

**Laneville Independent School District
Laneville Accelerated School**

**District Needs Assessment and
District Improvement Plan**

School Year 2010-11



**Needs Assessment and District Improvement Plan for School Year 2010-11
Laneville Independent School District
Laneville Accelerated School**

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NOTES:

1. The Laneville Accelerated School elects to use its ESEA, Title I, Part A and other Federal, State, and Local funds to implement a schoolwide program that upgrades the entire instructional program for all students in the school. The required components of the schoolwide plan are identified in this document by annotating strategies and/or activities with a number in parenthesis that correlates to the required components identified in Appendix 3—Schoolwide Program Components.
2. The Laneville Accelerated School elects to consolidate its Federal, State, and Local funds to implement the aforementioned schoolwide program. Included in the consolidation are ESEA, Title I, Part A; ESEA, Title II, Part A; State Compensatory Education; IDEA, Part B; and General Operating.
3. The required reference to highly qualified teachers is found under District Goal #5, pages 18-19.

Report of Findings

Introduction:

The Site-Based Decision-Making Committee met on September 15, 2010, to develop a needs assessment of the Laneville Accelerated School, Laneville Independent School District for school year 2010-2011. W. Paul Mettke Managing Consultant, of Texas Educational Consultative Services, Inc. (TECS) facilitated the meeting. In addition to members of the site-based decision-making (SBDM) Committee, attendance included: A. Ronald Tidwell, Superintendent; Carolyn Reeves, Secondary Principal; Brian Nichols, Elementary Principal; Courtney Lewis, Parent; Lacy Coleman, Teacher; Jennifer Chote, Teacher; Emily Ballard, Teacher; Sylvia Whitaker, Teacher, Anita Gholson, Special Education Teacher.

During the meeting, members of the committee discussed the strengths and needs of the school focusing on six areas: students; staff; parental involvement; community involvement; plant facilities; and technology. It is important to consider both needs and strengths in these areas because one may be able to use strengths in one area to address needs in another area. The committee also considered the results of state and local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report.

Student Demographics:

The student enrollment at the school totaled 154 students in grades Early Education through 12 during school year 2008-09. Of this number, 77.3 percent were African American; 10.4 percent were Hispanic; 12.3 percent were White; and 0.0 percent were other. The school had a relatively high percent of students who were classified as economically disadvantaged students when comparing to the State of Texas. The percent of the students were considered to be economically disadvantaged based on their eligibility for free or reduced lunches equaled 84.4 percent while the State had 56.7 percent. The percent of students in at-risk situations is also relatively high at 50.0 percent compared to the State average of 48.3 percent while students with limited English proficiency represented 5.8 percent compared to 16.9 percent at the State level.

Student Findings:

Research shows that a number of personal, social, and health factors impinge on students' academic performance. In considering the overall learning outcomes, it is important to take into account the learning environment, student characteristics, and the nature of the learning tasks. Schools in Texas are judged primarily by the performance of students on the Texas Assessment of Knowledge and Skills (TAKS). Students in grades 3 through 11 participate in the TAKS assessments each spring. Other data considered in determining student strengths and needs included language skills, report cards, teacher-made tests, daily work, discipline referrals, attendance/tardy records, benchmarks, other standardized assessments and dropout rates. Also significant is the identification of students in special circumstances, like economically disadvantaged, students with disabilities, and students in at-risk situations, and what their special social and instructional needs might be.

Student Strengths:

Students excelled on the TAKS Social Studies and Writing tests passing at rates that exceeded the State averages by significant amounts, i.e., 4 percent and 6 percent respectively. (See Appendix 1—Academic Excellence Indicator System Results for School Year 2009-10) The attendance rate is within one tenth of a percentage point of the State average, and the annual dropout rate is 0.0 percent compared to the State average of 3.2 percent. Although still below the State averages for Math and Science, the school realized gains in the passing rates for these tests. Gains were also realized by student in at-risk situations on the Reading and Social Studies tests.

In the past, many students entering public school at the Kindergarten level were significantly behind inasmuch as the teachers' expectations are concerned. Beginning with school year 2009-10, the school

opened a prekindergarten program for the first time to address this concern. Thirteen students were enrolled in the program during school year 2009-10. A Head Start program is also operational and serves approximately 20 preschool students.

The committee agreed that generally students enrolled in the school are intelligent and do well. There are some who do require special attention; however, due the significantly small classes, there is time for teachers to address the individual needs of these students. After school tutorials are also available to assist students having difficulties in any subject area. Supplemental programs such as Study Island and America's Choice are available to help struggling students in math and science.

Discipline was cited as a strength. While there are some instances of infractions, they are not interfering with the instructional program. Most are handled by the teachers.

The school is using DMAC to monitor students' performance in an effort to identify students having difficulties early in order that appropriate interventions can be used to address individual students' needs.

Student Needs:

The greatest needs academically are math and science where the school fell below the State averages for these courses by 8 and 24 percentage points respectively. The school is searching for additional supplemental programs to address these needs.

Many students are not rested when coming to school due to keeping late hours while working outside the home and by having to care for younger siblings. Most of the school's students are from low-income families (84.4 percent) and must play significant roles in bringing in additional income and/or caring for siblings.

Staff Findings:

Researchers have compiled some impressive evidence that healthy and sound school organizational cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction. The organizational culture of any educational organization is critical to the success of the students it serves. Campus atmosphere must foster collegiality and be able to maintain a high level of staff morale. Among the most important elements of organizational culture is the ability of administration to create an environment of trust through open, two-way communication and a monitoring of staff attitudes and opinions. The most positive school culture occurs when principals, teachers, and students model the values and beliefs important to the institution.

Staff Strengths:

As of the beginning of school year 2010-11, all of the school's teachers meet the highly qualified requirements as set forth in the Federal No Child Left Behind Program (Public Law 107-110, Section 1119). Teacher longevity both in total years experience and years with the district are above the State averages indicative of satisfaction with the environment at Laneville ISD. Many of the staff members are from the Laneville area and attended school at Laneville ISD.

The school implemented the CSCOPE curriculum for math during school year 2009-10 and will fully implement it beginning with school year 2010-11.

A new, highly qualified secondary science teacher was hired to address the low passing rates on the TAKS Science test. (Only 59 percent of the students passed the Science test during the spring 2010 administration compared to the State average of 83 percent) The school has also joined the Math and Science Cooperative sponsored by Education Service Center Region 7 which provides intensive and sustained professional development in these areas in an effort to improve student mastery Math and Science.

The committee indicated that morale among the staff is good. Teachers readily share successes with colleagues as well as concerns. Teachers coordinate activities to address individual student needs so as to provide continuity in instruction. The committee indicated that staff works together as a team with the

overall goal of providing a quality education program for the students with whom they are privileged to work.

Planning periods and limited extra duties allow adequate time for planning and communicating with students' parents. Three hours per week, typically on Wednesday afternoons are set aside for professional development activities. Training activities outside of the district are limited during the school year, hence staff often attends training during the summer vacation period. Compensatory leave is granted for training taken during the summer vacation.

The site-based decision-making committee meets as needed, but at least two times during the school year. During these meetings the committee considers policies, procedures, the development of the district improvement plan, professional development, evaluation of the programs being implemented, and parent involvement.

Staff Needs:

None identified.

Parent and Community Involvement Findings:

Governing boards, administrators and employees of school districts have the responsibility to encourage parents and the community to share their knowledge, skills, energies and abilities with the schools. A key ingredient in any successful instructional program is the involvement of students' parents and community members. From parent volunteers in the classroom to strong support in financing the educational program through the bond issues, involvement of parents and the community is essential. Parents and the community must become involved in supporting the school through being responsible for their students' attendance, homework, participation in the campus improvement committee, maintaining a dialogue with teachers of their students, and through donations and Adopt-a-School programs. It is therefore worthy of any school's time to foster the enhancement of the relationship between the community and the school.

Parent Involvement Strengths:

The district employs a part-time parent liaison who works with students' parents to build a relationship that supports the efforts of the school and faculty. A parent booster club that supports excellence in academics has been formed and provides resources so students can participate in educational tours often out-of-state. A scholarship fund has also been established whereby each student who is enrolled at Laneville ISD earns \$200 per year toward a scholarship while in grades first through 12 for a maximum of \$2,400. The scholarship is paid upon graduation from Laneville ISD to the post-secondary institution (academic or technical) where the student is enrolled toward the student's tuition.

The parent liaison recruits parents who volunteer primarily at the elementary school. Parents assist teachers by performing clerical work allowing the teachers more time to work with students. Parents are very good about responding to individual tasks such as minor repairs, painting, etc. when asked by the staff.

A commercially printed newsletter is sent home to parents to keep them informed. The school also uses a marquee outside of the administration building to advertise current events. A district website is regularly updated to keep students, parents, and the community informed as to school activities, employment, staff contacts, etc.

The Henderson newspaper has been very good about printing stories about the school. Since Laneville does not have a local newspaper, the community generally subscribes to the Henderson newspaper. Thus, this is another tool used to keep parents and the community informed.

The school uses Grade Book, a secure system providing authorized personnel access to student grades, attendance, etc. so parents can keep up with their students' progress. The school provides training annually on how to use Grade Book and allows parents to use computers in the school library for those parents who may not have access to a computer at home.

Parents and community are very involved with basketball, the primary athletic activity at the school. The team has won State several times and is very effective in keeping parents and the community involved with the school.

Given the size of the community, the high percentage of low income families, and the fact that most parents have to work, the committee felt that parent involvement was very good considering these circumstances.

Parent Involvement Needs:

None identified.

Community Involvement Strengths:

Laneville has a very limited business community. Most local businesses have closed as people generally travel the 11 miles to Henderson to shop; however, the community as a whole is very supportive of the school. As indicated above, the basketball team is the pride of the community. The business representative on the site-based decision-making committee is in real estate and has been an excellent resource to the committee in keeping abreast of business activity in the area.

The roll-back election was supported and passed by the community in 2009.

Community Involvement Needs:

Would like to see more businesses in the community to enhance the tax base and provide goods and services within Laneville so residents did not have to drive to Henderson to shop.

Facility Findings:

The importance of a sound, safe, healthy and modern school infrastructure is fundamental since students cannot be expected to learn in buildings that are crumbling and outdated or in classrooms that are overcrowded and uncomfortable. Maintenance should be a high priority to ensure a safe and stable environment. Deferred maintenance should be tracked on a five year planning basis with the plan reviewed and updated annually, and presented for Board approval. A safe, well lighted, heated, ventilated, and cooled environment with adequate and appropriate supplies and equipment is essential in rounding out the instructional staff and parent and community involvement.

Facilities Strengths:

Although old, the facilities are generally in good shape and conducive to the teaching-learning process. The buildings are well maintained, clean, well lighted, safe, and adequately heated and cooled. Building air conditioning is individually controlled in each classroom. Playground equipment is safe and in good condition. Instructional equipment is adequate and generally meets student needs.

Facilities Needs:

The greatest facility need is to remodel the gymnasium. This facility is the center of the community and where most of the community gets its impression of the school. Presently, the gymnasium is not air conditioned and not large enough to accommodate all of the spectators during basketball games. This presents a potential for a serious health problem for both students and spectators. The superintendent and board plan to initiate a bond election probably during the next school year to provide funds to remodel this facility.

Technology Findings:

While students still need the age-old subjects of reading, writing and arithmetic, basic curricula must also include accessing, manipulating, and communicating information through a variety of technological avenues. Today's students must learn the skills they will need to live and work in the future. Technology curricula must provide access and equity to all students. A school district's technology program must be

about more than just the acquisition of hardware, software, peripherals and connectivity; it must include how the technology is integrated with the instructional program as well as what professional development programs will help the district achieve its goals in this vital area. Any decisions concerning the direction and integration of instructional technology at the campus level should begin with a thorough review of the district's technology plan.

Technology Strengths

The entire school has access to the Internet either through cable or wireless. Each classroom has at least one computer for the teachers and four to five for students to use. A full-time technology coordinator is employed by the school to provide technical assistance in all areas of technology. A T-3 grant was used to provide wireless Internet access at the secondary school. The elementary school has access via cable.

Seventh and eighth grade students have access to Elmos, Smart Boards, lap top computers, and I-pods.

Technology Needs

Hardware and software need to be updated. More computers in the classrooms would also facilitate student use and save time in lieu of the present sharing of computers when working with specific problems and/or assignments.

Recommendations:

1. Performance wise, the greatest need among students is improving their knowledge in the areas of Math and Science. The school experienced the lowest passing rates on these two tests and passing rates were substantially below the State averages. The school has already hired a highly qualified science teacher for the secondary school and is participating in a Math and Science Cooperative through Education Service Center Region 7 to provide extra training in these two areas. It is recommended that supplemental programs such as computer assisted instruction be purchased and used to complement the teachers' direct instruction in Math and Science. Supplemental programs should be designed with the special needs of the economically disadvantaged students and students in at-risk situations in mind as these students performed least well on the most recent administrations of the TAKS tests.
2. Many students are coming to school without getting adequate sleep. This is hindering their ability to function properly in the classroom. The school may want to consider a non-disciplinary alternative education program whereby students can come to school at times different than that of the normal day. Unfortunately, due to the limited staff and size of the district, this is probably not a viable option. The factor contributing to this dilemma, i.e., low-income families, is also not within the school's ability to address.
3. A potentially serious health issue is found in the school's gymnasium which is too small to accommodate all of the spectators. It is also not air conditioned which in warmer weather could contribute health issues. It is recommended that the board of trustees follow through with the superintendent's plan to seek funding through a bond election to remodel and air condition the gymnasium as soon as possible to avoid possible health problems.
4. The committee indicated that the school's hardware and software was in need of updating to meet current standards. This issue should be addressed within the school's budget restraints.

Programs and Services

District Goal #1: Laneville ISD will provide and maintain internal and external two-way communication that informs and engages all stakeholders throughout the district and community.

Objective #1: Laneville ISD will provide parents and community members information about activities and events.

Objective #2: Laneville ISD will communicate regularly through email with faculty and staff about important information.

Objective #3: Teachers will use the Grade Book program to provide instant information for parent access.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
1.1 Maintain up-to-date information on the Laneville website including contact information and schedule of events. (6)	District budget	ESC Region 7 Technology Director Public Relations Officer	Weekly	Changes submitted to Public Relations Officer	The Laneville ISD website includes current information
1.2 The parent liaison will contact parents to facilitate parent involvement in the education of their children and to assist parents with special needs. (6)	Title I, Part A	Parent Liaison	August-June	Parent liaison contacts Parent liaison travel reports	Parents involved in the education of their children
1.3 Send out monthly bulletin to all staff/parents with information on events, staff development, personnel issues, etc. (6)	District budget	Parent Liaison School Secretary	Monthly	Copies of monthly bulletins	Staff/parents informed
1.4 Communications to and among staff will be made electronically.	District budget	All Staff	August-June	Communications trans- mitted electronically	Staff is kept informed

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
1.5 All teachers will be trained to use and use Grade Book to keep parents informed regarding their students' progress. (6)	District budget	PEIMS Coordinator	August-June	Student grades, attendance, etc input into Grade Book	Parents informed

Programs and Services, Cont'd.

District Goal # 2: Laneville ISD will stress continuous improvement in academic achievement; elementary students will receive the necessary skills to prepare for junior high school; secondary students will receive the skills needed for high school. A strong foundation of support in ninth grade will enable students to be successful and graduate in four years.

Objective #1: Students at Laneville ISD will be offered opportunities to get additional TAKS instruction outside of the regular classrooms.

Objective #2: Laneville ISD faculty, staff, and students will participate in a comprehensive needs assessment and data disaggregation to ensure students academic improvement.

Objective #3: Teachers will participate in staff development opportunities focused on improving their instruction of the TEKS.

Objective #4: Laneville ISD will increase the number of students who enroll in dual credit courses.

Objective #5: Laneville ISD will address the needs and challenges of incoming 6th graders and freshmen in regards to performance, attendance, failure rate, and transition into a different environment.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
2.1 TAKS tutorials will be offered before and after school. (9)	SCE budget	Core Teachers	August-June	Sign-in sheets Six week grades	Increase TAKS passing rate
2.2 Continue TAKS prep in the classroom before the TAKS tests. (2)	District budget ESEA, Title I, Part A	Teachers	August-June	Teachers' lesson plans	Increase TAKS passing rate
2.3 Disaggregate TAKS data by grade, gender, ethnicity, economic level, program placement, subject, and item analysis. (1)	District budget ESEA, Title I, Part A	Principal Counselor Teachers	August-June	TAKS data collected and disaggregated Curriculum adjusted based on analysis DMAC	Increase TAKS passing rate
2.4 Provide students and parents with information about Dual Credit. (2, 6)	District budget	Counselor	Beginning and end of the school year	Enrollment of students in Dual Credit Courses	Increase in the number of students enrolled in Dual Credit Courses

Programs and Services, Cont'd.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
2.5 Implement Individual TAKS Action plans for each member of the core academic areas. (2)	District budget	Principal Counselor Teachers	August, November, January, and March	Action plans	Increase TAKS passing rate
2.6 Homebound instruction will be provided to pregnant students as necessary. (9)	SCE budget	Principal	Bi-weekly	Lesson plans	Increase in the percentage of staying in school
2.7 Counselor will provide guidance for students in at-risk situations. (9)	District budget	Counselor	August-June	Student progress Counselor contact log	Maintain or decrease the dropout rate
2.8 Conference with every failing student each six weeks. (9)	District budget	Principal Counselor	Each six weeks	Counselor contact log	Students promoted
2.9 Incentives provided for attendance, i.e., points added to six week grade for secondary students and recognition at assembly for elementary students. (2)	District budget	Principal	Each six weeks	Student attendance records	Increase in the attendance rate
2.10 Provide for the early release from school for students passing TAKS. (2)	District budget	Principal	May	Student TAKS scores	Increase TAKS passing rate
2.11 Emphasize that "All students can learn." Professional development activity. (4)	District budget	Principal	August-June	Staff training schedule Sign-in sheets	Increase in mastery of TEKS/TAKS passing rate
2.12 Provide Ruby Payne's training on teaching to the learning styles of impoverished students. (9)	District budget	Superintendent	January	Ruby Payne contract Staff training schedule Sign-in sheets	Increase TAKS passing rate for impoverished students

Programs and Services, Cont'd.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
2.13 Contact every student if absent and double check grade/absent coding status for accuracy. (2)	District budget	Principal Counselor	February April	Attendance record	Increase test passing rate
2.14 Implement accelerated instructional activities for Reading, Math, and Science. (9)	District budget Title I, Part A	Principal Teachers	August-June	Benchmarks Teacher made tests Daily work	Pass TAKS Reading, Math, and Science at or above State averages
2.15 Fully implement the C-Scope curriculum. (2)	District budget	Principal	August-June	Benchmarks Teacher-made tests Daily work	Increase TAKS passing rate
2.16 Implement activities to facilitate the transition of preschool children to public school, i.e., orientation, kindergarten round-up, assignment of mentors. (7)	District budget	Principal Teachers	August	Kindergarten round-up Lesson plan Documented parent conferences	Preschool children successfully transition to public school
2.17 Provide an extended year program for students who are not likely to be promoted to the next grade. (9)	SCE	Superintendent Principals Teachers	June-July	Teacher-made tests Students' daily work	Students promoted to next grade level
2.18 Co-sponsor a Head Start program for students from low-income families by paying part of the teacher's payroll costs. (9)	Title II, Part A	Head Start Teacher	August-June	Students' daily work	Students start public school on grade level
2.19 Special education programs and services will be provided to students with disabilities. (9)	District budget IDEA, Part B	Special Education Teacher	August-June	Special education program implemented	Students with disabilities needs are met

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
2.20 Students with disabilities receive a continuum of special educational services through a self-contained, life skills room, a resource room (pull-out program) and/or through the Rusk County Shared Services Arrangement for diagnostic services, PT/OT, speech therapy and counseling. Total inclusion is used to the extent possible. All assignments are made on the basis of ARD recommendations (9)	District budget IDEA, Part B	Special Education Coordinator/Teacher	August-July	Benchmarks Teacher-made tests Daily work	Pass TAKS or TAKS-M as appropriate
2.21 High school students have access to several career and technology education paths, i.e, Agriculture Science, Business Education, and Business Communication and Information Systems.	District budget	Principal Teachers	August-June	Projects Teacher-made tests Daily work	Successful integration into the workforce
2.22 Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal, State, and local funds, including but not limited to, Title I, Part A; Title II, Part A; and State Compensatory Education, will be used to implement the schoolwide program designed to upgrade the entire instructional program. (10)	All budgets	Superintendent Business Manager	August-July	Federal grant applications District and special Program budgets	Federal, State, and local funds and programs coordinated to ensure maximum efficiency

Programs and Services, Cont'd.

District Goal #3: Laneville ISD will seek partnerships with businesses, educational institutions, and civic organizations to strengthen the quality of education and support for school.

Objective #1: Laneville ISD administrators and counselor will actively network with community agencies to access information for students.

Objective #2: Laneville ISD will bring community opportunities onto the school campus.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
3.1 Administrators will contact probation officers through the Juvenile Justice Department to share information. (2)	District budget	Principals	August-June	Documentation of shared information	Improved attendance and dropout rates
3.2 Use disaggregated DMAC components: <ul style="list-style-type: none"> • State Assessment; • TAG; • TEK Score; and • Response to Intervention to monitor student progress. (1)	District budget Title I, Part A	Principals Counselors	August –June	DMAC print outs Curriculum adjusted based on information	Increase TAKS passing rate
3.3 Area agencies will come on campus to present information to concerning college, career, and financial aid.	District budget	Principals	August-June	School schedules Record of students attending presentations	Increase in the number of higher education admissions

Programs and Services, Cont'd.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
<p>3.4 Implement strategies for providing to middle school, junior high school, and high school students, those students' teachers and counselors, and those students' parents information about:</p> <ul style="list-style-type: none"> • higher education admissions and financial aid opportunities; • the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; • the need for students to make informed curriculum choices to be prepared for success beyond high school; and • sources of information on higher education admissions and financial aid. 	<p>District budget</p>	<p>Secondary Principal Counselor</p>	<p>March-May</p>	<p>Meeting agenda Counselor contact log</p>	<p>Increase in the number of higher education admissions</p>

Programs and Services, Cont'd.

District Goal #4: Laneville ISD will establish, maintain, and use state of the art technology within the limits of state and local budget restraints to support academic instruction, management, administrative services, and community outreach.

Objective #1: Laneville ISD will place emphasis on the technology across the curriculum.

Objective #2: Laneville ISD faculty and staff will have available technology for instruction, grade reporting, record keeping, and communication.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
4.1 All ninth grade students will be required to take keyboarding and word processing. (2)	District budget	Principal Teachers	August	Record of students enrolled in keyboarding and word processing	Students successfully complete keyboarding and word processing
4.2 All Laneville ISD teachers will be trained on the use of Grade Book. (4, 6)	District budget	Technology Coordinator	August	Record of teachers attending training	Teachers trained and using Grade Book
4.3 Laneville ISD faculty will be surveyed to determine technology needs. (1)	District budget	Technology Coordinator	Annually	Survey results	Technology updated
4.4 The technology coordinator will evaluate campus technology and work hands-on with staff to update technology as needed within budget restraints. (1)	District budget	Technology Coordinator	As needed	Technology request	Technology updated

Programs and Services, Cont'd.

District Goal #5: Maintain highly qualified core academic subject area teachers and paraprofessionals at 100 percent.

Objective #1: Maintain highly qualified core academic subject area teachers and paraprofessionals at 100 percent.

Objective #2: 100 percent of teachers on each campus will receive high quality, ongoing professional development.

Objective #3: Attract and retain highly qualified teachers.

Objective #4: Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Objective #5: Ensure that paraprofessionals meet the highly qualified requirements.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
5.1 Ensure that all new teachers hired and assigned meet the highly qualified requirements for the area(s) to which they are assigned. (3)	District budget	Superintendent Principals	August	Personnel records	Teachers and paraprofessionals meet the highly qualified requirements
5.2 Participate in job fairs at the ESC and local universities. (5)	District budget	Superintendent Principals	August	Recruitment documents Personnel records	100 percent of teachers will be assigned in areas in which they are highly qualified
5.3 Replace unexpected teacher vacancies with highly qualified teacher staff. (3)	District budget	Superintendent Principals	August-July	Personnel records	100 percent of teachers will be assigned in areas in which they are highly qualified
5.4 The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines:	District budget Title I, Part A Title II, Part A	Superintendent Principals	August-July	Recruitment documents Personnel records Teacher assignments	100 percent of teachers will be assigned in areas in which they are highly qualified

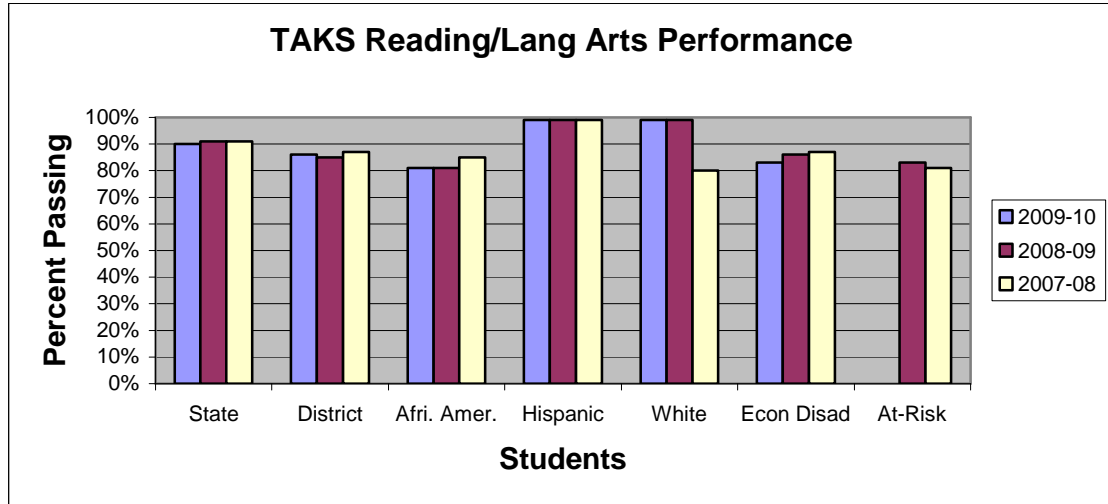
Programs and Services, Cont'd.

Strategy/Activity	Resources	Persons Responsible	Timelines	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Instruction in core academic subject area classes will only be provided by teachers who are highly qualified. • The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. <p>The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (3, 5)</p>					
5.5 Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified. (3)	District budget	Superintendent Principals	August-July	Personnel files	100 percent of instructional aides meet the highly qualified requirements
5.6 Require any non-highly qualified instructional aides to complete a local training and assessment prior to being hired. (3)	District budget	Superintendent Principals	August-July	Personnel files	100 percent of instructional aides meet the highly qualified requirements

Appendix 1—Academic Excellence Indicator System Results for School Year 2009-10

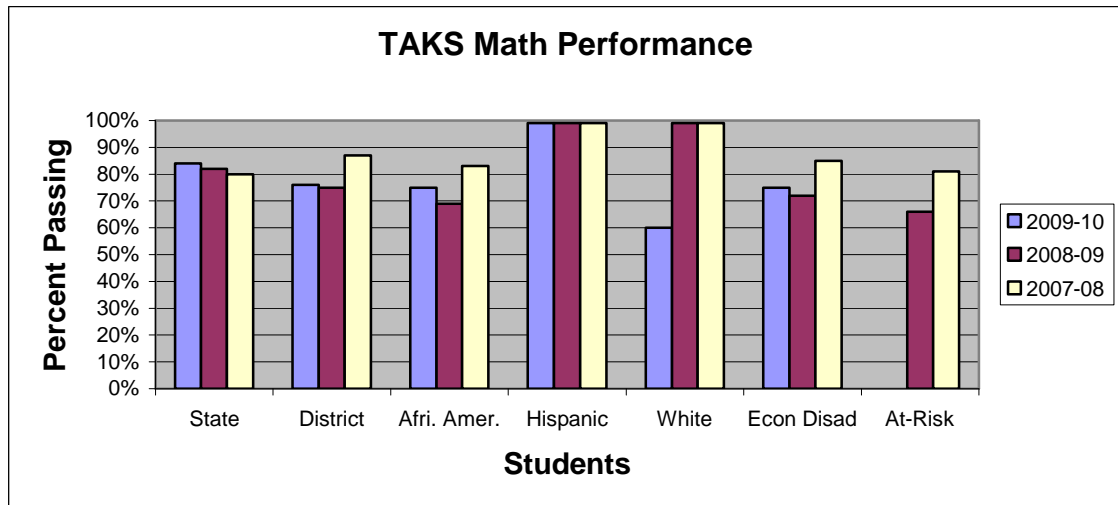
Reading/English Language Arts

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2009-10	90%	86%	81%	99%	99%	83%	N/A
2008-09	91%	85%	81%	99%	99%	86%	83%
2007-08	91%	87%	85%	99%	80%	87%	81%



Math

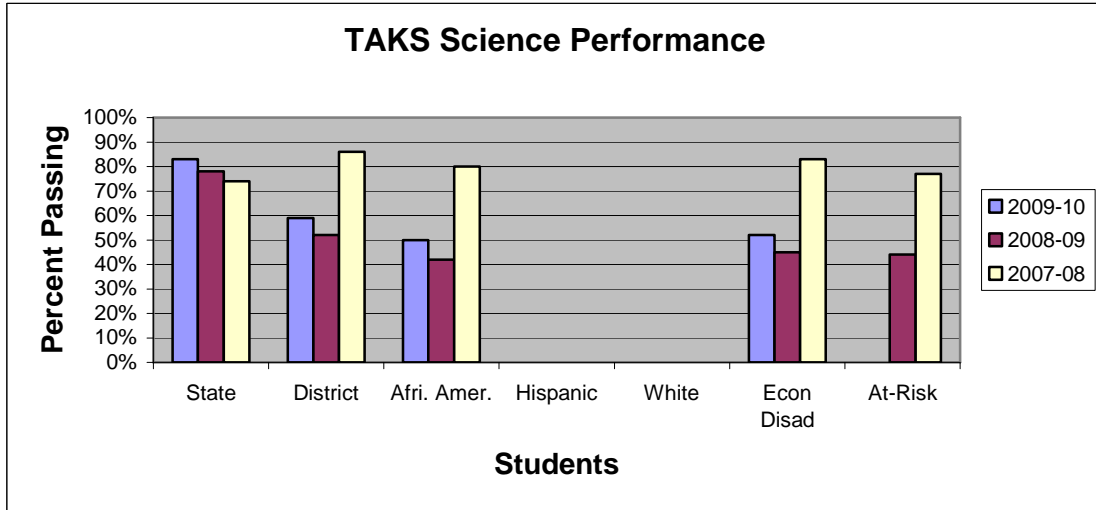
Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2009-10	84%	76%	75%	99%	60%	75%	N/A
2008-09	82%	75%	69%	99%	99%	72%	66%
2007-08	80%	87%	83%	99%	99%	85%	81%



* Indicates that there were too few students in this category to generate a passing rate.
Source: Accountability ratings for school year 2009-10.

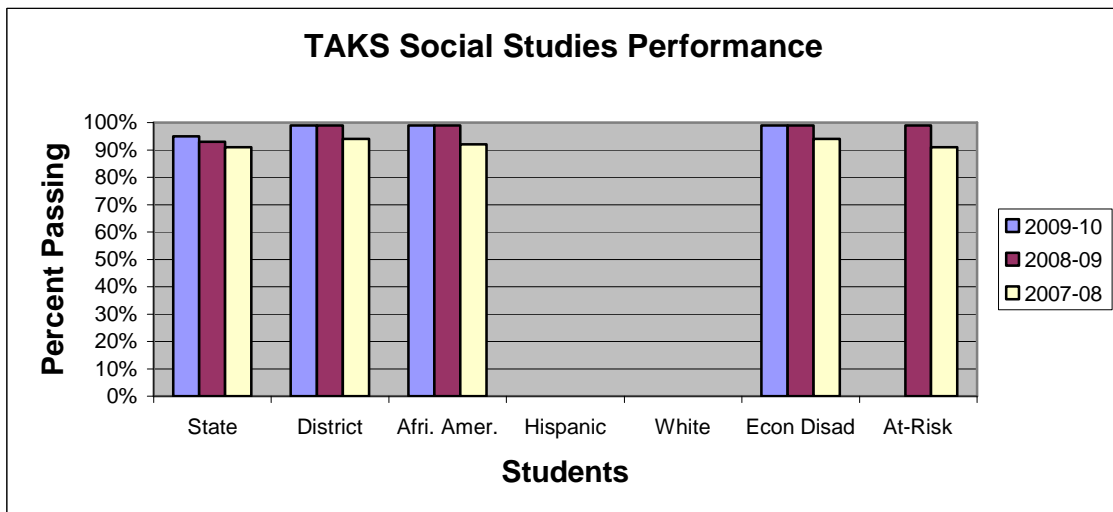
Appendix 1—Academic Excellence Indicator System Results for School Year 2009-10, Cont'd.

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2009-10	83%	59%	50%	*	*	52%	N/A
2008-09	78%	52%	42%	*	*	45%	44%
2007-08	74%	86%	80%	*	*	83%	77%



Social Studies

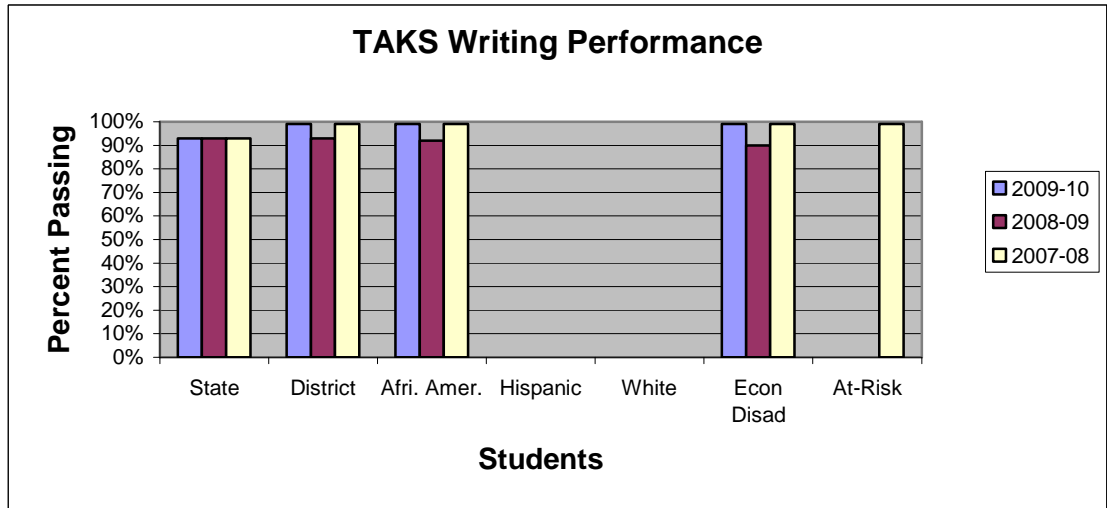
Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2009-10	95%	99%	99%	*	*	99%	N/A
2008-09	93%	99%	99%	*	*	99%	99%
2007-08	91%	94%	92%	*	*	94%	91%



* Indicates that there were too few students in this category to generate a passing rate.
 Source: Accountability ratings for school year 2009-10.

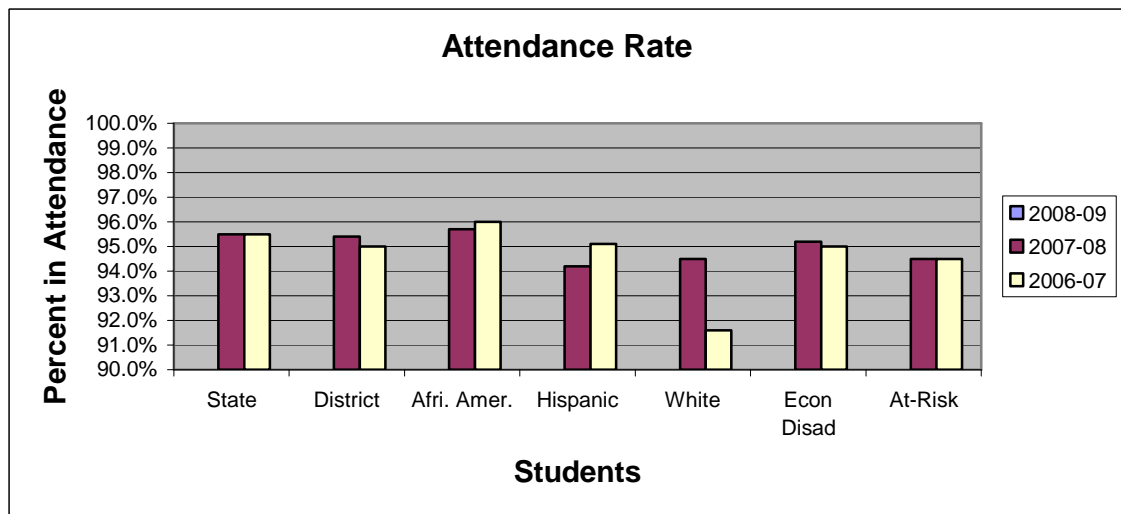
Appendix 1—Academic Excellence Indicator System Results for School Year 2009-10, Cont'd.

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2009-10	93%	99%	99%	*	*	99%	N/A
2008-09	93%	93%	92%	*	*	90%	*
2007-08	93%	99%	99%	*	*	99%	99%



Attendance Rate

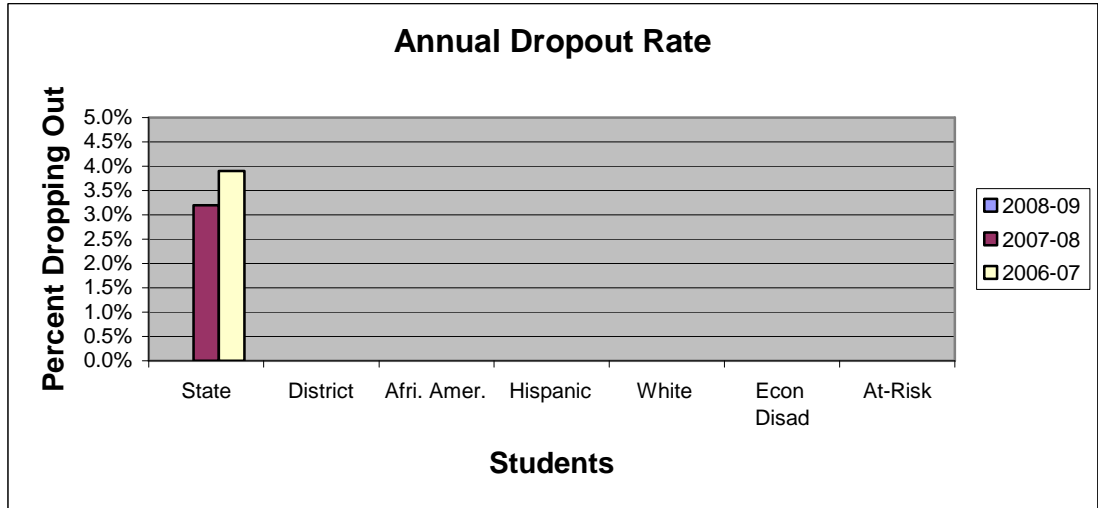
Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007-08	95.5%	95.4%	95.7%	94.2%	94.5%	95.2%	94.5%
2006-07	95.5%	95.0%	96.0%	95.1%	91.6%	95.0%	94.5%



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

Appendix 1—Academic Excellence Indicator System Results for School Year 2009-10, Cont'd.

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2008-09	N/A	0.0%	0.0%	*	*	0.0%	N/A
2007-08	3.2%	0.0%	0.0%	*	*	0.0%	0.0%
2006-07	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



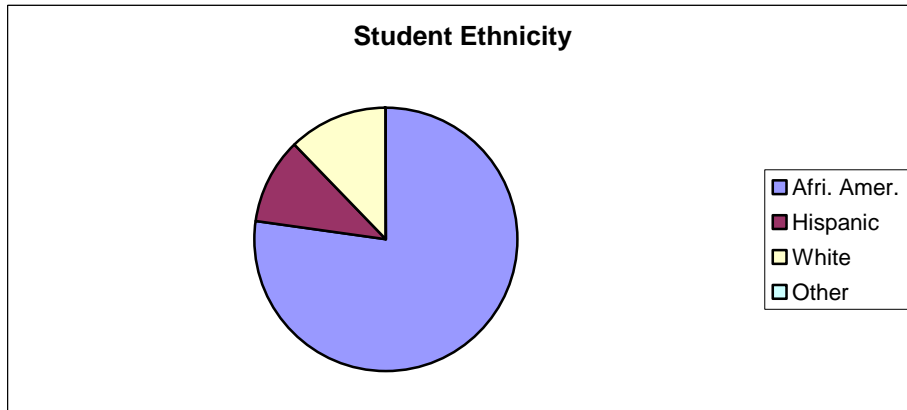
Appendix 1—Academic Excellence Indicator System Results for School Year 2009-10, Cont'd.

Student/Teacher Demographics: Demographics*

Students:

Category	Afri. Amer.	Hispanic	White	Other	Low Income	LEP	At-Risk
Laneville ISD	77.3%	10.4%	12.3%	0.0%	84.4%	5.8%	50.0%
State	14.2%	47.9%	34.0%	4.0%	56.7%	16.9%	48.3%
Difference	63.1%	-37.5%	-21.7%	-4.0%	27.7%	-11.1%	1.7%

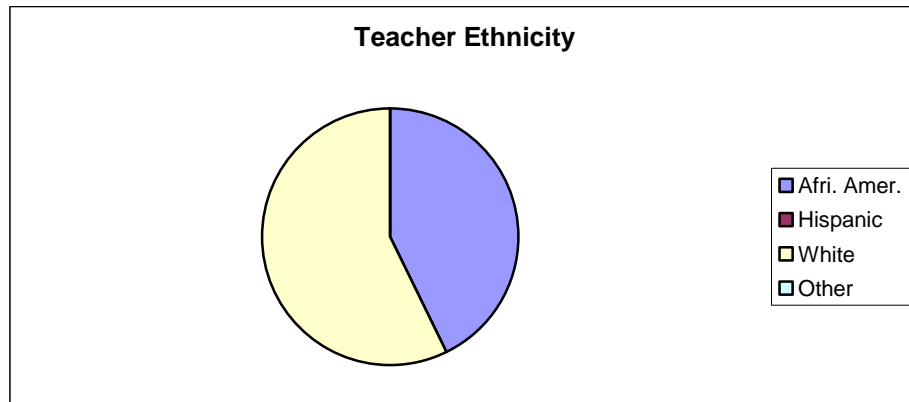
* Source: AEIS Report for school year 2008-09



Teachers:

Category	Afri. Amer.	Hispanic	White	Other	Beginning	Over 20 Yrs	Average Yrs. In Dist.
Laneville ISD	42.8%	0.0%	57.2%	0.0%	5.1%	25.0%	8.4
State	9.7%	22.1%	66.7%	1.6%	7.3%	18.6%	7.4
Difference	33.1%	-22.1%	-9.5%	-1.6%	-2.2%	6.4%	1.0

* Source: AEIS Report for school year 2008-09



Appendix 2—State Compensatory Education Evaluation Results for School Year 2009-10

SCE FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
At-Risk/TAKS Coordinator	Pass All Section of TAKS Tests Taken	42	23	54.76%
After School Math Tutorials	Pass the TAKS Math Test	20	11	55.00%
After School Reading Tutorials	Pass the TAKS Reading Test	11	9	81.82%
Extended Year Program	Promotion to the Next Grade Level	0	0	0.00%
Disciplinary Alternative Education Program	Return to Regular Classroom and Promotion to Next Grade Level	3	3	100.00%

The school had mixed emotions regarding the evaluation of the school year 2009-10 State Compensatory Education programs and strategies. Both the At-Risk/TAKS Coordinator and the After School Math Tutorials did not meet the school's expectations while the After School Reading Tutorials and Disciplinary Alternative Education programs exceeded expectations. The Extended Year program was not implemented during the summer of 2010. The school will consider modifications to the At-Risk/TAKS Coordinator and After School Math Tutorials for school year 2010-11.

Appendix 3—Schoolwide Program Components

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

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

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

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

Appendix 4—Policies and Procedures

Special District Policies Relating to State Compensatory Education

The Laneville Independent School District has adopted the following administrative policies and procedures for identifying students:

- 1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- 2) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon their teacher's recommendation will be entered into a program or service that best addresses their individual needs.
- 3) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of their teacher(s).
- 4) Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance of the instrument is concerned. This determination shall be made annually upon the receipt of the student's performance on said instrument.
- 5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. The Laneville Independent School District uses all SCE funds to supplement services beyond those offered through the regular education program, less 45 percent indirect costs and the 18 percent allowable to provide base services at the disciplinary alternative education program (DAEP).
- 6) According to the Texas Education Agency, a campus using SCE funds to support a Title I schoolwide program where the percentage of students from low income families is 40 percent or greater is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE full-time equivalents (FTEs) in the campus improvement plan; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program. When using SCE funds to support a Title I schoolwide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I, Part A schoolwide program. Coordinating SCE funds on a schoolwide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their "program" identity. However, the SCE funds do NOT lose their "fiscal" identity, and these funds are not fiscally combined with Title I, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

Discipline Management Policy

- 1) The district prohibits sexual harassment, dating violence, and harassment based on a person's race, color, gender, national origin, disability or religion.
- 2) Employees shall not tolerate harassment of students and shall make reports as required.
- 3) Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:
 - a) A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
 - b) The conduct is so severe, persistent, or pervasive that it:
 - i) Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - ii) Creates an intimidating, threatening, hostile, or abusive educational environment.
- 4) Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.
- 5) Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:
 - a) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating threatening , hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 - c) Otherwise adversely affects the student's educational opportunities.
- 6) Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.
- 7) Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.
- 8) Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, gender, national origin, disability, or religion that is so severe, persistent, or pervasive that the conduct:

- a) Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 - c) Otherwise adversely affects the student's educational opportunities.
- 9) Examples of prohibited harassment may include, but are not limited to, offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence Policy

- 1) Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.
- 2) Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.
- 3) For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:
 - a) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance: or
 - c) Otherwise adversely affects the student's educational opportunities.