

**W.L. Higgins Elementary School
Campus Improvement Plan**

2009-10

"Hand in hand, we reach the future."



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NOTE: The highly qualified teacher requirements are on pages 16-17 under Strategy 2—Personnel, Activity b.

Vision Statement

The faculty, staff, and parents believe that a productive, fulfilling and nurturing environment for our students must uphold the following beliefs. We are confident that our campus is representative of the following:

- High expectations of increasing the level of student performance on TAKS;
- A safe and supportive campus that will provide the most appropriate learning environment for each individual student;
- Develop and increase the level of student performance across the curriculum; and
- Provide all students the opportunity to develop and demonstrate skills in computer technology.

Committee Membership Higgins Elementary

POSITION	NAME	GRADE	TELEPHONE
Teacher	Penny Stutsman	Pre-K	903.739.2901
Teacher	Bailee Roberts	K	903.782.9274
Teacher	Paula McVay	Reading Recovery	903.784.6564
Teacher	Cheryl Vanderburg	1 st	903.784.5028
Teacher	Becky Jones	SUCCESS/Learning Center	903.737.2081
Counselor	Amber Clark		903.737.2081
Secretary	Rita Allen		903.982.6521
PEIMS	Janice Garner		903.737.2081
Paraprofessional	Carol Farmer		903.737.2081
Parent	Nycole Scott		903.732.9868
Parent	Shannon Stephens		903.785.5826
Parent	Shelley Landers		903.784.2359
Community Member	Ernie Sparks		903.737.2439
Community Member	Janie Sharrock		903.785.6190
Principal	Claudia Pursifull		903.737.2081

Needs Assessment

INTRODUCTION:

The campus site-based decision-making committee met on February 4, 2009, to develop a comprehensive needs assessment of the W. L. Higgins Elementary School in anticipation of developing the Campus Improvement Plan for school year 2009-10. Higgins Elementary School serves students in grades Early Childhood through first. 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 the performance of their students 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. Since W. L. Higgins only serves students through grade one, the school does not have TAKS results; however, in Texas, schools that do not serve grades for which the TAKS is administered, are paired with the school or schools that receive their students. In this case, W. L. Higgins is paired with Cecil Everett Elementary School for accountability rating purposes. For school year 2007-08, Higgins was rated as “Exemplary” by the Texas Education Agency. It should be noted that this is the highest rating and a step up from the previous year when the school was rated as “Recognized.” Other data were also considered when determining the strengths and needs of the students enrolled in the W. L. Higgins Elementary School including, but not limited to, the TPRI and teacher-made tests.

Student Strengths:

Based on the TAKS results at Cecil Everett Elementary School, all students and all student groups passed the Reading and Math tests at the same or a higher rate during the spring 2008 administration than they did during the spring 2007 administration. It should be noted that the achievement gap is essentially closed, since minority and economically disadvantaged students are performing at approximately the same level as students on the campus as a whole. (See Appendix A—AEIS Results)

The committee generally agreed that discipline among Higgins students was very good. There are always minor infractions; however, these are typically handled by the teachers. Therefore, discipline was cited as a strength. Positive reinforcement is used to control discipline. “Reading Around the Planet” was found to be an excellent tool to motivate students.

Staff also uses a variety of “fun activities” to boost student morale. One of the more successful activities was a video conference with Mrs. Claus this year. A similar activity was conducted last year when the interview was with Santa Claus.

The assignment of homework continues to be an important tool used to prepare students for subsequent grade levels when homework becomes an integral part of the instructional process. The committee felt that this was working very well and represents a strength among Higgins students.

The staff prepares first-time students and their parents for public school through Kindergarten Round-up, the Back-to-School Bash, Meet the Teachers, and a general assembly during which staff talks to parents about the school's expectations and parent responsibilities. In addition to these strategies, the school sponsored a special parent orientation at the end of school year 2007-08 for parents of students who would enter Higgins for the first time at the beginning of school year 2008-09 during which parents were provided with activities that were to be used by the parents to prepare their child for kindergarten. This was very successful in preparing the students for their first days in kindergarten. This strategy was used to address the need expressed last year concerning the lack of preparedness on the part of many kindergarten students.

Student Needs:

Although still above the State average, attendance continues to decrease for the campus as a whole. (See Appendix A—AEIS Results) Although the rate increased for economically disadvantaged students significant decreases were noted among the African American and Hispanic students. The latter may be attributed to the limited number of African American and Hispanic students enrolled at the school as small numbers can result in wide swings in percentages. The committee indicated that attendance was up for school year 2008-09 and was attributed to the use of special incentives

Parents continue with the mindset that “This is just kindergarten, and we don’t have to have our children at school everyday or all day.” This has been a problem for several years, i.e., parents are not taking prekindergarten and kindergarten seriously and feel free to take their children out of class anytime.

The high rate of students in at-risk situations (25.4%) is the result of students performing unsatisfactorily on the Texas Primary Reading Inventory (TPRI). This was also noted at Everett Elementary where the rate was 61.8% and also attributed to unsatisfactory performance on the TPRI.

Social skills are also not meeting teacher expectations. This is especially true among students coming straight from home with no prior school experience. The committee indicated that the staff at the Head Start program worked diligently to prepare the students in their charge; however, students coming with no prior school experience are coming so far behind that they just did not have them long enough to adequately prepare them for public 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 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 teachers at Higgins are typically more experienced than their counterparts across the state. 55.6% of the teachers at Higgins have more than 10 of years of experience while the State average for this category is 42.6%. The average years of experience for Higgins teachers is 12.7 years compared to the State average of 11.3 years.

All of the teachers meet the “highly qualified” requirements set forth in the No Child Left Behind legislation. Many of the teachers have attained or are working on graduate degrees in education.

Teachers are assisted by a large number of paraprofessionals compared to the State average. Based on the school year 2007-08 AEIS Report, Higgins teachers are assisted by 20.4 paraprofessionals or 37.2% of the total staff compared to the State average of 9.9%. Having access to paraprofessionals allows the teachers to devote more time to working directly with students which has a positive effect on student performance.

The principal has worked diligently to create an environment in which the staff feels free to collaborate with one another sharing successes as well as problems and concerns. The principal has conducted various activities during professional development to foster this feeling. The committee felt that morale among the staff is very good and has improved this year. Grade-level meetings keep the staff abreast of what everyone is doing and also provides a time for sharing.

Another teacher was added to the Content Mastery Center (CMC) providing an opportunity for more students to take advantage of this successful strategy for helping struggling students.

In an effort to address the concerns over student performance on the TPRI, the principal has assigned the administration of the TPRI to the counselor and CMC teacher. This has proved successful in providing consistency in the administration of the test resulting in better student performance.

Tutoring continues to be an integral part of the instructional day for kindergarten and first grade students. A math tutor was added during school year 2008-09 to reinforce the math program.

The committee agreed that professional development is adequate to keep the staff current in the respective areas of expertise. Professional development is offered at the education service center as well as at the school. At least one day of the four days provided at the school is content-driven. The staff has input into the types of professional development offered.

Teachers generally have sufficient supplies and materials to assist them in the teaching-learning process.

Staff Needs:

The C-Scope curriculum is in its second year of implementation and continues to improve; however, it was generally agreed that additional training is still needed.

The committee indicated a need for more Elmos. Presently, there is only one for the campus and it is constantly checked out. The need for more computers for the classrooms was also voiced as was a need to replace the blackboards with white boards.

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 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 Higgins staff attempts to create a sense of responsibility among parents regarding student attendance, timely arrival and departures from school, enforcing the completion of homework assignments, and assisting their children with their homework, etc.

The Parent Teacher Organization (PTO) is combined with the Everett Elementary PTO. This provides access to more parents. Generally, parents are responsive to special projects but do not attend meetings on a regular basis. Regular meetings are typically limited to the officers and a handful of parents. The PTO sends out a parent survey each year to determine what parents can and will do to support the schools.

Family events are generally held during the day thereby eliminating the need for parents to come back to school in the evenings in order to participate in these events. The day time events continue to improve participation.

Parent Viewer is a tool that allows parents to view their students' grades from home using the Internet. This tool continues to be very popular among parents and encourages parent involvement in the education of their children.

Parents are required to sign off on students' homework. This has also been very effective in getting students to complete homework assignments and to involve parents in the education of their children.

Allowing parents to eat with their children is yet another means of getting parents to the school and involving them in school activities. This has been very popular among parents of the younger students.

A parenting program is provided by the district to train individuals on becoming effective parents.

Parent Involvement Needs:

The committee agreed that volunteerism among parents could be increased thereby involving more parents in the education of their children. The staff would like to identify a staff member who would coordinate parent involvement and make specific assignments to eliminate duplication of effort as well as making sure that parents who volunteer have something meaningful and productive to do while at the school. This need was identified last year; however, it has not been addressed.

Community Involvement Strengths:

Community businesses continue to be very supportive of the school by donating all of the prizes, food, and drinks for the Harvest Festival. Community members cooperate with the school to host field trips to various departments such as the police department, fire department, EMS, etc. Field trips to local businesses such as Wal Mart are also carried out with the approval of these businesses.

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 district has hired a new maintenance director. Since he has come on board, maintenance has been awesome. Turn around time on maintenance requests has greatly improved.

Facilities Needs:

The carpeting in the counselor's office, conference room, foyer, and main hallway is in very bad condition and needs to be replaced with tile.

Some type of covering is needed on the gymnasium floor for safety purposes. This is being considered as part of the repairs to be paid for with funds derived from the sale of the pending bond issue.

In the case of equipment, the committee recommended that Elmos be placed in every classroom. New computers are also needed in the classrooms to replace those that are obsolete and/or no longer operable.

Due the ground shifting in the past, cracks have appeared in many of the walls in the building. Apparently, the ground is not shifting as it did previously, therefore, it was suggested that the cracks in the walls could be repaired to enhance the appearance of the building.

Many of the ceiling tiles have water marks from roof leaks. These should be replaced to enhance the appearance of the building.

The portable buildings are beginning to show their age and are in need of maintenance to bring them up to standards. It is the board's goal to replace all portable buildings with permanent structures which is desirable if resources can be found.

Programs and Services

<p>Goal 1: W. L. Higgins 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>Objectives: Students will perform satisfactorily on the TPRI. By school year 2009-10 the rate of passing will be 90% The attendance rate will be $\geq 97\%$ by school year 2009-10</p>					
Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 1. Academic Excellence: Continue to implement the district wide curriculum, C-Scope, moving students toward mastery of grade level expectations.</p> <p>Activities:</p>	<p>Teachers Paraprofessionals Supplies Materials Equipment</p>				
<p>a. Teacher will use varied strategies that address individual learning styles of each student to improve student performance and success. (9)</p>	<p>Partially funded with State Comp Ed Funds and Title I, Part A funds</p>	<p>Teachers, Principal, and Instructional Assistants</p>	<p>Daily</p>	<p>Lesson plans</p>	<p>Strategies implemented</p>
<p>b. Teachers will work with struggling students in small groups while the teaching assistant monitors the remaining students. (2)</p>		<p>Principal Teachers</p>	<p>Daily</p>	<p>Progress reports</p>	<p>Pass TPRI</p>
<p>c. Ensure that all students develop an awareness of careers, and technology through field trips, community resource persons, career days, and other activities. (2)</p>		<p>All Teachers</p>	<p>On-going</p>	<p>Field trip records Sign-in logs</p>	<p>Student work</p>

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
d. The TPRI reading assessment instrument will be utilized as required to assist in the assessment of each student's academic progress and used as a part of a comprehensive needs assessment. This instrument will only be administered by the counselor and/or CMC teacher. (1)		Counselor CMC Teacher	Sep 2009 Jan 2010 Apr 2010	Test results	Pass TPRI
e. Interactive programs such as Leap Frog will be used to assist early education students in learning the alphabet, phonics, spelling, reading, science, and math (2)		Early Education Teachers	Each six weeks	Six week report cards	Students performing at grade level
f. Provide Reading Recovery/Literacy Groups/Oral language development/Success Center for Learning, Fast ForWord and one on one instruction as interventions. (2)	ESEA, Title I; Fast ForWord; Success Center for Learning; and In-School Tutoring	Reading Recovery Intervention Teachers	Appropriate intervals for each program	Student progress	Pass TPRI
g. Improve beginning of the year identification of students struggling with math and provide appropriate interventions, i.e., tutoring, small group instruction, CMC, etc. (2)		Classroom Teachers CMC Teacher	Sep 2009	Daily work, teacher-made tests AMI assessment	Progress report students' work by teacher budget and principal's fund
h. Identify students for the Talent Pool and Gifted and Talented (G/T) programs. (2)		Gifted and Talented Teacher/Classroom Teachers	Bi-annually	Meets program criteria	Students participating in the programs

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
i. Track/ target economically disadvantaged/ at risk students and provide intervention strategies based on scientifically-based research to achieve reading on or above grade level. (9)	ESEA, Title I	Classroom Teachers, Intervention Specialists Paraprofessionals	Daily Each six weeks	Daily work Six-week reports Intervention logs	Pass TPRI
j. Provide interventions through summer school for low performing students. (9)		Director of Curriculum Classroom Teachers	Jun 2010`	Daily work Teacher-made tests Intervention logs	Pass TPRI and AMI
k. Provide Learning Center assistance to students needing extra help in reading and other content areas. (9)		Special Education Teachers/Paraprofessionals	Daily/Weekly	Daily work Teacher-made tests Intervention logs	Pass TPRI and AMI
l. K-1 students will be given opportunities to write daily. (2)		Classroom Teachers	Daily	Portfolios Teacher-made tests	Pass TPRI
m. English as a second language (ESL) certified teacher will provide small group instruction for identified limited English proficient (LEP) students. (9)		ESL Teacher	Biweekly	Teacher' schedule Lesson plans	Students achieve proficiency in English
n. Evaluate the current spelling curriculum to development/ implement a common program. (2)		Curriculum Director	Aug 2009	Common spelling curriculum written/ implemented	Improved student performance on spelling tests
o. 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		Assistant Superintendent, Principal	May 2009 July 2009 Weekly	Campus improvement plan, federal applications, and lesson plans prepared and submitted	Annual performance reports

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
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. Care Teams will meet to determine appropriate tier levels for interventions. (9)		Care Teams	As needed	Appropriate placement interventions	Pass TPRI/AMI
q. Admissions, Review, and Dismissal (ARD) committees composed of classroom teachers and other professionals will be convened to determine the eligibility, needs, and placement of students in regard to special and related services. (1)		ARD Committee	Mar-May 2010 and as needed	Staff referrals	Documents on file
r. Implement a tracking program to ensure that all students are given the opportunity to make use of the free and reduced lunch/breakfast program if applicable. (9)		Principal PEIMS Clerk	Aug 2009	Provide free and reduced price forms to students during registration and coordinate with PEIMS Clerks on other School calendar, Teacher newsletter WRAP newsletter Teacher web pages	Increase in the number of students eligible for free or reduced lunches

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
s. Provide activities such as meet the teacher, building tours, and orientation visits for early childhood students to ensure a smooth transition to kindergarten (7)		Principal, Classroom Teachers, and Counselor	Apr 2010	Teachers' lesson plans	Number of students successfully transitioning to public school
t. Provide small group interventions within the classroom in reading and math to meet the needs of SSI students. (9)		Principal Classroom Teachers Tutors	Weekly	Class size	Master reading and math TEKS
u. Class sizes will be carefully monitored to ensure compliance with State requirements. (2)		Principal	Monthly		Requirements met
v. Fluency checks will be completed by teachers during the six week grading period. (2)		Teachers	Six weeks	Fluency checklist	Fluency level increases
w. Limited English proficient (LEP) students will be provided a special language program in accordance with the TEC		ESL Teachers	On-going	LEP students identified Special language programs implemented	Improved passing rate on the TAKS tests

<p>Goal 2: W. L. Higgins Elementary School will provide curriculum and instructional programs aligned with state/federal standards including best practices and current educational research. W. L. Higgins Elementary School will maintain a highly qualified and informed staff, including teachers, administrators, and paraprofessionals in order to impact student achievement.</p> <p>Objectives: The attendance rate will be $\geq 97\%$ by school year 2009-10 The dropout rate will be $\leq 0.2\%$ by school year 2009-10</p>					
Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 1. Highly Qualified Staff: A high quality curriculum and instructional program will be provided for W. L. Higgins students by a highly qualified staff working with state of the art materials and equipment</p> <p>Activities:</p>	<p>Teachers Paraprofessionals Contracted Services Funding by ESEA, Title I(A), Title II(A), Title IV(A), State Comp Ed and Academic Grant 2000</p>				
<p>a. Professional development opportunities will be provided for teachers in reading, math, science, social studies, and technology in order to attract and maintain highly qualified teachers to meet the requirements of the No Child Left Behind Act. (4)</p>	ESEA, Title I	Principal Curriculum Director All Teachers	Aug 2009 Jan 2010 As scheduled	Teacher attendance at Region VIII workshops	Satisfactory student performance on the TPRI and AMI
<p>b. Provide professional development for teaching assistants in order to meet the mandates of "No Child Left Behind" (NCLB) (3&4)</p>		Assistant Superintendent, Principal , Program Coordinators	Each six weeks	Sign-in logs Staff evaluations	All teachers/paraprofessionals meet the NCLB requirements
<p>c. Teachers will attend workshops for training in all core academic areas to increase student performance. (4)</p>		Principals Teachers	Aug 2009 Jan 2010 As scheduled	Sign-in logs	Workshops attended

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
d. All teachers will demonstrate their technology skills by integrating technology information into their classroom instruction that will produce student products. (2)		Technology Coordinator Classroom Teachers	Daily	Teacher lesson plans	Student products
e. Intensive and sustained professional development will be carried out to assist with the continued implementation of the C-Scope curriculum and the 5-E teaching model (3)		Curriculum Director	Aug 2009-May 2010	Attendance records	C-Scope fully implemented
f. Professional development regarding the involvement of parents in the education of their students will be provided. (3) and (6)		Principals	Aug 2009	Attendance records	Improved parent involvement
<p>Strategy 2—Personnel: All personnel will be highly qualified and received intensive and sustained professional development.</p> <p>Activities:</p>	Assistant Superintendent, Site-Based Decision-Making Committee, ESC 8, Consultants				
a. Continue to seek and hire qualified minority teachers. (3)		Central Administration SBDM Committee	On-going	Recruit qualified teachers as necessary	Percentage of minority teachers is in line with percentage of minority students.

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>b. 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. • 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) 		Principal SBDM Committee	As needed	Interviews conducted	New personnel hired

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 3—Curriculum: The school will fully implement C-Scope a district-wide curriculum designed to enhance performance of all students.</p> <p>Activities:</p>	Curriculum Director, Principal, Teachers, Supplies, Materials				
<p>a. C-Scope will be fully implemented at all grade levels for reading, math, science and social studies. (2)</p>		Curriculum Director Principal Teachers	Daily	Lesson plans	Curriculum implemented
<p>b. Higgins and Everett staff will continue to meet to address common goals. (2)</p>		Principals Higgins Staff Everett Staff	As needed	Informal meetings conducted	Improved student readiness when entering Everett in reading and math
<p>c. Handwriting skills will be emphasized at all grade levels. (2)</p>		Teachers	On-going	Lesson plans Progress monitoring	Students write legibly

<p>Goal 3: W. L. Higgins Elementary School will provide a quality learning environment that is positive, safe, and supportive for all students and staff.</p> <p>Objectives: The attendance rate will be $\geq 97\%$ by school year 2009-10 The dropout rate will be $\leq 0.2\%$ by school year 2009-10</p>					
Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 1. Safe Supportive Environment: Students will be provided a safe and supportive environment conducive to the teaching-learning process.</p> <p>Activities:</p>	Resource Officers Director of Maintenance Principals Teachers Supplies, Materials, Equipment Facilities				
a. Visitors will sign-in and wear identification stickers in order to insure a safe environment.	Identification stickers	Administration, Office Staff Classroom Teachers, and Counselor	Daily	Badges are issued to school personnel and stickers are issued to visitors	Stickers will be worn by visitors during school hours
b. Students will be provided with biweekly character education lessons based on the six pillars of the Character Counts program and the WHO program.	Title IV, local funds and Project Save	Counselor	Biweekly	Lesson plans scheduling the Character Counts and the WHO programs	Student participation, fewer discipline reports
c. Students will participate in the daily activities of "Red Ribbon Week."		Classroom Teachers Counselor	Oct 2009	Red ribbons issued to students "Red Ribbon Week" orientation	Decrease in the number of disciplinary reports involving the use of illegal drugs/alcohol

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
d. Provide counseling service to students using one-on-one or group format.		Counselor	As needed	Improved student achievement	Increased performance on the TPRI
d. Violence prevention and conflict resolution training will be provided to all students.		Counselor	On-going	Lesson plans	Number of incidents reduced
Strategy 2—Parent Involvement: The campus will promote a variety of activities throughout the year to increase parent and community involvement. Activities:	Admin. Staff, teachers, teacher aides, district coordinator, parent support, volunteer support, supplies				
a. To enhance communication and increase parental involvement activities such as but not limited to Active Parenting; Character Counts programs; technology events; reading events; math events; young authors conference; and Reading is Fundamental free book distribution will be provided throughout the year. (6)		Counselors, Title 1 Teachers, & Classroom Teachers PTO, Music Assistant, Teachers and Principal	Aug 2009-May 2010	Parent attendance sign in sheet school calendar, teacher news letter, flyers, and pamphlets	Increase in the number of parents participating in school activities
b. PTO meetings, activities, and programs will be utilized to encourage parental involvement at the campus level. (6)		PTO Members Classroom Teachers Parents	Aug 2009-May 2010	Parent attendance sign in sheet school calendar, teacher news letter, flyers, and pamphlets	Increase in the number of parents participating in school activities

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
c. Communication between parents and teachers will be achieved by weekly newsletters, phone calls, web pages, and personal conferences. Teachers will update their web pages regularly. (6)		Classroom Teachers	Weekly	Copies of newsletters on file and documenta-tion of conferences	Increase in the number of parents participating in school activities
d. Conferences will be held throughout the year with teachers, parents, staff personnel, and administration as needed to monitor student progress. (6)		Staff: Classroom Teachers, Principal	End of first six weeks As needed	Number of conferences called Number of parents attending conferences	Improved communication between the parent & school
e. Strategies will be implemented to encourage parental involvement of parents of Prekinder-garten students, including but not limited to, daytime activities, brown bag lunches, and refreshments at activities. (6)		Principal Teachers Parent Coordinator	Aug 2009-May 2010	Parent involvement activities planned	Increased parent participation based on sign-in logs
f. Parents of first grade students will be able to view their child's progress report through the Parent Viewer. Parent-teacher conferences will be scheduled by teachers when a student is not meeting expectations. Parents can also call for a conference. (6)		Classroom Teachers	Weekly	Grades posted on the Parent Viewer	Increased parent participation in the education of their child
g. The school will review 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 developed	Compact and policies disseminated to parents

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
h. Open house for parents to display students' work and provide refreshments. (6)		Principal	Sep 2009	Open house scheduled	Increased parent participation
i. The counselor will put information on the campus web page to help parents prepare their children for Kindergarten and public school in the fall. (6)		Counselor	Mar-Apr 2010	Web page modified to include activities to prepare children for Kindergarten	Children better prepared to enter Kindergarten
j. Add the position of parent involvement coordinator to coordinate parent involvement activities. (6)		Principal	Aug 2009	Position requested	Position approved and filled Improved parent involvement
Strategy 3—Attendance: Attendance will improve through motivational activities and parent notification of excessive absences so students can reach their maximum academic potential. Activities:	Principal, Teachers, Parents, Volunteers				
a. Personal communication with parents will be utilized to promote student accountability for attendance. (2) and (6)		Principal Office Staff Classroom Teachers	Aug, Dec 2009 and May 2010	Phone-logs & parents conference forms	Increase in attendance rate
b. Awards will be presented to students with perfect attendance each six week period. (2)		Principal PEIMS Clerk	Oct, Nov, 2009 Jan, Feb, Apr, May 2010	Awards presented	Increase in attendance rate
c. Parents will be notified of the attendance awards in the Student Handbook and by special letter. (2)		Principal Secretary	Aug 2009	Parents notified	Increase in attendance rate
d. Parent orientation will deal with the importance of regular attendance of students. (2) and (6)		Principal	Aug 2009	Orientation completed	Improved attendance rate

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 4—Facilities: The school will provide facilities that are conducive to the teaching-learning process.</p> <p>Activities:</p>	Board of Trustees Superintendent Maintenance Director Principal				
a. Cover the floor in the gymnasium.		Principal Maintenance Staff	Aug 2009	Work order placed	Floor covered
b. Repair and paint the cracks in the walls.		Principal Maintenance Staff	As needed	Work orders placed	Repairs and painting completed
c. Replace the carpeting with tile in the counselor’s office, conference room, foyer and main hallway.		Principal Maintenance Staff	Aug 2009	Purchase order issued	Carpet replaced with tile
d. Purchase additional Elmos and computers for the classrooms to encourage the use of technology.		Principal	Aug 2009	Purchase orders issued	Equipment placed into classrooms
e. Make repairs to portable rooms as needed.		Principal Maintenance Staff	Jun-Aug 2009	Work orders placed	Repairs completed

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

The W. L. Higgins 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 has three Reading Recovery teachers who work with students struggling in reading. An oral language program is also funded with Title I funds as is the Fast ForWord program. Funds are used to purchase supplies for the Fast ForWord program as well as computers.

State Compensatory Education (SCE) funds are used to pay for an Oral Language Development teacher, two paraprofessionals, and a half-time intervention specialist. 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

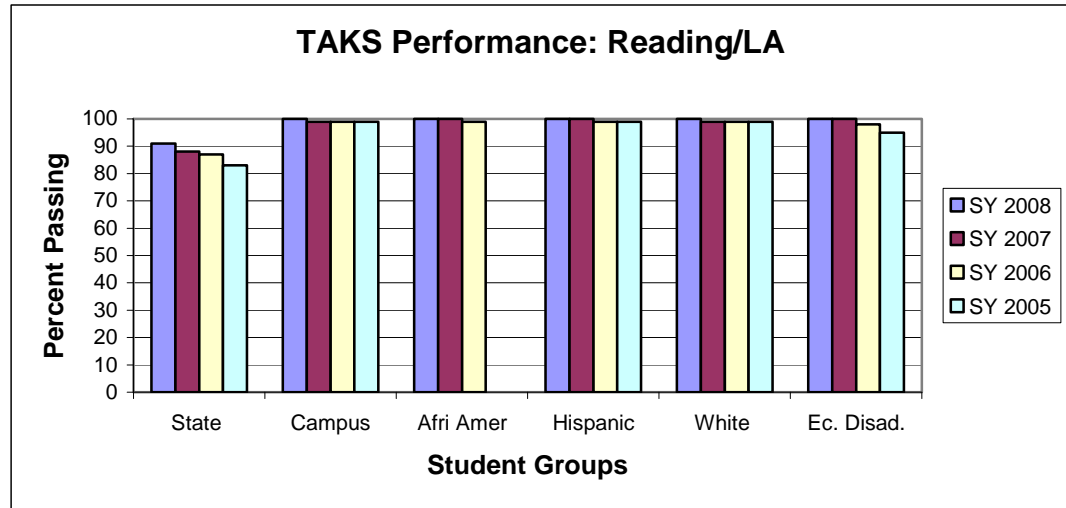
The following table and chart represent a comparison of student performance for the four most recent years of data available through the AEIS. No data is presented for student performance on the TAKS since W. L. Higgins Elementary only serves students through the first grade. TAKS is not administered until the third grade. W. L. Higgins is paired with Cecil Everett Elementary School for academic rating.

NORTH LAMAR ISD
W. L. Higgins Elementary
Four Year Analysis 2005, 2006, 2007, and 2008

AEIS Results

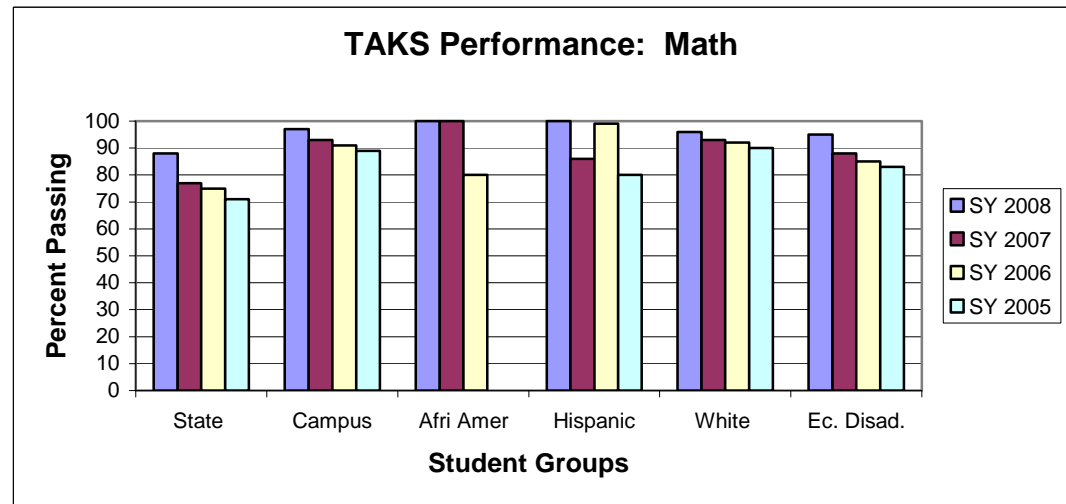
READING/LANUAGE ARTS

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	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	88	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

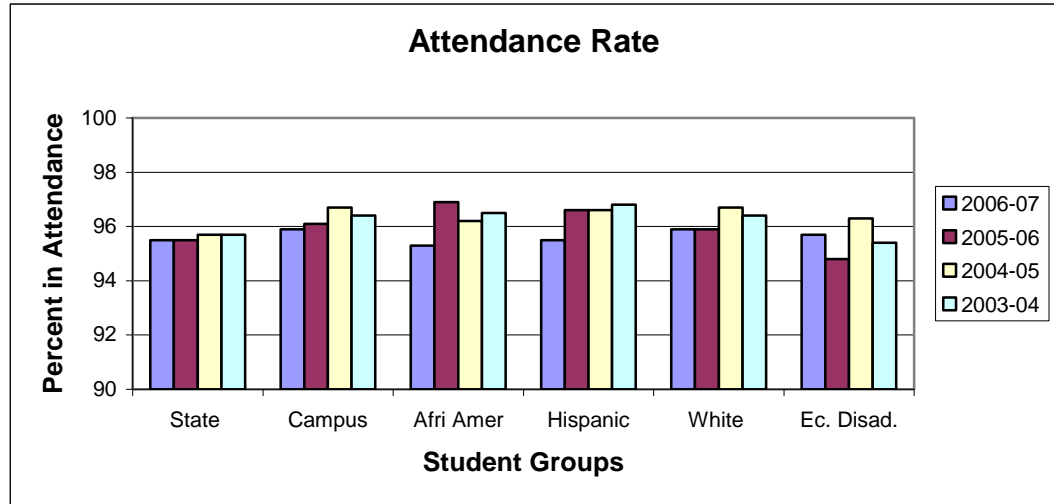


* Indicates that there were too few students in this category to generate a passing rate.

AEIS Results

ATTENDANCE RATES

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	95.5	95.9	95.3	95.5	95.9	95.7	N/A
2005-06	95.5	96.1	96.9	96.6	95.9	94.8	N/A
2004-05	95.7	96.7	96.2	96.6	96.7	96.3	N/A
2003-04	95.7	96.4	96.5	96.8	96.4	95.4	N/A



* Indicates that there were too few students in this category to generate a percentage of attendance.

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:

Position	FTE	Amount
Oral Language Teacher	1.00	\$
Success Teacher	0.50	
Small Group Aide	1.00	
Small Group Aide	1.00	
Benefits		_____.
Totals	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.