

# **Frank Stone Middle School Campus Improvement Plan**

**2009-10**

**The mission of Frank Stone Middle School is to meet the students where they are, to develop the skills they will need to take them places they have yet to go.**



# Table of Contents

Vision Statement .....	3
Committee Membership .....	4
Needs Assessment .....	5
— Introduction: .....	5
— Students: .....	5
— Staff: .....	6
— Parent Involvement/Community Involvement: .....	7
— Facilities: .....	8
Programs and Services .....	10
ESEA, Title I, Part A and SCE Programs and Services.....	24
Appendix A: AEIS Results.....	25
Appendix B: Schoolwide Program Components.....	29
Appendix C: State Compensatory Education Budget and Full-Time Equivalent Staff.....	30
Appendix D: Assurances and Good Practices .....	31

**NOTE:** The highly qualified requirements are on pages 18-19 under Strategy 3—Sufficient Staff, Activity (b).

## **Vision Statement**

The faculty and staff at Frank Stone Middle School are dedicated and committed to providing an atmosphere that is safe, respectable, and supportive to each student. We believe that all students can be successful, and we strive to develop the total student so they may be successful no matter where they go in life.

## Committee Membership Stone Middle School

POSITION	NAME	GRADE	TELEPHONE
Principal	Steve Sparks		903.737.2041
Assistant Principal	Leslie Watson		903.737.2041
Assistant Principal/Counselor	Kelli Stewart		903.737.2041
Teacher	Lisa Archer	Language Arts	903.737.2041
Teacher	Hillory McDowell	Math	903.737.2041
Teacher	John Dickinson	Science	903.737.2041
Teacher	Kenda Figueroa	Language Arts	903.737.2041
Teacher	Nikki Charlie	Science	903.737.2041
Teacher	Brittany Morris	Special Education	903.737.2041
Teacher	Chris Smith	Math	903.737.2041
Teacher	Joseph Tellez	Technology	903.737.2041
Parent	Regina Hodnett		903.732.3846
Business Member	Amy Ballard		903.739.9376

# Needs Assessments

## INTRODUCTION:

The campus site-based decision-making committee met on February 4, 2009, to develop a comprehensive needs assessment of the Frank Stone Middle School in anticipation of developing the Campus Improvement Plan for school year 2009-10. The Middle School serves students in grades 6-8. During the meeting, committee members discussed the strengths and needs of the school focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of the state and local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report. W. Paul Mettke, Managing Consultant for Consultative Services, Texas Educational Consultative Services, Inc. (TECS) facilitated the meeting.

## STUDENTS:

Schools in Texas today are judged primarily by their performance of students on the Academic Excellence Indicator System (AEIS) which is comprised of 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 Frank Stone Middle School including but not limited to, the TMDS, Released TAKS, teacher-made tests and professional opinion of the staff.

### *Student Strengths:*

The campus was rated as academically acceptable by the Texas Education Agency for school year 2007-08 representing a step down from its previous rating of recognized during school year 2006-07. The reason for the rating being reduced was due to the science test on which the passing rate for the campus was 78%, for African American students 38%, White students 79% and economically disadvantaged students 65%. It should be noted, however, that all students realized substantial gains between the spring 2007 and spring 2008 administrations of the TAKS science test. Similar gains were realized on the math test where all student groups passed the math test at significantly higher rates than the year before. (See Appendix A—AEIS Results)

The dropout rate remained at zero for the fourth consecutive year and the attendance rate continued to exceed the state average by 0.7%. It should be noted, however, that attendance continues to decrease for all student groups except Hispanic students. The decreasing trend is particularly noticeable among the African American students. The committee indicated that the most recent attendance data was for school year 2006-07 and that beginning with school year 2008-09, the district has adopted the Optional Flexible Year which has significantly improved attendance. The attendance rate should look much better for school year 2008-09.

The committee agreed that students are generally prepared as they enter the middle school from Parker and Bailey.

Smaller classes have again contributed to improved student behavior and academic achievement as teachers have more time to work with students on an individual basis. It was noted that the average class size is approximately 19-20 students. Paraprofessionals have also been used to address discipline concerns noted in prior years as well as provide one-on-one assistance to students having difficulties mastering various skills. The paraprofessionals at Stone make up 16.2% of the staff while the state average is 9.9%.

Accelerated Math Instruction (AMI) funds were used to pay for a math tutor to tutor students during the day as part of the Response to Intervention (RTI) program.

Study Island has been added to enhance the language arts and science programs. A readiness class was added to assist “bubble” (struggling) students. Additional electives have also been added to provide more options for students. High school credit courses in Algebra I and Spanish are also being offered.

The achievement gap is essentially closed with the exception of writing and science. It should be noted, however, that the economically disadvantaged students made significant gains in science between the spring 2007 and spring 2008 administrations of the science test.

#### *Student Needs:*

Although improvement in science was significant between the spring 2007 and spring 2008 administrations, science continues to have the lowest percentages of students passing. It was also noted that the percentages of students passing the writing test decreased between these two administrations of the TAKS.

The declining attendance rate was a “red flag” again for school year 2006-07, the most recent year for which data was available. The attendance rate has continued to decline over last three years which prompted the district to adopt the Optional Flexible Year Program beginning with school year 2008-09. At the time this report was prepared, attendance had improved significantly.

The committee indicated that student maturity continues to be a concern. Lack of maturity, however, is common among middle school students and usually begins to disappear as students move up to high school.

The school has set as one of its goals to become an exemplary school during school year 2009-10.

#### **STAFF:**

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

#### *Staff Strengths:*

The school continues to enjoy experienced teachers in the classrooms as 54.3% of the teachers have more than 10 years of experience while 26.4% percent have over 20 years of experience. Stone teachers have an average of 13.9 years of experience. These numbers exceed state averages by a wide margin indicating the school’s ability to retain teachers once they join the staff. All of the school’s teachers meet the highly qualified requirement set forth in the No Child Left Behind Act.

Stone teachers are assisted by a large number of paraprofessionals allowing the teachers more time for direct instruction. The percentage of paraprofessionals at Stone is 16.2% compared to the State average of 9.9%.

Teachers have a common planning period for their respective subject areas. Collaboration among the teachers is good as they willingly share successes with their colleagues during these periods.

New teachers praised the senior staff for its help in getting them acquainted with school policies and procedures. New teachers are assigned mentors to help them acclimate to the Stone climate.

Morale is also high among staff members. Professional development generally meets with the teachers' needs according to the committee. Education Service Center Region 8 sponsors a Science Collaborative which has been very helpful in keeping science teachers abreast of the latest developments in science.

Staff enjoys adequate supplies and materials to compliment instruction. The committee agreed that the staff exercises common sense in ordering supplies and that has helped to keep the supply line open.

*Staff Needs:*

The C-Scope curriculum is now in its second year of implementation and benefits are beginning to be realized; however, the committee agreed that additional professional development is indicated as long as some of the staff has concerns. Concern was expressed by some of the committee members.

The committee was adamant in that additional counselors are needed to address the needs of Stone students. Presently, the campus has a half-time counselor. The committee recommended a total of two full-time counselors to address student needs and to handle testing.

Minority teachers make up only 2.0% of the total teachers at Stone; however, minority students make up 13.6% of the total student population. Research has demonstrated that minority students do better academically when the percent of minority staff is equivalent to the percent of minority students.

**PARENTAL INVOLVEMENT/COMMUNITY INVOLVEMENT:**

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

*Parent Involvement Strengths:*

The Parent Teacher Organization (PTO) is active but is made up of a small nucleus of members that do most of the work. Parents generally support the school, but are not very active when it comes to volunteering at the school. Students at this age level typically discourage parent involvement at the school thus leading to low volunteerism at the secondary level.

Parents are required to come to school for a parent-teacher conference to pick up their students' first six weeks report cards. This provides contact with most of the parents.

Parent participation is mandatory for the Science Fair where the parents view their students' projects and provides another opportunity for teachers to meet with parents.

Parents of athletes, band, and choir members support their students by attending these activities.

The district provides a parenting program.

The use of e-mail has greatly enhanced communication between teachers and parents. This tool has been highly successful throughout the district. Teachers also have their own websites on which information is posted concerning homework assignments and what is going on in the teacher's class.

*Parent Involvement Needs:*

Need to overcome students' not wanting their parents at the school. Many students discourage parent involvement because they feel that it is not "cool" to have their parents at the school.

Need to develop a strategy or strategies to involve more parents in the family nights sponsored by the school since parental involvement is a critical component of the Title I schoolwide program. The staff tried to schedule these activities during the day; however, it did not have much of an effect on parent participation.

*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.

The GREAT program or Gang Resistance Education and Training continues to be successful in the prevention of violence and gang participation.

History teachers invite local political candidates to come and talk to the students about their respective platforms. This has been an effective strategy in teaching participation in politics.

Science students from the Paris Junior College come to the school to judge student science projects. Other community projects include the "Race for Life" and "Buddy Walk for Down Syndrome,"

*Community Involvement Needs:*

Sell the bond issue.

**FACILITIES:**

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

*Facilities Strengths:*

Furniture is being replaced on a rotating basis, i.e., a room or two is replaced every year. This is effective in keeping furniture in good condition.

The committee agreed that maintenance has greatly improved under the leadership of the new maintenance director. Turn-around time on maintenance requests is great.

*Facilities Needs:*

Additional classroom space continues to be a high priority at the middle school. There are five teachers that do not have their own classroom and must "float" from one period to the next to a different classroom that is vacant in order to teach their classes. The committee reported a need for at least four additional classrooms to relieve the "floating" teacher situation.

Larger science classrooms would be nice so that lab work and experiments could be better carried out. A choir room is also needed as drama and choir presently share a room leading to disturbances in nearby classrooms. The library is in need of more shelving and computer spaces.

Storage space for teachers also continues to be a problem, especially in the smaller classrooms. A larger teachers' lounge with a private phone is needed to accommodate the larger staff and provide privacy during teacher conversations with parents.

Heating and air conditioning continues to be a concern with varying temperatures.

Many parts of the building need painting and updating.

# Programs and Services

<p><b>Goal 1:</b> Frank Stone Middle 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>WRITING</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>92%</td> <td>90%</td> <td>94%</td> <td></td> <td>91%</td> <td></td> </tr> <tr> <td>African American</td> <td>90%</td> <td>90%</td> <td>100%</td> <td></td> <td>90%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>100%</td> <td>100%</td> <td>90%</td> <td></td> <td>90%</td> <td></td> </tr> <tr> <td>White</td> <td>92%</td> <td>90%</td> <td>94%</td> <td></td> <td>92%</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> </tr> </tbody> </table> <p>By school year 2009-10, the attendance rate will be: 97+%</p> <p>By school year 2009-10, the dropout rate will be: ≤ 0.2%</p>							<u>READING</u>	<u>MATH</u>	<u>WRITING</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>	All Students	92%	90%	94%		91%		African American	90%	90%	100%		90%		Hispanic	100%	100%	90%		90%		White	92%	90%	94%		92%		Economic Disadvantaged	90%	90%	90%		90%	
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<p><b>Strategy 1—Meeting State Standards:</b> Students will meet or exceed the State standards on all TAKS tests.</p> <p><b>Activities:</b></p>	Classroom teachers, teaching aids, supplies. Partially funded with SCE funds.																																														
a. A program for students identified with dyslexia will be implemented to address the students' needs. (9)		Dyslexia Teacher	Each six weeks	Six weeks report	Pass TAKS tests																																										
b. Students failing the TAKS reading and math tests will receive appropriate interventions. (9)		Intervention Teachers	Each six weeks	Six weeks report	Pass the TAKS reading and math tests																																										
c. Tier 2 interventions will be implemented for struggling students in reading and math. (9)		Reading and Math Teachers	Each six weeks	Six weeks report	Pass the TAKS reading and math tests																																										

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
d. Dropout prevention programs and services are provided to encourage students to complete their academic experience. (9)		Assistant Principal Counselor	On-going	Services, programs implemented Lesson plans	Maintain a zero dropout rate
e. Attendance emphasized through the continuation of the Optional Flexible Year Program. (2)		Assistant Principal Teachers	On-going	Program implemented	Increase in the attendance rate
<b>Strategy 2—Resources for Student Success:</b> Students will be provided several opportunities to learn skills needed to be successful students and citizens.  <b>Activities:</b>	Admin. staff, classroom teachers, counselors, volunteer support				
a. Tutoring during and after school. Students in need will be encourage to attend tutorials (9)	ESEA, Title I	Teachers	On-going	Tutoring scheduled and conducted	Students in the PALS program will tutor during advisory period
b. College for Kids will present a program to the 8 <sup>th</sup> grade students and a select group will go to Texas A&M at Commerce to see what the college has to offer them. (2)		Principal	May 2010	Students will attend the College Day to experience what college will be like	Students will be better prepared to choose a course of study to meet their needs
c. Students will be mentored by teachers who will check on their progress and give encouragement for them to do well in classes. (9)		Teachers	On-going	Tutoring scheduled and conducted	Students will have a higher self-esteem and have higher grades
e. Advanced classes will continue to be offered for Reading, Math, Science, and Social Studies for all grade levels. (2)		Principal	Aug 2009	Classes implemented	Student participation

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>f. Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal and State funds, including but not limited to ESEA, Title I, Part A; Title II, Part A; Title II, Part D; Title IV, Part A; Title V, Part A and State Compensatory Education (SCE), will be used to implement the schoolwide program designed to upgrade the entire education program. (10)</p>		<p>Assistant Superintendent, Principal</p>	<p>May 2009 July 2010 Weekly</p>	<p>Campus improvement plan, federal applications, and lesson plans prepared and submitted</p>	<p>Annual performance reports</p>
<p><b>Strategy 3—Acceleration:</b> Students will be placed into a TAKS Remediation Class if they were not successful on either the Math or Reading tests.</p> <p><b>Activities:</b></p>	<p>Admin staff, classroom teachers, counselor</p>				
<p>a. Those students not successful on the TAKS Math or Reading tests will be placed in a remediation class with ten or fewer students. (9)</p>	<p>ESEA, Title I</p>	<p>Counselor Classroom Teachers</p>	<p>Aug-Dec 2009 Jan-May 2010</p>	<p>Daily work Teacher-made tests Six-week reports</p>	<p>Students will be successful on the TAKS tests</p>
<p>b. Students that are border line passing will be placed in an accelerated reading and/or math class. (9)</p>		<p>Principal Counselor</p>	<p>On-going</p>	<p>Assignments made</p>	<p>Increased passing rate on the TAKS reading and math tests</p>

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
c. Summer school (9)	SCE funds	Principal Classroom Teachers	Jun 2010	Daily work Teacher-made tests	Students will progress to the next grade level by completing summer school
d. Use the Content Mastery Center (CMC) to reinforce Reading, Math, Science, and Social Studies skills. (9)		Special Education Teachers	Daily	CMC logs	Participants pass TAKS
e. Continue implementing Study Island for science intervention. (9)		Teachers	On-going	Lesson plans Progress monitoring	Improved performance on TAKS science test
<b>Strategy 4—Equal Access:</b> Students will have equal access to any program for which they qualify.  <b>Activities:</b>	Admin. staff, classroom teachers, school staff. Partially funded with Bilingual IDEA-B, and SCE, funds.				
a. Students will be placed into programs based on their individual needs and upon qualifying for the program. (9)		Principal Counselor	Aug 2009 May 2010	Students will receive instruction in , Special Ed., Dyslexia, etc. if they qualify for the program(s)	Students will be successful on the TAKS tests
b. Limited English proficient (LEP) students will be provided a special language program. (9)		LPAC ESL Teachers	On-going	Progress monitoring	LEP students will be successful on the TAKS tests
c. Students with disabilities will be provided special education services in accordance with the ARD recommendations. (9)		ARD Committee Special Education Teachers	On-going	Progress monitoring	Students with disabilities will achieve success on assessments

<p><b>Strategy 5—Technology:</b> Teachers will incorporate technology into their classes and students will be technologically literate.</p> <p><b>Activities:</b></p>	<p>Admin. staff, classroom teachers, computers</p>				
<p>a. All teachers will demonstrate their technology skills by integrating technology into their classroom instruction that will produce student products. (2)</p>		<p>Technology Representative</p>	<p>Weekly</p>	<p>Technology log</p>	<p>Student products</p>
<p>b. Purchase additional technology equipment for all classrooms. (2)</p>		<p>Assistant Superintendent</p>	<p>Aug 2009</p>	<p>Equipment ordered</p>	<p>Improved performance on the TAKS tests</p>

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

**Objectives:** By school year 2009-10, students will pass the TAKS tests: READING MATH WRITING SOC. STUDY SCIENCE LANG. ARTS

All Students	92%	90%	94%	91%	
African American	90%	90%	100%	90%	
Hispanic	100%	100%	90%	90%	
White	92%	90%	94%	92%	
Economic Disadvantaged	90%	90%	90%	90%	

By school year 2009-10, the attendance rate will be: 97+%

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—Staff Development:</b> Teachers will attend workshops to help in various areas.	Teachers, library, supplies				
<b>Activities:</b>					
a. Professional development for Tier 2 implementation will be provided. (3)(4)		Principal	As scheduled	Training scheduled Sign-in sheets	Training completed Professional development evaluations
b. Staff will be provided high quality professional development opportunities based on needs identified by the staff. (3)(4)		SBDM Committee ESC Reg. 8 Consultants	As scheduled	Training scheduled Sign-in sheets	Training completed Professional development evaluations
c. Intensive and sustained professional development for C-Scope and the 5-E teaching model will be provided. (3)(4)		Curriculum Director	Aug 2009-May 2010	Training scheduled Sign-in sheets	Training completed Professional development evaluations

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p><b>Strategy 2—Curriculum:</b> The school will implement C-Scope a district-wide curriculum designed to enhance performance of all students using the 5-E teaching model.</p> <p><b>Activities:</b></p>	Curriculum Director, Principal Teachers, Supplies, Materials				
a. Continue implementation of C-Scope at all grade levels using the 5-E teaching model. (2)		Principal Curriculum Director	Aug 2009	Teachers' lesson plans will be in C-Scope and teachers will follow IFDs	Curriculum implemented
b. Morning/afternoon department meetings will be scheduled as appropriate to share information with colleagues.		Principal Department Heads	As needed	Department meetings scheduled Sign-in sheets	Meetings completed
c. Care teams will meet to determine TIER levels of interventions		Principal Counselors	As needed	Meetings conducted	Pass TAKS
<p><b>Strategy 3—Technology:</b> All staff will implement the use of required proficiency levels.</p> <p><b>Activities:</b></p>	Technology Coordinator, Handouts, Computer Labs				
a. All teachers will demonstrate their technology skills by integrating technology information into their classroom instruction that will produce student products. (2)		Technology Coordinator Classroom Teachers	Weekly	Lesson plans reflect the integration of technology into instruction	Products submitted and approved
b. Teachers will update their web pages regularly. Teacher web pages will be accessible from the campus web page.		Technology Coordinator Classroom Teachers	Weekly	Web pages updated	Improved parent involvement in the education of their children

**Goal 3:** Frank Stone Middle 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: READING MATH WRITING SOC. STUDY SCIENCE LANG. ARTS

All Students	92%	90%	94%	91%	
African American	90%	90%	100%	90%	
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Economic Disadvantaged	90%	90%	90%	90%	

By school year 2009-10, the attendance rate will be: 97+%

By school year 2009-10, the dropout rate will be: ≤ 0.2%

Strategy	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p><b>Strategy 1—Safe Environment:</b> Students and staff will have a safe, well equipped, and clean environment in which to learn and teach.</p> <p><b>Activities:</b></p>	Admin. staff, principal, maintenance staff, classroom teachers, local budget, supplies and materials				
a. ID cards		Librarian	Aug 2009-May 2010	Students will carry ID cards for identification	Reduce the number of unauthorized persons on campus
b. Security cameras		Principal	Aug 2009-Jul 2010	Security cameras will be used to insure campus security	Vandalism will be reduced
c. Crisis intervention plan for emergency situations		Principal Classroom Teachers	Aug 2009-Sep 2010	Crisis intervention plan disseminated to all staff. Training completed	Students and employees will be prepared for emergencies
d. Students experiencing disciplinary problems will be provided an in school suspension program on the school campus. (9)		Principal	Aug 2009-May 2010	Students will return to and function in the regular classroom	All students and all student groups will score at least 5% higher on the TAKS tests

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
e. Continue implementing Project Save for suicide prevention, conflict resolution, violence prevention, and discipline management. (4)		Principal	On-going	Training schedule Sign-in sheets	Number of incidents reduced
<b>Strategy 2—Parent and Community Involvement:</b> Parents and members of the community will participate in the education of their students and support the school.  <b>Activities:</b>	Admin. staff, volunteer support, parent support ESEA, Title I funds				
a. The school will create an environment that encourages parent involvement, including but not limited to, PTO, Meet the Teacher, Report Card Pick-up, Parent/Teacher Conferences. (6)		Principal Classroom Teachers Parents	Aug 2009-May 2010	PTO will meet monthly to help provide for the school	Increased parent and community participation
b. Parental involvement will be encouraged in Active Parenting meetings by providing child care and refreshments during meetings. (6)		Principal Classroom Teachers PTO President	Sep 2009	Meetings scheduled Child care and refreshment arranged	Increased parent participation
c. Family events will be held for all parents to acquaint them with the school and how their children are performing in the various subject areas. (6)		Principal Classroom Teachers	As scheduled	Events scheduled	Parent participation Parent survey
d. Parent participation will be encouraged by providing door prizes, student homework passes, etc. and holding events at alternate times including morning coffee. (6)		Parent Coordinator Principal Classroom Teachers	Sep 2009-May 2010	Incentives provided	Improved parent participation in family events

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
e. Use non-threatening activities, i.e., gardening, parenting, brown bag lunches, etc. to encourage parent involvement at the school. (6)		Parent Coordinator Principal	Sep 2009-may 2010	Activities provided	Improved parent involvement at the school
f. The school will review the school parent compact and parent involvement policies jointly with parents to explain the responsibilities of both the school and parents. (6)		Site-Based Decision-Making Committee	May 2010	Compact and policies reviewed	Compact and policies disseminated to parents
<p><b>Strategy 3—Sufficient Staff:</b> The school will employ highly qualified staff sufficient to reduce the average class size to 25:1.</p> <p><b>Activities:</b></p>	Local budget Classroom teachers				
a. Schedule will be modified to reduce the size of math classes to less than 20:1 (2)		Counselor	Aug 2009	Schedule modified	Math classes reduced to less than 20:1
<p>b. The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines.</p> <ul style="list-style-type: none"> <li>• Instruction in core academic subject area classes will only be provided by teachers who are highly qualified</li> </ul>		Principal SBDM Committee	As needed	Interviews conducted	New personnel hired

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities.</li> <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. (3)</li> </ul>					
c. Increase the counselors to two full-time positions to meet the recommended TEA standards. (2)		Superintendent Principal	Aug 2009	Position approved	Positions filled
d. Continue to seek and hire qualified minority staff. (3)		Principal Site-Based Decision-Making Committee	On-going	Attend job fairs Visit minority colleges and universities	Ethnic balance achieved

Strategy/Activities	Resources	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p><b>Strategy 4—Good Citizenship:</b> The school will promote good citizenship and behavior by emphasizing the need to become responsible citizens in the community.</p> <p><b>Activities:</b></p>	Admin. staff Department heads Classroom teachers Supplies and materials				
a. Good citizenship and behavior will be promoted in a variety of methods including, but not limited to, curriculum, orientations, and counseling. (2)		Principal Classroom Teachers Counselor	Aug 2009	Curriculum completed, orientations planned, counselors available	Reduced disciplinary referrals, increased completion rate of homework assignments
b. Classes will view Channel 1 for current events and character education. (2)		Principal	Daily	Reduction in office referrals and increase in rate of homework completion	All students and all student groups will score at least 5% higher on the TAKS tests
c. Aim for Success Assembly. (2)		Principal	Feb 2010	Assembly scheduled and conducted	Students will use information learned through the assembly to make correct choices about sexual activity
<p><b>Strategy 5—Student Awareness:</b> Students will be provided opportunities to learn how to make informed decisions in their lives.</p> <p><b>Activities:</b></p>	Security officers, classroom teachers				

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
a. GREAT Program		Security Officers	Aug 2009-May 2010	Students participate in the program	6 <sup>th</sup> grade students will complete the GREAT Program to learn correct choices about gangs
b. Great Expectations/Great Rewards.		Project Save	Apr or May 2010	Students participate in the program	8 <sup>th</sup> grade students will complete this program to encourage them to take higher level courses in high school
<b>Strategy 6—Facilities:</b> The school will provide facilities that are conducive to the teaching-learning process.  <b>Activities:</b>	Administration Principal Buildings Furniture Equipment				
a. The buildings will be cleaned and maintained in such a way that it is conducive to the teaching –learning process. A check sheet will be provided to the maintenance personnel as a guide for cleaning and maintaining the facilities.		Principal Maintenance Staff	Daily	Cleaning schedule Check sheet developed and used by maintenance staff	Staff survey to evaluate the condition of the buildings
b. Obsolete and worn-out furniture and equipment will be replaced as funding becomes available.		Board of Trustees Superintendent Principals	Jul 2009 As needed	Purchases authorized	Furniture and equipment replaced
c. Install new carpeting in the library.		Principal Maintenance staff	Jul 2009	Construction authorized	Carpeting installed

<b>Strategy/Activities</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
d. Install new shelving in the library.		Principal Maintenance staff	Jul 2009	Construction authorized	Shelving installed
e. Provide additional storage for textbooks and other instructional materials.		Principal Maintenance staff	Jul 2009	Storage facility authorized	Storage facility purchased
f. Add restrooms in B Building for boys and girls.		Board of Trustees Superintendent Principal	Jul 2009	Remodeling authorized	Remodeling completed
i. Repair student lockers.		Principal Maintenance staff	Jul 2009	Contract authorized	Lockers repaired
j. Enlarge the teachers' lounge and install a telephone in a private area for calls to parents.		Board of Trustees Superintendent Principal	Jul 2009	Contract authorized	Remodeling completed
k. Enlarge science classrooms.		Board of Trustees Superintendent Principal	Jul 2009	Contract authorized	Remodeling completed
l. Add a new choir room to free-up stage for drama class.		Board of Trustees Superintendent Principal	Jul 2009	Contract authorized	Remodeling completed
m. Add a conference room for staff, department, and ARD meetings.		Board of Trustees Superintendent Principal	Jul 2009	Contract authorized	Remodeling completed

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

The Frank Stone Middle 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 is funding a math lab teacher and purchasing instructional supplies to supplement the program. The school also uses ESEA, Title II, Part A funds to pay for a class-size reduction teacher to reduce the size of classes.

State Compensatory Education (SCE) funds are used to pay for a reading improvement teacher, a math paraprofessional, and a summer program. These funds together with the Title I funds are used to implement a schoolwide program to upgrade the instruction schoolwide for all students.

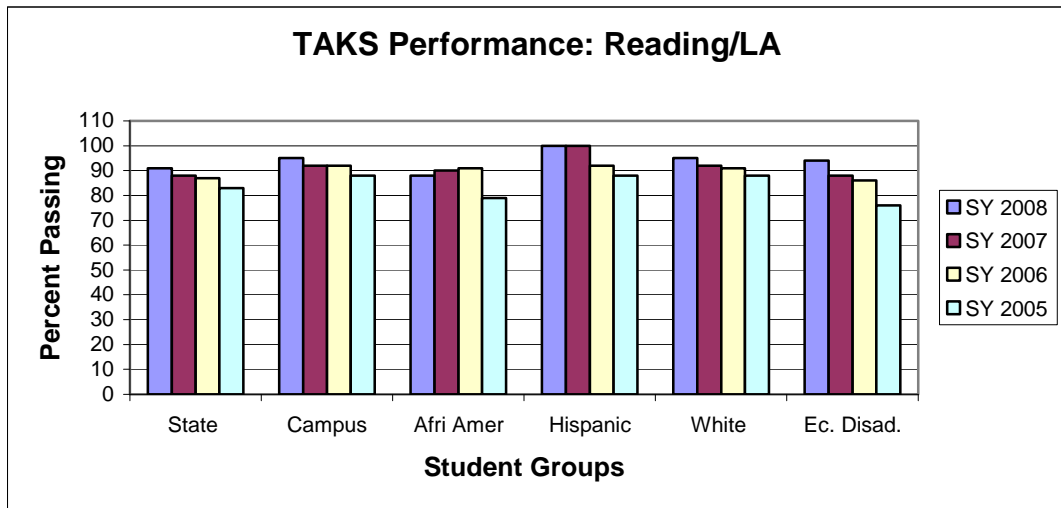
## **Appendix A: AEIS Results**

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

**NORTH LAMAR ISD**  
 Frank Stone Middle School  
 Four Year Analysis 2005, 2006, 2007, and 2008  
**AEIS Results**

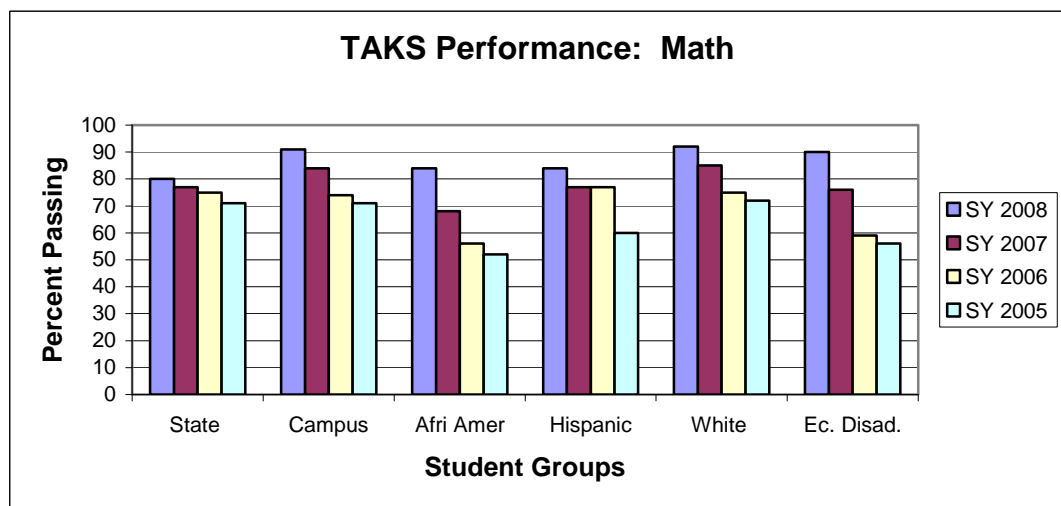
**READING/LANUAGE ARTS**

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	95	88	100	95	94	N/A
2007	88	92	90	100	92	88	N/A
2006	87	92	91	92	91	86	N/A
2005	83	88	79	88	88	76	N/A



**MATH**

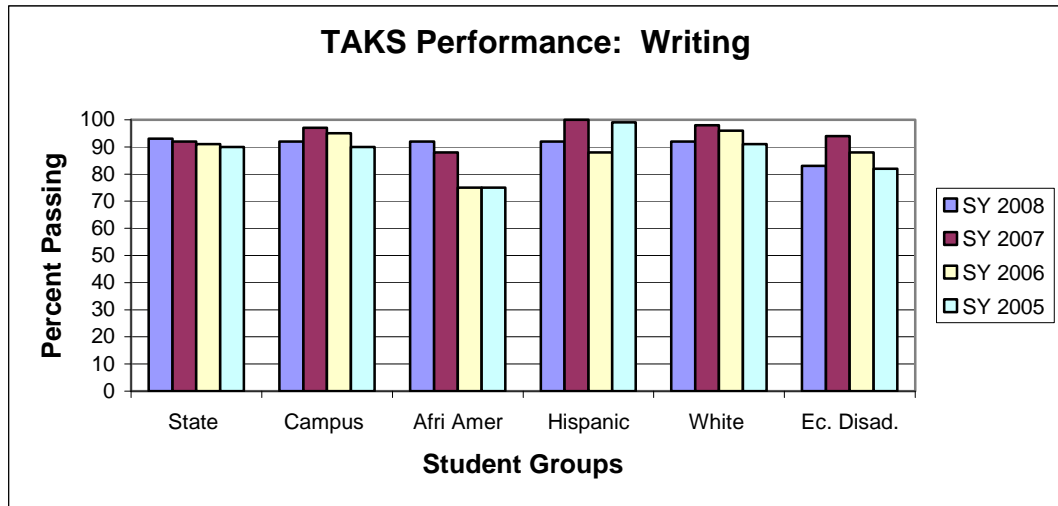
Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	80	91	84	84	92	90	N/A
2007	77	84	68	77	85	76	N/A
2006	75	74	56	77	75	59	N/A
2005	71	71	52	60	72	56	N/A



### AEIS Results

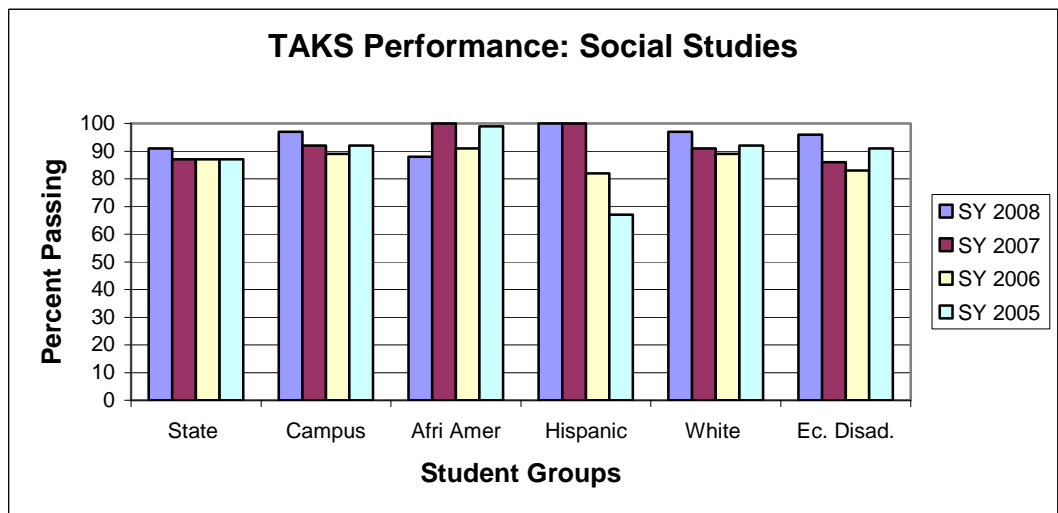
#### WRITING

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	93	92	92	92	92	83	N/A
2007	92	97	88	100	98	94	N/A
2006	91	95	75	88	96	88	N/A
2005	90	90	75	99	91	82	N/A



#### SOCIAL STUDIES

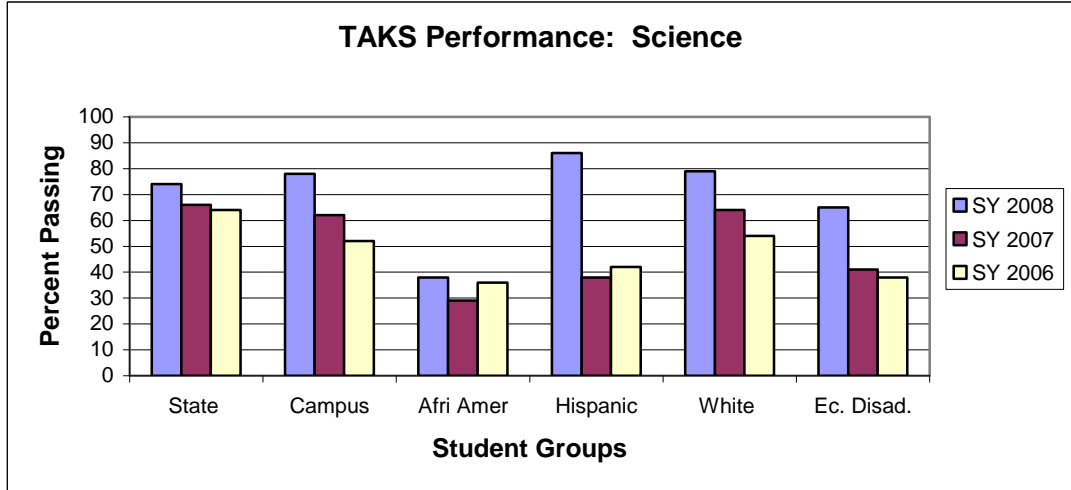
Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	97	88	100	97	96	N/A
2007	87	92	100	100	91	86	N/A
2006	87	89	91	82	89	83	N/A
2005	87	92	99	67	92	91	N/A



## AEIS Results

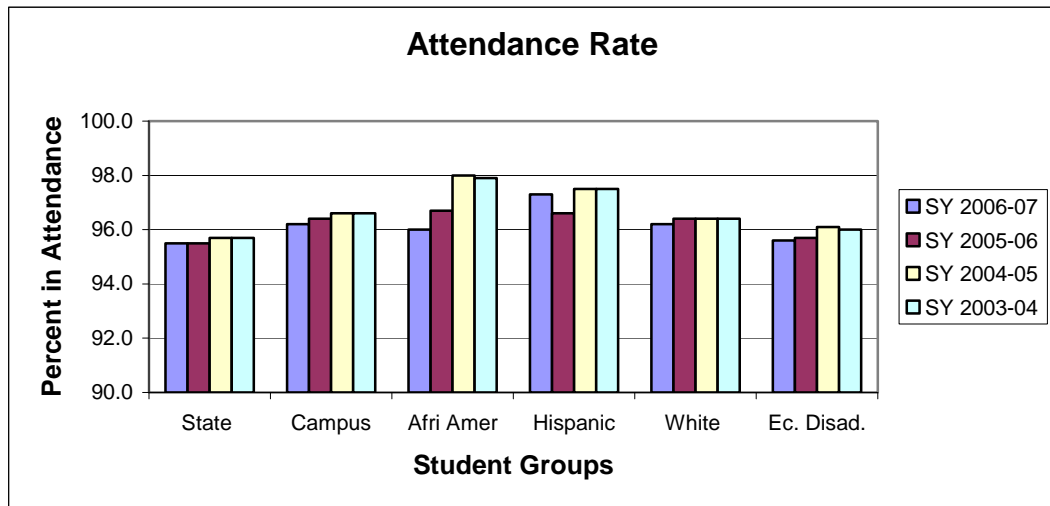
### SCIENCE

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	74	78	38	86	79	65	N/A
2007	66	62	29	38	64	41	N/A
2006	64	52	36	42	54	38	N/A
2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A



NOTE: The science test was not administered at this level in 2005.

Year	State	Campus	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	95.5	96.2	96.0	97.3	96.2	95.6	N/A
2005-06	95.5	96.4	96.7	96.6	96.4	95.7	N/A
2004-05	95.7	96.6	98.0	97.5	96.4	96.1	N/A
2003-04	95.7	96.6	97.9	97.5	96.4	96.0	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 provide 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
Reading Improvement Teacher		\$
Math Lab Aide		
Summer School		
Benefits	_____	_____.
Total	_____	\$_____.

**OTHER EXPENSE:**

Supplies	\$_____.
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<b>TOTAL BUDGET:</b>	<b>\$_____.</b>
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## **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.