

**LEONARD INDEPENDENT SCHOOL DISTRICT  
DISTRICT IMPROVEMENT PLAN  
2005 -2006**

Leonard Independent School District supports the premise of the No Child Left Behind Act of 2001 and has incorporated the Department of Education Performance goals into our District Improvement Plan.

District Improvement Plan  
2005 - 2006  
No Child Left Behind

“The No Child Left Behind Act of 2001 recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- § provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- § have highly qualified teachers and principals;
- § provide a learning environment that is safe and drug free, and conducive to learning; and
- § are accountable to the public for results.”

The Department of Education performance goals:

- § Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- § Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- § Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
- § Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- § Performance goal 5: All students will graduate from high school.

**Component 1: Comprehensive Needs Assessment**

Funding source> Local funds

| Strategy                                     | Data source                                     | Formative/<br>Summative<br>Evaluations | Timeline                               | Persons involved                 |
|--|---|--|--|----------------------------------|
| Will disaggregate data by student population | TEKS, TAKS, Benchmarks, AEIS report, ITBS, TPRI | Benchmarks/TAKS                        | Benchmarks, Report Cards, AEIS reports | Teachers, Principals, Counselors |

|  |                            |                  |           |  |
|--|----------------------------|------------------|-----------|--|
| Will secure data indicating facilities needs | Facilities Committee study | Results of study | Fall 2006 | Site-Based Committee members, School Board |
|--|----------------------------|------------------|-----------|--|

**Component 2: Schoolwide Reform Strategies**

Funding>Local, SCE (24), Sp. Ed. (23), Title I (211), GT (21), Accelerated Reader (404), ESL (263)

| <b>Strategy</b>   | <b>Scientifically Research-based Resource</b>   | <b>Formative Evaluation</b>  | <b>Summative Evaluation</b>  | <b>Persons responsible</b>                    |
|---|---|--|--|---|
| All students, including all special populations, will achieve or exceed proficient level on TAKS, SDAA, and local assessments through strengthening the core academic program | Saxon Math, Accelerated Reading, Shirley Method, Scott Foresman Reading, Counseling, Innovated Teaching Methods, Integration of Vocational and Technical Programs   | TPRI, STAR assessments, Benchmarks, Report Cards, Reports, Projects  | TPRI, ITBS, TAKS, Lesson Plans, Curriculum Mapping SDAA            | Teachers, Counselors, Principals              |
| Provide enriched and accelerated curriculum.  | Accelerated Reading, Shirley Method, Saxon Math, Scott Foresman Reading, Counseling, Innovative Teaching, Integration of Vocational and Technical Programs, Dual Credit Opportunities, College and Career Guidance. | STAR assessments, TPRI, Report Cards, Progress Reports, Benchmarks, Projects   | TPRI, ITBS, TAKS, Lesson Plans, SDAA                               | Teachers, Principals                          |
| Will address the needs of special populations.  | Accelerated Reading, Shirley Method, Saxon Math, Special Education, Resource/Content Mastery, GT, ESL, Dyslexia   | STAR assessments, TPRI, IEP Progress Reports, Report Cards, Progress Reports, Benchmarks, Projects, IEP Progress Reports | TPRI, ITBS, TAKS, ARD meetings, 504 meetings, LPAC meetings, SDAA  | Teachers, Principals, Special Education Co-op |
| Will provide supplemental help for under-achieving students.  | Summer School, Tutorials, ESL, Special Ed., Dyslexia  | TPRI, IEPs, Report Cards, Progress Reports, Benchmarks   | TPRI, ITBS, SDAA, TAKS, ARD meetings, 504 meetings, LPAC meetings, | Teachers, Principals                          |

### Component 3: Instruction by Highly Qualified Teachers

Funding>Local funds, Title II (255), Sp. Ed. (23), GT (21), Title I (211)

| Strategy  | Scientifically Research-based Resource                                  | Formative Evaluation                                | Summative Evaluation                 | Persons responsible                  |
|---|---|---|--------------------------------------|--------------------------------------|
| Will provide on-going staff development opportunities to improve student achievement through use of disaggregated data and best practice research                     | Region 10 ESC   | Participation of staff and faculty                  | PDAS, Successful Student achievement | Teachers, Principals                 |
| Ensure that teachers have the required State credentials and notify parents/community if a teacher is not appropriately certified within first twenty days of school. | Region 10 ESC, Texas A&M University-Commerce, University of North Texas | On-going review of credentials of all staff members | PDAS                                 | Principals, Central Office           |
| Will implement strategies to ensure that staff development reflects identified needs.   | Region 10 ESC   | Participation by staff, Team planning               | PDAS, Successful student performance | Teachers, Principals, Central Office |

**Component 4: High-quality Teachers and ongoing Professional Development (teachers, principals, paraprofessionals, and if appropriate, pupil services personnel and parents)**

Funding> Local funds, Title II (255), Block II, Title I (211), GT (21), Sp. Ed. (23), ESL (263)

| Strategy  | Scientifically Research-based Resource       | Formative Evaluation   | Summative Evaluation   | Persons responsible        |
|---|--|--|--|----------------------------|
| Will recruit and retain highly-qualified teachers.  | Region X ESC, Universities, district webpage | AEIS data, District Service awards   | Successful student achievement, PDAS, Walkthrough, Mentoring Teaming and collaboration | Principals, Central Office |
| Will ensure that paraprofessionals hired after January 2002 meet the state requirements.  | District testing site                        | Completed two years of higher education, hold an Associates' Degree, or pass state/local academic assessment | successful student achievement   | Principals, Central Office |
| Will ensure that paraprofessionals hired before January 2002 meet state requirements within four years (unless hired as translator or hired solely to conduct parental involvement activities). | District testing site                        | Completed two years of higher education, receive Associates' Degree, or pass state/local academic assessment | successful student achievement   | Principals, Central Office |

**Component 5: Strategies to Attract High-quality, Highly-qualified Teachers**

Funding> Local funds, Title II (255), Block II, Title I (211), GT (21), Sp. Ed. (23), ESL (263)

| <b>Strategy</b>   | <b>Scientifically Research-based Resource</b> | <b>Formative Evaluation</b>  | <b>Summative Evaluation</b>   | <b>Persons responsible</b> |
|---|---|--|---|----------------------------|
| Will recruit and retain highly-qualified teachers.  | Region X ESC, Universities, district webpage  | AEIS data, District Service awards   | Successful student achievement, Mentoring Teaming and collaboration | Principals, Central Office |
| Will ensure that paraprofessionals hired after January 2002 meet the state requirements.  | District testing site                         | Completed two years of higher education, hold an Associates' Degree, or pass state/local academic assessment | successful student achievement                                      | Principals, Central Office |
| Will ensure that paraprofessionals hired before January 2002 meet state requirements within four years (unless hired as translator or hired solely to conduct parental involvement activities). | District testing site                         | Completed two years of higher education, receive Associates' Degree, or pass state/local academic assessment | successful student achievement                                      | Principals, Central Office |

## Component 6: Parental Involvement Strategies

Funding > Local funds

| Strategy  | Scientifically Research-based Resource                        | Formative Evaluation                | Summative Evaluation                                   | Persons responsible   |
|---|---|-------------------------------------|--|---|
| Will develop a written parental involvement policy and school-parent compact  | Advisory committees   | Draft by Fall semester              | Parent involvement in Title I meetings and conferences | Principals, teachers, Title I teachers, Title I Parent Committees |
| Will meet annually with parents to explain Title I programs, requirements, and participation                                | Campus Calendars  | Fall meeting                        | Parent participation                                   | Principals, Title I teachers                                      |
| Will inform parents of State's academic content, assessment, and achievement standards                                      | Meet the Teacher Night, Open House, State brochures           | Sign-in sheets                      | Improved student success                               | Principals  |
| Will improve communications between school and parents and ensure that information is in a language parents can understand. | Monthly and Six Weeks newsletters, parent-teacher conferences | Parent participation in conferences | Improved student success                               | Principals, teachers  |
| Will implement a volunteer program and book buddies program   | Parent volunteer forms, campus translators                    | Number of parent responses          | Improved student success                               | Principals, teachers  |

## Component 7: Transition Strategies for Preschool Children

Funding > Local funds, ESL (263), Pre-K grant (415)

| Strategy   | Resource                                | Formative Evaluation    | Summative Evaluation                   | Persons Responsible                    |
|--|---|-------------------------|--|--|
| Will help eligible LEP and Economically Disadvantaged pre-kindergarten students transition to elementary program | Pre-K reading and language arts program | Pre-K Roundup in spring | TPRI (K) Report Cards, Progress Checks | Principal, ESL Teacher, Pre-K Teachers |

### Component 8: Inclusion of Teachers in Academic Assessment Decisions

Funding> Local funds, AR Initiative Grant (404)

| Strategy   | Scientifically Research-based Resource                        | Formative Evaluation   | Summative Evaluation  | Persons responsible |
|--|---|--|---|---------------------|
| Will implement strategies to involve teachers in assessment decisions to improve student achievement and instructional program | Vertical alignment teams, Region 10 ESC, TAKS/ TEKS workshops | Development of benchmarks, participation on committees and workshop attendance | Improved student success on Report cards, TAKS, local assessments | Principals          |

### Component 9: Assisting Students Experiencing Difficulties Mastering the Proficient Achievement Standards

Funding> Local funds, AR Initiative Grant, (404), Title I (211), SCE (24)

| Strategy   | Scientifically Research-based Resource  | Formative Evaluation                        | Summative Evaluation  | Persons responsible  |
|--|---|---|---|----------------------|
| Will implement strategies to assist students who have not mastered state achievement standards | ESL, TAKS tutoring, Language Science Classes, Special Education Department Shirley Method, Saxon Math | Lesson Plans, Benchmarks, local assessments | Report Cards, TAKS, SDAA, TPRI, ITBS, 3 week progress reports | Principals, Teachers |

### Component 10: Coordination and Integration of Federal, State, and Local Service and Programs

Funding > Local funds, Title IV (204)

| Strategy   | Scientifically Research-based Resource                        | Formative Evaluation                                 | Summative Evaluation  | Persons responsible                                  |
|--|---|--|---|--|
| Will implement Texas Behavior Support Initiative strategies to prevent bullying and violence.      | Drug-free School training, IBSI training                      | Reduction in office discipline referrals             | Reduction in number of repetitive discipline referrals                          | Principals, teachers, counselors                     |
| Will implement health and nutrition programs to decrease child obesity and improve a child welfare | CATCH program, Foods of Minimal Nutritional Values guidelines | Increase in Perfect Attendance Awards each Six Weeks | Increase in Perfect Attendance for the year, decrease in referrals to the nurse | Principals, Nurse, P.E. teachers, classroom teachers |

**Leonard Comp. Ed. 2005-06**

**21 Gifted and Talented Block Grant**

| Campus | 101        | 102        | 041        | 001        | 999        |
|--------|------------|------------|------------|------------|------------|
| 6119   | 300        | 4,596      | 1,421      | 57,870     |            |
| FTE's  | .007       | .12        | .05        | 1.55       |            |
| 6140   |            | 544        |            | 4,420      |            |
| 6200   | 100        |            | 84         | 100        |            |
| 6300   | <u>350</u> | <u>200</u> | <u>216</u> | <u>200</u> | <u>500</u> |
|        | 750        | 5,340      | 1,721      | 62,590     | 500        |

Total GT \$70,901                      Summary of finance 85% = \$12,336

**22 Career and Tech Block Grant**

| Campus | 101 | 102 | 041 | 001          |
|--------|-----|-----|-----|--------------|
| 6119   |     |     |     | 82,227       |
| FTE's  |     |     |     | 1.93         |
| 6129   |     |     |     | 7,633        |
| 6140   |     |     |     | 9,922        |
| 6200   |     |     |     | 500          |
| 6300   |     |     |     | 9,600        |
| 6400   |     |     |     | <u>3,100</u> |
|        |     |     |     | 112,982      |

Total Career and Tech \$112,982                      Summary of finance 90% = \$102,540

### 23 Special Education Block Grant

| Campus   | 101           | 102           | 041           | 001           | 999      |
|----------|---------------|---------------|---------------|---------------|----------|
| 6112     | 1,962         | 618           | 2,060         | 5,150         |          |
| 6119     | 10,438        | 46,721        | 46,970        | 58,843        |          |
| FTE's    | .25           | 1.13          | 1.61          | 1.65          |          |
| 6129     | 31,750        | 13,500        | 25,000        | 43,618        | 22,000   |
| 6140     | 5,757         | 6,307         | 6,022         | 12,558        | 1,252    |
| 6200     |               |               |               |               | 11,700   |
| 6300     | 1,200         | 1,250         | 1,250         | 2,250         | 10,950   |
| 6400     | 500           | 500           | 500           | 500           | 500      |
| 6600 SSA | <u>15,000</u> | <u>15,000</u> | <u>15,000</u> | <u>15,000</u> | <u>0</u> |
|          | 66,607        | 83,896        | 96,802        | 137,919       | 46,402   |

Total Special Education \$431,626

Summary of finance 85% = \$360,731

### 24 Compensatory Education Block Grant

| Campus | 101      | 102      | 041      | 001        | 999      |
|--------|----------|----------|----------|------------|----------|
| 6112   | 300      | 200      | 3,000    | 3,000      |          |
| 6119   | 48,896   | 38,223   | 26,573   | 51,448     |          |
| FTE's  | 1.24     | .93      | .76      | 1.64       |          |
| 6129   | 17,390   |          |          | 19,882     |          |
| 6140   | 4,257    | 2,117    | 2,360    | 12,766     | 239      |
| 6200   |          |          |          |            |          |
| 6300   | 1,700    | 1,500    | 1,700    | 4,300      | 1,000    |
| 6400   | <u>0</u> | <u>0</u> | <u>0</u> | <u>600</u> | <u>0</u> |
|        | 72,543   | 42,040   | 33,633   | 91,996     | 1,239    |

Total Comp Ed \$241,451

Summary of finance 85% = \$180,346

### 25 ESL Block Grant

| Campus | 101      | 102      | 041        | 001      |
|--------|----------|----------|------------|----------|
| 6119   |          | 8,212    | 1,837      | 5,370    |
| FTE's  |          | .24      | .05        | .13      |
| 6140   |          | 671      | 227        | 149      |
| 6200   | 100      |          |            |          |
| 6300   | 200      | 100      | 100        | 100      |
| 6400   | <u>0</u> | <u>0</u> | <u>120</u> | <u>0</u> |
|        | 300      | 8,983    | 2,284      | 5,619    |

Total ESL \$17,686

Summary of Finance 85% = \$5,680