

**Special Education Monitoring System
 2006-2007
 Continuous Improvement Plan**

ESC Region #:	Region V
LEA:	LCM CISD
Co/District #:	181908

Stage of Intervention:	1A
Submittal Date:	December 15, 2006

DESIRED RESULT (Goal(s) that address each identified area of improvement)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning) Interim (Formative) and Final (Summative) for evaluation purposes</i>
<p>Indicator 20: The rate of disproportionate discretionary placements of students served in special education to ISS will decrease to less than 65% in the 2006 – 2007 school year.</p>	<p>Data gathered from the PEIMS Student Disciplinary Action Detail Report for the 2006 – 2007 school year will show that the level of disproportionate placements has decreased from 2005 – 2006 levels to less than 65%. (Baseline: Disproportionality rate was 13.2% as of October 2006 and 23.7% as of December 2006.)</p>	<p>1) Campuses will analyze PEIMS Disciplinary Action Detail Report data to determine which students are being sent to ISS multiple times (more than 5 times this school year). Individualized interventions will be planned for these students.</p> <p>2) Campuses will analyze classroom and schoolwide discipline procedures and will implement consequence alternatives to ISS.</p>	<p>Local and Special Ed. Funds</p> <p>Campus principals, curriculum directors, special programs director, district PEIMS clerk, ARD committees</p> <p>Local and Special Ed. Funds</p> <p>Campus principals, curriculum directors, special programs director</p>	<p>Initial: December 2006</p> <p>Interim: February 2007</p> <p>Final: June 2007</p> <p>Initial: January 2007</p> <p>Interim: February 2007</p> <p>Final: June 2007</p>

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<p>Indicators 14 and 15: The percentage of students identified for special education will continue to decrease and will meet the state average in five years (2009 – 2010 school year).</p>	<p>Interviews with campus administrators</p> <p>Interviews with campus administrators, campus records</p> <p>District referral logs will show a decrease in campus referrals.</p> <p>SAS Child Find Effort Report will show a decrease in DNQ assessments.</p>	<p>3) Campuses will communicate to substitute teachers the campus procedures for classroom disruptions and the alternatives to placement in ISS.</p> <p>4) Campuses will provide social skills training for selected special education students who are sent to ISS multiple times.</p> <p>1) All campuses will implement the Intervention Assistance Team (IAT) process prior to referrals of students for special education assessment (includes speech referrals, excludes homebound for medical reasons).</p>	<p>Local funds</p> <p>Campus principals, curriculum directors, special programs director</p> <p>Local and Special Ed. funds</p> <p>Campus principals, curriculum directors, special programs director, district behavior teachers, district “Capturing Kids’ Hearts” participants, district “Region 5 Behavior Institute” participants</p> <p>Local and Special Ed. funds</p> <p>Campus principals, campus IAT team leader, curriculum directors, special programs director</p> <p>Local and Special Ed. funds</p>	<p>Initial: December 2006</p> <p>Interim: February 2007</p> <p>Final: June 2007</p> <p>Initial: January 2007</p> <p>Interim: February 2007</p> <p>Final: June 2007</p> <p>Initial: December 2006</p> <p>Interim: February 2007</p> <p>Final: June 2007</p>

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	<p>PEIMS Snapshot Date Report</p> <p>PBMAS rating information</p> <p>Campus intervention records</p> <p>Records of training, program study, program implementation</p> <p>Data analyses</p>	<p>2) All elementary campuses will implement the Response to Intervention (RTI) process for goal-setting and measuring progress of interventions for students who are likely to be referred for special education assessment without intervention.</p> <p>3) Response to Intervention programs for secondary schools will be investigated to identify a research-based process to assist secondary intervention teams.</p> <p>4) New campus interventions will be studied to determine if they are based on scientific research.</p>	<p>Campus principals, campus IAT team leaders, speech therapists, elementary curriculum director, special programs director</p> <p>Special education funds</p> <p>Campus principals, campus IAT team leaders, secondary curriculum director, special programs director</p> <p>Campus principals, campus IAT team leaders, speech therapists, curriculum directors, special programs director</p>	<p>Initial: December 2006</p> <p>Interim: February 2007</p> <p>Final: June 2007</p> <p>Initial: January 2007</p> <p>Interim: April 2007</p> <p>Final: June 2007</p> <p>Initial: January 2007</p> <p>Interim: April 2007</p> <p>Final: June 2007</p>

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<p>Indicator 15: The disproportionality rate of African American students identified for special education will decrease.</p>	<p>Data analyses, records of correspondence</p> <p>PEIMS Snapshot Date Report</p> <p>PBMAS rating information</p> <p>Records of meetings</p> <p>Records of meetings</p>	<p>5) Campus interventions will be analyzed to determine if they are effective and revised or replaced if they are not.</p> <p>1) Campus instructional staff will receive training to assist them in providing instructional support to culturally, ethnically, racially different, and economically disadvantaged students.</p> <p>2) There will be an investigation into the feasibility of offering extended school year and summer school for students not working to standard in grades K and 1.</p> <p>3) There will be an investigation into the feasibility of offering full-day prekindergarten.</p>	<p>Special programs director, state and federal programs coordinator, campus principals, curriculum directors</p> <p>Local and Special Ed. funds</p> <p>Special programs director, state and federal programs coordinator, campus principals, curriculum directors</p> <p>Special programs director, campus principals, state and federal programs coordinator, curriculum directors</p> <p>Special programs director, campus principals, state and federal programs coordinator, elementary curriculum director</p>	<p>Initial: January 2007</p> <p>Interim: April 2007</p> <p>Final: June 2007</p> <p>Initial: January 2007</p> <p>Interim: March 2007</p> <p>Final: June 2007</p> <p>Initial: January 2007</p> <p>Interim: March 2007</p> <p>Final: June 2007</p> <p>Initial: January 2007</p> <p>Interim: March 2007</p> <p>Final: June 2006</p>

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Indicator 18: The rate of disproportionate discretionary placements of students served in special education to DAEP will decrease to less than 3% in the 2006 – 2007 school year.	Data gathered from the PEIMS Student Disciplinary Action Detail Report for the 2006 – 2007 school year will show that the level of disproportionate placements has decreased from 2005 – 2006 levels to less than 3%. (Baseline: Disproportionality rate was 1.2% as of October 2006 and 1.3% as of December 2006.) Social skills lesson notes	1) All removals of special education students to the DAEP will be reviewed by a campus administrator and the special programs director. 2) Campuses will analyze classroom and schoolwide discipline procedures and will implement consequence alternatives to DAEP. 3) Campuses will review sequences of consequences not served that result in DAEP placements and explore consequence alternatives to DAEP placement. 4) Daily social skills lessons will be taught in the DAEP for special education students as well as other students to assist the students with the problems that are causing them to be sent to the DAEP and to decrease recidivism.	Special programs director, campus principals, state and federal programs coordinator, elementary curriculum director Campus principals, special programs director Campus principals, special programs director DAEP staff, high school Principal, special programs director	Initial: December 2006 Interim: February 2007 Final: June 2007 Initial: January 2007 Interim: February 2007 Final: June 2007 Initial: January 2007 Interim: February 2007 Final: June 2007 Initial: December 2006 Interim: February 2007 Final: June 2007

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Follow-Up Activities <i>After the interim benchmark for evaluation, what will we do if the initial plan isn't working?</i>				
<p>Specific problem areas in the Continuous Improvement Plan for LCM CISD will be identified at the interim timelines. In the event that progress is not observed, the Core Analysis Team will be reconvened. District/Campus data will be re-evaluated in order to determine necessary revisions to the Continuous Improvement Plan. Additional activities to support accomplishment of the original plan will be arranged and implemented.</p>				

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Corrective Action The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.			
Identify Areas of Noncompliance. Enter the topic and specific legal reference from the CFR, TEC, or TAC.	Corrective Action Activities	Timeline for Implementation	Current Compliance Status <i>(for previously identified noncompliance, state when noncompliance was initially identified)</i>
(TEC 29.004) Evaluations for initial referrals to special education will be completed within the required 60 day timeline.	Campuses will forward referrals to the Special Programs Office within three days of receipt of signed consent from parent. Diagnosticians and speech therapists will notify the special programs director when evaluations are likely to be late so that contracted evaluations can be arranged.	Initial: December 2006 Interim: February 2007 Final: June 2007	2006 – 2007 SAS Child Find Effort (for 2004 – 2005 school year) Report: 12.6% of initial evaluations did not meet the 60 day timeline in the 2004 – 2005 school year. For 2003 – 2004, 10.4% of initial evaluations were late. District records for 2005 – 2006 show that late evaluations increased to 14.6% (<u>but</u> with those directly related to Hurricane Rita removed the late evals would have decreased to 10.7%).

Corrective Action

The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.

<p>[19 TAC 89.1050 (d)] ARD meetings for initial referrals to special education will be completed within the required 30 day timeline.</p>	<p>Diagnosticians and speech therapists will notify the special programs director when ARD meetings are likely to be late so that assistance can be arranged.</p>	<p>Initial: December 2006 Interim: February 2007 Final: June 2007</p>	<p>2006 – 2007 SAS Child Find Effort (report for 2004 – 2005): 19.8% of ARD meetings to initiate services were late compared to 25.7% the previous year. District records for 2005 – 2006 show 21.3% of initial ARD meetings were late (<i>but with those meetings late directly due to Hurricane Rita removed, the late ARD rate decreased to 16.5%</i>).</p>
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