

**North Lamar High School  
Campus Improvement Plan**

**2009-10**

**All students will be given access to all  
educational materials and facilities to prepare  
them for the work-force of the future.**



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NOTE: The highly qualified teacher requirements are pages 18-19 under Strategy 4—Personnel, Activity d.

## Committee Membership North Lamar High School

POSITION	NAME	GRADE/SUBJECT	TELEPHONE
Principal	Paul Allen		903.982.6521
Assistant Principal	Clint Hildreth		903.737.2011
Teacher	Randy Jones	Fine Arts	903.784.1821
Teacher	Wes Brown	CATE	903.783.0585
Teacher	Alison Hayter	Foreign Language	903.785.7035
Teacher	Staci Hamner	Special Education	903.784.4761
Teacher	Janet Partridge	P. E.	903.784.7787
Teacher	Cherie Jones	Alternative Education	903.784.7160
Teacher	Shannon Ausmus	Science	903.783.9081
Teacher	Faith Kelley	Math	903.732.5940
Teacher	Kendal Kirk	Social Studies	903.782.6434
Teacher	Melissa Arnold	English	903.785.2797
Parent	Shelly Bivens		903.784.5113
Business	Keith Compton		903.784.2551

## Vision Statement

It is the mission of North Lamar High School to prepare students to live and work successfully in our changing world. As we move to the future, emphasis will be placed on educating our children to be productive citizens in a progressive society—a task that requires the cooperative efforts of the entire school community.

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. In addition to core curriculum areas, all students will acquire knowledge of citizenship and economic responsibility and an appreciation of our common American heritage including multi-cultural richness. Students will be given the opportunity to develop abilities in critical and creative thinking, effective communication skills, and successful work habits.

North Lamar strives to provide a quality learning atmosphere where all students have the opportunity to reach their full potential. In its quest for excellence, the District seeks continuous improvement to effectively prepare students for the challenge of the future.

# Needs Assessment

## INTRODUCTION:

The campus site-based decision-making committee met on February 3, 2009, to develop a comprehensive needs assessment of the North Lamar High School in anticipation of developing the Campus Improvement Plan for school year 2009-10. During the meeting, committee members discussed the strengths and needs of the school focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of the State and local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report. W. Paul Mettke, Managing Consultant, 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 or 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 North Lamar High School including, but not limited to, entrance exams, teacher-made tests, and professional judgment.

### *Student Strengths:*

The high school was awarded a rating of "Academically Acceptable" by the Texas Education Agency based on student performance on the Academic Excellence Indicator System or AEIS for school year 2007-08.

The high school as well as the district as a whole is fortunate in that the percentages of students presenting special challenges to staff are considerably lower than those for the State as indicated on the following table.

**Table 1—Student Demographics**

<b>High School Students Presenting Staff Challenges</b>	<b>School Year 2005-06</b>	<b>School Year 2006-07</b>	<b>School Year 2007-08</b>	<b>State Averages S. Y. 2007-08</b>
Economically Deprived	23.3%	22.4%	22.1%	55.3%
Limited English Proficient	0.6%	0.3%	0.5%	16.7%
At-Risk Situations	42.3%	39.2%	42.2%	48.4%
Mobility (Previous S. Y.)	15.6%	17.1%	16.3%	20.9%

The large difference in the economically deprived students at the high school and the State average is primarily due to the State average being reflective of all grade levels while the high school is only reflective of grades 9 through 12. Students at the secondary level typically do not return the free and reduced lunch surveys at a rate commensurate to their actual needs. Thus, the percentage of economically disadvantaged students at the high school is probably understated. Nevertheless, the percentages of students presenting special challenges at the high school are considerably lower than those in the State as a whole.

Economically disadvantaged students appear to be closing the achievement gap as the increase in their passing rates exceeded the increase for the school as a whole in all TAKS tests. This is in keeping with the

State Compensatory Education goal of closing the achievement gap for students in at-risk situations. (See Appendix A—AEIS Results)

There is an upward trend in the passing rates for all students on all of the TAKS tests taken with the exception of African American and Hispanic students in science. Here a downward trend over the last two to three years appears to have developed. The attendance rate increased for all students with the exception of African American students which, like student performance on the science test, has been decreasing over the last three years also signaling a trend. The dropout rate has decreased for all students and all student groups. (See Appendix A—AEIS Results)

The committee agreed that the Optional Flexible Year Program has had a positive effect on the attendance rate. The committee also agreed that there has been a positive change in student attitude toward school. The improvement in student attitude has contributed to the increase in passing rates on the TAKS tests, increase in attendance rates and decrease in dropout rates.

Consistency in expectation and structure on the part of staff has likewise had a positive effect on student performance as has the policy of holding students accountable for their assignments. A zero homework policy has been put into effect to motivate students to complete their homework assignments. The zero policy was implemented to address students' lackadaisical attitude toward completing homework assignments identified last year.

Tutorials are available after school for those students desiring additional assistance. Computers are also available after school in the classrooms for students to do research or complete assignments using the computer.

A substantial number of high school students are very high in academic achievement. A large number also participate in extra curricular activities which help to enhance their high school experience.

Students who are tardy must have their ID card scanned which results in immediate consequences and a report to the teacher. This strategy has improved student punctuality.

Discipline has improved considerably during the Academics Plus period since a gate was installed to control the crowds. It should be noted that the installation of the gate was identified in last year's needs assessment as a need to address the disciplinary problem during the Academics Plus period.

#### *Student Needs:*

Perhaps the greatest concern at the high school is the decrease in the passing rates on the TAKS science test among African American and Hispanic students. The attendance rate for African American students is also decreasing. In each of these cases there appears to be a trend as the decrease has occurred over two or more years. We believe that we can no longer argue that the decrease is due to the limited number of minority students since there is a trend in the decrease in passing rates and attendance for these students. The committee indicated that the staff is now reviewing strategies used in math and science to see if there are any systemic problems contributing to the decreases. Staff is also looking at using different approaches in teaching minority students. (See Appendix A—AEIS Results)

Although the passing rate in math and science among students at the high school is at or above the State passing rates, these two tests have the lowest passing rates at the high school. The staff needs to consider different approaches and/or curriculum changes for these two subject areas in an effort to bring the passing rates up.

The committee felt that more students could use the Academics Plus period to improve their skills and further ameliorate the discipline problem during this period. A strategy is needed to convince more students of the benefit using this period to improve their skills.

## **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 mandated 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:*

All high school teachers currently meet the highly qualified requirement mandated in the No Child Left Behind Act.

High school teachers generally have more experience than teachers in the State as a whole. Teachers with over 20 years of experience make up 30.5% of the high school teaching staff while statewide teachers with over 20 years represent only 19.2% of the total number of teachers. The average years of experience among high school teachers is 14.5 years while the State average is just 11.3 years. Teachers receive a great deal of support from paraprofessionals who make up 16.6% of the school's staff. This compares to the State average for paraprofessionals of 9.9%.

The committee attributed much of the school's success to the staff working together, sharing successes as well as failures and to help their colleagues meet the demands of effective instruction. Morale is considered very good as evidenced by the low turnover rate of 8.6% among teachers as opposed to the State rate of 15.2%.

Opportunities to enhance staff expertise are good through abundant professional development activities available to the staff. The committee agreed that the administration was very supportive of professional development.

Inclusion for students with disabilities in English language arts is working well providing opportunities for these students to be taught in the regular classroom with assistance from Special Education teachers and/or paraprofessionals. The staff is planning to expand inclusion to other subject areas for students with disabilities using these techniques.

The percentage of minority teachers, 9.0%, is now approaching the percentage of minority students, 13.6%. Research has shown that minority students typically perform better if there is a correlation between the percentage of minority students and minority teachers.

The C-Scope curriculum is in its second year of implementation and the general consensus among the committee members is that it has improved curriculum alignment and the percentage of students passing the various TAKS tests.

### *Staff Needs:*

Different strategies for minority students must be considered to increase their passing rates, especially in science, and increasing their attendance rate. Perhaps professional development in learning styles and cultural differences would be beneficial in addressing this concern.

The newly implemented C-Scope curriculum is beginning to fall into place and benefits are beginning to be realized; however, professional development is indicated to achieve full implementation of all the components. There remain some concerns among teachers regarding sequencing. Some teachers are introducing a different sequence. Any changes to the sequence would require prior approval and would be implemented districtwide.

The committee identified the need of a testing coordinator to handle the tasks associated with administering the TAKS and other testing. This would be a new, full-time position.

#### **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:*

At the secondary level of instruction, volunteers in the classrooms tend to wane and for the most part are nonexistent; however, booster clubs at the high school remain alive and well. There are parent booster clubs supporting the athletic, music, and Future Farmers of America programs, and these clubs enjoy a great deal of parental participation. Another activity that is successful at the high school in involving parents is the Parent Viewer, a secure online program that parents can use to keep up with their students' grades.

The committee indicated that parent support was very good at the senior prom, project graduation, the annual open house, and the Admission, Review, and Dismissal (ARD) committee. Parents assist in the organization and chaperoning of these activities.

Communication between teachers and parents has improved considerably with the use of e-mail. Parents had rather communicate using e-mail than meeting with teachers face-to-face. E-mail requires less time and running around. All teachers also have a web page that parents and students can access for information about the teachers' classes.

##### *Parent Involvement Needs:*

Although a relatively small number, some parents simply do not have the incentive to want to participate in the education of their children. This small, but important group of parents needs to have some incentive to want to and participate in the education of their children. It was pointed out that many of these parents are not of low socio-economic status.

The committee recognized a cultural difference among Hispanic and Mennonite parents. These two groups do not always support the completion of high school for their students. In such cases their students are expected to begin a job or work in the home.

##### *Community Involvement Strengths:*

The community continues to be very supportive of all of the district's schools. Most businesses are willing to help by providing merchandise and/or cash to support various school activities. One local business

provides supplies for the agriculture program while a car dealership allows students in body repair use its paint shop to practice automobile painting. Advertising on school fences is another way that local businesses help the schools raise additional funds.

The Paris News, the local newspaper, provides a whole page devoted to school news and activities. A business and industry coalition provides opportunities for students to experience different professions and trades.

*Community Involvement Needs:*

An effective publicity campaign is needed to drum up support for the coming bond election as well as the need for additional classroom space in several of the schools. There are many good things going on in the district and at the high school that the community needs to be aware of.

**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 high school is the newest building in the district and, for the most part, provides a good teaching-learning environment. Classrooms are well lighted, clean, and well equipped.

Under the direction of the new maintenance person, maintenance has improved significantly. Requests for maintenance are honored quickly.

*Facilities Needs:*

Presently there are insufficient science labs to meet the requirements of the State "Four by Four" rule requiring four years of math and four years of science credits for a high school diploma. Additional storage is needed for the theater arts materials. In general, the committee indicated a strong need for additional classrooms in addition to the science labs.

The band hall was designed for 76 students, but is used by 150 creating over crowding problems. Such over crowding could be a potential safety hazard in case of an emergency. Practice rooms for band members were also cited as a need because band members are practicing in various places that were not designed for that purpose which results in disruptions for teachers and students in nearby classrooms. Storage for instruments is needed, especially for those instruments that cannot be taken home with the student. The committee recommended a fine arts building, separate from the main facility to address these needs.

Air conditioning and heating continue to be a problem at the high school. The committee once again asked if it would be possible to have individual thermostats in the classrooms since the central control is not working. Some rooms are "freezing" while others are too hot. Apparently it depends on where you are in relation to the central thermostat.

The alarm system goes off unintentionally causing chaos and loss of learning time as students evacuate the building unnecessarily. The committee suggested that administration use the "accidental" alarms for the required fire and tornado drills.

## Programs and Services

<p><b>Goal 1:</b> North Lamar High 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"> <thead> <tr> <th></th> <th><u>READING</u></th> <th><u>MATH</u></th> <th><u>SOC. STUDY</u></th> <th><u>SCIENCE</u></th> <th><u>LANG. ARTS</u></th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>90%</td> <td>90%</td> <td>93%</td> <td>91%</td> <td>90%</td> </tr> <tr> <td>African American</td> <td>93%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>Hispanic</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>White</td> <td>90%</td> <td>90%</td> <td>93%</td> <td>92%</td> <td>90%</td> </tr> <tr> <td>Economic Disadvantaged</td> <td>90%</td> <td>90%</td> <td>93%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table> <p>By school year 2009-10, the attendance rate will be: 96.9%          By school year 2009-10, the dropout rate will be: <math>\leq 0.2\%</math></p>							<u>READING</u>	<u>MATH</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>	All Students	90%	90%	93%	91%	90%	African American	93%	90%	90%	90%	95%	Hispanic	90%	90%	90%	90%	90%	White	90%	90%	93%	92%	90%	Economic Disadvantaged	90%	90%	93%	90%	90%
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<p><b>Strategy 1—Student Success:</b>                  Students will achieve a minimum of 90% passing rate in all subject areas especially in science, math, English, and social studies. These passing rates should reflect favorably for student success on the TAKS.</p> <p><b>Activities:</b></p>	Admin. staff, classroom teachers, district coordinator, parent support																																								
a. Provide tutorials for students having difficulty.		Assistant Principal	Aug 2009-May 2010	100% of those students experiencing difficulty receive tutoring services	90% passing rate																																				
b. Identify students in at-risk situations and target improved performance from this group.		Assistant Principal	Aug 2009-May 2010	100% involvement of students in at-risk situations identified and served	90% passing rate																																				
c. To improve student motivation among freshmen students we will provide for an orientation, motivational speakers, and counseling.		Principal	Aug -Sep 2009	Orientation and speakers scheduled	Increased student motivation																																				

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
d. Provide summer school courses for students in need of credits.		Principal	Jun 2010	90% of students eligible participate in the summer program	90% passing rate
e. The Students Working All Together (SWAT) program will continue to monitor students in at-risk situations.		SWAT Coordinator	Monthly	Meetings	90% passing rate
f. Provide tutorials for all freshmen to address transition concerns from Middle School to High School		Classroom Teachers	Aug-Oct 2009	Tutorials provided	Reduce the number of students having difficulty assimilating in the H.S.
g. Conduct an orientation for all incoming freshmen.		Student Council	Aug 2009	Orientation conducted	Reduce the number of students having difficulty assimilating in the H.S.
h. Continue using Study Island to improve student skills.		Teachers	Weekly	Progress reports	Pass TAKS
i. Implement a uniform policy for non-completion of home work assignments.		Principal SBDM Committee	Aug 2009	Policy implemented	Improved homework completion
j. Implement a rewards program for perfect attendance each six weeks to improve attendance.		Principal SBDM Committee	Aug 2009	Program implemented	Improved attendance rate
k. Continue using the Optional Flexible Program Year to improve attendance.		Principal Site-Based Decision-Making Committee	Aug 2009	Program implemented	Improved attendance rate
l. Emphasize math and science instruction. Review C-Scope curriculum.		Curriculum Director	On-going	Curriculum reviewed Lesson plans Teacher-made tests	Improved passing rates on TAKS math and science tests
m. Reduce the number of students in the cafeteria during Academics Plus.		Principal Teachers	On-going	Policy approved	Confusion eliminated

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p><b>Strategy 2—Subgroup Populations:</b> At least 90% of the students in at-risk situations, economically disadvantaged, and minority students will pass the TAKS tests.</p> <p><b>Activities:</b></p>	Admin. staff, classroom teachers, teacher aides, supplies and materials. Partially funded with State Compensatory Education funds.				
a. Materials provided for needed TAKS remediation.		Principal	Sep 2009-Mar 2010	Students identified and remediation services provided	90% passing the TAKS tests
b. Before and after school tutorials.		Teachers	Aug 2009-May 2010	Students identified and tutoring provided	Pass the TAKS tests
c. Peer coaching will be used to provide instructional assistance to struggling students.		Peer Coach Supervisor Teachers	Every six weeks	Six-week evaluations	Increased percentage of students with disabilities passing TAKS
<p><b>Strategy 3—Post Secondary:</b> Encourage students to participate in the college bound prep. program. PreAP, AP, and Dual Credit courses.</p> <p><b>Activities:</b></p>	Admin. staff, counselors				
a. Register more students for college bound program.		Counselor	Aug 2009 Jan and May 2010	Student registration for college bound program	10% increase in participation
b. Provide scholarships for students to participate in dual credit courses.		Counselor	Aug 2009 and Jan 2010	Students selected	Students enrolled

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
c. ACT/SAT preparation classes will be conducted before the regular school day begins.		Principal	Fall semester	Classes organized	Better student performance on the ACT/SAT
d. Peer coaching will be used to increase participation in Dual Credit Courses.		Peer Coach Supervisor	Every six weeks	Six-week evaluations	Increased enrollment in Dual Credit Courses
e. Implement the AVID Program to address the needs of the mid-level student.		District AVID Coordinator	Aug 2009 On-going	Program implemented Progress monitoring	Increased enrollment in Dual Credit Courses
<b>Strategy 4—Student Access:</b> RTI committees will determine student needs and interventions including placement in special programs.  <b>Activities:</b>	Admin. staff, classroom teachers, counselors, parent support				
a. The RTI committee will meet and discuss all student needs and changes to plans.		Assistant Principal	Monthly As needed	Committee minutes will reflect decisions made	Students referred to the care team committees are reviewed and plans revised
b. Bring in resources to challenge students in economically disadvantaged situations.		Assistant Principal	Aug 2009-May 2010	Resources located and used to challenge economically disadvantaged students	There will be a 10% reduction in referrals of economically disadvantaged students to spec. ed
<b>Strategy 5—Student Planning:</b> A 9 <sup>th</sup> grade orientation will be organized.  <b>Activities:</b>	Admin. staff, classroom teachers, counselors, parent support				

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
a. Students will have access to a counseling session to advise them of credit requirements and tutoring options.		Counselor	Aug 2009	Counseling sessions scheduled and conducted	Increased participation of the incoming 9 <sup>th</sup> grade students
<b>Strategy 6—Student Programs:</b> Reduce the number of economically disadvantaged students in special education.  <b>Activities:</b>	Admin. staff, counselors, ARD committees				
a. Tutoring opportunities will be provided to students who are at risk of being referred to special educations.		Classroom Teachers	Daily as needed	Tutoring sessions made available to eligible students	10% reduction in referrals of economically disadvantaged students to special education. Improved student performance
b. Implement a 20-minute block during the Algebra I, Algebra II, and Geometry during which TAKS objectives will be taught.		Principal Math Teachers	Aug 2009-May 2010	Six-week tests	Pass TAKS math test
c. The RTI committee will make student recommendations for tier interventions to occur prior to referrals to Special Education.		Care Teams	As needed	Meetings occur and interventions prescribed	Pass TAKS tests
d. Students identified with dyslexia will receive special services using the Scottish Rite materials		Dyslexia Teacher	As needed	Students enrolled into the program	Pass TAKS tests

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
e. Consider alternate means of paying for school lunches that will not identify students receiving free or reduced price lunches.		Assistant Superintendent Food Services Supervisor	Aug 2009	Alternate program implemented	Increased student participation in the National School Lunch Program
f. Students identified as having disabilities by the ARD will be placed in an appropriate Special Education Program.		ARD Special Education Teachers	Aug 2009 On-going	ARD meets Students placed by ARD	Students with disabilities perform satisfactorily on TAKS
g. Students identified as LEP by the LPAC will be placed in a special language program according to TEA Administrative Code		LPAC	Aug 2009 On-going	LPAC meets Students placed	LEP students perform satisfactorily on the TAKS

<b>Goal 2:</b> North Lamar High School will provide curriculum and instructional programs aligned with state/federal standards including best practices and current educational research. North Lamar High School will maintain a highly qualified and informed staff, including teachers, administrators, and paraprofessionals in order to impact student achievement.						
<b>Objectives:</b> By school year 2009-10, students will pass the TAKS tests:						
		<u>READING</u>	<u>MATH</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>
	All Students	90%	90%	93%	91%	90%
	African American	93%	90%	90%	90%	95%
	Hispanic	90%	90%	90%	90%	90%
	White	90%	90%	93%	92%	90%
	Economic Disadvantaged	90%	90%	93%	90%	90%
By school year 2009-10, the attendance rate will be: 96.9%						
By school year 2009-10, the dropout rate will be: ≤ 0.2%						
Strategy/Activities	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation	
<b>Strategy 1—Performance Standards:</b> Implement student performance standards for each course, especially math, English, social studies, and science.	Admin. staff, classroom teachers, community leader, parent support					
<b>Activities:</b>						
a. Continue implementing C-Scope using the 5-E teaching model.		Principal Classroom Teachers	Aug 2009-May 2010	Lesson plans	C-Scope fully implemented using the 5-E teaching model	
b. The role of department heads will be redefined including at least one meeting with department each six weeks. Department heads will receive a stipend for extra duty.		Assistant Superintendent Board of Trustees	Aug 2009	Job descriptions prepared and approved	Stipends authorized and funded	

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p><b>Strategy 2—Professional Development:</b> Provide staff with high quality, sustained, intensive, and classroom focused training opportunities.</p> <p><b>Activities:</b></p>	Admin. staff, education service center, consultants				
<p>a. Provide intensive, sustained professional development on the implementation of the C-Scope curriculum using the 5-E teaching model.</p>		Curriculum Director	Aug 2009-May 2010	Training scheduled Sign-in sheets Evaluations	C-Scope fully implemented using the 5-E teaching model
<p>b. Cultural awareness, parent involvement, discipline management, violence prevention and conflict resolution training will be provided.</p>	ESC Region 8	Curriculum Director	Aug 2009-May 2010	Workshop certificates	Reduction in discipline referrals and increased parental involvement
<p><b>Strategy 3—Equal Opportunities:</b> Establish graduation and course sequencing plans to better educate and advise students.</p> <p><b>Activities:</b></p>	Admin. staff, counselors, classroom teachers, parent support, library, computers, audio visual equipment				
<p>a. Four year plans will be on file for all students.</p>		Principal Counselors	May 2010	Four year plans developed for each student	100% of the students have a four year plan on file
<p>b. 8<sup>th</sup> grade students and their parents will be made aware of the Recommended Program and Texas Scholars and AVID.</p>		Principal	Apr 2010	Information disseminated to students and parents	100% of students and parents informed

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
c. Study use of existing computer labs and determine how they can be used to maximize effectiveness through innovative scheduling.		Principal Technology Coordinator	Aug-Nov 2009	Schedule and wiring in library completed	Increased computer availability
<b>Strategy 4—Personnel:</b> Additional personnel will be hired to adequately address students' needs.  <b>Activities:</b>	Admin. staff, local budget. Partially funded with State Compensatory Education/Special Education funds.				
a. Hire a counselor/test coordinator to address the needs of students in at-risk situations.		Board of Trustee Superintendent Principal	Aug 2009	Position authorized	Position filled
b. Continue to seek qualified minority teachers and other staff.		Central Administration, Principal, Site-Based Decision-Making (SBDM) Committee	Aug 2009-Jul 2010	Advertisements prepared	Percentage of minority staff equals that of minority students
c. The SBDM Committee will be involved in the hiring of new campus personnel.		SBDM Committee	As needed	Committee meetings	New personnel hired

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

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<b>Strategy 5—Technology:</b> All staff will implement the use of required proficiency levels. <b>Activities:</b>	Technology Coordinator, Teachers, Hand-outs, Computer Lab				
a. All teachers will demonstrate their technology skills by integrating technology information into their classroom instruction that will produce student products.		Technology Coordinator	Weekly	Lesson plans will reflect integration of technology	Student products
b. Teachers will update their web pages regularly and insure that they are accessible from the campus web page.		Technology Coordinator Teachers	Weekly	Web pages updated	Increased parental involvement

<b>Goal 3:</b> North Lamar High 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>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>
All Students	90%	90%	93%	91%	90%
African American	93%	90%	90%	90%	95%
Hispanic	90%	90%	90%	90%	90%
White	90%	90%	93%	92%	90%
Economic Disadvantaged	90%	90%	93%	90%	90%
By school year 2009-10, the attendance rate will be: 96.9%					
Strategy	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<b>Strategy 1—Safe Schools:</b> The number of disciplinary referrals will be reduced.  <b>Activities:</b>	Admin. staff, classroom teachers, community speaker ESEA, Title IV (A)				
a. The campus will hold an assembly to inform students about schedules and school operations.		Principal Assistant Principal	Aug 2009	Assembly scheduled and conducted	The number of discipline referrals to the office, students in ISS, and suspension/expulsions will show a decrease of at least 25% from the previous year
b. Students will attend an enactment of an automobile wreck with local emergency personnel in charge		Assistant Principal	Every other year	Enactment scheduled and conducted	Students will be involved in fewer automobile accidents
c. Identification badges will be made for students and staff.		Librarian	Jul-Aug 2009	Badges provided to all students and staff	Fewer incidents of unauthorized persons on campus
d. Staff and students will be instructed on emergency drills.		Classroom Teachers	Aug-Sep 2009	Lessons will be documented in lesson plans	Staff & students prepared to respond in an emergency

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
e. Students will be supervised by teachers at assigned duty stations.		Assistant Principal	Daily	Schedule of teacher assignments	Fewer disciplinary referrals
f. School resource officers will be on campus each day.		Superintendent	Daily	Officers' schedules will reflect daily duties	Fewer disciplinary referrals
g. Alternative education program will address needs of specific discipline problems.		Classroom Teacher	Aug 2009	Alternative school's discipline policies will be documented and on file	Fewer disciplinary referrals
h. The North Lamar Intervention Team Empowering Students (NLITES) will continue to be implemented to provide peer mediation, counseling services for suicide prevention and abuse problems.		Assistant Principal	Weekly	Meetings to identify problems and select appropriate services to address the problems	Reduce the number violence and abuse occurrences
<b>Strategy 2—Communications and Interaction:</b> Improve communication and interaction between the school and the community.  <b>Activities:</b>	Admin. staff, campus staff, parent support, community support				
a. Continue to build parent-teacher communication through e-mail, booster clubs, and support organizations.		Principal	Aug 2009-May 2010	E-mails sent, booster clubs and support organizations active	100% of all parents contacted during the school year

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<b>Strategy 3—Parent Involvement:</b> Provide direct links between parents and teachers.  <b>Activities:</b>	Admin. staff, campus staff, parent support, library, computers				
a. Encourage parents and teachers to communicate through e-mail after conferencing of classroom concerns.		Principal Classroom Teachers	Aug 2009-May 2010	E-mail activity	100% of parents contacted after initial conference with teacher
b. Continue offering the parenting program for parents.		Principal	Sep 2009	Program implemented	Decrease in the number of referrals for drug and alcohol use
c. Parents of all students will be encouraged to participate in various school activities, i.e., booster clubs, volunteer program, clubs, etc.		Assistant Principal PTO	Sep-Oct 2009	Parents contacted	Increase parent participation in school activities
<b>Strategy 4—Community Involvement:</b> Promote community awareness of students' achievement.  <b>Activities:</b>	Admin. staff, campus staff, community leader, local business leader				
a. Inform district public relations officer about student accomplishments for local and district publications.		Principal	Aug 2009-May 2010	Public relations officer notified of student accomplishments	100% of honors recognized
b. Select seniors to serve as Junior Service Club members.		Counselor	Aug 2009-May 2010	Seniors selected	100% participation each month
c. Promote the need for a new fine arts facility in the community.		All Staff	Aug 2009-May 2010	Informal meetings	Community aware of facility needs

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p><b>Strategy 5—Effective Use of Furniture and Equipment:</b> Furniture and equipment will be used so as to maximize access and suitability.</p> <p><b>Activities:</b></p>	Admin. staff, library, furniture, and equipment				
a. Computers in the library will be made available for students and parents from 4:00 to 6:00 p.m. one evening each week.		Library Assistant	Weekly	Schedule prepared and appropriate staff approved	Sign-in sheet to document use
b. Enhance scheduling for the computer labs to allow for a math computer lab.		Principal	Jul 2009	Schedule prepared	Schedule prepared
<p><b>Strategy 6—Facilities:</b> The High School will maintain facilities that are comfortable and conducive to supporting the teaching-learning process.</p> <p><b>Activities:</b></p>	Maintenance staff, principal, external contractors, teachers, students, supplies and materials				
a. Secure a new facility for the fine arts program and storage.		Principal	Jul-Aug 2009	Space secured	Space secured
b. Monitor all rooms, especially restrooms for cleanliness and graffiti and clean/paint as needed.		Assistant Principal Maintenance	Daily	Facilities monitored	Facilities maintained to high standards
c. Science labs expanded to accommodate the new 4 by 4 State requirements.		Superintendent	Aug 2009	Request issued	Science labs expanded

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
d. Add computer labs.		Central Administration Principal	Aug 2009	Included in Long-Range Plan	Computer labs in place and operational

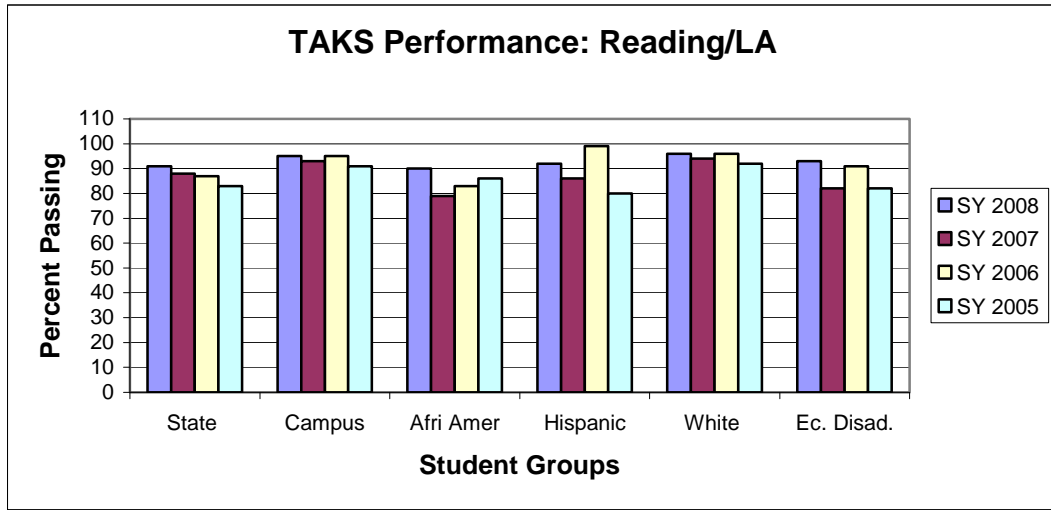
## Appendix A: AEIS Results

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 2007-08.

**NORTH LAMAR ISD**  
 North Lamar High School  
 our Year Analysis 2005, 2006, 2007, and 2008  
**AEIS Results**

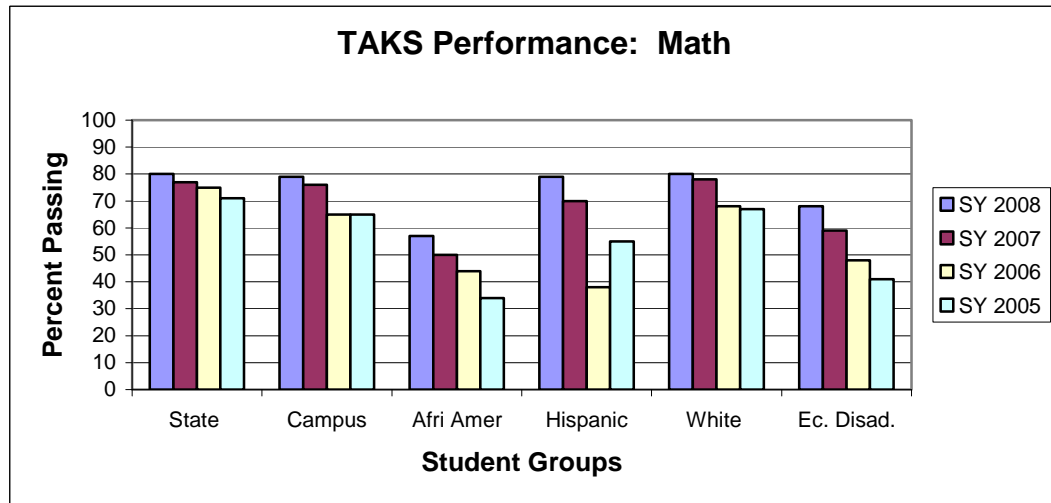
**READING/LANUAGE ARTS**

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	95	90	92	96	93	N/A
2007	88	93	79	86	94	82	N/A
2006	87	95	83	99	96	91	N/A
2005	83	91	86	80	92	82	N/A



**MATH**

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	80	79	57	79	80	68	N/A
2007	77	76	50	70	78	59	N/A
2006	75	65	44	38	68	48	N/A
2005	71	65	34	55	67	41	N/A

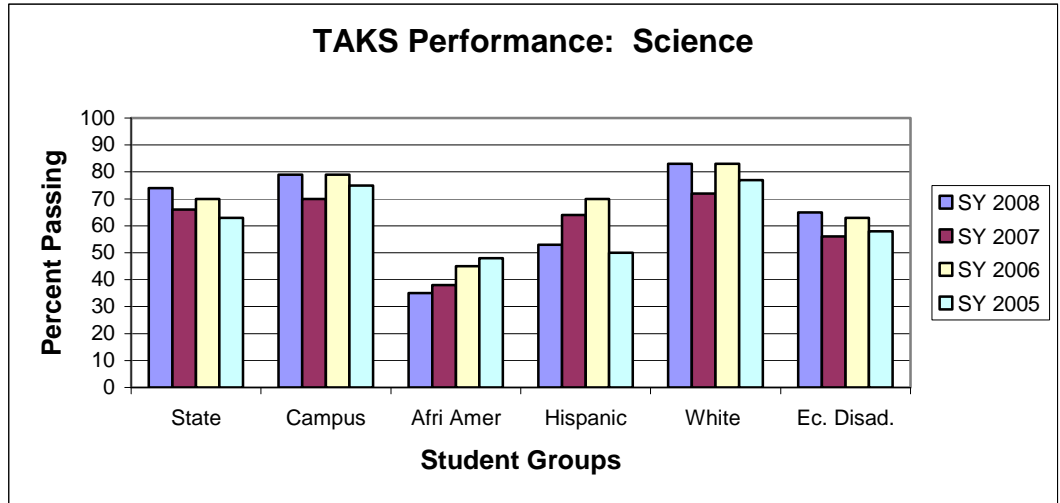


NOTE: Data for students in at-risk situations is not available at the campus level.

## AEIS Results

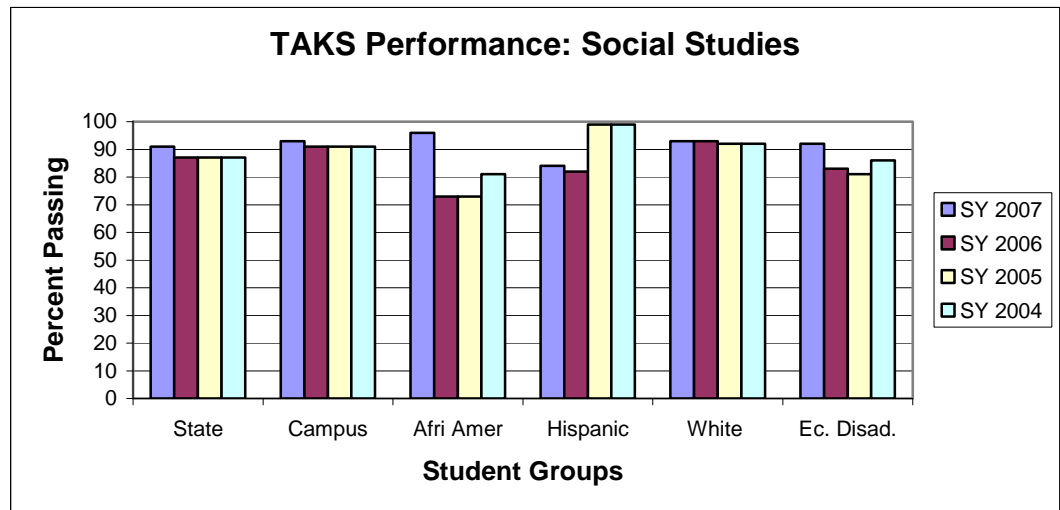
### SCIENCE

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	74	79	35	53	83	65	N/A
2007	66	70	38	64	72	56	N/A
2006	70	79	45	70	83	63	N/A
2005	63	75	48	50	77	58	N/A



### SOCIAL STUDIES

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	93	96	84	93	92	N/A
2007	87	91	73	82	93	83	N/A
2006	87	91	73	99	92	81	N/A
2005	87	91	81	99	92	86	N/A

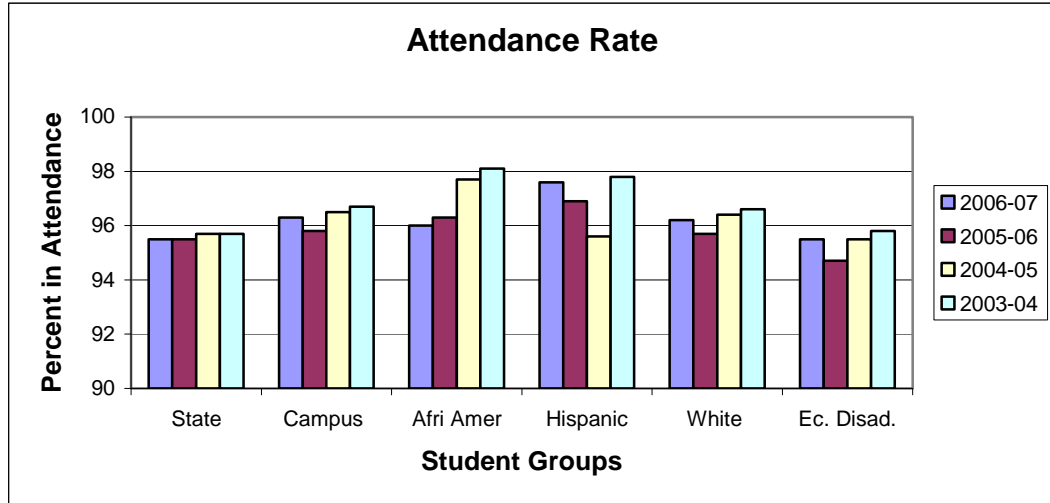


NOTE: Data for students in at-risk situations is not available at the campus level.

## AEIS Results

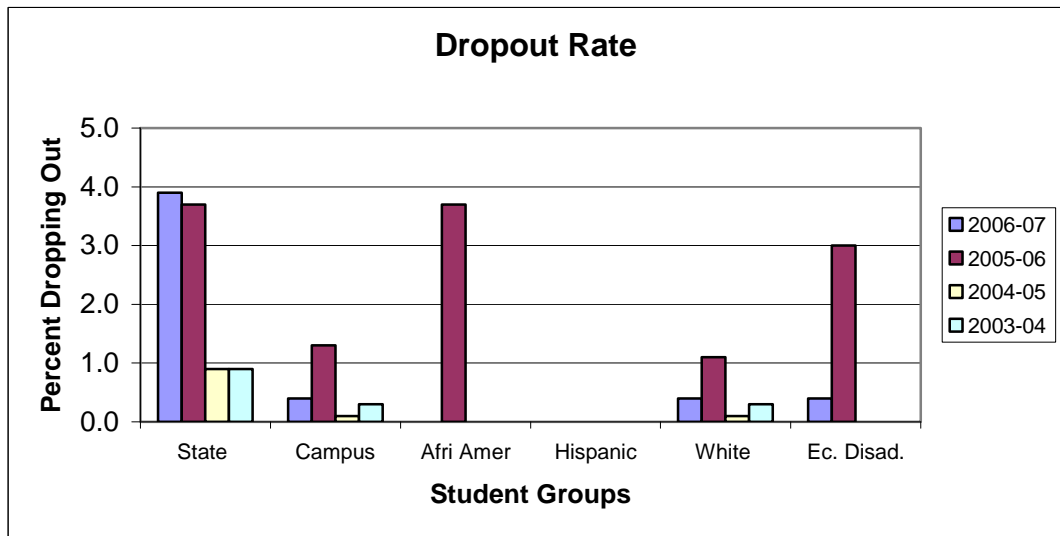
### ATTENDANCE RATES

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	95.5	96.3	96.0	97.6	96.2	95.5	N/A
2005-06	95.5	95.8	96.3	96.9	95.7	94.7	N/A
2004-05	95.7	96.5	97.7	95.6	96.4	95.5	N/A
2003-04	95.7	96.7	98.1	97.8	96.6	95.8	N/A



### DROPOUT RATES

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	3.9	0.4	0.0	0.0	0.4	0.4	N/A
2005-06	3.7	1.3	3.7	0.0	1.1	3.0	N/A
2004-05	0.9	0.1	0.0	0.0	0.1	0.0	N/A
2003-04	0.9	0.3	0.0	0.0	0.3	0.0	N/A



NOTE: Data for students in at-risk situations is not available at the campus level.

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

### PAYROLL COSTS:

<u>Position</u>	<u>FTE</u>	<u>Amount</u>
TAKS Math Teacher		\$
TAKS Science Teacher		
Tutoring		
Benefits		
Summer School		_____.
Total	_____.	\$_____.

### OTHER EXPENSE:

Supplies \$\_\_\_\_\_.

**TOTAL BUDGET:** \$\_\_\_\_\_.

# Appendix C: 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.