

COMMUNITY RESOURCES FOR LEARNING**NARRATIVE**

Bristol Central High School receives dependable funding and offers a wide selection of programs and services; however, more programs must be offered to engage the most disengaged students. The school offers a variety of academic and extracurricular programs which benefit students. We enjoy a fully funded staff, including special education programs, a full-time and a half-time school psychologist, and a school resource officer. Our special education department offers a wide range of programs, including the Learning Center, Goal-Oriented Alternative Learning (GOAL) program, a functional education program, Alternative Instruction to Mainstream (AIM) classes, co-taught classes, and study skills. Bristol Central's students are actively involved in extracurricular activities; clubs such as the Interact Club (community service), Future Business Leaders of America, Ski & Snowboarding Club, Gay-Straight Alliance, the GX Video Game Club, the RamPage (school newspaper) and the Student Council have robust memberships. Bristol Central has an active and successful performing arts department, and the addition of boys and girls lacrosse programs have extended our athletic offerings. Yet, more must be done to facilitate the education of all students. Our Career and Technology Education (CATE) department has shrunk from eleven teachers to six during the past five years; therefore, we do not offer the number of technology education courses that we once did. The addition of more technology and engineering courses will better prepare our students for the demands of the 21st century. Athletic fields are in dire need of repair; games have been cancelled as late as three days after a storm because of poor drainage and unsafe conditions. The creation of writing and math labs would provide struggling students with much-needed support during study halls, as well as before and after school. Although the recent recession has impacted the school district's budget, Bristol Central continues to offer sufficient programs and services.

Bristol Central High School receives the funding to employ sufficient, highly-trained professional and support staff which serve a widely varied population across a broad spectrum of needs. The custodial staff is large enough to keep the school clean, and the six secretaries are able to maintain an orderly office. Our guidance department enjoys case loads

smaller than the state average (about 230 students each) and a career counselor works with students on post- secondary planning. The school employs a full time school resource officer, school psychologist, nurse and nurse's aide, and outreach worker. Fifteen paraprofessionals are present and support our special education department. The certified staff- to-student ratio is 14-1, and the majority of special education teachers have case loads of fewer than twenty students. In order to keep these programs at their current levels, funding will need to increase because of rising costs. As a result of the recent recession, the community has begun to dedicate a smaller portion of the overall budget to education. Teacher pay has been frozen in three of the past five years, while insurance co-pay costs continue to rise. In order to preserve the high quality staff we now enjoy and retain our best teachers, more funding will be necessary.

Bristol Central High School receives dependable funding to create meaningful professional development opportunities and consistently revise curriculum.

The Office of Teaching and Learning (OTL) oversees curriculum and much of the professional development at the school. Three yearly professional development days align with current needs. Grant funding has been used by the district to hire two Common Core and Smarter Balance leaders at Bristol Central. These leaders have served as the liaison between OTL and faculty and provide meaningful professional development activities five times per year. Teachers are allowed an annual allowance of \$200 to attend approved professional conferences. A regular schedule for curriculum revision creates a living document which is regularly updated and improved. Currently, all core courses except science and some CATE courses are aligned with the Common Core. Teachers who work on curriculum or assessments after hours or during the summer do receive stipends. The district demonstrates an emphasis on professional development and curriculum revision, providing the necessary funding to allow all staff to grow professionally.

Bristol Central High School has the funding for sufficient technology resources, although it is often difficult to get technology support or training.

All classrooms are equipped with teacher computers and SMART Boards. Computer labs are easily accessible, and more recently the district has begun buying Chromebooks for student use. Computers are leased on three year cycles, so technology is often updated to meet changing needs. We also have wireless access for the whole school. Unfortunately, the training and support needed to maximize the benefits of this technology is lacking. Our district has almost 9,000 students and faculty, but there are only

four technology support employees. It often takes over a week to get a computer fixed. Also, teachers have had little technology training. Other than one hour of SMART Board training, many teachers have received no other technology-based professional development. There was no training in the BloomBoard program used in our new evaluation system, and many teachers feel that they can't use technology to its potential. Bristol does fund the purchase of technology, but support and training in this technology is not effectively implemented.

Bristol Central High School has adequate funding for sufficient equipment. Departments do not receive substantial budgets, yet funding for supplies and ancillary materials is present. The needs of teachers are met. The custodial staff is equipped with the tools necessary for keeping our building and grounds safe and clean, and athletic equipment is updated frequently. The music department recently received new instruments for the first time in nine years. When instruments break, they are not replaced and repairs are slow and poorly done. The faulty nature of the buildings copy machines is a major concern. Often, more than one of the three machines are down, and, in some instances, all three are out of order. Printing materials needed for instruction can be extremely difficult. Funding for equipment is adequate, yet the purchase of the least expensive possible supplies and equipment often leads to inefficiency.

Generally speaking, Bristol Central High School has adequate funding for instructional materials and supplies. Paper and other office supplies are usually available, but, depending on the department, texts may be in short supply. Science labs are fully funded, providing students with many authentic learning experiences. The art department does have adequate supplies, but teachers have found the quality of the supplies has diminished over the past five years. Technology education courses and the family and consumer science department have seen costs rise over the past five years, yet the budget has remained stagnant. A Perkins Grant offsets the cost of technology courses, as the district budget only provides about \$5.00 per student per course. The principal has been helpful in finding money at the end of the year, if needed, but funding is tight in many departments. Funding for Bristol Central programs promotes enriching experiences, however if budget stagnation continues, rising costs will force the elimination of many current programs.

Bristol Central develops, plans, and adequately funds programs that ensure the maintenance and repair of the building and school plant.

The custodians have well-defined job descriptions for the maintenance of the facility. The school system uses trained personnel for repair and maintenance and also subcontracts for services that cannot be handled by our custodians and employees. District maintenance personnel provide targeted support for specific building maintenance needs. The following district maintenance personnel work under the director of the District Coordinator of Buildings and Grounds and District Head Maintainer: One heating and air conditioning technician, two plumbers, two painters, three electricians, a carpenter, and three general maintenance employees. One of the plumbers can also help with the air conditioning and heating maintenance. Painters are scheduled to perform their work in the afternoon and evening or during vacation periods to minimize disruption to the school program. Requests for repairs are sought from all faculty and staff at the end of the school year. Requests for repairs during the school year can be directed to the Head Custodian, or staff can request repairs from the Principal, who then makes a request to the Head Custodian. Of those who responded to the Endicott College self-study survey, a majority of teachers, 58.6%, agreed or strongly agreed with the statement “Needed repairs are completed in a timely manner.” However, 29.8% of teachers disagreed or strongly disagreed with that statement.

Bristol Central has a plan to maintain, catalog, and replace equipment, and adequate funding is given for such repairs.

The repair and replacement of classroom equipment is a function of the building budget. Capital improvements and repairs are included in the district budget process. The school does not have its own specific budget; instead, there is an overall city budget from which money is allocated. When equipment needs to be repaired, upgraded, or replaced, the Head Custodian has to have the purchase approved. Urgent matters are taken care of first. In general, the Head Custodian feels that the school receives sufficient equipment. The school's equipment is maintained and cleaned regularly, with additional maintenance performed on an as-needed basis. The elevator is inspected at least once a month. The boiler is cleaned at least once a year, but the staff performs additional maintenance any time that it foresees a potential problem. The air conditioning filters are serviced at least twice a year; more maintenance is performed if necessary. Belts are checked, greased, and changed as needed. Machinery is cleaned thoroughly each time it is used to ensure its long-term overall well-being. The staff has two of most machines, so if one has a problem, the school does not go without any necessary machinery. While the school has all the equipment it needs, there are items that would be beneficial if additional funding existed. For example, the school has two scrubbers for its

floors that are in good condition. However, there are ride-on scrubbers that would expedite the cleaning process, if money was available for their purchase. Other similar situations occasionally arise; while the school has sufficient equipment, there are upgrades staff would like to see, if possible. The school could also use additional storage. While there are no specific problems, storage space is limited.

Bristol Central plans programs that ensure the school is kept clean on a daily basis, and the custodial staff provides the best services possible given the amount of money allocated by the Board of Education, according to the positive feedback from students, staff, and

parents. The supervisor of buildings and grounds is responsible for the planning and supervision of the maintenance program. He maintains checklists to ensure the safety and cleanliness of the school facilities. The building maintenance personnel operate on a schedule, which allows for effective completion of daily maintenance routines. There are a total of ten custodians directed by the Head Custodian, who works during the school day and provides support and supervision to the day crew. The Head Custodian is responsible for all daily operations of the facility, including the scheduling of additional maintainers for special events and building rentals. One member of the day staff is responsible for maintenance and preparation of the athletic fields at Bristol Central High School, and additional grounds keeping is provided by an outside company. There is a clear plan for the general maintenance and ongoing cleaning of the facility. On a daily basis, the members of the maintenance department work on a prioritized routine which addresses general maintenance, cleaning, hygiene and building safety. Each crew meets daily with the Head Custodian to review any changes in priority, special focus, or changes in the usual routine. On snow days, holidays, or other days when school is not in session, special attention is given to problem or high traffic areas. Lavatories are cleaned, scrubbed, and hosed. Carpets in the Main Office, Guidance Office, and the Library Media Center are cleaned and shampooed. During the summer, major cleaning of the building is accomplished. Classroom and hall floors are stripped, waxed, and buffed. In addition, all desks and walls are checked for graffiti and thoroughly cleaned. Overall, students, staff, and parents are satisfied with the cleanliness and maintenance of the school. Of those who responded to the Endicott College self-study survey, 81.7% of students, 92% of staff members, and 89.7% of parents agreed or strongly agreed with the statement "The school is clean and well-maintained," indicating that those who frequently use the building are very satisfied with its cleanliness and overall appearance.

Generally speaking, Bristol Central High School has adequate funding for facility needs; yet more funding is needed to bring Bristol Central High School up-to-date in meeting 21st century expectations.

The school's auditorium lacks modern implementations which would enhance school productions. For instance, the auditorium lacks an adequate number of computer connections for operating lighting and sound. Instead, the theater crew relies on adapting connections, which weakens electrical signals and makes outcomes unreliable. Lack of funding from the district has also forced the Performing Arts department to rely heavily on grant acquisition to make improvements to the auditorium. The lack of performance technology (sound and lighting equipment) forces the department to rent from outside vendors at a substantial cost. Furthermore, the science labs and the chemical inventory that match the new SDS protocol and procedures need updating. The science department still manages to teach state mandated labs, despite the fact that its budget has been cut year after year. The cost of materials and shipping has continued to increase, placing further strain on diminishing funds. New courses such as Bio Tech were created to entice students to further their interests in science; however, these electives are underfunded and under-supplied. Funding for facility needs is adequate; however, in order for Bristol to maximize student learning, more funding is required.

Bristol Central High School has adequate funding for technology; however staff needs more professional development time in order to utilize the technology that is provided.

An onsite Instructional Technology Coordinator has been assisting in the implementation of a BYOD (bring your own device) pilot in the Social Studies department. Full school wide BYOD will be implemented in the 2014-15 school year. BYOD will be used to supplement the school's initiative to put technology directly into the hands of BC's students by allowing students who have their own laptops and tablets to bring their equipment to school for educational use. Across the board, all departments desire more technology training on all things Google, how to effectively use SMART Boards, and maintaining an extension of the classroom using websites such as Schoology and Edmodo. Technology education has taken the form of Dine and Discuss sessions after school. These two hour trainings were offered twice during the 2013- 2014 school year; however, only about 10% of the faculty have attended any of these sessions. The district funds the Dine and Discuss sessions, providing dinner and an hourly rate for attendees. Adequate

funding for technology is sufficient; however, the district needs a greater push for technology training during PD days to enable all teachers to attend.

Generally, Bristol Central High School has adequate funding for programs and services.

Currently, Bristol Central supports several programs and services that cater to a variety of student needs. Central's English Language Learners (ELL) program has ELL services for all four core classes (English/Social Studies/Math/Science). In addition, there is a certified ELL teacher in the building who works with students in a more informal setting for extra help. Central has an extensive gifted program that offers several enhancement opportunities for gifted students to challenge themselves each year. Adequate funding for programs and services is sufficient to provide for the needs of all students.

Bristol Central High School has adequate funding for enrollment changes and staffing needs; however, in order to meet upcoming college requirement changes, more staffing is needed.

State colleges in Connecticut will be requiring students to have taken at least one S.T.E.M. course in their high school career. Currently, Central only has two technology/engineering teachers on a faculty of approximately 90. With about 1300 students, there will be a need for more staffing to meet the demands of the S.T.E.M requirement. In addition, Bristol Central has proposed to lower the numbers of students in study halls, which places a greater demand on the elective courses in the school. The majority of electives come from the CATE department, where staffing has declined significantly over the past ten years. The music department has been eyed as a possible remedy. A change in music curriculum has been requested, replacing smaller music classes with other selections that could allow for larger class sizes. This could actually require additional funding for a shift to the larger class sizes and new offerings. Music technology classes could be a way to increase the numbers in the department but would require larger amounts of money for equipment, technology and adaptation of the space to fit this type of class. Furthermore, staffing needs include more Professional Development time devoted to training teachers to utilize the capabilities of BloomBoard (Bristol Central's teacher evaluation system) and Google. Also, there are still several teachers who do not have their own classrooms. These teachers have to share rooms with other teachers and travel every other day to different locations in the building to teach their

classes. Funding for enrollment changes and staffing needs is adequate; however, in order for Bristol to maximize student learning, more funding is necessary.

Bristol Central High School has sufficient funding for Capital improvements. Currently, Bristol Central's long range plan includes the replacement of the track next year. The current track has numerous cracks, and is uneven in several areas because of wear and tear. The cross country and track teams utilize the track for practices; it serves hundreds of students when Bristol Central hosts track meets. In addition, the track is used seasonally for outdoor gym classes when students have to practice and complete the mile run. Capital improvements are funded by the city, as the BOE budget is "operational" only. The BOE provides money for maintenance but not for overhauls. Funding for capital improvements is adequate in order to ensure the safety of students.

Faculty and building administrators have active involvement in the budgetary process, including its development and implementation. Ideally, the yearly budget process begins in October and culminates in May. In recent years, the school budget has been subjected to disagreements among the Board of Education, the City Council, and the Board of Finance. Because of extended scrutiny, the budget process has not concluded until June in recent years. Each school uses a building-based decision-making model. The budget starts with an allocation to the school, based on a per-pupil expenditure estimate for materials, supplies, and equipment. The budget no longer includes technology, as there is separate funding within the Board of Education for technology purchases. The building principal distributes a budgetary allocation to each department. The department coordinators meet with teachers in their departments to assess needs, and then formulate a budget proposal. After department coordinators submit complete budgets to the building principal, they meet to discuss the proposal. The principal then submits the final line-item budget electronically through the Munis program to the supervisor of budget and finance and to the superintendent of schools. The principal, the superintendent and the supervisor of budget and finance then meet to finalize the district budget. The supervisor of budget and finance and the superintendent speak publicly to both the Board of Finance and the Board of Education in defense of the school district budget. The Board of Education's financial information is distributed online to all school buildings in the district.

School administrators and administrative secretaries receive training in Munis to enable them to input current financial information.

The Bristol Central school site and plant do support the delivery of high quality school programs and services.

Bristol Central has a very accessible Library Media Center where students conduct research, work on assignments, and receive tutoring services. There are four designated science labs, an engineering lab, a woodworking lab, and a television studio. There are separate band and choral rooms adjoining an auditorium where multiple performing arts programs are staged. Bristol Central has a spacious gymnasium, a separate wrestling room, locker rooms, and space on campus for several athletic events to occur simultaneously. There is a separate area for a health room staffed by a nurse and assistant. The guidance office suite consists of private offices where counselors meet with students, as well as a common area where computer research on post-secondary programs takes place, and where larger meetings may be held with those involved in a child's well-being. The cafeteria provides a space for the proper delivery of food services to the students and staff in four lunch waves. Finally, wireless access has been installed in almost every classroom. There is room for improvement, however. The wireless does not work in all classrooms and is sometimes unreliable. The seats in the auditorium are in need of repair, and the lighting and sound are often inconsistent. The band room is often used as a dressing room and a storage area. The gym, the locker rooms, and the athletic facilities need to be updated and expanded. There is often not enough space in the science labs to accommodate the number of students, and because of the requirements of the pacing guides, there are often multiple teachers vying for use of the labs at the same time. Finally, the guidance area is in desperate need of more private space for meetings with DCF representatives, mentors, clinicians, and parents.

Based upon the reports available, Bristol Central High School's physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

Since the last NEASC visitation to Bristol Central High School, the school has installed a plan/procedure for a school lockdown, for both internal and/or external threats to the school. Currently, the school is also developing Go Packets, which will be used during emergencies. Bristol Central High School has both external and internal security cameras and has a Resource Officer on the premises. Bristol Central High School's fire alarm and sprinkler

systems are inspected and serviced twice a year by an outside contractor; building fire extinguishers are inspected and recharged yearly, if necessary, to ensure that they are in compliance with the National Fire Alarm Code. The school's elevator is inspected monthly by an outside contractor. On a regular basis, OSHA inspects Bristol Central High School to make sure that it is in compliance with Connecticut/Federal regulations for Integrated Turf Grass Pest Management; Best Management Practice Plan; Integrated Pest Management Procedures; Healthy Green Cleaning Procedure and has an Asbestos Management Plan. The Connecticut Department of Public Health also makes regular visitations to Bristol Central High School to make sure that the building complies with state regulations.

All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. Students and their families are a very important part of the Bristol Central High School community. Throughout the years a student spends at Bristol Central, there are many opportunities for the professional staff to engage parents and encourage families to be partners in their child's education. From the initial tours and orientations for incoming freshman, until the graduation ceremony and all-night party hosted at the school by the Senior Graduation Party Booster Club, parents and families are offered a numerous opportunities to participate in the educational experiences of their children. These opportunities not only include the traditional parent/teacher conference nights, seasonal sporting events, and musical and theatrical performances held at Bristol Central, but also many off-site events such as the "Academic Bowl" competition in March, the end of year Art Show at the Bristol Board of Education, and local parades where parents keep the marching band in line and hydrated while it is performing.

Sufficient evidence suggests that Bristol Central High School has effectively developed and produced productive parent, community, business and higher education partnerships that support student learning. According to the Endicott Survey, 84% of students agree that their parents/guardians have multiple opportunities to meet teachers, building administrators and school counselors. Parents have the ability to access the staff in various ways. All professional staff actively seek out and engage parents/guardians as partners in students' education. Staff and Administration have developed strategies and activities in order to reach out to families (e.g. freshman orientation, parent-teacher conferences, freshman team meetings, Planning and

Placement Team meetings for special education students, and the Scientifically Research-Based Intervention Program for students who are identified as at-risk because of absences, behavioral issues, and/or academic concerns). The school's staff communicates effectively through email, phone, the school's website, Twitter, and by appointment. Parents have full access to their child's academic performance by using the PowerSchool parent portal. The monthly parent newsletter informs parents and community members of events taking place at Bristol Central High School and is provided to all families.

Bristol Central High School has formed connections with numerous community organizations, businesses, and higher education programs in order to support and broaden student learning experiences.

Teachers, guidance counselors, and the career counselor employ community resources for job shadowing opportunities, informational interviews, internships, and independent work studies. Through these partnerships, students develop leadership skills and civic responsibilities. Career professionals present at Bristol Central High School, through the Spotlight on Careers program, to students interested in learning more about a specific profession and career pathway. Regularly scheduled workshops on career interest inventories, resume building, interviewing and job search skills help students develop job-related skills. The Guidance Department offers service learning opportunities through which students can earn credit for volunteer work within the school. Service learning demonstrates positive role modeling and promotes student learning. Guidance counselors are available to answer parent/student questions about post secondary options. In partnership with Tunxis Community College, Bristol Central High School offers the Career College Pathway program, which allows students to take courses at the high school, and apply for college credit upon completion of the course. The High School Partnership Program with Tunxis Community College allows eligible junior and senior students to take a college course on campus for credit. Guidance counselors arrange events such as: college fairs, financial aid workshops, and college planning nights for juniors. 79.8% of parents feel that Bristol Central High School has established effective partnerships with parents, community, organizations, businesses, and higher education to support student learning. Given the many programs that Bristol Central has to offer, the overall data revealed that students feel their parents do not participate in school programs on a regular basis. Only 28.3% indicated that their parents did participate, however, the growth of participation between freshman and senior year is significant: 19.6% of 9th graders indicated that their parents

participate in school programs; that statistic rose to 39.6% for 12th graders. The evidence demonstrates that parent involvement increases as students move through high school and parents become familiar with the activities and programs available.

COMMUNITY RESOURCES FOR LEARNING**EXECUTIVE SUMMARY**

Bristol Central High School receives dependable funding for a wide range of programs and services; however, the recession of 2007 has had a negative impact on the school. Generally speaking, Bristol Central receives funding to meet basic needs, but rising costs and a stagnant budget are beginning to force the abolition of ancillary services and extracurricular programming.

Bristol Central High School receives sufficient funding to offer a wide range of programs and services; yet more programs and opportunities for career exploration must be offered to engage the most disengaged students. The school offers a variety of academic and extracurricular programs staffed by highly trained professionals who serve a diverse student population across a broad spectrum of needs and interests. Bristol Central High School has adequate funding for sufficient technological resources, although it is often difficult to get technology support or training. Every classroom is equipped with a SMART Board; computers and Chromebooks are easily accessible to students. In many instances, though, training in this technology is lacking. The technology support department is understaffed and repairs can often take weeks. Funding for the purchase of equipment is sufficient, yet more must be done to support the implementation and maintenance of 21st century technology.

Bristol Central develops, plans, and adequately funds programs that ensure the maintenance and repair of the building and school plant; properly maintains, catalogues, and replaces equipment; and keeps the school clean on a daily basis. The custodians have well-defined job descriptions for the maintenance of the facility. The school system uses trained personnel for repair and maintenance and also subcontracts out services that cannot be handled by our custodians and employees. District maintenance personnel provide targeted support for specific building maintenance needs. More funding must be devoted to the maintenance of athletic fields, but the school plant is properly maintained.

Faculty and building administrators have active involvement in the budgetary process, including its development and implementation. Ideally, the yearly budget process begins in October and culminates in May. In recent years, the school budget has been subjected to City Council and Board of Finance arguments. The political struggles of the past several years have resulted in level funding for the Board of Education.

The school site and plant do support the delivery of high quality school programs and services, although the consensus is that space can be limited. We do have highly functioning science labs, a separate guidance department, and a large, fully functioning Library Media Center. The band and chorus enjoy their own classrooms, and the technology education department has state-of-the-art audio/visual equipment. Still, much of this space is shared. Some teachers still travel between classrooms, and various spaces are used by multiple classes, groups, or organizations. Although space can at times be confining, the physical building promotes high quality services.

Bristol Central High School's physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Since the last NEASC visitation to Bristol Central High School, the school has installed a plan/procedure for a school lockdown in response to both internal and/or external threats. Bristol Central High School has equipped the facility with both external and internal security cameras and has a School Resource Office on the premises.

Bristol Central High School actively engages parents and families as partners in each student's education and attempts to reach out specifically to those families who have been less connected in the past. The staff and administration regularly communicate with parents via various forms of technology, including our school website, email, twitter, Parent Connect phone calls, and mailings. A bus is available for parents who many not have transportation and who wish to attend parent- teacher conferences, although this service has been underused. Hundreds of families attend and participate in an annual cultural fair, enjoying music and food from various parts of the world. The school makes a concerted effort to build partnerships with families to support the educational process.

Evidence suggests that Bristol Central High School has effectively developed and produced productive parent, community, business and higher education partnerships that support student learning. Partnerships with local businesses and colleges allow students to have authentic learning opportunities and offer the opportunity to earn college credit while at Bristol Central. A full-time career counselor works to ensure all students have meaningful experiences in the exploration of future endeavors. Members of the United Way Youth Leadership Board and the InterAct Club collaborate frequently with community organizations. Job credit and volunteer credit opportunities, as well as a strong service learning program, demonstrate that Bristol Central is proactive in building connections with the community.

Based on the Rating Guide for Standard 7, Bristol Central High School judges their adherence to the Standard as **ACCEPTABLE**.

STRENGTHS:

- Fully funded support staff
- OSHA training for all staff
- Increased accessibility to technology
- Creation of parent resource center
- Student liaison to school board for 2014-2015 school year
- Continued funding of co-curricular activities
- Additions to varsity sports
- Administration's active role in budgetary process and decisions
- Formal partnerships with community and four year colleges
- Communication with parents

NEEDS:

- Provide additional and/or replacement equipment (genie lift, new whiteboards, etc.)
- Implement better access to technology
- Increase per pupil expenditure (lowest in DRG)

- Provide staff training and support in technology
- Purchase high quality supplies
- Provide funding to better maintain athletic fields.