

Aaron Parker Elementary School

Campus Improvement Plan 2009-10

**A garden of knowledge where children can learn
and grow**



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NOTE: The highly qualified requirements are on page 16-17 under Strategy 1—Staff Development, Strategy/Activity e.

Vision Statement

It is the vision of Aaron Parker Elementary School to provide opportunities for all students to develop intellectually, physically, socially, and emotionally within a safe, productive learning environment, building a foundation so these students may become lifelong contributors in our society.

Committee Membership Aaron Parker Elementary School

POSITION	NAME	GRADE	TELEPHONE
Teacher	Melissa LaVoy	K	903.785.1010
Teacher	Kristin Hughes	1 st	903.732.5333
Teacher	Cynthia Thompson	2 nd	903.783.9192
Teacher	Baisha Franklin	3 rd	903.783.1198
Teacher	Tuttle Whitley	4 th and 5 th	903.715.1587
Teacher	Jackie Woodfin	Reading	903.785.6511
Professional	Sue Carico	Counselor	903.785.6021
Paraprofessional	Trudy Kelley		903.732.3448
Parent	Karen Miller		903.732.5243
Principal	Billie Paskin		903.732.4388

Needs Assessments

INTRODUCTION:

The campus site-based decision-making committee met on February 3, 2009, to develop a comprehensive needs assessment of the Aaron Parker Elementary 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 the performance of their students on the Texas Assessment of Knowledge and Skills (TAKS), attendance and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 8, 2002. Other data were also considered when determining the strengths and needs of the students enrolled in the Aaron Parker Elementary School including, but not limited to, the TAKS, TPRI, professional opinion of the staff, and locally developed teacher-made tests.

Student Strengths

The school was once again awarded a rating of “Recognized” by the Texas Education Agency for school year 2007-08. The school was commended in science by the Agency for its significant improvement in the passing rates during the spring 2008 administration. The continued success in science was credited to having departmentalized science, adding a new science lab, and having a very good science teacher. (See Appendix A—AEIS Results)

Students may have reversed a two year downward trend in the percentage of students passing the writing test. The rate for the campus was up two percentage points from the previous year and also up one percent for White and economically disadvantaged students. The committee attributed this improvement to the staff changing its method of teaching writing and by departmentalizing the 4th and 5th grade writing classes, and by teaching basic writing skills beginning at the kindergarten level. A teacher has also been assigned full time to work with students having difficulty in writing.

It was noted that the achievement gap between all students and each student group has been essentially closed in all subject areas tested. Passing rates on the math and science tests exceeded those of the state by 1 to 26 percentage points respectively. Given the level of performance for school year 2007-08, the school has set its goal for school year 2008-09 to be rated as an “Exemplary” school.

The continued implementation of C-Scope was credited with improving the TAKS passing rates in writing and science.

The committee agreed that discipline has continued to improve due to consequences imposed on those students who violate disciplinary rules. The use of the PAWS program continues to be instrumental in controlling discipline.

The committee felt that students were generally enthusiastic about school and worked to do well in their lessons.

Student Needs:

Although still high at 95.6%, the attendance rate fell 0.5% between school years 2005-06 and 2006-07, the most recent years for which data are available. The attendance rate has continued to decline over the past three years. (See Appendix A—AEIS Results) Although various incentive programs are in place to encourage attendance, it continues to decrease. The committee did not have an explanation for this decline.

The committee agreed that students entering public school for the first time who come from homes are less prepared than those coming from the Head Start program. This was attributed to the fact so many students coming from homes are from low-income families and do not have access to special programs to prepare them for public school. Sixty-one percent of the students during school year 2007-08 came from low-income families. This was over 5% more than that State average of 55.3%. Unfortunately, there is not enough room in the Head Start program to serve all students who qualify.

Declining passing rates in reading and math have continued over the last two years. Such sustained decreases could cause the school to lose its recognized rating in future years if they are not halted. Attendance was also down for the third consecutive year.

It was noted that the lowest passing rate on a TAKS test was once again in writing where only 82% of the students passed. This rate was 11 percentage points below the State average for writing. This concern is being addressed by the staff. See comments above under student strengths.

The attendance rate was lowest for economically disadvantaged students at 95.0%. This is 0.5% below that of the State average and 0.6% below the campus average which is indicative of a need for improvement for these students.

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 2009-10. 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:

Parker enjoys a staff of experienced teachers. During school year 2007-08, teachers in the over 10 year category made up 54.4% of the total teaching staff at the school. This compared with the State total of 42.6% or almost 12 percentage points greater at the school than for the State. The average years of experience for teachers at the school was 14.1 years compared with the State at 11.3 years. This is indicative of favorable working conditions that tend to draw and retain teachers.

All of the teachers at Parker meet the highly qualified requirements mandated by the No Child Left Behind Act.

Paraprofessionals make up 30.2% of the instructional staff while the state average is 9.9%, indicative of a great deal of assistance for teachers and students from this important segment of the staff. These supportive positions are of special significance when dealing with very young and new students in Prekindergarten and Kindergarten classes. Paraprofessionals go into classrooms for 45 minutes daily and

work with students on a one-on-one and small group basis. It was noted that many of the paraprofessionals are attending college part time and working on degrees in education to become teachers.

The committee agreed that the staff worked together well and were mutually supportive of one another. Grade-level meetings are held weekly and teachers also team with teachers from other campuses in town. Such teaming includes the sharing of positive experiences and information relative to their specific areas of expertise. Teachers are primarily using the Internet to communicate with their colleagues in town.

The continued implementation of the C-Scope curriculum has facilitated coordination in what is being taught districtwide. Any deviation from the curriculum would require prior approval and would be implemented districtwide.

The committee indicated that the staff was ahead of most schools in the area in the implementation of the Response to Intervention (RTI) model.

Staff Needs:

The committee agreed that a math intervention teacher was needed to assist with students in grades K through 2. For the time being, the principal will assign an existing teacher to assist students; however, a new position is needed as soon as resources become available. The committee also wanted to have at least a part time tutor to help students who are experiencing difficulties.

Some members of the committee voiced a concern that they are not able to work with their peers located at the downtown campus as often or as much as they would like due to the distance factor. Use of e-mail has facilitated this communication to a limited extent.

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:

Parker continues to enjoy a high level of parent participation from parents volunteering at the school as well as supporting the school and staff. Back-to-school and family nights have been well attended this year. The committee attributed involvement to door prizes that are awarded, serving of snacks, and providing child care while the parents are at the school. The staff works very hard to convey the message to all parents that they are always welcome and that the teachers available to help the parents as well as their children.

The Parent Teacher Organization (PTO) purchased a sound system for the auditorium which had been identified as a need last year.

Teachers routinely make positive telephone calls to parents to compliment them on the accomplishments of their students which help to enhance parent-teacher communication.

Parent Involvement Needs:

The committee indicated a need to enlist parent support in making sure that homework assignments are completed. This need is exacerbated by the fact that some of the parents are illiterate and that the knowledge gap between parents and their children is widening. One possible solution to this need would be to have parents participate in the parenting program sponsored by the district. These classes are typically scheduled after the beginning of school and last for four evenings. The classes will be held again next year, but the district is considering holding them at a more convenient time and a more timely notification.

Community Involvement Strengths:

A mentor program continues to provide mentors in the regular classrooms. This highly successful program is carried out by retired teachers and other professionals in the community. Community businesses continue to provide school supplies for needy students, and community members regularly volunteer in the classrooms. Brookshire Brothers, the supermarket chain, adopted Parker Elementary for school year 2008-09.

Miller Buildings is another example of a local business that makes substantial donations to the school. They paid for and built the awning that allows students to load and unload buses under cover. Other major contributors include Dairy Queen and the Dollar Store.

In an effort to show its appreciation, the school sent thank you cards to all of its community supporters. A full page in the Parker year book was also dedicated to thanking all local businesses that supported the school during the year.

The hiking trail behind the school continues to be used regularly by members of the community for exercise.

Community Involvement Needs:

Better communication methods were cited as a need. This will be particularly important as the school sells its bond issue this spring.

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 Parker building was constructed in 1939 and the school will celebrate its 70th anniversary this year with a giant celebration. The Board of Trustees named Parker Elementary as the “Best Kept Campus.” Although the building is old, the staff enjoys working in the facility. Most of the needs cited in previous years have been addressed.

A science lab was added at the beginning of school year 2006-07 in an attempt to improve student performance in science. The success of this new facility was manifest in the students’ performance on the spring 2008 science TAKS test where 100% of all students and all student groups passed by making gains of 20 percentage points between the spring 2007 and the spring 2008 administrations.

Computers are being replaced on a rotational basis. The principal is also trying to get more computers for the classrooms in an attempt to provide greater access to technology. Most of the teachers who have requested Elmos now have one or they can check one out from the library.

Facilities Needs:

Although the PTO purchased a new sound system, the acoustics in the auditorium still leave something to be desired. The new sound system has helped, but there is still room for improvement.

The committee expressed a desire to have a marquee placed where it is readily visible.

Programs and Services

<p>Goal 1: Aaron Parker 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: 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>WRITING</u></th> <th><u>SOC. STUDY</u></th> <th><u>SCIENCE</u></th> <th><u>LANG. ARTS</u></th> <th><u>TPRI</u></th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> <td></td> <td>90%</td> </tr> <tr> <td>African American</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>White</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>Economic Disadvantaged</td> <td>90%</td> <td>90%</td> <td>90%</td> <td></td> <td>90%</td> <td></td> <td></td> </tr> </tbody> </table> <p>By school year 2009-10, the attendance rate will be: 96.5%</p>							<u>READING</u>	<u>MATH</u>	<u>WRITING</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>	<u>TPRI</u>	All Students	90%	90%	90%		90%		90%	African American	90%	90%	90%		90%			Hispanic	90%	90%	90%		90%			White	90%	90%	90%		90%			Economic Disadvantaged	90%	90%	90%		90%		
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Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation																																																
<p>Strategy 1—Instruction: We will increase TAKS scores through the use of the C-Scope curriculum and various other accelerated instructional activities.</p> <p>Activities:</p>	Admin. staff, teachers, and A-V equipment partially funded with ESEA, Title I and State Compensatory Education funds																																																				
a. Teachers will use strategies to encourage the use of higher order thinking skills. (2)		Teachers	Daily	Classroom teacher observation	Pass TAKS tests																																																
b. Teachers will use hands on manipulatives and games to increase student thinking skills. (2)		Classroom Teachers	Daily Weekly	Classroom teacher observation Teachers' newsletters	Pass TAKS tests																																																
c. Continue implementing the Study Island program for reading and math. (2)		Curriculum Director Classroom Teachers	Each six weeks	Six week reports	Pass TAK reading and math tests																																																
d. Individual classroom teachers will provide small, flexible groups to meet student needs. (9)		Principal Classroom Teachers	Aug 2009-May 2010	Principal observation	Pass TPRI Pass TAKS tests																																																

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
e. Fluency checks will be completed by teachers during the six weeks grading periods in grades 1-2. (2)		Teachers	Each six weeks	Fluency checklist	Fluency level increases
f. Classroom teachers will post writing samples/products. (2)		Principal Classroom Teachers	Each six weeks	Writing samples turned in to the 4 th grade language arts teacher for evaluation	Pass TAKS writing test
g. Students in grade K-5 will share their writing orally and edit as appropriate. (2)		K—5 th Grade Classroom Teachers	Each six weeks	Students share their writing	Pass TAKS writing test
h. All teachers will use journals with students and regularly respond to student writing. (2)		Principal Classroom Teachers	Aug 2009-May 2010	Principal will randomly check student journals	Pass TAKS writing test
i. Students will have the opportunity to participate in accelerated programs. (2)		Classroom Teachers Teacher Assistants Intervention Teachers	Aug 2009-May 2010	Students' certificates and coupons	Pass all TAKS tests
j. Continue implementing the departmentalized writing class at 4 th grade. (2)		Writing Teacher	Aug 2009-May 2010	Bench marking	Pass the TAKS writing test
k. Emphasize writing in the 3 rd grade. (2)		Classroom Teachers	Aug 2009-May 2010	Bench marking	Pass the TAKS writing test
l. Continue using Sky Ranch to supplement the curriculum (2)		Science Teacher	Spring 2010	Registration completed	Improved performance on the TAKS science test

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 2—Struggling Students A quality education will be provided to meet the special needs of struggling students through appropriate interventions.</p> <p>Activities:</p>	<p>Admin. staff, teachers, teacher assistants, district coordinator, parent support, school library, Reg. VIII, supplies, and computers. Partially SCE and Title I funded</p>				
<p>a. Students in at risk situations will be placed in an intervention program based upon current assessments. (1)</p>		<p>Principal Intervention Teachers Classroom Teachers</p>	<p>Oct-Nov 2009 Feb-Mar 2010</p>	<p>Assessment results and lists of students</p>	<p>Pass TAKS reading and math tests</p>
<p>b. Investigate the use of other RTI programs to address the needs of students in at-risk situations. (9)</p>		<p>Principal Counselors Classroom Teachers</p>	<p>Aug 2009-Jun 2010</p>	<p>RTI programs in place</p>	<p>Pass TAKS reading test</p>
<p>c. Head Start program will focus on student literacy development in group lessons centers. (9)</p>		<p>Head Start Teachers Teacher Assistants</p>	<p>Daily</p>	<p>Teachers' lesson plans and newsletter</p>	<p>Readiness test</p>
<p>d. We will plan for the appropriate tier level interventions in all subjects in the least restrictive environment for struggling students and document all strategies used. (9)</p>		<p>Principal Counselor Teachers</p>	<p>Aug 2009-May 2010</p>	<p>At-risk ID forms 504 forms Care Team forms</p>	<p>Pass TPRI Pass TAKS tests</p>
<p>e. Improve beginning of the year identification of students struggling with math. (9)</p>		<p>Classroom Teachers</p>	<p>Sep 2009</p>	<p>Daily work Teacher-made tests AMI test</p>	<p>Progress report Pass TAKS math test</p>

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
f. Students with disabilities will receive Special Education instruction and assessment on their appropriate instructional levels, related services for which they demonstrate an educational need and qualify, and timely reevaluation to help them succeed. (9)		Special Education and Regular Education Teachers Assistants Diagnosticians	Aug 2009-Jun 2010	ARD forms Principal's ARD notebook	Pass TPRI Completion of IEP
g. Students meeting initial criteria will be screened for the dyslexia program and placed in the appropriate Scottish Rite program if they qualify and are not succeeding in their current program. (9)		Counselor Care Team Dyslexia Therapist	Sep-Oct 2009 Jan-Feb 2010 Apr-Jun 2010	Care Team results form	Pass TPRI Pass TAKS reading tests
h. Students with disabilities will receive transition services to meet their individual education needs as they move to the middle school. (9)		Diagnostician Special Education Personnel	Mar-Apr 2010	ARD forms	Completion of IEP
i. Summer school will be offered to students who meet the summer school eligibility criteria. (9)		Principal Classroom Teachers	Jun-Jul 2010	Summer school lists Yellow cards in cumulative folders	Successful completion of summer school
j. Oral language development will be provided to identified students by the oral language development teacher (1 & 9)		Principal Teachers Oral Language Teacher	As needed	Assessments given by the oral language teacher	Pass TPRI
k. Supplemental programs will be implemented for students in at-risk situations in reading, math, science, and writing, i.e., tutorials, paraprofessionals providing one-on-one and small group help. (9)		Classroom Teachers Special Program Teachers	Each six weeks	Six week reports	Pass TAKS tests

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
l. An intervention teacher and paraprofessional will assist teachers with struggling students. (9)		Principals Teachers Paraprofessionals	Each six weeks On-going	Six week reports Teacher-made tests	Pass TPRI Pass TAKS
m. A special language program will be provided to identified LEP students. (1) and (9)		Special Language Teachers	On-going	LPAC referrals Lesson plans	Pass TPRI Pass TAKS
<p>Strategy 3—Technology: The campus will continue to use technology to enhance student instruction.</p> <p>Activities:</p>	Admin. staff, teachers, teacher assistants, computers, technology				
a. Lab managers will maintain a sign-up sheet for the use of the lab and assist teachers in its use (2)		Computer Lab Assistant	Daily	Sign-up sheet and lesson plans	Two classes per grade level will use the lab in assorted content areas
b. The computer lab will be used for Internet access during integrated lessons, such as Math Mysteries, and research-based lessons. (2)		Selected Classroom Teachers	Daily	Sign-up sheets Lesson plans and observation	Two classes per grade level will use the lab in assorted content areas
c. Teachers will update their web pages regularly and insure that their web pages are accessible from the campus web page. (6)		Classroom Teachers	Aug 2009-May 2010	Web pages updated	Improved parental involvement

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 4—Coordination of Funds: All funding sources will be carefully coordinated to ensure the efficient use of resources.</p> <p>Activities:</p>	Admin. staff, teachers, teacher assistants				
<p>a. Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other</p>		Assistant Superintendent Principal	Aug 2009-Jul 2010	Campus improvement plan, federal applications, and lesson plans prepared and submitted	Annual performance reports
<p>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 instruction program. (10)</p>					

<p>Goal 2: Aaron Parker Elementary School will provide curriculum and instructional programs aligned with state/federal standards including best practices and current educational research. Parker Elementary School will maintain a highly qualified and informed staff, including teachers, administrators, and paraprofessionals in order to impact student achievement.</p>																																																					
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<p>Strategy 1—Staff Development: High quality, sustained staff development will be provided to staff to enhance the staff's teaching skills and knowledge</p> <p>Activities:</p>	Admin. staff, teachers, teacher assistants, ESEA, Title I and Region VIII																																																				
a. Teaches Assistants will receive training at the building level to add to their knowledge of instructional strategies and techniques. (4)		Principal	Oct, Dec 2009 Jan-Feb 2010	Paraprofessionals' agendas Meetings	Pass TAKS test																																																
b. Teachers will attend workshops when available and appropriate to gain new teachers' insights for targeting weak areas. (4)		Principal Grade-Level Teachers	Aug 2009-July 2010	Professional development request forms	Workshop evaluations																																																

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c. Teachers and staff will attend writing staff development to facilitate writing skills. (4)		Principal Language Arts Teacher	Jul 2009	Training schedule Sign-in sheets Evaluations	Pass TAKS writing test
d. All teachers will continue to integrate technology into instruction. (4)		Technology Coordinator	Aug 2009-May 2010	Lesson plans	Technology Integration Log
<p>e. The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines.</p> <ul style="list-style-type: none"> • Instruction in core academic subject area classes will only be provided by teachers who are highly qualified. • The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. <p>The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers (3)</p>		Principal SBDM Committee	As needed	Interviews conducted	New personnel hired

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
f. Staff will be provided intensive and sustained professional development on the continued implementation of the C-Scope curriculum using the 5-E teaching model. (4)		Curriculum Director	Aug 2009-May 2010	Training schedule Sign-in sheets Evaluations	C-Scope fully implemented using the 5-E teaching model
g. Continue to recruit qualified minority teachers to bring the ratio of minority teachers in line with the ratio of minority students. (3)		Central Administration	Jul 2009-May 2010	Teacher position openings posted	Percentage of minority teachers equals the percentage of minority students
h. New staff will be trained on how to implement the PAWS discipline program. (2)		Principal	Aug-Nov 2009	Training scheduled and carried out Sign-in roster	Decrease in the number of referrals
i. Programs will be provided for students on conflict resolution, violence prevention, and discipline management. (4)		Counselor	Aug 2009	Training schedule Sing-in sheets Evaluations	Reduction in referrals for disciplinary problems
Strategy 2—Data Analysis: We will analyze data, report our findings to campus staff, and use the findings to improve curriculum and instruction. Activities:	Admin. staff, district coordinator, teachers, and computers.				
a. Use PRISM data to analyze students and instructional strengths and weaknesses and report findings to the rest of the staff, if any. (1)		Principal Technology Coordinator	Aug 2009	Staff development agenda and handouts	Pass TAKS reading, math & writing tests
b. Study the Item Analysis, the Release TAKS test, the TPRI, the TMSDS, and grade level assessments to determine areas of concern. (1)		Principal Staff	Aug 2009-May 2010	Presentation of information to staff	Pass TAKS reading, math, science, and writing tests

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 3—Curriculum: The school will implement the C-Scope curriculum designed to enhance performance of all students.</p> <p>Activities:</p>	Admin. staff, teachers, Reg. VIII, teaching aids, outside consultant, supplies, ESEA, Title I				
<p>a. Teachers will continue to implement the C-Scope curriculum for all core subjects at grades K—5 using the 5-E teaching model. (2)</p>		Curriculum Director	Aug 2009	Curriculum implemented	Improved student performance on the TPRI and TAKS
<p>b. Teachers and assistants will continue to refine their skills for working with struggling readers. (3)</p>		Classroom Teachers	Oct-Nov 2009 Jan-Feb, Apr 2010	Paraprofessional Meeting agendas	Pass TAKS reading test

Goal 3:	Aaron Parker Elementary School will provide a quality learning environment that is positive, safe, and supportive for all students and staff.							
Objectives:	By school year 2009-10, students will pass the TAKS tests:	<u>READING</u>	<u>MATH</u>	<u>WRITING</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>	<u>TPRI</u>
	All Students	90%	90%	90%		90%		90%
	African American	90%	90%	90%		90%		
	Hispanic	90%	90%	90%		90%		
	White	90%	90%	90%		90%		
	Economic Disadvantaged	90%	90%	90%		90%		
	By school year 2009-10, the attendance rate will be: 96.5%							

Strategy	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
Strategy 1—Safe Environment: A safe environment will be maintained.	Admin. staff, teachers, teacher assistants, custodial maintenance dept, school commons area, and supplies				
Activities:					
a. Playground rules in the PAWS Staff Handbook will be monitored and updated as needed. (2)		Principal P.E. Teachers Classroom Teachers	Aug 2009-May 2010	Number of accidents and referrals from the playground	10% fewer accidents on the playground
b. Custodians will inspect for safety hazards during daily cleaning and report potential hazards. P.E. personnel and classroom teachers will report playground hazards promptly. Maintenance personnel will assist with repairs. (2)		Principals Classroom Teachers Custodians	Daily	Number of playground injuries reported	10% fewer accidents on the playground

Strategy	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
c. All outside doors with public access will be locked during the school day and visitors will be asked to sign in and wear a badge identifying that they have checked in with the office. All campus personnel will wear ID badges. (2)		Principal Secretary Clerk Staff Members	Daily	Visitor sign-in sheet	10% fewer accidents in the buildings
Strategy 2—Physical & Emotional Needs of Students: The physical and emotional needs of all students will be met with special programs and services. Activities:	Admin. staff, teachers, guest speaker, community speaker, supplies				
a. School nurse will schedule health awareness programs. (2)		Nurse	Nov-Dec 2009 Mar-May 2010	Number of nurse referrals	5% decrease in the number of students visiting the nurse without real illness
b. Daily Physical Education classes will address a variety of skills and student needs, give students an opportunity to perform to showcase their skills, and integrate basic instructional activities into P.E. curriculum. (2)		P. E. Teacher Teacher Assistant Principal	Weekly Each six weeks	Lesson plan Grades	5% decrease in the number of students visiting the nurse without real illness
c. The Counselor will provide a Comprehensive Developmental Guidance program through regularly scheduled classroom visits, small group, and individual counseling. (2 & 9)		Counselor	Weekly	Teachers' newsletter Counselor's schedule	10% fewer office referrals and 10% fewer bus referrals

Strategy	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
d. Character Counts program will be implemented in all classrooms and reinforced at the campus level during announcements, in hallways, with PAWS on the BACK, etc. (9)		Principal Counselor Student Council	Weekly	Announcement notebook, PAWS drawings, discipline in hallways, and PAWS referrals	10% fewer office referrals and 10% fewer bus referrals
e. Red Ribbon Week will be carried out in October to include a school-wide assembly and special events. Drug abuse prevention activities and classroom guidance lessons will be carried out throughout the year. (2)		Counselor, Teachers, Principal	Weekly	Feedback from students and staff	10% fewer office referrals and 10% fewer bus referrals
Strategy 3—Attendance: We will continue to improve attendance through motivational activities and parent notification of excessive absences so students can reach their maximum academic achievement levels. Activities:	Campus Admin., teachers, teacher assistants, parent support, local business leaders, volunteer support, supplies, materials, and equipment				
a. Various incentives will be offered to encourage perfect attendance. (2)		Principal Teachers	Daily	Student attendance report	96.9% attendance
b. Parents will be notified in writing of excessive absences. (2)		Principal Attendance Clerk	Daily	Copies of excessive absence letters/list	96.9 % attendance
c. Teachers will call students on the day they are absent, and attendance clerk will call students on the second consecutive day they are absent. (2)		Principal Classroom Teachers Attendance Clerk	Daily	Attendance data	96.9 % attendance

Strategy	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
d. Children from low-income families with special needs, i.e., clothing, medical services, will be provided these services to encourage perfect attendance. (2)		Principal Homeroom Teachers	Weekly	Free and reduced lunch records and counselor's input	96.9 % attendance
Strategy 4—Parent and Community Involvement: Parents and the community will be involved in the educational process by providing support and resources for instructional services. Activities:	Admin. staff, teachers, teacher assistants, volunteer support, PTO, teaching aids, and supplies. Partially funded with SCE				
a. Family events will provide a variety of activities for families including three distributions of Reading is Fundamental (RIF) books (6)		Grade Level Teachers	Sep 2009-Jan 2010	Activities provided	Pass TAKS tests
b. Parents will be enlisted to insure good homework practices will be followed using website, conferences, newsletters, etc. (6)		Teachers	On-going	Material provided to parents using websites, conferences, newsletters, etc.	Improved rate of homework completion
d. Parent involvement will be increased by organizing activities such as Young Authors Conference and Author Emphasis Week in order to showcase student speaking and writing skills. (2) and (6)		Principal Language Arts Committee Classroom Teachers	Spring 2010	Published evaluation of the Young Authors Conference	Pass TAKS reading test

Strategy	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
e. Continue participation in the Back-to-School Bash and provide parents with materials to prepare their students for school. (6)		Parent Involvement Coordinator PTO Teachers	Aug 2009	Participation in the Back-to-School Bash	Improved parent involvement
f. Active Parenting Training will be available for parents at the district level. (4) and (6)		Counselor, all staff members	Oct 2009	Sign-in sheets for parents and teachers	Increased percentage of parents completing the Active Parenting Program
g. A Dyslexia Parent Orientation and a GT Parent Orientation will be provided during the first six weeks of school. (6)		Principal Dyslexia Teachers GT Teacher	Sep 2009	Newsletters, parent notes	Attendance at orientation
h. Parent-teacher conferences will be called when a student does not meet expectations on the TAKS or is having difficulty mastering the TEKS. (6)		Teachers or Grade Placement Committee	As needed	Daily work Teacher-made test TPRI TAKS	Parent-teacher conference conducted
i. The school will develop a school parent compact and parent involvement policy jointly with parents to explain the responsibilities of both the school and parents. (6)		Site-Based Decision-Making Committee Parents	May 2010	Compact and policies developed	Compact and policies disseminated to parents
j. Parents will be encouraged to sign up for access to the Grade Book Program. (6)		Principal, Technology Coordinator, Technology Committee Chairperson	Ongoing	Number parents signing up for access to the Grade Book Program	Number of parents wanting to participate in the program
k. Communication with parents and the community will be expanded by using local bulletin boards, newspapers, campus web site, and teacher web sites. (6)		Parent Coordinator Classroom Teachers	Ongoing	School news items reported in: Newspapers Campus web sites Teacher web sites Bulletin boards	Improved parent involvement

Strategy	Resources	Responsible Personnel	Timeline	Formative Evaluation	Summative Evaluation
I. Off-to-a-Good Start booklets will be distributed to parents of Head Start and Kindergarten students. (9)		Teachers	Aug 2009	Materials distributed	Students better prepared for public school
<p>Strategy 5—Facilities: The school will ensure that the building and classrooms are conducive to the teaching-learning process.</p> <p>Activities:</p>	Admin. staff, teachers, maintenance director, superintendent				
a. Complete repairs of the covered walkway. (2)		Principal, Superintendent, Director of Maintenance, Board of Trustees	Jul 2009	Plans approved	Covered walkway installed
b. Encourage the PTO to take on a project to purchase a new, highly visible marquee for the school. (6)		Principal Teachers PTO	Aug 2009-May 2010	PTO agenda	Marquee purchased and erected

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

The Parker Elementary School elected to use its Title I, Part A funds to implement a schoolwide program under the provisions of the No Child Left Behind Act of 2001, Public Law 107-110, Section 1114. As such, the school pays two remedial reading teachers and a reading interventionist who work in the reading intervention program assisting struggling students meet the State standards for reading. Instructional supplies including computers and the Study Island software are also purchased to complement the reading and oral language programs.

The school uses its allocation under the State Compensatory Education programs to pay for a math teacher and a dyslexia teacher as well as two paraprofessionals who assist classroom teachers.

Appendix A: AEIS Results

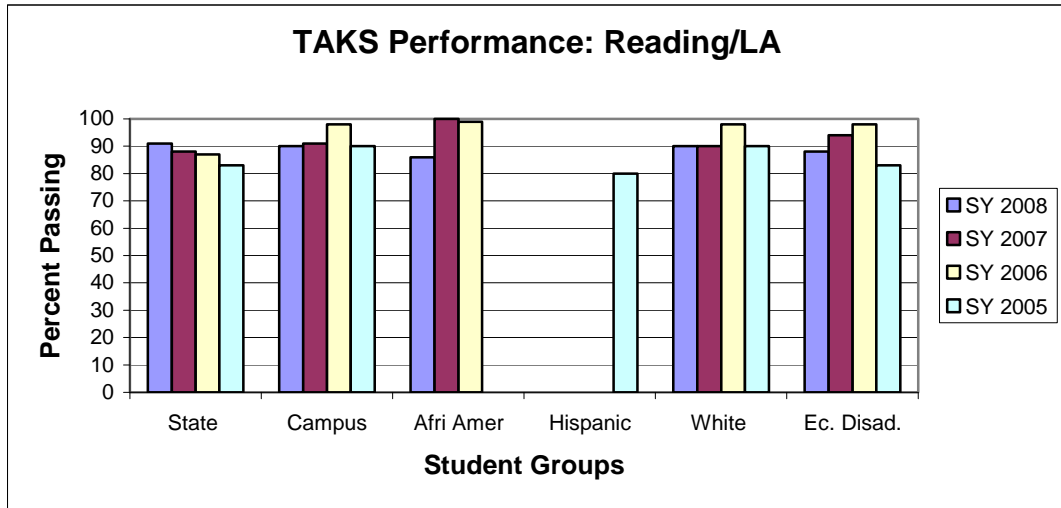
The following tables and graphs represent a comparison of student performance on the TAKS as well as attendance rates for the four most recent years of data available through AEIS:

NORTH LAMAR ISD
 Aaron Parker Elementary
 Four Year Analysis 2005, 2006, 2007, and 2008

AEIS Results

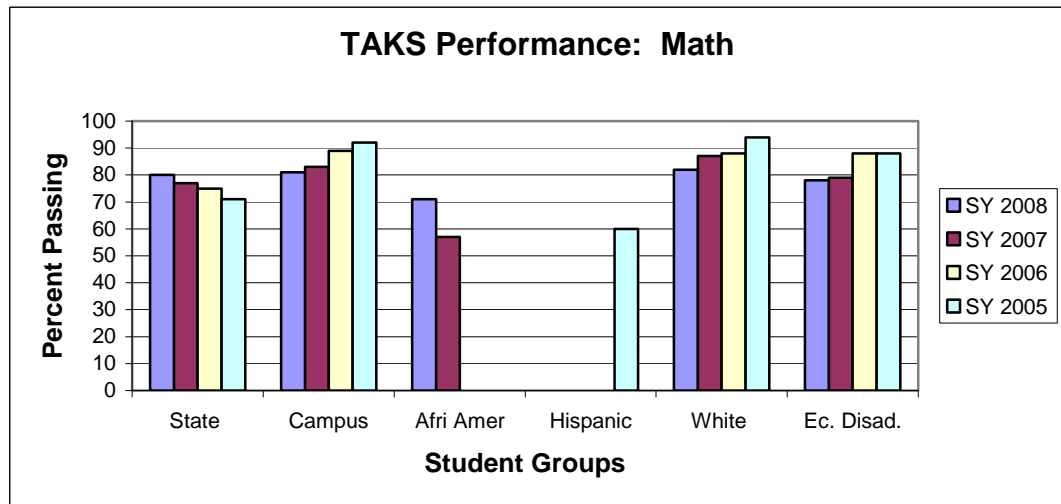
READING/LANUAGE ARTS

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	90	86	*	90	88	N/A
2007	88	91	100	*	90	94	N/A
2006	87	98	99	*	98	98	N/A
2005	83	90	*	80	90	83	N/A



MATH

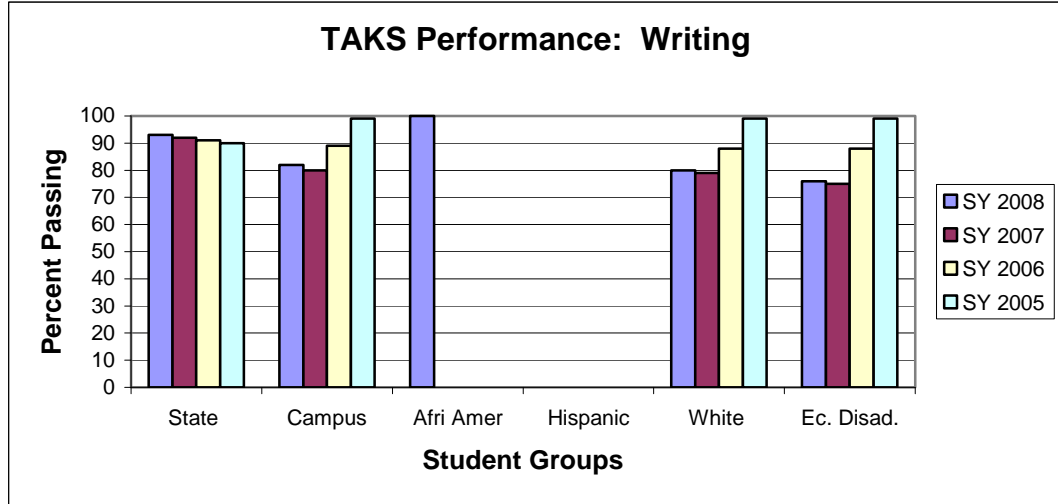
Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	80	81	71	*	82	78	N/A
2007	77	83	57	*	87	79	N/A
2006	75	89	*	*	88	88	N/A
2005	71	92	*	60	94	88	N/A



AEIS Results

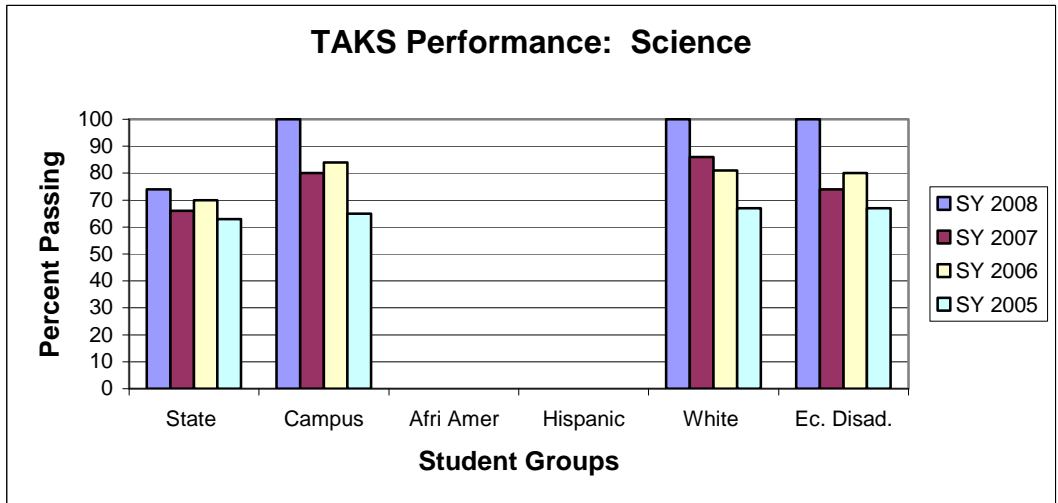
WRITING

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	93	82	100	*	80	76	N/A
2007	92	80	*	*	79	75	N/A
2006	91	89	*	*	88	88	N/A
2005	90	99	*	*	99	99	N/A



SCIENCE

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	74	100	*	*	100	100	N/A
2007	66	80	*	*	86	74	N/A
2006	70	84	*	*	81	80	N/A
2005	63	65	*	*	67	67	N/A

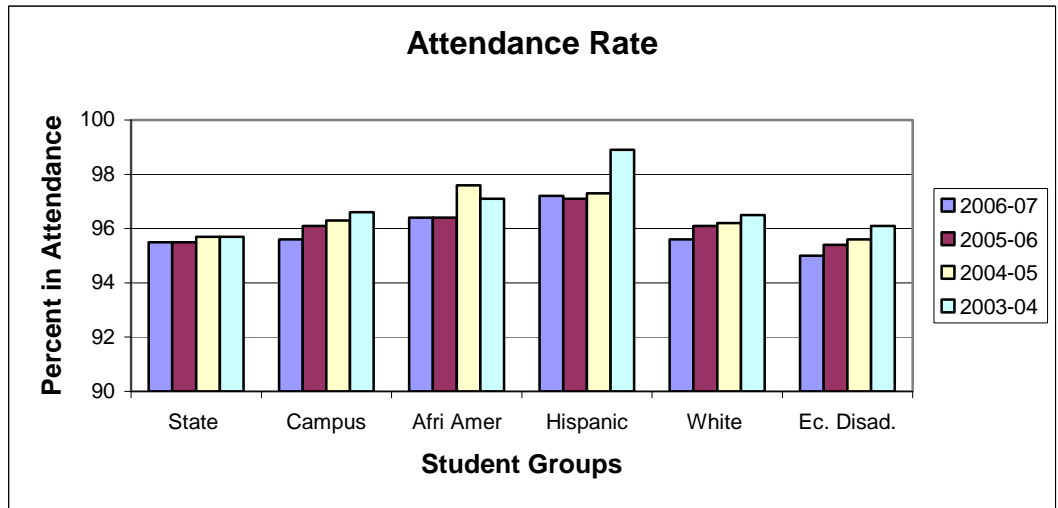


* Indicates that there were too few students in this category to generate a passing percentage.

AEIS Results

ATTENDANCE RATES

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	95.5	95.6	96.4	97.2	95.6	95.0	N/A
2005-06	95.5	96.1	96.4	97.1	96.1	95.4	N/A
2004-05	95.7	96.3	97.6	97.3	96.2	95.6	N/A
2003-04	95.7	96.6	97.1	98.9	96.5	96.1	N/A



Appendix B: Schoolwide Program Components

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

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

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

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

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

PAYROLL COSTS:

Position	FTE	Amount
Fast Forward/Play Attention Aide		\$ 0
Small Group Aide		
Math Intervention Teacher		
Benefits	_____	_____.
Total	_____	\$ _____.

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.