

Little Cypress - Mauriceville CISD

District Improvement Plan

2012-2013

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.



2011-2012 Comprehensive Needs Assessment:

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.

State Accountability:

As the state of Texas transitions from Texas Assessment of Knowledge and Skills (TAKS) to the new State of Texas Assessments of Academic Readiness (STAAR), state accountability standards are not available. They are expected to be announced in the spring, 2013. Until that time, data is available which shows how the district in comparison to Region 5 and the state.

All Students: Average Raw Score Data

Subject	Region 5	State	District
▶ Algebra I LCMHS	33%	39%	85% (above)
▶ Algebra I LCJH/MMS	33%	39%	100% (above)
▶ Geometry	68%	75%	100% (above)
▶ Biology	34%	41%	87% (above)
▶ English I Reading	41%	46%	75% (above)
▶ English I Write	32%	34%	53% (above)
▶ World Geography	30%	40%	81% (above)
▶ Grade 3 Reading	26/40	26/40	23/40 (below)
▶ Grade 3 Mathematics	29/46	30/46	32/46 (above)
▶ Grade 4 Reading	29/54	29/54	29/54 (same)
▶ Grade 4 Mathematics	31/48	32/48	32/48 (below Region)
▶ Grade 4 Writing	26/44	26/44	27/44 (above)
▶ Grade 5 Reading	30/46	31/46	28/46 (below)
▶ Grade 5 Mathematics	29/50	34/50	32/50 (above & below)
▶ Grade 5 Science	32/44	32/44	34/44 (above)
▶ Grade 6 Reading	32/48	33/48	32/48 (below State)
▶ Grade 6 Mathematics	29/52	31/52	32/52 (above)
▶ Grade 7 Reading	33/50	33/50	34/50 (above)
▶ Grade 7 Mathematics	29/54	30/54	27/54 (below)

▶ Grade 7 Writing	44/72	44/72	45/72 (above)
▶ Grade 8 Reading	35/52	35/52	37/52 (above)
▶ Grade 8 Mathematics	29/56	31/56	27/56 (below)
▶ Grade 8 Science	33/54	34/54	35/54 (above)
▶ Grade 8 Social Studies	26/52	29/52	42/52 (above)

The district will use these results to guide targeted, research-based instruction in both math and reading. Math in the elementary and middle school grades are at or below region and state levels. The district will be concentrating much of its professional development efforts in the area of mathematics, particularly on early intervention and problem solving skills.

Federal Accountability:

Although state standards for STAAR have not been determined, federal accountability has used STAAR results to determine Adequate Yearly Progress (AYP). Federal standards established under No Child Left Behind (NCLB) require that districts and schools meet higher levels of student achievement and by 2013-2014 100% or all students are expected to pass reading and mathematics state assessments. The progression of achievement standards are shown below.

Federal Accountability Expectations:

School Year	2006-07 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Reading/ELA	60%	67%	73%	80%	87%	93%	100%
Mathematics	50%	58%	67%	75%	83%	92%	100%

The Reading and Mathematics requirements for meeting AYP can be met in one of the following ways:

1. The district and campuses meet AYP when they meet the percent (%) standard (referenced above) for Reading and Mathematics;
2. The district and campuses meet AYP through Required Improvement.

2012 Reading/ELA AYP Target was 87% 2012 Math AYP Target was 83% of all students passing.

Adequate Yearly Progress (AYP)	
District	<p>Did not meet AYP in Reading and Math</p> <ul style="list-style-type: none"> • Missed AYP for Economically Disadvantaged group 83% in Reading and Math 75% • Missed AYP <i>due to the 2% and/or the 1% federal cap</i> in Special Education group in Reading 57% and Math 53% • Missed AYP <i>due to the 2% and/or the 1% federal cap</i> in All Student group in Math 82%
LCMHS	<p>Did not meet AYP in Math</p> <ul style="list-style-type: none"> • Missed AYP for the All Students 72%, White 74%, and Economically Disadvantaged 58% groups in Math
LCJH	<p>Did not meet AYP in Reading and Math</p> <ul style="list-style-type: none"> • Reading: Missed AYP <i>due to the 2% and/or the 1% federal cap</i> for All Students 84% and White 86%; Missed AYP for African American 72%, Economically Disadvantaged 76%, and Special Education 38% groups • Math: Missed AYP in All Students 78%, African American 48%, Economically Disadvantaged 67% and Special Education 40% groups
MMS	<p>Did not meet AYP in Math</p> <ul style="list-style-type: none"> • Missed AYP for All Students 78%, White 78%, and Economically Disadvantaged 73% groups
MVE	Met AYP Reading; Met AYP Math
LCI	Met AYP Reading; Met AYP Math
LCE	Met AYP Reading; Met AYP Math

*Of the 1,776 students tested, only 1% may be assessed with STAAR-Alt which would be 18 STAAR-Alt students assessed. We tested 29 STAAR-Alt students which means that 11 were considered failures whether they passed or not.

*Of the 1,776 students tested, only 2% may be assessed with STAAR-M which would be 36 STAAR-M students assessed. We tested 95 STAAR-M students which means that 59 were considered failures whether they passed or not.

Title I District School Improvement Program Stage 2

Criteria:

LEA School Improvement—Stage 2 applies to a Title I, Part A LEA identified for Stage 1 School Improvement that subsequently misses AYP for the same indicator that resulted in Stage 1 School Improvement Program (SIP) for three consecutive years.

Stage 2 Requirements:

Parent Notification

The LEA must notify parents of the LEA's School Improvement Stage and the Indicator missed, and how the parent may become involved in improving the LEA. The parent notification may be met in several ways such as a letter, a memo, or a flyer sent home with the students, or in an LEA newsletter. A copy of the notification to parents must be provided to the Agency at the same time it is provided to parents.

District Improvement Plan

The LEA must implement the district improvement plan developed under Stage 1. The Title I District School Improvement Plan is attached to the District Improvement Plan.

District Improvement Plan Requirements:

Within three months after being identified for improvement, an LEA shall develop or revise its District Improvement Plan in consultation with parents, school staff, and others.

The plan shall—

1. incorporate scientifically-based research strategies that strengthen the core academic program in schools served by the LEA;
2. identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards;
3. address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under Section 1119;
4. include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress;
5. address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement;
6. incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;

7. specify the responsibilities of the Texas Education Agency (TEA) and the LEA under the plan, including specifying the technical assistance to be provided by the TEA and the LEA's responsibilities under 1120A [Fiscal Requirements];
8. include strategies to promote effective parental involvement in the school; and
9. be implemented (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement.

Students:

Student populations in the district are represented

Ethnicity	Number Enrolled	% Enrolled
Amer. Indian/Alaskan	19	0.53%
Asian	49	1.37%
Black/African Amer.	218	6.1%
Hispanic/Latino	297	8.31%
White	2893	80.9%
Hispanic/Pac Island	3	0.08%
Two or More	97	2.71%
Total	3,576	100%
Sex	Number Enrolled	% Enrolled
Male	1,908	53.36%
Female	1,668	46.64%
Total	3,576	100%

Program	Number Enrolled	% Enrolled
LEP	63	1.75%
At-Risk	1,336	1.45%
Homeless	52	6.1%
Economically Dis	1,451	40.58%
Special Ed	430	12.02%
Section 504		%
Gifted & Talented	172	4.81%
Title I Part A	1,562	43.68%
CATE	888	24.83%
Homebound	11	0.03%
Dyslexia	165	4.61%

The three primary subpopulations that the district will be targeting instruction are the economically disadvantaged students, special education students, and LEP students. Economically disadvantaged and LEP students are growing in population while our special education student numbers are declining. We will not know the state STAAR assessments results until spring, 2013. LEP students are receiving intervention in English language acquisition and the Annual Measurement Achievement Objectives (AMAOs) for that population are being tracked.

Economically Disadvantaged student trends:

	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>	<u>F&R %</u>
LCM HS	33.00%	31.3%	26.4%	19.8%	17.4%	23.2%	19.4%	23.7%	18.9%	16.1%	14.3%
LCJH	40.30%	36.1%	32.4%	24.7%	21.2%	29.2%	27.4%	28.8%	25.8%	22.2%	17.7%
MMS	42.00%	43.4%	34.5%	28.8%	22.2%	28.8%	28.2%	32.1%	28.3%	25.0%	25.6%
LCE	53.70%	50.0%	45.0%	33.4%	34.7%	37.9%	33.0%	36.8%	38.0%	32.5%	28.9%
MVE	49.00%	46.3%	42.3%	29.6%	26.9%	39.3%	34.5%	37.4%	34.1%	34.1%	34.5%
LCI	46.50%	43.6%	41.3%	23.6%	23.6%	31.8%	36.4%	31.4%	28.5%	29.8%	24.8%
District	42.50%	40.2%	35.6%	25.7%	23.6%	31.0%	27.9%	30.7%	27.8%	25.2%	23.1%

Special Education Student Subpopulation:

SPED PERCENTAGE BY CAMPUS Report							
	LCE	LCI	LCJH	LCMHS	MVE	MMS	District
2007-08 EOY	15.59%	15.63%	15.43%	18.98%	9.91%	12.28%	15.52%
2008-09 EOY	15.13%	12.71%	14.01%	14.84%	8.41%	9.79%	12.84%
2009-10 EOY	15.59%	15.68%	12.77%	12.69%	11.36%	9.54%	12.89%
2010-11 EOY	15.46%	15.08%	13.03%	13.63%	9.89%	9.65%	12.81%
2011-12 EOY	14.52%	15.67%	13.66%	13.26%	10.91%	10.57%	13.02%

Timeline compliance for Initial Referrals: The district has made significant improvements in ensuring that initial referrals are completed within required timelines.

Year	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
Referrals	181	161	154	135	103	79	68	68	65	48	72
DNQ	27.6%	26.1%	26.6%	23.0%	28.2%	10.1%	9.1%	29%	9.2%	25%	14%
Late Evals	10.5%	8.7%	10.4%	12.6%	14.6%/ *10.7%	26.6%	14.7%	8.8%/ **2.9%	***3 %/0%	0%	0%
Late ARDs	34.3%	15.8%	25.7%	19.8%	21.3%/ *18.4%	26.6%	20.6%	2.9%	0%	0%	0%

*2005-2006 : Late evaluations other than those due to Hurricane Rita were 10.7%. Late ARDs other than those due to Hurricane Rita were 18.4%.

**2008-2009: Late evaluations other than those due to Hurricane Ike were 2.9%. Hurricane Ike did not affect ARDs.

*** 2009-2010: Two evaluations were contracted to Lamar University and Lamar failed to complete FIEs. They only completed speech evaluations.

Disciplinary Referrals: Discipline referrals for Special Education students are being carefully monitored. Behavior supports are being provided to campuses to reduce the number of special education students being referred for disciplinary placement.

Trends in special education student discipline referrals are shown below.

2011 – 2012 CAMPUS and DISTRICT **ISS END of YEAR** DIFFERENCE SCORES

	Sp. Ed. ISS	Special Ed.	All ISS	Enrolled	Difference
LCE	75	87	324	599	32.12
LCI	26	48	68	306	31.94
LCJ	205	69	771	505	144.43
LCMHS	310	142	1305	1071	96.46
MMS	96	39	977	369	-18.62
MVE	121	73	522	669	87.73
District	833	458	3967	3519	69.15

Level 0: No more than 10.0

Level 2: 25.0 to 40.0

Level 1: 10.1 to 24.9

Level 3: 40.1 and higher

2010 – 2011 CAMPUS and DISTRICT **ISS END of YEAR** DIFFERENCE SCORES

	Sp. Ed. ISS	Special Ed.	All ISS	Enrolled	Difference
LCE	38	90	231	582	2.53
LCI	16	46	91	305	4.95
LCJ	104	68	498	522	57.54
LCMHS	268	148	1040	1086	85.32
MMS	84	33	746	342	37.42
MVE	52	70	419	708	15.10
District	562	455	3025	3545	38.19

Level 0 : No more than 10.0

Level 2 : 25.0 to 45.0

Level 3 : 45.1 and higher

Level 1: 10.1 to 24.9

Level 3: 46.0 and higher

2009 – 2010 CAMPUS and DISTRICT **ISS END of YEAR** DIFFERENCE SCORES

	Sp. Ed. ISS	Special Ed.	All ISS	Enrolled	Difference
LCE	51	97	252	622	12.06
LCI	25	53	111	338	14.33
LCJ	47	64	212	501	31.28
LCMHS	378	158	1267	1245	137.47
MMS	78	35	1158	367	-92.67
MVE	84	80	590	704	21.19
District	663	487	3590	3777	41.09

Level 0 : No more than 10.0

Level 2 : 25.0 to 45.0

Level 1: 10.1 to 24.9

Level 3 : 45.1 and higher

2008 – 2009 CAMPUS and DISTRICT **ISS END of YEAR** DIFFERENCE SCORES

	Sp. Ed. ISS	Special Ed.	All ISS	Enrolled	Difference
LCE	16	105	71	694	5.01
LCI	21	46	148	362	4.77
LCJ	40	80	185	571	17.60
LCMHS	383	185	1293	1247	103.34
MMS	148	37	682	378	219.58
MVE	78	67	779	797	18.68
District	686	520	3158	4050	53.94

Level 0 : No more than 10.0

Level 2 : 25.0 to 45.0

Level 1: 10.1 to 24.9

Level 3: 45.1 and higher

2007 – 2008 CAMPUS and DISTRICT ISS END of YEAR DIFFERENCE SCORES

	Sp. Ed. ISS	Special Ed.	All ISS	Enrolled	Difference
LCE	33	111	136	712	10.63
LCI	51	55	106	352	62.62
LCJ	90	85	335	551	45.09
LCMHS	663	249	1995	1312	114.21
MMS	109	48	1000	391	(-28.67)
MVE	105	74	711	747	46.71
District	1051	631	4283	4065	61.20

Level 0 : No more than 10.0
Level 2 : 25.0 to 45.0

Level 1: 10.1 to 24.9
Level 3: 45.1 and higher

LEP Student Subpopulation:

The district LEP students continue to make progress as well. The district assessed forty Limited English Proficient (LEP) students through the TELPAS assessment process in 2008-2009. In 2010-2011, there were sixty-one identified LEP students in the district; seventeen students were first year LEP-identified, and fifty students were assessed through TELPAS. In 2011-2012, fifty-four students were assessed through TELPAS and the district had a total of sixty-three LEP students. Of those, twenty were first year LEP-identified students.

LEP Students by Campus

Campus	# of LEP	First Year	Monitor, Yr 1	Monitor, Yr 2
LCE	14	6	1	1
LCI	3	1	4	0
LCJH	0	0	1	0
LCMHS	4	1	4	0
MVE	32	8	6	0
MMS	10	4	2	2
TOTAL	63	20	18	3

The results of the TELPAS assessment by campus are shown on the TELPAS Results by Campus chart.

District TELPAS Results by Campus

RESULT	LCE	LCI	LCJH	LCMHS	MVE	MMS	DISTRICT
Improvement	4	2	N/A	3	10	4	23
Decline	0	1	N/A	0	0	0	1
Same	4	0	N/A	1	11	6	22
Total	8	3	N/A	4	21	10	46

The level of attainment for each language domain is shown on the TELPAS Level of Attainment for Language Domains chart.

TELPAS Level of Attainment for Language Domains

DOMAIN	Advanced High	Advanced	Intermediate	Beginning	Didn't test	Total
Listening	18	24	7	2	3	54
Speaking	18	18	14	1	3	54
Reading	16	18	13	4	3	54
Writing	8	19	21	3	3	54
Total	60	79	55	10	12	

STAAR standards will not be available until spring, 2013. Analysis of student will be conducted at that time.

The district monitored the progress for twenty-one LEP students who have been exited from the ESL program. Their assessment results will also be analyzed when they are made available.

2010-2011 Annual Measurable Achievement Objectives (AMAOs) Analysis

In response to NCLB’s mandate of English proficiency for all LEP students, Texas has created English language achievement standards called Annual Measurement Achievement Objectives (AMAOs). AMAOs evaluate three specific areas: *progress* toward proficiency, *attainment* of proficiency, and *performance on state assessments* (STAAR) as part of AYP. Progress toward and attainment of English proficiency is measured by the TELPAS. NCLB requires these standards to increase every year.

AMAOs are applied at the district level, rather than at the campus level. Districts can meet the standard, not meet the standard, or not be evaluated due to too few LEP students. When a district fails to meet the year’s AMAOs, certain interventions are instituted. The interventions grow more stringent each consecutive year a district fails to meet AMAOs, and after four consecutive years of not meeting AMAOs, a district may lose its

Title III funding. The district has met the AMAOs the past three years. Results for AMAOs will be made available after accountability standards have been established.

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. All paraprofessional staff meets the requirements for highly qualified for the 2012-2013 school year. The district will continue with implementation of the “Treasuring Our Paraprofessionals” training program which began in 2003-2004. The Administrative Team decided at that time to require all paraprofessionals to attend the training in order to provide professional growth in their knowledge of instructional strategies to foster student success and the tradition continues with all new hires.

The professional staff working at Little Cypress Elementary, Little Cypress Intermediate School, Little Cypress Junior High School, Mauriceville Elementary School, and Mauriceville Middle School are all 100% highly qualified. The professional staff working at Little Cypress Mauriceville High School are 98.9% highly qualified; only two teachers are working toward their highly qualified status.

100% of all special education teachers in the district meet highly qualified standards.

During 2012-2013, the district is employing 249 teachers/nurses, 28 professional support personnel, and 109 paraprofessionals. There were 230 teachers with Bachelor’s degrees, 71 with Master’s Degrees, and 3 with Doctorate degrees. The teaching staff made up 47% of all district personnel.

2011-2012 Employee Years of Experience

Employee Years of Service at LCM			Employee Total Years of Service		
Years at LCM	# of Employees	% of Employees	Total Years	# of Employees	% of Employees
0-4	191	38.3%	0-4	136	30.0%
5-9	140	25.7%	5-9	115	22.3%
10-14	85	14.3%	10-14	89	14.4%
15-19	62	11.4%	15-19	81	14.0%
20-24	31	5.1%	20-24	55	9.9%
25-29	16	3.0%	25-29	32	6.0%
30-34	7	1.3%	30-34	18	3.2%
35 +	2	0.9%	35 +	8	2.1%
Total	534		Total	534	
Average Years Employed by LCM: 9.0			Average Years of Total Service: 12.0		

2011-2012 Number of Students per Employee

Campus	# of Students	# of Students Per Paraprofessional	# of Students Per Teacher	# of Students Per Support Professional	# of Students Per Administrator/ Intern
LCE	583	44.8	14.6	291.5	291.5
LCI	284	28.4	10.9	284.0	284.0
LCJH	495	29.1	14.6	247.5	247.5
LCMHS	1111	42.7	15.6	123.4	138.9
MVE	619	51.6	12.4	309.5	309.5
MMS	333	41.6	15.1	166.5	166.5

Staff Strength

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, 32% of the professional staff has earned advanced degrees. The 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 to providing a high quality education program and maintains high expectations for its students.

Staff Needs

Turnover in teaching positions is always a concern. Based on the most current AEIS data available, 2009-2010, the turnover rate for professional teaching staff was 14.0%, up 1.9% 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 2010-2011, the turnover rate had decreased to 9.8%.

Family and Community Involvement:

There were over 940 parents, grandparents, or community members who participated in LCM schools in some way during the year. Volunteers run the gamut of tutors, special friends or mentors, teacher aides, doing the non-professional tasks that take up so much time - especially in the lower grades, room mothers, and chaperones. The participation varies from one school to another, and from elementary to secondary.

Each campus includes a Campus Improvement Committee (CIC), and the District has a District Education Improvement Committee (DEIC). These organizations meet at least four times a year to review such things as District Goals, District and Campus Improvement Plans, budget, school calendar, and other programs or initiatives that affect the entire community. The volunteers who serve on these committees come from the world of business, community, parents, teachers, and administrators.

The District has a School Health Advisory Council (SHAC) that includes the District nurses, staff, and parent and community members. This committee provides updates on health rules and regulations and any other pertinent information to its members. The nursing staff has a number of resources available to use as referrals when a student needs care above what is available through the school.

Little Cypress Elementary and Little Cypress Intermediate hold an annual Community Resource event, with representatives from health services, service providers for low income, and nutritional specialists. Parents and community members are invited to participate in the information fair, blood drive and walk, raising thousands of dollars, which are donated to local non-profits serving the LCM community.

In an effort to increase parent involvement, campuses will be addressing the following questions in their Campus Improvement Committees.

Do we welcome parents?

- Are there signs that specifically say "Parents Are Welcome"?
- Are they written in every language represented at our school?
- Do we arrange for interpreters and translations for non-English speaking parents?
- Do we know the names of individual parents?
- Do we have a program or policy that encourages parents to visit their children at our school?
- Do we have a procedure for welcoming new parents midyear?
- Do we have a school-wide mission for parent involvement?
- Are individual teachers equipped with strategies for encouraging parent involvement on a day-to-day basis?
- Do we make a special effort to involve male family members?
- Do we sponsor social gatherings for parents and families?

Do we communicate well with parents?

- Do we often send letters and newsletters home?
- Do we make telephone calls for cheerful reasons and kind reminders or just for discipline problems?

- Do we make efforts to communicate beyond the written word?
- Do we send parents information that they find genuinely helpful?
- Do parents have a voice in decisions about their child's education?
- Are parent-teacher conferences scheduled at convenient times?
- Do we have strategies for reaching parents unable or unwilling to attend conferences?

Do we listen to parents?

- Do we have a parent suggestion box?
- Do parents have representation and a voice on our school's decision-making committees?
- Are parents trained to be effective committee members?
- Do we have a parent group or association?
- Do we go beyond our school's walls, into the community, to reach more parents?

Do parents have status at our school?

- Do we sponsor events to honor parents and grandparents?
- Do we look for opportunities to have parents share their skills at our school?
- Do parents get awards, too?
- Do we have a parent volunteer program?
- Are parent volunteers entrusted with significant responsibilities? Do they feel important?

Do we provide useful parent services?

- How do we assess the needs of parents?
- Are our attempts at parenting workshops perceived as helpful or judgmental? Why?
- Do we provide resources to help parents work with their children at home?
- Do we try to make parent meetings enjoyable and inviting?
- Do we have an agency referral system in place?
- Have we established effective links with community and/or religious organizations that serve our families?

A district-wide parent satisfaction survey has also been developed and will be administered on-line to parents.

Facilities:

Adequate facilities are important to the teaching-learning process as they 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.

Facility Needs

The district contracted with an architectural firm to complete a needs assessment for all district facilities in 2007-08. 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 issue 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, and replace inefficient plumbing fixtures throughout the district. That project is now complete at a cost of almost \$5 million. In summer, 2012, the district hired an architect and re-established a facilities committee of the Board of Trustees to study the possibility of a building program/bond election.

Technology and Infrastructure:

Technology and Infrastructure Strengths

The district staff is highly trained in integration of technology into classroom instruction and inclusion of technology when addressing the needs of the at-risk population. The district is also committed to further integration of technology resources for use in intervention assistance, including the testing of a variety of mobile devices and the effect on student learning.

Technology and Infrastructure Needs

ARI, AMI, and Title I interventionists have been providing computer-assisted interventions primarily in a lab environment. While computers and other electronic devices are needed in the classroom, so are the applications and processes to serve the needs of the at-risk population. Virtual technology resources provided through the District cloud (computer and processing happens internally in the district) computing infrastructure will provide resources to support curriculum and technology infusion efforts. When classroom computer, mobile devices, and application resources are added, it is critical that infrastructure is updated as well. As the new instructional materials are delivered electronically, devices are needed for students to view these materials in a variety of formats. Professional development for instructional staff is also important to assure they are able to engage the at-risk population.

In summary, the district's greatest technology needs are:

- Professional development to address technology proficiency deficits as revealed on the StarChart. Continue to provide professional development in a variety of methods including online course, face-to-face and Distance Learning capabilities. It is important that teachers have access to a variety of technology resources 24/7 to allow them to provide instruction designed to increase student engagement.
- Continue the pilot project to virtualize desktop computers to determine the feasibility of reducing costs and optimizing technology management.
- Provide additional devices on mobile carts and labs at all campuses to increase student use of technological devices for electronic textbooks and curriculum resources.
- Secure additional infrastructure to support wired and wireless devices.
- Supplying technology management tools to support 24x7x365 learning.
- Provide teachers with updated laptop computing devices as well as other staff as budget allows.
- Evaluating tablet computing in a limited environment.
- Provide students access to a variety of electronic devices to support electronic textbooks.
- Consider the issue of students in the District without access to the Internet, which is important to electronic delivery of instructional materials.
- Provide the teachers with technology tools for the classroom (interactive boards, document cameras, document storage, etc.)
- We must allow time for professional development in our yearly calendar to assist teachers in obtaining the competencies and strategies necessary to include integration of the Technology Application TEKS into classroom instruction.

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

Correlates with:

21st Century Learning			
1) New Vision for Public Education in Texas	2) The New Digital Learning Environment	3) The New Learning Standards	4) Assessments for Learning
5) Accountability for Learning	6) Organizational Transformation	7) State/Local Partnership	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) School Personnel
6) Student Performance	7) School Environment	8) Instructional Techniques	9) Technology
NCLB/ESEA Goals and Indicators			
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
Effective School Correlates			
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			
Title I - Schoolwide Programs			
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 Math

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	85 %	2012	≥ 90 %	2018-19	≥ 85.8 %	2013
African American	75 %	2012	≥ 90 %	2018-19	≥ 77.5 %	2013
Economically Disadvantaged	78 %	2012	≥ 90 %	2018-19	≥ 80 %	2013
Hispanic	81 %	2012	≥ 90 %	2018-19	≥ 82.5 %	2013
White	86 %	2012	≥ 90 %	2018-19	≥ 86.7 %	2013
Special Ed.	65 %	2012	≥ 90 %	2018-19	≥ 69.2 %	2013

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 %	2012	≥ 90 %	2018-19	≥ 90 %	2013
African American	89 %	2012	≥ 90 %	2018-19	≥ 89.2 %	2013
Economically Disadvantaged	86 %	2012	≥ 90 %	2018-19	≥ 86.7 %	2013
Hispanic	88 %	2012	≥ 90 %	2018-19	≥ 88.3 %	2013
White	90 %	2012	≥ 90 %	2018-19	≥ 90 %	2013
Special Ed.	68 %	2012	≥ 90 %	2018-19	≥ 71.7 %	2013

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	95 %	2012	≥ 95 %	2018-19	≥ 95 %	2013
African American	88 %	2012	≥ 90 %	2018-19	≥ 88.3 %	2013
Economically Disadvantaged	90 %	2012	≥ 90 %	2018-19	≥ 90 %	2013
Hispanic	98 %	2012	≥ 98 %	2018-19	≥ 98 %	2013
White	95 %	2012	≥ 95 %	2018-19	≥ 95 %	2013
Special Ed.	68 %	2012	≥ 90 %	2018-19	≥ 71.7 %	2013

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	89 %	2012	≥ 90 %	2018-19	≥ 89.2 %	2013
African American	73 %	2012	≥ 90 %	2018-19	≥ 75.8 %	2013
Economically Disadvantaged	82 %	2012	≥ 90 %	2018-19	≥ 83.3 %	2013
Hispanic	81 %	2012	≥ 90 %	2018-19	≥ 82.5 %	2013
White	91 %	2012	≥ 91 %	2018-19	≥ 91 %	2013
Special Ed.	64 %	2012	≥ 90 %	2018-19	≥ 68.3 %	2013

Indicator: TAKS Reading

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 %	2012	≥ 93 %	2018-19	≥ 93 %	2013
African American	89 %	2012	≥ 90 %	2018-19	≥ 89.2 %	2013
Economically Disadvantaged	89 %	2012	≥ 90 %	2018-19	≥ 89.2 %	2013
Hispanic	91 %	2012	≥ 91 %	2018-19	≥ 91 %	2013
White	93 %	2012	≥ 93 %	2018-19	≥ 93 %	2013
Special Ed.	79 %	2012	≥ 90 %	2018-19	≥ 80.8 %	2013

Strategies

Goal 1 - Strategy 1 Student Success and Accountability			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
Leader(s): Curriculum Directors	Brief Description: District and campuses will meet accredited status in state accountability measures.	Evaluation Benchmark: Results of benchmarks, End-of-Year, STAAR assessments	
Leader Progress Report Dates: End of six weeks and semester reports from principals	Implement 21st Century learning goals to earn the Satisfactory Academic Performance rating.		
Resources Required:	FTE's Required:	Source of Funds:	Amount
Secondary Math Specialist	Number of FTE's: 573.00	Local Special Education	\$2,874,987.00
Co-enrolled Classes	Not Specified	Campus Budget-LCE	\$3,068,794.00
Curriculum documents	Cost: None	Campus Budget-LCI	\$1,972,439.00
Dana Center Activities		Campus Budget-LCJH	\$2,906,655.00
District Admin. Staff		Campus Budget-MMS	\$2,040,120.00
Gateways to Science		Campus Budget-MVE	\$3,509,253.00
Master Reading Teacher		Compensatory Ed. Budget	\$1,084,447.00
NJ Writing Program of TX		Federal Special Education	\$645,380.00
Campus Admin. Staff		Sp. Ed. Preschool Federal	\$10,288.00
Parent Support		Technology	\$917,569.00
Writer's Workshop Program		Title I	\$479,330.00
Staff		Title I - Staff Develop.	\$49,338.00
Teachers		Title I Homeless Services	\$450.00
TEXTeams		Title II	\$132,936.00
The Writing Academy		Title II Staff Dev.	\$30,932.00
Title I		Campus Funds-LCMHS	\$7,606,148.00
		ESL	\$18,000.00

Goal 1 - Strategy 1	Student Success and Accountability	
Title II		\$27,347,066.00
Toolkits		
Paraprofessionals		

Goal 1 - Strategy 1 Student Success and Accountability						
Timeline						
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
Provide a guaranteed and viable curriculum to all students. (Meets Item 2 & 8 of the Stage 2, Title I requirements.)	Directors, Principals, Teachers	08/27/2012	to	05/31/2013	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. (Meets Item 1, 2 & 8 of the Title 1, Stage 2 requirements.)	Directors, Principals, Teachers	08/27/2012	to	05/31/2013	Results of benchmarks and state assessments	
Assure that instructional strategies that will affect student achievement are used in all classrooms (Meets Item 1, 2 & 8 of the Title 1, Stage 2 requirements): 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	08/27/2012	to	05/31/2013	Data from walk-throughs, annual evaluations	
Continue the district-wide writing programs with specific criteria as measured by district benchmark assessments.	Curriculum Directors, Principals, Teachers	08/27/2012	to	05/31/2013	Benchmark results	
Continue to implement strategies to increase the awareness of real world work requirements for all students.	Curriculum Directors, Principals, Teachers	08/27/2012	to	05/31/2013	Work place visits, guest speakers, and student visits to	

Goal 1 - Strategy 1		Student Success and Accountability			
Activity	Person Responsible	Start Date	to	End Date	Evaluation
					community and technology colleges
Provide parent training for support of campus instructional program. Include Response to Intervention, Acceleration Programs, and Gifted and Talented Programs (Meets Item 1 of the Title 1 & 2, Stage 2 requirements).	Principals, Federal Programs Coordinator	08/27/2012	to	05/31/2013	Training sign-in sheets
Continue to monitor parental involvement through Title I parent involvement policy and school-parent compact.	Federal Programs Coordinator, Principals	08/27/2012	to	05/31/2013	Documentation
Continue to offer opportunities for parental participation through annual Title I meetings, STAAR 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	08/27/2012	to	05/31/2013	Documentation
Identify at-risk students for participation in intensive accelerated programs.	Curriculum Directors, Spec. Prog. Dir, Principals	08/27/2012	to	05/31/2013	Formative: Benchmark tests, failure reports. Summative: State testing results, High School completion rate
Continue to offer summer school for acceleration for Grades 5 & 8.	Curriculum Directors, Principals	06/03/2013	to	06/20/2013	Attendance, results summer STAAR and post tests
Continue Response to Intervention system at elementary and secondary campuses.	Curr.Directors, Sp.Prog.Dir.,Principals	08/27/2012	to	05/31/2013	Progress monitoring, benchmark, reduction in referrals
Assist preschool children in the transition to local elementary school programs by	Elem.Curr.Dir.,Sp.Prog. Dir., Principals	04/01/2013	to	06/03/2013	Documentation

Goal 1 - Strategy 1		Student Success and Accountability				
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
providing kindergarten round-up, orientation, and visits from local preschool programs in coordination with the Head Start program.						
Continue to support and update web-based instructional tools for teachers to reduce paper work and increase productivity of teachers: Eduphoria AWARE WEBCCAT AIMSWEB CSCOPE	Curr. Directors, Technology Director, Principals	08/27/2012	to	05/31/2013	Record of usage	
Continue the plan to address child sexual abuse and increase faculty and staff awareness and possible warning signs at the campuses.	Elem. Curr. Director, Com. Rel., Principals	08/27/2012	to	05/31/2013	Brochure and documentation of training at campuses	
Implement CSCOPE K-12 curriculum.	Elem. Curr. Dir., Principals, Teachers	08/27/2012	to	05/31/2013	Benchmark and STAAR results	
Continue to implement individual student/parent/counselor conferences for incoming 9th grade students.	Counselors, Principal	08/27/2012	to	05/31/2013	Documentation of conference	
Continue to develop Moodle courses to provide acceleration and remediation activities for students.	Tech., Prin., Asst. Prin., Teachers, Curr. Director	08/27/2012	to	05/31/2013	Completion of Moodle Courses	
Purchase CSCOPE math and science kits for K-12.	Curr. Directors	08/27/2012	to	05/31/2013	Funds and implementation of materials	
Provide professional development to address the needs of special education students on state reading assessments, particularly STAAR Modified and include topics such as reading acquisition for	Sp. Programs Dir., Curr. Directors, Principals	08/27/2012	to	05/31/2013	State and benchmark assessments	

Goal 1 - Strategy 1		Student Success and Accountability			
Activity	Person Responsible	Start Date	to	End Date	Evaluation
students with reading disabilities, dyslexia, auditory processing disorder, etc. through Neuhaus, regional education service centers, Master Reading Teacher program.					
Disaggregate special education students' state assessment results, benchmark results on modified assessments and assessments using accommodations. Identify specific student needs and address through intensive interventions.	Spec.Prog. Dir., Curr. Dirs., Princ., Sp. Ed., ARI	08/27/2012	to	05/31/2013	State assessment and benchmark results
Address the fundamental teaching and learning needs in the school and the specific academic problems of low-achieving students through Campus Improvement Committees, including a determination of why the campus' prior plan failed to bring about increased student achievement. Campus summaries of findings will be reviewed by DEIC.	SBDM and DEIC Committees	08/27/2012	to	05/31/2013	Addendum to Campus Improvement Plans
Provide intensive intervention services through extended day programs, before school computer assisted instruction, ARI (Rtl), and targeted, small group instruction.	Rtl Com., ARI teachers, Sp. Ed. Teachers	08/27/2012	to	05/31/2013	State and benchmark assessment results
Meet the fiscal obligations under Private Non-Profit Participation. Make sure consultation has taken place and there are no private non-profit schools participating.	State and Federal Programs Coordinator	08/27/2012	to	05/31/2013	Documentation of consultation
Incorporate all of the requirements of Title 1, Stage 2 District Improvement in the current year district plan for 2012-2013.	Sp. Prog. Dir., Curr. Dirs., Princ., Sp. Ed. & ARI	08/27/2012	to	05/31/2013	District Improvement Plan
Implement Ruby Payne's "A Framework for Understanding Poverty" strategies.	Curr. Dir., Principals, Teachers	08/27/2012	to	05/31/2013	Sign-in sheets, documentation from

Goal 1 - Strategy 1		Student Success and Accountability			
Activity	Person Responsible	Start Date	to	End Date	Evaluation
					training

Goal 1 - Strategy 2 Plan for Teacher Quality			
<p>The State and Federal Programs Coordinator 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 Curriculum Directors will assist in working 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 has been 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>Leader(s): Superintendent</p> <p>Leader Progress Report Dates: January</p>	<p>Brief Description: All students will be taught by highly qualified teachers, and where applicable, assisted by highly qualified paraprofessionals.</p>	<p>Evaluation Benchmark: 100% of teachers are highly qualified</p>	
<p>Resources Required: Title II Time District Admin. Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: Title II Staff Dev.</p>	<p>Amount \$30,932.00 <hr/>\$30,932.00</p>

Goal 1 - Strategy 2 Plan for Teacher Quality						
Timeline						
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
Continue to investigate ways for teachers to work collaboratively to improve collegiality and professionalism.	Superintendent, Curr. Directors, Principals	08/27/2012	to	05/31/2013	Documented amount of time available	
Provide quality staff development: CSCOPE Advanced Placement Training New Jersey Writing Program of Texas Writer's Workshop Easy Tech Training Atomic Learning Writing Academy Response to Intervention Science Starters Gifted and Talented Strategies Secondary Reading Strategies Reading Collaborative Master Reading Teacher Building Champions 21st Century Learner Teach Like A Champion	Curriculum Directors, Principals	08/27/2012	to	05/31/2013	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.	Special Programs Director	08/27/2012	to	05/31/2013	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.	Curriculum Directors, HR personnel	08/27/2012	to	05/31/2013	Number of highly qualified applicants	
Continue the on-line application accessibility for prospective professionals.	Assist. Super, Curr Dir, HR	08/27/2012	to	05/31/2013	Reduced paperwork and increased number of applications	

Goal 1 - Strategy 2		Plan for Teacher Quality				
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
Continue the Highly Qualified Teacher Continuous Improvement plans for district and applicable campuses.	State & Federal Programs Coord., Principals	08/27/2012	to	05/31/2013	Documented district and campus highly qualified improvement plans	
Continue to investigate activities to enhance the recruitment, induction, and retention of teachers.	Sp Programs Dir, Curr Directors	08/27/2012	to	05/31/2013	Teacher retention	
Continue to provide STAAR training for teachers.	Curr. Directors	08/27/2012	to	05/31/2013	Documentation of training	
Provide Texas Middle School Fluency Assessment training for secondary teachers.	Curr. Director, Principals	08/27/2012	to	05/31/2013	Documentation	
Provide CSCOPE professional development K-12.	Curriculum Directors	08/27/2012	to	05/31/2013	Documentation of training	

Goal 1 - Strategy 3 Faculty and Staff Benefits and Incentives			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
Leader(s): Superintendent Leader Progress Report Dates: January	Brief Description: Provide benefits and incentives to faculty and staff for increased student performance and innovative, successful practices.	Evaluation Benchmark: Student success and number of benefits and incentives provided	
Resources Required:	FTE's Required:	Source of Funds:	Amount
District Admin. Staff	Number of FTE's: None None Cost: None	None	\$0.00 <hr/> \$0.00

Goal 1 - Strategy 3 Faculty and Staff Benefits and Incentives					
Timeline					
Activity	Person Responsible	Start Date	to	End Date	Evaluation
Provide Administrative Retreat.	Superintendent, Com. Relations	08/27/2012	to	05/31/2013	Program, lunch, gift
Provide Convocation.	Superintendent, Com. Relations	08/14/2012	to	08/14/2012	Motivational speaker, gift, continental breakfast, agenda
Provide End-of-Year Recognition and Celebration for Faculty and Staff.	Superintendent, Community Relations	05/27/2013	to	05/27/2013	Program, lunch, gifts, door prizes, agenda
Celebrate Faculty and Staff Appreciation Week.	Superintendent, Com. Relations, Committee	08/27/2012	to	05/31/2013	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	08/27/2012	to	05/31/2013	Applications, winners, awards
Review and revise District Recruitment and Retention Plan for Highly Qualified Teachers	Supt., Dir. Sp Programs, Cur Dir.	08/27/2012	to	05/31/2013	Plan

Goal 1 - Strategy 4 Technology			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
<p>Leader(s): Technology Director</p> <p>Leader Progress Report Dates: Six weeks</p>	<p>Brief Description:</p> <p>Provide a technology-rich learning environment aligned with state curriculum standards to empower students to be successful members of a global and digital workforce.</p> <p>Provide professional development to teachers and administrations to address needs identified by campus and district needs assessments and data analysis.</p>	<p>Evaluation Benchmark:</p> <p>Student Products Technology Application Test Scores District Application Utilization Reports STaR Char Evaluation</p>	
<p>Resources Required:</p> <p>Teachers Paraprofessionals Instructional Tech Spec. District Tech Application District Admin. Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 13.00 Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds:</p> <p>Technology Budget Technology-Personnel</p>	<p>Amount</p> <p>\$406,265.00 \$511,304.00 <hr/>\$917,569.00</p>

Goal 1 - Strategy 4		Technology			
Timeline					
Activity	Person Responsible	Start Date	to	End Date	Evaluation
Use of prescriptive keyboarding applications in learning.com to improve keyboarding skills and student technology applications proficiency.	Curr. Dirs., Prin, Instr Tech. Spec., Campus Tech.	08/27/2012	to	05/31/2013	Easy Tech keyboarding utilization review, student progress reports, teacher gradebooks
Continue to provide instructional resources, personnel, and equipment to enable students to acquire technical proficiency, as well as improved assessment scores in future years.	Curr. Dirs.,Tech. Dir, Princ., Instr. Tech. Spec.	08/27/2012	to	05/31/2013	Review of assessment scores, review student use of Easy Tech and Atomic Learning software, and other programs supported by the District
Administer online technology literacy assessments to 2nd, 5th, and 8th grade students at the end of year to satisfy NCLB goals, as well as District objectives for student technology competency.	Tech. Dir., Princ., Instr Tech. Sp, Campus Tech.	08/27/2012	to	05/31/2013	Review of assessment scores, review student gradebooks in learning.com and other applications provided by the District
Emphasize 21st century learning skills through increased use of technology tools.	Dirs., Princ., Inst. Tech. Spec., Tech. Mentors	08/27/2012	to	05/31/2013	Increase in overall student success. Student products that reflect the use of 21st century tools. Review utilization logs. Review teacher integration of these technologies into lesson plans.
Promote and use of innovative technologies to participate in and teach relevance in the global community.	Directors, Princ., Instr Tech Sp, Tech. Mentors	08/27/2012	to	05/31/2013	Review of student products, review of utilization for District-provided technology applications and

Goal 1 - Strategy 4		Technology			
Activity	Person Responsible	Start Date	to	End Date	Evaluation
					equipment
Provide Professional Development activities using online, face-to-face, and blended instruction to enhance teacher technology proficiency and support technology infusion efforts.	Dirs., Princ., Instr. Tech. Spec., Tech. Mentors	08/27/2012	to	05/31/2013	Review of utilization and completion of District-provided online course material. Teacher development of online course material. Attendance at District-provided professional development activities
Provide support and update to the Eduphoria curriculum management system and CSCOE to link technology resources to learning objectives.	Directors, Tech. Dir., Princ., Instr. Tech., Spec.	08/27/2012	to	05/31/2013	Review of teacher utilization reports. Teacher integration of technology resources in the classroom environment as demonstrated in lesson plans
Provide equipment and technology support for faculty, staff, and students to promote technology use in the instructional and operational activities of the District as well as to support the District mission and vision.	Directors, Princ., Instr. Tech. Specialist	08/27/2012	to	05/31/2013	Technology utilization, limited downtime of infrastructure resources
Support creation and maintenance of School Center web pages for communication with parents, students, and the community to provide instructional resources.	Tech. Dir., Princ., Tech. Men., Instr. Tech., Spec	08/27/2012	to	05/31/2013	Completed web pages, and updated content to ensure information is current and relevant by annual review
Increase the use of the Skyward Parent Access Portal to increase communication and enhance the student educational experience.	Princ., Tech. Dir., Instr. Dir., Tech. Sp., Teach.	08/27/2012	to	05/31/2013	Schedule parent training at various locations in the District during the year. Review of utilization

Goal 1 - Strategy 4		Technology			
Activity	Person Responsible	Start Date	to	End Date	Evaluation
					reports
Encourage the creations of digital media by students and teachers to increase community support and engagement.	Directors, Princ., Instr. Tech Sp., Teachers	08/27/2012	to	05/31/2013	Review of utilization statistics, review of outage statistics
Increase use of Gaggle application to increase student use of 21st century tools.	Directors, Princ., Instr. Tech Speci., Teachers	08/27/2012	to	05/31/2013	Review of utilization logs, increased use in classroom environment.
Provide parents access to online technology training resources such as Easy Tech, Atomic Learning, and online safety curriculum to increase parent involvement.	Directors, Princ., Instr. Tech. Specialist	08/27/2012	to	05/31/2013	Review of utilization logs, increase parent participation and involvement. Continue support of parent and community resources through campus PTO groups
Continue to support Bring Your Own Technology pilot project as personnel and financial resources are available.	Tech. Dir., Curr. Dirs., Principals	08/27/2012	to	05/31/2013	Attendance at BYOT classes, review of teacher survey results
Develop performance indicators and student proficiency levels for 21st Century Learning Concepts.	Tech. Dir., Curr. Dirs., Inst.,Tech. Sp .Teachers	08/27/2012	to	05/31/2013	Review of documents. Professional Development activities.

Goal 1 - Strategy 5 At-Risk Students			
<p>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 improve 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.</p> <p>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 make progress in school during the pregnancy and postpartum periods.</p> <p><i>There are no Indicators/Objectives supported by this Strategy</i></p>			
<p>Leader(s): Curr. Dir., Prin., Dir. of Sp Prog., State & Fed.</p> <p>Leader Progress Report Dates: On-going evaluations</p>	<p>Brief Description: 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.</p>	<p>Evaluation Benchmark: 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.</p>	
<p>Resources Required: Title I Teachers Title I Teachers State Comp. Ed.-PRS State & Local Assessment District Admin. Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: 26.37 Title IA-8, St. Co. Ed.-18.37 Cost: None</p>	<p>Source of Funds: State Comp Education Title I, Part A</p>	<p>Amount \$1,084,447.00 \$426,389.00 <hr/>\$1,510,836.00</p>

Goal 1 - Strategy 5		At-Risk Students			
Timeline					
Activity	Person Responsible	Start Date	to	End Date	Evaluation
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	08/27/2012	to	05/31/2013	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	08/27/2012	to	05/31/2013	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 performance in academic classes, unit, and state assessments.	Curr. Directors, Principals, State & Fed.Prog.Coar.	08/27/2012	to	05/31/2013	Results of benchmark assessments, Rtl data, STAAR, and other assessment results
Continue to 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	08/27/2012	to	05/31/2013	PEIMS snapshot date report, PBMAS rating information
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 Coor.	08/27/2012	to	05/31/2013	PEIMS snapshot date report, PBMAS rating information
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	State & Fed. Programs Coor.	08/27/2012	to	05/31/2013	Instruction logs, PRS forms

Goal 1 - Strategy 5		At-Risk Students			
Activity	Person Responsible	Start Date	to	End Date	Evaluation
period.					
Provide district-wide instructional/remedial reading software program.	State & Fed. Programs Coor., Principals	08/27/2012	to	05/31/2013	Unit assessments, STAAR, and monitoring
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	08/27/2012	to	05/31/2013	District referral logs, SAS Child Find Effort Report

Goal 1 - Strategy 6 Special Programs			
<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>Leader(s): Director of Special Programs</p> <p>Leader Progress Report Dates: Director of Special Programs</p>	<p>Brief Description: Evaluate the effectiveness of special programs.</p>	<p>Evaluation Benchmark: STAAR, STAAR M, and STAAR Alt. performances of identified students in special programs, TELPAS assessment outcomes</p>	
<p>Resources Required: Transportation Dept. Title I High School Student Serv. District Coordinator District Admin. Staff</p>	<p>FTE's Required: Number of FTE's: 77.24 Local Sp 48.57; Fed Sp. 28.67 Cost: \$2,405,477.00</p>	<p>Source of Funds: Local Special Education Federal Spec Ed Preschool Title I Homeless Services Federal Special Education</p>	<p>Amount \$2,535,725.00 \$10,288.00 \$450.00 \$649,077.00 <hr/>\$3,195,540.00</p>

Goal 1 - Strategy 6		Special Programs				
Timeline						
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
Complete assessments and initial ARD's for Special Education students within state guidelines.	Sp Programs Dir., Diagnostic Team, State/Fed. Coord.	08/27/2012	to	05/31/2013	Analysis of referral logs	
Provide professional development activities for Special Education teachers to address student performance in reading and math.	Directors, Principals	08/27/2012	to	05/31/2013	AEIS report	
Enroll homeless students, assist with transportation, free/reduced lunches, and provide access to Title I programs.	State & Fed. Programs Coordinator	08/27/2012	to	05/31/2013	Records of homeless students	
Identify and monitor progress of English as a Second Language students.	Directors, ESL Coord., Campus Coord.	08/27/2012	to	05/31/2013	Academic progress of identified students on state-mandated assessments	
Monitor progress of section 504 students.	Campus Coord., State & Fed. Pr. Coord.	08/27/2012	to	05/31/2013	Documentation for 504 students	

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

Goal 1 - Strategy 7 Special Education Students						
Timeline						
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
Train staff in positive behavior interventions.	Special Programs Director, Principals	08/27/2012	to	05/31/2013	Training notes, sign-in sheets	
Continue district procedure to monitor change of placement of Special Education students and disproportionate assignments to ISS.	Special Programs Dir., Prin., Asst. Prin., Interns	08/27/2012	to	05/31/2013	Completed forms and reports	
Provide social skills training and special education counseling for students with disabilities in DAEP.	Special Programs Dir., LCMHS Staff, Coun.	08/27/2012	to	05/31/2013	DAEP and ISS rosters, PBMA results	

Goal 1 - Strategy 8				Academic, Athletic, Career and Technology, and UIL			
<i>There are no Indicators/Objectives supported by this Strategy</i>							
Leader(s):		Brief Description:		Evaluation Benchmark:			
Superintendent		Increase the number of students successfully participating in competitions.		Results of academic and athletic team			
Leader Progress Report Dates:							
October							
January							
March							
May							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Volunteer Support		Number of FTE's: None		UIL Stipends		\$35,400.00	
Time		None		Extracurricular Budget		\$909,925.00	
Teachers		Cost: None				\$945,325.00	
Supplies							
Staff							
Parent Support							
District Admin. Staff							
Campus Admin. Staff							

Goal 1 - Strategy 8 Academic, Athletic, Career and Technology, and UIL					
Timeline					
Activity	Person Responsible	Start Date	to	End Date	Evaluation
Encourage the number of students participating in academic events.	Principals, Teachers, UIL Sponsors, Coaches	08/27/2012	to	05/31/2013	Roster of teams and events, results of academic meets and other competitions
Continue to provide resources for sponsors and coaches.	Principals, Asst. Superintendent, Superintendent	08/27/2012	to	05/31/2013	Budget for UIL
Continue to compete in secondary meets in the Spring.	Principals	08/27/2012	to	05/31/2013	Results of academic meets
Monitor and report on success rate and participation in UIL, TMEA, and other academic competitions.	Curriculum Director, Principals	08/27/2012	to	05/31/2013	Periodic campus reports from teams
Monitor the participation and success rate of students competing in the Career and Technology programs.	CATE Director, HS Principal, Secondary Curr Dir	08/27/2012	to	05/31/2013	Periodic reports on events
Continue secondary academic/UIL Banquet.	UIL Sponsors	05/01/2013	to	05/31/2013	Banquet date/attendance
Provide the opportunity for secondary students to compete in Do The Write Thing state and national competition.	Prin., Curr. Dir., Prin., Teachers	08/27/2012	to	05/31/2013	Submission of DTWT papers

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:

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

Strategies

Goal 2 - Strategy 1 Safe and Orderly Environment			
<i>There are no Indicators/Objectives supported by this Strategy</i>			
Leader(s): Superintendent Leader Progress Report Dates: Increased student and staff safety and reduction of incidents.	Brief Description: Continue to monitor the effectiveness of bullying programs, plans to address student threats of violence, and continue educating staff members in the execution of the crisis plan.	Evaluation Benchmark: Increased student and staff safety and reduction of incidents	
Resources Required: Time State & Fed. Prog. Coord. Staff Principals District Admin. Staff Campus Admin. Staff	FTE's Required: Number of FTE's: None Cost: None	Source of Funds: None	Amount <hr/> \$0.00 <hr/> \$0.00

Goal 2 - Strategy 1 Safe and Orderly Environment						
Timeline						
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
Monitor effectiveness of a bullying prevention program that addresses conflict resolution strategies and non-violence.	Principals	08/27/2012	to	05/31/2013	Reduction in reported incidents of bullying	
Continue to update the District Emergency Operations Manual and train staff members in the execution of the crisis plan.	District Safety Officer, Principals	08/27/2012	to	05/31/2013	Updated EOP, training notes, sign-in sheets, documented dates for drills	
Continue the plan to effectively handle student threats of violence.	Superintendent, Directors, Principals	08/27/2012	to	05/31/2013	Reduction in number of incidents where students threaten 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	08/27/2012	to	05/31/2013	Increased student safety and reduction of incidents of violence related to teen dating	
Implement bullying policy FFI (Legal & Local) and procedures (Legislative Mandate HB 1942).	Curr. Directors, Principals, Teachers	08/27/2012	to	05/31/2013	Policy, procedures, student handbooks, posted on LCM website	
Provide training for secondary teachers in suicide prevention for students and identification for students who may be at-risk for psychological distress. (Legislative Mandate HB 1386)		08/27/2012	to	05/31/2013	Completion of training	

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

Goal 2 - Strategy 2		Learning Environment				
Timeline						
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
Conduct monthly walk-throughs to ensure that district facility is neat and organized.	District Personnel, Principals	08/27/2012	to	05/31/2013	Documentation of walk-through findings	
Ensure that teachers and staff appropriately display student work and teaching aids.	Principals	08/27/2012	to	05/31/2013	Documentation of classroom walk-throughs	
Ensure that items requiring maintenance or custodial attention are reported promptly.	Assistant Superintendent, Principals	08/27/2012	to	05/31/2013	Campus reporting procedures	

Goal 3: We will provide a fiscally sound budget.

Correlates with:

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

Strategies

Goal 3 - Strategy 1				Fiscally Sound and Responsible Practices			
<i>There are no Indicators/Objectives supported by this Strategy</i>							
Leader(s): Assistant Superintendent		Brief Description: The District will use fiscally sound and responsible practices and procedures to maintain fiscal accountability.			Evaluation Benchmark: FIRST Rating		
Leader Progress Report Dates: Monthly							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Time		Number of FTE's: None		None		\$0.00	
Staff		8				\$0.00	
District Admin. Staff		Cost: None					

Goal 3 - Strategy 1 Fiscally Sound and Responsible Practices					
Timeline					
Activity	Person Responsible	Start Date	to	End Date	Evaluation
Use budget planning cycle.	Assistant Superintendent	08/27/2012	to	05/31/2013	Budget calendar, Board packets, completed budget
Keep district financial transactions and remaining fund balance in a balanced or surplus position.	Board of Trustees, A-Team	08/27/2012	to	05/31/2013	Expenditure and revenue reports and use of general fund balance
Maintain superior rating on Schools FIRST.	Board of Trustees, A-Team	08/27/2012	to	05/31/2013	Schools FIRST rating

Goal 3 - Strategy 2				Current Trends in Demographics			
<i>There are no Indicators/Objectives supported by this Strategy</i>							
Leader(s): Superintendent		Brief Description: 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.			Evaluation Benchmark: Demographic reports, enrollment breakdowns by class size per campus		
Leader Progress Report Dates: Quarterly							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Time		Number of FTE's: None		None		\$0.00	
District Admin. Staff		None				\$0.00	
		Cost: None					

Goal 3 - Strategy 2 Current Trends in Demographics					
Timeline					
Activity	Person Responsible	Start Date	to	End Date	Evaluation
Provide quarterly enrollment reports.	Superintendent, PEIMS Coordinator	08/27/2012	to	05/31/2013	Copies of reports to Board
Monitor needs during facility walk-throughs.	Superintendent, Asst. Superintendent, Principals	08/27/2012	to	05/31/2013	Documentation of walk-throughs
Address future needs by updating facilities plan.	Assistant Superintendent	08/27/2012	to	05/31/2013	Facilities plan
Plan and implement strategies to address diverse student groups.	Directors, Principals	08/27/2012	to	05/31/2013	Staff development plans
Continue the Limited Open Enrollment Program.	Administrative Team	08/27/2012	to	05/31/2013	LOE enrollment records

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

Correlates with:

Indicators, Performance Data, and Performance Objectives

Strategies

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

Goal 4 - Strategy 1		Unity			
Timeline					
Activity	Person Responsible	Start Date	to	End Date	Evaluation
Continue to develop and implement a "Unity Project" at each campus.	Super., Directors, Principals	08/27/2012	to	05/31/2013	Unity Project
DEIC members (parents, community, and business) will represent both sides of the District.	Superintendent, Directors	08/27/2012	to	05/31/2013	Meeting agenda and action plan
Continue to celebrate community-wide "Be Seen in Green" spirit day on Fridays.	Superintendent, Principals	08/27/2012	to	05/31/2013	Wearing of green on Fridays
Continue to sponsor a homecoming parade to increase community support, district unity, spirit, and pride.	Super., A Team, Student Act. Coord.	10/26/2012	to	10/26/2012	Parade
Continue to assist with and participate in the community-wide pep rally.	Supt., Act. Dir., Athletic Dir., Booster Clubs	08/27/2012	to	05/31/2013	Agenda
Continue to provide the "Fish Camp" for incoming freshmen.	Sec. Prin., Sec. Director	04/01/2012	to	05/31/2013	Agenda, record of attendance
Continue to provide District Convocation.	Superintendent, Comm. Relations Coord.	08/14/2012	to	08/14/2012	Agenda
Continue to provide District End-of-Year Recognition Celebration.	Superintendent, Comm. Relations Coord.	05/27/2013	to	05/27/2013	Agenda
Continue to provide community clinics/workshops for athletics, drill team, cheerleaders, fine arts.	Prin., Athletic Dir., Sponsors	08/27/2012	to	05/31/2013	Schedule of events, attendance
Sponsor parent/guardian Skyward workshop at community sites.	Superintendent, A Team	08/27/2012	to	05/31/2013	Agenda, sign-in sheets
Continue to play and sing the school spirit song each Friday morning.	Principals	08/27/2012	to	05/31/2013	Playing and singing the song
Continue to publish monthly an electronic	Community Relations	08/27/2012	to	05/31/2013	Newsletters produced

Goal 4 - Strategy 1		Unity				
Activity	Person Responsible	Start Date	to	End Date	Evaluation	
newsletter.	Coordinator					
Publish an in-district newsletter to be distributed each six weeks.	Community Relations Coordinator	08/27/2012	to	05/31/2013	Newsletter produced	
Include an insert detailing successes of district students and staff in Orange County news twice each year.	Community Relations Coordinator	08/27/2012	to	05/31/2013	Inserts produced	
Continue to publish District, Campus, and Foundation programs.	Community Relations Coordinator	08/27/2012	to	05/31/2013	Programs	
Send cards to students and staff recognizing participation and excellence.	Superintendent	08/27/2012	to	05/31/2013	Record of cards sent	
Attend, participate in, and speak at school and civic events to represent LC & M.	Superintendent, A Team	08/27/2012	to	05/31/2013	Programs, agendas, schedules	

APPENDIX I

**DISTRICT EDUCATION IMPROVEMENT
COMMITTEE**

FACILITIES PLAN

TECHNOLOGY PLAN

2012-2013 TITLE 1 STAGE 2 IMPROVEMENT PLAN

2012-2013 PFS ACTION PLAN and ID&R ACTION PLAN

2012-13 District Education Improvement Committee

Position	Name	Subject/Grade	Contact	Signature
Classroom Teacher	Melanie Claybar	LCM High School		
Classroom Teacher	Brigitte Mangham	Little Cypress Junior High		
Classroom Teacher	Judy Brown	Mauriceville Middle		
Classroom Teacher	Marcia Perrine	Little Cypress Intermediate		
Classroom Teacher	Telisha Kuykendall	Little Cypress Elementary		
Classroom Teacher	Melissa Davis	Mauriceville Elementary		
Non-Classroom Professional Staff	Jennifer Marcantel			
District Level Professional	Stacey Brister			
Principal	Kayla Casey			
Parent	Mary Jo Winfrey			
Parent	Gloria Smith			
Business Representative	Clare Burns			
Business Representative	Jerry Sanford			
Community Representative	Dorraine Babcock			
Community Representative	Nelda Burton			

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
District	1	Provide sources where students can get water in all cafeterias	2012-13	
District	1	Renovate all kitchens and cafeterias except LCI	Bond	
District	2	Replace security systems and expand into kitchens	Bond	
District	2	Add freezer/cooler monitoring with alerts	Bond	
District	3	Parking lot service	Bond	Partial
District	3	Add signs where needed	2013-14	Partial
LCE	1	Install doors at main hallways at front of building (safety)	2013-14	
LCE	1	Replace playground equipment on 1st grade side	PTO or Bond	
LCE	1	Replace playground equipment on 2nd/3rd grade side	PTO or Bond	
LCE	1	Replace fence on south end of playground (security)	2012-13	
LCE	1	Improve traffic situation / parent drop-off and pick-up	Bond	
LCE	1	Replace white boards K-2 (3rd grade replaced summer 2008)	2012-13	
LCE	1	Replace insulation on pipes in AC pad area	2012-13	
LCE	1	Replace the K building wall-pack AC units	2015-16	
LCE	1	Replace gym AC	2015-16	
LCE	1	Replace cracked glass in windows and doors in several locations	2012-13	
LCE	2	Replace bulletin boards throughout building	2013-14	
LCE	2	Replace/repair paneling in main hallways	2012-13	
LCE	2	Install more lights under back bus canopy-dark on bus duty in mornings	2012-13	
LCE	2	HVAC improvements	Bond	
LCE	2	Repair front drive near sidewalk where breaking down - concrete dropping	2015-16	Patched
LCE	3	Prepare area for outdoor PE (requires fencing and some fill dirt)	2013-14	
LCE	3	Install doors at end of hallways at entry to cafeteria	2013-14	
LCE	3	Replace marquee sign	PTO or Bond	
LCE	3	Take in some of south playground for additional parking	Bond	
LCI	1	Improve drainage by visitor parking (slick - safety issue)	2012-13	
LCI	2	Drop-off/pick-up traffic is congested	2014-15	
LCI	2	Investigate wall covering for hallways that would alleviate constant painting problem	2014-15	Painted
LCI	2	Repaint classrooms - one wall per classroom has been repainted	2012-13	

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
LCI	2	Add padding to the middle of the east and west walls in gym	2015-16	
LCI	2	Get library windows tinted	2015-16	
LCI	3	Replace marquee sign	PTO or Bond	
LCI	3	Add curtains for the stage	PTO or Bond	
LCJH	1	Replace electrical service and district owned utility poles (as required) or run underground	Bond	
LCJH	1	Replace or renovate hallways and classrooms. If renovations are done, some of the needs include: window replacement, window treatments, ceilings, light fixtures, additional electrical, security system, lockers, floor tile, additional storage, entry door replacement, restroom renovations, white board installation, HVAC replacement, science lab renovation and enlargement	Bond	
LCJH	2	Add grinder pumps on sewer lift station	2013-14	Partial
LCJH	2	Build storage cabinets in all classrooms	2012-13	Partial
LCJH	2	Add or upgrade cafeteria HVAC	2012-13	
LCJH	2	Install fencing from building to building to secure campus	2012-13	
LCJH	2	Pressure wash and repaint under eaves	2012-13	Partial
LCJH	2	Remodel wings (new floor tile, lighting, and windows)	2012-13	
LCJH	2	Replace bleachers in Bates Gym	Bond	
LCJH	2	Replace carpet with tile in classrooms in 300 & 400 building as needed	2013-14	Partial
LCJH	2	Replace lighting in classrooms for improved lighting	2012-13	
LCJH	2	Replace restroom stalls as needed	2014-15	Partial
LCJH	2	Replace windows in the cafeteria	2014-15	
LCJH	2	Tear out block walls in old Field House to make larger weight room	2013-14	
LCJH	2	Build ramp from cafeteria for food service	2012-13	
LCJH	2	Add drop ceiling in band director's office	2011-12	Complete
LCJH	2	Replace cooler and freezer	Bond	
LCJH	2	Provide a larger, more centralized nurse's station	Bond	
LCJH	2	Add/modify driveways for better drop-off/pick-up traffic	Bond	
LCJH	3	Replace marquee sign	PTO or Bond	
LCJH	3	Add teacher parking beside 400 wing	Bond	

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
LCJH	3	Eliminate old air handler units no longer used in band hall wing	2012-13	Partial
LCJH	3	Improve special programs playground area	2014-15	
LCJH	3	Replace stadium lighting	Bond	
LCJH	3	Replace visitors' and one of the home side bleacher sets	Bond	
LCJH	3	Raise level of sidewalks on N side of 300 building or eliminate water over sidewalk in rain	2014-15	
LCJH	3	Insulate the kitchen dry storage area	2015-16	
LCJH	3	Provide air and heat to kitchen dry storage area	2015-16	
LCJH	3	Add railings to stadium bleachers	2015-16	Complete
LCJH	3	Replace/rebuild instrument storage shelves in band hall	2015-16	
LCJH	3	Replace hallway entry doors	2015-16	
LCM HS	1	Replace or renovate classrooms and hallways. If renovations are done, some items needed include widening hallways, classroom sound barriers, ceiling replacement, light fixtures, classroom and entry door replacement, flooring, white board installation	Bond	
LCM HS	1	Insulate ceiling areas because of noise where needed	2014-15	
LCM HS	1	Increase size of cafeteria	Bond	
LCM HS	1	Renovate kitchen and all serving lines	Bond	Partial
LCM HS	1	Replace chiller(s)	Bond	
LCM HS	1	Resurface and expand the tennis courts	Bond	
LCM HS	1	Improve drainage on parking lot (floods easily)	Bond	
LCM HS	2	Add more lighting in parking lot	2013-14	
LCM HS	2	Install grinder pumps at sewer lift stations	2012-13	Partial
LCM HS	2	Install new ceiling in PE Gym	2013-14	
LCM HS	2	Put siding on painted areas of walkways to eliminate painting	2012-13	Partial
LCM HS	2	Remodel the old administration area for classrooms	2011-12	
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	2013-14	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	2012-13	

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
LCM HS	2	Replace remaining carpet with tile in classrooms	2012-13	Partial
LCM HS	2	Replace toilet partitions in football field restrooms	2012-13	
LCM HS	2	Widen the parking lot entrance from Hwy 87	2013-14	
LCM HS	2	Repair oxidation/black marks on tiles in Vocational	2014-15	
LCM HS	2	Add a dropped ceiling in biology lab	2012-13	
LCM HS	2	Replace and add additional seating for softball	Bond	
LCM HS	2	Add parking for softball that will also be used for football	Bond	
LCM HS	2	Add/modify driveways for better drop-off/pick-up traffic	Bond	
LCM HS	2	Replace softball lighting	Bond	
LCM HS	2	Replace boilers	Bond	
LCM HS	2	Replace DAEP HVAC unit	2014-15	
LCM HS	2	Add concrete space at dumpster area	2013-14	
LCM HS	2	Improve gym sound system	2012-13	
LCM HS	2	Improve stadium PA system	2012-13	
LCM HS	2	Replace exterior aluminum doors	Bond	
LCM HS	3	Add a sprinkler system for practice fields	2013-14	
LCM HS	3	Add culverts and catch basin to ditch between band hall and lobby - cover ditch	2014-15	
LCM HS	3	Expand the concrete slab behind Vocational	2013-14	
LCM HS	3	Expand the seating capacity at the football facility	Bond	
LCM HS	3	Install a fence behind Vocational	2013-14	
LCM HS	3	Move door in nurse's office	2012-13	
LCM HS	3	Resurface remaining areas of parking lot and roads	Bond	
LCM HS	3	Refinish competition gym floor	2011-12	Complete
LCM HS	3	Replace missing chair arms in auditorium	2012-13	
LCM HS	3	Provide for additional teacher parking	Bond	
LCM HS	3	Air condition the PE gym	Bond	
LCM HS	3	Replace stadium fencing and gates	Bond	
LCM HS	3	Provide turf for football field	Bond	
LCM HS	3	Improve football stadium sound system	2013-14	
LCM HS	3	Replace plexy glass in windows with real safety glass	2015-16	

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
Maintenance	1	Install fire alarms	Bond	
Maintenance	2	Tie maintenance and transportation into city sewer	2014-15	
Maintenance	3	Add a dust collection system for the carpenter shop	2013-14	
Maintenance	3	Build a paint room	2014-15	
MMS	1	Replace or renovate science lab and provide for additional science lab	Bond	
MMS	1	Provide new nurse's station central to MMS and MVE	Bond	
MMS	1	Renovate or replace band hall	Bond	
MMS	1	Provide additional space for PE (option - new competition gym)	Bond	
MMS	1	Provide location for shop class closer to other buildings	Bond	
MMS	2	Add lights for walking track area	PTO or Bond	
MMS	2	Connect two existing covered sidewalks near 400 building and roundtop gym with cover over existing sidewalk	2012-13	
MMS	2	Install fencing from building to building to secure campus	2012-13	
MMS	2	Resurface the walking track	PTO or Bond	
MMS	2	Replace entryways and doors on older buildings	Bond	
MMS	2	Get library windows tinted	2013-14	
MMS	3	Replace older lockers	Bond	
MMS	3	Replace stadium lighting	Bond	
MMS	3	Improve parking at the football field	Bond	
MVE	1	Replace or renovate classroom section of 200 building (keep gym). If renovate, some of the needs include HVAC replacement, raise floor elevation, floor tile, ceilings, light fixtures, classroom and entry door replacements, white board installation, restroom renovations, additional electrical	Bond	
MVE	1	Add parking to front of MVE (grass area west of current parking to fence)	Bond	
MVE	1	Add classroom space to eliminate portable buildings	Bond	
MVE	1	Investigate fencing options to enclose 400 bldg door (near nurse's office) from the general public	2012-13	
MVE	1	Replace exterior doors on 200 building	2012-13	
MVE	1	Add science lab(s)	Bond	
MVE	1	Increase size of cafeteria	Bond	

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
MVE	1	Provide multi-purpose room similar to LCE to allow for an additional space to have PE and also a larger place for student performances attended by parents	Bond	
MVE	1	Replace 400 building wall-pack units	2015-16	
MVE	1	Replace gym office AC	2015-16	
MVE	2	Improve lighting in front parking lot	2015-16	
MVE	2	Add sidewalk with lighting between MVE and MMS parking lots	2015-16	
MVE	2	Repair floor tiles as needed in 200 and main building	2013-14	
MVE	2	Expand canopy in back for parent pick-up / bus drop-off	2012-13	
MVE	2	Extend canopy over wheelchair ramp by rooms 137 & 138	2012-13	
MVE	2	Renovate restrooms in 200 building / replace partitions in boys	2013-14	
MVE	2	Replace partitions in boys' restroom in main building near room 102	2012-13	
MVE	2	Replace water fountains with handicap accessible fountains	2013-14	
MVE	2	Provide a larger freezer	2012-13	
MVE	2	Install lights under canopy between 200 and main building	2012-13	
MVE	2	HVAC improvements	Bond	
MVE	2	Improve traffic situation / parent drop-off and pick-up	Bond	
MVE	2	Replace chiller pad pipe insulation	2012-13	
MVE	3	Replace marquee	PTO or Bond	
MVE	3	Convert ceiling tile to 2 x 2 tiles	2014-15	
MVE	3	Finish painting doors in main building so that all are same color	2012-13	Partial
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	2012-13	
MVE	3	Replace chain link fence around electrical equipment with privacy fence	2013-14	
Sp Prog/Tech	1	Install fire alarms	Bond	
Sp Prog/Tech	2	New roof on classroom section	2012-13	
Transportation	1	Install fire alarms	Bond	
Transportation	1	Expand bus parking area	Bond	
Transportation	1	Expand driver parking area	Bond	
Transportation	2	Resurface bus parking lot	Bond	Patched

Campus/ Department	Priority	Facility Need	Projected Yr To Accomplish	Status
Transportation	3	Add a covered fueling station	Bond	
Transportation	3	Add a paint room for painting buses	Bond	
Transportation	3	Add a vehicle wash rack with proper drainage and TNRCC compliance	Bond	
Administration	3	Add generator and/or necessary hookups for emergency use	Bond	

LITTLE CYPRESS-MAURICEVILLE CISD Technology Plan

2010 - 2013

PAULINE HARGROVE

SUPERINTENDENT

DISTRICT PROFILE

ESC Region	5
City, State Zip	ORANGE, TX 776320708
Phone	(409) 883-2232
Fax	(409) 883-3509
County District Number	181908

Number of Campuses	6
Total Student Enrollment	3575
District Size	3,000 - 4,999
Percent Econ. Disadvantaged	40.20%

Technology Expenditures	\$2,476,151.00										
Technology budgets reported in plan by category	<table> <tr> <td>Teaching and Learning Budget</td> <td style="text-align: right;">\$498,273.00</td> </tr> <tr> <td>Educator Preparation and Development Budget</td> <td style="text-align: right;">\$34,275.00</td> </tr> <tr> <td>Leadership, Administration and Support Budget</td> <td style="text-align: right;">\$1,309,761.00</td> </tr> <tr> <td>Infrastructure for Technology Budget</td> <td style="text-align: right;">\$633,842.00</td> </tr> <tr> <td>Total:</td> <td style="text-align: right;">\$2,476,151.00</td> </tr> </table>	Teaching and Learning Budget	\$498,273.00	Educator Preparation and Development Budget	\$34,275.00	Leadership, Administration and Support Budget	\$1,309,761.00	Infrastructure for Technology Budget	\$633,842.00	Total:	\$2,476,151.00
Teaching and Learning Budget	\$498,273.00										
Educator Preparation and Development Budget	\$34,275.00										
Leadership, Administration and Support Budget	\$1,309,761.00										
Infrastructure for Technology Budget	\$633,842.00										
Total:	\$2,476,151.00										
Technology Expenditure Per Pupil	\$692.63										
Number of Campuses with Direct Connection to Internet	6										
Percentage of Campuses with Direct Connection to Internet	100.00%										
Number of Classrooms with Direct Connection to Internet	450										
Percentage of Classrooms with Direct Connection to Internet	100.00%										
Computer/Student Ratio	2 student(s) for every computer										
Computer/Teacher Ratio	1 teacher(s) for every computer										
Number of campuses that need to complete the Texas Campus STaR Chart	6										
Percentage of campuses that have completed the Texas Campus STaR Chart	100.00 %										
CIPA Compliance	CIPA compliance was certified by tghe district on 06/25/2012. The Board of Trustees for Little Cypress-Mauriceville CISD held public hearings on policies which include CIPA and Responsible Use Policies. The public hearing was publicized according to district or school policies and the adoption of the policy is reflected in the minutes of the board of trustees. (November, 2011 and June, 2012).										

Plan Introduction

Plan Last Edited 11/08/2011

Plan status:	approved
Years Included in the Plan:	2010 - 2013
Number of years covered by the plan:	3
Years Approved for the Plan:	2010 - 2013
Number of approved years:	3

This is an Updated plan. The plan editor entered these comments about the changes since last year's plan:

Updated Star Chart information, employee names, etc.

Technology Planning Committee

Kim D. Allen District Technology Coordinator, Chairman
Dr. Pauline Hargrove, Superintendent
Greg Perry, Asst. Superintendent
Kathy Finch, Director of Elementary Curriculum
Stacey Brister, Director of Secondary Curriculum
Dr. James Armstrong, Director of Special Programs
Sherry Combs, Community Relations Coordinator
Kayla Casey, Little Cypress Elementary School Principal
Buffy Knight, Mauriceville Elementary School Principal
Julia Dickerson, Little Cypress Intermediate School Principal
Todd Loupe, Mauriceville Middle School Principal
Keith Lindsey, Little Cypress Junior High Principal
Dr. Terri Estes, LC-M High School Principal
Claire Smith, Technology Dept.
Roy Mazzagate, Technology Dept.
Scott Potter, Technology Dept.
Melissa Usie, Technology Dept.
Suzanne Miller, Technology Dept.
Peggy Hale, Technology Dept.

Executive Summary

Little Cypress Mauriceville C.I.S.D. is committed to providing students and educators the knowledge and skills necessary for success in a technology-driven society. Although today's students may be considered "digital natives," we must continue to provide emerging technologies and guidance to enable them to succeed. The effective use of technology within the District is critical to the academic success of all students. Providing educators with the tools to develop teaching strategies that engage and empower students of the 21st century is important.

Little Cypress Mauriceville C.I.S.D. is located in the rural northeast corner of Orange County, Texas and encompasses approximately 102 square miles. According to 2009 census data, Orange County has a population of 81,816. Fifty-one percent of the population is female and forty-nine percent is male. Eighty-eight percent of the population is white; nine percent of the population is black, with a small number of residents of other races. Seventy-nine percent of the residents are over the age of 25 and have a high school diploma, eleven percent have a bachelor's degree or higher. The median household income is \$48,568. Fourteen percent of the population is below poverty level.

Little Cypress Mauriceville C.I.S.D. is accredited by Texas Education Agency. Serving a student population of 3627 students, the District strives to achieve equity and excellence for all students by providing a technology-rich learning environment. There are currently six campuses, Little Cypress Elementary, Mauriceville Elementary, Little Cypress Intermediate, Little Cypress Junior High, Mauriceville Middle School, and Little Cypress Mauriceville High School.

The District faces the problem of students who do not have broadband internet access at their homes as there is no provider for much of the Mauriceville area. Because of socio-economic and cultural diversity, students have a wide range of computer skills and exposure to technology. Teachers in the District also have a diverse technology skill set and need a long-term professional development plan designed to improve technology skills. The Long Range Plan for Technology assists in the identification of items necessary to improve academic achievement for all students. The plan should also be flexible enough to implement emerging technologies, encourage collaboration, and provide professional development opportunities.

We will strive to provide technology - rich environments at each of the Little Cypress Mauriceville C.I.S.D. campuses. A professional development model that promotes technology proficiency and enhances teaching through the use of technology and instructional resources will be provided and updated as necessary. Campus Improvement Committees will continue to implement the Technology Application TEKS within their curriculum. The District will aggressively pursue local, state, and grant funding of the technology program to supplement the District budget. The District will also provide the infrastructure and support necessary to ensure the reliable delivery of technology resources.

We believe that all students and staff must:

- be safe, responsible and ethical technology users
- be challenged to accomplish personal and District goals
- increase expectations to increase student performance
- have an environment conducive for research and innovation
- have a safe and secure learning environment
- adapt change as necessary and inevitable to achieve educational excellence
- support an environment of continuous improvement in technology
- encourage the spirit of community participation

Our mission is to graduate students who possess the essential knowledge and skills of technology so that they will be responsible, successful contributors and competitors in a global community.

Our vision is a collaborative environment where teachers facilitate learners to develop proficiencies in evolving technologies to support life-long learning and success.

GOAL 1:

Provide technology resources that extend the traditional boundaries of classroom instruction to enhance student academic achievement and teacher effectiveness.

GOAL 2:

District educators will demonstrate technology proficiency to improve academic achievement. The District will ensure learning is collaborative, interactive, and customized throughout curriculum and instruction.

GOAL 3:

Provide leadership and vision in planning, budgeting, professional development, and technology delivery to create an environment of innovation for the effective integration of technology and communication with staff, parents, and the community.

GOAL 4:

Provide and maintain the infrastructure and technology support to enable the accomplishment of goals of the Board of

Trustees and District/Campus plans and will investigate and deploy emerging technologies as appropriate.

Needs Assessment

Assessment Process:

A complete evaluation of the District technology inventory, including computing, network, and server resources was completed in the first quarter of 2009. Results of this evaluation were presented to District Administrators and the School Board.

A comprehensive needs assessment utilizing previous technology plans, teacher/principal interviews, focus group sessions, inventories, and the Texas Campus and Teacher STaR Charts was conducted to analyze the current status of technology in the District and determine future needs. A technology proficiency test was administered to all instructional staff and the results were used to design effective professional development activities for the coming school year. An analysis of the efficiency and management of the current infrastructure was also done by the Director of Technology, Network Engineer, Network Specialist and other Technology personnel. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, and technical support. Objectives and strategies were then determined based on identified priorities.

Existing Conditions:

Current State of Technology

District-Wide Findings

- Gigaman connection to the Region 5 ESC with 30 Mbps service to the Internet.
- The District network is a converged network providing data, voice, and video services.
- Connectivity to major distribution points (campus Local Area Networks) in the District is also provided via high speed Gigaman circuits.
- Firewalls are in place to enhance network security.
- A VoIP telephone system provides basic and long distance telephone services to all campuses supporting over 250 handsets. The capability to add a telephone to each classroom exists.
- Voicemail is provided for employees.
- Student safety efforts are enhanced by an IP based video surveillance system.
- There are 1,800 computers maintained in the District with an average age of six years.
- Virtualized and central servers provide access to a variety of applications and services including the District Student and Financial Management Systems.
- District servers provide access to the Help Desk and inventory systems.
- Outlook email access is available both on campus and via a web portal managed by Region 5 ESC. ESC 5 has a backup system located off-site for Business Continuity and Disaster Recovery efforts.
- The District web presence is hosted off-site to allow continuous access to support Business Continuity and Disaster Recovery Efforts.
- Written policies are in place for student and staff acceptable use, Internet and Email.
- All classrooms are connected to the District Intranet and the Internet.
- Teachers have web sites which are updated regularly to enhance communication with students and parents.
- Parents have 24/7 access to student information through Family Access.
- Wireless (802.11g) access is provided District-wide
- There are five distance learning/videoconferencing systems located in the District.
- An emergency communications and notification system is in place to enhance communications with students, staff, and administrators.
- Documentation for technology operational processes is ongoing.
- Online course delivery is ongoing, and will be used for student instruction and professional development activities.
- There are 150 Smart Boards, Mimeo's, and InterWrite tablets District wide.
- There are 260 Projectors available in the District; most are permanently mounted, with a limited number projectors available for check out.
- There are webmasters for each campus to ensure content on individual campus websites is current.
- There are server resources for each campus providing access to teachers and students.
- There are fifteen mobile computer labs on various campuses within the District.
- There are over 90 document cameras for use in the District.
- iPods and other electronic devices are available for teachers who have participated in podcasting professional development activities.
- An Instructional Technology Specialist is provided to support District Technology Integration.
- District administrators have adopted technology and use it as a productivity tool in their presentations and as part of daily operational activities.

2009/2010 STaR Chart results are reflected in the following chart:

Teaching & Learning
 Average Developing (14)
 LCM HS Developing (16)

LCE Developing (15)
 LCI Developing (11)
 LCJH Developing (15)
 MVE Developing (15)
 MMS Developing (15)

Educator Preparation and Development

Average Developing (13)
 LCM HS Developing (16)
 LCE Developing (12)
 LCI Developing (11)
 LCJH Developing (11)
 MVE Developing (12)
 MMS Developing (14)

Leadership, Administration and Instructional Support

Average: Developing (16)
 LCM HS Advanced (18)
 LCE Developing (18)
 LCI Developing (15)
 LCJH Developing (14)
 MVE Developing (19)
 MMS Developing (15)

Infrastructure for Technology

Average: Advanced (18)
 LCM HS Advanced (19)
 LCE Advanced (17)
 LCI Advanced (17)
 LCJH Advanced (17)
 MVE Advanced (18)
 MMS Advanced (18)

The overall District-wide evaluations indicate a Developing level of Teaching & Learning, and Educator Preparation and Development. Leadership, Administration, and Instructional Support as well as Infrastructure for Technology indicate Advanced levels. We will focus our planning efforts on increasing each area to the advanced level where possible as budget allows. As budget supports equipment refresh cycles and professional development activities, numbers should increase as up-to-date and reliable technology resources are made available for teachers in the classroom.

Technology Needs:

Instructional Needs:

- Continue to develop online courses to provide anytime access to teacher and staff training. The goal of the training is to assist teachers to develop online material for integration into the curriculum and enhance technology TEKS compliance efforts.
- Increase the number of teachers who meet SBEC Standards.
- Improve ratings on Texas STaR charts.
- Provide technology training for new and veteran teachers to introduce District technology resources available for curriculum integration.
- Provide training for newly implemented systems and emerging classroom technologies as necessary.
- Continue to support student electronic portfolio development and archival as necessary.
- Staff development activities for instructional staff should include electronic portfolio development.
- Continue to provide storage to ensure adequate resources for professional development and curriculum integration materials review.
- Campus labs and mobile carts - this equipment should be regularly refreshed so that students have access to up-to-date equipment for technology TEKS and to enhance technology integration efforts.
- An additional Instructional Technology Specialist is recommended to support Secondary teachers and Curriculum Director.
- * A server for streaming and archiving video and storage is needed on the District Intranet for instructional purposes.

Infrastructure Needs:

- Continued traffic prioritization is necessary to ensure non-business critical traffic is managed to ensure reliable connectivity to the Internet 24x7.
- Phase II of the District network security program should continue to improve perimeter, core, and remote access security to District resources.

- Standardization of systems and servers should be completed to ensure compatibility of applications to support curriculum integration efforts. Virtualization technologies for lab and classroom computers will be investigated in order to reduce operational costs as well as the cost of expanding electrical and HVAC infrastructure.
- Expansion of the Help Desk to include basic troubleshooting support.
- Wireless access coverage should be expanded as budget allows.
- Network management activities must be enhanced in order to ensure service delivery. Additional servers should be purchased to support a variety of network management activities.
- Continue computer refresh program.
- Wireless network management processes are minimal, management activities need to be enhanced.
- Process improvement and documentation activities need to be enhanced to ensure service delivery.
- Additional storage is needed to ensure adequate resources for documents and project based assignments are available for review in order to ensure compliance with Technology TEKS.
- Increased use of audio and video to supplement core curriculum require additional storage capability.

24/7 access to technology must be available to all students, K through 12th grade. We should provide the technology necessary to support integration for all learning styles at each grade level. LCMCISD ratio of students to computers is currently 2:1. While this meets the State Long-Range Plan for Technology 1996-2010 goal of a 3:1 student - computer ratio and a 1:1 teacher-computer ratio, when we examine the age of the computers we will not be able to improve our student to computer ratio without significant increases in technology funding. As computers become available to students and teachers, we must ensure that both groups receive adequate training.

A recent focus group determined the greatest need for teacher training to be in the development of computer curriculum and in the infusion of technology into the classroom. A primary focus will include developing online courses to supplement curriculum delivery. The District should continue to provide training opportunities and incentive for teachers to participate in the professional development activities. Shifting from a teacher-centered to a learner-centered environment is critical to the success of integrating technology into the curriculum. Instructional Technology Specialists are needed within the District to provide teachers with the instructional support they need in order to integrate technology into their curriculum.

Areas of improvement identified by Teacher Technology assessments were: Communication and Collaboration, and Research and Information Fluency. Support is obtained by blended learning including online training resources and face-to-face sessions.

Goals, Objectives, and Strategies

GOAL 1: Provide technology resources that extend the traditional boundaries of classroom instruction to enhance student academic achievement and teacher effectiveness.

OBJECTIVE 1.1:

Technology will be integrated seamlessly into teaching and learning. The District will strive to increase the number of students who achieve technology proficiency.

Budget Amount \$68,695.00

LRPT category: Teaching and Learning

E-Rate Correlates: ER01

NCLB Correlates: 01, 02, 04a, 04b, 06, 07, 11

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.1.1:	Provide technology opportunities including equipment, software, emerging technologies, lesson planning, and instructional methods for all grade levels and core curriculum as appropriate. LEA LRPT Correlates: I08, TL04, TL05, TL09, TL12, TL14	State: Original Status: In Progress	2008 Plan 2009 Implement 2010 Assess & Revise	Principals, Curriculum Directors, Technology Director, Teachers	Use of technology in the classroom at all grade levels.
1.1.2:	Integrate the Technology applications TEKS by providing specialized technology courses at each grade level. Students in grade 8 will complete benchmark tests to assess technology proficiency as measured by the STaR Chart. LEA LRPT Correlates: LAS10, TL01, TL02, TL03, TL05, TL06, TL16	State: Original Status: In Progress	ongoing	Principals, Curriculum Directors, Technology Director	Schedule of classes, software utilization reports.
1.1.3:	Provide training sessions that focus on technology integration into the curriculum. LEA LRPT Correlates: TL04, TL07	State: Original Status: In Progress	ongoing	Curriculum Directors, Tech Director	1) On-line documentation of lesson plans and activities in Eduphoria Forethought, 2) Student technology skills portfolios, 3) Utilization of AEIS-IT and WEBCCAT by teachers.

OBJECTIVE 1.2:

Implement strategies to improve the academic achievement of all students by enabling teachers to integrate technology skills into their classroom instruction.

Budget Amount \$50,315.00

LRPT category: Teaching and Learning

E-Rate Correlates: ER01

NCLB Correlates: 01, 02, 04a, 04b, 07, 08, 11

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.2.1:	Provide curriculum to ensure	State:	ongoing	Curriculum	Student assessment/observation.

	personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents, and teachers. LEA LRPT Correlates: TL14	Original Status: In Progress		Directors, Technology Director, Instructional Technology Specialist	
1.2.2:	Provide technology mentors on each campus to support technology integration and model new instructional techniques. LEA LRPT Correlates: EP03, EP04, EP05, LAS10, LAS12, TL06, TL07	State: Original Status: In Progress	ongoing	Assistant Superintendent, Curriculum Directors, Technology Director, Principals.	Employment Records, Technology Integration Specialists mentoring teachers as evidenced by Texas STaR Chart.
1.2.3:	Technology integration will be a part of teacher and librarian evaluation where appropriate. LEA LRPT Correlates: EP05, EP06, TL06, TL07, TL08	State: Original Status: Planned	ongoing	Principals	Appraisal documents.
1.2.4:	Support library research programs and utilization of the Internet to enable students to develop research skills and promote student-centered learning. LEA LRPT Correlates: TL01, TL06, TL08, TL10, TL11, TL12	State: Original Status: In Progress	ongoing	Curriculum Directors, Librarians, Teachers	Student utilization reports, student use of Internet for research

OBJECTIVE 1.3:

Provide innovative delivery of diverse curricular instruction to all students.

Budget Amount \$336,793.00

LRPT category: Teaching and Learning

E-Rate Correlates: ER01, ER02

NCLB Correlates: 01, 02, 03, 04a, 04b, 05, 06, 07, 08, 09, 10, 12

<i>Strategies</i>	<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
1.3.1: Ensure anytime/anywhere access to technology-based learning for all students by providing equipment, services and support. LEA LRPT Correlates: I01, I06, LAS15, TL08, TL09	State: Original Status: In Progress	ongoing	Tech. Director, Principals, Instructional Technology Specialist	Resource availability, limited downtime, extended utilization of web-based instructional materials and online course delivery.
1.3.2: Support the use of technology to promote student-centered learning across geographic and cultural boundaries. Comments: Dependent on budgeting	State: Original Status: Planned	ongoing	Curriculum Directors, Principals, Teachers	Use of library and Internet resources, assess lesson plans to determine if technology integration produces higher level skills and information access methods.

	LEA LRPT Correlates: TL12				
1.3.3:	Utilize innovative strategies for the 24/7 delivery of specialized courses and instructional offerings. LEA LRPT Correlates: TL13	State: Original Status: In Progress	ongoing	Curriculum Directors, Principals, Technology Director, Teachers	Moodle Learning Management System access records, Distance Learning participation records, blogs, wikis, podcasting, digital portfolios, etc.
OBJECTIVE 1.4:					
All campuses will have the ability to positively impact parents and the community through District technology resources.					
<i>Budget Amount \$42,470.00</i>					
<i>LRPT category: Teaching and Learning</i>					
E-Rate Correlates: ER01					
NCLB Correlates: 09					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
1.4.1:	Support teachers in developing and updating classroom websites and online resources to share. LEA LRPT Correlates: EP08, I08, LAS11, TL16	State: Original Status: In Progress	continuing	Principals, Webmasters, Technology Director, Instructional Technology Specialist	80% of classroom teachers have websites that are updated monthly, District web site is updated monthly.
1.4.2:	Provide innovative programs that promote parental involvement, increased communication with parents and community members, and community access to educational resources. LEA LRPT Correlates: LAS07, LAS11, TL15	State: Original Status: Planned	ongoing	Webmaster, Principals, Instructional Technology Specialist, Asst. Superintendent	Parent portal for viewing student attendance & grades on-line
1.4.3:	Provide parents secure electronic access to student information. LEA LRPT Correlates: I08, LAS11	State: Original Status: Planned	ongoing	Technology Director, Network Specialist	Family Access parent participation, District Web Site utilization.

GOAL 2: District educators will demonstrate technology proficiency to improve academic achievement. Ensure learning is collaborative, interactive, and customized throughout curriculum and instruction. (include shift to a learner-centered environment)

OBJECTIVE 2.1:

Provide professional development opportunities for District employees to ensure technology proficiency and a high level of competency.

Budget Amount \$34,275.00

LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02

NCLB Correlates: 04b, 08, 11

<i>Strategies</i>	<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
<p>2.1.1: Provide access to professional development opportunities for instructional staff to assist in the integration of technology into the classroom.</p> <p>LEA LRPT Correlates: EP01, EP02, EP03, EP05, EP06, EP07, EP08, TL08</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2010 Plan, 2011-2012 Implement</p>	<p>Technology Director, Principals, Curriculum Directors, Instructional Technology Specialist</p>	<p>Use of technology in the classroom, (walkthroughs, lesson plans)</p>
<p>2.1.2: The District will encourage instructional staff, librarians, and administrators to participate in professional development focused on the use of innovative technologies.</p> <p>LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05, EP06, EP07, EP08, EP09</p>	<p>State: Original</p> <p>Status: Planned</p>	<p>ongoing</p>	<p>Technology Director, Curriculum Directors, Administrators,</p>	<p>Documentation of attendance</p>
<p>2.1.3: Provide staff development opportunities to meet SBEC and District proficiency standards.</p> <p>LEA LRPT Correlates: EP01, EP03, EP04, EP06, EP07, TL08, TL11, TL12</p>	<p>State: Original</p> <p>Status: Planned</p>	<p>ongoing</p>	<p>Technology Director, Principals, Instructional Technology Specialist, Curriculum Directors</p>	<p>Documentation of attendance, STaR chart survey results</p>
<p>2.1.4: Utilize on-line training for new teachers to master grade book/attendance software as well as other software provided by the District to enhance teaching and learning.</p> <p>LEA LRPT Correlates: EP01</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>ongoing</p>	<p>Technology Director, Principals, Instructional Technology Specialist</p>	<p>Submitted Grade/Attendance/AEIS-IT</p>
<p>2.1.5: Provide an Instructional Technology Specialist for the effective integration of technology for elementary and secondary campuses.</p> <p>LEA LRPT Correlates: EP03, EP04, EP05, LAS01, LAS10,</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>ongoing</p>	<p>Assistant Superintendent, Curriculum Directors, Technology Director</p>	<p>Employment Records</p>

TL02, TL06, TL07, TL14, TL16				
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GOAL 3: Provide leadership and vision in planning, budgeting, professional development, and technology delivery to create an environment of innovation for the effective integration of technology and communication with staff, parents, and the community.

OBJECTIVE 3.1:

Develop, implement, and monitor a dynamic technology plan that aligns resources to improve student learning and support school operations.

Budget Amount \$82,525.00

LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01, ER02

NCLB Correlates: 01, 02, 03, 04a, 04b, 06, 07, 08, 09, 10, 11

<i>Strategies</i>	<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
3.1.1: Incorporate collaborative Technology planning in campus and District Improvement Plans. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06, LAS08, LAS09, LAS13, LAS14, TL08	State: Original Status: Planned	Annually in October	Campus Improvement Committees, District Educational Improvement Committee	Campus Improvement and District Improvement Plan
3.1.2: Technology planning committee will meet regularly to evaluate the Technology Plan. LEA LRPT Correlates: LAS02, LAS07	State: Original Status: In Progress	Annually in October	Planning committees (CIC, DEIC, Technology)	Campus, District, and Technology Plan
3.1.3: Ensure a viable technology plan is written and approved for use in securing funding such as the federal E-rate program, and promotes achievement in accordance with NCLB, and State requirements. LEA LRPT Correlates: I02, I07, LAS01, LAS02, LAS04, LAS05, LAS06, LAS07, LAS08, LAS09, LAS12	State: Original Status: In Progress	annually - January	Technology Director, Technology Planning Committee	Technology Plan approval, and Technology Budget Approval
3.1.4: Provide electronic tools and data (assessment data, individualized student plans) for use in classroom planning to ensure student success. LEA LRPT Correlates: EP03, TL05, TL07	State: Original Status: In Progress	Ongoing	Principals, Curriculum Directors, Teachers	Software and Maintenance Fees for AEIS-IT Online, CLASS
3.1.5: Maintain, update, and test a business continuity plan to ensure that critical technology applications can be recovered in a timely manner. LEA LRPT Correlates: LAS08	State: Original Status: In Progress	ongoing	Principals, Curriculum Director	Business continuity plan, successful restore of backup tapes
3.1.6: Budget for, offer, and support expanded curriculum and instructional opportunities to	State: Original	ongoing	Central Office Administrators, Curriculum Directors, Technology Director,	Distance Learning Documentation

students via online and other distance learning. LEA LRPT Correlates: LAS14	Status: In Progress		Principals	
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GOAL 4: Provide and maintain the infrastructure and technology support to enable the accomplishment of goals of the Board of Trustees and District/Campus plans and will investigate and deploy emerging technologies as appropriate.

OBJECTIVE 4.1:

The District Local Area Network and Wide Area Network will be maintained and refreshed to meet the needs of the District.

Budget Amount \$633,842.00

LRPT category: Infrastructure for Technology

E-Rate Correlates: ER01

NCLB Correlates: 02, 03, 05, 06, 12

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.1.1:	Provide maximum bandwidth to match affordable technology equipment and services currently available. LEA LRPT Correlates: I01, I05, I06, I08, I09	State: Original Status: Planned	ongoing	Technology Director, Network Engineer, Administration	ongoing network management and utilization assessment to review adequate Internet and Intranet resources are in place.
4.1.2:	Prioritize District network traffic to ensure delivery of mission critical educational and operational activities District wide. LEA LRPT Correlates: I01, I06, I08	State: Original Status: Completed	ongoing	Technology Director, Network Engineer	Traffic prioritization reports and increased manageability of District network services.
4.1.3:	Enable secure wireless coverage across all facilities as required. LEA LRPT Correlates: I01, I05, I06	State: Original Status: Planned	ongoing	Network Engineer, Technology Director	Wireless coverage -all campuses
4.1.4:	Maintain and upgrade components of the District LAN/WAN infrastructure on campuses and between campus connectivity points as necessary. LEA LRPT Correlates: I01, I02, I05, I06, I08, I09	State: Original Status: Planned	ongoing	Technology Director, Network Engineer, Assistant Superintendent.	LAN/WAN equipment purchases and installations
4.1.5:	Develop and implement hardware obsolescence policy for technology resources. LEA LRPT Correlates: I04, I07	State: Original Status: Planned	2010 - plan budget/develop policy 2011 - implement policy	Technology Directors, Assistant Superintendent	1) leased computer rotation for teachers, 2) budget for a six year rotation for student computers, 3) investigate emerging hardware technologies.
4.1.6:	Implement network security equipment and programs to protect information technology resources. LEA LRPT Correlates: I01,	State: Original Status: Planned	ongoing	Technology Director, Network Engineer, Network Specialist	Firewalls, network segmentation, virus protection, vulnerability assessment, spam and spyware. Assure critical data is backed up.

	I09				
4.1.7:	Develop a proactive management plan for centralized network systems. LEA LRPT Correlates: I01, I05	State: Original Status: Planned	ongoing	Director of Technology, Network Engineer, Network Specialist	Automated server monitoring, system management documentation and change management procedures.
4.1.8:	Develop a proactive management plan for standardization of server resources including virtualization strategies to ensure compatibility of applications to support curriculum integration efforts and reduce operational costs. LEA LRPT Correlates: I01, I05	State: Original Status: Planned	2010 - plan, 2011 - develop and implement, 2012 - review and assess	Director of Technology, Network Engineer, Network Specialist	Virtualized servers for critical District resources and addition of high-capacity storage for student and staff use.
4.1.9:	Implement a professional development plan for technical personnel. LEA LRPT Correlates: EP03, EP04, I01, I05	State: Original Status: Planned	ongoing	Administration, Technology Director, Technology Staff	Documentation of training received, capability and knowledge of Technology Staff.
4.1.10:	District will provide direct user Internet access for each networked computer in the District and telecommunications services where applicable. LEA LRPT Correlates: I03	State: Original Status: In Progress	ongoing	Technology Director, Technology department staff, principals.	Computers in each classroom and office are actively connected to the Internet.
4.1.11:	Maintain and develop web-based services with Intranet and Internet components to improve communications with staff, students, parents, and the community. LEA LRPT Correlates: EP08, I01, I08, I09, TL13, TL16	State: Original Status: In Progress	ongoing	Technology Director, Webmaster, Network Specialist, Instructional Technology Specialist	District Web site, access to online web applications and information provided by the District.
OBJECTIVE 4.2:					
The District will provide adequate backup/recovery and disaster recovery capabilities and procedures.					
<i>Budget Amount \$0.00</i>					
<i>LRPT category: Infrastructure for Technology</i>					
E-Rate Correlates: ER01					
NCLB Correlates: 01, 02, 03, 04a, 05, 06, 07, 08, 09, 12					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.2.1:	Update Disaster Recovery and Business Continuity Plans as needed. Investigate emerging technologies to support Business Continuity Efforts including off-site hosting of critical applications.	State: Original Status: Planned	ongoing	Technology Director, Network Engineer, Network Specialist, Technology Department Personnel	updated plans, project documentation, use of web based applications hosted off-site

	LEA LRPT Correlates: LAS07, LAS14				
4.2.2:	Investigate addition of enterprise data backup with integration of a high-capacity storage solution. LEA LRPT Correlates: LAS07, LAS14	State: Original Status: Planned	ongoing	Technology Director, Network Specialist, Network Engineer	Research, plans
OBJECTIVE 4.3:					
Maintain current equipment while continuing to update equipment using the approved computer refresh schedule.					
<i>Budget Amount \$0.00</i> <i>LRPT category: Infrastructure for Technology</i>					
E-Rate Correlates: ER01 NCLB Correlates: 03, 05					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
4.3.1:	Move to standardized end user hardware and software platform with specified obsolesce policy to ensure maximum efficiency and use of technology by all students and staff. LEA LRPT Correlates: I07	State: Original Status: Planned	2010 - plan and budget, 2011 - seek budget approval, 2012 - implement	Technology Director, Technology Secretary, Network Specialist, Network Engineer	1) hardware obsolescence plan, 2) hardware and software inventory database 3) Technology Dept. involvement in the software approval and acquisition process, standardized client imaging, software inventory system
4.3.2:	Ensure budget allocations are sufficient to sustain the District's goal of being technologically advanced. LEA LRPT Correlates: I01, I02, I04, I05, I06, I07	State: Original Status: Planned	ongoing	Technology Director, Asst. Super, School Board	budget documents
4.3.3:	Technology and Budget Planning will strive to improve the District's current ratio of computers to students to the target of a 1:1 ratio for students and instructional staff. LEA LRPT Correlates: I04, I07	State: Original Status: Planned	ongoing	Technology Director, Asst, Super,	documentation of number of computers available to students and staff
4.3.4:	Assure that each classroom has up-to-date tools for technology integration as budget allows. LEA LRPT Correlates: I01, I05, I09	State: Original Status: Planned	ongoing	Technology Director, Curriculum Directors, Principals, Special Program Director, Department Heads	Data projector, Smart Board, wireless student interactivity device, document camera in each instructional classroom
OBJECTIVE 4.4:					
District Technology department will continue to research and include new and emerging technologies where appropriate.					

<p><i>Budget Amount \$6,200.00</i> <i>LRPT category: Leadership, Administration and Support</i></p> <p>E-Rate Correlates: ER01 NCLB Correlates: 01, 02, 05, 08, 12</p>					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.4.1:	<p>Provide specialized technologies such as video streaming, data projectors, video conferencing systems, and video portals as appropriate.</p> <p>LEA LRPT Correlates: I01, I02, I03, I05, I06, I09, TL05, TL09, TL10</p>	<p>State: Original</p> <p>Status: In Progress</p>	ongoing	Technology Director, Network Specialist, Network Engineer, Instructional Technology Specialist,	Use of technology devices at all campuses and District administrative offices
4.4.2:	<p>Encourage attendance to technology conventions for Technology Staff, Administrators, Staff, and instructors.</p> <p>LEA LRPT Correlates: EP01, EP06, EP07, LAS01, LAS10, TL08, TL10, TL12</p>	<p>State: Original</p> <p>Status: Planned</p>	ongoing	Technology Director, Administrators	Documentation of attendance
<p>OBJECTIVE 4.5:</p> <p>Provide just in time and user instructional and technical support</p> <p><i>Budget Amount \$1,221,036.00</i> <i>LRPT category: Leadership, Administration and Support</i></p> <p>E-Rate Correlates: ER01 NCLB Correlates: 03, 12</p>					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.5.1:	<p>Develop and implement help desk strategy to meet the technical needs of campus personnel. Provide technical support for all end users by expanding the Help Desk to include basic troubleshooting support.</p> <p>LEA LRPT Correlates: I01, I09, LAS01, LAS10, LAS15</p>	<p>State: Original</p> <p>Status: Planned</p>	ongoing	Technology Director, Principals,	1) Helpdesk Knowledge base, 2) remote assistance, 3) online chat between help desk and end user,
4.5.2:	<p>Technology inventory and work orders will be maintained and tracked through the use of electronic databases.</p> <p>LEA LRPT Correlates: I01, I09</p>	<p>State: Original</p> <p>Status: In Progress</p>	ongoing	Technology Director, Technology Department Personnel	Electronic reports of Help Desk ticketing and inventory system utilization.
4.5.3:	<p>Provide technical support for all end users at the District and campus levels.</p>	<p>State: Original</p> <p>Status: In</p>	ongoing	Technology Director, Assistant Superintendent	Employment records, documentation of campus support activities.

LEA LRPT Correlates: I01, I05, I07, LAS15	Progress			
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Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: \$0.00

Method of application for formula funds: Local Application

Budget year 2010		
Budget item	Cost	Funding Sources with amount per source
Staff Development	\$77,039.00	100% Technology
Telecommunications & Internet Access	\$62,139.00	100% Technology
Materials & Supplies	\$10,485.42	100% Technology
Equipment	\$286,916.00	100% Technology (52% Federal)
Maintenance	\$494,280.58	100% Technology (51% Federal)
Miscellaneous Expenses	\$0.00	100% Technology
Total	\$930,860.00	

Budget year 2011		
Budget item	Cost	Funding Sources with amount per source
Staff Development	\$50,060.00	100 % Technology
Telecommunications & Internet Access	\$66,064.00	100 % Technology
Materials & Supplies	\$4,250.00	100% Technology
Equipment	\$198,500.00	100 % Technology
Maintenance	\$434,927.00	100 % Technology
Miscellaneous Expenses	\$0.00	100% Technology
Total	\$753,801.00	

Budget year 2012		
Budget item	Cost	Funding Sources with amount per source
Staff Development	\$52,564.00	100 % Technology
Telecommunications & Internet Access	\$69,367.00	100 % Technology
Materials & Supplies	\$4,461.00	100 % Technology
Equipment	\$208,425.00	100 % Technology
Maintenance	\$456,673.00	100 % Technology
Miscellaneous Expenses	\$0.00	100% Technology
Total	\$791,490.00	

Evaluation

Evaluation Process:

Evaluation strategies to ensure effective development of the technology plan.

The LCM Technology Plan will be aligned with the State of Texas Long Range Plan for Technology. The plan will be reviewed yearly by the District Technology Director and the District Improvement Committee to evaluate progress of the District in meeting the plan goals and objectives. The technology plan will be updated yearly to add new requirements and remove completed objectives as needed.

Evaluation strategies will be set up for acquisition and installation of technologies and telecommunications services, including project management methodologies and purchasing standards.

Each Campus Improvement Committee (CIC) will evaluate the Technology Plan to determine if the acquisition and installation of technology infrastructure and equipment meet campus needs. LCMCISD will pursue all available technology funding (i.e. grants and E-rate). The District Network Engineer will monitor network response time and plan for telecommunication services upgrades. Infrastructure utilization will be reported to administration and technology committees on a regular basis. The goals, objectives and the strategies are designed to insure that the Technology plan goals are achieved and the performance indicators to be used for evaluation are developed.

Findings of the Technology committee will be presented to the board during the budget planning workshop as requested.

Evaluation Method:

Evaluation strategies are designed to ensure effective technology staff development efforts and technology integration into the curriculum.

LCM uses a technology staff development model which provides multiple levels of proficiency. Incentives are provided to participants at the higher levels as budget is available. All participants keep logs that reflect the time spent at home using the computer, the time they use technology in the classroom on administrative applications, and the time they use technology for classroom integration activities for the purposes of training and professional development. Participants attend staff development activities that cover learning theories, and technology integration strategies. Administrators participate in the Administrator Academy which provides administrators with skills for integrating technology into their job as well as experience in evaluating technology in the classroom.

Appendix

Attachment item A:

Student Acceptable Use Policy

PDF file:  <http://www.lcmcisd.org/docs/saup.pdf>

LITTLE CYPRESS-MAURICEVILLE CISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

2011-2012 LITTLE CYPRESS-MAURICEVILLE CISD TITLE I STAGE I DISTRICT IMPROVEMENT PLAN
2012-2013 LITTLE CYPRESS-MAURICEVILLE CISD TITLE I STAGE 2 DISTRICT IMPROVEMENT PLAN

	Title I Stage 1 Requirement	DIP Pg #	District Improvement Plan Item	Person(s) Responsible	Implementation	Evaluation
1	Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA	Pg 7	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)	Director of Special Programs Curriculum Directors Principals	All year	Data from walk-throughs, annual evaluations
		Pg 8	Continue Response to Intervention system at elementary and secondary campuses.	Director of Special Programs Curriculum Directors Principals	All year	Progress Monitoring, benchmark, reduction in referrals
2	Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards	Pg 7	Provide a guaranteed and viable curriculum to all students. (Meets Item 2 & 8 of the Stage I, Title I requirements.)	Curriculum Directors Principals Teachers	All year	Completed Tests
		Pg 7	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.	Curriculum Directors Principals Teachers	All year	Results of benchmarks and state assessments
		Pg 7	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	All year	Data from walk-throughs, annual evaluations
		Pg 8	Continue Response to Intervention system at elementary and secondary campuses.	Director of Special Programs Curriculum Directors Principals	All year	Progress Monitoring, benchmark, reduction in referrals

2011-2012 LITTLE CYPRESS-AURICEVILLE CISD TITLE I STAGE I DISTRICT IMPROVEMENT PLAN
2012-2013 LITTLE CYPRESS-AURICEVILLE CISD TITLE I STAGE 2 DISTRICT IMPROVEMENT PLAN

	Title I Stage 1 Requirement	DIP Pg #	District Improvement Plan Item	Person(s) Responsible	Implementation	Evaluation
3	Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119	Pg 10	Provide professional development to address the needs of special education students on state reading assessments, particularly STAAR modified; include topics such as reading acquisition for students with reading disabilities, dyslexia, auditory processing disorder, etc. through Neuhaus, regional education service centers, Master Reading Teacher program, etc.	Director of Special Programs Curriculum Directors Principals	All year	State assessment results, benchmark results
4	Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress	Pg 10	Disaggregate special education students' state assessment results, benchmark results on modified assessments and assessment using accommodations. Identify specific student needs and address through intensive intervention.	Director of Special Programs Curriculum Directors Principals Special Education Teachers ARI teachers	All year	State assessment results, benchmark results
5	Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement	Pg 10	Campus Improvement Committees shall address the fundamental teaching and learning needs in the school and the specific academic problems of low-achieving students, including a determination of why the campus' prior plan failed to bring about increased student academic achievement; Campus summaries of findings will be reviewed by DEIC.	SBDM Committees DEIC Committee	All year	Addendum to Campus Improvement Plan
6	Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year	Pg 10	Provide intensive intervention services through extended day program, before school computer assisted instruction, ARI (Rtl), and targeted, small group instruction.	Rtl committees ARI teachers Special Education Teachers	All year	State assessment results, benchmark results
7	Specify the responsibilities of the TEA and the LEA under the plan, including specifying the technical assistance to be provided by the TEA and the LEA's responsibilities under 1120A [Fiscal Requirements]	Pg 10	District will meet the fiscal obligations under Private Non-Profit Participation; consultation has taken place and there are no private non-profit schools participating.	State and Federal Programs Coordinator	Completed August, 2011	Documentation of consultation

2011-2012 LITTLE CYPRESS-MAURICEVILLE CISD TITLE I STAGE I DISTRICT IMPROVEMENT PLAN
2012-2013 LITTLE CYPRESS-MAURICEVILLE CISD TITLE I STAGE 2 DISTRICT IMPROVEMENT PLAN

	Title I Stage 1 Requirement	DIP Pg #	District Improvement Plan Item	Person(s) Responsible	Implementation	Evaluation
8	Include strategies to promote effective parental involvement in the school	Pg 8	Provide parent training for support of campus instructional program. Include Response to Intervention, Acceleration Programs, and Gifted and Talented Programs	State and Federal Programs Coordinator Principals	All year	Training Sign-In Sheets Documentation
Pg 8		Continue to monitor parental involvement through Title I parent involvement policy and school-parent compact.	State and Federal Programs Coordinator Principals	All year	Documentation	
Pg 8		Continue to offer opportunities for parental participation through annual Title I meetings, STAAR 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.	State and Federal Programs Coordinator Principals	All year	Documentation	
9	Be implemented (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement	Pg 11	The 2011-2012 District Improvement Plan will incorporate all of the requirements of Title I Stage I District Improvement in the current year plan. The plan will be implemented during the 2011-2012 school year.	Director of Special Programs Curriculum Directors Principals Special Education Teachers ARI teachers SBDM Committees DEIC Committee	All year	Documentation

Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migrant children who are failing, or most at risk of failing, to meet the state's content and performance standards and whose education has been interrupted during the regular school year. [P.L. 107-110]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2012-2013	
Grades K-2	Students who are designated LEP in the New Generation System (NGS) or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year.
Grades 3-12	Students who failed one or more sections of the TAKS, or are designated LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the TAKS testing period for their grade level; including Ungraded (UG) or Out of School (OS) students and have their school interrupted during the previous or current regular school year.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the NCLB Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

***NOTE:** This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

2012-2013 Priority for Service (PFS) Action Plan for Migrant Students

Little Cypress-Mauriceville CISD

<p>Goal(s): Give priority to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.</p>	<p>Objective(s): To assist all PFS students with the necessary instructional services per the identified need. All PFS students will be served on a timely basis.</p>
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Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	ESC MEP Staff	PFS Report
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria defining student success, including timelines for achieving stated goals and objectives.	August 27	ESC MEP Staff	PFS Action Plan as separate section labeled “Migrant PFS Action Plan Section” in the DIP
The PFS Action Plan must include the following:			
1. When, in your school year calendar, the Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports (as needed).	Monthly	ESC MEP Staff	PFS Report
2. When, in your school year calendar, the district’s Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
➤ Fall Visits	Sept. 1-Nov. 1	MEP Recruiter	Residency Verification on COE
➤ Spring Visits	Feb.1 – March 31	MEP Recruiter	Recruiter Log

Priority for Service (PFS) Action Plan for Migrant Students

3. How the district's Title I Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
➤ MEP staff will work with the district to provide the needed service to the PFS student per the identified need	On-going throughout school year	MEP Staff	Documentation of service provided
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
➤ MEP staff will assist PFS student in locating instructional as well as community services by referring to the MEP Directory.	On-going throughout school year	MEP staff	Documentation of service provided
5. What federal, state and local programs service Priority for Service students.			
➤ Title I Services	On-going	MEP staff	Documentation of Service provided
➤ Title III Services	On-going	MEP staff	Documentation of Services Provided
The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).	August 31	MEP Staff	PFS Action Plan

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By October 1 of new school year. By November 1 for NGS training. (Exception by TEA)</p>
II. IDENTIFICATION & RECRUITMENT		
<p>A. <u>Meet with all ID&R Staff.</u></p>	<p>Staff: All recruiters and Designated</p>	<p>By October 1</p>
<p>B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By October 1</p>
<p>C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.</p>	<p>Staff: MEP recruiters</p>	<p>By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial out reach efforts by September 30.</p>
<p>E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 3 days of parent signature</p>
<p>F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p>	<p>Staff: Designated SEA Reviewers</p>	<p>Within 5 days of parent signature.</p>
<p>G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.</p>

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial out reach efforts by September 30 and continue on-going efforts throughout the year
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

21st Century Learning

Goal 1: New Vision for Public Education in Texas

Article I: Creating a New Vision for Public Education in Texas

The Vision-We envision schools where all children succeed, feel safe and their curiosity is cultivated. We see schools that foster a sense of belonging and community and that inspire collaboration. We see learning standards that challenge, and intentionally designed experiences that delight students, develop their confidence and competence, and cause every child to value tasks that result in learning. Ultimately, we see schools and related venues that prepare all children for many choices and that give them the tools and attitudes to contribute to our democratic way of life and live successfully in a rapidly changing world.

Goal 2: The New Digital Learning Environment

Article I: The New Digital Learning Environment

Statement of Principle-Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

Goal 3: The New Learning Standards

Article II: The New Learning Standards

Statement of Principle-The new digital environment demands new learning standards for students so that they will have the values and the capabilities to live, learn, and earn in a free society surrounded by a world that is truly global, connected and increasingly competitive in scope and character.

Goal 4: Assessments for Learning

Article III: Assessment for Learning

Statement of Principle: Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the district and society at large the extent to which the desired learning is occurring and what schools are doing to continuously improve.

Goal 5: Accountability for Learning

Article IV: Accountability for Learning

Statement of Principle-Comprehensive accountability systems are essential to achieving minimal personal and organizational performance only. They are necessary for weeding out the incompetent and reconstituting unproductive schools, but such systems serve to create compliance and mediocrity at best. Excellence and sustained exceptional performance come from a commitment to shared values and a clear vision that encourages collaboration and teamwork. Creating organizations that foster commitment requires superior moral leadership and a responsible use of authority.

Goal 6: Organizational Transformation

Article V: Organizational Transformation

Statement of Principle: The digital revolution and its accompanying social transformations and expectations dictate a transformation of schools from their current bureaucratic form and structure that reflects the nineteenth and early twentieth century factory after which they were modeled, to schools that function as learning organizations. We believe that a learning organization can create the conditions and capacities most conducive for leaders, teachers, and students to perform at high levels and meet the expectations of new learning standards.

Goal 7: State/Local Partnership

Article VI: A More Balanced and Reinvigorated State/Local Partnerships

Statement of Principle: A more balanced, reinvigorated state/local partnership can generate the public involvement and community support needed to meet the demands of new learning standards essential to the success of the 21st century learner. The present state-dominated partnership is inherently incapable of creating the type of schools that can provide the learning experiences most need by students in our schools today. New levels of trust and reciprocal arrangements, including a return of significant authority and responsibility to local communities, are the only hope.

Board Goals

Goal 1: Continuous Improvement

Work with all stakeholders to prepare students for success on the more rigorous State accountability tests.

Evidence of Attainment:

- Implementation of C-SCOPE curriculum according to the District Plan
- Meet the regional and state performance levels on accountability tests
- Meet AYP at campus and District level

Goal 2: Technology and Future Trends

Provide emerging technology resources and instructional strategies to support professional development activities and technology infusion efforts to prepare students for careers in the 21st century.

Evidence of Attainment:

- Campus technology initiatives
- Before and after school training
- Summer training
- 24/7 Online services
- Integrated lessons
- Review of lesson plans weekly and during evaluations
- Principal walk-throughs
- Technology walk-throughs

Goal 3: Operations

Use available resources to provide quality facilities, programs and services while seeking avenues to balance the budget in the current economic climate.

Evidence of Attainment:

- Energy audit
- Energy education
- Maintain Internet services and all current programs
- Maintain positive fund balance
- Documentation of items accomplished to increase revenue and/or reduce expenditures, such as increased ADA and grants, enrollment in the LOE program, and budget reductions.

Goal 4: Board, Community, Staff Relations

Celebrate district unity through the fostering of spirit, pride, character, and 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

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 appropriate facilities and a quality environment, including classrooms, offices, and other areas that are neat and aesthetically pleasing and conducive to student success.

Evidence of Attainment:

- List of maintenance items completed
- Update of Long-Term Facilities Plan, including a Board Workshop to help determine priorities
- Documentation of room conditions done during walk-throughs

Goal 7: Student Success and Participation in UIL

Encourage participation and improve success in UIL and other extracurricular programs-academics, athletics, vocational, and the arts.

Evidence of Attainment:

UIL and other extracurricular 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.