

Bailey Intermediate School

Campus Improvement Plan

2009-10

Bailey Builds Character



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NOTE: The highly qualified requirements are on pages 15-16 under Strategy 2—Highly Qualified Staff, Activity (f).

Committee Membership

Bailey Intermediate School

POSITION	NAME	GRADE	TELEPHONE
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Teacher	Shannon Collard	5	903.737.7971
Teacher	Barbara Towers	Title I	903.737.7971
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Professional	Randy Dollins	Counselor	903.737.7971
Business Representative	Steve Asay		903.571.1725
Parent	Nancy Novak		903.737.7971
Principal	Melicia Merritt		903.737.7971

Vision Statement

Through academics and technology, Bailey Intermediate School will work with parents and the community to establish a safe, creative environment to foster self esteem and ensure that our students develop into responsible, productive citizens as well as life long learners.

Needs Assessment

INTRODUCTION:

The campus site-based decision-making committee met on February 3, 2009, to develop a comprehensive needs assessment of the Bailey Intermediate School in anticipation of developing the Campus Improvement Plan for school year 2009-10. During the meeting, committee members discussed the strengths and needs of the school focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of the state and local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report. W. Paul Mettke, Managing Consultant for Consultative Services, Texas Educational Consultative Services, Inc. (TECS) facilitated the meeting.

STUDENTS:

Schools in Texas today are judged primarily by their students' performance on the Texas Assessment of Knowledge and Skills (TAKS), attendance and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 8, 2002. Other data were also considered when determining the strengths and needs of the students enrolled in the Bailey Intermediate School including, but not limited to teacher-made tests.

Student Strengths:

The Texas Education Agency increased the rating for the school from "Recognized" to "Exemplary," the highest rating awarded, based on student performance during school year 2007-08 on the Academic Excellence Indicator System (AEIS). The passing rates on the TAKS tests were mixed between the spring 2007 and spring 2008 administrations, i.e., some student groups realized gains on the various tests while other groups sustained slight losses. It should be noted; however, that all students and all student groups with ten or more students taking the test passed at a rate equal to or greater than 90%. This is a major accomplishment for the staff and students at Bailey Intermediate School. (See Appendix A—AEIS Results)

Once again, the highest passing rates were realized on the TAKS math tests where 98% of all students passed the spring 2008 administration. Tutorials continue to be used to help students having difficulty mastering a particular math concept.

The passing rates among economically disadvantaged students are indicative of the school's achieving the State goal of closing the achievement gap between all students and those in at-risk situations. The passing rate of all students and the economically disadvantaged students on all tests was within four percentage points indicating that the achievement gap is basically closed for these students.

Attendance rates increased for all student groups except white students which remained the same. The rates remained well above the State average for all groups of students for school year 2006-07, the most recent year for which such data are available. The State rate was 95.5% while the campus rate was 96.8% or 1.3% greater than the rate for the State as a whole.

The committee cited discipline as a strength. Students generally have a good attitude toward school; however, they are under a lot of pressure. Most students want to participate in one or more outside school activities which are very demanding of time and energy. The additional time and energy requirements often interfere with the student's academic performance.

Enrollment of students from low income families, limited English proficient students, and students in at-risk situations is a low percentage. As a rule, limited numbers of these students affect the passing rates on assessment instruments such as the TAKS.

Student Needs:

Minority students lost ground on the spring 2008 administrations. This was particularly true of African American and Hispanic students in reading and writing and for African American students in math. This is indicative of a need for additional services to address this need. Economically disadvantaged students also lost ground in math and science during the spring TAKS administrations. (See Appendix A—AEIS Results)

Although the achievement gap between ethnic minorities, economically disadvantaged, and all students is being closed, there still are differences in the passing rates among the economically disadvantaged students and the all students group in math and science. The school must continue to address this need during subsequent school years until such time as the achievement gap is closed.

The committee agreed that some of the students coming to Bailey are not prepared to meet the demands of the math curriculum being implemented at the fourth grade. Since this deficiency is prevalent in all fourth grade math sections, the teachers commented that reading was the main focus in the second and third grades because of the State requirement that students pass the third grade TAKS reading test before being eligible for promotion to the fourth grade.

Some of the students are non-English speakers and this presents a special problem for teachers in that they are unable to communicate very well with these students. There are not enough students in a single language category to require a bilingual education program; however, the concern is addressed with the use of the English as a second language (ESL) methodology. Some of the students are from the Mennonite community and speak and understand dialects that are not readily translated into English. It was suggested that the school might use the parents of these students as translators for the students. This was countered with a comment that there were few if any such parents that could serve in this capacity. Having more teachers with and ESL endorsement may help in ameliorating this concern.

STAFF:

The organizational culture of any educational organization is critical to the success of the students it serves. This atmosphere must foster collegiality and be able to maintain a high level of staff morale. Among the most important elements of organizational culture is the ability of the administration to create an atmosphere of trust through open, two-way communication and a monitoring of staff attitudes and opinions. Success in today's complex workplace also dictates that schools have qualified staff and offer a diverse curriculum, rich in technology, math, science, foreign languages, and the arts. The No Child Left Behind Act of 2001 mandates that all teachers teaching the core academic subjects meet the law's "highly qualified" criteria by the end of school year 2005-06. According to the law to be "highly qualified," a teacher must have at least a bachelor's degree, be appropriately certified to teach in the area(s) to which he/she is assigned, and demonstrate competency in the subject area(s) he/she teaches.

Staff Strengths:

The AEIS campus report continues to be indicative of an effective staff and an environment that fosters the teaching-learning process as the school was upgraded by the Texas Education Agency from a recognized school to an exemplary school based on the spring AEIS results. Teachers at Bailey are more experienced than the State as a whole. Over 57% of Bailey teachers have more than 10 years of teaching experience. This compares to a State average of only 42.6%. Bailey teachers are assisted by 13 paraprofessionals that make up 27.3% of the total staff that compares with the State average of 9.9%.

All teachers at Bailey meet the highly qualified requirements set forth in the No Child Left Behind Act.

The committee felt that staff morale at Bailey was very good with all staff readily collaborating on successes as well as problems encountered. There is not a sense of “competitiveness” leading to staff not wanting to share successes. The committee was complimentary of the school’s leadership based on the principal’s “openness” and willingness to discuss staff concerns and then look for solutions.

The teachers take time to really know the students for which they are responsible. Understanding students’ individual learning styles and then teaching to these styles has been instrumental in the success of the school as evidenced by the rating of exemplary earned last year.

Success in math, the campus passing rate was 98% for the 2008 administrations, was partially tied to the way the math teachers work as a team. This kind of team work is being piloted in reading this year.

Average class size at 12.9 is significantly below the State average at 14.5, providing students with more individualized attention.

Professional development activities are readily available both at the beginning of the school year as well as throughout the school year resulting in intensive and sustained professional development as required in the No Child Left Behind legislation. Staff development designed to meet individual staff needs is typically available through the education service center and is accessible by staff.

Staff Needs:

The newly implemented C-Scope curriculum continues to fall into place and more benefits are beginning to be realized, however, professional development is still indicated to achieve full implementation of all of the components.

There were no minority teachers at Bailey at the end of the 2007-08 school year; however, minority students made up 15.3% of the student body. The school should continue to recruit minority teachers.

PARENTAL INVOLVEMENT/COMMUNITY INVOLVEMENT:

A key ingredient in a successful instructional program is the involvement of parents and the community in the education of the students. From parent volunteers in the classroom to strong support in financing the educational program through bond issues, involvement of parents and the community is essential to an effective educational program. Parents must become involved in supporting the school through being responsible for their children’s attendance, homework, participation in school activities, serving on the site-based decision-making committee, and maintaining a dialogue with the teachers of their children. The community must become involved by participating in programs such as Adopt-a-School, supporting bond issues to finance the construction of new facilities or renovation of existing facilities, and serving on the site-based decision-making committees and board of trustees. It is therefore worthy of any teacher’s or school administrator’s time to foster the enhancement of the relationship between the school and the community it supports.

Parent Involvement Strengths:

The Parent Teacher Organization (PTO) is very effective according to the committee. Often there is standing room only at the PTO meetings. Elmos were purchased for all subject area teachers by the PTO. The PTO is also sending fifth grade students to a science camp in Van, Texas.

According to the committee, there are a sufficient number of parent volunteers to provide assistance to teachers. Parents are typically willing to provide input relative to their students’ and the school’s needs. Volunteer parents often relieve teachers when the teacher has to be out for a few hours for a doctor’s appointment or other short-time absence from the classroom.

Parents continue to be required to come to the school to pick up the first report card each year. This provides an opportunity for open dialogue between the parent and teachers concerning student progress.

Like PTO meetings, family nights draw such large crowds that there is standing room only. Newsletters and e-mail continue to provide a means for communication between teachers and parents.

Skits or performances sponsored by the school in which students play a role have been very effective in getting parents to come to parent meetings. The annual open house to welcome students back to school has likewise been very effective in getting parents to come to the school. Other effective methods of involving parents were academic UILs.

Parent Involvement Needs:

The committee cited teacher and parent concerns as students are advanced from one campus to the next. Both the sending and receiving campuses should explore ideas for a smooth transition from campus to campus.

Community Involvement Strengths:

Like parental involvement, the community has been very supportive of the school. Local businesses have provided funds and merchandise in support of school projects. Various community organizations have come to the school in recent years to acquaint the students with the services that they perform for the community. The superintendent is perhaps the school's greatest asset when it comes to involving the community. He is well known and trusted by the community.

Community Involvement Needs:

Pass the pending bond issue

FACILITIES:

In addition to an effective staff, parent and community involvement, another key ingredient in a successful instructional program is a facility that is conducive to the teaching-learning process. A safe, well lighted, heated, cooled, and ventilated environment with adequate and appropriate supplies, furniture, and equipment is essential in completing the equation for a successful program.

Facilities Strengths:

The committee was generally satisfied with the facilities.

Facilities Needs:

The committee had two concerns: accessibility and the need for an awning to protect students from the weather when unloading and loading. Bailey is located in center of the school complex and is not always easy to reach due to its central location. The committee concluded that the covered walkway in front of the cafeteria is sufficient.

Foundation issues previously cited have been mitigated to a degree in that the ground does not appear to be shifting as much as it had in the prior years. There remains, however, a need to repair the cracks caused by earlier shifting of the ground. The administration is working with contractors to determine what can be done to repair the cracks in the building.

Programs and Services

<p>Goal 1: Bailey Intermediate School students will be provided a quality education that will encourage individual growth and demonstrate academic success throughout their education and future endeavors.</p>																																			
<p>Objectives: By school year 2009-10, students will pass the TAKS tests: <u>READING</u> <u>MATH</u> <u>WRITING</u> <u>SOC. STUDY</u> <u>SCIENCE</u> <u>LANG. ARTS</u></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">All Students</td> <td style="width: 10%;">92%</td> <td style="width: 10%;">92%</td> <td style="width: 10%;">92%</td> <td style="width: 10%;"></td> <td style="width: 10%;">92%</td> </tr> <tr> <td>African American</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> </tr> <tr> <td>Hispanic</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> </tr> <tr> <td>White</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> </tr> <tr> <td>Economic Disadvantaged</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> </tr> </table> <p>By school year 2009-10, the attendance rate will be: 97+%</p>						All Students	92%	92%	92%		92%	African American	90%	90%	90%		90%	Hispanic	90%	90%	90%		90%	White	90%	90%	90%		90%	Economic Disadvantaged	90%	90%	90%		90%
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Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation																														
<p>Strategy 1—Instructional Strategies All Students: All students will have equal access to all facilities and programs for which they qualify.</p> <p>Activities:</p>	<p>Admin. staff, teachers, teacher aids, and district coordinator.</p> <p>Partially funded with SCE funds, Accelerated Math Instruction, and Title I Part A</p>																																		
<p>a. Talent pool and GT program will be offered to meet individual needs of students. (2)</p>		<p>GT Teacher</p>	<p>Oct 2009 Feb 2010</p>	<p>Number of students identified for talent pool and GT program</p>	<p>Commended performance on TAKS tests</p>																														
<p>b. In order to create a least restrictive environment, ARD Committee will be involved in planning and placement of students with disabilities. (9)</p>		<p>ARD Committee</p>	<p>Oct 2009 and as necessary</p>	<p>ARD committee/CARE team meetings</p>	<p>Pass TAKS tests</p>																														

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
c. Inclusion (Success Center Reading, DZ, Accelerated Instruction, and Peer Tutoring) will be incorporated in each student's IEP and used across the curriculum. (9)		Special Ed Teachers	Sep 2009	ARD meeting documentation	Meet expectations on the appropriate TAKS test
d. Strategies and modifications will be used by classroom teachers to meet special needs of students. (9)		Principal Classroom Teachers Special Education Teachers	As needed	ARD/CARE team meeting-grade book documentation	Pass appropriate TAKS tests
e. Teacher or teaching assistant will be available to work with students in all least restrictive environments, i.e., speech, OT, PT, counselor, PE, music, etc. (9)		Classroom Teachers Special Ed Teachers	Daily	Daily schedule	Pass appropriate TAKS tests
f. Special services will be provided students identified with dyslexia to meet their individual needs. (9)		Therapist	Daily	Daily schedule	Pass appropriate TAKS tests
g. Guidance and counseling services will be provided to students on a regular basis. (2)		Counselor	Weekly	Counselor schedule	Pass appropriate TAKS tests
h. Computer classes will be provided weekly to all students. (2)		Computer Teacher	Weekly	Computer lab schedule	Pass TAKS tests
i. Students will use the Internet through various activities in the classroom. (2)		Classroom Teachers	Weekly	Lesson plans, student products Student technology proficiencies	Pass TAKS tests
j. Fast ForWord, computer assisted Language and Reading Programs together with Education City and Study Island will be used as intervention programs to accelerate academic skills for appropriately identified students who are in at-risk situations. (2)		Classroom Teachers Teaching Assistants	Daily`	Fast For Word daily schedule	Pass TAKS reading test

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
k. Students in at-risk situations will be provided accelerated instructional services to improve their performance on the TAKS. (9)		Principal Classroom Teachers	End of each six weeks	Six-week grades and tests	Pass appropriate TAKS tests
l. All students will be provided training and/or counseling services on how to become responsible citizens in the school community. (2)		Counselor Classroom Teachers	Weekly	Homework assignments completed on a regular basis	Pass appropriate TAKS tests
m. Continue the use of Study Island as a strategy to improve reading (2)		Reading Teachers	Weekly	Progress reports	Pass TAKS reading test
n. Purchase additional computers for the classrooms with Internet access. (2)		Principal	Nov 2009	Computers ordered	Computers in the classrooms
o. Homeroom teachers will teach students test-taking skills during TAKS focus time. (2)		Homeroom Teachers	Jan-Apr 2010	Lesson plans to include test-taking skills	Pass appropriate TAKS tests
p. Continue using Sky Ranch to supplement the curriculum (2)		Science Teachers	Spring 2010	Registration completed	Improved student performance on TAKS
Strategy 2—Instructional Strategies Students with Special Needs: Students who indicate a need for intervention will be evaluated and provided interventions to address their individual needs. Activities:	Admin. staff, teachers, district coordinator, outside consultant, parent support, school library. Partially funded with SCE funds.				

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
a. Intervention classes will be provided for identified students that are at risk in reading and math. (9)	ESEA, Title I, Part A	Reading Lab and Math Lab Paraprofessional	Aug 2009, Jan & Apr 2010	Assessment	Pass TAKS reading and math tests
b. Students with disabilities who are at risk will receive tutoring. (9)		Special Ed Teachers	As needed	Students enrolled in tutoring classes	Meet expectation on the TAKS
c. Students who are not able to do grade-level work will be recommended for interventions through the three tier intervention model (RTI). (9)		Classroom Teachers Care Team	Daily End of each six weeks	Care team reports	Pass TAKS tests
d. In-school tutoring for math, language arts, and science, will be offered daily through TAKS tutorials. (9)		Classroom Teachers	Daily	Lesson plans	Pass TAKS tests
e. Peer tutoring and volunteer tutoring will be provided for economically disadvantaged students to decrease referrals to special education. (9)		Classroom Teachers	Daily	Sign-in sheet	Pass TAKS tests
f. Weekly tutoring during block time for students who failed TAKS math last year will be provided. (9)		Classroom Teachers	Weekly	Lesson plans	Pass TAKS tests
g. Teachers will use TAK, ARI, and TMSDS data to identify students in at-risk situations. (1)		Classroom Teachers	Sep 2009	PRISM report TMSDS results	Pass TAKS tests

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
h. ESL teachers will use special language methodologies to provide accelerated instructional strategies to limited English proficient students. (9)		Classroom Teachers ESL Endorsed Teachers	Weekly	Lesson plans	Pass TAKS tests
i. A minimum of four weeks of in-school tutoring will be offered to all students who failed any one of the TAKS tests. (9)		Classroom Teachers Title Lab	Weekly	Lesson plans Title Lab schedule	Pass TAKS tests
j. Struggling students will have modifications made to their instruction through CARE Team meetings. (9)		Counselor Classroom Teachers	As needed	CARE team meeting	Pass TAKS tests
Strategy 3—Curriculum: All students will meet or exceed the state standard in reading, math, writing, and science. Activities:	Admin. staff, district coordinator, contracted services				
a. Teachers will actively seek activities to challenge students' problem solving abilities for each lesson so that students will become independent thinkers capable of solving problems and thinking critically. (2)		Classroom Teachers	Weekly	Lesson plans weekly	Pass TAKS tests
b. Students will have increased access to current technology. (2)		Classroom Teachers	Weekly	Lesson plans	Pass TAKS tests
c. Increase percentage of commended performance on TAKS in reading, writing, math, and science by providing accelerated instructional activities. (2)		Principal Classroom Teachers	End of each six weeks Daily	Bench mark testing	Increase TAKS commended percentage

<p>Goal 2: Bailey Intermediate School will provide curriculum and instructional programs aligned with state/federal standards including best practices and current educational research. Bailey Intermediate School will maintain a highly qualified and informed staff, including teachers, administrators, and paraprofessionals in order to impact student achievement.</p>																																			
<p>Objectives: By school year 2009-10, students will pass the TAKS tests: <u>READING</u> <u>MATH</u> <u>SOC. STUDY</u> <u>SCIENCE</u> <u>LANG. ARTS</u> <u>TPRI</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">All Students</td> <td style="width: 10%;">92%</td> <td style="width: 10%;">92%</td> <td style="width: 10%;">92%</td> <td style="width: 10%;">92%</td> <td style="width: 10%;">92%</td> </tr> <tr> <td>African American</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>Hispanic</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>White</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>Economic Disadvantaged</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> </table> <p>By school year 2009-10, the attendance rate will be 97%+</p>						All Students	92%	92%	92%	92%	92%	African American	90%	90%	90%	90%	90%	Hispanic	90%	90%	90%	90%	90%	White	90%	90%	90%	90%	90%	Economic Disadvantaged	90%	90%	90%	90%	90%
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Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation																														
<p>Strategy 1—Curriculum: C-Scope will continue to be implemented to facilitate instruction.</p> <p>Activities:</p>	Admin. staff, district curriculum coordinator																																		
a. TAKS, PRISM, and observation data will be analyzed to guide instruction. (1)		Principal	Jul-Aug 2009	Improvement on assessment	Pass TAKS tests																														
b. Teachers will coordinate writing topics by grade level and align with TAKS scoring expectations. (2)		Grade Level Representative	Aug 2009-Feb 2010	Writing topics coordinated and aligned	Pass TAKS writing test																														
c. Teachers will continue to implement the C-Scope curriculum using the 5-E teaching method. (2)		Principal Classroom Teachers	Aug 2009	Lesson plans	Pass the TAKS tests																														

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
<p>d. Intensive and sustained professional development on the implementation of C-Scope will be provided to all staff. (4)</p>		Curriculum Director	Aug 2009-May 2010	Training schedule Sign-in sheets Evaluations	C-Scope fully implemented
<p>e. Teachers will be involved in the selection of additional assessment instruments. Based on performance, curriculum modifications may be made as well as the consideration of new strategies and activities to address the needs disclosed. (1&8)</p>		Principal SBDM Committee Team Leaders	Quarterly As needed	SBDM committee minutes TMSDS, and Benchmarks	Pass TAKS tests
<p>f. Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal and State funds, including but not limited to, Title I, Part A; Title II, Part A; Title II, Part D; Title IV, Part A; Title V, Part A; and State Compensatory Education, will be used to implement the schoolwide program designed to upgrade the entire education program. (10)</p>		Assistant Superintendent Principal	May 2010 July 2009 Weekly	Campus improvement plan, federal applications, and lesson plans prepared and submitted	Annual performance reports

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 2—Highly Qualified Staff: The school will maintain highly qualified teachers and paraprofessionals.</p> <p>Activities:</p>	Admin. staff Teachers Reg. 8 ESC				
a. Math and science teachers will attend the State, regional, or national conferences. (4)		Classroom Teachers	Nov 2009 Apr, Jun 2010	Professional development log	Pass the TAKS math and science tests
b. Professional development opportunities will be provided for teachers in all academic areas. (4)	ESEA, Title II, Part A	Classroom Teachers	Aug 2009-May 2010	Staff development sign-in sheets	Pass the TAKS tests
c. Training opportunities for paraprofessionals will be provided. (4)	ESEA, Title I, Part A	Paraprofessional Trainer	Aug 2009-May 2010	Staff development sign-in sheets	Pass the TAKS tests
d. All teachers and paraprofessionals will meet the “highly qualified” requirements of NCLB Act. (3)		Assistant Superintendent	May 2010	Personnel records	All staff meet the “highly qualified” requirements in the NCLB Act
e. Teachers will be trained in discipline management, conflict resolution, and violence prevention. (4)	ESC Region 8	Principal Teachers	Aug 2009-May 2010	Staff development schedule Workshop certificates	Staff trained Reduction in discipline referrals

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
<p>f. The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines.</p> <ul style="list-style-type: none"> • Instruction in core academic subject area classes will only be provided by teachers who are highly qualified. • The school will provide high-quality, on-going professional development • activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. <p>The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers (3)</p>		Principal SBDM Committee	As needed	Interviews conducted	New personnel hired
<p>g. The school will continue to recruit minority teachers in an effort to bring the ratio of minority personnel equal to the ratio of minority students. (3) (9)</p>		Central Administration Principal SBDM Committee	Jul 2009-Jun 2010	Job fairs attended Visits to colleges and universities	Ratio of minority personnel equal to that of minority students

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 3—Technology: All staff will implement the use of required proficiency levels.</p> <p>Activities:</p>	Technology Coordinator, Handouts, Computer Lab				
a. External funding sources will be sought to fund activities that enhance technology, i.e., wireless technology. (10)		Assistant Superintendent Principal SBDM Committee	Aug 2009-Jul 2010	Grant applications prepared/submitted	Funding received
b. All teachers will demonstrate their technology skills by integrating technology into their classroom instruction that will produce student products. (9)		Campus Technology Coordinators Classroom Teachers	Weekly	Lesson plans	Student products produced
c. Teachers will update their web pages regularly and insure that their web pages are accessible from the campus web page. (6)		Technology Coordinator Classroom Teachers	Weekly	Web pages updated	Improved parental involvement in the education of their children
d. Campus technology coordinators will address minor technical problems on campus.		Campus Technology Coordinator	Aug 2009-May 2010	Coordinator available	Minor technology problems are solved by the Coordinator

Goal 3: Bailey Intermediate School will provide a quality learning environment that is positive, safe, and supportive for all students and staff.					
Objectives: By school year 2009-10, students will pass the TAKS tests: <u>READING</u> <u>MATH</u> <u>WRITING</u> <u>SOC. STUDY</u> <u>SCIENCE</u> <u>LANG. ARTS</u>					
All Students		92%	92%	92%	92%
African American		90%	90%	90%	90%
Hispanic		90%	90%	90%	90%
White		90%	90%	90%	90%
Economic Disadvantaged		90%	90%	90%	90%
By school year 2009-10, the attendance rate will be: 97+%					
Strategy	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
Strategy 1—Attendance: Students will have a 97 percent or above attendance record and exhibit good citizenship practices.	Admin staff, teachers, teacher aides, volunteer support, parent support, guest speakers, community leaders, custodial staff, teaching aids, computers, supplies				
Activities:					
a. Students will be recognized for perfect attendance. (2)		Classroom Teachers	May 2010	Attendance records	Attendance rate
b. Classes with perfect attendance will be recognized in the front hallway each six weeks. (2)		Principal	End of each six weeks	Attendance records	Attendance rate
c. All staff will emphasize the importance of perfect attendance to students and parents. (2)		All Staff	Aug 2009-May 2010	Attendance records	Attendance rate

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 2—Parent Involvement: By providing the best possible circumstances for student learning, parent and community support will increase.</p> <p>Activities:</p>	Admin. staff, teachers, teaching aids, district coordinator, parent support, volunteer support, supplies				
a. Parents will be contacted by phone, letter or visit concerning absences of students according to state and district policies. (6)		Principal Classroom Teachers Clerk	Aug 2009-May 2010	Attendance records	Increase in attendance rate
b. Report card conferences with parents will be held at the end of 1st six weeks. A weekly newsletter will be sent home by each teacher to keep parents informed. (6)		Classroom Teachers	Oct 2009	Sign-in sheet	Increased parent participation in parent-teacher conferences
c. A weekly newsletter will be sent home by each teacher to keep parents informed. (6)		Classroom Teachers	Aug 2009-May 2010	Newsletters sent to parents	Increased parent participation in the their students' education
d. Active Parenting will be offered to parents. (6)		Counselor	Oct 2009 and Jan 2010	Sign-in sheet	Increased parent participation in classes
e. Reading, math, music, and technology/science events will be offered to encourage parental support of student learning. (6)		Classroom Teachers Parent Coordinator	Aug 2009-May 2010	Sign-in sheet	Increased parent participation in reading, math, and science nights
f. Parents will be informed of their students' performance on the TAKS by written notification with explanation and by parent-teacher conference if the student is not meeting expectations. (6)		Principal Classroom Teachers	May 2010	Results sent to parents Parent-teacher conferences held	Increased parent participation in the their students' education

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
g. The school will update the school parent compact and parent involvement policies jointly with parents to explain the responsibilities of both the school and parents. (6)		Title I Planning Committee	May 2010	Compact and policies updated	Compact disseminated to parents
h. The school will participate in the Back-to-School Bash to encourage parental involvement at the school. (6)		Principal Staff	Aug 2009	Back-to-School Bash	Increased parental involvement
Strategy 3—Safe and Orderly Environment: The school climate will be safe, orderly, and clean. Activities:	Admin. staff, teachers, district coordinator, custodial/maint. dept., volunteer support, parent support				
a. Custodians will take care of daily routine cleaning; maintenance will be responsible for the building safety (electrical, structural, etc).		Director of Maint. Custodial Staff	Daily	Maintenance schedule	Buildings clean and operational , conducive to a learning environment
b. Students will follow school rules, maintain a strong discipline, observe code of conduct, or experience the consequence of on campus suspension.		Principal Classroom Teachers	Daily	Office referrals	Decrease in the number of office referrals
c. Appropriate personnel will implement the crisis management plan during emergency situations.		All Staff	Aug 2009-May 2010	Crisis plan	Staff and students ready to deal with an emergency
d. All visitors will be asked to sign in and wear a visitor’s badge.		All Staff	Daily	Name badges available Sign-in sheet	Safe school environment

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
e. Students who have a need for behavioral intervention will be attended to by the Intervention Team.		Resource Officers Principal Crisis Intervention Team	As needed	Intervention Emergency task form	Staff and students ready to deal with an emergency
f. The Discipline Committee will meet to address discipline concerns regarding individual students.		Principal Discipline Committee	As needed	Committee minutes	Staff will deal with discipline concerns
Strategy 4—Emotional, Social, Physical Well-Being: Students will show emotional, social, and physical well-being. Activities:	Admin. staff, district coordinator, teachers				
a. Character building will be emphasized throughout the school. Guest speakers will be utilized when appropriate. (2)		Counselors Classroom Teachers	Weekly As needed	Lesson plans, speakers	Pass TAKS tests
b. Red Ribbon Week Activities will be carried out in October. (2)		Counselor	Oct 2009	Daily scheduled activities/newsletters	Reduction in Code of Conduct violations due to drug use
c. Student Health Advisory Counsel (SHAC) will remain active. (2)		SHAC Committee	Aug 2009-May 2010	SHAC recommendations implemented	Healthy students Implementation of healthy practices

Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 5-Facilities: Buildings and equipment will be maintained in such a way that they provide an environment conducive to the teaching-learning process.</p> <p>Activities:</p>	<p>Maintenance Dept. Director of Maint. General Operating Fund</p>				
<p>a. Repair cracks in walls as they occur.</p>		<p>Maintenance Department</p>	<p>Summer 2009 and 2010</p>	<p>Work orders submitted</p>	<p>Cracks repaired</p>
<p>b. Instructional equipment and furniture will be maintained so that it is in condition to provide the instructional support for which it was designed.</p>		<p>Principal</p>	<p>Aug 2009-May 2010</p>	<p>Furniture and equipment inventoried</p>	<p>Furniture and equipment are all in good condition</p>

ESEA, Title I, Part A and SCE Programs and Services

The Bailey Intermediate School elected to use its Title I, Part A funds to implement a schoolwide program under the provisions of the No Child Left Behind Act of 2001, Public Law 107-110, Section 1114. As such, the school pays one math intervention teacher. Title I funds are also used to purchase instructional supplies and computers to support its programs.

No State Compensatory Education funds are used at Bailey Intermediate School.

Appendix A: AEIS Results

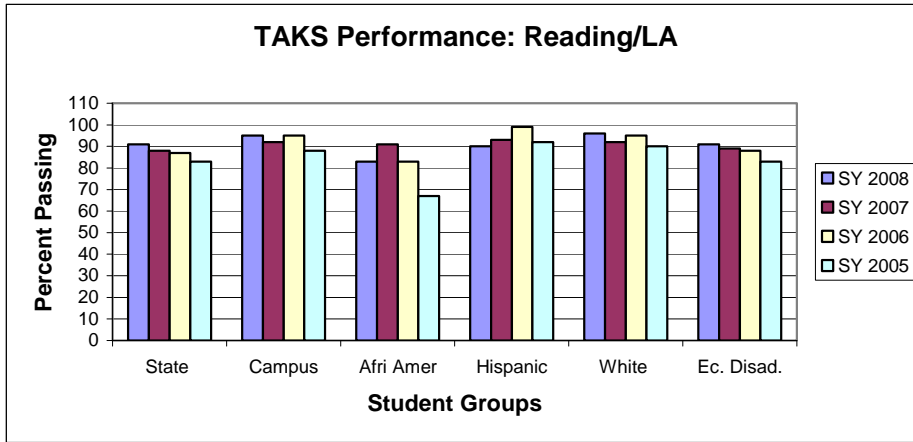
The following tables and graphs represent a comparison of student performance on the Texas Assessment of Knowledge and Skills (TAKS) as well as attendance rates for the most recent four years of data available through the Academic Excellence Information System (AEIS) for school year 2007-08.

NORTH LAMAR ISD
Bailey Intermediate
Four Year Analysis 2005, 2006, 2007, and 2008

AEIS Results

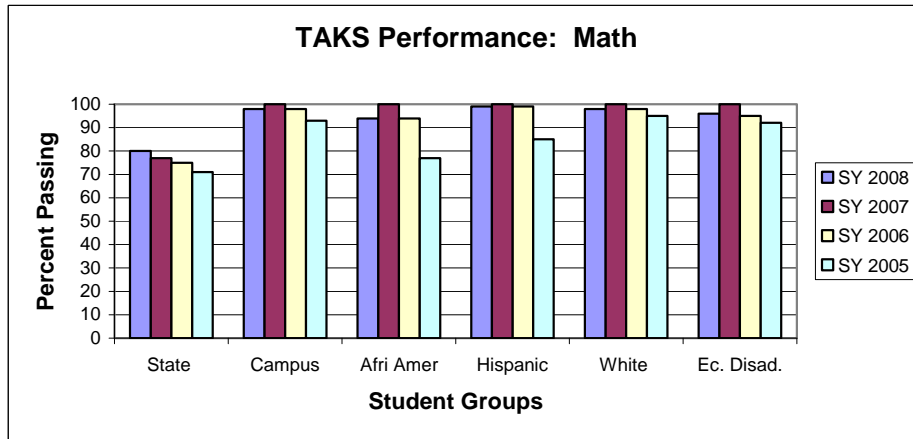
READING/LANUAGE ARTS

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	95	83	90	96	91	N/A
2007	88	92	91	93	92	89	N/A
2006	87	95	83	99	95	88	N/A
2005	83	88	67	92	90	83	N/A



MATH

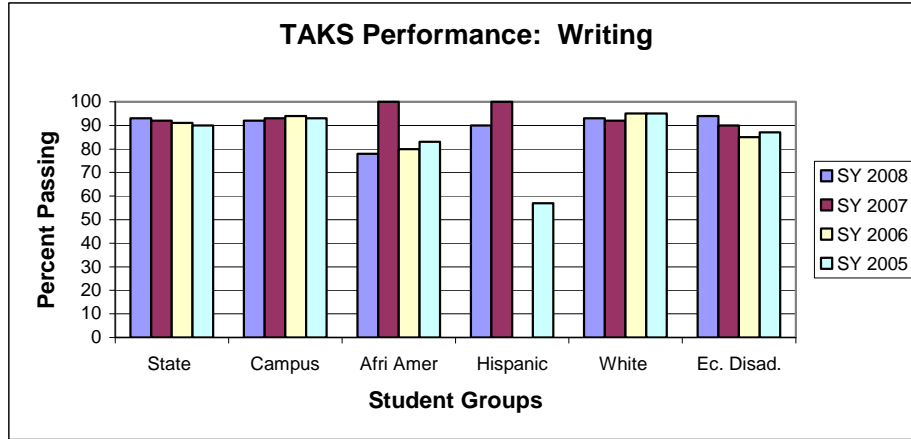
Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	80	98	94	99	98	96	N/A
2007	77	100	100	100	100	100	N/A
2006	75	98	94	99	98	95	N/A
2005	71	93	77	85	95	92	N/A



AEIS Results

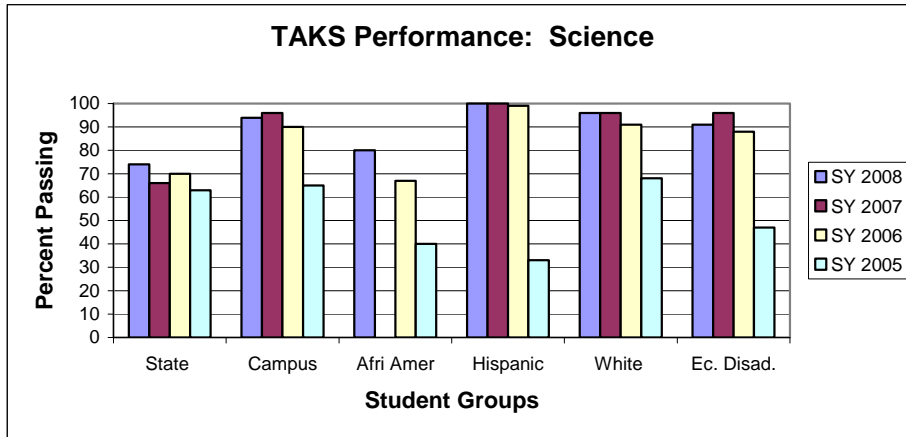
WRITING

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	93	92	78	90	93	94	N/A
2007	92	93	100	100	92	90	N/A
2006	91	94	80	*	95	85	N/A
2005	90	93	83	57	95	87	N/A



SCIENCE

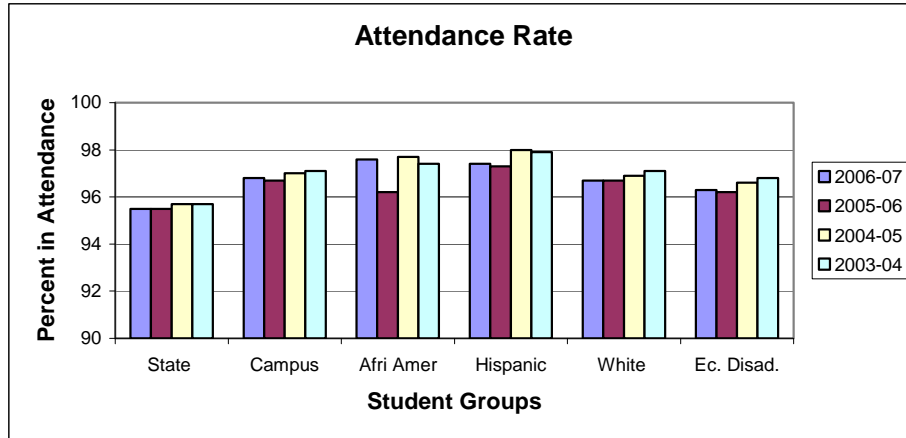
Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	74	94	80	100	96	91	N/A
2007	66	96	*	100	96	96	N/A
2006	70	90	67	99	91	88	N/A
2005	63	65	40	33	68	47	N/A



AEIS Results

ATTENDANCE RATES

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	95.5	96.8	97.6	97.4	96.7	96.3	N/A
2005-06	95.5	96.7	96.2	97.3	96.7	96.2	N/A
2004-05	95.7	97.0	97.7	98.0	96.9	96.6	N/A
2003-04	95.7	97.1	97.4	97.9	97.1	96.8	N/A



Appendix B: Schoolwide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a schoolwide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a schoolwide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (TAKS);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provided with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required schoolwide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

The school administrative staff, teachers, and counselors will provide individual student academic assessments results in a language the parents can understand including an interpretation of those results, to the parents of a child who participate the academic assessments required by the State. Results together with an explanation will be sent to parents. Parents of students who are not meeting expectations will be asked to meet with the student's teacher for a one-on-one parent-teacher conference.

Appendix C: State Compensatory Education Budget and Full-Time Equivalent Staff

PAYROLL COSTS:

<u>Position</u>	<u>FTE</u>	<u>Amount</u>
None	-0-	-0-

OTHER EXPENSE:

Supplies \$_____.

TOTAL BUDGET: \$_____.

Appendix D: Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and North Lamar Independent School District's at-risk criteria.

Coordination of Funding

All federal, state and local funds received by the North Lamar Independent School District will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.