

LEONARD INDEPENDENT SCHOOL DISTRICT  
DISTRICT IMPROVEMENT PLAN

2004-2005

(Revised January 2005)

## DISCLAIMER

This publication is intended to facilitate communications within Leonard ISD and to serve as a quick reference on a variety of subjects. The provisions and information set forth in this publication are intended to be informational and not contractual in nature.

Thus, this publication is not intended and shall not be construed to constitute a contract between the Leonard Independent School District and any employee, prospective employee, agency of the local, state, or federal government, or any other person or legal entity of any and every nature whatsoever. The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this publication at any time, and from time to time, without notice, in any manner that the administration or the Board of Trustees deems to be in the best interest of the District.

LEONARD INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES

David Norman  
Ted Williams  
Amy Boggs  
Jackie Bonds  
Robert Moreland  
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LEONARD INDEPENDENT SCHOOL DISTRICT  
ADMINISTRATION

Superintendent-Larry LaFavers  
Business Manager-Donna Latimer  
High School Principal-John Kent  
Junior High Principal-Vernon Richardson  
Intermediate School Principal-Vernon Richardson  
Elementary School Principal-Brad Maxwell  
  
Director of Facilities and Transportation- Noel Nixon  
Director of Food Services-Sherry Cooper  
Director of Technology- Jerome Edwards  
Director of PEP program- Jana Wood  
District Police Chief- Jerome Edwards

## DISTRICT MISSION STATEMENT

Leonard ISD will become an exemplary school system, which is successful and competitive in a safe and secure environment through organized leadership following sound financial practices.

## DISTRICT GOALS

- Objective I: Leonard ISD **will become an exemplary district**
- Objective II: Leonard ISD will be a safe and secure environment that promotes learning
- Objective III: Leonard ISD will remain financial sound
- Objective IV: Leonard ISD will become competitive in all programs

## PURPOSE

The purpose of site-based decision-making in Leonard Independent School District is to:

Provide a positive, collaborative organizational framework of shared responsibility and accountability

in a way that:

- ...promotes student achievement
- ...creates and maintains a positive school climate
- ...develops effective instructional programs
- ...promotes community involvement

so that:

All students, regardless of ethnicity, social background, economic conditions, gender, or disabling conditions, can achieve their maximum potential and become productive citizens in a changing world.

## DEVELOPMENT OF THE DISTRICT IMPROVEMENT COMMITTEE

To establish the parameters for the District Improvement Plan, Leonard Independent School District worked with nine teacher representatives, three principals, three parents, four community members, and the superintendent of schools.

The committee established parameters in the six mandated areas by the state: goal setting, curriculum, budgeting, staffing patterns, school organization, and staff development.

The District Improvement Committee members are:

Chairperson: Brad Maxwell

### Elementary

Teachers: Tammy Barnes  
Kaci Maxwell  
Sandra Simms

Parent Representative: Terisa Rushing

Business Representative: Jeannie Johnson

### Intermediate

Teachers: Sandy Buford  
Susan Perkins

Business Representative: Kent Lashley

### Junior High

Teachers: Brandi Savage  
Jenny Martin

Parent Representative: Coylene Moreland

Business Representative: Joyce Buchanan

### High School

Teachers: Art Green  
Paula Kent

Business Representative: Mark Buchanan

Parent Representative: Vicki McAngus

Leonard Independent School District has defined the concept of a District Improvement Plan as a means for shared decision making through campus and district committees and through procedures for waiving policies that inhibit student achievement. Each principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus obtains a waiver. Except as prohibited by law, a campus may apply to the Board for a waiver of local policy. An application for a waiver must state the achievement objectives of the campus and the reason for requesting the waiver.

## ROLES AND RESPONSIBILITIES

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### BOARD OF EDUCATION:

- \*Sets the educational policy for the district
- \*Delegates the administration of the district to the superintendent and staff
- \*Monitors and holds accountable administrators for implementation of district policies
- \*Supports the mission of the district and sets goals to enhance student achievement
- \*Is fiscally responsible to the taxpayers of the district
- \*Understands the legal governance system of schools and supports shared decision making
- \*Shares responsibility for student learning and student outcomes

### SUPERINTENDENT AND CENTRAL OFFICE:

- \*Provides leadership in developing a common vision and goal for the district
- \*Exercises leadership in recommending to the Board of Education adoption of appropriate policies necessary for effective district operation
- \*Maintains a leadership style that supports site-based decision-making
- \*Establishes broad goals for the campuses
- \*Monitors the attainment of the district's goals and objectives
- \*Provides instructional support as needed and/or requested
- \*Raises revenue and determines the district's budget
- \*Monitors compliance with district, state, and federal policies, regulations, and laws
- \*Builds community relationships to increase support of the district's missions
- \*Shares responsibility for student learning and student outcomes

## PRINCIPAL:

- \*Is accountable for the successful operation of the campus
- \*Is accountable for the performance of the campus
- \*Creates optimal education experiences and a positive school climate
- \*Creates a climate in which staff, students, and parents share collaboratively in improving the campus
- \*Shares responsibility for student learning and student outcomes
- \*Identifies critical areas for improvement and creates programs responsive to needs
- \*Communicates effectively with all members of the school community

## TEACHER/STAFF MEMBER:

- \*Shares in making decision which promotes student achievement and a positive school climate
- \*Is alert to large scale issues affecting the district and familiar with research which promotes effective instruction and quality education
- \*Practices productive and collaborative decision-making that emphasizes teamwork and minimizes time consuming debate
- \*Maintains a positive, collaborative relationship with administrators, parents, and all staff members
- \*Collaboratively identifies needs and solutions
- \*Shares responsibility for student learning and student outcomes

## PARENT/COMMUNITY:

- \*Shows concern for the needs of all students
- \*Is well informed about education issues
- \*Actively supports the district and its mission
- \*Supports the governance framework of the district
- \*Communicates to the district areas of concern and need
- \*Shares responsibility for student learning and student outcomes
- \*Promotes and maintains a home environment that is conducive to learning

DECISION DELINEATION  
AND  
DECENTRALIZATION PARAMETERS

## GOAL SETTING

| CENTRAL OFFICE  | SITE ADMINISTRATORS                         | CAMPUS   | ACTION  |
|---|---|--|---|
| Determine/define guidelines   | Be responsible for instructional programs   | Identify site/district needs   | Participate in campus/district goal setting related to curriculum               |
| Allocate resources and provide training to faculty/staff as appropriate | Consider recommendations of advisory groups | Determine realistic goals for initial implementation   | Identify goals pertinent to student improvement-mentor                          |
| Identify accomplishments  | Be accountable for program performance      | Implement/monitor/evaluate/modify goals  | Determine necessary modifications   |
| Provide data for student improvement goal setting                       | Be accountable for campus-level decisions   | Support and create opportunities for sharing/linking/developing goal-related programs between campuses | Support and create opportunities for promoting/linking/developing program goals |
| Define parameters for appropriate district/campus goals                 |   |  | Evaluate goals not yet achieved   |

# CURRICULUM

| CENTRAL OFFICE   | SITE ADMINISTRATORS   | CAMPUS  | ACTION  |
|--|---|---|---|
| Determine outcome-based curriculum that balances scope and sequence with flexibility | Select processes that involve campus personnel in curriculum decisions and production | Determine procedures and monitoring practices framework for teacher decisions | Produce meaningful curriculum materials   |
| Produce curriculum documents, guidelines, and reports as proposed or developed       | Provide technical assistance for teachers   | Determine modifications based on student/campus needs                         | Establish guidelines for the use of data, assessments, and reporting student progress               |
| Provide technical support for campuses   | Provide resources to support curriculum   | Use district data and guidelines for decision making                          | Support and facilitate district curriculum procedures for implementation and philosophy             |
|  |   | Determine student mastery based on established procedures                     | Identify internal and external forces that impact curriculum needs                                  |
|  |   | Select instructional strategies that ensure learning by all students          | Ensure district-wide compliance with state and federal mandates                                     |
|  |   | Select textbooks to support curriculum  | Review, adjust, monitor   |
|  |   | Evaluate procedures, techniques, and materials to improve instruction         | Annually review/evaluated responsibilities, procedures, and results in order to continually improve |

# BUDGET

| CENTRAL OFFICE   | SITE ADMINISTRATORS  | CAMPUS   | ACTION   |
|--|--|--|--|
| Define parameters  | Define parameters  | Understand parameters                                      | Understand Parameters                                      |
| Allocate resources   | Allocate funds meeting parameters for advisory recommendations | Understand approval criteria                               | Understand approval criteria                               |
| Provide training for campus staff as required or appropriate | Provide training for campus staff as required or appropriate   | Determine campus needs within framework of allocated funds | Determine campus needs within framework of allocated funds |
| Apply approval criteria                                      | Implement recommendations when deemed appropriate              | Prioritize needs within framework of allocated funds       | Prioritize needs as determined by needs assessment         |
| Manage implementation  | Be accountable for decisions made at the campus level          |  |  |

## STAFFING PATTERNS

| CENTRAL OFFICE   | SITE ADMINISTRATORS  | CAMPUS   | ACTIVE   |
|--|--|--|--|
| Study TEA guidelines   | Adhere to hiring practices as outlined in board policy and by superintendent | Identify/define parameters of advisory members                     | Identify critical curriculum subject areas   |
| Define parameters, certification requirements, areas of critical need, student/teacher ratio | Adhere to hiring practices as mandated by TEA/state law                      | Be cognizant of curricular campus/district needs                   | Define parameters of campus members  |
| Allocate resources as determined by TEA state budget allocation                              | Assign mentors for new teachers/provide assistance to new staff members      | Provide training to campus members as deemed necessary/appropriate | Support and create opportunities for sharing/linking/developing staff improvement programs |
| Provide new-teacher mentoring program  | Provide time for collaborative planning                                      | Provide input to building principal as determined in parameters    | Identify and recognize staffing needs for campus and district                              |
| Manage implementation  | Be accountable for decisions made at the campus level                        | Recognize new staff and provide assistance                         | Focus on quality and improved student performance  |
|  |  | Encourage teamwork/collaborative work concept                      | Recognize new staff and provide assistance   |
|  |  |  | Research staff needs   |
|  |  |  | Encourage team work/collaborative work concept   |

## SCHOOL ORGANIZATION

| CENTRAL OFFICE  | SITE ADMINISTRATORS   | CAMPUS   | ACTION  |
|---|---|--|---|
| Define guideline, philosophy, and structure of LISD organization                            | Be a facilitator for campus personnel   | Solicit needs  | Identify skill process needed for campus personnel  |
| Allocate resources  | Provide means for training necessary for campus personnel   | Communicate within campus staff  | Define needs and scope of training  |
| Apply approval criteria   | Support and create opportunities for promoting, linking, and developing programs between campuses | Support and create opportunities for sharing, linking and developing programs between campuses | Support and create opportunities for promoting, linking, developing programs between campuses |
| Provide training of campus members as required or appropriate                               | Be accountable for site decision/acceptance   | Identify campus and district goals and objectives  | Communicate with campus staff   |
| Support and create opportunities for sharing, linking, developing programs between campuses | Submit SBDM recommendations in an advisory capacity   |  |   |
|   | Accountable for decisions made at the campus level  |  |   |

STAFF DEVELOPMENT  
AND  
COMMUNITY AWARENESS FRAMEWORK

## DISTRICT IMPROVEMENT COMMITTEE STAFF DEVELOPMENT

To assure successful implementation of the District Improvement Plan, Leonard ISD has provided/will provide opportunities for training staff and other interested parties in district improvement processes.

Time will be allotted for staff development and planning by providing release time and substitutes for the staff members involved. Committee meetings will be scheduled at times that are the most convenient for members. Teachers, administrators, and board members will be encouraged to attend workshops and conferences when such attendance will be beneficial and have a positive effect on student performance.

Awareness sessions will be conducted throughout the school year, using the following media for communication:

- Faculty meetings
- Department/grade level meetings
- Cross-campus meetings for specific areas
- In-service training
- Conferences/workshops
- Committee meetings
- School newspapers and newsletters

Training needs for the school board members, administrators, faculty, and committees include, but are not limited to the following:

- Consensus building
- Team building/problem solving
- Conflict resolution
- Goal setting
- Budgeting
- Staffing
- Educational trends
- Research reports
- Evaluating and monitoring programs

## EVALUATION AND REVISION

## EVALUATION AND REVISION

The SBDM District Worksheet for Evaluation and Assessment, as published in TEA's Resource Guide on SBDM and District and Campus Planning, will be used to evaluate and revise the District Improvement Plan in Leonard ISD.

| SBDM PROCESS IDENTIFIED        | RESOURCES NEEDED FOR REVIEW/STUDY   | STAFF/ PERSONNEL INVOLVED IN ASSESSMENT/ EVALUATION  | STAFF/PERSONNEL RESPONSIBLE FOR ASSESSMENT/ EVALUATION                               | RESULTS OF ASSESSMENT REPORTED TO:   | TIMELINE FOR INITIATION/ COMPLETION | SUBJECTIVE EVALUATIVE QUESTIONS TO BE ASKED/EXPLORED  |
|--------------------------------|---|--|--|--|-------------------------------------|---|
| Campus Level SBDM              | Campus committee agenda/minutes<br>Committee training activities<br>Campus Improvement Plan<br>Decision Delineator from SBDM Plan                                     | Principal<br>Campus Committee<br>Parents<br>Other  | Principal<br>Campus Committee<br>Other   | SBDM Committee<br>Superintendent<br>Board of Trustees<br>Other                 | August-May<br>Ongoing               | <ul style="list-style-type: none"> <li>*Is SBDM working at the campus level?</li> <li>*Were campus decisions appropriately located this year?</li> <li>*Do campus decisions need to be expanded, contracted, relocated?</li> <li>*Were other appropriate campus level decisions discovered this year?</li> <li>*Where was the greatest and least success in implementing SBDM: goal setting, curriculum, budgets, staffing, school organization?</li> </ul> |
| District Improvement Committee | District committee agenda/minutes<br>District policies<br>Campus improvement plans<br>Decision delineator from SBDM plan<br>Staff Development Plans                   | Central office staff<br>District committee<br>Other  | Central office staff<br>District committee<br>Other                                  | Improvement Committee<br>Superintendent<br>Board<br>Other                      | August-May                          | <ul style="list-style-type: none"> <li>*Is SBDM working at the district level?</li> <li>*Were district decisions appropriately located this year?</li> <li>*Do district decisions need to be expanded, contract, relocated?</li> <li>*Were other appropriate district level decisions discovered this year?</li> <li>*Where was the greatest/least success in implementing SBDM as a goal-setting and school improvement process?</li> </ul>                |
| Student Outcomes               | District/Campus Plans<br>AEIS Indicators:<br>TAAS, NAPT,SAT,ACT,<br>attendance,<br>Promotion/graduation rates,<br>dropouts<br>Waivers<br>Special Programs Evaluations | Campus committee<br>District committee<br>Central office<br>Principals<br>Counselors<br>Teachers<br>Students | Campus committee<br>District committee<br>Central office<br>Principals<br>Counselors | SBDM committee<br>Superintendent<br>Board<br>Teachers<br>Students<br>Community | August-May<br>Ongoing               | <ul style="list-style-type: none"> <li>*Were SBDM processes infused into district and campus planning this year?</li> <li>*Did district/campus SBDM result in improved student outcomes at various levels this year?</li> <li>*What improved student outcomes (eg. AEIS or local outcomes) can be directly/indirectly attributed to SBDM?</li> </ul>  |

## LONG RANGE GOALS

## LEONARD INDEPENDENT SCHOOL DISTRICT LONG RANGE GOALS

**Goal #1: All students and each sub-population of students will achieve 80-90% mastery level of performance in TAKS Reading.**

**Goal #2: All students and each sub-population of students will achieve a 90% mastery level of performance in TAKS Writing.**

**Goal #3: All students and each sub-population of students will achieve 80-90% mastery level of performance in TAKS Math.**

**Goal #4: All students and each sub-population of students will achieve 80-90% mastery level of performance in TAKS Science.**

**Goal #5: All students and each sub-population will achieve 90% mastery level of performance in TAKS Social Studies.**

**Goal #6: All students and each sub-population of students will achieve a dropout rate of less than 1%.**

**Goal #7: Participation and student performance in the SAT/ACT testing program will increase in the Recommended and Distinguished Achievement tracts will increase.**

**Goal #8: Students district-wide will have access to and utilize technology in all core areas.**

**Goal #9: Parental involvement will increase annually district-wide.**

**Goal #10: Special populations of students will achieve to their maximum potential through appropriate modifications to the basic instructional program and through staff development that emphasizes high expectations and appropriate teaching strategies for all students.**

**Goal #11: A safe learning environment will be provided for all students through effective violence prevention programs.**

**Goal #12: The district will assist students and parents in planning effectively for post-high school learning opportunities and career preparation.**

**Goal #13: All students will have highly qualified teachers, principals, and paraprofessionals.**

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Action Plan  
2004-2005

## Long Range Goal #1:

All students and each sub-population of students will achieve 80-90% mastery level of performance in TAKS Reading.

## Annual Performance Objectives:

District reading scores for all students will increase by 2% from 88% to 90%.

District reading scores for African American students will increase by 18% from 62% to 80%.

District reading scores for Hispanic students will increase by 7% from 83% to 90%.

District reading scores for White students will maintain 90% or above.

District reading scores for Economically Disadvantaged students will increase by 9% from 81% to 90%.

Special Education students will perform at levels indicated by their ARD objectives in reading for all sub-population groups.

## Compensatory Education Funds (District Allocation)

### Compensatory Education Funds Supporting Goal #1:

| Strategies/Activities   | Resources  | Formative Evaluations   | Timelines   | Person(s) Responsible                             | Summative Evaluations                                   |
|---|--|---|---|---|---|
| Provide campus budgets and staff development training to all teachers and aides for targeting instructional strategies in reading | Region 10 ESC Block Grant Cooperative, Titles IV and VI, Staff Development Workshops | Staff development attendance; report card grades, progress reports, lesson plans, principal walkthroughs, PDAS evaluations. (Review at least each 6 weeks.) | Staff development days on staff development calendar; 6 weeks; weekly walkthroughs; semester PDAS reviews | Campus principals; Superintendent; Transfer Teams | TAKS Reading Scores; TAKS passing rates                 |
| Project Read as a test taking strategy  | TAKS material; trade books; newspapers; WebCat                                       | Benchmark evaluations   | October-May   | Principals; teachers                              | TAKS Reading Scores; TAKS passing rate                  |
| Use Accelerated Reading program as a supplemental resource  | Library budgets  | Student AR scores on testing; points accumulated  | August-May; 6-week review of activity   | Language Arts and Reading instructional personnel | Yearly points collected per student, ZPD range increase |
| Book Buddy Club Reading Gr.K-5  | Community volunteers   | Individual student performance  | August-May  | Principals  | Surveys; student reading levels                         |
| Implement new reading diagnostic instruments (Informal Reading Inventory)   | IRI teacher kits; campus budget  | Beginning, Middle, and End of year evaluations; fluency and comprehension checks  | August-May  | Principals, reading personnel                     | IRI Reading Scores<br>TAKS Reading Scores               |
| Graphic Organizers will be used K-12  | Reading curriculum; newspapers; graphic organizers; WebCat                           | Benchmark evaluations   | August-April  | Principals; instructional personnel               | TAKS Reading Scores;<br>Student work samples            |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Action Plan  
2004-2005

## Long Range Goal #2:

All students and each sub-population of students will achieve 90% mastery level of performance in TAKS Writing.

## Annual Performance Objectives:

District writing scores for all students will maintain 90% or higher.

District writing scores for African American students will increase by 23% from 67% to 90%.

District writing scores for Hispanic students will maintain 90% or higher.

District writing scores for White students will maintain 90% or higher.

District writing scores for Economically Disadvantaged students will increase by 9% from 81% to 90%.

Special Education students will perform at levels indicated by their ARD objectives in writing for all sub-population groups.

## Compensatory Education Funds (District Allocation)

### Compensatory Education Funds Supporting Goal # 2:

| Strategies/Activities   | Resources  | Formative Evaluations  | Timelines   | Person(s) Responsible                             | Summative Evaluations  |
|---|--|--|---|---|--|
| Provide campus budgets and staff development training to all teachers and aides for targeting instructional strategies in writing | Region 10 ESC Block Grant Cooperative, Titles IV and VI, Staff Development Workshops; in-house staff development by Transfer Teams | Staff development attendance; report card grades, progress reports, lesson plans, principal walkthroughs, PDAS evaluations. (Review at least each 6 weeks.)        | Staff development days on staff development calendar; 6 weeks; weekly walkthroughs; semester PDAS reviews | Campus principals; Superintendent; Transfer Teams | TAKS Writing Scores; TAKS passing rate                         |
| Transfer Teams will provide staff development in writing across the curriculum  | Staff development time   | Staff Development participation records; evaluations of staff development; 3 and 6 week analysis of students' holistically scored writing samples`                 | Weekly; three weeks; six weeks  | Campus principals; Transfer Teams                 | TAKS Writing Scores; TAKS passing rate                         |
| Reward outstanding writing accomplishments of students and teachers   | Included in \$250 per campus in Goal #2.   | Logs of rewards and recognition; increase in the number of students and teachers recognized each six weeks; writings recognized in newsletters and local newspaper | Six weeks   | Campus principals                                 | TAKS Writing Scores<br>UIL participation in writing categories |
| Writing centers and journal writing   | Campus budget; staff development   | Portfolio; writing samples; published writing  | August-May; weekly checks with journals and writing center activities                                     | Campus principals; instructional personnel        | TAKS Writing Scores; TAKS passing rate; portfolio              |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #3:

All students and each sub-population of students will achieve 80-90% mastery level of performance in TAKS Math.

## Annual Performance Objectives:

District math scores for all students will increase by 7% from 83% to 90%.

District math scores for African American students will increase by 23% from 57% to 80%.

District math scores for Hispanic students will increase by 8% from 82% to 90%.

District math scores for White students will increase by 5% from 85% to 90%.

District math scores for Economically Disadvantaged students will increase by 16% from 74% to 90%.

Special Education students will perform at levels indicated by their ARD objectives in math for all sub-population groups.

## State Compensatory Education Funds (District allocation)

## State Compensatory Education Funds Supporting Goal #3:

| STRATEGIES/ACTIVITIES  | RESOURCES  | FORMATIVE EVALUATIONS   | TIMELINES   | PERSON(S) RESPONSIBLE                                      | SUMMATIVE EVALUATIONS  |
|--|--|---|---|--|--|
| Provide campus budgets and staff development training to all teachers and aides for targeting instructional strategies in math | Region 10 ESC Block Grant Cooperative, Titles IV and VI, Staff Development Workshops; in-house staff development by Transfer Teams | Staff development attendance; report card grades, progress reports, lesson plans, principal walkthroughs, PDAS evaluations. (Review at least each 6 weeks.) | Staff development days on staff development calendar; 6 weeks; weekly walkthroughs; semester PDAS reviews | Campus principals; Superintendent; Transfer Teams          | TAKS Math Scores; Passing rates in math; SAT/ACT Math Scores                 |
| Continue to develop and strengthen math across the curriculum techniques   | Transfer Team members; time for in-house staff development   | Lesson plans; Transfer Team evaluations; principal walkthroughs   | Weekly; 6weeks  | Transfer Team Members; principals; instructional personnel | Principal's reports  |
| Use district-wide "TAKS Check" to monitor individual student progress  | AEIS-It ; Commercial "TAAS" tests; released TAKS tests; teacher-made tests   | Results on intermittent tests are compared to AEIS-It data on each students   | Three weeks; six weeks  | Campus principals  | TAKS Math Scores   |
| Develop a reward and recognition program for math accomplishments of students and teachers                                     | \$250 per campus   | Logs of awards presented; Purchase order records  | August-May; every 6 weeks   | Campus principals; Superintendent                          | TAKS Math Scores; Passing rates in math; SAT/ACT Math Scores; Teacher Survey |
| Incorporate problem solving and critical thinking skills across the district   | WebCat; released TAKS test; TAKS practice classes; Step-Up to TAKS curriculum  | Lesson plans; Math Meets; benchmark testing   | Daily August-May  | Campus principal; instructional personnel                  | TAKS Math Scores; Passing rates in math; Yearly average                      |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #4:

All students and each sub-population of students will achieve 80-90% mastery level of performance in TAKS Science.

## Annual Performance Objectives:

District science scores for all students will increase by 14% from 84% to 90%.

District science scores for African American students will increase by 30% from 50% to 80%.

District science scores for Hispanic students will increase by 8% from 82% to 90%.

District science scores for White students will increase by 4% from 86% to 90%.

District science scores for Economically Disadvantaged students will increase by 9% from 81% to 90%.

Special Education students will perform at levels indicated by their ARD objectives in science for all sub-population groups.

## Compensatory Education Funds (District Allocation)

### Compensatory Education Funds Supporting Goal #4:

| Strategies/Activities   | Resources  | Formative Evaluations   | Timelines   | Person(s) Responsible               | Summative Evaluations                                    |
|---|--|---|---|-------------------------------------|--|
| In-service training specifically geared toward best practices for science instruction                                     | Region 10 ESC Block Grant Cooperative, Titles IV and VI, Staff Development Workshops; in-house staff development by Transfer Teams | Staff development attendance; report card grades, progress reports, lesson plans, principal walkthroughs, PDAS evaluations. (Review at least each 6 weeks.) | Staff development days on staff development calendar; 6 weeks; weekly walkthroughs; semester PDAS reviews | Campus Principals; Transfer Teams   | TAKS Science scores; TAKS Science passing rates          |
| 1-2 teachers from each grade level (K-12) attend the Conference for the Advancement of Science Teaching (CAST Convention) | Funds for: Travel, lodging, meals registration fees, substitute pay,   | Number of attending instructional personnel   | October 2004  | Principals, Instructional personnel | TAKS Science scores; TAKS Science passing rate           |
| Remediation/Tutorials based on TAKS results and benchmark testing (4-12)  | Science curriculum   | Benchmark tests; TAKS disaggregated data  | 2003-2004 school year; monthly/ semester  | Principals, Instructional personnel | TAKS Science Scores; TAKS Science passing rates          |
| Annual field trip by each grade level (related to science instruction)  | Travel expenses; entry fees  | Number of field trips   | 2003-2004 school year   | Principal,; Instructional personnel | Surveys; TAKS Science Scores; TAKS Science passing rates |
| Science project requirement for grades 2-12<br>Science show/fair<br>Per campus each spring                                | Supplies   | Number of participants  | Spring 2004   | Principals; Instructional personnel | TAKS Science Scores; TAKS Science passing rates          |

|   |                                     |  |  |                                  |   |
|---|-------------------------------------|--|--|----------------------------------|---|
| <p>Science Coordinator to assist in grades K-12:<br/>         *Vertical alignment<br/>         *Coordinate lab/hands-on activities<br/>         *Manage district lab equipment, chemicals, and chemical disposal<br/>         *Grant writing for science equipment, supplies, and programs.</p> | <p>Funding for additional staff</p> | <p>Number of labs/grants completed; aligned curriculum; Scope and Sequence</p> | <p>2004-2005</p>   | <p>Superintendent; Principal</p> | <p>TAKS Science Scores; TAKS Science passing rate</p>               |
| <p>Incorporate science reading materials grades 2-12 (Class sets of National Geographic for Kids, Current Science, or Science World)</p>  | <p>Campus budget</p>                | <p>Grades from Teacher Resource sheets with reading materials</p>              | <p>September 2004<br/>         Monthly subscriptions</p> | <p>Principals, Teachers</p>      | <p>TAKS Science Scores; TAKS Passing Rates; TAKS Reading Scores</p> |

Science Continued

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #5:

All students and each sub-population of students will achieve 90% mastery level of performance in TAKS Social Studies.

## Annual Performance Objectives:

District social studies scores for all students will maintain 90% or above.

District social studies scores for African American students will increase by 7% from 83% to 90%.

District social studies scores for Hispanic students will maintain 90% or above.

District social studies scores for White students will maintain 90% or above.

District social studies scores for Economically Disadvantaged students will increase by 6% from 84% to 90%.

Special Education students will perform at levels indicated by their ARD objectives in social studies for all sub-population groups.

## Compensatory Education Funds (District Allocation)

### Compensatory Education Funds Supporting Goal # 5:

| Strategies/Activities  | Resources   | Formative Evaluations   | Timelines   | Person(s) Responsible  | Summative Evaluations                         |
|--|---|---|---|--|---|
| Provide campus budgets and staff development training to all teachers and aides for targeting instructional strategies in Social Studies | Region 10 ESC;, Titles IV and VI, Staff Development Workshops; in-house staff development | Staff development attendance; report card grades, progress reports, lesson plans, principal walkthroughs, PDAS evaluations. (Review at least each 6 weeks.) | Staff development days on staff development calendar; 6 weeks; weekly walkthroughs; semester PDAS reviews | Campus principal   | TAKS Social Studies scores; TAKS passing rate |
| Computer "Field Trips"   | Region 10; Computer Lab   | Lesson plans; participation numbers; portfolio activities   | August-May  | Technology Director; Campus principal; instructional personnel | Surveys                                       |
| Newspapers in the classroom  | Local newspapers (Leonard, Sherman, Dallas) NIE Programs                                  | Daily use and number of subscriptions   | August-May Weekly   | Campus Principals  | TAKS Social Studies Scores                    |
| <u>Time; Weekly Reader; or National Geographic</u> magazines   | Library budget; campus budget; magazine company   | Daily use and number of subscriptions   | August-May; Weekly; Monthly   | Campus principal; instructional personnel                      | TAKS Social Studies Scores                    |
| Identify classroom grants for Social Studies   | Region 10; Internet   | Number of grant applications completed  | August-May  | Campus principal   | Number of grants received                     |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #6:

All students and each sub-population of students will maintain a dropout rate of less than 1%.

## Annual Performance Objectives:

The district will maintain dropout rate of less than 1%.

## State Compensatory Education Funds (District allocation)

### State Compensatory Education Funds Supporting Goal #1:

| STRATEGIES/ACTIVITIES  | RESOURCES  | FORMATIVE EVALUATIONS   | TIMELINES   | PERSON(S) RESPONSIBLE  | SUMMATIVE EVALUATIONS   |
|--|--|---|---|--|---|
| Monitor attendance, academic performance, and behavioral data of at-risk students. Monitor retention rates of all students and each sub-population at each grade level | Local funds<br>Computerized program;<br>computer scanner; uniform<br>absentee notice | Failure rates at 3 and 6 weeks reporting periods; conferences with parents of at-risk students; failure rates in specific subject areas | Logs of teacher/parent conferences; three-week progress reports; six weeks report cards | Counselors; principals; teachers; district police officer    | Annual retention rate improvement;<br>Lowered drop-out rate<br>Better graduation rate |
| Provide staff development on causal factors of dropouts and procedures for prevention and recovery   | Region 10 ESC Cooperative<br>SCE Funds \$____  | Certificates of training  | Staff Development Dates;<br>communications with at-risk homes                           | Superintendent; principals;<br>counselors; attendance clerks | Annual dropout rate improvement   |
| Provide tutorials for at-risk students<br>Communicate with parents of at-risk students   | SCE Funds \$____   | Monthly records of tutorial attendance; records of parental conferences and other contacts; copies of parental communications           | Daily and weekly attendance and communications reviews                                  | Campus principals; teachers of at-risk students              | Retention rate; dropout rate; graduation rate; TAKS scores                            |
| In-school suspension   | SCE Funds \$____   | Discipline referrals  | Daily   | Campus principals; AEP/ISS teachers                          | Annual discipline report  |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

Long Range Goal #7:

Participation in and student performance in the SAT/ACT testing program will increase.

Annual Performance Objectives:

Participation in the SAT/ACT testing program will increase by 16.8% from 63.2% to 80%.

Average ACT Score: 20.2    Average SAT scores: Not reported

| STRATEGIES/ACTIVITIES                                   | RESOURCES                   | FORMATIVE EVALUATIONS  | TIMELINES                    | PERSON(S) RESPONSIBLE                          | SUMMATIVE EVALUATIONS                |
|---|-----------------------------|--|------------------------------|--|--------------------------------------|
| Encourage all juniors in the district to take the PSAT. | Local funds; student funds. | Individualized computer Prep ACT/SAT programs; hard copy prep programs | October                      | High School Counselor<br>High School Principal | ACT/SAT scores                       |
| Provide incentives for outstanding performance on tests | Local funds                 | Number of students receiving recognition.                              | Upon receipt of test results | High School Counselor<br>High School Principal | ACT/SAT scores<br>AEIS annual report |

\*\*Class of 2006 only graduates on minimum tract will be resource students.

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #8:

Students, district-wide will have access to and utilize technology in all core areas.

## Annual Performance Objectives:

LISD will provide at least a ratio of 4-to-1 student workstation access, including internet connectivity and appropriate software.

LISD will provide teacher training to ensure technology will be integrated into instruction.

LISD will provide training for all students at all campuses in the use of technology, software, and the internet.

| STRATEGIES/ACTIVITIES  | RESOURCES                                    | FORMATIVE EVALUATIONS  | TIMELINES                            | PERSON(S)<br>RESPONSIBLE                      | SUMMATIVE EVALUATIONS  |
|--|--|--|--------------------------------------|---|--|
| Develop staff expertise in accommodating internet integration within the TEKS curriculum | Local funds; staff development time          | Staff development agendas; staff development attendance; Transfer Team meeting minutes | Six weeks                            | Technology Director, Transfer Team            | PDAS Results; annual staff development survey and evaluation |
| Prepare "campus trainers" to provide leadership and technical training to other staff    | Local funds; local personnel; TIF funds      | Training records; records of technical assistance requests and responses               | Daily availability; six weeks review | Campus Principals; Technology Director        | Trainee evaluations and surveys                              |
| Use trained teachers and technology aides to train students                              | Local funds; time for training opportunities | Lesson plans; walkthroughs; computer lab usage records                                 | Daily availability; six weeks review | Campus Principals                             | Principals' reports; PDAS results                            |
| Continue to improve automated library resources on all campuses                          | Local funds for media budget                 | Library inventory at end of semesters  | Semester/end of year review          | Librarian, library aides, Technology Director | End of year computer reports                                 |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #9:

Parental and community involvement will increase annually district-wide.

## Annual Performance Objectives:

LISD will involve parents in the educational planning/progress of each student.

LISD will increase parental involvement in extracurricular activities.

LISD will provide community access to district resources through technology.

| STRATEGIES/ACTIVITIES   | RESOURCES  | FORMATIVE EVALUATIONS   | TIMELINES   | PERSON(S) RESPONSIBLE                                 | SUMMATIVE EVALUATIONS  |
|---|--|---|---|---|--|
| Parental and community communications will be recorded and reported   | NA   | Parental conference reports; home visit reports; conference notes | Daily; 6 weeks review   | Campus SBDM members; teachers                         | Increase in number of parental contacts at end of year through final report of records |
| Conduct open house or "meet the teacher" nights at every campus   | Communications to parents and community  | Parent/community attendance at event.                             | September and March   | Campus principals                                     | Increase in parental attendance and involvement; parent surveys                        |
| Plan day in the calendar for parent conferencing at the end of the first six weeks  | Staff time   | Teacher records of conferences; parental responses                | September – Make sure that there are no other extracurricular events this night | Campus principals; calendar committee; superintendent | Record of parental involvement and participation                                       |
| Sell "family-priced" season ticket for all athletic events  | Athletic budget  | Sales reports; attendance reports                                 | Major drive in August; ongoing  | Athletic director                                     | Attendance reports; sales reports; increase in family involvement                      |
| Give targeted parents free tickets to one game  | Athletic budget  | Ticket records; parental response                                 | August-May; records of sporting events  | Athletic director                                     | Attendance reports; ticket records   |
| Inform parents and community of school events and activities  | Posted notices; newspaper articles; notices to parents                           | Parent/community attendance at school events and activities       | Monthly   | Event sponsors  | Portfolio of communications; event attendance reports                                  |
| Enhance parent/teacher communication through the use of e-mail by requesting e-mail addresses on district student registration form | Registration forms; e-mail service   | Web site/e-mail contacts log                                      | Monthly   | Technology Director; principals; teachers             | Summary report of web site activity  |
| Disseminate school information to community through the use of a school-based web site  | Leonardisd.org   | Web site contact logs   | Update weekly   | Technology Director; principals; teachers             | Summary report of web site activity  |
| Develop a continuing education program to promote literacy in the community   | \$500 local funds  | Communications to community and family                            | Monthly   | High School Principal                                 | Participation records  |
| Book Buddy Reading Club Gr.K-5  | Community volunteers; newspaper notices; letters to parents and local businesses | Individual student performance                                    | August-May; weekly  | Principals  | Surveys; student reading levels  |

|                         |               |  |        |                               |  |
|-------------------------|---------------|--|--------|-------------------------------|--|
| Library Reading Program | Local Library | Parent, community, and student participation | Summer | Teacher and Parent Volunteers | Surveys; records of attendance and involvement |
|-------------------------|---------------|--|--------|-------------------------------|--|

Parental Involvement Continued

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #10:

Special populations of students will achieve to their maximum potential through appropriate modifications to the basic instructional program and through staff development that emphasizes high expectations and appropriate teaching strategies for all students.

## Annual Performance Objectives:

Special Education students will perform at levels indicated by their ARD objectives in language arts, math, and writing for all sub-population groups.

| STRATEGIES/ACTIVITIES  | RESOURCES  | FORMATIVE EVALUATIONS  | TIMELINES      | PERSON(S) RESPONSIBLE  | SUMMATIVE EVALUATIONS  |
|--|--|--|----------------|--|--|
| Provide staff development that ensures all areas of CAP are met for students who receive special education services. | Prorated portion of co-op special education director's salary and budget; staff development time on calendar; copy of guidelines for staff | Special education students' records indicating that all timelines are met  | August; May    | Campus principals; Director of Special Education; CAP participants | Special education students' grade level advancement and academic performance                         |
| Attend learning disabilities workshops that focus on inclusive settings.   | Region 10 ESC Instructional Services; release time for teachers  | Workshop attendance; certificate report  | Training dates | Campus principals; Director of Special Education                   | Special education students' grade level advancement and academic performance                         |
| Provide teacher training for behavior management of students with special needs.                                     | Region 10 ESC  | Training session attendance; certificate report  | Training Dates | Campus principals; Director of Special Education                   | Behavior referral logs; special education students' grade level advancement and academic performance |
| Review staffing patterns to accommodate increase in populations with special needs                                   | Local funds; state and federal funds   | Staff roster; enrollment data; data regarding handicapping conditions and time required of teachers and aides to accommodate conditions. | August; May    | Campus principals; Director of Special Education; Superintendent   | Special education students' grade level advancement and academic performance                         |
| Establish operating guidelines for implementation of referral process in an effort to reduce unnecessary referrals.  | Local funds; Co-Op funds   | Pre-referral committee; Student's progress   | As needed      | Master teacher; campus principals; and counselor                   | Academic achievement and advancement of students at-risk   |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #11:

A safe learning environment will be provided for all students through effective violence prevention programs.

## Annual Performance Objectives:

The district will promote a safe, orderly environment that results in a reduction of incidences related to violence, hazards, and drug/alcohol abuse.

| STRATEGIES/ACTIVITIES   | RESOURCES                      | FORMATIVE EVALUATIONS  | TIMELINES                 | PERSON(S) RESPONSIBLE  | SUMMATIVE EVALUATIONS          |
|---|--------------------------------|--|---------------------------|--|--------------------------------|
| Train faculty and staff on procedures of discipline management. Enforce discipline management plan. Communicate updates to parents. | Local funds; Region 10 ESC     | Training schedules; weekly, semester, and annual discipline referrals; communications to parents | August; monthly           | Campus principals; superintendent  | 2003-2004 discipline referrals |
| Develop and train staff in crisis management plan   | Local funds; Region 10 ESC     | Training schedules; staff survey   | August; January; May      | Campus principals; superintendent  | 2003-2004 end of year review   |
| Raise student and employee awareness of drugs and other forms of substance abuse.   | Region 10 Title IV Co-op Funds | Red Ribbon Week participation; other drug program participation; semester incidence reports      | October; semester reports | Campus principals; counselors; local authorities                             | 2003-2004 incidence report     |
| Incorporate anger management programs   | Local funds; Title IV          | Training and curriculum schedules  | August-May                | Campus principals, counselors, teachers; local authorities; resource officer | 2003-2004 Discipline reports   |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #12:

The district will assist students and parents in planning effectively for post-high school learning opportunities.

## Annual Performance Objectives:

1. Students will access and receive the benefits of scholarships, grants, and loans for post-high school education.
2. Students who choose not to pursue higher education opportunities will successfully find employment upon graduation.
3. Students will make informed curriculum choices that prepare them for success beyond high school.
4. Participation in the Recommended and Distinguished High School Program will increase by 5%.

| STRATEGIES/ACTIVITIES  | RESOURCES  | FORMATIVE EVALUATIONS  | TIMELINES  | PERSON(S) RESPONSIBLE                                      | SUMMATIVE EVALUATIONS  |
|--|--|--|--|--|--|
| Communicate to high school and junior high students the requirements of the Texas Grant Program and Teach for Texas program. | Local funds  | Portfolio of communications; student handbook; counselor records   | Upon enrollment and scheduling of high school graduation plan; semester review | Counselors   | Number of students enrolled in recommended and distinguished diploma programs; number of students receiving grants                           |
| Communicate to students and assist students in acquiring scholarships, grants, and financial aid.                            | Local funds; local and regional scholarships                       | Portfolio of communications  | Monthly; Semester review of activity   | Counselors   | Report of students receiving scholarships, grants, financial aid.  |
| Provide college night for parents to review post high school options.  | Local funds; regional college representatives                      | Log of attendance  | September, April   | Counselors, Principals                                     | Number of students and parents requesting more information; number of students enrolling in higher courses and career and technology courses |
| Update the Career and Technology Education Program to assure its relevance to current employment trends and requirements.    | Local funds; Carl Perkins funds; state career and technology funds | Administrative and staff meetings agendas and reports; Career and Technology courses enrollment and attendance; CATE evaluations | Spring, 2001   | Principals; Superintendent; Career and Technology teachers | End of year Career and Technology Evaluations and Follow-ups of students; survey of post-graduates   |
| Initiate a Cooperative work program for eligible high school students.   | State career and technology funds                                  | Spring 2003 pre-registration   | Initiation Spring 2003<br>Implementation Fall 2004                             | Principals; Superintendent; Career and Technology teachers | Employer reports; teacher reports  |

# LEONARD INDEPENDENT SCHOOL DISTRICT

District Improvement Plan  
2004-2005

## Long Range Goal #13:

All students have highly qualified teachers, principals, and paraprofessionals.

## Annual Performance Objectives:

1. Employ teachers that meet the No Child Left Behind guidelines.
2. Provide quality researched based staff development training.

| STRATEGIES/ACTIVITIES   | RESOURCES  | FORMATIVE EVALUATIONS                               | TIMELINES                  | PERSON(S) RESPONSIBLE          | SUMMATIVE EVALUATIONS   |
|---|--|---|----------------------------|--------------------------------|---|
| Provide staff development in reading, language arts, science, social studies, math, technology, ESL, G/T, Special Ed., and Dyslexia.  | Region 10 ESC; Title I; Title II; REAP; G/T; SpEd; Local funds | Informal observations; Staff development attendance | Per semester               | Principal                      | Teacher self-evaluation report; TAKS and SDAA scores                  |
| Conduct annual NCLB survey to ensure all teachers are highly qualified.   | Local Professional Development                                 | Ongoing survey                                      | Annually                   | Superintendent; Central Office | HQT Survey  |
| Administer the Region 10 developed assessment to all current and newly employed paraprofessionals to ensure their abilities in assisting teachers instructing in math, social studies, and language arts. | Region 10 ESC assessment                                       | Score on exam                                       | Fall<br>Employment process | Principal<br>Superintendent    | Demonstrate proficiency on all segments of the paraprofessional exam. |

## DISTRICT VERIFICATION



# DISTRICT SELF-EVALUATION

## *Purpose*

The purpose of the evaluation is to determine the progress of all students and to evaluate the effectiveness of all programs. The district evaluation addresses the effectiveness of programs for all students, including those served by English as a Second Language (ESL), Title I, Special Education, and Career and Technology Education, and includes data gathering discussions to determine the extent to which planning and decision making are positively impacting the quality and effectiveness of the programs. The district review also includes an assessment of whether the district is in compliance with state and/or federal requirement for specific programs. The evaluation results in documentation of the findings, including recommendations to enhance school improvement efforts and corrective actions pertaining to compliance with federal and state laws and regulations.

## *Procedure for Self-Evaluation*

The district self-evaluation is completed collaboratively by the district leadership staff, the district-level planning and decision-making committee, and other staff members who may be requested to participate. Parental input is also obtained to determine parents' perceptions of the effectiveness of planning and programs in meeting the educational needs of students.

## *Focus of Self-Evaluation*

The self-evaluation is also intended to assist district staff in reviewing the effectiveness of the district and campus planning and decision-making efforts. The policies and procedures for planning and decision making are reviewed, and the level of implementation of improvement initiatives or strategies is evaluated.

Any other significant factors that may impact student performance are reviewed, and the district notes any factors that may affect district improvement efforts, whether positively or negatively.

## DISTRICT-LEVEL DECISION MAKING

### *District and Campus Level Committees*

Leonard ISD's campus level and district level committees consist of administrators, teachers of regular education and special education populations, counselors, librarians, parent representatives, and community representatives. Faculty representatives are elected to campus committees and appointed to district committees; parent and community representatives are asked to serve by administrators. Both campus and district level committees meet as needed. In addition, Leonard ISD has a Transfer Team, an active planning and results-oriented sub-committee composed of administrators and teachers. Roles and responsibilities pertaining to planning and decision-making have been addressed on pages six through nine of this document.

Ethnic diversity on the committees has been addressed, but not achieved. Continued efforts are being directed at involving minority parents and educators.

### *Communication*

Systematic communication measures are used to obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the committees. Because Leonard ISD is part of a small, close-knit community, an open-door policy has always played an effective role in communication. In addition, newsletters are mailed to all parents at least twice a year, articles appear in the local weekly newspaper, public forum is part of school board meetings, the Parent Connection phone system is in operation, the local Parent/Teacher League participates, and home visits are made to all elementary parents/students once each year. Parent input is also sought in ARD meetings, at Open House and Meet the Teachers nights, and in teacher/parent conferences.

"Translate Instant Spanish," a computer translating program is being used to translate student handbooks, enrollment forms, program information, and other useful documents for distribution to Spanish-speaking families. The high school Spanish teacher, a bilingual aide, and bilingual students are available to translate orally when needed.

### *Special Needs Populations*

Strategies are developed specifically for special populations, and strategies planned for all populations are examined for possible modification for special populations. Education staff members from special programs are included either as members of the planning teams or as consultants to the teams.

### *Review of Educational Plans, Goals, and Objectives*

Because Leonard ISD is a small district with only one campus at each level, review of plans, goals, and performance objectives can easily take place at campus-wide and district-wide meetings. The evaluation, planning, and revision process actually involves the entire faculty, not merely the committees. Report card grades, AEIS, referral, entry, and exit activity in special programs, dropout rates, attendance rates, and other sources of information are considered. Formal preparation of plans and reports is, however, completed and approved by committee.

Since major instructional decisions involve the entire staff of each campus, special programs are well represented. Performance of special populations is compared to overall performance. When a significant performance gap exists, causal factors are identified, and recommendations for programmatic changes are made. The campus and district committees review and endorse them.

### *Decision-Making Areas*

#### Budgeting:

Budgeting needs are determined at the campus level and reported to the superintendent to be included in the budget approved by the board of trustees. Emergency budgeting problems may be considered and resolved at the weekly administrators' meetings.

#### Curriculum:

Campus site-based committees, in conjunction with the entire campus staff, make curriculum decisions. Discussion is often on an informal basis because of the size of the community and of the campuses. Administrators may address curriculum questions at their weekly meetings.

#### Staff Patterns:

Needs are determined at the campus level and reported to the superintendent. Prospective faculty members are interviewed and approved by the campus site-based decision-making teams before presentation for approval by the board of trustees.

#### Staff Development:

LISD is served by a Transfer Team, a group of teachers and administrators trained and aided by Region X. They review needs reported in faculty surveys and study AEIS and TAKS data, report card summaries, attendance reports, and other student/teacher data to determine appropriate and timely topics for staff development. They also assist in preparation and implementation of staff development programs and serve as informational liaison for their campus faculty.

#### School Organization:

District and campus committees gather information from surveys, personal interviews, and other data. District staff are given opportunities for comments or suggestions before major decisions are approved.

### *Integration of Services*

Integration of services is not difficult in a district of our size. Additionally, financial constraints require a “non-duplication” mode of operation. Weekly administrators’ meetings provide a forum for discussion, and the district SBDM committee can be convened if problems arise.

### *Parents in the Decision-Making Process*

Parents are included on the campus site-based committees and on the district site-based committee. They are consistently notified of activities and initiatives and are encouraged to participate both at school and at home. The monthly PTL meetings provide an opportunity for teachers and administrators to talk with parents about issues of importance, and parents may offer opinions/suggestions during public forum at board meetings.

## DEVELOPMENT OF THE DISTRICT IMPROVEMENT PLAN

The District SBDM committee revised the 2004-2005-improvement plan in January 2005. Carefully considered and addressed were special and regular populations, minorities, community mores, causal factors, technology, and parent involvement. Federal, state, and local planning requirements were implemented according to law.

### *Comprehensive Needs Assessment*

The needs assessment is conducted by committee review of AEIS and local data such as failure rates, discipline reports, attendance reports, and teacher/parent/student opinion. Additional information is derived from the Iowa Test of Basic Skills (elementary) or the CLASS (junior high and high school), as stipulated in the special education ARD. Revision also entails looking beyond performance data to identifying causal factors. Improvement, or lack thereof, in standards for measuring achievement are noted and appropriate modifications to the programs are recommended.

Causal factors have been identified as:

- economically disadvantaged
- language arts/education low priority in community
- lack of leisure/enrichment language arts material in economically disadvantaged homes
- language arts not perceived as enjoyable due to low language arts ability
- lack of subpopulation/ethnic minority parent representation in committees and school activities
- lack of access to technology

Data used to identify causal factors were:

- AEIS
- interviews/personal knowledge of community
- surveys
- lists of committee representation, parents generally involved in school activities

### *Performance Objectives*

The performance objectives show careful consideration and planning for special and regular populations. Special populations are specifically addressed in the needs assessment, and activities are designed to improve achievement in those subgroups. Priority is placed on expansion and transfer of basic skills.

*Initiatives/Strategies*

LISD's district planning procedures assure all students equal opportunity to participate in educational activities and use of technology to assist learning. Special equipment is available for physically handicapped students as needed, all facilities are wheelchair accessible, a computer Spanish translation program is in use, computer software is available to everyone, college/career information is on computer, and ACT software is in use for juniors.

Modifications of instructional pacing and materials ensure that students of special populations have full opportunity to master the essential knowledge and skills of the required curriculum. The district improvement plan addresses special populations specifically in long range goals one through three and inherently in all other goals. Instructional methods for addressing the needs of any student group not achieving their full potential are addressed in the long range goals.

The SBDM team and the individual campus staff develop inclusion and transition strategies appropriate for their campus levels. Elementary includes pre-kindergarten in lunchroom, computer, art, music, and physical education, as well as in assemblies where they mix with older students. Junior high has fifth grade orientation day and career education. High school holds freshmen orientation and Career Night and provides counseling for juniors and seniors soon to enter college or the work force. Special populations are included in all these activities.

Leonard ISD addresses drop-out reduction through the Life Program, a childcare/parent training program for high school students with children, flexible scheduling for high school students who need only a few credits to graduate, counseling services for all grade levels, and a retention reduction summer program at the elementary and junior high levels.

LISD recognizes that access to technology will greatly enhance students' ability to achieve. Graphing calculators, Ed-Net 10, T-Star, access to the internet for research, and the library card catalog on computer are resources already available. In addition, a TIFP project grant has provided better, more readily available internet access, and updated, faster hardware. All three campuses have computer labs. All campuses and the administration use the Region 10 WinSchool service.

The necessity for career education is recognized and addressed in various ways. Career Night brings guest speakers from businesses and professions to the high school campus so students may learn about opportunities available, and high school classes have guest speakers who discuss businesses and professions. Career information software is available for student use. Parenting classes are a vital part of the LIFE project, and career education classes are held on the junior high level.

Opportunities for students to obtain grants, scholarships, and financial aid are facilitated through the high school counselor's office. Students are encouraged to pursue, at the least, the recommended graduation plan so that they may be eligible for the Texas Grant Program.

Gifted/talented students are identified by criteria recommended by the Texas State Plan for Gifted and Talented Students and determined by individual campus committees. Methods for serving gifted/talented students are devised and implemented on a campus-by-campus basis.

The focus for discipline at LISD is on self-discipline. District policy is printed in the student handbook, and it must be acknowledged by parents' and students' signatures. Behavior management plans are on file and distributed to appropriate staff for special education students who need them. The elementary campus has been trained in Discipline with Dignity and Ask, Don't Tell, and the high school and junior high participate in Making Choices.

Parental involvement strategies are detailed in long range goal ten. Parental involvement is a high priority. Activities for increasing the percentage of parents involved in students' education and extra-curricular activities are on-going.

### *Resource Allocations*

Financial and property resources are allocated by administration. Input from staff and community is considered; site-based committees offer recommendations; principals file purchase orders and resource requests; and central administration distributes. All budgets are annually approved by the board of trustees.

### *Implementation*

Incremental timelines and the persons responsible for them are identified in each long range goal of the district improvement plan. These are determined at the annual revision meeting of the district site-based decision making committee.

### *Formative Evaluation*

Persons responsible for individual initiatives report to campus committees and campus principals. Day-to-day refinements may be accomplished through the weekly administrators' meetings, and campus SBDM meetings are called as necessary. Formative evaluations become a part of the yearly summative evaluation.

**Leonard Comp. Ed. 2004-05**

**21 Gifted and Talented Block Grant**

| Campus | 101        | 102        | 041        | 001        |
|--------|------------|------------|------------|------------|
| 6119   |            | 8,984      | 5,200      |            |
| FTE's  |            | .28        | .15        |            |
| 6140   |            |            |            |            |
| 6200   |            |            |            |            |
| 6300   | <u>200</u> | <u>200</u> | <u>200</u> | <u>200</u> |
|        | 200        | 9,184      | 6,780      | 200        |

Total GT \$14,784                      Summary of finance 85% = \$13,598

**22 Career and Tech Block Grant \_**

| Campus | 101 | 102 | 041          | 001          |
|--------|-----|-----|--------------|--------------|
| 6119   |     |     | 8,344        | 87,705       |
| FTE's  |     |     | .17          | 2.37         |
| 6129   |     |     |              | 7,417        |
| 6140   |     |     | 818          | 8,831        |
| 6200   |     |     |              |              |
| 6300   |     |     |              | 6,600        |
| 6400   |     |     |              | <u>3,100</u> |
|        |     |     | <u>9,162</u> | 113,653      |

Total Career and Tech \$122,815                      Summary of finance 85% = \$88,133

**23 Special Education Block Grant**

| Campus   | 101           | 102           | 041           | 001           | 999      |
|----------|---------------|---------------|---------------|---------------|----------|
| 6112     | 1,905         | 600           | 2,000         | 5,000         |          |
| 6119     | 41,042        | 52,387        | 67,337        | 60,190        |          |
| FTE's    | .99           | 1.39          | 1.88          | 1.58          |          |
| 6129     | 49,650        | 13,000        | 24,000        | 37,799        | 6,200    |
| 6140     | 12,957        | 16,405        | 13,666        | 32,178        | 1,363    |
| 6200     |               |               |               |               | 700      |
| 6300     | 1,200         | 1,250         | 1,250         | 2,250         | 4,150    |
| 6400     | 500           | 500           | 500           | 500           | 500      |
| 6600 SSA | <u>21,000</u> | <u>21,000</u> | <u>21,000</u> | <u>21,000</u> | <u>0</u> |
|          | 128,254       | 105,142       | 129,753       | 158,917       | 12,913   |

Total Special Education \$534,979

Summary of finance 85% = \$425,908

#### 24 Compensatory Education Block Grant

| Campus | 101    | 102    | 041      | 001      |
|--------|--------|--------|----------|----------|
| 6119   | 42,277 | 33,794 | 16,658   | 41,940   |
| FTE's  | 1.12   | .82    | .40      | 1.21     |
| 6129   | 7,250  | 1,415  |          | 15,000   |
| 6140   | 3,858  | 1,559  | 1,584    | 4,368    |
| 6200   | 200    | 200    | 200      | 200      |
| 6300   | 1,800  | 1,500  | 1,800    | 1,500    |
| 6400   |        |        | <u>0</u> | <u>0</u> |
|        | 55,385 | 38,468 | 20,242   | 63,008   |

Total Comp Ed \$177,103

Summary of finance 85% = \$179,370

#### 25 ESL Block Grant

| Campus | 101 | 102 | 041 | 001        |
|--------|-----|-----|-----|------------|
| 6119   |     |     |     | 6,772      |
| FTE's  |     |     |     | .17        |
| 6140   |     |     |     | 241        |
| 6200   |     |     |     |            |
| 6300   | —   |     |     | <u>400</u> |
|        |     |     |     | 7,413      |

Total ESL \$7,413

Summary of Finance 85% = \$4,245