

Little Cypress - Mauriceville CISD

# District Improvement Plan

2009-10

## Mission Statement

The mission of the Little Cypress-Mauriceville CISD is to graduate young adults with the knowledge and skills necessary for success in an ever-changing technological society by guaranteeing each student an individualized and well-rounded education.



## Comprehensive Needs Assessment

### Students

The mission of the district is to graduate young adults with the knowledge and skills necessary for success in an ever-changing technological society by guaranteeing each student an individualized and well-rounded education. It is the responsibility of the district to provide a quality instructional program that meets the needs of all students while providing them with facilities and services that are safe and conducive to an orderly, positive, and disciplined learning environment.

### Student Strengths

LCM can be pleased with its continued success.

From the 2004-2005 to 2008-2009 school years, LCM implemented strategies that resulted in gains in many subject areas even as the tests became much more rigorous. The vision, planning, and implementation of research-based instructional strategies have benefited the students of LCM.

In 2008-2009, accountability ratings were determined solely on the actual performance of students tested. A new feature of the accountability system for 2008-2009 is the Texas Projection Measure (TPM), a growth measure that will be used to determine whether students are meeting annual performance goals for both state and federal accountability. The Texas Projection Measure (TPM) provides an indication of how student performance at the end of a school year positions a student to meet the standard in future grades. Growth measures track individual student achievement on state tests from one year to the next, giving schools credit for student improvement over time. Using TPM, districts and school will have an opportunity to receive credit for students who did not meet passing standards on state tests, but who demonstrate they are projected to pass in a subsequent year. These students will be considered as having "passed or proficient" on the state assessment although they scored below the state standard in the current year. This new growth measure moved two of our campuses to the Recognized status when they otherwise would be considered Academically Acceptable and one campus to Acceptable when they otherwise would be considered Academically Unacceptable.

In 2008-2009, 93% of the students taking TAKS Reading/ELA examination met standard. However, once the students who are considered proficient due to the Texas Projection Measure are included in the total number of students considered proficient, the percentage of students meeting standard increased to 97%. Of the 97% considered to have met standard, 37% were commended.

In 2008-2009, 85% of the students taking TAKS Mathematics assessments met standard. However, once the students who are considered proficient due to the Texas Projection Measure are included in the total number of students considered proficient, the percentage of student meeting standard increased to 91%. Of the 91% considered to have met standard, 32% were commended.

Of the 4th and 7th grade students taking the TAKS Writing Assessment, 83% met standard. Once the TPM was calculated, the percentage passing the TAKS Writing Assessment increased to 88%.

Of the 5th, 8th, 10th, 11th, and 12th grade students taking the TAKS Science Assessment, 83% met standard. Once the TPM was calculated, the percentage of all students passing Science increased to 86%.

Of the 8th, 10th, 11th, and 12th grade students taking the TAKS Social Studies Assessment, 89% met standard. Once the TPM was calculated,

the percentage passing the TAKS Social Studies Assessment increased to 93%.

The Texas Projection Measure has impacted our assessment results positively. The District is seeing continued improvement toward reaching the goal of 90% of students passing all subject area TAKS assessments.

The District is at or above the State and Region at all grade levels in Reading except Grade 11, which is slightly below the State. The District is at or above the State and Region except Grade 10 Social Studies, which is below the State and Region. In Math, we are above the State and Region except for Grade 4. In Writing, we are slightly below the State in Grade 4, but at the Region level. In Science, we are above the State and Region in all grades tested.

In Reading from 2004 to 2009, the percentage of students passing TAKS increased from 86% to 97%. In Mathematics, the percentage of all students passing TAKS increased from 74% to 91%. In Science, the percentage of all students passing TAKS increased from 73% to 86%. In Social Studies, the percentage of all students passing TAKS increased from 84% to 93%. The only area where the District has seen decline from 2004 to 2009, is TAKS Writing, which has decreased from 91% to 88% passing.

It is worth noting that Reading scores across all grade levels and all sub-populations have increased. From 2004-2005 to 2008-2009 At-Risk students across all sub-populations passing TAKS increased by 16%. Economically Disadvantaged students across all sub-populations passing TAKS increased by 15% from 2004-2005 to 2008-2009. Special Education students across all sub-populations increased the number of students passing TAKS by 11% from 2004-2005 to 2008-2009. Hispanic students across all sub-populations increased the number of students passing TAKS by 9% from 2004-2005 to 2008-2009. ESL students across all sub-populations increased the number of students passing TAKS by 9% from 2004-2005 to 2008-2009. Finally, Title I students across all sub-populations increased the number of students passing TAKS by 6% from 2004-2005 to 2008-2009. Special Education students met state AYP proficiency standards in all sub-populations as well.

While Mathematics for LCM is the area in greatest need of improvement, it has been another area where growth has been realized through the hard work of a dedicated staff, a commitment to excellence, and the diligence of our students and parents. Student performance in every sub-population has seen improvement and in some cases very significant increases. One such sub-population, ESL, students passing TAKS has increased 33%, from 38% in 2004-2005 to 71% in 2008-2009. ESL students passing TAKS increased 39% in 2004-2005 to 82% in 2008-2009. Total number of all students passing the Mathematics TAKS has increased by 13% from 2004-2005 to 2008-2009.

Student performance on the Science TAKS for LCM students improved significantly. Fifth grade improved from 42% meeting standard in 2004 to 91% meeting standard in 2009. Tenth grade improved from 52% meeting standard in 2004 to 74% meeting standard in 2009 and eleventh grade improved from 59% meeting standard in 2004 to 94% meeting standard in 2009.

The District English Language Learners (ELL) continue to make progress as well. The District assessed forty ELL students through the TELPAS assessment process. Of these forty students, three were identified as receiving Special Education services. Eight ELL students were administered TELPAS for the first time; four were at the Beginning level, two were at the Intermediate level, and one was at the Advanced level, and one was the Advanced High level.

The remaining thirty-two students had been previously assessed through TELPAS. Of these students, one was at the Beginning level, four were at the Intermediate level, eleven were at the Advanced level, and fifteen were at the Advanced High level. Twenty of the thirty-two students showed progress, nine remained at the same level, and three regressed.

Of the forty ELL students assessed through TELPAS, five were at the Beginning level. These students participated in the District ESL program on

average of one year. Of the forty ELL students assessed through the TELPAS, six were at the Intermediate level. These students participated in the District ESL program about two years. Thirteen were at the Advanced level and participated in the District ESL program for approximately 2.6 years, while sixteen were at the Advanced High level and participated in the District ESL program for 2.5 years.

Twenty-seven ELL students took the TAKS Reading assessment and only four did not meet standard. Six of the District's twenty-nine ELL students who took the TAKS Mathematics assessment did not meet standard.

The District is currently monitoring the progress for fourteen ELL students who have been exited from the ESL program. Three of these students are also served through Special Education. Thirteen of the fourteen students are in their first year of monitoring and one is in his second year of monitoring. All students passed all of their required TAKS assessments.

Finally, The District accountability rating was Academically Acceptable. Little Cypress Elementary received an Exemplary rating. LCM High School received the Academically Acceptable rating from TEA while Mauriceville Elementary, Little Cypress Intermediate, Little Cypress Junior High, Mauriceville Middle School all earned the Recognized accountability rating.

### Student Needs

It is the goal of the District to have at least 90% of all students and sub-populations passing each subject area tested as measured by TAKS or alternative assessments. This goal was met in 2008-2009 with all students not including some of the sub-populations passing in Reading (97% with TPM), Mathematics (91% with TPM), and Social Studies (93% with TPM). While the District can be proud of its improvement in Math and Science, those areas remain targeted.

In Reading, the following sub-populations have not met the 90% District goal: African-American (85%), Hispanic (86%), Special Education (78%), At-Risk (86%), and LEP (79%) students passed the Reading TAKS assessment. Strategies continue to be developed to meet the needs of these learners.

In Writing, the following sub-populations have not met the 90% District goal: African-American (79%), Economically Disadvantaged (82%), Special Education (82%), and At-Risk (71%) students passed the Writing TAKS assessment.

In 2008-2009, 83% of all students passed the Mathematics TAKS assessment. The following sub-populations have not met the 90% District goal: Title I (89%), Hispanic (82%), Economically Disadvantaged (77%), ESL (65%), African American (66%), At-Risk (66%), and Special Education (52%) students passed the Mathematics TAKS assessment.

In 2008-2009, 82% of all students passed the Science TAKS assessment. The following sub-populations have not met the 90% District goal: Hispanic (81%), Economically Disadvantaged (79%), ESL (25%), African American (64%), At-Risk (73%), and Special Education (53%) passed the Science TAKS assessment.

In 2008-2009, 92% of all students passed the Social Studies TAKS assessment. The following sub-populations have not met the 90% District goal: African-American (88%), Economically Disadvantaged (87%), At-Risk (87%), and Special Education (54%) students passed the Science TAKS assessment.

The sub-populations which continue to need support and innovative, research-based interventions include the Economically Disadvantaged, Special Education, African-American, ESL, and At-Risk students across all subject areas. Hispanic students continue to need support in the

areas of Math and Science.

While the District exceeds State and Regional performance of students in Math and Science, these subjects continue to be the District's weakest areas of student performance.

## Staff

The District strives to maintain a highly motivated and highly qualified staff of professionals to offer exceptional instruction to its students. All staff members have been evaluated to ensure compliance with state certification laws, as well as compliance with No Child Left Behind (NCLB) "highly qualified" teacher requirements.

## Staff Strengths

While new "highly qualified" guidance regarding Special Education teachers were given in 2003-2004, the District was still able to report 92% of its teachers as "highly qualified" at that time. Since then, an intense, focused effort has been made to fill all vacant teaching positions in core subject areas with teachers who meet NCLB standards. As a result, in 2007-2008, 98% of all regular education core classes were taught by highly qualified teachers and 96% of all Special Education core classes were taught by highly qualified teachers. In 2007-2008, 96% of core subject area classes in regular and Special Education were taught by highly qualified teachers. In 2008-2009 school year, the percentage of highly qualified teachers for regular and Special Education classes was 98.79%.

With the implementation of the Treasuring Our Paraprofessionals training program in 2003-2004, the District was able to report 100% of its paraprofessionals with instructional duties in core academic subject areas met No Child Left Behind requirements one year ahead of the deadline. After seeing how beneficial the training was, the Administrative Team decided to send all paraprofessionals to attend the training in order to provide professional growth in their knowledge of instructional strategies to foster student success.

Based on the most current AEIS data available, school year 2007-2008, teachers in the District are experienced, with 64% of them having taught six or more years. Our new teachers are needed also as they bring to the District new ideas and instructional strategies, as well as enthusiasm.

Staff members are encouraged to continue their education and to keep seeking new information, knowledge, and skills to bring into their classrooms. As a result, 12% of the professional teaching staff have earned advanced degrees. This District professional staff is able to provide guidance and expertise to assist beginning teachers. Staff members are provided opportunities to participate in timely and appropriate professional development throughout the school year. One hundred percent of professional staff participated in high quality professional development. Overall, the District staff is devoted and maintains high expectations for its students.

## Staff Needs

Turnover in teaching positions has been a concern for the past few years in the district. In 2008-2009, the turnover rate for professional teaching staff was 13%, down 3% from the previous year. In 2005-2006, a committee was convened to address the areas of recruitment and retention of quality teachers. The committee felt strongly that a more developed and intentional focus needed to be placed on mentoring new teachers during their first three years in the teaching profession to foster confidence and success in the classroom. In 2006-2007, LCM partnered with Lamar State College-Orange's Accelerated Certification for Educators (ACE) program to provide mentoring and support to novice teachers and to design and develop a program to train existing teachers to be successful mentors. This program continued through the 2008-2009 school year.

## Parent Involvement

A child's education is a responsibility shared by the school and family. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners. Parents are an integral component of a school's ability to provide for the educational success of their children. Our schools seek to meet the diverse cultural and language needs of parents and students. The District acknowledges that engaging parents is essential to improve student achievement and that schools should foster and support active parental involvement. Research validates that family involvement is a powerful influence on student performance in schools. When families are involved in their child's education, children achieve higher grades and test scores, attend school more regularly, demonstrate more positive behaviors, and graduate from high school at higher rates. For these reasons, it is vitally important that parents become involved as partners in education.

### Parent Involvement Strengths

As is typical with most districts, there is a fairly high level of parental support at the elementary levels, as is evidenced by the number of parent volunteers and active participation in parent-teacher organizations. Volunteers are usually readily available to assist teachers and staff in the elementary classrooms.

At the elementary schools in the District, efforts have been made to invite parent participation in a school-parent compact, with parents sharing responsibility for the education of their children. Additionally, each Title I campus has a parent involvement policy in place, which, among other things, requires each campus to hold at least two parent involvement meetings each year. In addition, English classes were offered to Spanish speaking parents to help facilitate their acquisition of English.

At the high school level, Project Safe Graduation and booster clubs such as band boosters and athletic boosters have traditionally been able to maintain a high level of support and involvement from parents. Parent representatives also sit on each campus's Site-Based Decision-Making Committee, the District Education Improvement Committee, and on the District's Safe and Drug-Free Schools Advisory Committee.

### Parent Involvement Needs

Although parental involvement is strong at the elementary level, it seems that parent participation begins to wane in the middle and high school years. However, as adolescent and teenage students go through tremendous emotional and developmental changes and face greater and greater social pressures, parental involvement, support, and intervention is most necessary and critical. More needs to be accomplished at the Middle, Junior High, and High School levels to increase meaningful parent engagement.

## Community Involvement

The involvement of the community in the education of its students is vital, as public schools rely heavily on that involvement to meet district needs. Many of the students enrolled in LCM schools are the third and fourth generations to attend Little Cypress or Mauriceville schools.

### Community Involvement Strengths

LCM enjoys a strong bond with its patrons, in part because professional educators welcome and are aware of the contributions made by parents, grandparents, business owners, and industry to the schools. Not only do they contribute financially to various programs, they also give their time, energy, and expertise volunteering in a variety of ways.

LCM has active Booster clubs which support athletic and fine arts programs throughout the District's secondary schools. PTO's and PTA's are active in all schools. The Partners in Education program supplies teachers with classroom aides and enrichment speakers. The LCM Education Foundation, Inc. funds competitive grants to teachers for classroom projects that cannot be funded through the regular budgetary process. Parents, business and community representatives, and LCM District personnel serve on Campus and District Education Improvement Committees.

District strategic and long-range planning is done by not just administrators and teachers, but by employees from all campuses and departments, parents, and business and industry representatives. Each school has its own Campus Improvement Committee (CIC) made up of representatives of the community and individual campus, and there is a District Education Improvement Committee (DEIC) that advises the administration on issues affecting students, teachers, and community.

Many students in the District have parents, grandparents, and great-grandparents who have attended LCM schools. This provides the strong bond of common history in the community and strengthens support of and pride in the LCM District.

#### Community Involvement Needs

Each campus has areas in which volunteer assistance would be beneficial. From one-on-one tutoring, mentoring, career-related presentations, to clerical assistance, there is a way for the community to contribute to the educational opportunities offered students in the LCM district.

LCM has only one major industry contributing to the tax base, so its primary source of revenue is generated by individual home owners for local funds.

#### Facilities

Adequate facilities are an important piece to the teaching-learning process, as they serve to enhance the learning environment for students and teachers. Comfortable, updated, well-lit, well-maintained, and clean facilities send a message to students, teachers, and other personnel that they are important and that the district wants to provide them with the best possible atmosphere in which to work and learn.

#### Facility Strengths

All campuses are well maintained and are accessible to persons with disabilities. Students and staff enjoy clean buildings due to the excellent services of the maintenance department. All safety standards are met and the staff has access to adequate equipment, supplies, and materials.

In 2008-2009, the Maintenance Department completed the following improvements:

1. Replacement of three unsafe light towers at LCMHS stadium
2. Resurfaced the rear driveway at MMS
3. Have/will replace eleven rooftop HVAC units at LCMHS
4. Replace and reinsulated several roof top HVAC piping at LCMHS
5. Removed lockers from LCMHS
6. Remodeled restrooms at LCMHS
7. Constructed new sidewalks at the LCMHS baseball field
8. Constructed a new handicapped ramp at MVE
9. Installed fire alarm at MVE

10. Installed fire alarm at MMS
11. Began an energy efficient lighting retrofit at LCMHS
12. Replaced MMS gym lighting with energy efficient lighting
13. Replaced LCJH gym lighting with energy efficient lighting
14. Renovated the LCJH lobby
15. Began installation of HVAC energy control system
16. Modified the serving line at MMS cafeteria
17. Baseball infield renovation

#### Hurricane IKE Repairs:

1. Repaired/replace several damaged canopies in the District
2. Repaired/replace several damaged fences in the District
3. Replaced baseball bleachers
4. Replaced baseball backstop netting
5. Repaired transportation shop
6. Repaired alarm and PA system

#### Facility Needs

The District contracted with an architectural firm in 2007-2008. The assessment identified over \$100 million in facility needs in the District. A Vision and Planning Committee was then created with members consisting of teachers, administrators, students, board members, parents, business owners, and community members. This committee studied various options and recommended to the Board of Trustees that they call a bond election for \$40 million with the bulk of the funds going towards reconstructing the high school on the existing location. The board did call the election for May 10, 2008, but the bond did not pass. The board plans to call another election when economic conditions improve. The District began an energy reduction project in May 2009 to install energy management systems on all District HVAC systems, replace air handler units on the high school campus, professionally clean air handler units at Little Cypress Elementary and Mauriceville Elementary, retrofit lighting fixtures throughout the District, and replace inefficient plumbing fixtures throughout the District.

#### Technology and Infrastructure

##### Technology and Infrastructure Strengths

The District staff is highly trained in the integration of technology into classroom instruction and inclusion of technology when addressing the needs of students. The District is also committed to furthering the integration of technology resources for use in intervention assistance.

##### Technology and Infrastructure Needs

ARI, AMI, and Title I interventionists have been providing computer assisted interventions in a lab environment. To better serve the needs of the At-Risk populations, computers are needed in these classrooms. The District does not have the infrastructure to support the additional classroom computers; therefore, the infrastructure will need to be updated.

**Goal 1:** We will provide a quality instructional program that meets the needs of all students.

**Correlates with:**

<b>Board Goals 2009-2010</b>			
1) Continuous Improvement	2) Future Trends	3) Visioning and Planning	4) Unity
5) Highly Qualified Staff	6) Quality Learning Environment	7) Student Success and Accountability	
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) School Personnel
6) Student Performance	7) School Environment	8) Instructional Techniques	9) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will Become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

**Indicators, Performance Data, and Performance Objectives**

**Indicator:** TAKS Reading

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	93%	2009	≥ 93%	2015-16	≥ 93%	2010	
African American	79%	2009	≥ 90%	2015-16	≥ 80.8%	2010	
Economically Disadvantaged	87%	2009	≥ 90%	2015-16	≥ 87.5%	2010	
Hispanic	87%	2009	≥ 90%	2015-16	≥ 87.5%	2010	
White	95%	2009	≥ 95%	2015-16	≥ 95%	2010	

**Indicator:** TAKS Math

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	85%	2009	≥ 90%	2015-16	≥ 85.8%	2010	
African American	63%	2009	≥ 90%	2015-16	≥ 67.5%	2010	
Economically Disadvantaged	75%	2009	≥ 90%	2015-16	≥ 77.5%	2010	
Hispanic	79%	2009	≥ 90%	2015-16	≥ 80.8%	2010	
White	86%	2009	≥ 90%	2015-16	≥ 86.7%	2010	

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90%	2009	≥ 90%	2015-16	≥ 90%	2010
African American	75%	2009	≥ 90%	2015-16	≥ 77.5%	2010
Economically Disadvantaged	87%	2009	≥ 90%	2015-16	≥ 87.5%	2010
Hispanic	95%	2009	≥ 95%	2015-16	≥ 95%	2010
White	91%	2009	≥ 91%	2015-16	≥ 91%	2010

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93%	2009	≥ 93%	2015-16	≥ 93%	2010
African American	82%	2009	≥ 90%	2015-16	≥ 83.3%	2010
Economically Disadvantaged	88%	2009	≥ 90%	2015-16	≥ 88.3%	2010
Hispanic	95%	2009	≥ 95%	2015-16	≥ 95%	2010
White	94%	2009	≥ 94%	2015-16	≥ 94%	2010

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86%	2009	≥ 90%	2015-16	≥ 86.7%	2010
African American	58%	2009	≥ 90%	2015-16	≥ 63.3%	2010
Economically Disadvantaged	76%	2009	≥ 90%	2015-16	≥ 78.3%	2010
Hispanic	80%	2009	≥ 90%	2015-16	≥ 81.7%	2010
White	88%	2009	≥ 90%	2015-16	≥ 88.3%	2010

## Strategies

<b>Goal 1 - Strategy 1      Student Success and Accountability</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Curriculum Directors	<b>Brief Description:</b> Increase the percentage of students meeting standard on the state-mandated assessments to 90%.	<b>Evaluation Benchmark:</b> Results of benchmarks and End-of-Year assessments	
<b>Leader Progress Report Dates:</b> End of Six Weeks and Semester Reports from principals	Maintain or improve the percentage of all students and all special populations to meet standard on the appropriate state assessments by 2013-2014. Increase student performance on the TPRI to 90% End-of-Year evaluation, independent level. Focus on improving performances of African American, Hispanic, and Economically Disadvantage students in Math and Science.		
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Prime Manuals	Number of FTE's: 544.41	Title II Staff Dev.	\$55,880.00
Campus Admin. Staff	Not Specified	Title II Personnel	\$110,250.00
Central Office	Cost: None	Title I Homeless Services	\$12,900.00
Co-enrolled Classes		Title I - Staff Develop.	\$9,044.00
Curriculum documents		Title Budget	\$452,248.00
Dana Center Activities		Campus Funds-LCMHS	\$8,668,316.00
District Admin. Staff		Campus Budget-MVE	\$3,117,928.00
Gateways to Science		Campus Budget-MMS	\$2,307,037.00
K-5 Reading Specialist		Campus Budget-LCJH	\$3,719,012.00
Master Reading Teacher		Campus Budget-LCI	\$3,886,819.00
NJ Writing Program of TX		Campus Budget-LCE	\$2,024,970.00
		ARRA Sp. Ed. Stim. Funds	\$25,000.00

<b>Goal 1 - Strategy 1</b>	<b>Student Success and Accountability</b>
AEIS IT Reports	\$24,389,404.00
Parent Support	
Voyager Passport	
Read Naturally	
Rewards Reading Program	
Secondary Math Specialist	
Staff	
TAKS Prep Manuals	
Teachers	
TEXTeams	
The Writing Academy	
Title I	
Title II	
Toolkits	
Paraprofessionals	

<b>Goal 1 - Strategy 1      Student Success and Accountability</b>						
<b>Timeline</b>						
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Provide a guaranteed and viable curriculum to all students.	Directors, Principals, Teachers	08/24/2009	to	05/28/2010	Completed Tests	
Track all student groups including Special Education students using state academic assessment results and benchmark test results and submit progress reports each six weeks to curriculum directors and superintendent.	Directors, Principals, Teachers	08/24/2009	to	05/28/2010	Results of benchmarks and state assessments	
Assure that instructional strategies that will affect student achievement are used in all classrooms: 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Questions, cues, and advance organizers (Marzano, 1998)	Curriculum Directors, Principals, Teachers	08/24/2009	to	05/28/2010	Data from 24-7 Walk-Throughs; Annual Evaluations	
Continue the district-wide writing program with specific criteria as measured by district benchmark assessments.	Directors, Principals, Teachers	08/24/2009	to	05/28/2010	TAKS Results	
Continue to implement strategies to increase the awareness of real world work requirements for all students.	Curriculum Directors, Principals, Teachers	08/24/2009	to	05/28/2010	Work place visits, guest speakers and student visits to community and technology colleges.	
Provide parent training for support of	Principals, Federal	08/24/2009	to	05/28/2010	Training sign-in sheets	

<b>Goal 1 - Strategy 1</b>		<b>Student Success and Accountability</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
campus instructional program. Include Response to Intervention, Acceleration Programs, and Gifted and Talented Programs.	Programs Coordinator					
Increase parental involvement through Title I parent involvement policy and school-parent compact.	Federal Programs Coordinator, Principals	08/24/2009	to	05/28/2010	Documentation	
Continue to offer opportunities for parental participation through annual Title I meetings, TAKS night, PTO, volunteer program, orientation, open house nights, parent-teacher conferences, athletic and band booster clubs, Project Safe Graduation, DEIC, Site-Based Decision Making Committee, and Safe and Drug Free Committee membership.	Federal Programs Coordinator, Principals	08/24/2009	to	05/28/2010	Documentation	
Identify At-Risk students for participation in intensive accelerated programs.	Curriculum Directors, Spec. Prog. Dir, Principals	08/24/2009	to	04/28/2011	Formative: Benchmark tests, failure reports. Summative: State testing results, High School completion rate	
Continue to offer summer school for acceleration for Grades 3-8.	Directors, Principals	06/01/2009	to	06/30/2010	Attendance, results summer TAKS and post tests	
Continue Response to Intervention system at Elementary and Secondary campuses.	Elem.Curr.Dir.,Sp.Prog. Dir.,Principals	08/24/2009	to	05/28/2010	Progress monitoring, benchmark, reduction in referrals	
Assist preschool children in the transition to local elementary school programs by providing kindergarten round-up, orientation, and visits from local preschool programs in coordination with the Head Start program.	Elem.Curr.Dir.,Sp.Prog. Dir., Principals	04/01/2009	to	05/28/2010	Documentation	

<b>Goal 1 - Strategy 1</b>		<b>Student Success and Accountability</b>			
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Continue to support and update web-based instructional tools for teachers to reduce paper work and increase productivity of teachers: Eduphoria WEBCCAT AEIS-IT AIMSWEB	Directors, Technology Director, Principals	08/24/2009	to	05/28/2010	Record of usage
Implement the revised elementary gifted and talented identification profile.	Cur. Dir., Consultant, Prin., Teachers	08/24/2009	to	05/28/2010	Documentation
Write a plan to address child sexual abuse and increase faculty and staff awareness and possible warning signs.	Elem. Curr. Director, Com. Rel.	08/24/2009	to	09/30/2009	Brochure and Documentation of Training at Campuses
Implement Balanced Literacy program at the High School.	Prin., Sec. Curr. Dir., Teachers	08/11/2009	to	08/12/2009	Meetings, Training, Workshops, Book Study, Walk-Throughs
Continue to implement the coordinated health program, CATCH, at the elementary, middle and junior high schools.	Prin., Teachers, PE Teachers, Health Com.	09/01/2009	to	05/28/2010	Results from Fitness Gram, academic performance data, and student attendance rates

<b>Goal 1 - Strategy 2      Plan for Teacher Quality</b>			
<p>The Student and Personnel Services Director will evaluate core academic subject area teachers and paraprofessionals annually to ensure they meet highly qualified requirements. Applicants will be screened to ensure highly qualified status prior to employment. The Director will work with the campus principals and teachers to inform them of what steps may be taken for the teacher to meet the highly qualified status. A Highly Qualified Teacher Continuous Improvement Plan will be developed and implemented for the district and for any campus that does not meet the 100% standard of all core classes taught by highly qualified teachers.</p> <p><i>There are no Indicators/Objectives supported by this Strategy</i></p>			
<p><b>Leader(s):</b> Superintendent</p> <p><b>Leader Progress Report Dates:</b> January</p>	<p><b>Brief Description:</b> All students will be taught by highly qualified teachers, and where applicable, assisted by highly qualified paraprofessionals.</p>	<p><b>Evaluation Benchmark:</b> 100% of teachers are highly qualified</p>	
<p><b>Resources Required:</b> Title II Time District Admin. Staff Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> Title II Staff Dev.</p>	<p><b>Amount</b> \$39,880.00 <hr/>\$39,880.00</p>

<b>Goal 1 - Strategy 2      Plan for Teacher Quality</b>						
<b>Timeline</b>						
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Continue the TEAMS mentoring program in partnership with Lamar State College-Orange.	Student/Personnel Dir., Curr. Directors and Mentors	08/24/2009	to	05/28/2010	Retention of qualified teachers	
Continue to investigate ways for teachers to work collaboratively to improve collegiality and professionalism.	Superintendent, Directors, Principals	08/24/2009	to	05/28/2010	Documented amount of time available	
Provide quality staff development: Advanced Placement Training New Jersey Writing Program of Texas Connected Techs Training Writing Academy Response to Intervention Gateways to Science Gifted and Talented Strategies Secondary Reading Strategies Reading Collaborative Master Reading Teacher Building Champions 21st Century Learner	Directors, Principals	08/24/2009	to	05/28/2010	Sign-In sheets In-service Agenda, Intervention Team Meetings, Classroom walk-throughs	
Continue Treasuring Our Paraprofessionals training to assist those people seeking to meet the highly qualified status for a teacher-aide position.	Student/Personnel Services Director	08/24/2009	to	05/28/2010	Number of successful applicants for paraprofessional positions	
Conduct recruitment activities, such as participation in job fairs, posting vacancies in multiple sites and maintaining an active webpage of current job openings.	Student/Personnel Services Director	08/24/2009	to	05/28/2010	Number of highly qualified applicants	
Continue the on-line application accessibility for prospective professionals.	Assist. Super., Stu/Personnel Services Dir.	08/24/2009	to	05/28/2010	Reduced paperwork and increased number of applications	

<b>Goal 1 - Strategy 2</b>		<b>Plan for Teacher Quality</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Continue the Highly Qualified Teacher Continuous Improvement plans for district and applicable campuses.	Student/Personnel Services Dir.	08/24/2009	to	05/28/2010	Documented district and campus highly qualified improvement plans	
Continue to investigate activities to enhance the recruitment, induction, and retention of teachers.	Student/Personnel Services Dir.	08/24/2009	to	05/28/2010	Teacher Retention	

<b>Goal 1 - Strategy 3 Faculty and Staff Benefits and Incentives</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Superintendent	<b>Brief Description:</b> Provide benefits and incentives to faculty and staff for increased student performance and innovative, successful practices.	<b>Evaluation Benchmark:</b> Student success and number of benefits and incentives provided	
<b>Leader Progress Report Dates:</b> January			
<b>Resources Required:</b> District Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> District Budget	<b>Amount</b> \$4,420,626.00 <hr/> \$4,420,626.00

<b>Goal 1 - Strategy 3 Faculty and Staff Benefits and Incentives</b>					
<b>Timeline</b>					
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Provide Administrative Retreat.	Superintendent, Com. Relations	07/30/2009	to	07/30/2009	Program, Lunch, Gift
Provide Convocation.	Superintendent, Com. Relations	08/18/2009	to	08/18/2009	Motivational Speaker, Gift, Continental Breakfast, Transportation
Provide End-of-Year Recognition and Celebration for Faculty and Staff.	Superintendent, Community Relations	05/07/2009	to	05/07/2009	Program, Lunch, Gifts, Door Prizes
Celebrate Faculty and Staff Appreciation Week.	Superintendent, Com. Relations, Committee	08/24/2009	to	05/28/2010	Letter of Appreciation, Gift, Cake
Provide for the selection of Teachers of the Year at the campus and district levels.	Supt., Curr. Dir., Prin., Com. Rel., Teachers	03/01/2009	to	05/07/2010	Applications, Winners, Awards
Review and Revise District for Recruitment and Retention Plan for Highly Qualified Teachers	Supt., Dir. Of Stu. & Pers. Ser., Cur Dir.	08/24/2009	to	05/28/2010	Plan

<b>Goal 1 - Strategy 4      Use of Technology</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Technology Director	<b>Brief Description:</b> Students will use technology applications for research, simulations, analysis, and productivity so that they can live, learn, and work successfully in an increasingly complex and information rich society. Implement emerging technologies to increase the effectiveness of student learning, staff development, and administration.	<b>Evaluation Benchmark:</b> Student Products Technology Application Test Scores	
<b>Leader Progress Report Dates:</b> Six weeks			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teachers	Number of FTE's: 7.00	Technology-Personnel	\$333,293.00
Paraprofessionals	Fully Comp. Ed Funded	Technology Budget	\$289,655.00
District Coordinator	Cost: None	ARRA Sp. Ed. Stim. Funds	\$103,200.00
District Admin. Staff			<hr/>
Connect Tech			\$726,148.00

<b>Goal 1 - Strategy 4</b>		<b>Use of Technology</b>				
<b>Timeline</b>						
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Use of Typing Pal Software in 5th grade to enhance keyboarding skills and student technology applications proficiency.	Directors, Prin., Inst. Tech. Specialist	08/24/2009	to	05/28/2010	Typing Pal program review and student progress, and work with students not showing progress	
Students in Grade 8 will complete Connected Tech and teacher-designed lessons to show increased technology assessment scores on the District Level to increase Technology Applications TEKS scores in future years.	Tech. Dir., Principals, Instr. Tech. Specialist	08/24/2009	to	05/28/2010	Review of assessment scores and review of student use of Connected Tech software	
Promote use of innovative technology, blogs, wikis, email, pod-casting, and digital portfolios to encourage students to improve their writing skills and knowledge of technology applications.	Directors, Principals, Instruc. & Tech Specialist	08/24/2009	to	05/28/2010	Review of Student Products, review of utilization for District-provided technology applications and equipment	
Provide Professional Development activities using one-on-one instruction and online course delivery systems to enhance teacher technology proficiency and integration of technology into classroom instruction.	Directors, Prin., & Instr. Tech. Specialist	08/24/2009	to	05/28/2010	Review of utilization and completion of District-provided online course material. Teacher development of online course material for student delivery	
Provide support and update to the Eduphoria curriculum management system to link resources to learning objectives.	Technology Director, Instr. Tech. Specialist	08/24/2009	to	05/28/2010	Review of teacher utilization of the system	
Provide equipment and technology support for teachers, administrators, and staff so that they may accomplish their goals in	Tech Dir., Tech Mentors, Instr. Tech. Specialist	08/24/2009	to	05/28/2010	Technology utilization, and limited downtime of infrastructure	

<b>Goal 1 - Strategy 4</b>		<b>Use of Technology</b>			
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
educating and accessing LCM students.					resources
Maintain School Center web pages for all core curriculum teachers.	Tech. Dir., Tech. Mentors, Instr. Tech Specialist	08/24/2009	to	05/28/2010	Completed web pages and updated content to ensure information is current and relevant by annual review
Increase use of Distance Learning and Video Conferencing equipment to enable technology integration into classroom instruction.	Princ., Tech Dir., Instr. Tech. Spec. & Teachers	08/24/2009	to	05/28/2010	Review distance learning and videoconferencing logs. Review teacher integration of distance learning activities into lesson plans
Increase the use of the Parent Access portal to increase communication and enhance the student educational experience.	Directors, Princ., Instr. Tech Spec., & Teachers	08/24/2009	to	05/28/2010	Review of Parent attendance at training sessions and review of utilization reports
Management of Processes for Technology Resources to ensure reliability and availability of technology resources for technology integration.	Tech. Dir., Tech. Depart., Personnel, & Princ.	08/24/2009	to	05/28/2010	Review of utilization statistics and review of outage statistics
Increase use of TetTrekker web search software to increase student technology skills.	Directors, Princ., Instr. Tech. Spec., Teachers	08/24/2009	to	05/28/2010	Review of utilization logs, increased use in classroom environment
Special Education students will utilize classroom laptop and desktop computers to enhance student access to general education curriculum.	Tech. Dir., & Sp. Programs Dir.	08/24/2009	to	05/28/2010	Utilization of Technology
Special Education teachers and assessment staff will utilize classroom laptop computers to improve teaching and learning.	Tech. Dir. & Sp. Programs Dir.	08/24/2009	to	05/28/2010	Assessments and progress monitoring data

**Goal 1 - Strategy 5 At-Risk Students**

The purposes of the State Compensatory Education and Federal Title I programs are to reduce the dropout rate, increase the academic performance of students being identified as being At-Risk of dropping out of school, and improving the quality of the overall schoolwide instructional program. Through early identification of students who meet state and local At-Risk criteria along with intensive, accelerated instruction, the percentage of students dropping out will decrease and student performance on state assessments will improve. The district employs varied strategies to identify and accelerate instruction for At-Risk students from pre-kindergarten through high school.

One of the district's At-Risk programs is Pregnancy Related Services, referred to as PRS. This is a program that allows a district to receive funding for providing support services to pregnant students. Pregnancy Related Services are support services the pregnant student receives to help her adjust and stay in school during the pregnancy and postpartum periods.

*There are no Indicators/Objectives supported by this Strategy*

<b>Leader(s):</b>	<b>Brief Description:</b>	<b>Evaluation Benchmark:</b>
Curr. Dir., Prin., Dir. of Sp Prog., State & Fed.	Early identification of students meeting state and local criteria for being At-Risk of dropping out of school. Implementation of research-based intervention and acceleration services to address the needs of identified At-Risk students.	There will be a reduction in the percentage of students dropping out of school and there will be improvement of student performance on state and local assessments.
<b>Leader Progress Report Dates:</b> On-going evaluations		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Title I Teachers	Number of FTE's: 38.90	Title I, Part A	\$430,000.00
Title I Teachers	Title IA-17 St. Co. Ed.-21.9	Title I Stimulus Funds	\$174,800.00
State Comp. Ed.-PRS	Cost: None	State Comp Education	\$1,053,771.00
State & Local Assessment			<u>\$1,658,571.00</u>
District Admin. Staff			
Campus Admin. Staff			

<b>Goal 1 - Strategy 5 At-Risk Students</b>						
<b>Timeline</b>						
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Provide staff development training on such topics as children of poverty, the nature and needs of At-Risk students, Response to Intervention, and referral processes and non-discriminatory evaluation processes and allowable accommodations.	Directors, Principals	08/24/2009	to	05/25/2010	Formative: sign-in sheet, assessments from previous year Summative: benchmarks, grade reports each six weeks	
Continue extended day, week, and year programs and summer school according to campus needs assessments and planning.	Directors, Principals	08/24/2009	to	05/28/2010	Formative: Class rosters, assessments and benchmarks Summative: End of year assessment results	
Monitor the progress of At-Risk students, counsel and provide acceleration to improve performances in academic classes, benchmark testing, and state assessments.	Curr. Directors, Principals, State & Fed. Prog. Coord.	08/24/2009	to	05/28/2010	Results of benchmark assessments, Rtl data, TAKS, and other assessment results	
Provide homebound instruction and other support services for pregnant students.	Sp. Prog. Dir., State & Fed. Prog. Coord., Counselors, Nurse	08/24/2009	to	05/28/2010	Documentation of services	
Continue campus Intervention Assistance Teams (IAT) process prior to referrals of students for special education assessment (includes speech referrals, excludes homebound for medical reasons).	Directors, Principals, IAT	08/24/2009	to	05/28/2010	District referral logs, SAS Child Find Effort Report	
All campuses will use the Response to Intervention (Rtl) process for goal-setting and measuring progress of interventions for students who are likely to be referred for special education assessment.	Directors, Principals, IAT	08/24/2009	to	05/28/2010	PEIMS snapshot data report, PBMAS rating information	

<b>Goal 1 - Strategy 5</b>		<b>At-Risk Students</b>			
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Study campus interventions to ensure that they are based on scientific research and provide staff development on research-based intervention strategies. Revise or replace strategies based on data.	Directors, Principals	08/24/2009	to	05/28/2010	Walk-through notes, data analyses
Provide training to campus instructional staff to assist them in providing instructional support to culturally, ethnically, racially different, and economically disadvantaged students.	Directors, State & Fed. Programs Coord.	08/24/2009	to	05/28/2010	PEIMS snapshot data report, PBMAS rating information
Provide written description of research-based instructional strategies to professional teaching staff through district newsletter.	State & Fed. Programs Coord. & Com. Relations	08/24/2009	to	05/28/2010	Publication of newsletter
Compensatory Education Home Instruction (CEHI) teacher provides academic services to the student at home or hospital bedside when pregnancy prevents the student from attending school and during the postpartum period.	State & Fed. Programs	08/24/2009	to	05/28/2010	Instruction logs, PRS forms
Provide district-wide instructional/remedial math and reading software programs.	State & Fed. Programs, Principals	08/24/2009	to	05/28/2010	Benchmark, TAKS, and Monitoring

<b>Goal 1 - Strategy 6      Special Programs</b>			
<p>Special programs encompasses many program areas including Title I homeless services, ESL services, and Special Education services. These programs will be monitored for effectiveness.</p> <p><i>There are no Indicators/Objectives supported by this Strategy</i></p>			
<p><b>Leader(s):</b> Director of Special Programs</p> <p><b>Leader Progress Report Dates:</b> Director of Special Programs May 2009</p>	<p><b>Brief Description:</b> Evaluate the effectiveness of special programs.</p>	<p><b>Evaluation Benchmark:</b> TAKS, TAKS-M, and TAKS Alt. performances of identified students in special programs; TELPAS assessment outcomes</p>	
<p><b>Resources Required:</b> Transportation Dept. Title I MMS Counselor LCJH Counselor High School Student Serv. District Coordinator District Admin. Staff Dir. of Transportation</p>	<p><b>FTE's Required:</b> Number of FTE's: 7.20 Partially Title Funded Cost: \$7,417.00</p>	<p><b>Source of Funds:</b> Title I Homeless Services Spec. Ed. Stimulus Funds Local Special Education</p>	<p><b>Amount</b> \$12,900.00 \$663,851.00 \$2,599,709.00 <hr/>\$3,276,460.00</p>

<b>Goal 1 - Strategy 6</b>		<b>Special Programs</b>				
<b>Timeline</b>						
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Complete assessments and initial ARD's for Special Education students within state guidelines.	Sp Programs Dir., Diagnostic Team, State/Fed. Coord.	08/24/2009	to	05/28/2010	Analysis of Referral Logs	
Provide training to Special Education teachers in order to increase the rigor of all Special Education academic classes.	Directors, Principals	08/24/2009	to	05/28/2010	AEIS Report	
Enroll homeless students, assist with transportation, free/reduced lunches, and provide access to Title I programs.	State & Fed. Programs Coordinator	08/24/2009	to	05/28/2010	Records of homeless students	
Identify and monitor progress of English as a Second Language students.	Directors, ESL Coordinator	08/24/2009	to	05/28/2010	Academic progress of identified students on state-mandated assessments	
Investigate financial aid/scholarships for homeless students.	State & Fed. Prog. Coordinator	08/24/2009	to	05/28/2010	Documentation of programs	

<b>Goal 1 - Strategy 7      Special Education Students</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Director of Special Programs	<b>Brief Description:</b> Decrease number of Special Education students placed in SAC and DAEP.	<b>Evaluation Benchmark:</b> Decrease in discipline referrals to SAC and DAEP.	
<b>Leader Progress Report Dates:</b> Six week reports			
<b>Resources Required:</b> Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 1 - Strategy 7      Special Education Students</b>					
<b>Timeline</b>					
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Train staff in positive behavior interventions.	Special Programs Director, Principals	08/24/2009	to	05/28/2010	Training notes, sign-in sheets
Continue district procedure to monitor change of placement of Special Education students and disproportionate assignments to SAC.	Special Programs Dir., Prin., A. Prin., Interns	08/24/2009	to	05/28/2010	Completed forms and reports
Provide social skills training and special education counseling for students with disabilities in DAEP.	Special Programs Dir., LCMHS Staff, Coun.	08/24/2009	to	05/28/2010	DAEP and SAC rosters, PBMA results

<b>Goal 1 - Strategy 8</b>				<b>Academic, Athletic, Career and Technology, and UIL</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>							
<b>Leader(s):</b> Superintendent		<b>Brief Description:</b> Increase the number of students successfully participating in competitions.		<b>Evaluation Benchmark:</b> Results of academic and athletic team			
<b>Leader Progress Report Dates:</b> October January March May							
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>		<b>Amount</b>	
Volunteer Support		Number of FTE's: None		UIL Stipends		\$73,300.00	
Time		None				<hr/>	
Teachers		Cost: None				\$73,300.00	
Supplies							
Staff							
Parent Support							
District Admin. Staff							
Campus Admin. Staff							

<b>Goal 1 - Strategy 8      Academic, Athletic, Career and Technology, and UIL</b>					
<b>Timeline</b>					
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Continue to increase the number of students in academic events at all grade levels for participation in UIL and other academic meets.	Principals	09/01/2009	to	12/31/2010	Roster of teams and events, results of academic meets and other competitions
Continue to provide resources for sponsors and coaches.	Principals	08/24/2009	to	02/28/2010	Budget for UIL
Continue to compete in UIL elementary and secondary meets in the Spring.	Principals	12/01/2009	to	03/31/2010	Results of academic meets
Monitor and report on success rate and participation in UIL, TMEA, and other academic competitions.	Curriculum Directors, Principals	08/24/2009	to	05/28/2010	Periodic campus reports from teams
Monitor the participation and success rate of students competing in the Career and Technology programs.	CATE Director	08/24/2009	to	05/28/2010	Periodic reports on events
Provide list of incoming students to receiving schools in order to identify those students who competed in events in the lower grades.	Principals	08/24/2009	to	09/30/2009	List of students

<b>Goal 1 - Strategy 9      High School Success Initiative</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<p><b>Leader(s):</b> Director of Secondary Instruction</p> <p><b>Leader Progress Report Dates:</b> Six weeks and semester reports</p>	<p><b>Brief Description:</b> The District will provide academically rigorous course work as indicated by an academically intense and high-quality program of study that provides students with the information and skills necessary to successfully enroll in entry-level courses at an institution of higher education.</p>	<p><b>Evaluation Benchmark:</b> Number of students taking AP and co-enrollment classes Completion rate Number of graduates on Recommended Plan Number of students who achieve the higher education readiness component qualifying scores on the exit TAKS</p>	
<p><b>Resources Required:</b> Co-enrolled Classes AP Training</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> High School Allotment</p>	<p><b>Amount</b> \$291,800.00 <hr/>\$291,800.00</p>

<b>Goal 1 - Strategy 9 High School Success Initiative</b>						
<b>Timeline</b>						
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Monitor use of newly purchased technology to assure that quality instructional strategies are used to actively involve students.	Secondary Director, Principal	08/25/2008	to	05/29/2009	24/7 Walk through data	
Continue to utilize secondary math specialist to assure the proper alignment of curriculum and strategies to increase rigor of all classes.	Secondary Curriculum Director, Principals	08/25/2008	to	06/30/2009	TAKS scores, number of students enrolled in upper level math classes	
Ensure vertical alignment of core classes 6-12 to rigorous advanced placement standards by providing staff development to teachers.	Secondary Curriculum Director	06/01/2008	to	06/30/2009	Number of teachers attending AP Institutes, increased enrollment in pre-AP, AP and co-enrollment courses	
Continue to provide assistance for Economically Disadvantaged students to take college entrance exams (PSAT, SAT, ACT).	Principal, Counselors	08/29/2008	to	05/29/2009	Increase of Economically Disadvantaged students taking exams and entering college	
Continue to provide students access to Study Island and Plato, on-line tutorial programs for Math and Science.	Principal	08/25/2008	to	05/29/2009	Documented use of service, TAKS scores	

**Goal 2:** We will provide students and staff with facilities and services that are safe and conducive to an orderly, positive, and learning environment.

**Correlates with:**

<b>State Objectives</b>	
7) School Environment	
<b>NCLB/ESEA Goals and Indicators</b>	
4) Safe, Drug Free Learning Environments	
<b>Effective School Correlates</b>	
1) Safe and Orderly Environment	2) Climate of High Expectations for Success

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**Indicators, Performance Data, and Performance Objectives**

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## Strategies

<b>Goal 2 - Strategy 1      Safe and Orderly Environment</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Superintendent	<b>Brief Description:</b> Improve the management of discipline by reducing discipline referrals and incidents reported on Safe and Drug Free Schools Evaluation Report.	<b>Evaluation Benchmark:</b> Reduction of incident reports	
<b>Leader Progress Report Dates:</b> Six weeks discipline reports			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Time	Number of FTE's: None	SDFS Funds	\$8,577.00
Staff	None		\$8,577.00
Safe and Drug Free School	Cost: None		
Campus Admin. Staff			

<b>Goal 2 - Strategy 1      Safe and Orderly Environment</b>						
<b>Timeline</b>						
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>	
Promote the use of ARM Hotline for anonymous reporting of potential threats to safety.	Principals, Federal and State Programs Coordinator	08/24/2009	to	05/28/2010	Calls recorded, flyers posted, public address announcements	
Monitor effectiveness of a bullying prevention program that addresses conflict resolution strategies and non-violence.	Principals	08/24/2009	to	05/28/2010	Reduction in reported incidents of bullying	
Update the District Emergency Operations Manual and train staff members in the execution of the crisis plan.	Student/Personnel Ser. Director, Principals	08/24/2009	to	05/28/2010	Updated EOP, training notes, sign-in sheets, documented dates for drills	
Implement a plan to effectively handle student threats of violence.	Superintendent, Directors, Principals	08/24/2009	to	05/28/2010	Reduction in number of incidents where students threaten violence	
Continue to train teachers in "Capturing Kids Hearts" and those strategies to build positive teacher-student relationships.	Principal, State & Federal Programs Coord.	08/24/2009	to	08/31/2010	Reduction of discipline referrals and reports of student violence	
Continue to implement a dating violence plan designed to increase student safety and inform students and educators of resources and support for victims.	Director, Principals, Counselors	08/24/2009	to	05/28/2010	Increased student safety and reduction of incidents of violence related to teen dating	

<b>Goal 2 - Strategy 2      Learning Environment</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Superintendent	<b>Brief Description:</b> Ensure all areas of the district are neat, orderly, aesthetically pleasing, and conducive to student and staff success.	<b>Evaluation Benchmark:</b> Aesthetic quality of learning environment	
<b>Leader Progress Report Dates:</b> Monthly			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teachers	Number of FTE's: None	None	\$0.00
Staff	None		\$0.00
District Admin. Staff	Cost: None		
Custodial/Maint. Dept.			
Campus Admin. Staff			

<b>Goal 2 - Strategy 2</b>		<b>Learning Environment</b>			
<b>Timeline</b>					
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Conduct monthly walk-throughs to ensure that district facility is neat and organized.	District Personnel, Principals	08/24/2009	to	05/28/2010	Documentation of walk-through findings
Ensure that teachers and staff appropriately display student work and teaching aids.	Principals	08/24/2009	to	05/28/2010	Documentation of classroom walk-throughs
Ensure that items requiring maintenance or custodial attention are reported promptly.	Assistant Superintendent, Principals	08/24/2009	to	05/28/2010	Campus reporting procedures

**Goal 3:** We will provide a fiscally sound budget.

**Correlates with:**

<p><b>Effective School Correlates</b> 4) Clear and Focused Mission</p> <p><b>Title I - Targeted Assistance Schools</b> 1) Use Resources to Help Meet Standards</p> <p><b>Title I - Schoolwide Programs</b> 10) Federal, State, and Local Programs</p>
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**Indicators, Performance Data, and Performance Objectives**

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## Strategies

<b>Goal 3 - Strategy 1</b>				<b>Fiscally Sound and Responsible Practices</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>							
<b>Leader(s):</b> Assistant Superintendent		<b>Brief Description:</b> The District will use fiscally sound and responsible practices and procedures to maintain fiscal accountability.		<b>Evaluation Benchmark:</b> FIRST Rating			
<b>Leader Progress Report Dates:</b> Monthly							
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>		<b>Amount</b>	
Time		Number of FTE's: None		None		\$0.00	
Staff		None				\$0.00	
District Admin. Staff		Cost: None					

<b>Goal 3 - Strategy 1      Fiscally Sound and Responsible Practices</b>					
<b>Timeline</b>					
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Use budget planning cycle.	Assistant Superintendent	09/01/2008	to	08/31/2009	Budget calendar, Board packets, completed budget
Keep district budget and actual transactions in a balanced or surplus position	Board of Trustees, A-Team	09/01/2009	to	08/31/2010	Expenditure and revenue reports and use of general fund balance
Maintain superior rating on Schools FIRST	Board of Trustees, A Team	09/01/2009	to	08/31/2010	Schools FIRST rating

<b>Goal 3 - Strategy 2      Current Trends in Demographics</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Superintendent	<b>Brief Description:</b> The District will continue to monitor the demographics of the district and review and revise a plan according to the needs based on current trends.	<b>Evaluation Benchmark:</b> Demographic reports, enrollment breakdowns by class size per campus	
<b>Leader Progress Report Dates:</b> Quarterly			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Time	Number of FTE's: None	None	\$0.00
District Admin. Staff	None Cost: None		\$0.00

<b>Goal 3 - Strategy 2      Current Trends in Demographics</b>					
<b>Timeline</b>					
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Provide quarterly enrollment reports.	Superintendent, PEIMS Coordinator	09/01/2009	to	05/28/2010	Copies of reports to Board
Monitor needs during facility walk-throughs.	Superintendent, Asst. Superintendent, Principals	08/24/2009	to	05/28/2010	Documentation of walk-throughs
Address future needs by updating facilities plan.	Assistant Superintendent	08/24/2009	to	05/28/2010	Facilities plan
Plan and implement strategies to address diverse student groups.	Directors, Principals	08/24/2009	to	05/28/2010	Staff development plans

**Goal 4:** We will involve our community and encourage their support in the implementation of our District's mission and objectives.

**Correlates with:**

<p><b>State Objectives</b> 1) Partnering Parents with Educators</p> <p><b>Effective School Correlates</b> 7) Home-School Relations</p> <p><b>Title I - Targeted Assistance Schools</b> 7) Strategies for Parental Involvement</p>
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**Indicators, Performance Data, and Performance Objectives**

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## Strategies

<b>Goal 4 - Strategy 1      Unity</b>			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<b>Leader(s):</b> Superintendent	<b>Brief Description:</b> The District will promote unity through fostering spirit, pride, and tradition of excellence in both the school and community.	<b>Evaluation Benchmark:</b> Increased community involvement Increased community and campus collaboration and cooperation	
<b>Leader Progress Report Dates:</b> Monthly			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Volunteer Support	Number of FTE's: None	None	\$0.00
Time	None		\$0.00
Parent Support	Cost: None		
Campus Admin. Staff			

<b>Goal 4 - Strategy 1</b>		<b>Unity</b>			
<b>Timeline</b>					
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
Continue to develop and implement a "Unity Project" at each campus.	Superintendent, Directors, Principals	08/24/2009	to	05/28/2010	Unity Project
DEIC members (parents, community, and business) will represent both sides of the District.	Superintendent, Directors	08/24/2009	to	05/28/2010	Meeting agenda and action plan
Continue to celebrate community-wide "Be Seen in Green" spirit day on Fridays.	Super., Prin., Student/Personnel Services Director	08/24/2009	to	05/28/2010	Wearing of green on Fridays
Continue to sponsor a homecoming parade to increase community support, district unity, spirit, and pride.	Superintendent, A Team, Student Act. Coordinator	10/12/2009	to	10/12/2009	Parade
Continue to assist with and participate in the community-wide pep rally.	Supt., Act. Dir., Athletic Dir., Booster Clubs	10/12/2008	to	10/12/2009	Agenda
Continue to provide "Fish Camp" for incoming freshmen.	Secondary Principals, Secondary Director	04/01/2009	to	04/30/2009	Agenda, record of attendance
Continue to provide District Convocation.	Superintendent, Community Relations Coordinator	08/18/2009	to	08/18/2009	Agenda
Continue to provide District End-of-Year Recognition Celebration.	Superintendent, Community Relations Coordinator	05/07/2010	to	05/07/2010	Agenda
Continue to provide community clinics/workshops for athletics, drill team, cheerleaders, fine arts.	Principals, Athletic Director, Sponsors	06/01/2009	to	07/31/2009	Schedule of events, attendance
Sponsor parent/guardian Skyward workshop at community sites.	Superintendent, A Team	08/24/2009	to	05/28/2010	Agenda, Sign-on sheets
Continue to play and sing the school spirit	Principal	08/24/2009	to	05/28/2010	Playing and singing of

<b>Goal 4 - Strategy 1</b>		<b>Unity</b>			
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	<b>Evaluation</b>
song each Friday morning.					song
Continue to publish monthly an electronic newsletter.	Community Relations Coordinator	08/24/2009	to	05/28/2010	Newsletters produced
Publish an in-district newsletter to be distributed each six weeks.	Community Relations Coordinator	09/01/2009	to	05/28/2010	Newsletter produced
Include an insert detailing successes of district students and staff in the Orange County news twice each year.	Community Relations Coordinator	09/01/2009	to	05/28/2010	Inserts produced
Continue to participate with "Keep Orange County Beautiful" in projects to improve and beautify the community.	Directors, Principals, Community Relations Coord.	08/24/2009	to	05/28/2010	Number of projects
Conduct Hurricanes Ike relief and restoration projects.	Principals, Faculty & Staff, Admin.	08/24/2009	to	05/28/2010	Number of projects
Create a District Elementary Choir.	Choir Teachers, Elem. Curr. Director	08/24/2009	to	05/28/2010	Performances

## **APPENDIX 1**

### **DISTRICT EDUCATION IMPROVEMENT COMMITTEE**

### **FACILITIES PLAN**

**2009-10 District Education Improvement  
Committee**

<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Classroom Teacher	Cindy Reynolds	Mauriceville Elementary		
Classroom Teacher	Judy Brown	Mauriceville Middle		
Classroom Teacher	Jeff Collier	LCM High School		
Classroom Teacher	Brigitte Mangham	Little Cypress Junior High		
Classroom Teacher	Amanda Hallman	Little Cypress Intermediate		
Classroom Teacher	Tammy Snoddy	Little Cypress Elementary		
Principal	Keith Lindsey			
District Level Professional	Kathy Finch			
Non-Classroom Professional Staff	Kristine Brown			
District Level Professional	Pauline Hargrove			
Business Representative	Rhonda Braud			
Business Representative	Beth Rach			
Community Representative	Linda Brown			
Community Representative	Jim Brown			
Parent	Tammy Rountree			
Parent	Mary Jo Winfrey			

Gray highlight - suggested additions by principal/director March 2009  
 Yellow highlight - items added during April 2 & 3, 2009 walkthroughs

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
ALL	1	Major kitchen appliance upgrades in all kitchens	Bond	
ALL	2	Update key/lock system throughout the district	Bond	
LCE	1	Install doors at main hallways at front of building (safety)	2009-10	
LCE	1	Repair or replace playground equipment on 1st grade side	2008-09	repairing
LCE	1	Repair or replace playground equipment on 2nd/3rd grade side	2009-10	
LCE	1	Repair tint film on windows near patio	2010-11	
LCE	1	Replace ceiling air handlers	2008-09	planning
LCE	1	Replace fence on south end of playground (security)	2010-11	
LCE	1	Replace handwashing stations	2010-11	
LCE	1	Replace HVAC controls	2008-09	planning
LCE	1	Replace underground waterlines from road to building	2010-11	
LCE	1	Reroute traffic in front of building	2010-11	
LCE	1	Update plumbing in teachers' restrooms	2010-11	
LCE	2	Add hot water to PPCD room	2010-11	
LCE	2	Correct drainage problem on playground on 1st grade side	2009-10	
LCE	2	Eliminate water getting into bookroom	2009-10	
LCE	2	Prepare area for outdoor PE (requires fencing and some fill dirt)	2010-11	
LCE	2	Repair windows in K/1st hall where it appears they have moved	2009-10	
LCE	2	Replace hallway bulletin boards throughout building	2012-13	
LCE	2	Replace white boards K-2 (3rd grade replaced summer 2008)	2012-13	
LCE	2	Replace/repair paneling in main hallways	2011-12	
LCE	3	Install doors at end of hallways at entry to cafeteria	2010-11	
LCI	1	Repair roof leak in front foyer	2009-10	
LCI	2	Better regulate temperature in building	2010-11	
LCI	2	Investigate wall covering for hallways that would alleviate constant painting problem	2009-10	
LCI	2	Put school name on the building	2010-11	
LCI	2	Repaint classrooms	2010-11	
LCI	2	Add fence on property near Allie Payne	2009-10	
LCJH	1	Replace district owned utility poles (as required) or run underground	2009-10	
LCJH	2	Add freezer space in cafeteria	2010-11	

Campus/ Department	Priority	Yellow highlight - items added during April 2 & 3, 2009 walkthroughs Facility Need	Projected Yr To Accomplish	Status
LCJH	2	Add grinder pumps on sewer lift station	2009-10	
LCJH	2	Add outdoor lighting for parking areas and buildings; repair existing lights	2010-11	
LCJH	2	Build storage cabinets in all classrooms	2010-11	Partial
LCJH	2	Consider converting old sp ed office buildings to bookrooms for campus	2010-11	
LCJH	2	Cover remaining windows inside dressing rooms on Bates Gym with plywood for neater appearance	2008-09	Partial
LCJH	2	Extend ductwork in cafeteria out into seating area	2008-09	
LCJH	2	Install fencing from building to building to secure campus	2010-11	
LCJH	2	Pressure wash and repaint under eaves	2009-10	
LCJH	2	Remodel wings (new floor tile, lighting, and windows)	2010-11	Started
LCJH	2	Replace back doors going into Bates Gym from old Field House	2008-09	
LCJH	2	Replace bleachers in Bates Gym	2008-09	
LCJH	2	Replace carpet with tile in classrooms in 300 & 400 building as needed	2009-10	Partial
LCJH	2	Replace doors on southeast corner of cafeteria	2010-11	
LCJH	2	Replace lighting in classrooms for improved lighting	2009-10	
LCJH	2	Replace restroom stalls as needed	2008-09	Partial
LCJH	2	Replace windows in the cafeteria	2010-11	
LCJH	2	Tear out block walls in old Field House to make larger weight room	2009-10	
LCJH	3	Abate and remove asbestos from boiler room	2009-10	
LCJH	3	Add teacher parking beside 400 wing	2010-11	
LCJH	3	Eliminate old air handler units no longer used in band hall wing	2009-10	Partial
LCJH	3	Raise level of sidewalks on N side of 300 building or eliminate water over sidewalk in rain	2009-10	
LCM HS	1	Install railings on bleachers in competition gym	2008-09	
LCM HS	1	Insulate ceiling areas because of noise where needed	2009-10	
LCM HS	1	Recondition roof	2008-09	planning
LCM HS	1	Renovate kitchen and all serving lines	2010-11	
LCM HS	1	Repair cooler/small freezer	2009-10	
LCM HS	1	Replace A/C units on competition gym	2008-09	
LCM HS	1	Replace chillers and air handlers	2008-09	planning
LCM HS	1	Replace HVAC waterlines	2008-09	planning

Campus/ Department	Priority	Yellow highlight - items added during April 2 & 3, 2009 walkthroughs Facility Need	Projected Yr To Accomplish	Status
LCM HS	1	Resurface and expand the tennis courts	2009-10	
LCM HS	2	Add more lighting in parking lot	2010-11	
LCM HS	2	Install grinder pumps at sewer lift stations	2009-10	
LCM HS	2	Install new ceiling in PE Gym	2008-09	
LCM HS	2	Move print shop to a larger location	2011-12	
LCM HS	2	Paint cabinets and walls in homemaking kitchen	2010-11	
LCM HS	2	Put siding on painted areas of walkways to eliminate painting	2010-11	
LCM HS	2	Reburbish/Remodel library for better/updated use of area	2010-11	
LCM HS	2	Remodel the old administration area for classrooms	2009-10	<b>Partial</b>
LCM HS	2	Repaint lockers on sidewalks/Consider removing lockers from sidewalk	2010-11	
LCM HS	2	Repair existing two practice fields; one is not effective - crown too high; other needs a crown and softer turf; both have unlevel spots	2008-09	Partial
LCM HS	2	Repair leaks in walkway between the gyms and rework gutters/downspouts so that downspouts are not pouring out on the walkway	2009-10	
LCM HS	2	Replace remaining carpet with tile in classrooms	2009-10	Partial
LCM HS	2	Replace restroom stalls	2008-09	Partial
LCM HS	2	Replace toilet partitions in football field restrooms	2008-09	
LCM HS	2	Upgrade the fire alarm for monitoring	2010-11	
LCM HS	2	Widen the parking lot entrance from Hwy 87	2009-10	
LCM HS	3	Add a sprinkler system for practice fields	2009-10	
LCM HS	3	Add culverts and catch basin to ditch between band hall and lobby - cover ditch	2009-10	
LCM HS	3	Expand the concrete slab behind Vocational	2010-11	
LCM HS	3	Expand the seating capacity at the football facility	2010-11	
LCM HS	3	Extend the custodial office	2010-11	
LCM HS	3	Install a fence behind Vocational	2010-11	
LCM HS	3	Move door in nurse's office	2009-10	
LCM HS	3	Provide for additional custodial storage	2009-10	Partial
LCM HS	3	Refurbish library lecture room	2010-11	
LCM HS	3	Resurface remaining areas of parking lot and roads	2009-10	
Maintenance	3	Add a dust collection system for the carpenter shop	2010-11	

Campus/ Department	Priority	Yellow highlight - items added during April 2 & 3, 2009 walkthroughs Facility Need	Projected Yr To Accomplish	Status
Maintenance	3	Build a paint room	2011-12	
Maintenance	3	Build a rear privacy fence	2010-11	
MMS	1	Add walk-in cooler for kitchen	2011-12	
MMS	1	Repair/Resurface rear drive	2009-10	
MMS	2	Add lights for parking lot	2010-11	
MMS	2	Add lights for walking track area	2009-10	submitted
MMS	2	Connect two existing covered sidewalks near 400 building and roundtop gym with cover over existing sidewalk	2009-10	
MMS	2	Install fencing from building to building to secure campus	2010-11	
MMS	2	Remodel cafeteria serving line to have two serving lines similar to MVE	2009-10	
MMS	2	Renovate concession area in round-top gym	2009-10	
MMS	2	Reroof 300 building	2009-10	
MMS	2	Resurface the walking track	2008-09	
MMS	3	Improve parking at the football field	2008-09	
MVE	1	Add dirt to playground to fill in holes	2009-10	
MVE	1	Add parking to front of MVE (grass area west of current parking to fence)	2009-10	
MVE	1	Clean inside ducts in kitchen - dirt blowing out on food	2009-10	
MVE	1	Consider options for outside doorway to bookroom in 200 building (current access point is through boys' restroom)	2010-11	
MVE	1	Investigate fencing options to enclose 400 bldg door (near nurse's office) from the general public	2009-10	
MVE	1	Problems with tile in 200 building - consider options	2009-10	
MVE	1	Provide hot water for nurse's office	2010-11	
MVE	1	Repair security system from damage cause by Hurricane Ike	2009-10	
MVE	1	Replace exterior doors on 200 building	2010-11	
MVE	1	Upgrade fire alarm system	2009-10	
MVE	2	Add a sidewalk between back parking lot and the 400 building	2010-11	
MVE	2	Consider options for science lab(s)	2010-11	
MVE	2	Expand canopy in back for parent pick-up / bus drop-off	2009-10	
MVE	2	Extend canopy over wheelchair ramp by rooms 137 & 138	2009-10	
MVE	2	Renovate restrooms in 200 building	2009-10	
MVE	2	Repair/replace ceiling in kitchen	2010-11	

Campus/ Department	Priority	Yellow highlight - items added during April 2 & 3, 2009 walkthroughs Facility Need	Projected Yr To Accomplish	Status
MVE	2	Repair/update campus clock system damaged in Hurricane Ike	2010-11	
MVE	2	Replace chalkboards with whiteboards throughout campus	2012-13	
MVE	2	Replace chiller	2009-10	
MVE	2	Replace handwashing stations	2010-11	
MVE	2	Replace HVAC controls	2008-09	<b>planning</b>
MVE	2	Replace oven in kitchen	2009-10	
MVE	2	Replace partitions in boys' restrooms in main building	2010-11	
MVE	2	Replace water fountains with handicap accessible fountains	2010-11	
MVE	2	Replace/repair freezer door due to cracking	2009-10	
MVE	3	Add mini-blinds to front office area so that sight into the area can be closed when needed for security, confidentiality, and aesthetic purposes	2008-09	submitted
MVE	3	Add skirting under portable buildings	2010-11	
MVE	3	Consider options for landscaping in front of building	2011-12	
MVE	3	Convert ceiling tile to 2 x 2 tiles	2012-13	
MVE	3	Find solution to repair vinyl walls in 400 and Kindergarten buildings	2011-12	
MVE	3	Finish painting doors in main building so that all are same color	2009-10	
MVE	3	Investigate painting options to make the painted area on front of building not stand out as much	2008-09	
MVE	3	Move reception windows to center section, build cabinetry, and replace laminate in front office for more useable work and storage space in order to minimize clutter visible to public	2011-12	
MVE	3	Provide a larger freezer	2009-10	
MVE	3	Replace chain link fence around electrical equipment with privacy fence	2010-11	
MVE	3	Replace marquee	2010-11	
Sp Prog/Tech	1	Fix drainage problem at front entrance to Special Programs (water pools at awning entrance on parking lot side)	2009-10	
Sp Prog/Tech	2	Add electrical/computer drop poles in Education Center (4)	2010-11	
Sp Prog/Tech	2	Add security light at SE corner of parking lot (near Education Center)	2010-11	
Sp Prog/Tech	2	New roof on classroom section	2009-10	
Sp Prog/Tech	2	Provide awning over entrance to Education Center (same quality as outside entrance to board room)	2010-11	

Campus/ Department	Priority	Yellow highlight - items added during April 2 & 3, 2009 walkthroughs Facility Need	Projected Yr To Accomplish	Status
Sp Prog/Tech	3	Paint bricks on the 1130 and Ed Center sides of building to present finished appearance	2011-12	
Sp Prog/Tech	3	Replace special program windows facing 1130 (same quality as technology building)	2011-12	
Transportation	1	Concrete the entrances to the bus parking lot	2010-11	
Transportation	2	Pull old carpet out and paint the floor in the old office area near mechanic shop	2007-08	submitted
Transportation	2	Repair where insulation is drooping after hurricane in shop	2010-11	
Transportation	2	Resurface bus parking lot	2009-10	
Transportation	3	Add a covered fueling station to both LC and M locations	2009-10	
Transportation	3	Add a paint room for painting buses	2011-12	
Transportation	3	Add a vehicle wash rack with proper drainage and TNRCC compliance for both LC and M locations	2010-11	

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

## **Board Goals 2009-2010**

### **Goal 1: Continuous Improvement**

Work with all stakeholders to show an overall increase in student achievement scores across all subject areas.

Evidence of attainment:

Achievement of projected annual objectives for percentage of students who "Met Standard" on TAKS and who "Met Proficiency" for Adequate Yearly Progress (AYP)

Achievement of 5% increase in the percentage of students obtaining "commended level" on TAKS

### **Goal 2: Future Trends**

Evaluate student needs and offer career and technology courses that address current employment trends in the area, while considering present staffing and budgetary constraints.

Evidence of Attainment:

Board presentation of Career and Technology Transition Plan

### **Goal 3: Visioning and Planning**

Work with the Visioning and Planning Committee to prepare a plan that specifically targets needs and trends as we move closer to form the bond election committee and the passage of the bond.

Evidence of Attainment:

Formation of a diverse, collaborative bond election committee that accurately represents all the stakeholders of LCM

Implementation of a successful bond election plan to inform the community of district needs and information needed to make an informed decision

### **Goal 4: Unity**

Provide programs which promote district unity through the fostering of spirit, pride, character, and a tradition of excellence in both the school and community.

Evidence of Attainment:

Completed campus unity projects

Documentation of media coverage of LCM events, achievements, and activities

### **Goal 5: Highly Qualified Staff**

Actively recruit highly qualified professionals for all academic areas, with an emphasis on strategies to retain effective employees.

Evidence of Attainment:

Board presentation of Employee Recruitment and Retention Plan

**Goal 6: Quality Learning Environment**

Provide students and staff with a quality learning environment, including classrooms, offices, and other areas that are neat and aesthetically pleasing and conducive to student success.

Evidence of Attainment:

Development and implementation of plans for improvement

**Goal 7: Student Success and Accountability**

Improve and Increase participation and success in UIL programs-academics, athletics, vocational, and the arts.

Evidence of Attainment:

AEIS results and UIL participation/success rates

## **State Goals**

**Goal 1: Performance - English**

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

**Goal 2: Performance - Mathematics**

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

**Goal 3: Performance - Science**

The students in the public education system will demonstrate exemplary performance in the understanding of science.

**Goal 4: Performance - Social Studies**

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## **State Objectives**

**Objective 1: Partnering Parents with Educators**

Parents will be full partners with educators in the education of their children.

**Objective 2: Student Potential**

Students will be encouraged and challenged to meet their full educational potential.

**Objective 3: Dropout Prevention**

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Objective 4: Curriculum**

A well balanced and appropriate curriculum will be provided to all students.

**Objective 5: School Personnel**

Qualified and highly effective personnel will be recruited, developed, and retained.

**Objective 6: Student Performance**

The district's students will demonstrate exemplary performance in comparison to state, national, and international standards.

**Objective 7: School Environment**

School campuses will maintain a safe and disciplined environment conducive to student learning.

**Objective 8: Instructional Techniques**

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques when appropriate to improve student learning.

**Objective 9: Technology**

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **NCLB/ESEA Goals and Indicators**

### **Goal 1: Students will Reach High Standards**

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

### **Goal 2: LEP will Become Proficient in English**

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

### **Goal 3: Highly Qualified Staff**

By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

### **Goal 4: Safe, Drug Free Learning Environments**

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

**Goal 5: All Students will Graduate from High School**

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

## **Effective School Correlates**

### **Correlate 1: Safe and Orderly Environment**

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

**Correlate 2: Climate of High Expectations for Success**

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

**Correlate 3: Instructional Leadership**

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

**Correlate 4: Clear and Focused Mission**

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

**Correlate 5: Opportunity to Learn and Student Time on Task**

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

**Correlate 6: Frequent Monitoring of Student Progress**

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

**Correlate 7: Home-School Relations**

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

## **Title I - Targeted Assistance Schools**

### **Goal 1: Use Resources to Help Meet Standards**

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

### **Goal 2: Ensure Planning is Incorporated**

Ensure that planning for students served under this part is incorporated into existing school planning.

### **Goal 3: Use Effective Methods**

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

### **Goal 4: Support Regular Education Program**

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

### **Goal 5: Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

### **Goal 6: Opportunities for Professional Development**

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

### **Goal 7: Strategies for Parental Involvement**

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

**Goal 8:           Coordinate and Integrate Services and Programs**

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Title I - Schoolwide Programs**

### **Goal 1: Needs Assessment**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

### **Goal 2: Student Opportunities**

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
  - \*strengthen the core academic program in the school;
  - \*increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
  - \*include strategies for meeting the educational needs of historically underserved populations;
- (iii)
  - \*include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, personal finance education, and innovative teaching
    - the integration of vocational and technical education programs; and
  - \*address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

### **Goal 3: Instructional**

Instruction by highly qualified teachers.

### **Goal 4: Professional Development**

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

### **Goal 5: Professional Staff**

Strategies to attract high-quality highly qualified teachers to high-need schools.

**Goal 6: Parental Involvement**

Strategies to increase parental involvement such as family literary services.

**Goal 7: Student Transition to Elementary Programs**

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**Goal 8: Include Teachers in Decisions**

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Goal 9: Identify and Assist with Student Difficulties**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Goal 10: Federal, State, and Local Programs**

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.