

# **Cecil Everett Elementary School**

## **Campus Improvement Plan 2009-10**

**Providing an exemplary education for all students  
through the collaborative efforts of parents,  
teachers, and the community**



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**NOTE:** The highly qualified teacher requirements are pages 17-18 under Strategy 3—  
Personnel, Activity c.

## Committee Membership Everett Elementary School

POSITION	NAME	GRADE	TELEPHONE
Principal	Carey Malone		903.737.2063
Counselor	Christie Welch		903.737.2063
Paraprofessional	Deanna Dollins		903.737.2063
Auxiliary Teacher	Molly Saffle		903.737.2063
Teacher	Karon Sparks	2	903.737.2063
Teacher	Cheryl Thrasher	3	903.737.2063
Parent/Business	Missy Risinger		903.784.6129
Business/Parent	Amy Haage		903.784.6672

## **Vision Statement**

Provide an exemplary education for all students through collaborative efforts of parents, teachers, and the community.

# Needs Assessment

## **INTRODUCTION:**

The campus site-based decision-making committee met on February 3, 2009, to develop a comprehensive needs assessment of the Cecil Everett Elementary School in anticipation of developing the Campus Improvement Plan for school year 2009-10. Everett Elementary serves students in grades 2 through 3. 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, Consultative Services, Texas Educational Consultative Services, Inc. (TECS) facilitated the meeting.

## **STUDENTS:**

Schools in Texas today are judged primarily by students' performance on the Academic Excellence Indicator System (AEIS) which includes 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 Cecil Everett Elementary School including, but not limited to, the TPRI and teacher made tests.

### *Student Strengths:*

Last year the school set as its goal to achieve a rating of "exemplary" for school year 2007-08. With hard work on the part of the students and faculty, the school was awarded the rating of exemplary for school year 2007-08. Student performance on the Texas Assessment of Knowledge and Skills (TAKS) remained essentially the same in reading; however, significant gains were realized on the math test. All students and all student groups passed reading at 100% on the spring 2008 administration of the TAKS. All students passed the math test at 97% while African American and Hispanic students passed at 100%, white students at 96% and economically disadvantaged at 95%. (See Appendix A—AEIS Results)

After being expressed as a concern on the spring 2007 administration of the TAKS math test, the performance of Hispanic and economically disadvantaged students increased significantly on the spring 2008 administration. These two student groups improved their passing rate on the math test by 14% and 7% respectfully.

Attendance increased from 96.4% to 96.9% for all students compared to the state average of 95.5% for school year 2006-07, the most recent year for which attendance data is available. While attendance for white and economically disadvantaged students increased, the rate decreased for both African American and Hispanic students by 0.7% and 1.2% respectfully. Although a concern, due to the relatively small number of African American and Hispanic students, one or two students can cause percentages to fluctuate significantly.

The achievement gap remains closed in reading as all students and all student groups passed the reading test. The gap is also closing in math where economically disadvantaged students made greater gains than did all students.

The committee agreed that students are better prepared as they enter Everett Elementary than in the past. This is especially true in reading; however, students could be better prepared in math. Care teams remain in place to assist students having difficulties.

#### *Student Needs:*

It was noted that the percentage of students in at-risk situations is extremely high at Everett Elementary compared to the other schools in the district. According to the committee, this high percentage is due to student performance on the Texas Primary Reading Inventory (TPRI) and the district's readiness test. The committee indicated that they were well aware of the anomaly and that they were working on a solution.

While still above the state average, the attendance rates for African American and Hispanic students declined during school year 2006-07. The probable reason for this decrease is stated above, i.e., the very small number and percentage of minority students attending the school.

The committee cited a growing concern among the staff regarding students' lack of handwriting skills. It is becoming more and more difficult to read students' handwriting. This phenomenon is probably due to a declining emphasis on handwriting at the early grades. Much of communication today is done on the computer or by text messaging and does not require good handwriting skills and consequently handwriting is not emphasized as much as it once was.

Students generally want to participate in outside school activities which is good; however, such activities have become very time and energy consuming and have a tendency to take too much away from the student's time to prepare for academics. This concern was also cited by the site-based decision-making committee at Bailey Intermediate School.

#### **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 in 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 exemplary rating awarded Everett by the Texas Education Agency is, as stated above, indicative of an effective and caring teaching staff. 47.8% of the teachers have more than 10 years of teaching experience. The average years of experience for all of Everett teachers is 13.1 years compared to the State average of 11.3 years.

Everett teachers are assisted by 10.5 paraprofessionals or 24.0% of the total staff. Statewide, paraprofessionals make up less than 10.0% of the total staff. The additional assistance provided by paraprofessionals allows more time for one-on-one contact by teachers with students. The committee felt that the staff at Everett is using their paraprofessionals more effectively this year.

All of the school's teachers meet the highly qualified requirements set forth in the No Child Left Behind Act.

The C-Scope curriculum is currently in its second year of implementation. Although staff is cautiously optimistic at this time, it was generally agreed that the curriculum is better aligned than before. Curriculum alignment is very important as students are promoted from one grade to the next and from one school to the next. It was noted that C-Scope lessons are model lessons and teachers have the flexibility to adapt lessons using other resources.

Friday morning staff meetings have been beneficial in keeping the staff attuned to what is going on and to better coordinate their activities. The meetings also provide a forum for discussing successes, problems, and solutions as well as encouraging collaboration between the second and third grade teaches.

The professional staff continues to enjoy access to professional development activities to enhance their knowledge-base and teaching skills. Due to district practices, generally no more than two staff members per campus are able to attend a particular workshop outside the district. In these cases, the two members selected to attend will return and brief the rest of the staff on what was learned.

The committee agreed that the morale among the staff was generally good and fostered a healthy environment for the teaching-learning process.

*Staff Needs:*

The campus still has no minority teachers although minority students make up 15.7% of the student population. Research has demonstrated that minority students do better in school when they see teachers of their own ethnicity.

The newly implemented C-Scope curriculum is falling into place and benefits are being realized, however, it was agreed that continued professional development is needed to assist teachers with the full implementation of all the components.

Presently limited English proficient (LEP) students are receiving English as a second language (ESL) from a certified ESL teacher on an itinerant basis. It was not clear as to whether or not the LEP students are receiving the required special language program as specified in the Texas Education Code, Chapter 29, Subchapter B and the Texas Administrative Code, Chapter 89, Sections 1201-1210. It would appear that each campus should have a teacher with an ESL endorsement to appropriately address the needs of LEP students on that campus.

**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 students' attendance, homework, participation in school activities, serving on the site-based decision-making committee, and maintaining a dialogue with the teachers of their students. 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:*

Parental involvement in the education of their children at Everett remains very good. Students know that as a rule their parents will stand behind and support the school. Parent volunteers also remain actively involved in assisting teachers at the school. The Parent Teacher Organization (PTO) has been a great support group providing money and resources to address needs that are not attainable through regular channels. PTO meetings are regularly attended by the officers; however, when a special project is underway, most of the parents will join in to support the project.

Moving parent involvement activities from evenings to the afternoon has had a positive effect on attendance. Parents generally prefer to attend afternoon meetings as opposed to returning to the school after dinner in the evenings. Based on this knowledge, the school is sponsoring more parent meetings during the afternoon than during the evening hours.

Another factor that has greatly enhanced communication between teachers and parents is the use of e-mail. Communication with parents has increased immensely as more parents have access to computers with an Internet connection. Newsletters are also used to communicate with parents as are teacher websites. Parent Viewer is yet another vehicle used to provide information to parents regarding their students' progress, grades, and attendance.

Parents must come to the school and meet with the teacher after the first six weeks when the first report card is issued. This provides at least one opportunity during the year for a face-to-face conference between the teacher and parents.

*Parent Involvement Needs:*

The committee would like to see some kind of an award for parents that have really put forth an effort to participate in the education of their children by becoming involved at the school and volunteering on the campus. Currently the school selects and recognizes a parent of the year with an award; however, there are many more parents that become involved and volunteer who the committee would like to recognize as well.

*Community Involvement Strengths:*

Community businesses continue to be very supportive in making donations in the form of merchandise and cash to the school.

Currently the big issue before the community is getting the pending bond issue passed. The superintendent will be key in the passing of the bond as he will serve as the public relations person in this endeavor. He is well known in and liked by the community. The community respects him as being someone who would not ask for this if the money was not really needed.

*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:*

During the recent repainting of the school, the art work by students was preserved. The committee agreed that the art work was an aesthetic feature that added to the character of the school and that leaving it in place should be considered as a strength.

Lighting has been improved after being cited as a need for several years. New carpeting is in the budget for next year after being cited as a need for three consecutive years.

*Facilities Needs:*

The committee once again, and for the third year, stated that more computers are needed in the classrooms. An additional computer lab would facilitate the use of computer assisted instruction software. It was agreed that upgrading the computers and access to them is particularly important since the committee feels that technology is an essential part of student learning.

The building exterior is in need of painting or redecorating. Some of the furniture is no longer serviceable and needs to be replaced. At least one school has a system in place for replacing furniture on a rotating basis each year.

Rodents (rats and squirrels) and ants are prevalent in the building and should be addressed before problem becomes a health issue.

Dirty air conditioning vents were cited last year as a concern; however, the problem has not been addressed. Maintenance has been informed, but due to higher priority items the issue has not been addressed.

The portable classrooms located on the campus are rapidly deteriorating and will have to be replaced soon.

## Programs and Services

<p><b>Goal 1:</b> Cecil Everett Elementary 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><b>Objectives:</b> By school year 2009-10, students will pass the TAKS tests:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th><u>READING</u></th> <th><u>MATH</u></th> <th><u>ATTEND</u></th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>100%</td> <td>90%</td> <td>99%</td> </tr> <tr> <td>African American</td> <td>100%</td> <td>90%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>100%</td> <td>90%</td> <td></td> </tr> <tr> <td>White</td> <td>100%</td> <td>93%</td> <td></td> </tr> <tr> <td>Economic Disadvantaged</td> <td>100%</td> <td>90%</td> <td></td> </tr> <tr> <td>Special Education</td> <td>100%</td> <td>90%</td> <td></td> </tr> </tbody> </table>							<u>READING</u>	<u>MATH</u>	<u>ATTEND</u>	All Students	100%	90%	99%	African American	100%	90%		Hispanic	100%	90%		White	100%	93%		Economic Disadvantaged	100%	90%		Special Education	100%	90%	
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Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation																												
<p><b>Strategy 1. Curriculum/ Instruction:</b> Continue to implement the district wide curriculum, C-Scope, for all subjects using the 5-E teaching model.</p> <p><b>Activities:</b></p>	District Staff District Admin. Staff District Coordinator Community Leader Campus Admin. Staff Teachers Paraprofessionals Supplies, Materials, Equipment Partially funded with State Comp. Ed. Funds																																
<p>a. The campus will continue to identify and provide dyslexia programs and services for students identified as having dyslexia. (9)</p>		Scottish-Rite Trained Therapist	April 2010	Records of dyslexia screenings/testing, performance of students in dyslexic programs	Satisfactory performance on the TPRI and/or TAKS																												

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
b. The campus will continue to provide a literacy program designed for small group instruction for students who need help getting on grade level in reading. (9)		Literacy Teachers	Daily	Literacy enrollment and student text scores	Satisfactory performance on the TPRI and/or TAKS Reading test
c. The campus will implement small group reading instruction and tutorials before TAKS for Accelerated Reading Instruction (ARI) students. (2)		Classroom Teachers Literacy Teachers	Jan-May 2010	Student participation in reading groups and test score comparisons	Pass TAKS reading test
d. Summer school will be offered to students who meet the summer school criteria. (9)		Classroom Teachers Curriculum Coordinator	Jun 2010	Lesson plans	Successful completion of summer school
e. The campus will provide a Gifted & Talented (GT) Program for qualifying students. (2)		GT Teacher Curriculum Coordinator Teachers	Aug 2009-May 2010	Enrollment and enrichment curriculum for GT students	Pass TAKS reading and math tests with commended performance
f. Teachers will integrate GT lessons into their regular classroom curriculum. (2)		Classroom Teachers GT Teachers	Weekly	Lesson plans and enrichment exercises	Pass TAKS reading and math tests with commended performance
g. In order to create the least restrictive environment, parents and the community will be involved in planning for participation of students with disabilities in school activities. (6)		ARD Committee SBDM Team	Aug-Sep 2009- May 2010	Student / Parent involvement in activities. Sign-in sheets and recorded meeting agendas	Satisfactory performance on the TAKS
h. The campus will provide services for identified students through the Success Center Program. (9)		Special Education Teachers	Daily	Student enrollment/participation and notebooks flagged	Satisfactory performance on the TAKS

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
i. Fluency checks will be completed by teachers during the six week grading period. (2)		Second Grade Teachers	Every six weeks	Fluency checklist	Fluency levels increased
j. Teachers will implement activities to accelerate instruction in math, i.e., Tier 1 interventions, tutorials, Study Island, etc. (9)		Teachers	Weekly	Progress monitoring	Improved passing rate on the TAKS math test
k. Use best practices to improve fluency for all students. (2)		Teachers	Aug 2009-May 2010	Fluency checklist	Improved performance on the TPRI/TAKS
l. Handwriting skills will be emphasized at all grade levels. (2)		Teachers	Ongoing	Lesson plans Progress monitoring	Students able to write legibly
<b>Strategy 2. Technology Instruction:</b> Students will use technology to explore/extend classroom concepts and produce projects that demonstrate understanding. <b>Activities:</b>	Technology Representatives Technology Equipment				
a. A campus technology representative will be available to assist teachers with technology concerns. (2)		Principal Teaching Staff Tech. Representative	Monthly	Monthly schedule of lab activities	Completion of technology projects per semester
b. Students will be provided with one hour of computer lab instruction per week. (2)		Principal Computer Teacher	Weekly	Lab enrollment records, student products.	Completion of technology projects per semester
c. All students will be using the computer lab for content area subjects. (2)		Teachers Lab Instructor	Each six weeks	Record of computer lab use	Completion of technology projects per semester

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
d. Students will explore connections between scholastic achievement and career opportunities. (2)		Counselor, Computer Lab Assistant, Classroom Teachers	Each six weeks	Student products and teacher lesson plans	Pass TAKS
<b>Strategy 3. Student Success:</b> Students passing TAKS by the State standard and by commended performance will continue to improve the previous year's scores.  <b>Activities:</b>	Principal, Teachers, Assistant Teachers, Supplies & Materials, ESEA Title I, State Comp. Ed., Special Language Programs, and IDEA B				
a. The campus will track/target at-risk students to achieve 90% mastery or above on TAKS tests. (9)		Principal, Counselor, Teachers	Daily Weekly	Daily work Teacher-made tests	TAKS test results
b. Teachers will target TAKS areas in small focused tutorial groups for students in need of specific objectives. (9)		Classroom Teachers	Daily	Student performance, record of student participation	Pass TAKS reading and math tests
c. Teachers will be involved in decisions concerning the selection of assessment instruments. (8)		Teachers, Curriculum Coordinator	As needed	Meetings	Teachers involved in the selection of assessment instruments
d. The campus will provide motivational events such as TAKS pep rallies and letters. (2)		Teachers, Counselor, Principal	Feb and Mar 2010	Student performance	Pass TAKS reading and math tests

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
e. The campus will track/target economically disadvantaged students and provide intervention strategies in order to reduce the percentage of special education referrals. (9)		All Staff	Weekly	Special Education referrals, tracking instrument	Pass TAKS reading and math tests
f. Supplemental strategies will be used to accelerate math instruction for minority and at-risk students. (9)		Principal Title I Math Teachers	Daily	Six-week tests Six-week report cards	Pass TAKS Math and AMI
g. CARE team meetings will be scheduled for struggling students to determine their level interventions. (9)		Counselor	Each six weeks or as needed	Placement in an intervention program Progress monitoring	Pass TAKS/AMI
h. 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)		Assistant Superintendent Principal	Aug 2009-Jul 2010	Campus improvement plan, federal applications, and lesson plans prepared and submitted	Annual performance reports

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
i. Instructional materials will be provided to the school to upgrade the entire instructional program. (2)	ESEA, Title I	Principal Teachers	As needed	Requisitions submitted	Pass TAKS
j. Use Junior Achievement members to work with second grade students to develop business skills. (2)	Junior Achievement Members	Counselor	Apr 2010	Program implemented	Increased knowledge of business skills
k. Emphasis will be placed on perfect attendance through the use of incentives such as, but not limited to, special privileges, prizes, etc. (2)		Principal Teachers	Each six weeks	List of recognized students	Improved attendance rate
l. Computer assisted instruction (CAI) will be expanded in the classrooms to stimulate student interest in learning for all students, but especially for those in at-risk situations. (9)		Teachers	Each six weeks	Six week grade reports	Improved passing rate on the TAKS tests
m. Perfect attendance will be emphasized through newsletters, parent meetings, and back-to-school meetings. (2)		Principal Teachers	On-going	Newsletters Meeting agendas	Improved attendance rate
n. Identified LEP students will be provided a special language program in accordance with the TEC. (9)		ESL Teachers	On-going	LEP students identified Special language programs implemented	Improved passing rate on the TAKS tests

**Goal 2:** Cecil Everett Elementary School will provide curriculum and instructional programs aligned with state/federal standards including best practices and current educational research. Cecil Everett Elementary School will maintain a highly qualified and informed staff, including teachers, administrators, and paraprofessionals in order to impact student achievement.

**Objectives:** By school year 2009-10, students will pass the TAKS tests:

	<u>READING</u>	<u>MATH</u>	<u>ATTEND</u>
All Students	100%	90%	99%
African American	100%	90%	
Hispanic	100%	90%	
White	100%	93%	
Economic Disadvantaged	100%	90%	
Special Education	100%	90%	

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<p><b>Strategy 1—Professional Development:</b> All teachers will have opportunities to participate in various staff development activities to improve instruction.</p> <p><b>Activities:</b></p>	Administrative Staff, Principal, Teachers, Paraprofessionals, ESC Region 8 Consultants				
a. The campus will continue to provide appropriate training opportunities in technology for classroom teachers. (4)		Principal Technology Staff Instructional Technology Coordinator	As scheduled	Professional development sign-in logs	Satisfactory performance on the TAKS tests
b. The campus will provide varied strategies for teachers through workshops for the core content areas that will enhance understanding of these subject areas. (3 & 4)	ESEA, Title I	Principals Classroom Teachers	Aug 2009 As scheduled by ESC Region 8	Attendance records Evaluations	TPRI TAKS reading test
c. Gifted and talented (G/T) training for staff that work with G/T students. (3)		Principal	Jun-Jul 2009 As scheduled by ESC Region 8	Attendance records Evaluations	Personnel records will reflect required G/T training

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>d. Intensive and sustained professional development will be carried out to assist with the full implementation of the C-Scope curriculum and the 5-E teaching model. (3)</p>		Curriculum Director	Aug 2009-May 2010	Attendance records Evaluations	C-Scope fully implemented
<p><b>Strategy 3—Personnel:</b> All personnel will be highly qualified and received intensive and sustained professional development.</p> <p><b>Activities:</b></p>	Human Resources, Site-Based Decision-Making Committee, ESC Region 8, Consultants				
<p>a. Increase the music teacher to a full-time position and add fine arts to responsibilities. (2)</p>		Asst. Superintendent Principal	Aug 2009	Position approved	Position filled
<p>b. Continue to seek and hire qualified minority teachers. (3) (5)</p>		Central Administration Site-Based Decision-Making Committee	On-going	Interviews with qualified candidates	Percentage of minority teachers is consistent with percentage of minority students.
<p>c. 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"> <li>• Instruction in core academic subject area classes will only be provided by teachers who are highly qualified.</li> </ul>		Principal SBDM Committee	As needed	Interviews conducted	New personnel hired

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>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.</li> </ul> <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>					
d. Consider implementation of Success Center for Math.		Assistant Supt. Principal Site-Based Decision-Making Committee	Aug 2009	Program evaluated	Decision made
<p><b>Strategy 4—Curriculum:</b> The school will continue to implement the C-Scope curriculum designed to enhance performance of all students.</p> <p><b>Activities:</b></p>	Curriculum Director, Principal, Teachers, Supplies, Materials				
a. C-Scope will be fully implemented for reading, math, science and social studies at all grade levels using the 5-E teaching model. (2)		Curriculum Director	Aug 2009	Lesson plans	Curriculum implemented
b. Everett and Higgins staff will continue communication to address common goals. (2)		Curriculum Director, Higgins staff, and Everett staff	As needed	Informal meetings conducted	Improved student readiness when entering Everett

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
c. Evaluate current spelling curriculum and develop/implement a common program. (2)		Curriculum Director	Aug 2009	Common spelling curriculum written/implemented	Improved student performance on spelling tests
d. Investigate the implementation of an alternate writing curriculum to improve writing skills. (2)		Curriculum Director	Summer 2009	Programs evaluated	Decision made
<b>Strategy 5—Technology:</b> All staff will implement the use of required technology proficiency levels.  <b>Activities:</b>	Technology Representative, Lesson plans				
a. All teachers will demonstrate their technology skills by integrating technology information into their classroom instruction that will produce student products. (2)		Technology Representative	Weekly	Lesson plans	Log of student products
b. Additional computers will be purchased for second grade classrooms and other equipment added to provide better access for all students. (2)		Principal	Aug 2009	Purchase orders issued	Additional computers and added equipment in the classrooms

**Goal 3:** Cecil Everett Elementary School will provide a quality learning environment that is positive, safe, and supportive for all students and staff.

<b>Objectives:</b>	By school year 2009-10, students will pass the TAKS tests:	<u>READING</u>	<u>MATH</u>	<u>ATTEND</u>
	All Students	100%	90%	99%
	African American	100%	90%	
	Hispanic	100%	90%	
	White	100%	93%	
	Economic Disadvantaged	100%	90%	
	Special Education	100%	90%	

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p><b>Strategy 1. Discipline, Policies, and Programs:</b> There will be a decrease in the number of students involved in TRAC, bus conduct reports and corporal punishment. Students will study character, decision-making and conflict management models.</p> <p><b>Activities:</b></p> <p>a. The campus will maintain a strong discipline plan, code of conduct, and plan of action for emergencies. (2)</p>	Central Office Staff, Campus Admin Staff, District Coordinator, Local Business Leader, Supplies, Materials, and Equipment				
		SBDM Team Staff	Daily	Disciplinary referrals Staff surveys Drills carried out	Decrease in disciplinary referrals from prior year, orderly transition between periods, monthly fire and emergency drills

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
b. Resource officers will be provided for security and to provide programs to students concerning safety and other law enforcement topics. (2)		Principal SRO Counselor	Weekly	Resource officer's duty roster	Decrease in disciplinary referrals from prior year
c. Visitor identification badges will be worn on campus. (2)		Principal Staff	Daily	Badges in place and properly displayed by visitors	Decrease in disciplinary referral from prior year
d. There will be school-wide enforcement of student behavior/ expectations for all areas of the campus. (2)		All School Staff	Daily	Number of referrals for behavior	Decrease in the number of referrals for behavior
e. The campus will provide students with Character Counts and Terrific Kids curriculum. (2)		Counselor Classroom Teachers	Weekly	Feedback from participants, attendance records, counselor feedback	Decrease in the number of referrals for behavior
<b>Strategy 2. Parent/ Community Relations:</b> The campus will promote a variety of activities throughout the year to serve the community and provide citizenship education to our students.  <b>Activities:</b>	Principal Counselor Parent Involvement Coordinator				
a. Teachers, parents and counselor will identify students in need of our Big Brothers / Big Sisters mentoring program. (2 & 9)		Principal Counselor Classroom Teachers	On-going	Number of students identified for the program	Number of students participating in the program

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
b. Promote a variety of activities such as: Skip, Jump and Run for Children's Fund, Angel Tree at Christmas, Girl & Boy Scouts, Food Drive, and Thanksgiving Feasts for Families. (9)		All staff	On-going	Number of parents/community members participating in the activities	Feedback from students, community, teachers and organizations
c. The campus will hold PTO meetings and programs at scheduled dates throughout the year. (6)		PTO All Staff	Scheduled throughout the year	PTO meetings scheduled	Participation in PTO activities
d. The campus will promote good citizenship by recognizing and rewarding those students modeling good behaviors. (2)		All Staff	Each six weeks	Meetings scheduled to select deserving students for awards	Record of students receiving awards
e. The campus will promote at least eight events each year to enhance parent participation: Family Technology Event; Active Parenting; Book Fair Event; Family Reading Event; Second and Third Grade PTO Programs; and Family Math Event. (6)		Principal Teachers Volunteers	Sep-Dec 2009; Jan-Feb; and Apr 2010	Sign-in logs for events Parent/participant comment cards Record of events	At least eight events conducted during school year 2009-10
f. Each teacher will communicate with parents through weekly newsletters, telephone calls, teacher web pages and conferences. Teachers will update their web pages on a regular basis. (6)		Classroom Teachers	Weekly Daily As needed	Newsletters, phone logs, conference logs	Parent participation
g. The campus will hold meetings for the purpose of informing and including parents in regard to services provided through Title 1 programs. (6)		Principal, Directors, Teachers Parent Involvement Coordinator	Sep 2009 May 2010	Minutes of meetings, participant feedback	Parent participation

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
h. The campus will promote attendance awareness by rewarding students through name recognition and incentives. (2)		Principal, Teachers	Each six weeks End of the year	Records of recognized students	Attendance rate
i. Parents, grandparents and local community members will be encouraged to volunteer an hour a week or an hour a month to assist school staff in daily routines. (6 & 9)		Staff, Volunteers	Daily	Volunteer sign-in sheets, feedback forms, teacher feedback	Volunteer participants
j. The campus will promote special events such as Grandparents Day, Thanksgiving Feasts, Christmas Lunch and Dr. Suess's Birthday. (6)		Principal, Staff	Sep 2009 Nov 2009 Dec 2009 Mar 2010	Attendance records for special events	Parent participation
k. Active Parenting workshops will be offered. (6)		Counselors	Fall 2009	Attendance records, parent feedback, consultant feedback	Parent participation
l. Parents who accumulate 50, 75, and/or 100 hours of volunteer service will have a name plate added to the Parent Volunteer Plaques. (6)		Principal Office Secretary/Clerk	May 2010	Policy implemented	Awards made as volunteers accumulate appropriate number of volunteer hours
m. The campus will hold Reading is Fundamental (RIF) book giveaways and motivational reading events scheduled for families. (6)		Title I Teachers, Principal, Teachers	Oct 2009 Dec 2009 Jan 2010	Family events scheduled	Attendance records
n. The school will develop a school parent compact and parent involvement policy jointly with parents to explain the responsibilities of both the school and parents. (6)		Title I Planning Committee	May. 2009	Compact and policy developed	Compact and policy disseminated to parents

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
o. The Terrific Kids Program sponsored by the Kiwanis will be continued. (6)		Kiwanis leader Counselor	Each six weeks	Goals achieved	Certificates awarded
p. Flexible meeting times for parent meetings will be continued. (6)		Parent Coordinator	As needed	Parent meetings conducted at different times	Improved attendance at parent meetings
<b>Strategy 3. Facilities:</b> Buildings and equipment will be maintained in such a way that they promote an environment conducive to the teaching-learning process.  <b>Activities:</b>	Maintenance Dept. Director of Maint. General Operating Fund				
a. The school will be adequately cleaned daily to promote a clean and healthy environment for teachers and students.		Principal Director of Maintenance	On-going	Work orders submitted	Staff survey to determine effectiveness
b. Add three new classrooms that will replace existing portables to house tutoring, music, art, and regular classroom activities.		Board of Trustees Superintendent Principal	Jul-Aug 2009	Buildings ordered	Classrooms in place
c. Unused, unneeded materials will be removed from storage areas to make additional room.		Principal Staff	Jul-Aug 2009	Unused, unneeded materials removed	Additional storage available

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
d. Replace carpeting in hallways.		Principal, Director of Maintenance	Jul-Aug 2009	Contract let	Carpeting replaced
e. Clean all air conditioning vents in the building.		Principal, Director of Maintenance	Jul-Aug 2009	Work order issued	Air conditioning vents cleaned
f. Replace broken/worn out furniture as needed.		Principal, Director of Maintenance	Summer 2009	Furniture ordered	Furniture in place
<b>Strategy 4. School Safety:</b> Students will be provided a safe and supportive environment conducive to the teaching-learning process.  <b>Activities:</b>	Administrative Staff, Classroom Teachers				
a. Corrective actions will be taken based on fire and safety inspections.		Principal	On-going	Fire inspections Safety inspections	Students work in a safe and supportive environment.
b. Resource officers will provide training on violence prevention, conflict resolution, and safety.		Resource Officer	Aug 2009-Jan 2010	Training conducted	Number of incidents reduced

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

The Cecil Everett Elementary 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 and one reading/literacy teacher. Title I funds are also used to purchase instructional supplies and computers to support its programs.

State Compensatory Education (SCE) funds are used to pay for two intervention teachers and a half-time paraprofessional. These funds together with the Title I funds are used to implement a schoolwide program to upgrade the instruction schoolwide for all students.

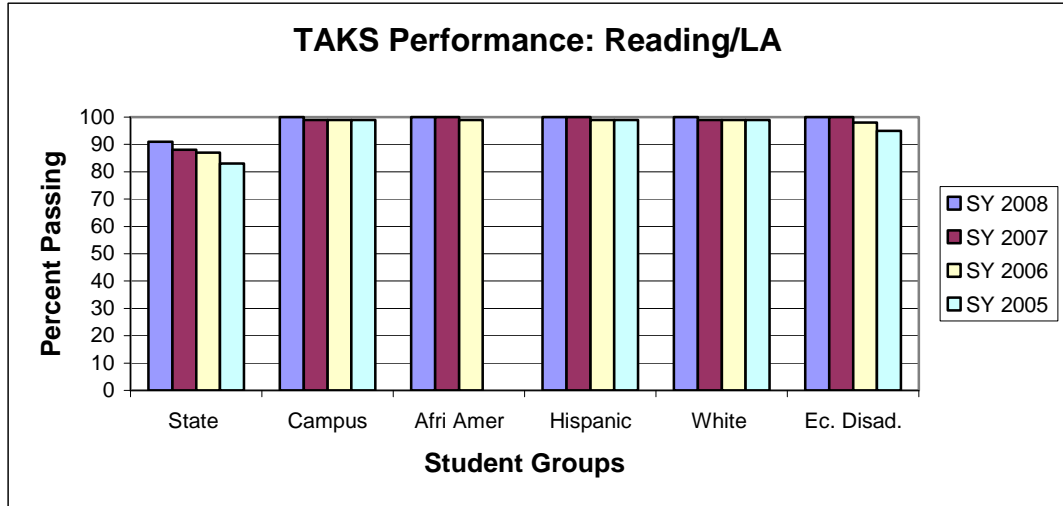
## **Appendix A: AEIS Results**

The following tables and graphs represent a comparison of student performance on the TAKS as well as attendance rates for the four most recent years of data available through the AEIS for school year 2006-07.

**AEIS Results**

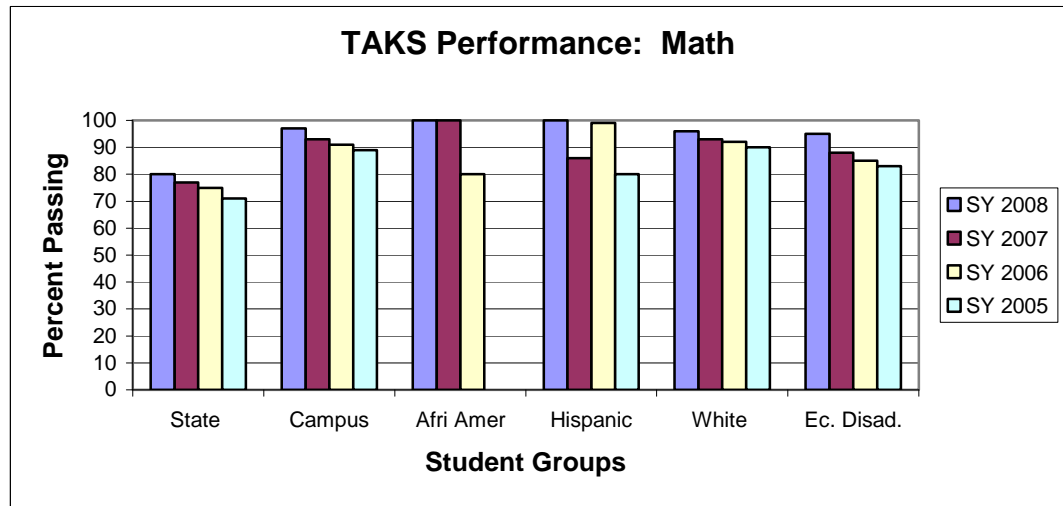
**READING/LANUAGE ARTS**

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	100	100	100	100	100	N/A
2007	88	99	100	100	99	100	N/A
2006	87	99	99	99	99	98	N/A
2005	83	99	*	99	99	95	N/A



**MATH**

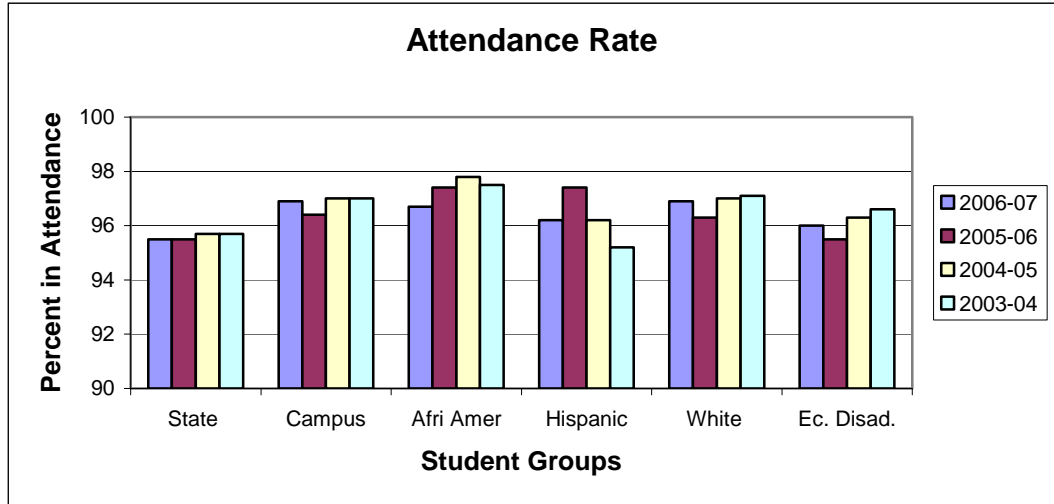
Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	80	97	100	100	96	95	N/A
2007	77	93	100	86	93	88	N/A
2006	75	91	80	99	92	85	N/A
2005	71	89	*	80	90	83	N/A



\* Indicates that there were too few students in this category to generate a passing rate.

**ATTENDANCE RATES**

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	95.5	96.9	96.7	96.2	96.9	96.0	N/A
2005-06	95.5	96.4	97.4	97.4	96.3	95.5	N/A
2004-05	95.7	97.0	97.8	96.2	97.0	96.3	N/A
2003-04	95.7	97.0	97.5	95.2	97.1	96.6	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 assessment results in a language the parents can understand including an interpretation of those results, to the parents of a child who participates in 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:**

Position	FTE	Amount
Math Intervention Teacher	1.00	\$
Literacy Teacher	1.00	
Fast Forward Aide	0.50	
Benefits		_____.
Total Payroll Cost	3.50	\$_____.

**OTHER EXPENSE:**

None

**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.