to mirror state assessment in terms of items, expectations, and terminology.	Assessment Results	K-5 teachers	08/08	06/10	-0-	N/A
A1a-4 Students will work in corporative groups to foster more critical thinking and responses.	Classroom Assessment	All teachers	08/08	06/10	-0-	N/A
A1a-5 Teachers will teach to proficiency based on classroom assessment results. (Missed items assigned for homework, explanation of why answers are correct, and whole class instruction on incorrect items.)	Classroom Assessment	K-5 teachers	08/08	06/10	-0-	N/A
A1a-6 Individual student conferences will be held regularly to provide specific feedback from daily and spiral review to individual learners and student goals will be set.	Student folders with graphed individual results and proposed goals.	K-5 Teachers	08/08	06/10	-0-	N/A
A1-7 Math club will be offered once a week for 5 th grade students having difficulty with mathematics content	Classroom Assessment	5 th grade math teacher	10/08	05/10	\$1500.00 #1	Ext. Day
A1b-1 Instructional Aides/parent volunteers will work with students performing below grade level in	Classroom Assessment	K-5 Teachers	08/08	06/10	-0-	N/A

mathematics daily in small groups and individually when possible—tier 2 RtI..						
A1b-2 Parent volunteers will be trained to assist grade 3, 4, and 5 students performing below grade level.	Classroom Assessment & PAS results	3 rd , 4 th , & 5 th grade teachers	10/08	04/10	-0-	N/A
A1b-3 A math specialist will work with 5 th grade students who have received tier 2 intervention, but require more assistance in tier 3.	Pre and post test for each module.	Principal and 5 th grade math teacher	10/08	05/09	\$4000.00 #2	Ext. Day
A1c-1 Grade level teachers will design instruction and remediation based on analysis of student work.	Results of analysis will be shared in team meetings.	Principal	08/08	06/10	-0-	N/A
A1c-2 Teacher planning periods and bi-monthly after-school planning sessions will be used for the analysis of student work.	Team contracts completed by each team at the beginning of the year.	Principal	08/08	06/10	-0-	N/A
A1d-1 Units of study/daily assignments reflect activities encourage Ritual and Authentic levels of engagement.	Curriculum Planning Maps, Lesson Plans & observations.	Classroom Teachers and CAC	08/08	06/10	-0-	N/A
A1d-2 Units of study and daily assignments will reflect real-life mathematical connections.	Curriculum Planning Maps, Lesson Plans & observations.	Classroom Teachers and CAC	08/08	06/10	-0-	N/A
A1e Fifth grade students will be grouped homogeneously for advanced math and heterogeneously grouped for the rest of the class	Classroom Assessment	Principal/5 th grade math teacher	08/08	06/10	-0-	N/A
A1f Classroom teachers will design and administer Open-ended Response questions bi-monthly in mathematics.	OER questions will be turned into principal and evaluated by CAC.	Principal and CAC	09/08	06/10	-0-	N/A

A1g Predictive Assessment tests will be administered two times a year at grades 3, 4, & 5.	PAS results	2 nd -5 th grade teachers	09/08-09	03/09-10	\$9,000.00 #3	Ext. Day
A2. Social Studies						
A2a- Planned guest speakers and programs will augment regular social studies instruction to address a variety of learning modalities.	Units of Study classroom resources and Lesson plans.	Classroom teachers	08/08	06/10	\$500.00 #4	Prin. Acct.
A2a-1 North American Geography will be the focus of instruction: role playing of individuals in N.A.; Flat Stanley will address diversity of areas visited; daily connections will be made to N. A. geographical features; pen-pals in different areas of N. A. will be created.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC Teachers	08/08	06/10	-0-	N/A
A2a-2 Midterm and end of nine weeks review on government.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC Teachers	08/08	06/10	-0-	N/A
A2a-3 Collegial and cross-grade instruction for review and reteaching of government.	Classroom Assessment	Principal/CAC Teachers	08/08	06/10	-0-	N/A
A2a-4 Content Area group meetings will be held each nine weeks	Notes from the meetings	Principal/Social Studies teachers/representatives	08/08	06/10	-0-	N/A
A2a-5 Economics terminology will be consistent at all grade levels with weekly reviews of terms and examples provided	Curriculum Planning Maps, Lesson Plans	Principal/Teachers	08/08	06/10	-0-	N/A
A2a-6 Teachers will design Economic simulation games that will mirror real-life situations.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/Teachers	08/08	06/10	-0-	N/A

A2a-7 Kentucky history will be aligned and taught K-5.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/Teachers	08/08	06/10	-0-	N/A
A2a-8 Daily Review will assess Social Studies instruction on a daily basis.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC/Teachers	08/08	06/10	- 0-	N/A
A2b. Guest speakers and field trips will be aligned with core content and Program of Studies with connections to other disciplines stressed.	Analysis of student work	Principal/CAC/Teachers	08/08	06/10	-0-	N/A
A2c-1. Units of study and daily assignments will reflect activities that encourage engagement at the Ritual and Authentic levels of engagement.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/Teachers	08/08	06/10	-0-	N/A
A2c-2. Units of study and daily assignments will reflect real-life social studies connections.	Curriculum Planning Maps, Lesson Plans, and principal classroom observations.	Principal/CAC Teachers	08/08	06/10	-0-	N/A
A2c-3. Classroom teachers will design and administer Open-ended Response questions bi-monthly in social studies.	OER questions will be turned into principal and evaluated by CAC, and observations.	Principal and CAC	08/08	06/10	-0-	N/A
A2d Predictive Assessment Tests will be administered three times a year.	PAS Results	Principal/CAC	09/08	06/10	See Budget #3	Ext. day

A3. Science							
A3a-1 Classroom activities will be hands-on and designed to address the variety of learning modalities.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC	08/08	06/10	-0-	N/A	
A3a-2 Classroom teachers will design and administer Open-ended Response questions bi-monthly that will be turned in for response and comments.	OER questions will be turned into principal and evaluated by CAC	Principal/CAC	08/08	06/10	-0-	N/A	
A3a-3 <i>Kentucky Core Content Test Science</i> will be administered at grade 4.	Assessment Results	Principal/CAC	08/08	06/10	-0-	N/A	
A3a-4 Light and heat units will be taught separately, reviewed more comprehensively, and taught earlier in the year.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/Classroom Teachers	08/08	06/10	-0-	N/A	
A3a-5 Instructional Assistants will coach students to proficiency and students will use check strategies to assure all components of questions have been addressed.	Classroom Assessment	Principal and grade 4 teachers	08/08	06/10	-0-	N/A	
A3a-6. Guest speakers and field trips will be aligned with core content and Program of Studies with connections to other disciplines stressed.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/Teachers	08/08	06/10	\$500.00 #5	Prin.Acct.	
A3c-1. Computer programs will be used to assist students in acquiring skills necessary for assessment.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC Teachers	08/08	06/10	-0-	N/A	
A3c-2 Power point presentations will be used for group project presentations.	Curriculum Planning Maps, Lesson Plans and principal classroom	Principal;/CAC Teachers	08/08	06/10	-0-	N/A	

<p>A3d Predictive Assessment Tests will be administered to 4th grade students three times a year.</p>	<p>observations. PAS Results</p>	<p>Principal:/CAC/Teachers</p>	<p>09/08</p>	<p>06/10</p>	<p>See Budget #3</p>	<p>Ext. Day</p>
<p>A4. Reading A4a-1. Primary students reading 2 or more years below grade level will receive Tier III RtI instruction from retired certified teachers.</p>	<p>Running/Anecdotal records; pre/post assessments, Star Early Literacy Assessment</p>	<p>Principal/Reading RtI Coordinator</p>	<p>08/08</p>	<p>06/10</p>	<p>\$32,000.00 #6</p>	<p>Ext Day</p>
<p>A4a-2. <i>Kentucky Core Content Test Reading</i> will be administered at grade 4.</p>	<p>Classroom Assessment</p>	<p>Principal/CAC</p>	<p>08/08</p>	<p>06/10</p>	<p>-0-</p>	<p>N/A</p>
<p>A4b-1. Instructional Assistants will work daily with Tier II RtI students performing one grade level below in mathematics in small groups and individually w.</p>	<p>Instructional Assistants time sheets document time spent with students.</p>	<p>Principal/CAC</p>	<p>08/08</p>	<p>06/10</p>	<p>-0-</p>	<p>N/A</p>
<p>A4b-2. Parent volunteers will be trained to assist 4th grade students performing below grade level.</p>	<p>Star Reader Assessment & AIMS Web</p>	<p>4th Grade Teachers</p>	<p>08/08</p>	<p>06/10</p>	<p>-0-</p>	<p>N/A</p>
<p>A4c. Teachers will provide a variety of reading experiences for students and assist students to make real-life connections.</p>	<p>Curriculum Planning Maps, Lesson Plans and principal classroom observations.</p>	<p>Principal/CAC</p>	<p>08/08</p>	<p>06/10</p>	<p>-0-</p>	<p>N/A</p>
<p>A4e. Guided level reading materials will used to supplement the leveled reader core reading program.</p>	<p>Classroom booklists Checkout lists from the Primary Literacy Book Closet.</p>	<p>Principal/CAC</p>	<p>08/08</p>	<p>06/10</p>	<p>-0-</p>	<p>N/A</p>
<p>A4f-1. All classroom teachers will design and administer Open-ended Response questions bi-monthly that will be turned in for response and comments</p>	<p>OER questions will be reviewed by the CAC and filed.</p>	<p>Principal/CAC</p>	<p>08/08</p>	<p>06/10</p>	<p>-0-</p>	<p>N/A</p>

A4f-2. Students will set Accelerated Reader goals and receive instruction that will assist them in becoming proficient readers.	Anecdotal/Running records	Principal/teachers	08/08	06/10	-0-	N/A
A4f-3. Four Accelerated reader celebrations will be held per year for those students meeting their goal.	Accelerated Reader data base	Principal/AR committee Media Specialist	08/08	06/10	\$3,000.00 #7	PTO
A4g Guided level reading materials will be used to supplement the leveled reader core reading program.	Classroom booklists Checkout lists from the Book Closet.	Principal/CAC	08/08	06/10	-0-	N/A
A4h Predictive Assessment Tests will be administered to 2 nd grade students two times and 3 rd , 4 th , and 5 th grade students three times a year.	PAS Results	Principal/CAC	09/08	04/10	See Budget #3	Ext. Day
A5. Writing						
A5a-1. Fourth grade students will receive and additional 225 minutes of writing instruction on a weekly rotation schedule.	Classroom assessment	CAC/Writing Specialist	08/08	06/10	-0-	N/A
A5a-2. Fifth grade students will receive and additional 225 minutes of writing on a 4 week rotation schedule.	Classroom assessment/4 or more on-demands assessments per year	CAC/Writing Specialist	08/08	06/10	-0-	N/A
A5b. Professional real-world samples of writing will be used in classroom instruction for modeling of student-generated pieces.	Classroom Assessment	Principal/CAC	08/08	06/10	-0-	N/A
A5c. Students will analyze professional real-world writing to determine what is expected of them for producing proficient writing.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC	08/08	06/10	-0-	N/A
A5d. Fifth grade students will produce 4-6 On-Demand responses per year.	Sample Prompts produced.	CAC/Writing Specialist	08/08	06/10	-0-	N/A

A5f. Writer's Workshop will be offered after school for those fourth grade students performing at the novice and apprentice performance levels.	Attendance records/portfolio scores for 2005 and 2006.	Fourth grade teachers and Writing Specialist	10/08	04/10	\$4,800.00 #8	Ext. Day
A5g. Writing Wizards will be offered after school for Exiting Primary students wishing to work on writing in preparation for the fourth grade.	Feedback for regular classroom teachers and analysis of writing samples.	Writing Specialist	01/09	05/10	\$1000.00 #9	Ext. Day
A6. Arts and Humanities						
A6a. Music instruction will focus on curriculum content as well as performances.	Classroom observations Curriculum Planning Maps, Lesson Plans Open-ended Response questions.	Principal/CAC	08/08	06/10	-0-	N/A
A6b. The Dance Arts Tool Kit and the Drama Arts Toolkit will be used to augment Dance and Drama core content.	Classroom observations Curriculum Planning Maps, Lesson Plans Open-ended Response questions.	Principal/Physical Education teacher	08/08	06/10	-0-	N/A
A6c. Units of study and daily assignments will reflect real-life Arts and Humanities connections.	Classroom observations Curriculum Planning Maps, Lesson Plans Open-ended Response questions.	Principal/CAC	08/08	06/10	0-	N/A
A6d. Classroom teachers will design and administer Open-ended Response questions bi-monthly in Arts and Humanities.	Classroom observations Curriculum Planning Maps, Lesson Plans Open-ended Response questions.	Principal/CAC	08/08	06/10	-0-	N/A
A6e. Predictive Assessment Tests will be administered to 5 th grade students three times a year.	PAS results	Fifth grade teachers	08/08	06/10	See Budget #3	Ext. Day

A7. Practical Living Vocational Studies							
A7a. Practical Living/Vocational Studies will be incorporated into daily instruction at all grade levels with special emphasis at grade 4.	Teacher and student feedback	Principal/Guidance Counselor	08/08	06/10	-0-	N/A	
A7c. Guest Speakers and Family Resource Center and WEDCO will provide real-life connections in practical Living/Vocational Studies for students.	Student/Teacher feedback	Principal/CAC	08/08	06/10	-0-	N/A	
A7d. Health instruction will be incorporated into the Physical Education curriculum on a regular basis to assist students make a real-life connection to the content and supplemented in the regular classroom at all grade levels.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC	08/08	06/10	-0-	N/A	
A7e. Health instruction will be incorporated into fifth grade science curriculum to assist students make a real-life connection to the content.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC	08/08	06/10	-0-	N/A	
A7f. Units of study and daily assignments will reflect real-life Practical Living and vocational Studies connections.	Curriculum Planning Maps, Lesson Plans and principal classroom observations.	Principal/CAC	08/08	06/10	-0-	N/A	
A7g. 4 th grade teachers will design and administer Open-ended Response questions monthly in Practical Living and vocational Studies.	Curriculum Planning Maps, Lesson Plans and principal classroom observations and Open-ended questions.	Principal/CAC/Teachers	10/08	06/10	-0-	N/A	
A7h. Guidance counselor and School Nurse will conduct after-school sessions to address Practical Living and Vocation Studies curriculum	Lesson Plans and syllabi	Principal/counselor/nurse	08/08	06/10	\$2500.00 #10	Ext. Day	
B. Careful analysis of PAS tests, daily review and large-scale assessment will be conducted to assist	Results of analysis and individual student goals.	Principal/Teachers	08/08	06/10	-0-	N/A	

<p>students on an individual basis set goals for learning. Scheduled goal setting and individual student evaluation sessions will be conducted throughout the year.</p>						
<p>Technology Sub-Component</p>						
<p>1. Teachers will have opportunities for training at the local and state level in order to use technology to augment instruction</p>	<p>Teacher evaluations and feedback regarding specific trainings.</p>	<p>STC/CAC</p>	<p>08/08</p>	<p>06/10</p>	<p>-0-</p>	<p>N/A</p>
<p>2. Teachers will have access to sufficient software in order to augment instruction and will collaborate to find relevant software.</p>	<p>Teacher questionnaires and surveys to assess the effectiveness of software.</p>	<p>STC/CAC</p>	<p>08/08</p>	<p>06/10</p>	<p>\$1,000.00 #11</p>	<p>N/A</p>
<p>3. Teachers will have access to sufficient support in order to use technology to augment instruction. Timely repairs and assistance will limit the interruption to instruction for technology needs.</p>	<p>Teacher questionnaires and surveys to assess the effectiveness support.</p>	<p>STC</p>	<p>08/06</p>	<p>06/08</p>	<p>-0-</p>	<p>N/A</p>
<p>4. Work orders will be placed for issues that cannot be resolved in house.</p>	<p>Copies of work order requests</p>	<p>STC</p>	<p>08/06</p>	<p>06/08</p>	<p>-0-</p>	<p>N/A</p>
<p>5. Teachers will have sufficient hardware in order to use technology to augment instruction</p>	<p>Teacher questionnaires and surveys to assess the effectiveness of software.</p>	<p>STC & Technology Committee</p>	<p>08/06</p>	<p>06/08</p>	<p>15,00.00 #12</p>	<p>KETS PTO</p>

ACTION COMPONENT B

Home/Community Relations

School

District

Preliminary

Revised

District Name Scott County

Component Manager

Principal/Curriculum Coordinator/FRYSC Director

School Name Western Elementary

Current Date

March 5, 2008

Priority Need	Goal
<p>A. To continue the school-community relationship, more opportunities need to be available for parents and other members of the community to become a part of school activities.</p> <p>B. To provide instructional services for identified free/ reduced lunch students and Hispanic population.</p> <p>Causes of the Need</p> <p>A1. As a result of past parent surveys, the number of communications sent home to parents has decreased and are more focused on pertinent and relevant dates and information. However parents have requested a more timely manner for information to be shared with them. Possible Causes: the <i>Western Gazette</i> is published monthly; therefore, events that have not been finalized before the date of distribution are not always communicated to parents; students do not always share all of the information placed in their Friday Folders; parents may misplace the calendar of events that accompanies the publication.</p> <p>A2. While the number of parent volunteers continues to increase exponentially, more opportunities for training needs to be available not only to parents, but to community members as well. Possible Causes: Only parents receive information regarding training dates; community members are not aware of the volunteer training requirement for Scott County Schools; the community is not informed as to the interschool activities.</p>	<p>A. By the end of the 2009-2010 biennium, the number of parent-adult volunteers will increase and include community members who are not part of the student/parent population.</p> <p>B. By the end of the 2008-2010 biennium, tutorial and remediation services will be provided for free and reduced lunch students as well as Hispanic students who are performing below grade level through participation in focused after school programs.</p> <p>Objectives For Reaching the Goal</p> <p>A1a. The formatting of the monthly school newsletter, <i>The Western Gazette</i> will continue to be a more informative communiqué concerning school-wide information.</p> <p>A1b. Teachers will continue to send home weekly information regarding assignments, due dates, field trips, and any other special event scheduled for that particular week, but use the web page for anything that transpires during the school week.</p> <p>A1c. In addition to the monthly <i>The Western Gazette</i> publication, the Western Web Page will be updated weekly, and teachers will be encouraged to place on the web page information they wish parents to have.</p> <p>A2. Information regarding volunteering will be sent home periodically, and all teachers will send home applications at the beginning of the school year.</p>

<p>B. The percent of free lunch students has increased over the last year, which has a significant impact on the achievement disparity identified in the Gap Analysis. Currently free and reduced lunch is the only targeted instructional gap. Due to the small percentage of minority students, there is currently no instructional gap for minority population; however, if the enrollment trend continues, this area could become problematic in the future. Possible Causes: Lower Socio-economic conditions of the targeted population, the area in which the majority of our free and reduced students live continues to be populated with families who fall into both targeted demographic areas, the Hispanic enrollment continues to increase due to the area in which many Hispanic families are living, and the fact that Western Elementary has the reputation of implementing programs that meet the needs of this targeted population.</p> <p>Evidence of the Causes</p> <p>A1. The Inviting School Questionnaire that was sent home to parents indicated that while the majority was pleased with the timely manner in which they received information regarding upcoming events, some parents were unsure of the policies and procedures used to share information.</p> <p>A2. Throughout the year, there are many occasions where community members wish to serve in a volunteer capacity; however, since they have not received the appropriate training, they are unable to do so.</p> <p>B1. The Gap Analysis for 2007-2008 KCCT Results shows a significant gap in scores of all content areas for the free and reduced lunch subgroup. B2. Current enrollment for Hispanic students is close to 6% of the school's total population, and reflects an increase of students at the Kindergarten and Early Primary level.</p>	<p>B1. Programs designed to assist parents of the targeted population will be implemented by the Family Resource Center. Among these assistance programs are Parents as Teachers, which provides support prenatal to age three; Active Parenting, which targets parents of children between the ages of 5-12; Parents on Board, which help [parents to provide assistance in their child's educational process.</p> <p>B2. The FRSYC will be relocated to the former location of the Family Literacy Center which will increase the number of families visiting the center for services.</p> <p>B3. The current after school tutorial program which targets the Hispanic population will be expanded to include students in the free and reduced lunch population.</p> <p>B4. School communications to our Hispanic community will be translated into Spanish when possible, and language interpretation will be offered for parents who are attending school meetings regarding their child's educational process.</p> <p>Measures of Objectives (Practice and Results)</p> <p>A1. In the spring of 2009, a Parent Survey will once again be sent home to parents to complete. At that time, the same questions will be reviewed in order to determine if parents indicate any improvement with regard to areas they deemed problematic.</p> <p>A2. A log will continue to be kept which monitors daily the number of volunteer hours. Monthly, this log will be analyzed to determine the percentage on non-parent volunteers who have offered assistance within the school.</p> <p>B1. Families participating in the Parents as Teaches program will have file folders that record their participation and successful completion of the program.</p> <p>B2. Questionnaires will be sent to the parents of students participating in the After-school tutorial program to address the effectiveness of the program.</p>
---	---

	B3. The number of Spanish forms for parents will increase as the need arises, and be on file in both the office and the Family Resource Center. Request will be made to the district to purchase a computer program that will has many of the forms and documents required by parent already translated into Spanish.
--	---

Objective A: Parents will be better informed about the workings of the school.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1a. The format of the monthly newsletter, <i>The Western Gazette</i> , will include pertinent school-wide information for parents. Teachers will send home weekly updates which include upcoming classroom events, class calendars, assignments and their due dates, and field trips.	Copies of <i>The Gazette</i> will be filed in the office. Parents survey and or questionnaire	Principal STC	08/08	06/10	\$400.00 #1	Gen. fund
A1b. Teachers will send home weekly classroom communication to apprise parents of curriculum to be studied, upcoming classroom/school events, and pertinent information.	Parental feedback. Suggestions for improvements will be welcomed.	Principal/ teachers	08/08	06/10	-0-	N/A
A1c. The Western Elementary web page will be updated weekly. Teachers will be encouraged to place assignments as well as important classroom information on the web page.	The number of hits on the web page will be recorded continuously, and a questionnaire will be provided to parents.	Principal designee or Principal	08/08	06/10	-0-	N/A
A2. Volunteer information will be sent home in the <i>Western Gazette</i> , classroom newsletters and on the web page.	Volunteer log	Parent Volunteer Coordinator	08/08	06/10	-0-	N/A

Individuals interested in volunteer approval will need to contact the school for an application.						
B1a. Active Parenting/Parenting Wisely classes will be offered each year of the CSIP cycle for a period of three weeks periodically throughout the year.	Participant evaluations and feedback.	FRYSC Director	08/08	06/10	-0-	FRYSC
B1b. Parents on Board will be offered each year of the CSIP cycle immediately prior to the beginning of school.	Participant evaluations and feedback.	FRYSC Director	08/08	06/10	-0-	FRYSC
B1c. Personal services will be provided to families served by the Family Resource Center as needed.	Participant evaluations and feedback.	FRYSC Director	08/08	06/10	\$60,000.00 year #2	FRYSC
B2. The FRYSC will expand services offered to families targeted by the program.	Participant evaluations and feedback.	FRYSC Director	08/08	06/10	See above	FRYSC
B3. Tutorial program for targeted students will be offered for two hours two afternoons per week for each year of the CSIP cycle.	Parent evaluations and teacher evaluation of student performance.	FRYSC Principal & director	08/08	06/10	\$8,400.00 Director \$8,000.00 Transport #3 & #4	FRYSC
B4a. Important school related-documents will be translated into Spanish.	Compilation of translated documents kept on file.	Hispanic Pro Dir/Classroom teachers	08/08	06/10	-0-	FRYSC
B4b. Interpreters will continue to be provided for parents when meeting with school personnel to discuss student performance.	Parent and teacher feedback	FRYSC Director	08/08	06/10	-0-	FRYSC

ACTION COMPONENT C

Diversity/Career Education

School

District

Preliminary

Revised

District Name Scott County

Component Manager Principal/CAC/Counselor

School Name Western Elementary

Current Date March 10, 2008

Priority Need	Goal
<p>A. Students need to be made aware of the various cultural diversity issues in our society and the impact this difference have on them as individuals and members of a group.</p> <p>B. Students need to develop leadership skills and understand the importance of being a contributing member to a larger group responsible for decision making.</p> <p>C. Students need to be aware of how elementary school experience and development of work ethics at an early age directly correlate with successful future careers.</p>	<p>A. By June 2010, 100% of students will have a greater understanding and respect for various cultural differences and appreciate how these differences affect them as an individual and as a member of society.</p> <p>B. By June 2010, students in all grades will understand decision making roles within the school.</p> <p>C. By June 2010, students in all grades will understand how developing strong work ethics and habits at an early age will increase their success in future careers.</p>
Causes of the Need	Objectives For Reaching the Goal
<p>A1. Minority enrollment has increased since the last biennium.</p> <p>A2. The number of Hispanic speaking students has increased and trend data indicates a continued increase in the future along with other minority students.</p> <p>A3. Students, who are performing below grade level, have other extenuating circumstances that contribute to their poor performance.</p> <p>B1. Students need to be part of the decision-making process in a school concerning issues that directly affect their school environment. This empowerment helps students to feel like contributing members of a successful program.</p> <p>B2. The number of students being sent to the office for minor classroom</p>	<p>A1. The counselor will provide instruction for all students on cultural diversity issues.</p> <p>A2a. Identified students at grades K-2 will receive the services of Jump Start a summer readiness program to assist students to begin the school year performing at grade level.</p> <p>B1. Each year, Student Council representatives will be elected from each of the 24 homerooms.</p>

<p>infractions has decreased in the past two years but continues to be problematic. Because some students are unable to make wise behavior choices, it is necessary to teach mediation skills, which will assist students in solving conflicts.</p> <p>C. Students fail to make a connection as to how developing strong work habit in elementary school directly correlates with success in future careers.</p>	<p>C. The counselor will provide instruction for all students while exposing them to a variety of career opportunities and expectations.</p>
<p>Evidence of Causes</p>	<p>Measures of Objectives (Practice and Results)</p>
<p>A1. A significant increase in the enrollment of minority students, and based on surveys, which indicate the majority of the school population has minimal exposure to various cultural diversity issues.</p> <p>B1. Teacher feedback indicates that those students who are in leadership roles benefit in all curricular and social areas.</p> <p>C. Family Resource Center conducted a survey indicating that students did not understand the connection between school and career/work.</p>	<p>A1. By June 2010, 100% of all students will receive increased exposure to and greater appreciation for various cultural differences according to student survey conducted by counselor.</p> <p>B1. By June 2010, Student Council members will take on leadership roles when asked or when the need arises according to teacher and student feedback.</p> <p>C. By June 2010, students will demonstrate an increased awareness of the significance of preparing themselves at an early age for future endeavors based on the Family Resource Center.</p>

Objective B: Student awareness of cultural diversity will increase.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1a. Counselor will implement classroom guidance lessons on gender, racial, and cultural diversity issues.	Counselor feedback	Guidance Counselor	08/08	06/10	-0-	N/A
A1c. An after-school International Club will be implemented to assist students of the identified population to improve both social and academic	Teacher feedback	Principal/Prog. Director/ FRYSC	08/08	06/10	-0-	N/A
B1.Student Council representatives will be involved in various projects throughout the year to showcase their leadership roles in the school. e.g., “Breakfast Buddies”, “Homeroom Hosts”, and “Western Welcome Wagon,” the Calhoun-Spady School in Ranquitte Haiti	Teacher and student feedback	Student Council Sponsors	08/06	06/08	\$250.00 #1	Gen. Fund
C1. A Reality Fair will be held during each year of the CSIP cycle.	Teacher and student evaluation	Guidance Counselor	08/06	06/08	-0-	N/A
C2. Counselor will implement classroom guidance lessons on careers and career exploration.	Student feedback	Guidance Counselor	08/06	06/08	-0-	N/A

Western Elementary
 Comprehensive School Improvement Plan
 Budget Summary Component A

Activity	Amount	Fund
#1 Fifth Grade Math Club	\$1,500.00	Extended Day
#2 Math Specialist	\$4,000.00	Extended Day
#3 Predictive Assessment Tests	\$9,000.00	Fund Raiser
#4 Soc. St. Guest Speakers/Field Trips	\$500.00	Principal's Account
#5 Reading Specialist	\$32,000.00	Extended Day
#6 Science Guest Speakers/Field Trips	\$500.00	Principal's Account
#7 Accelerated Reader Celebrations	\$3,000.00	PTO
#8 Writer's Workshop	\$4,800.00	Extended Day
#9 Writing Wizards	\$1,000.00	Extended Day
#10 Practical Living Instruction	\$ 2,500.00	Extended Day
#11 Computer Software	\$1,000.00	Instructional Funds
#17 Computers Hardware	\$15,000.00	KETS and PTO

Each budgeted item reflects the 2008-2010 biennium.

Western Elementary
Comprehensive School Improvement Plan
Budget Summary Component B

Activity	Amount	Fund
#1 <i>The Western Gazette</i>	\$400.00	General Fund
#2 FRYSC Personal Family Services	\$60,000.00	FRYSC
#3 Tutorial Program Director	\$8,400.00	FRYSC
#4 Tutorial Program Transportation	\$8,000.00	FRYSC
#5 Interpreters for Hispanic Families	\$7,000.00	FRYSC

Each budgeted item reflects 2008-20010 biennium.

Western Elementary
Comprehensive School Improvement Plan
Budget Summary Component C

Activity	Amount	Fund
#1 Student Council	\$250.00	General Fund

Each budgeted item reflects 2008-2010 biennium.