

DRAFT

LITTLE CYPRESS–MAURICEVILLE CISD

FINDINGS AND DIRECTIONS

2007-08

District-wide

General Issues

Findings	Directions
Alignment and consistency across the district impacts the sense of community and the perception of equity in all programs.	<ul style="list-style-type: none">• Organization of schools (i.e. grade alignment) should be consistent appropriately to all campuses across the district.• Program offerings, core academic and elective, should be consistent across campuses to the degree possible• Facilities should be consistent across campuses, to the degree possible.
Students and the community would benefit from participating in and attending performing arts presentations.	<ul style="list-style-type: none">• Provide a Multipurpose Performing Arts Center that could be used by all campuses and the community.

School Sizes and Grade Alignment

Findings	Directions
Grade level alignment impacts instructional programs and learning.	<ul style="list-style-type: none">• Consistency should be provided across the district for grade alignment as follows:<ul style="list-style-type: none">○ Full day PK – centrally located facility (between campuses) – transportation provided○ K – 3 campus elementary; 4th – 5th campus intermediate○ 6-8 middle school or junior high school or ??????○ 9-12 high school
School sizes impact student learning, potential instructional offerings	<ul style="list-style-type: none">• Optimal maximum enrollments should be:

and school experiences.	<ul style="list-style-type: none"> ○ 200 for PK facility ○ 500 for elementary and intermediate schools ○ 400 - 500 for middle schools ○ 2000 for high school
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Student Storage

Lockers are not essential to supporting instruction and are expensive to build and maintain.	<ul style="list-style-type: none"> • Lockers for all students should not be added to new school design plans. • Minimal lockers should be available and optional for students with special needs. • Storage should be provided in classrooms for essential materials. • Students should be assigned lockers in dressing rooms for storing clothes. Visibility into lockers should be provided for security.
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Counseling / Advisories

Findings	Directions
Every student needs an adult advocate.	<ul style="list-style-type: none"> • Every teacher should be assigned a small group of students to mentor and be an advocate to for the duration of their school years at that campus. Middle school/junior high school and high school should have advisory periods to provide time to develop positive relationships. • Every campus should have a mentoring program where community volunteers interact individually with students.
Every student needs the availability of a trained counselor to turn to for support and guidance when issues are preventing them from being successful in school.	<ul style="list-style-type: none"> • A sufficient number of counselors with sufficient clerical support should be provided on each campus so that counselors are available to work with students. Need to include a ratio of students to counselors. • A sufficient number of administrators should be provided on each campus so that counselors are not required to be involved in discipline issues.
Every student should be provided with varied experiences and programs that develop a vision and understanding of their future	<ul style="list-style-type: none"> • Elementary and middle school/junior high school students should be exposed to a variety of careers and a future vision of post-

<p>potentials including post secondary opportunities and careers.</p>	<p>secondary education through the curriculum.</p> <ul style="list-style-type: none"> • A career center should be located at the high school to provide every high school students with exposure to and knowledge of careers in the community and globally as well as information about post secondary education and training, fields of study and implications for careers.
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Additional School Types

<p>Students with serious and persistent misbehavior create an environment that is not conducive to learning for themselves or others.</p>	<ul style="list-style-type: none"> • At elementary school – DAEP area designated on campus • Coordinate with other county schools to create a county wide alternative school for students with serious and persistent misbehavior. • Employ strong, creative teachers who can reach these students and help them to stay on track for graduation. Compensate teachers additionally for working at this campus.
	<ul style="list-style-type: none"> • A separate Early Learning Center (centrally located) which would house PK, PPCD, and staff/secondary student day care center. • Provide a full day pre-kindergarten and kindergarten program to all 4 and 5 year old students. • The center should serve as an intern program for students involved in the teacher preparation program at the high school.

Elementary

Teaching and Learning

Findings	Directions
<p>Varied approaches must be used so that elementary instruction is engaging, relevant, and differentiated with real-world applications.</p>	<ul style="list-style-type: none"> • Teachers should serve as facilitators in the classroom and encourage students to assume responsibility for their own learning • Include project based instruction to develop creativity and problem solving skills • Opportunities should be provided for teachers to vary the size of the group to accommodate student needs • Utilize multiple teaching styles that relate to students learning styles that address students' preferences and proficiencies • Technology should be integrated into instruction • Instruction should be relevant and interesting to students • Instruction should be rigorous and challenging to all students. • Outdoor learning opportunities should be provided both on and off campus
<p>Integrated instruction at the elementary level provides students with real-world applications and teaches the value of learning.</p>	<ul style="list-style-type: none"> • K- 2nd grade students should have one teacher who teaches all subjects, controls the use of time in the classroom, and integrates instruction between disciplines. • 3rd – 4th grade students should have a team of two teachers who teach combined related subject areas. Teachers should work together to integrate instruction between disciplines and should have control over how time is used in the classroom and between the team of teachers. • 5th grade students should have a team of three teachers who teach combined related subject areas. Teachers should work together to integrate instruction between disciplines and should have control over how time is used in the classroom and between the team of teachers.
<p>Elementary students should have opportunities to participate in a variety of visual and performing arts programs.</p>	<ul style="list-style-type: none"> • Provide art and music at all elementary schools, taught by certified art and music teachers. • Provide spaces for art classes and music classes, with sufficient space for students to move about the rooms and sufficient storage.
<p>Elementary students should have opportunities to participate in activities that will improve physical fitness and health.</p>	<ul style="list-style-type: none"> • Provide covered outdoor physical fitness area with storage for equipment. Facility use to allow separate/smaller student-teacher ratio/gender-specific PE classes

	<ul style="list-style-type: none"> • Provide one fully equipped gymnasium on each campus • Provide a classroom connected to the gymnasiums for health instruction.
Meaningful learning opportunities for elementary teachers are vital to the success of the district.	<ul style="list-style-type: none"> • Provide a comprehensive professional development program to ensure that all teachers have the expertise to deliver effective teaching that leads to increased learning • Encourage teachers to visit other successful teachers and schools within the district, as well as outside the district • Allow teachers to participate in pilot programs that are research based, monitored and evaluated for possible increased implementation • Encourage grade-level team teaching and collaboration between campuses

Organization of Instructional Spaces - Elementary

Findings	Directions
<p>In elementary school, the organization of instructional spaces and configurations for delivering instruction directly impacts teaching and learning.</p>	<ul style="list-style-type: none"> • Elementary schools should be divided into grade level pods. • Access from room to room should be provided for monitoring and teacher collaboration. • Each pod should include enough space for the grade-level classes, meeting spaces for teachers for conferences and collaboration, and sufficient storage. • Flexibility should be provided in the number of classrooms in each grade level pod. • Flexible, varied sized spaces (both small and large group) should be available to be shared by all grade levels to accommodate multiple individualized and/or large group instruction. • Specialized spaces should be provided for art, music, physical education and health fitness. • Group conference areas should be included in each grade level area or shared between grade levels for conferences and team planning.

Teaching Spaces – Elementary

Findings	Directions
In elementary school, flexible spaces should be provided to support learning in a dynamic, collaborative student-centered environment to allow for a variety of instructional arrangements.	<ul style="list-style-type: none"> • Large group instruction areas should be provided to allow several classes to meet together for large group instruction presentations, allowing some teachers to work with other small groups. • Small learning areas should be provided for specific skill remediation and academic interventions • Provide lab spaces for science and art instruction including sinks and storage for art supplies and science equipment, liberal arts spaces, lecture spaces and small group instruction areas, with plenty of storage areas, (sinks), • Specialized spaces should be provided to meet students' needs, such as adaptive PE, occupational & physical therapy, and sensory rooms
Natural light creates a learning environment where students are more alert, more stimulated and more attentive.	<ul style="list-style-type: none"> • Windows should be provided in as many classrooms as possible. • Natural light should be provided in common areas where possible.

Time - Elementary

Findings	Directions
Allowing elementary school teachers to make decisions about the use of time in the classroom enhances the learning process.	<ul style="list-style-type: none"> • At elementary school teams of teachers should have flexibility to use time between disciplines in order to provide opportunities for maximum learning.

The middle school representatives from the committee plan to visit middle schools with app. 900 students before finalizing their recommendations.

Middle School/Junior High School

Teaching and Learning – Middle School/Junior High

Findings	Directions
<p>Varied approaches must be used so that instruction is engaging, relevant, and differentiated with real-world applications.</p>	<ul style="list-style-type: none"> • Teachers should serve as guides in the classroom and encourage students to assume responsibility for their own learning • Utilize project based instruction to develop creativity and problem solving skills • Opportunities should be provided for teachers to vary the size of the group to accommodate student needs • Utilize multiple teaching styles that relate to students learning styles that address students' preferences and proficiencies • Technology should be integrated into instruction • Instruction should be relevant and interesting to students • Instruction should be rigorous and challenging to all students. • Outdoor learning opportunities should be provided for students
<p>Integrated instruction provides students with real-world applications and teaches the value of learning.</p>	<ul style="list-style-type: none"> • Middle school / junior high school students should have a team of teachers within a team who each teach a specific subject area. Teachers should work together to integrate instruction between disciplines and should have control over how time is used in the house and in the classrooms.
<p>Meaningful learning opportunities for teachers are vital to the success of the district.</p>	<ul style="list-style-type: none"> • Provide a comprehensive professional development program to ensure that all teachers have the expertise to deliver effective teaching that leads to increased learning • Allow teachers to visit other successful teachers and schools within the district, as well as outside the district • Allow teachers to participate in pilot programs that are research based, monitored and evaluated for possible increased implementation • Team teaching and collaboration between campuses
<p>Students should have opportunities to participate in a variety of visual and performing arts programs.</p>	<ul style="list-style-type: none"> • Provide opportunities and the spaces needed for students to participate in band, choir, drama, visual productions and art.

	<ul style="list-style-type: none"> • Locate the space together in the building, where possible. • Provide opportunities for students to get high school credit, where possible. • Increase the District's participation in UIL activities. • Provide on-line or distance learning opportunities to expand the limited staff resources.
Students should have opportunities to participate in activities that will improve physical fitness and health and provide opportunities for organized sports.	<ul style="list-style-type: none"> • Consider adding a swimming program at each middle school. Provide district-wide facility. • Provide two fully equipped, gender specific gymnasiums on each campus • Provide a multi-classroom connected to the gymnasiums for classroom activities and health instruction. • Provide secure locker rooms • Provide secure exits and entrances. • Provide adequate seating for visitors during games. Need to indicate a number??? • Provide separate gender weight rooms with restrooms.
Students should have opportunities to participate in a variety of foreign language programs.	<ul style="list-style-type: none"> • Increase foreign language offerings. • Provide opportunities for students to get high school credit, where possible. • Provide on-line or distance learning opportunities to expand the limited staff resources.
Students should have opportunities to participate in career and technology programs that will allow them to explore career interests and high school options related to careers both locally and globally and to begin to understand the need for post secondary education and/or technical training.	<ul style="list-style-type: none"> • Expand electives in order to offer career and technology including personal finance, career investigations and consumer sciences. • Provide appropriate facilities for each offering.

Organization of Instructional Spaces – Middle School/Junior High School

<p>In middle school / junior high school small learning communities increase learning and provide opportunities for students to develop positive relationships with teachers and other students.</p> <p>Hold on decisions until members of committee can visit larger middle schools</p>	<ul style="list-style-type: none"> • Middle schools should be divided into grade level multi-disciplinary houses. Each house should be divided with one of each of the core subject teachers in each smaller unit. • Science classrooms should be located in the houses and should be lab/classrooms. • Flexible, varied sized spaces (both small and large group) should be available to be shared by all grade levels to accommodate
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	<p>multiple individualized and/or large group instruction.</p> <ul style="list-style-type: none"> • Teachers should have time to work with teachers in other disciplines to help to integrate students' learning. • Each house should include space for conferences and teacher collaboration. • Each house should have a counselor and an administrator, and their offices should be in the houses. • Group conference areas should be included in each grade level area or shared between grade levels for conferences and team planning.
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Teaching Spaces – Middle School/Junior High School

Findings	Directions
Flexible spaces should be provided to support learning in a dynamic, collaborative student-centered environment to allow for a variety of instructional arrangements.	<ul style="list-style-type: none"> • Science classrooms should be lab/classrooms • School should have an auditorium that would accommodate the entire student enrollment at any one time. ?????? • A performing art center to house band, choir, drama, speech, visual productions, art • Smaller breakout rooms in the same building/pods built to enhance student performances. • Gymnasiums should include multipurpose rooms. • Life skills lab should include kitchen, laundry, living and classroom area.
Natural light creates a learning environment where students are more alert, more stimulated and more attentive.	<ul style="list-style-type: none"> • Windows should be provided in as many classrooms as possible. • Courtyards or outdoor learning areas should be available and easily accessible from classrooms.

Time – Middle School/Junior High School

Findings	Directions
Allowing middle school / junior high school teachers to make decisions about the use of time in the classroom enhances the learning process.	<ul style="list-style-type: none"> • At elementary school and middle school/junior high school, teams of teachers should have flexibility to use time between disciplines in order to provide opportunities for maximum learning.

High School

Teaching and Learning – High School

Findings	Directions
<p>Varied approaches must be used so that instruction is engaging, relevant, and differentiated with real-world applications.</p>	<ul style="list-style-type: none"> • Teachers should serve as facilitators in the classroom working to empower students to assume responsibility for their own learning • Utilize project-based instruction to develop creativity and problem solving skills • Opportunities should be provided for teachers to vary the size of the group to accommodate student needs • Utilize multiple teaching styles that relate to students learning styles that address students' preferences and proficiencies • Technology should be integrated into instruction • Instruction should be relevant and interesting to students • Instruction should be rigorous and challenging to all students. • Outdoor learning opportunities should be provided for students
<p>Integrated instruction provides students with real-world applications and teaches the value of learning.</p>	<ul style="list-style-type: none"> • Teachers should work together to integrate instruction between disciplines. • Outdoor learning spaces should be provided at all levels.
<p>Meaningful learning opportunities for teachers are vital to the success of the district.</p>	<ul style="list-style-type: none"> • Provide a comprehensive professional development program to ensure that all teachers have the expertise to deliver effective teaching that leads to increased learning • Allow teachers to visit other successful teachers and schools within the district, as well as outside the district • Allow teachers to participate in pilot programs that are research based, monitored and evaluated for possible increased implementation • Team teaching and collaboration between campuses
<p>Students should have opportunities to participate in a variety of visual and performing arts programs.</p>	<ul style="list-style-type: none"> • Provide opportunities for students to participate in band, choir, drama, visual productions and art. • Provide appropriate space for all visual and performing arts programs, and locate the space together in the building, where possible. • Allow students to take more classes before school begins • Provide opportunities for students to get high school credit, where possible. • Increase the District's participation in UIL activities.

	<ul style="list-style-type: none"> • Provide on-line or distance learning opportunities to expand the limited staff resources.
Students should have opportunities to participate in a variety of foreign language programs.	<ul style="list-style-type: none"> • Increase foreign language offerings. • Provide opportunities for students to get college credit, where possible. • Provide on-line or distance learning opportunities to expand the limited staff resources.
Students should have opportunities to participate in career and technology programs that are focused on providing rigorous and relevant career preparation in high skill, high wage or high demand occupations in current or emerging professions both locally and globally.	<ul style="list-style-type: none"> • Expand the career and technology education offerings and appropriate instructional spaces and review current offerings to include high quality, rigorous programs that apply academic concepts and that will prepare students for occupations of tomorrow. • Provide opportunities for students to gain entry level skills for selected occupations. • Develop a partnership with local businesses to provide internships for students in order to provide practical experiences in their intended career field
Students should have opportunities to explore post-secondary offerings and earn credits while in high school.	<ul style="list-style-type: none"> • Strengthen the connections between secondary and post-secondary education by offering additional advanced placement and dual credit classes for students.

Organization of Instructional Spaces – High School

In high school small learning communities increase learning and provide opportunities for students and teachers to develop positive relationships with each other.	<ul style="list-style-type: none"> • High school design should allow for flexible grouping of students and teachers w/in or w/o grade levels and disciplines • Science classrooms should be lab/classrooms. • Flexible, varied sized spaces (both small and large group) should be available to be shared by all grade levels to accommodate multiple individualized and/or large group instruction. • Provide CTE academy within the high school that would allow students to focus on career choices while still addressing standard requirements for high school graduation and preparing students for post secondary education. • Group conference areas should be included in each grade level area or shared between grade levels for conferences and team planning.
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Teaching Spaces – High School

Findings	Directions
Flexible spaces should be provided to support learning in a dynamic, collaborative student-centered environment to allow for a variety of instructional arrangements.	<ul style="list-style-type: none"> • Large group instruction areas should be provided to allow several classes to meet together for large group instruction presentations, allowing some teachers to work with individuals or small groups. • Small learning areas should be provided for specific skill remediation and academic interventions • Auditorium should be provided for performances and school assemblies with a stage that is large enough for band performances and for plays. • Bleachers w/safety rails should be provided in the gyms • Classrooms should be attached to the gym for classroom instruction.
Natural light creates a learning environment where students are more alert, more stimulated and more attentive.	<ul style="list-style-type: none"> • Windows and skylights should be used in as many classrooms and common areas as possible. • Provide outside classrooms, pavilions, or patio.

Time – High School

Allowing students at the high school level to make decisions about when and how they learn enhances the learning process.	<ul style="list-style-type: none"> • Provide opportunities for initial credit, as well as repeat credit in summer school to allow students to fit all of their required and elected classes into 4 years. • Provide opportunities for students to earn credit by taking online classes. • Increase opportunities for students to earn college credit through Advanced Placement and dual credit classes. • High school schedules should be flexible to allow students to attend school and still meet the needs of families.
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Members of the committee will visit schools implementing 1:1 computing prior to finalizing their recommendations.

Technology

Finding	Direction
<p>Technology should be made equitably available to students for learning and teachers for teaching.</p> <p>Hold consensus on this direction until visits can be scheduled in January to area schools implementing 1:1 computing</p>	<ul style="list-style-type: none"> • Implement one to one technology devices for students • All students will need to be issued age-appropriate portable digital devices OR • Set up classrooms to accommodate individual access • Provide each class with a mobile lab and / or desktop computers for at least every two children for K-2. Starting with 3rd grade, every student will have a laptop; checked out that they can take home. OR • Students as early as elementary should have access to mobile labs in all classes • Students at junior high level should have classroom sets of laptops • Starting in intermediate possible have access to an assigned computer OR • Every student should have it available • Starting in Pre-K students should be taught about technology <ul style="list-style-type: none"> • Students should have school issued email addresses • Students should have access to video equipment, cameras, iPods, external hard drives • Multimedia projectors should be permanently mounted in every classroom K-12
<p>Students should use technology to gather information globally, to be creators of information, to learn at a higher level and to achieve educational goals and objectives.</p>	<ul style="list-style-type: none"> • Explore and implement multiple options of providing instruction through a global environment vs. traditional classroom instruction. • provide instruction through online courses and distance learning courses where needed • integrate technology skills into the curriculum in all areas • use technology for students to communicate and learn globally • Use technology to teach higher level thinking and problem solving • Campus media centers should support electronic resources.

	<ul style="list-style-type: none"> • Textbooks should be available electronically
Teachers should be proficient in the use of technology, integrating technology into instruction and supporting student use of technology.	<ul style="list-style-type: none"> • Provide, and develop system of requiring teachers to attend, rigorous professional development in the effective use of technology • Provide a certified teacher with instructional technology skills to assist and model technology integration at each campus • Provide all state curriculum and other teacher resources electronically
Students need to graduate with technology skill sets relevant to local businesses and industry as well as global industry.	<ul style="list-style-type: none"> • Develop relationships and partnerships with local industries and businesses to enhance relevant technology skill set development and support • Provide work-type program / internship for students who are interested in a specific industry
Parents and community members need opportunities to use, and to learn to use, technology in order to support learning and monitor student progress.	<ul style="list-style-type: none"> • Host a joint-use of school/community library • Make library available after hours and in the summer for parents and community members • Provide training in the use of technology for parents and community members. • Provide a secure network system that is available to students, parents/guardians and teachers. • Provide system for parents to monitor learning objectives and student progress
Infrastructure and equipment should support seamless integration of technology into instruction	<ul style="list-style-type: none"> • Access points should be sufficient to provide for continuous student and teacher wireless connectivity • Operating systems and software versions should be uniform between classrooms, labs and wireless carts. • Buildings should be conveniently wired electrically to accommodate multiple technology devices. (i.e. lines dropped from ceiling or plugs in the floors. No need of extension cords.) • Adequate and secure storage areas should be provided to house equipment

School and Community

Findings	Directions
The District should become an integral part of the local community by offering its facilities to be used by the public.	<ul style="list-style-type: none"> • Provide open access to the playgrounds to the community. • Provide technology training for community members and provide

	<p>designated times after school hours and during the summer for the community to access technology.</p> <ul style="list-style-type: none"> • Investigate the concept of a joint use school/community library to utilize resources from the district and the community. • Provide after hours access to the library for community members. • Provide a summer library program for the community. • Provide opportunities for outside student activities (i.e. scouts, YMCA) to access the gym, athletic areas, and other school facilities for their programs. • Partner with the area colleges to provide access to district facilities.
<p>Positive community engagement with the school district is vital to the success of the schools.</p>	<ul style="list-style-type: none"> • Create meaningful opportunities for community members to serve as volunteers, mentors and visiting teachers in the classrooms as every campus. • Develop programs that engage students in real-world experiences with experts in their fields of study in local businesses.