

H.L. HIGGINS INTERMEDIATE SCHOOL

CAMPUS IMPROVEMENT PLAN

2007-2008



PHILOSOPHY

ALL STUDENTS CAN LEARN AND SUCCEED, BUT NOT ON THE SAME DAY AND IN THE SAME WAY. OUR SCHOOL WILL PROVIDE THE CONDITIONS THAT PROMOTE SUCCESS.

VISION STATEMENT

ALL STUDENTS AT H.L. HIGGINS INTERMEDIATE SCHOOL WILL BE GIVEN THE OPPORTUNITY TO DEVELOP ACADEMIC AND CITIZENSHIP SKILLS, SELF-ESTEEM AND RESPECT FOR OTHERS. TO THE FULL EXTENT OF THEIR INDIVIDUAL ABILITIES, STUDENTS WILL BE PROVIDED THE OPPORTUNITY TO DEVELOP THE ABILITY TO THINK LOGICALLY, INDEPENDENTLY, CREATIVELY, AND TO COMMUNICATE EFFECTIVELY. THE PARTNERSHIP BETWEEN SCHOOL AND FAMILY WILL PREPARE OUR CHILDREN FOR THE CHANGES AND CHALLENGES OF THE FUTURE.

MISSION STATEMENT

H.L. HIGGINS INTERMEDIATE SCHOOL SHARES THE RESPONSIBILITY WITH FAMILIES TO PREPARE ALL STUDENTS TO FUNCTION SUCCESSFULLY IN OUR CHANGING SOCIETY.

**HIGGINS INTERMEDIATE SCHOOL
CAMPUS IMPROVEMENT PLAN
2007-2008**

District Administrators:

Dennis Miller, Superintendent of Schools
Daniel Dupree, Assistant Superintendent of Purchasing and Operations
Sherrie Lloyd, Executive Director of Budget and Finance
Betty Lough, Executive Director of Curriculum and Special Programs
Richard Peacock, Executive Director of Student and Support Services
Doris Pitts, Executive Director of Special Education
Bob Arnold, Director of Technology
Monet Brown, Director of Personnel

Campus Administrators:

Tom Luce, Principal
Valencia Ray, Assistant Principal
Nan Garrison, Counselor

Board of Trustees

Frank Cuca
Randall Robinson, President
Vince Primo
Kevin Cashion
Darrell Crymes, Vice President
Howard Patterson
Jason Wade, Secretary

Campus Planning Team

Amy Culpepper, Teacher
Jan Dove, Teacher
Gay Harvey, Teacher
Staci Mayo, Teacher
Judy Yates, Teacher

Wendy Lindsey, Teacher
Tracey Carter, Teacher

Tom Luce, Principal
Valencia Ray, Assistant Principal
Nan Garrison, Counselor
Bobbie de Wet, Parent

COMPREHENSIVE NEEDS ASSESSMENT TOOLS

Student Assessments:

- Achievement Tests
- GT Matrix
- Texas Assessment of Knowledge and Skills (TAKS)
- Adequate Yearly Progress Report (AYP)
- Texas Reading Proficiency Test in English (RPTE)
- State Developed Alternative Assessment (SDAA)
- Locally Developed Benchmark Tests
- Pre/Post Tests
- Rigby Benchmark Tests
- Phonics Screen
- Fluency Probes
- Reading Screen for Fluency
- Oral and Written Language Assessments (ITPE/IDEA)
- Six-Weeks Grades
- Attendance Accounting
- Dyslexia Screening
- Special Education Data
- 504 Data
- Teacher Observations

Teacher Assessments:

- Professional Development and Appraisal System (PDAS)
- Formal and Informal Walkthroughs
- Staff Development Surveys

District and Campus Assessments:

- District/Campus Rating
- Academic Excellence Indicator System (AEIS)
- Special Education Compliance Rating
- Number of At-Risk Students
- Program Evaluations
- Comprehensive Analysis of Process/Programs
- Federal Report on Adequate Yearly Progress

PERFORMANCE OBJECTIVES MATRIX FOR TAKS
Campus: Higgins Intermediate AEIS Information
Grade 3

Student Group/Program	2005	2006	2007		Student Group/Program	2005	2006	2007
Math	85	87	88		Reading	94	98	98
White	89	92	92		White	94	99	99
African-American	67	63	60		African-American	92	93	89
Hispanic	69	76	79		Hispanic	100	94	93
Eco. Disadvantaged	77	85	79		Eco. Disadvantaged	92	97	95
Special Education	67	92	87		Special Education	100	90	100
ESL/Bilingual		67	75		ESL/Bilingual		89	86
At Risk	65	72	74		At Risk	83	96	93
TLI Summary					TLI Summary			

PERFORMANCE OBJECTIVES MATRIX FOR TAKS
Campus: Higgins Intermediate AEIS Information
Grade 4

Student Group/Program	2005	2006	2007		Student Group/Program	2005	2006	2007
Math	86	88	93		Reading	85	87	89
White	88	92	95		White	87	92	90
African-American	61	64	85		African-American	71	67	80
Hispanic	95	82	89		Hispanic	79	82	88
Eco. Disadvantaged	70	81	88		Eco. Disadvantaged	76	79	80
Special Education	58	75	80		Special Education	58	64	
ESL/Bilingual					ESL/Bilingual			60
At Risk	62	72	79		At Risk	65	73	66
TLI Summary					TLI Summary			

Student Group/Program	2005	2006	2007	
Writing	93	95	92	
White	95	95	91	
African-American	86	93	95	
Hispanic	83	94	94	
Eco. Disadvantaged	88	94	87	
Special Education	82	92		
ESL/Bilingual			100	
At Risk	82	95	86	
TLI Summary				

GOAL 1: ALL STUDENTS WILL MEET OR EXCEED STATE AND DISTRICT EDUCATIONAL STANDARDS.

Based on assessment data for the previous three years of TAKS results and other data, goal one will be continued. Individual assessments are important when determining the needs of each student. Therefore, the results of Benchmarks and other assessment instruments such as TAKS are used to identify needs and drive instruction. Instruction that develops higher order thinking skills will help give students strategies to grow academically and improve their scores on assessment such as the TAKS tests. Higgins Intermediate School strongly believes that parents should be well informed of the TAKS and should play an important role in the education of their child. Therefore, efforts to inform parents concerning the importance of the TAKS tests will be widespread.

GOAL 2: VERTICAL AND HORIZONTAL CURRICULUM ALIGNMENT WILL BE EMPHASIZED TO ASSURE EQUITABLE STUDENT ACHIEVEMENT FOR ALL STUDENTS.

Based on test results and other district data, it is necessary to continue curriculum alignment during the 2007-2008 school year. Since TEKS were aligned for all subjects by 6 weeks during the 2002-2004 school years and benchmark tests developed, the tests need to be revised and improved in the core subjects to test the TEKS that are taught during the 6 weeks.

GOAL 3: LEARNERS WILL HAVE APPROPRIATE TECHNOLOGICAL RESOURCES TO SUPPORT THE DISTRICT'S EDUCATIONAL PERFORMANCE GOALS.

Due to the fact that technology plays such an important role in the world today and in the educational process, WISD should continue to provide quality technological support. Grade Book software and DMAC testing software will continue to be used.

GOAL 4: FEDERAL COMPLIANCE STANDARDS WILL BE MET IN ORDER TO INCREASE STUDENT ACHIEVEMENT.

Based on analysis of TAKS and other assessment results, it is determined that special education funds need to be used to pay quality staff that can provide supplemental instruction in the areas of reading and math. Staff will provide special education services in an effort to increase students' academic achievement. Staff development will provide these teachers with better teaching strategies to meet diverse needs. Documentation of ARD'S and 504's meetings will be kept.

**GOAL 5: STATE COMPLIANCE STANDARDS WILL BE MET IN ORDER TO INCREASE STUDENT ACHIEVEMENT.
(COMPENSATORY EDUCATION FUNDS AND PROGRAMS)**

State compensatory funds need to support educational programs which focus on students falling below the 40th percentile on an achievement test, students not reaching the instructional level on the TPRI, students failing a subject area or students meeting any other at-risk criteria. TAKS results and other data from the AEIS should be documented on the district matrix, while achievement test results will be documented from second grade. The district will continue to maintain a tracking system that will provide adequate data on at-risk students. This will allow teachers from campus to campus to better meet the needs of the students. Compensatory Education funds need to be used to support highly qualified staff that can meet the needs of all at-risk students and increase student achievement.

**GOAL 6: STATE COMPLIANCE STANDARDS WILL BE MET IN ORDER TO INCREASE STUDENT ACHIEVEMENT.
(SPECIAL PROGRAMS, ARI, AMI, ESL, AND GT)**

According to state guidelines, ARI and AMI funds should be used K-4 to provide supplemental help for students that need acceleration in reading and math. Part-time teachers will be employed to provide additional instruction for these at-risk students. Teachers need to be given information concerning the identification of the at-risk students using the compensatory education criteria. Copies of the 504, ELS, GT and dyslexia manuals are available to all teachers. ESL and GT are tracked for progress.

GOAL 7: A SAFE, DRUG-FREE AND ORDERLY LEARNING ENVIRONMENT WILL BE PROVIDED FOR STUDENTS.

Based on state requirements that all students receive instruction in the area of character education, a district-wide character education program should be implemented. This should provide uniformity and consistency within the district and ensure that all students at all grade levels receive this type of instruction. Due to the requirement that all campuses have a Crisis Intervention Team, current team members will receive their yearly update.

GOAL 8: OUR CAMPUS WILL WORK TO ATTRACT AND MAINTAIN THE HIGHEST LEVEL OF QUALIFIED PERSONNEL.

Based on the requirements of No Child Left Behind, the campus must continue to hire only the most highly qualified teachers. The campus interview team will screen, interview and select only the most highly qualified teachers. All students must be taught by highly qualified teachers. Teacher and paraprofessional improvement should continue to be targeted through consistent staff evaluations, walkthroughs and staff development.

GOAL 9: OUR CAMPUS WILL HAVE A PARENT INVOLVEMENT PROGRAM.

H.L. Higgins Intermediate School values parental involvement. The success of an instructional program is often significantly influenced by how well parents of the students support the school, such as in PTA. Providing accurate and timely information to parents is always important. Teachers inform parents of classroom expectations and campus policies and procedures at “Meet the Teacher.” Due to the importance of TAKS and other assessments, information is sent home as needed and is posted on the school’s website. Scheduled parental informational sessions are held to inform parents about ESL, Title and GT. There are also events through out the school year when parents are invited to help with activities on campus.

**CAMPUS IMPROVEMENT PLAN
HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal I: All students will be expected to meet or exceed state and district educational performance standards.

Objective: Increase TAKS Reading, Math and Writing scores.

District Goal Reference I: All students will meet or exceed state and district educational standards.

Effective School Correlate: Instruction and Assessment

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Disaggregate/analyze recent TAKS scores.	Principal Assist. Principal Counselor Teachers	Aug./ Sept. 07	TEA Region VII AEIS	TAKS data distributed and analyzed	Areas of improvement identified TAKS results
At Risk Support Program for Reading and Math	Principal At Risk Teacher	Aug. 2007	State Comp. Ed. Local	Students identified and served	TAKS scores Six-weeks grades
Continue after school tutorials for reading and math	Principal Counselor	Nov. 07 April -08	State Comp. Budget At-risk criteria	Students identified and served	TAKS scores Six-weeks grades
Inform parent/students of third grade TAKS Reading requirements	Principal Teachers Counselor	Aug./ Sept. 07	Local budget TEA information letters	TEA Informational brochures Campus informational packets	Record of brochures and packets being distributed Campus Newsletter
Use Science FOSS kits	Principal I.C. Teachers	Aug. 2007- May 2008	Local Budget	FOSS kits available	FOSS kits utilized

Inform parents/students of the importance of all the TAKS tests	Principal Counselor Teachers	2007- 2008	Local budget TEA materials	Campus newsletter District website Record of information sent home PTA agenda	TAKS results
Attendance Incentives	Principal Assist. Principal, Counselor, Teachers	2007- 2008	Campus Activity Fund	AEIS AYP	AEIS AYP
Continue TAKS Reading remediation for third graders	Principal Dir. Of Curr Teachers	2007- 2008	ARI/AMI funds Local funds	Schedules of identified students	TAKS results

**HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal II: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students
Objective: Align the curriculum with the TEKS in the core subject areas of language arts, math, science and social studies

District Goal Reference II: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students

Effective School Correlate: Curriculum

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Continue to align the curriculum vertically and horizontally in L/A, Math, Science and Social Studies	Director of Curriculum, Principal, I.C., Teachers	2007-2008	TEKS Substitutes Alignment form	Work days scheduled	Curriculum document
Continue to align TEKS at each grade level in L/A, Math, Science and Social Studies by six weeks.	Dir. Of Curr. Principal, I.C., Teachers	2007-2008	TEKS Substitutes Alignment forms	Work days scheduled	TEKS Alignment forms
Administer benchmark tests at each grade level in L/A, Math Science and Social Studies	Dir. Of Curr. Principal, I.C., Teachers	2007-2008	Substitutes Materials	Benchmarks given	Benchmark results

**HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal III: Students and teachers will have appropriate technological resources to support the district's education performance goals
Objective: Provide adequate student and teacher access to technology in order to facilitate the students' preparation to meet the district's academic expectations

District Goal Reference III: Learners will have appropriate technological resources to support the district's educational performance goals

Strategies/Initiatives	IMPLEMENTATION		EVALUATION		
	Person Responsible	Time Line	Resources	Formative	Summative
Provide students with instructional software that is grade level appropriate	Tech. Dir. Principal	2007-2008	Tech. Budget	Software previewed	Software purchased
Provide additional LCD projects for instructional use	Tech. Dir. Principal	2007-2008	Tech. Budget	LCD Projectors Purchased	LCD Projectors utilized
Provide additional ELMOS for instructional use	Tech. Dir. Principal	2007-2008	Tech. Budget	ELMOS purchased	ELMOS utilized by students
Continued use of attendance and grading programs	Technology Director	2007-2008	Skyward Co. Technology Dir.	Programs in place	Programs working effectively
Use of DMAC software	Principal, Curr. Director,	2007-2008	DMAC Co. Technology Dir.	DMAC utilized	Improved TAKS results

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WHITEHOUSE I.S.D.
2007-2008**

Campus Goal IV: Federal compliance standards will be met in order to increase student achievement through Special Education and 504 Services.

Objective: Provide supplementary services for at risk students through the use of federal funds.

**Funds: \$12,187.37
FTE's: 0.92**

District Goal Reference: Goal IV: Federal compliance standards will be met in order to increase student achievement.

Effective School Correlate: Instruction and Assessment

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Comply with special education guidelines to target identified special education students	Special Education Director Principal Counselor Special education staff	2007-2008	Special education guidelines Special education funds	List of identified students IEP's Teachers schedules ARD minutes	SDAA results TAKS results Six-weeks grades ARD minutes IEP's
Utilize updated 504 Policy Manual and forms	Exec. Director of Curriculum Counselor	2007-2008	504 Guidelines	Manuals in place	Manuals utilized
Provide a paraprofessional to assist students as needed	Principal	2007-2008	Title funds	Contract	Attendance Records

**CAMPUS IMPROVEMENT PLAN
HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal V: All special programs will comply with state regulations

Objective: Provide supplementary services for at risk students through the use of state compensatory funds.

District Goal Reference: Goal V: State compliance standards will be met in order to increase student achievement.

Effective School Correlate: Instruction and Assessment

Funds: \$229,340.44

FTE's: 6.70

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Continue At Risk Support program for third and fourth grade to target students at-risk of grade level and/or TAKS failure	Principal Counselor Teacher	2007-2008	State compensatory funds	Teacher designated Roster of students assigned to teacher Pre-assessment results	Six-weeks grades Student retention list TAKS results Post-assessment results
Continue extended day program for math and reading targeting students at-risk of grade level and/or TAKS failure	Principal Counselor Teachers Executive Dir. Of Curriculum	Nov. 07 – April 08	State compensatory funds	Teacher list Student list Pre-assessment results	Six-weeks grades Student retention list TAKS results Post-assessment results
Serve dyslexic students using local identification criteria	Principal Counselor Learning Lab teacher	2007-2008	State compensatory funds	List of identified students Teacher schedule Pre-assessment results	Six-weeks grades Post-assessment results TAKS results
Extended Year for 3 rd grade students that failed TAKS reading on their first two attempts	Principal Counselor Teachers Exec. Dir. Of Curr.	Summer 2008	State Compensatory funds	List of TAKS failures	Number of students attending extended year.
Provide additional tutorial time for third and fourth grade “bubble” students in reading, writing and math targeting TEKS that are covered on the TAKS tests	Principal Teachers Counselors	Nov. 2008- April 2009	State Compensatory funds List of “bubble” students	Report card grades Pre/Post test results	TAKS results
Provide paraprofessional staff in the prekindergarten classrooms to assist with instruction	Principal Teachers	2007-2008	State Compensatory funds	Campus roster	Pre-K report card results KDI pre/post tests results

**CAMPUS IMPROVEMENT PLAN
HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal VI: All special programs will comply with state regulations

Objective: Provide supplementary services through ESL and ARI for at risk students through the use of state funds.

ARI/AMI Funds: \$12,096

District Goal Reference: Goal VI: State compliance standards will be met in order to increase student achievement

Effective School Correlate: Instruction and Assessment

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Provide ESL services to increase ESL identified students' academic achievement	Director of Curr. Principal Counselor ESL teacher	2007-2008	ESL guidelines Region VII	2007 TAKS results Pre-tests results Class rosters 2007 RPTE results	2008 TAKS results Post-tests results Six-weeks grades 2008 RPTE results
Implement the TAKS Math remediation program for 3 rd and 4 th grade students	Dir. Of Curr., Principal, AMI Staff	Nov. 2007	AMI Funds	Pre-tests, Teachers' schedules, Six Weeks grades	Six Weeks grades, TAKS results
Implement the TAKS Reading remediation program for third grade	Director of Curr. Principal Reading Specialist ARI staff	2007-2008	ARI Funds ARI guidelines	Pre-tests Teachers' schedules Class lists Six-weeks grades	Six-weeks grades TAKS results
Implement TAKS Extended Year Reading remediation for third grade	Principal Counselor Extended Year Staff	Summer 2008	ARI funds AMI funds	Criteria-TAKS failures	Student attendance
Use of Rosetta Stone software	ESL Teachers		ESL funds	Software Available	Software Utilized

**CAMPUS IMPROVEMENT PLAN
HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal VII: A safe, drug free, and orderly learning environment will be provided for our students

Objective : Reduce drug use, violence, and/or disruptive student behavior

District Goal Reference: Goal VII: A safe, drug free, and orderly learning environment will be provided for the students.

Effective School Correlate: Violence Intervention and Prevention

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Continue the campus character education plan	Counselor	2007-2008	Counselor budget Region VII	Plan distributed to classes	Plan implemented in classes Behavior referral records
Implement the WISD Emergency Operations Plan	All Campus Employees	2007-2008	Local Budget	Plan distributed and reviewed	Plan utilized if necessary
Participate in Drug Free (Red Ribbon) Week	Counselor	Oct. 07	Campus drug free budget	Activities scheduled	Activities conducted Behavior referral records
Train additional campus personnel in crisis prevention intervention	Curr. Director, Principal, Asst. Principal	2007-2008	Special Education funds	Training Schedule	Record of training attended

**CAMPUS IMPROVEMENT PLAN
HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal VIII: The campus will work to attract and maintain the highest level of qualified personnel
Objective : Provide academic instruction by the highest qualified personnel

District Goal Reference: Goal VIII: The district will work to attract and maintain the highest level of qualified personnel
Effective School Correlate: Professional Development

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Post, screen and interview candidates at the campus level	Principal	2007-2008	District Budget	List of qualified applicants	Qualified personnel employed
Ensure that students are taught by teachers that meet the highly qualified standard by NCLB	Principal Interview team	2007-2008	NCLB criteria	Teacher credentials	All teachers properly certified
Provide opportunities for professional development	Principal, I.C., Teachers Curriculum Dir.	2007-2008	Campus budget allocation	Staff development registration	Staff development attendance

**CAMPUS IMPROVEMENT PLAN
HIGGINS INTERMEDIATE SCHOOL
WHITEHOUSE I.S.D.
2007-2008**

Campus Goal IX: The campus will have a parent involvement program

Objective : Involve parents to help meet the needs of their children

District Goal Reference: Goal IX: All levels of the school district will have a parental involvement program

Effective Schools Correlate: Parent Involvement

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Provide information to parents concerning TAKS testing and The School Success Initiative	Principal Counselor Teachers	2007-2008	SSI information	Copies of the letters sent	TAKS results
Campus Web page	Technology Dept.	2007-2008	Campus information	Web page updated	Number of times the web page is accessed
Provide information concerning ways for parents to get involved	Principal Teachers PTA	2007-2008	List of approved volunteers	Information made available to parents	Parent sign in sheets