

North Lamar ISD
District Improvement Plan
2009-2010
Together Everyone Achieves More



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NOTE: The highly qualified teacher requirements are on pages 24-25 under Strategy 2—Professional Development, Activities a. through m.

District Committee Membership

POSITION	NAME	GRADE	TELEPHONE
Teacher-Higgins	Amanda Akard	K	903-737-2081
Teacher-Parker	Frankie Jarrell	Head Start	903-732-3066
Teacher-Everett	Kim Perry	2	903-737-2061
Teacher-Bailey	Lori Malone	4	903-737-7971
Teacher-Stone	Cherie Murdock	Language Arts, 6	903-737-2041
Teacher-NLHS	Jim Hyatt	CATE	903-737-2011
Special Programs	Jenene Cannon	Music	903-737-7971
Non-Teaching Campus	Jerry Jarrell	Librarian	903-737-2041
Non-Teaching District	Karol Moseley-Fuld	Speech Therapist	903-737-2031
Parent	Elizabeth Harrington		580-326-4573
Parent	Claire Anderson		903-784-5027
Community Member	Mike Boaz	Paris PD	903-737-9909
Community Member	Gay Spencer		903-785-4261
Community Member	Jeff Wright		903-737-5435
Community Member	Ray Hudson		903-785-8393
Administration	Tami Miles		903-737-2031
Administration	Shelley McDowell		903-737-2000
Superintendent	James Dawson		903-737-2000

North Lamar ISD

District Improvement Plan

2009-10

Together Everyone Achieves More

Commencement Goals

- Be effective communicators in listening, writing, and speaking.
- Have a working knowledge of the core subject areas including the application of technology.
- Be informed and productive citizens in a progressive society.
- Be independent thinkers capable of solving problems, thinking critically, and making informed decisions.
- Have a knowledge base on which to build lifelong learning.

Belief Statement

The administration, faculty, staff, parents, and business/community believe that a productive, fulfilling, and nurturing environment for our students must uphold the beliefs found below. We are confident that our district is representative of the characteristics that are listed below as the district's belief statements.

- Challenging, student centered curriculum with opportunities for hands-on application that establishes a solid educational foundation.
- All stakeholders form a partnership that is committed to achieving excellence for all students.
- All students can learn and should be viewed without bias.
- The educational environment is safe, positive, and conducive to the learning process.

District Goals

Goal 1—North Lamar ISD students will be provided a quality education that will encourage individual growth and demonstrate academic success throughout their education and future endeavors.

- State standards including sub group population
- Primary assessment
- Technology
- Students with special needs
- Post-secondary education

Goal 2—North Lamar ISD will provide curriculum and instructional programs aligned with state/federal standards including best practices and current educational research. North Lamar ISD will maintain a highly qualified and informed staff, including teachers, administrators, and paraprofessionals in order to impact student achievement.

- Curriculum
- No Child Left Behind—Highly qualified standards
- Professional development
- Technology

Goal 3—North Lamar ISD will provide a quality learning environment that is positive, safe, and supportive for all students and staff.

- Safe schools
- Attendance
- Dropout
- Communication
- Parent/community involvement

Special District Policies Relating to State Compensatory Education

The North Lamar 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 North Lamar Independent School District uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 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. Combining 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.

District Needs Assessment

INTRODUCTION:

The district site-based decision-making committee met on February 2, 2009, to conduct a comprehensive needs assessment of the North Lamar Independent School District in anticipation of developing the District Improvement Plan for school year 2009-10. During the meeting, committee members discussed the strengths and needs of the district focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of the state and local assessments, experience in the district and community, and professional opinions to arrive at the strengths and needs discussed in this report. W. Paul Mettke, Managing Consultant for Consultative Services, Texas Educational Consultative Services, Inc. (TECS) facilitated the meeting.

DEMOGRAPHICS:

The North Lamar ISD is a rural school district serving an attendance area of 428 square miles located partially within the city limits of Paris, Texas. The district covers roughly 40 percent of Lamar County. The population served is diversified with regard to ethnicity, wealth, professions, and occupations. Although the district is mainly rural, many of its patrons are white-collar professionals who work in Paris but reside in the North Lamar ISD. Blue-collar workers make up the majority of the population with some large ranchers and other agricultural-related occupations rounding out the employment opportunities in the district. Economically, 35.0% of the district's students are considered low income based on student eligibility for free or reduced lunches under the National School Lunch Program. Limited English proficient students make up 2.0% of the enrollment while 36.0% are considered to be in an at-risk situation. Diversity is also evident in ethnicity. The majority of the students are White (85.6%) with a minority composition of African American (5.9%); Hispanic (5.3%); and other (3.2%). It should be noted, however, that the ethnicity, limited English proficiency, and economic status of the student population is shifting with all minority groups increasing while the White population is decreasing. See Table 1—Student Demographics below. This is, however, in keeping with the trend of the State of Texas which is experiencing the same increases in minority, limited English proficient, and economically disadvantaged students while the percentage of White students decreases.

Student enrollment during school year 2007-08 totaled 3,098, down slightly from 2006-07 when it totaled 3,135. Unlike many Texas school districts, North Lamar has not experienced a rapid growth pattern, nor do student demographics parallel state averages. The following comparison of North Lamar ISD students to the State averages is indicative of this.

Table 1—Student Demographics:

Student Categories	North Lamar (2004-05)	North Lamar (2005-06)	North Lamar (2006-07)	North Lamar (2007-08)	State Averages (2007-08)
Enrollment	3,171	3,197	3,135	3,098	
White	88.1%	87.2%	87.0%	85.6%	34.8%
African American	6.0%	6.3%	5.6%	5.9%	14.3%
Hispanic	3.7%	3.9%	4.4%	5.3%	47.2%
Other	2.2%	2.5%	3.0%	3.2%	3.7%
Low Income	32.9%	33.8%	34.1%	35.0%	55.3%
Limited English Proficient	1.0%	1.0%	1.3%	2.0%	16.7%
Students in At-Risk Situations	29.4%	32.9%	31.4%	36.0%	48.4%

Source: 2007-08 Academic Excellence Indicator System (AEIS) Report

STUDENTS:

The Academic Excellence Indicator System (AEIS) which is made up of the Texas Assessment of Knowledge and Skills (TAKS), attendance and graduation or dropout rates is the basis for judging school district performance in the State of Texas. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 8, 2002. Other data were also considered when determining the strengths and needs

of the students enrolled in the North Lamar Independent School District including, but not limited to, the Texas Primary Reading Inventory (TPRI), benchmark tests, teacher and other staff observations, and teacher-made tests.

Student Strengths:

Based on student performance on the Texas Assessment of Knowledge and Skills (TAKS), the district was awarded an accountability rating of “Recognized” for school year 2007-08 which is the second highest rating awarded by the Texas Education Agency. Student passing rates on the various TAKS tests were generally up during the spring 2008 administrations in reading/English language arts, math, science, and social studies when compared to the spring of 2007 administrations. Exceptions included all students in writing and Hispanic students in social studies the latter may be attributed to the limited number of Hispanic students in the district. In such cases, one or two students can cause wide swings in the percentage of students passing these tests. (See Appendix A—AEIS Results) It should be noted that Hispanic students, while experiencing a decrease in social studies, the decrease was only one percent (1.0%).

Exceptional gains in the percentages of all student groups passing science were realized between the spring 2007 and spring 2008 administrations of the TAKS. Similar gains in the percentage of all student groups passing the math test were also realized; however, not as dramatic as those in science. The committee agreed that the increases in the passing rates could be attributed to a combination of factors including, but not limited to, more emphasis being placed on science and math, refining the implementation of the C-Scope curriculum and more experienced teachers.

The district continues to be successful in closing the achievement gap between all students and those in at-risk situations. This was especially obvious in reading/English language arts, math, science, and social studies where at-risk students made greater gains than students in the district as whole. This is in keeping with the state goal of closing the achievement gap for students in at-risk situations. It should be noted that school year 2007-08 was the second consecutive school year during which students in at-risk situations made higher percentage gains than did all students. Again, this was attributed to the new C-Scope curriculum and the experience and dedication of the district’s teachers.

The district and each of its schools continue to be successful in demonstrating adequate yearly progress (AYP) each year. A district or school is classified as needing improvement if it fails to demonstrate AYP for two consecutive school years as defined by the Texas Education Agency.

Attendance once again was cited as a strength with an attendance rate of 96.3% for school year 2006-07, the most recent year for which data is available. A comparison to prior years indicates a consistently high pattern as indicated by the following attendance percentages: 2000-01 (96.4%); 2001-02 (96.7%); 2002-03 (96.3%); 2003-04 (96.7%); 2004-05 (96.6%); 2005-06 (96.2%); and 2006-07 (96.3%). These rates may be compared to the state average of 95.5% for school year 2006-07, the most current data available for the State, indicating that the district is almost a full percentage point above the state average. The slight decreases in 2002-03 and 2004-05 were attributed to epidemics of flu and other illnesses, however, there was no immediate explanation for the slight decrease in school year 2005-06. The committee attributed the high rate of attendance to the newly implemented “Optional Flexible School Year Program,” the fine arts program at the Middle and High Schools, and a warm, friendly climate at all North Lamar schools.

The committee indicated that student discipline continues to be good and improving at all levels in the district. While there have been some instances of possession of a controlled substance, these have been rare and involved prescription medications as opposed to hard core narcotics.

The dropout rate continues to be significantly lower than the State average. The dropout rate at North Lamar ISD was 0.8 percent during school year 2005-06 and 0.2 percent for school year 2006-07. This compares with the State average of 2.6 percent for school year 2005-06 and 2.7 percent for school year 2006-07. The low dropout rate may be attributed to the fact that the majority of students come from middle class families that place a high regard on education and completing high school.

The committee felt that students generally have a good attitude about school and are enthusiastic about school. This is particularly true at the primary and elementary levels.

Student Needs:

The most obvious need is to improve student performance in writing at all grade levels and schools. There has been a trend in declining passing rates on the writing tests over the last three years. This is in an inverse proportion compared to State results that have been increasing over the last four years. The committee felt that this could be attributed to greater emphasis being placed on math at North Lamar ISD over the last several years.

Although still significantly higher than the state average, the attendance rate for African American students has declined for the second consecutive year. The committee felt that this can be attributed to the relatively small percentage of African American students in the district.

The committee felt that approximately one-half of the students entering public school for the first time were not prepared and did not meet teachers' expectations for beginning students. This seems to be especially true among students that come directly from home and who have not had the benefit of preschool or organized child care programs.

STAFF:

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

Staff Strengths:

Teachers in the North Lamar Independent School District generally have more experience than the State average. The average years of experience for district teachers is 13.7 years compared to the State average of 11.3 years. The percentage of teachers with over 11 years of experience in the district is 54.5% compared to the State average of 39.6%. All teachers meet the "highly qualified" requirement set forth in the No Child Left Behind Act of 2001. Teachers also demonstrate a high level of stability in that the turnover rate for the district is 8.6% compared to the State average of 15.2%. In addition to experience, many of the teachers have advanced degrees. Thirteen percent of the teachers have earned degrees above the bachelors. These statistics are indicative of a high degree of satisfaction among the professional teaching staff. Many of the current teachers attended school in the district and have now returned to teach and to raise their children in the district.

District teachers enjoy a high level of assistance from paraprofessionals. Eighteen percent of the district's staff consists of paraprofessionals compared to the State average of 9.9%. Districtwide this equates to one paraprofessional for every 3.4 teachers. The ratio at the elementary schools is approximately one paraprofessional to 2.3 teachers.

The district continues to address the disparity between the number of minority teachers versus minority students by recruiting minority teachers and other professional and paraprofessional staff. The hiring of minority staff has been difficult due to the high demand for minority staff and the lower pay scale at North Lamar ISD compared to the State average. The High School has made the most progress in the area of hiring minority staff at nine percent (9.0%).

The morale among district staff is very good. The committee felt that the high degree of morale can be attributed to the fact that district leadership motivates staff. The staff remains flexible and works well as a team. The staff also plan together to insure consistency in the implementation of programs and services. The newly implemented C-Scope curriculum has also contributed heavily toward coordination in lesson plans and teaching schedules.

Staff enjoys access to timely, meaningful, and sustained professional development opportunities. Access to the Internet is always available to staff for research projects.

Access to instructional supplies and materials is sufficient and appropriate.

Staff Needs:

The newly implemented C-Scope curriculum continues to fall into place and more benefits are beginning to be realized although professional development is still indicated to achieve full implementation of all of the components.

Although cited in previous years, there still exists a disparity between the number of minority staff and minority students. Districtwide, minority students make up 14.4% of the total enrollment; however, minority teachers make up only 2.6% of the teaching staff according to the school year 2007-08 AEIS Report. The district and its schools continue to recruit minority teachers; however, as stated above the statewide shortage of minority teachers and the below average pay scale at North Lamar ISD have continued to thwart this effort.

PARENTAL INVOLVEMENT/COMMUNITY INVOLVEMENT:

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

Parental Involvement Strengths:

The committee agreed that the district has worked diligently to involve parents in the education of their children. The online system, Parent Viewer, for providing students' grades to parents electronically continues to be very well received and has helped with obtaining parental support of the education process. The system is available to parents of students in grades kindergarten through 12. Family nights have also been successful in getting parents into the schools to see what their students are doing in the classroom as well as providing an opportunity for parents to talk with their student's teacher(s). Scheduling some of these meetings in the afternoon after school has helped to involve more parents who may not return at night.

Advance notice of meetings has been beneficial in increasing attendance at parent meetings. The use of newsletters, web pages, and e-mail also has been successful in increasing parental involvement. E-mail has significantly improved two-way communication between teachers and parents. The use of e-mail communication was cited as a strength and improvement over telephone and face-to-face communication.

Providing child care, refreshments, and door prizes has enhanced attendance at meetings. The PTO is most successful at the elementary schools while booster clubs are more successful at the secondary schools. Although the Middle School and High School have PTOs, attendance is basically that of the officers. It should be noted; however, that the PTO continues to be instrumental in providing equipment and other amenities that would otherwise not be available at district schools.

Parent Involvement Needs:

New strategies to involve parents are needed to revitalize parent involvement, especially at the Middle School and High School. The staff needs to focus on what is working as well as consider new activities that might boost parent involvement. The requirement at some campuses of having parents sign homework has been very effective in improving the successful completion of homework assignments by students and should be considered by other campuses.

More parents at all levels need to become more involved in the education of their children by insuring that they are doing their homework, getting to school on time, and becoming more serious about school. New ways to get students excited about school need to be developed and made available to parents at parent meetings or online at school and/or teacher websites. Parents can demonstrate their concern by monitoring their students' grades and demonstrating that they are interested in how their students are doing in school.

The committee expressed concern over the fact that more and more students are coming from broken homes and that this is having a negative impact on the students' performance at school.

Community Involvement Strengths:

Businesses located within the North Lamar ISD, although limited, are very generous and provide assistance and support to the district's schools in the form of cash and merchandise. The North Lamar Education Foundation (NLEF) provides resources for scholarships awarded to deserving students. Businesses and community organizations generally come together to support the school district.

Community Involvement Needs:

The greatest challenge before the community at the present time is the passage of the pending bond issue that will fund additional science classrooms and computer labs at the High School as well as other remodeling and updating of school facilities. SHW Group, Inc., school administrators, and the local TSTA are all working diligently to promote the need to pass this bond issue. The local newspaper and radio station have also been supportive in this endeavor.

One of the needs is to effectively communicate with the community's senior citizens the need of passing the bond issue. This segment of the community, for the most part, no longer has direct contact with the school since their children and grandchildren have, in many cases, left the community.

FACILITIES:

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

Facility Strengths:

With the exception of Aaron Parker Elementary School, all of the district's schools are located in the same area facilitating ease in movement between schools. Parker is located approximately 10 miles north of the main campus and does present transportation problems. The high school is the newest facility having been completed in 1996. The remaining buildings are over 20 years old with the oldest being Aaron Parker which is over 68 years old. Generally, the buildings are conducive to housing the teaching-learning experience with the exception of some maintenance concerns that one finds in most Texas schools today, e.g., heating and air conditioning controls, painting, minor repairs, lack of adequate technology equipment, and lack of space. After several years of less than satisfactory heating and cooling at most of the schools, the problem still persists especially at the high school and middle school.

The maintenance department personnel are extremely responsive to requests from the schools for service. This was attributed to the new maintenance director. A private contractor has been hired to take care of the grounds thus allowing the maintenance personnel more time to take care of building and equipment maintenance.

Committee members were generally satisfied with their furniture and equipment. It was stated that technology could be upgraded; however, it is understood that with the rapid advances in the area of technology, it is practically impossible for a public school to keep up with all of the advances.

Facility Needs:

The high school continues to be in need of additional space for the band hall and theater art classes. The fine arts classes bring a great deal of recognition from district, region, area, and state contests on a continual basis as evidenced by the honors achieved, and they provide entertainment to the general public as well as the students enrolled at North Lamar ISD. These classes should be provided with necessary space within the limits of the budget. This issue will be considered when the board develops what will be covered with the bond money.

Although the district's student population is relatively static, classroom space continues to be a problem throughout the district with almost every school calling for additional classrooms. Many teachers do not have a permanent room and must travel from room to room to teach their classes. Other classes are held in less than desirable locations where noise and interruptions are commonplace. This will become a critical issue at the High School

when the “four by four” requirement is implemented. At least four new science and math rooms are needed at the High School to meet this requirement.

The lockers in the Middle School are now on their “last leg” and desperately in need of replacement. Other facility needs include: doors in the restrooms, flooring in the gymnasium at Higgins Elementary, hot running water in all of the schools, a choir room at the Middle School, and additional classrooms. Some teachers are still floating because of scheduling or the lack of classroom space.

OTHER RESOURCES:

In addition to state and local funds, the district uses various other federal and state funds to implement special programs to meet the special needs of various groups of students. The primary funds used to assist in financing special programs and services in the district include, but are not limited to the following:

ESEA, Title I, Part A—Basic Programs Operated by Local Educational Agencies: These funds are used to fund schoolwide programs at Aaron Parker Elementary; W. L. Higgins Elementary; Cecil Everett Elementary; Bailey Intermediate, and Frank Stone Middle School. The schoolwide program concept allows the schools to upgrade the entire instructional program for all students attending the school. Special consideration is given to students who are failing or most at risk of failing the TAKS. Title I funds are used to pay for instructional staff, supplies, materials, professional development, and parental involvement activities designed to improve the performance of all students with regard to the TAKS. These funds are also used to provide a summer program for students at the main complex.

ESEA, Title I, Part C—Migrant Education Program: These funds have been released to Education Service Center Region 8 under a shared services arrangement. Under this arrangement, the service center identifies and recruits students eligible to receive services under the migrant education program for the district. Due to limited funds available to the district for this program, it was decided to enter into a shared services arrangement as a more cost-effective means of providing services to the district and students of migratory parents.

ESEA, Title II, Part A—Teacher and Principal Training and Recruitment Fund: These funds are administered by the district and are used to provide professional development activities to assist all teachers and paraprofessionals in meeting the highly qualified requirements in the No Child Left Behind Act of 2001 (Public Law 107-110) as well as training in the core subject areas for all teachers. Many of the professional development activities are provided by Region 8 Education Service Center since this facility can provide a greater variety of services and address the needs of more staff.

ESEA, Title II, Part D—Enhancing Education Through Technology: These funds are administered by the district and are used to pay for professional development activities in the area of technology and for the limited acquisition of technology supplies and equipment.

ESEA, Title III, Part A—English Language Acquisition: These funds have been released to Education Service Center Region 8 under a shared services arrangement. Under this arrangement, the service center provides professional development opportunities for district staff and curriculum materials for the district that support special language instruction such as English as a second language (ESL) for students identified as being limited English proficient (LEP).

ESEA, Title IV, Part A—Safe and Drug-Free Schools and Communities: These funds have been released to Education Service Center Region 8 under a shared services arrangement. Under this arrangement, the service center provides professional development opportunities for staff and curriculum materials for the district that support the prevention of violence and the use of illegal drugs, alcohol, and tobacco.

Head Start: This federally funded program provides an opportunity for children from low socio-economic families to participate in a preschool program especially designed to give them a head start before they enter public school. The program is implemented at Aaron Parker Elementary School.

State Compensatory Education: These state funds are administered by the district to provide supplemental programs and services designed to address the special needs of students in at-risk situations as defined in the Texas Education Code and/or locally defined criteria. All schools within the district receive services funded with these funds. Professional as well as paraprofessional personnel implement intervention programs such as Fast ForWord, Reading Improvement, extended year, and oral language development to accelerate the instruction of students in at-risk situations.

IDEA-B—Special Education: The district serves as the fiscal agent for a shared services arrangement for North Lamar, Chisum, Prairiland and Roxton Independent School Districts. As such, these schools release their funding to the fiscal agent and receive services that address the needs of students with disabilities from personnel paid for by the shared services arrangement. Use of “least restrictive environment” philosophy is encouraged as a means of addressing the needs of students with disabilities. Other strategies, including but not limited to, resource room, self-contained classroom, occupational and physical therapy and speech therapy are also used as appropriate to meet the needs of students in members’ schools.

Special Language Programs: The district receives State Bilingual funds to pay for supplies and materials to support the English as a Second Language (ESL) program available to students that are limited English proficient (LEP) at all of the district’s schools. The ESL teachers are paid for with foundation funds.

Programs and Services

Goal 1: North Lamar students will be provided a quality education that will encourage individual growth and demonstrate academic success throughout their education and future endeavors.						
Objectives: By 2010, students will pass the TAKS tests:						
	<u>READING</u>	<u>MATH</u>	<u>WRITING</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>
All Students	95%	90%	95%	93%	90%	90%
African American	90%	90%	90%	90%	90%	90%
Hispanic	93%	90%	90%	90%	90%	90%
White	95%	90%	95%	94%	90%	90%
Economic Disadvantaged	90%	90%	90%	90%	90%	90%

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
Strategy 1—State Standards: Continued improvement of scores that will meet and/or exceed the state standard on TAKS. Increase commended performance percentages across TAKS subject areas. Activities:	Outside Consultant District Staff State Compensatory Education Funds				
a. Increase students' abilities in problem solving and higher order thinking skills.		Principals, Teachers	End of each six weeks	Lesson plans	Increase in percentage of students passing all parts of the TAKS
b. Analyze data to determine gaps in curriculum and instruction. Strategies will be developed to meet identified needs.		Assistant Superintendent, Assistant Director of Curriculum	End of each six weeks	Lesson plans	Increase in percentage of students passing all parts of the TAKS
c. Maintain class sizes in accordance with State requirements.		Assistant Superintendent	Weekly	Class size reports	Compliance with State class size requirements
d. Continue to recruit highly qualified minority teachers.		Principals	Aug 2009-Jul 2010	Principals visit job fairs, traditionally minority colleges	Ethnically balanced teaching staff

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
Strategy 2—Primary Assessment: Students will show continuous improvement on primary assessment instruments including TPRI and locally developed math assessments as outlined in the Student Success Initiative. Activities:	Parent Support District Staff				
a. Develop strategies to ease the transition of preschool children into public school.		Early Childhood Teachers	Weekly	Lesson plans	Preschool students assimilate quickly
b. Analyze TPRI/AMI results, evaluate curriculum, and adjust instruction appropriately.		Curriculum Committee	Oct 2009 and Feb, Apr 2010	Curriculum committee recommendations	Adjustments made to instruction as indicated
c. Fluency probes will be administered each six weeks and data used to determine needed interventions.		Primary Teachers	Six weeks	Lesson plans Fluency probe results	Interventions made as indicated
d. Fast ForWord Program opportunities for grades K—8.		Fast ForWord Personnel	Daily	Improved student performance	Increased percentage of students passing TAKS
e. Implement the comprehensive literacy plan for grades K—3.		K-3 Principals	August 2009	Plan implemented	Increased percentage of students passing TAKS
f. Review TPRI criteria and make adjustments as needed.		Curriculum Director	Summer 2009	Review and adjustments completed	Reduction in the number of students in at-risk situations in Grades K-3
Strategy 3—Schoolwide programs: Title I as well as other State and Federal fund sources will be used to implement schoolwide programs at grades K—8 to upgrade the entire instructional program at the elementary and intermediate schools. Activities:	ESEA, Title I; Title II; Title V; and SCE Teachers, Aides Supplies and Materials				
a. Federal, State, and local funds will be coordinated to achieve the most effective use of these resources when implementing programs and services.		Assistant Superintendent Principals, Teachers	End of each six weeks	Lesson plans	Resources used more effectively

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
b. Programs and services will be designed to meet the needs of all students in the schools and include tutorials, remediation, and special materials.		Principals, Teachers Care Teams (RTI)	End of each six weeks	Lesson plans	Improved performance on the TAKS tests
Strategy 4—Technology: Students will be offered a curriculum that includes state-of-the-art technology and programs so that classes simulate real world learning for our students. Samples of student technology products will be turned into the principal. Activities:	Teachers’ Computers, Campus Admin. Staff , Audio Visual Equipment				
a. Teachers will integrate the use of technology in instruction.		Classroom Teachers	March 15, 2010	Student products, lesson plans	Technology integrated into instruction
b. Students will demonstrate proficiency in technology at their respective grade level.		Classroom Teachers	End of each six weeks	Products assigned	Student products
c. Schools will increase technology options in the area of assignments for students.		Classroom Teachers	End of each semester	Samples of student work, lesson plans	Increased technology options available to students
d. Add technology equipment as funding allows.		Technology Coordinator Principals	Aug 2010	Technology equipment added	Technology equipment added
e. Teachers will demonstrate their technology skills by integrating technology into their classroom instruction that will produce student products.		Campus Technology Leaders	March 2010	Technology integrated into teachers’ lesson plans	Student products are produced
Strategy 5—Students with Special Needs: All sub group areas will demonstrate continuous progress on TAKS. Activities:	Teachers, Supplies, Campus Admin. Staff Partially State Comp. Ed. Funded, IDEA, Title I, ARI, AMI, Bilingual Ed.				
a. Special programs and additional staff will provide small group and one-on-one support for students to meet their individual needs.		Principals, Teachers	End of each six weeks	Improved student performance	Pass TPRI/TAKS

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
b. Students in at-risk situations will receive accelerated instructional strategies to improve their performance on the TPRI, AMI, local assessment and TAKS.		Assistant Superintendent	End of each six weeks	Daily works Six week reports	Pass TPRI/TAKS, AMI, local assessment
c. Staff will participate in professional development activities that target sub group populations including economically disadvantaged and at-risk students.		Assistant Superintendent	Aug & Oct 2009	Professional development schedule Sign-in sheets	Improved performance on TAKS by students in sub groups
d. English as a Second Language (ESL) instruction will be provided for all limited English proficient (LEP) students.		ESL Teachers	Aug 2009-May 2010	Special language programs implemented to meet student needs	Improved performance on the TELPAS
e. Train additional teachers to become ESL endorsed.		Assistant Superintendent	Every six weeks	Progress toward goal	One ESL endorsed teacher per grade level
f. Students identified with dyslexia will receive instruction using the Scottish Rite Program and Take Flight curriculum.		Therapists	Every six weeks	Observation Report cards	Gray Oral Reading Assessment
g. Continue using the Study Island Program for Reading, Math, and Science.	Study Island Program software	Curriculum Director Principals	Aug 2009	Implementation continued	Improved passing rates for TAKS Reading, Math, and Science
h. Train another dyslexia therapist.		Assistant Superintendent	Aug 2009	Therapist in place	Improved TAKS Reading passing rates
i. Special education programs and services will be provided to students with disabilities.		Special Education Director	Aug 2009-June 2010	Programs implemented	Improved student performance on State and local assessments
Strategy 6—Post Secondary Education: All students will develop skills for transition from high school to a successful, productive citizen through employment or postsecondary education, including meeting college entrance tests criteria. Increase percent of students meeting college entrance tests criteria. Activities:	Teachers, Parent Support				

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
a. Advanced placement, dual-credit courses, and tech prep will be offered.		Principals, Career & Technology Ed. Director	Every six weeks	Attendance in class	Students sign up for courses
b. Students will be offered a College Board SAT preparation class as a resource for preparing for the SAT and PSAT entrance exams.		High School Principal Teachers	Fall semester	Attendance in SAT class	Student perform satisfactorily on the SAT and PSAT
c. Good working relations with outside agencies will be maintained to provide transition from H.S.		District Staff Counselors	On going	Outside agencies involved	Working relations continued
d. Students will be enrolled in the Recommended High School Program (HSP) or the Distinguished Achievement Program (DAP).		High School Principal Counselors	Aug 2009	Increased number of students enrolled in Recommended HSP & DAP	Successful completion of the Recommended HSP and/or DAP
e. Information on higher education and the TEXAS program will be provided to teachers, counselors and parents.		Assistant Superintendent/ High School Principal Middle School Principal	Aug 2009	Information provided to appropriate personnel	Increased admissions to colleges and universities
f. Implementation of the AVID program at the High School.		Principal AVID Coordinator	Aug 2009-May 2010	Program Implemented	Increased number of students taking advanced courses
Strategy 7—Student Health and Welfare: All students will have access to school breakfasts, lunches and health services. Activities:	Nurses, Counselors, Social Workers, First Aid Supplies and Materials				
a. Continue to investigate technological methods to determine eligibility for free or reduced price lunches.		Assistant Superintendent Food Services Director	Aug 2009	System identified and implemented	More accurate count of economically deprived students
b. The district will maintain a staff of school nurses to ensure that all students have access to health care and training.		School Nurses	Aug 2009-May 2010	Nursing positions fully staffed	Students have access to health care and training

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 8—Disciplinary Alternative Education Program (DAEP): Students unable to function in the regular classroom due to disciplinary problems will be provided an alternative education program. The program will be a shared services arrangement for North Lamar ISD, Chisum ISD, Prairiland ISD, Roxton ISD, Cooper ISD, and Fannindel ISD with North Lamar ISD serving as the fiscal agent.</p> <p>Activities:</p>	<p>Head Teacher, Teachers, Supplies and Materials, State Compensatory Education Funds, and Member School Contracts</p>				
<p>a. Students will be placed into the DAEP based on violation of the Districts’ Codes of Conduct and/or charges of an off campus felony without regard to ethnicity, LEP, low income, or disabilities.</p>		<p>Principals Assistant Principals</p>	<p>As assigned by member school districts</p>	<p>Placement</p>	<p>Report of placements disaggregated by ethnicity, LEP, low income, and disabilities</p>
<p>b. Attendance shall be a high priority with missed days being made up by students serving additional days including days missed due to illnesses.</p>		<p>Head Teacher</p>	<p>Daily</p>	<p>Attendance report</p>	<p>Completion of term</p>
<p>c. Students will be administered a pre- and post-personal inventory of social behaviors to determine the effectiveness of the program.</p>		<p>Social Worker</p>	<p>Upon student’s entry and exit into and from the program</p>	<p>Pre-personal inventory of social behaviors</p>	<p>Post-personal inventory of social behaviors</p>
<p>d. The head teacher in consultation with the student’s principal will decide placements. Mandatory placements will take priority over discretionary placements.</p>		<p>Principal Head Teacher</p>	<p>As needed</p>	<p>Principals’ referrals</p>	<p>Placement made</p>
<p>e. Length of stay will be based on the sending District’s policy.</p>		<p>Principal Head Teacher</p>	<p>As needed</p>	<p>District’s Codes of Conduct</p>	<p>Report of Placements</p>
<p>f. Academic instruction will be coordinated with the student’s teacher of record to insure that the student stays abreast of his/her classes.</p>		<p>Teachers</p>	<p>Daily</p>	<p>Lesson plans</p>	<p>Students return to their regular classrooms and satisfactorily complete their course of study</p>

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
g. Dropouts will be handled by member Districts. Counseling services will be provided to prevent dropouts.		Principals Counselors	Weekly	Counseling sessions provided	Record of Dropouts
h. Counseling services will be provided to individual students to prevent future violations of the Codes of Conduct or felony violations.		Counselors Social Workers ETCADA	As needed	Counseling sessions provided	Report of Placements

Goal 2:	North Lamar ISD will provide curriculum and instructional programs aligned with state/federal standards including best practices and current educational research. North Lamar ISD will maintain a highly qualified and informed staff, including teachers, administrators, and paraprofessionals in order to impact student achievement.						
Objectives:	By 2010, students will pass the TAKS tests:	<u>READING</u>	<u>MATH</u>	<u>WRITING</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>
	All Students	95%	90%	95%	93%	90%	90%
	African American	90%	90%	90%	90%	90%	90%
	Hispanic	93%	90%	90%	90%	90%	90%
	White	95%	90%	95%	94%	90%	90%
	Economic Disadvantaged	90%	90%	90%	90%	90%	90%
Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation		
Strategy 1—Curriculum: Improve classroom instruction and student achievement by using data analysis to guide instructional curriculum decisions based on scientific research.	Curriculum Director, Teachers C-Scope Curriculum Assistant Supt.						
Activities:							
a. Continue implementing the C-Scope curriculum designed to enhance performance of all students.		Classroom Teachers	Aug 2009	Lesson plans	Improved performance on the TAKS tests		
b. Instruction will be aligned to the TEKS in the core subject areas using C-Scope.		Classroom Teachers	Weekly	Lesson plans	Improved performance on the TAKS tests		
c. Lesson plans will be based on concepts related to content area through all curriculum resources available.		Classroom Teachers	Weekly	Lesson plans	Improved performance on the TAKS tests		
d. Schools will use information from the PRISM program to evaluate campus needs and guide instruction.		Principal	Aug-Sep 2009	Campus needs assessment	Activities and services modified based on needs assessment		
e. Continue to emphasize oral language development at the primary grades.	OLD Teacher	Oral Language Teacher Classroom Teachers	Aug 2009-May 2010	Teacher observation	Satisfactory performance on the TPRI		
f. Implement a handwriting curriculum in grades PK-3.		Curriculum Director Principals	Aug 2009-May 2010	Curriculum implemented	Improve handwriting skills		

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
g. Continue to implement special programs/activities to improve passing rates for all subject areas.		Curriculum Director Principals	Every six weeks	Six week reports	Increase passing rate for all TAKS tests
h. Emphasize writing at all levels.		Curriculum Director Principals	Aug 2009-May 2010	Six week reports	Increased passing rates on TAKS writing test
i. Investigate the possibility of adding a prekindergarten program for all students.		Superintendent Assistant Superintendent Principal	Ongoing	Collect data relative to need and available resources	Decision made to implement or not to implement program
<p>Strategy 2—Professional Development: Maintain/ improve highly qualified staff, including teachers, administrators, and paraprofessionals by providing professional development opportunities in order to increase the instructional program and impact student achievement.</p> <p>Activities:</p>	Teachers Staff Outside Consultant District Admin. Staff Contract Service Assistant Supt.				
a. Staff development opportunities will be provided for teachers, administrators, and paraprofessionals concerning the C-Scope curriculum using the 5-E teaching model.		Assistant Superintendent Curriculum Director SBDM Committees	Aug 2009-May 2010	Sign-in sheets Professional development logs	Improved passing rates on the TAKS tests
b. Staff will effectively implement and administer formula and discretionary funded programs through participation in workshops, conferences, and meetings to obtain and share information with others.		Assistant Superintendent SBDM Committees	Aug 2009-May 2010	Internal monitoring activities Professional development logs	Special programs implemented in compliance with applicable statutes and regulations
c. Central administration and school administrators will recruit highly qualified teachers including minority teachers.		Assistant Superintendent Principals	Aug 2009-Jul 2010	Recruiting documentation	Maintain 100% of teacher positions filled with highly qualified teachers including minority teachers

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
d. Prospective teachers must be able to document that they meet the highly qualified requirements set forth in Sec. 1119 of the NCLB (P.L. 107-110).		Assistant Superintendent Principals	Aug 2009-May 2010	Teacher interviews	Maintain 100% of teacher positions filled with highly qualified teachers including minority teachers
e. Teachers will be paid in accordance with the district's compensation plan.		Business Manager	Aug 2009-Jul 2010	Audit of payroll records	Annual financial audit
f. Teachers will receive high quality, intensive, sustained professional development that is classroom focused and is coordinated with ESEA, Title II, Part A.		Assistant Superintendent	Aug 2009-May 2010	Sign-in sheets Professional development logs	Teachers will be better prepared in their subject areas/grade levels
g. Teachers will be involved in the selection of professional development activities.		Principals Department or Grade Level Teachers	Aug 2009-May 2010	Professional development survey	Teachers' needs are met
h. The district will assist campuses in developing and implementing plans to recruit and train teachers to maintain 100% of core academic subject area classes taught by highly qualified teachers.		Assistant Superintendent	Aug 2009-May 2010	Recruiting carried out	All teachers meet the highly qualified requirements
i. The district will insure that there is an equitable distribution of highly qualified teachers so that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.		Assistant Superintendent	Aug 2009-May 2010	Qualified teachers are equitably distributed throughout the district	Increased performance on TPRI/TAKS of low income and minority students
j. The district will, if necessary, transfer teachers to other campuses in order to maintain an equitable distribution of highly qualified teachers.		Assistant Superintendent	Aug 2009-May 2010	Qualified teachers are equitably distributed throughout the district	Increased performance on TPRI/TAKS of low income and minority students

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
k. Information will also be made available to the aforementioned regarding higher education opportunities and financial aid including information on the TEXAS Grant Program.		Assistant Superintendent Counselors	Aug 2009-May 2010	Information made available in meeting, newsletters, etc.	Increased number of students attending post secondary education programs
l. Assistance will be provided to teachers not currently meeting the highly qualified requirements to meet those requirements in a timely manner by providing professional development activities and opportunities to attend post secondary classes.		Assistant Superintendent	Aug 2009-Jul 2010	Training carried out	Maintain 100% of teacher positions filled with highly qualified teachers including minority teachers
m. Professional development activities will be provided to all staff to keep them current with the latest developments in technology.		Director of Technology Technicians	Aug 2009-May 2010	Professional development schedule Sign-in sheets	Staff provided training

Goal 3: North Lamar ISD will provide a quality learning environment that is positive, safe, and supportive for all students and staff.

Objectives: Attendance rate by 2010: $\geq 96.7\%$
 Dropout rate by 2010: $\leq 0.2\%$

By 2010, students will pass the TAKS tests:	<u>READING</u>	<u>MATH</u>	<u>WRITING</u>	<u>SOC. STUDY</u>	<u>SCIENCE</u>	<u>LANG. ARTS</u>
All Students	95%	90%	95%	93%	90%	90%
African American	90%	90%	90%	90%	90%	90%
Hispanic	93%	90%	90%	90%	90%	90%
White	95%	90%	95%	94%	90%	90%
Economic Disadvantaged	90%	90%	90%	90%	90%	90%

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 1—Safe Schools: Schools will maintain a strong discipline, code of conduct, and plan of action for emergencies. Decrease in number of discipline referrals.</p> <p>Activities:</p>	Teachers, Staff, District Admin. Staff, Campus Admin. Staff				
a. Alternative education programs will be provided for both students with disciplinary problems and in at-risk situations.		Principals	Aug 2009-May 2010	Students identified and assigned to the alternative education program	Dropout rate below the State average
b. A social worker will interact with students assigned to DAEP and the Behavior Unit.		Social Worker	Weekly	Planning documentation	Students will return to the regular classroom and be able to function
c. The two trained staff members will conduct sessions for classroom staff in the Classroom Organization and Management Program (COMP).		Assistant Superintendent	June 2009	Sessions conducted Sign-in sheets	Trainer certificates
d. Security officers will provide security for the district and conduct safety training.		Superintendent Board of Trustees	Aug 2009-May 2010	Positions authorized in the budget	Positions filled

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
e. Safety issues will be monitored and corrected to meet the standards established by the ESC Region 8 safety audit.	ESC Region 8 Safety Audit Standards	Principals	Aug 2009-May 2010	Issues identified	Problems corrected
f. Suicide prevention and conflict resolution programs (NLITES) will be provided.		Social Worker Principals	Sep 2009-Jan 2010	Programs implemented	Reduced number of incidents
Strategy 2—Parent/Community Involvement: Communication links will be developed between the district and all stake holders. Parent / Community Involvement. Activities:	Teachers, Staff, Parent Support				
a. District newsletters will be printed in The Paris News periodically. District and Program brochures are available.		Public Relations Officer	Aug 2009-May 2010	Public comments	Improved parent/ community involve- ment
b. Community in-put and interaction will be encouraged through the media and committees.		Superintendent, Public Relations Officer	Aug 2009-May 2010	Community participation on committees, etc.	Improved parent/ community involve- ment
c. Parent involvement will be encouraged through volunteer programs, book fair, family nights and meetings, and student/parent activities at each campus.		Parent Involvement Coordinator, Principals, Teachers	Aug 2009-May 2010	Sign-in logs	Improved parent involvement
d. Parents of students enrolled in grades 1—12 will be able to access students' grades from home via the Internet.		Technology Coordinator Teachers	Aug 2009-May 2010	Participation forms	Improved parent involvement
e. Parent orientations will be held at each campus at the beginning of the school year.		Principals	Aug-Sep 2009	Orientations held	Improved parent involvement
f. Parents will sign-off on home-work assignments in grades K-5 and transition in grade 6.		Teachers	Daily	Homework completed	Improved performance on TAKS
g. A parents' night for parents of students having dyslexia will be conducted to review curriculum, accommodations, expectations, and take Qs and As.		Dyslexia Therapist	Sep 2009	Attendance sign-in roster	Improved student performance on the TAKS

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
h. Non-threatening activities, flexible meeting times, and incentives to encourage parental involvement will be implemented.		Parent Involvement Coordinator	Aug 2009-May 2010	Activities identified and implemented	Improved parental involvement
i. Speakers will be invited to discuss the prevention of drug abuse and to develop self-esteem among students.	ESEA, Title IV, Part A	Safe and Drug-Free Schools (Title IV) Coordinator	Aug 2009-May 2010	Speakers scheduled	Reduction in number of student violations of drug policy
j. Teachers will update their web pages on a regular basis.		Technology Coordinator Campus Technology Representative	Aug 2009-May 2010	Web pages updated	Improved parental involvement
k. Parent newsletters will emphasize the importance of regular attendance.		Principals	Aug 2009-May 2010	Newsletters published	Attendance rate improved
l. Parents will have access to computers in the library to access the Internet.		Assistant Superintendent Principals	Aug 2009-May 2010	Libraries open and computers accessible	Parents using the computers
m. Install a Web-based library circulation program in each library.		Assistant Superintendent	Jul-Aug 2009	Program installed	Parents using the program
Strategy 3—Attendance —Increase the current district attendance percentage of 96.7 % end of year district attendance percentage. Activities:	Teachers, Supplies, Parent Support, Central Office, Campus Admin. Staff No. of FTE's: None Cost: None	Superintendent	Daily	Daily attendance	Attendance rate improved
a. Campuses will provide incentives to encourage attendance.		Superintendent Principals, Teachers	Aug 2009-May 2010	Incentives awarded	Attendance rate improved
b. The District will recognize students with perfect attendance throughout their school career.		Superintendent, Board of Trustees	May 2010	Perfect attendance certificates	Attendance rate improved
c. Truant officer and principals will establish guidelines regarding the process for dealing with truancy.		Truant Officers Principals	Aug 2009	Guidelines prepared and adopted	Increase in the district's attendance rate
d. Continue implementation of the Optional Flexible Year Program.		Assistant Superintendent Principals	June 2009	Waiver submitted to TEA	Improved passing rates on TAKS tests

Strategy/Activities	Resources/ FTEs	Personnel Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>Strategy 4—Dropout: The dropout rate will be less than .2 % and the completion rate will exceed the state standard.</p> <p>Activities:</p>	Assistant Supt. Staff, Parent Support No. of FTE's: None Cost: None				
<p>a. Appropriate intervention activities will be implemented to prevent retention and assure placement in appropriate programs.</p>		Care Teams (RTI)	As needed	Activities developed	Students promoted
<p>b. A program evaluation will be conducted to determine specific needs of students in at-risk situations.</p>		Site-Based Teams	May 2010	Evaluation completed	Needs determined
<p>Strategy 5—Facilities: The district maintenance staff will continue to monitor the heating and air conditioning systems to ensure comfortable classrooms conducive to teaching/learning.</p> <p>Activities:</p>	Maintenance staff Air Conditioning Contractors				
<p>a. The district will remodel and/or construct new facilities to appropriately house the instructional program at each campus.</p>		Board of Trustees Superintendent Maintenance Contractors	Quarterly	Plans to maintain adequate and appropriate facilities	Instructional program housed in adequate and appropriate facilities
<p>b. Establish priorities for improving and expanding the district's facilities.</p>		Board of Trustees Superintendent Maintenance Contractors	Dec 2009	Item placed on the Board of Trustees' agenda	Priorities established

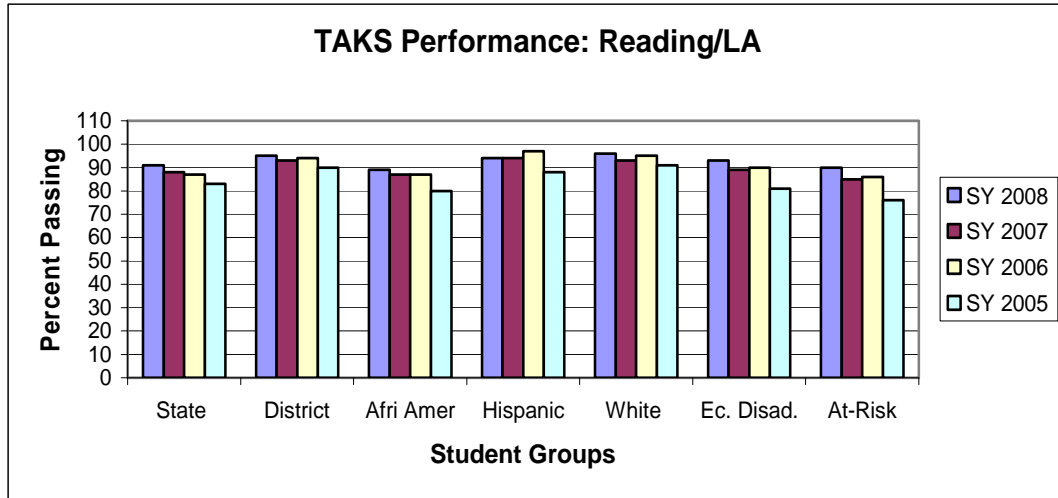
Appendix A: AEIS Results

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

NORTH LAMAR ISD
 District AEIS Results
 Four Year Analysis 2005, 2006, 2007, and 2008

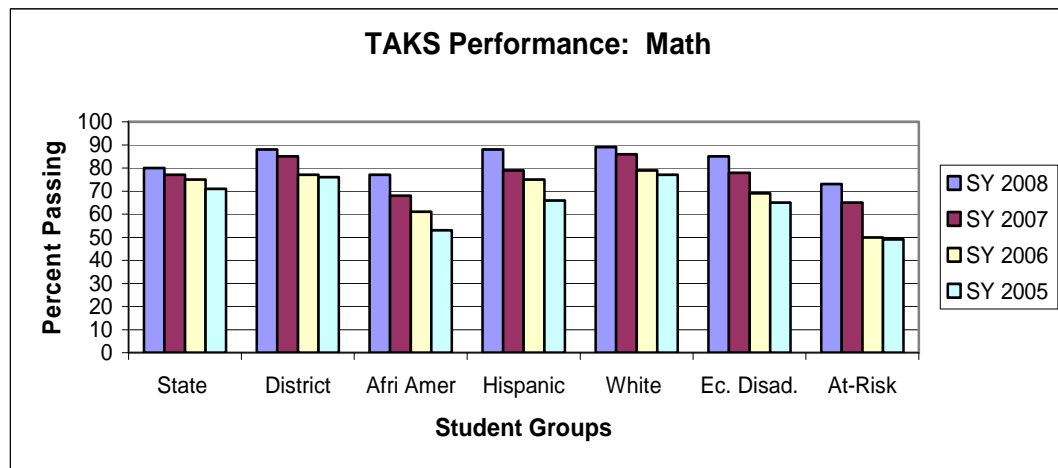
READING/LANGUAGE ARTS

Year	State	District	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	95	89	94	96	93	90
2007	88	93	87	94	93	89	85
2006	87	94	87	97	95	90	86
2005	83	90	80	88	91	81	76



MATH

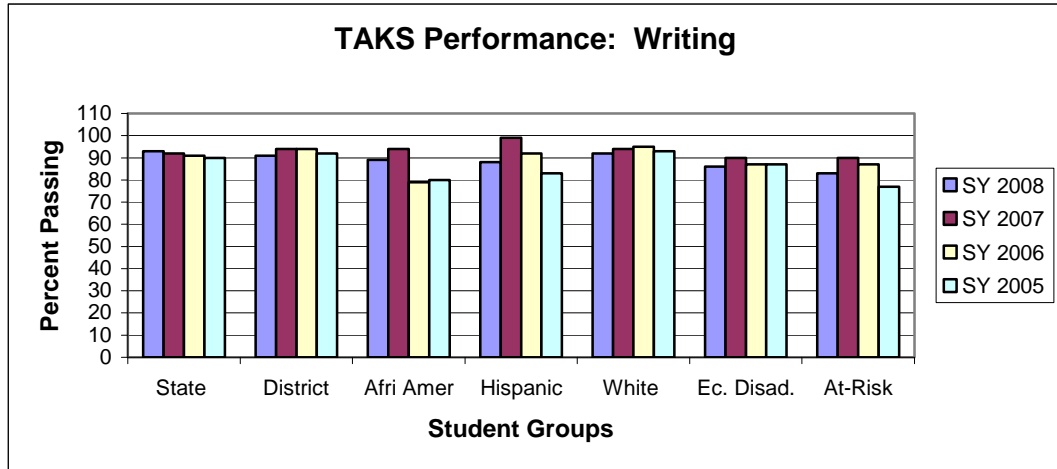
Year	State	District	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	80	88	77	88	89	85	73
2007	77	85	68	79	86	78	65
2006	75	77	61	75	79	69	50
2005	71	76	53	66	77	65	49



AEIS Results

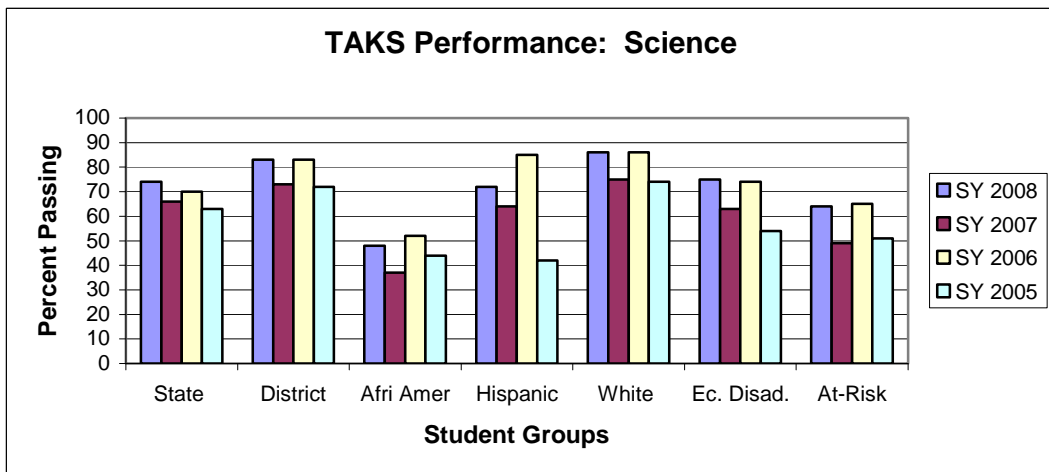
WRITING

Year	State	District	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	93	91	89	88	92	86	83
2007	92	94	94	99	94	90	90
2006	91	94	79	92	95	87	87
2005	90	92	80	83	93	87	77



SCIENCE

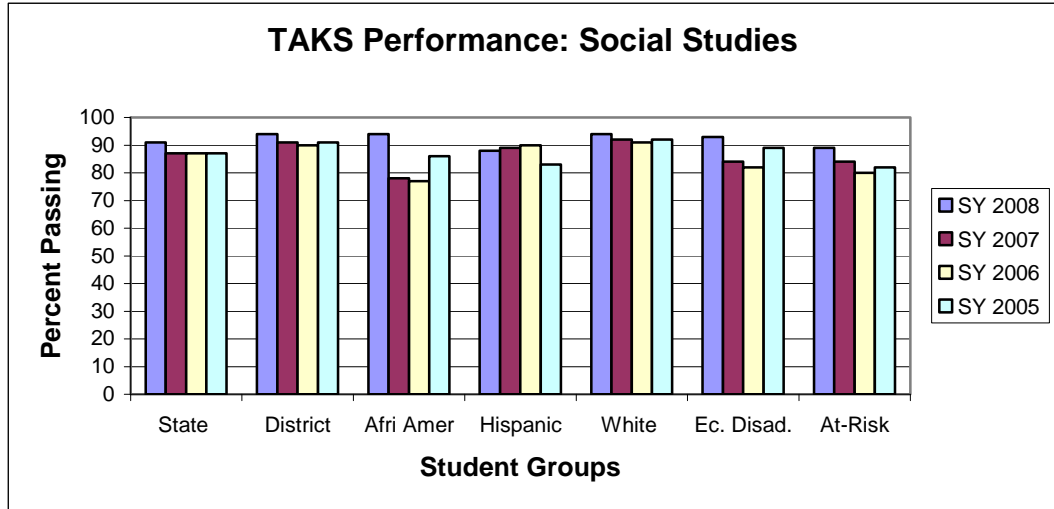
Year	State	District	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	74	83	48	72	86	75	64
2007	66	73	37	64	75	63	49
2006	70	83	52	85	86	74	65
2005	63	72	44	42	74	54	51



AEIS Results

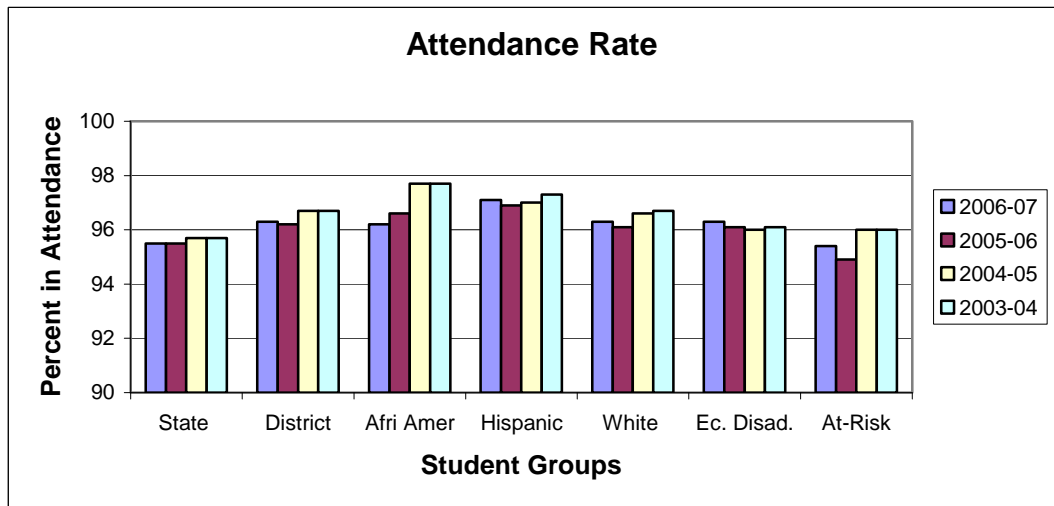
SOCIAL STUDIES

Year	State	District	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2008	91	94	94	88	94	93	89
2007	87	91	78	89	92	84	84
2006	87	90	77	90	91	82	80
2005	87	91	86	83	92	89	82



ATTENDANCE RATES

Year	State	District	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	95.5	96.3	96.2	97.1	96.3	96.3	95.4
2005-06	95.5	96.2	96.6	96.9	96.1	96.1	94.9
2004-05	95.7	96.7	97.7	97.0	96.6	96.0	96.0
2003-04	95.7	96.7	97.7	97.3	96.7	96.1	96.0

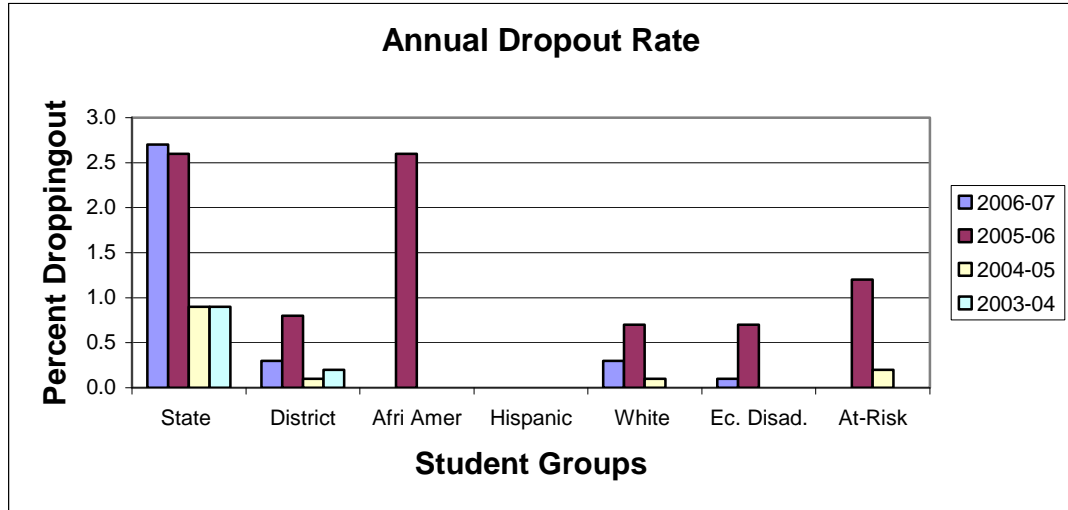


AEIS Results

DROPOUT RATES

Annual Dropout Rate (Grades 7-12 AEA Indicator)

Year	State	District	Afri Amer	Hispanic	White	Ec. Disad.	At-Risk
2006-07	2.7	0.3	0.0	0.0	0.3	0.1	0.0
2005-06	2.6	0.8	2.6	0.0	0.7	0.7	1.2
2004-05	0.9	0.1	0.0	0.0	0.1	0.0	0.2
2003-04	0.9	0.2	0.0	0.0	0.0	0.0	0



Appendix B: State Compensatory Education Budget and FTEs

PAYROLL COSTS:

Position	FTE	Amount
None		\$ -0-

OTHER EXPENSE:

Contracted Services: Consultants		\$ 12,000.
Discipline Alternative Education Program Contract		
Supplies: Dyslexia Program		
Travel and Fees		
Total		<u>\$ 12,000.</u>

TOTAL BUDGET: \$ 12,000.

Appendix C: Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and North Lamar Independent School District's at-risk criteria.

Coordination of Funding

All federal, state and local funds received by the North Lamar Independent School District will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.