

Lamar Consolidated ISD

District Improvement Plan

2008-09

To educate all students by ensuring access to a superior education through inspired leadership among parents, teachers, administrators and staff, allowing students to achieve the full potential to participate in future social, economic, and educational opportunities in their community.

Lamar Consolidated ISD Belief Statements

- 1 We at Lamar CISD believe in Total Respect Uniting Students and Teachers or TRUST. The Trust Initiative has seven components. These components are traits considered to be the most important to be modeled by LCISD staff and students. They were determined by LCISD teachers and administrators through the District-wide Student Improvement Council. Believing that we must model these traits before we can ask students to demonstrate them, the administrators, teachers, and support staff received TRUST training prior to the 2004-2005 school year. The components are:
 1. Respect
 2. Responsibility
 3. Positive Attitude
 4. High Expectations
 5. Discipline
 6. Integrity
 7. Honesty
 8. Life-long Learning
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Goal 1: To deliver in a consistent manner, a planned, monitored instructional program that meets the needs and insures the success of all students thereby resulting in LCISD becoming a Texas Education Agency exemplary school district.

Correlates with:

Graduate Profile			
1) Effective Communicators	2) Competent, Creative Problem-Solvers	3) Self-Directed Learners	4) Responsible Citizens
6) Quality Producers	7) Efficient Users of Technology		
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
5) Career and Technology Education - Dual Roles	6) Career and Tech Education - Post High School Prep		
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
7) Student Performance	9) Instructional Techniques	10) Technology	
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	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			
E-Rate Goals			
1) Goals and Strategy for Using Technology	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress

Strategies

Goal 1 - Strategy 1 Curriculum Management System

Indicator: Distinguished Achievement Graduates

Group:	Current	2010	2009
Graduating Seniors	2004 - 65 2005 - 81 2006 - 90 2007 - 72 2008 - 112 (Goal, 100)	140	120

Indicator: Recommended High School Program

Group:	Current	2010	2009
High school students	AEIS Indicator - lags by one year 2003 - 60.2% (State, 63.7%) 2004 - 63.8% (State, 68.4%) 2005 - 67.8% (State, 72.3%) 2006 - 66.0% (State, 75.7%) 2007 - November	Increase by 10% in 2008	Increase by 5% in 2007

Indicator: SAT Scores

Group:	Current	2010	2009
Graduating Seniors	Critical Reading Number of students, Mean score 2005 - 438 students, 507 2006 - 451 students, 489 2007 - 511 students, 497 2008 - 604 students, 484 Math 2005 - 438 students, 516 2006 - 451 students, 511 2007 - 511 students, 512 2008 - 604 students, 500 Writing 2006 - 451 students; 491 2007 - 511 students, 485 2008 - 604 students, 477	Increase number testing proportional to enrollment and mean scores by 3 points	Increase number tested proportional to enrollment and mean scores by 3 points

Indicator: ACT Scores

Group:	Current	2010	2009
Graduating Seniors	Composite Scores 2005 - 311 students, 20.0 (State, 20.2) 2006 - 303 students, 19.5 (State, 20.3) 2007 - 373 students, 20.3 (State, 20.5) 2008 - 378 students, 20.4 (State, 20.7)	Increase students testing proportional to enrollment and composite score by 1 point.	Increase students testing proportional to enrollment and composite score by 0.5 points

Indicator: PSAT Index Score

Group:	Current	2010	2009
10th grade students	% of Index scores at 80%tile and above 2004 - 36/993 or 3.6% 2005 - 45/1118 or 4.0% 2006 - 50/1113 or 4.5% 2007 - Grade 10, 65/1195 or 5.4% 2008- 49/1277 or 3.8%	6%	5%

Indicator: Increased 3's and 4's on TAKS Composition

Group:	Current	2010	2009
Grades 4,7,10,11	2007 Grade 4 - 41% Grade 7 - 46% Grade 10 - 44% Grade 11 - 58% 2008 Grade 4 - 37% Grade 7 - 57% Grade 10 - 38% Grade 11 - 55%	Increase each grade level by 5%	Increase each grade level by 3%

Leader(s): Walker	Brief Description: A comprehensive curriculum management system will be initiated and monitored to assure appropriate curriculum for all students.	Evaluation Benchmark: Board approved scope and sequences	
Leader Progress Report Dates: December April			
Resources Required:	FTE's Required:	Source of Funds:	Amount

Time	Number of FTE's: None	None	\$0.00
Supplies	Title and Comp Ed		\$0.00
Research & Accountability	Cost: None		
Outside Consultant			
Health Council			
Graphic Arts			
District Admin. Staff			
Curriculum Writers			
Curriculum Specialists			
Campus Admin. Staff			

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Provide inservice to teachers on the use of all new textbooks.	Curriculum & Instructional Specialists, Lyons	X	X										X
2. Support pilots and curriculum implementation through subject area staff development.	Curr & Instructional Specialists, Lyons	X	X					X					X
3. Continue development of grade 9-12 assessments and strategies for math, language arts, and social studies.	Curr & Instructional specialists	X	X	X	X	X	X	X	X	X	X		X
4. Continue alignment of PK-12 resources.	Curr & Instructional Specialists	X	X	X	X	X	X	X	X	X	X	X	X
5. Continue to collect PK-12 instructional strategies for math, language arts, social studies, science, and fine arts.	Curr & Instructional Specialists, Estrada	X	X	X	X	X	X	X	X	X	X	X	X
6. Continue to formalize and sequence elective objectives and establish suggested time ranges.	Curr & Instructional Specialists, Estrada	X	X	X	X	X	X	X	X	X	X	X	X
7. Revise novel list.	Richard									X			
8. Initiate, develop, and carry out textbook selection process.	Walker	X	X					X	X	X	X	X	X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
9. Present update to board on curriculum development	Walker							X					
10. Survey 2009 graduates to determine level of satisfaction with high school curriculum, classes, and experiences.	Bradfield												X
11. Continue work with School Health Advisory Council.	Rice			X	X	X	X	X	X	X	X	X	X
12. Assist campuses with research-based strategies to improve student achievement (such as Math TEXTEAMS).	Frankie, Welch, Richard, McCune	X	X	X	X	X	X	X	X	X	X	X	X
13. Review summer school curriculum and revise as needed.	Frankie, Richard		X	X	X			X	X	X	X	X	
14. Coordinate school rodeo art program.	Estrada		X	X	X	X	X	X	X	X			
15. Meet regularly with elementary science facilitators.	Welch					X		X			X		
16. Coordinate, provide training and assist teachers participating in the Performance Standards Project for GT.	Welch			X	X	X	X	X	X	X	X		
17. Revise keyboarding curriculum and assist with implementation.	Welch				X	X	X	X	X	X	X	X	
18. Work with district vertical teams to reach exemplary.	Walker, Reed, Teran, Lyons, Curr Spec	X	X	X	X	X	X	X	X	X	X	X	X
19. Represent the district at Region 4 Dyslexia, Core Services Collaborative meetings.	Richard, Welch, Frankie, McCune, Bourgeois			X	X	X	X	X	X	X	X	X	
20. Coordinate dissemination of information from Neuhaus Education Center to campuses regarding reading related training sessions and resources.	Richard		X	X	X	X	X	X	X	X	X	X	X
21. Deliver training to Elementary summer school teachers in reading and math.	Richard, Frankie										X	X	X
22. Deliver 10-day Dyslexia Intervention Program training to teachers who will work with identified dyslexic students and do dyslexia testing.	Bourgeois			X	X	X	X						
23. Provide training in Multisensory components which have been determined to be foundational trainings for all elementary	Richard	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	
		u	g	e	c	o	e	a	e	a	r	p	r	
		l	p	t	v	c	n	b	r	y	y	n	n	
teachers: Multisensory Language Arts (PK/K), Multisensory Direct Instruction of Language (Gr 1-3), and Direct Instruction of Language and Literature (Gr 3-8).														
24. Provide reading related training sessions for teachers. Sessions include DRA, TPRI, Comprehension, Literacy Stations, Fluency, Balanced Literacy, Leveled Readers and other topics as requested.	Richard	X	X	X	X	X	X	X	X	X	X	X	X	
25. Provide training sessions for grades 6-12 reading issues.(Lexiles, Comprehension, Struggling Readers)	Richard								X	X	X	X	X	X
26. Conduct parent meetings for campuses involved in the Performance Standards Project.	Welch, Meade					X	X							
27. Coordinate campus judging for Performance Standard Project.	Welch, Meade										X	X	X	
28. Continue to provide or coordinate training to help broaden scientific content knowledge and development of learning strategies for science teachers.	Welch	X	X	X	X	X	X	X	X	X	X	X	X	
29. Coordinate training of 9-12 teachers in the Module-Based Science Support Program for Struggling Students.	Welch				X	X	X	X	X	X	X	X	X	
30. Form a representative committee to establish a plan to evaluate, design, fund, implement, and ensure support for an integrated district-wide Curriculum Management System integrated with Student Management System and Gradebook. (1.1.1)	Walker, Hickman				X	X	X	X						
31. Provide History Alive Training for teachers.	McCune	X	X											
32. Provide follow-up meetings for teachers trained in History Alive.	McCune					X							X	
33. Coordinate District Science Olympiad for elementary grades.	Welch				X	X	X	X						
34. Revise K-12 ELA scope and sequences to align with new	Richard					X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
TEKS.													
35. Revise K-6 Spanish ELA scope and sequences to align with new TEKS.	Hill, Richard					X	X	X	X	X	X	X	X
36. Incorporate ELPS into existing scope and sequences for all courses.	Hill, Curr Spec, Estrada		X	X	X	X	X	X	X	X	X	X	X
37. Meet regularly with elementary music and art teachers.	Estrada		X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2 Program Evaluation Systems

Indicator: % teachers believe students do relevant work

Group:	Current	2010	2009
Employee Survey	Most of the time students are engaged in addressing problems that are relevant. 2005: 48.1% 2006: 43.7% 2007: 47.6% 2008: 42.1% (Goal, 60%)	55%	50%

<p>Leader(s): Walker</p> <p>Leader Progress Report Dates: December April</p>	<p>Brief Description:</p> <p>A comprehensive program evaluation system will be implemented to improve academic programs and insure academic excellence. Programs already in place will be evaluated and decisions to continue the program will be based on the evaluation. New programs will be required to meet the defined criteria before they are initiated and will be evaluated according to defined standards.</p>	<p>Evaluation Benchmark:</p> <p>Program evaluation documents</p>
<p>Resources Required:</p> <p>Time</p> <p>Supplies</p> <p>Research & Accountability</p> <p>Outside Consultant</p> <p>Instructional Specialists</p> <p>District Admin. Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Not Specified</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <p style="text-align: right;">Amount</p> <hr/> <p style="text-align: right;">\$0.00</p> <hr/> <p style="text-align: right;">\$0.00</p>
<p>Timeline</p>		

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
1. Review cycle for evaluation of programs.	Cabinet		X	X	X	X	X						
2. Continue program evaluations according to cycle.	Walker				X	X	X	X	X	X	X	X	
3. Form committees to follow up on previous year program evaluations when appropriate.	Walker	X	X	X							X	X	X

Goal 1 - Strategy 3 Student Assessment System

Indicator: AEIS Ratings

Group:	Current	2010	2009
District, All Campuses	2005 District Academically Acceptable 1 campus Exemplary 11 campuses Recognized 12 campuses Academically Acceptable 2006 District academically Acceptable 4 Campuses Exemplary 14 campuses Recognized 7 campuses Academically Acceptable 2007 District Acceptable 9 campuses Exemplary 10 campuses Recognized 7 Campuses Acceptable 2008 District Acceptable 12 campuses Exemplary 7 campuses Recognized 7 campuses Acceptable	District and all campuses Exemplary	District Exemplary

Indicator: AYP Ratings

Group:	Current	2010	2009
District, All Campuses	2005 District and campuses met AYP standards except LHS which missed AYP due to Math Performance. 2006 District and campuses met AYP standards except THS which missed AYP due to Math Performance. 2007 District and campuses met AYP with following exceptions: LHS due to Math Performance, Reading Performance, Reading Participation; THS due to Math Performance GJHS due to 3% cap in Reading NMS due to 3% cap in Reading and Math 2008 District & campuses met AYP with the following exceptions: Terry due to Math performance NMS due to Math performance WMS due to Math performance LJHS due to Math performance	Meet AYP standards (moving target)	Meet AYP standards

Leader(s):	Brief Description:	Evaluation Benchmark:

Bradfield Leader Progress Report Dates: December April	A comprehensive student assessment and accountability program will be refined and continued to insure high expectations for all students, to effectively monitor student progress in mastering the district curriculum, and to ensure that standards for district accountability are established and followed.	Assessment Calendar; documentation of testing program
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Resources Required:	FTE's Required:	Source of Funds:	Amount
WAN	Number of FTE's: 1.00	None	\$0.00
Scantools Software	Fully Title Funded		\$0.00
RLSS Software	Cost: None		
Research & Accountability			
Network Manager			
Design Expert Software			
Curriculum Specialists			
Computers			
ADM Program			

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Oversee the state and district testing program to insure a secure, reliable testing environment. Train district-level personnel to assist in campus monitoring.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
2. Provide training and materials for state and district testing to ensure consistency in administration and thus, improve reliability and validity of results.	Bradfield	X		X	X	X	X	X	X	X	X	X	X
3. Gather, assemble, and analyze PK and kindergarten checklist data to help identify at risk students and provide summary data for principals and administrators.	Bradfield	X	X						X	X			
4. Utilize ASE's TPRI software to input Texas Primary Reading Inventory (TPRI) performance data of students in grades K, 1,	Bradfield					X		X	X				X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	p	r
		l	g	p	t	v	c	n	b	r	r	y	n
and 2. Make data available to principals and ADM facilitators; teach principals and ADM facilitators how to read data. Expand program to Tejas Lee.													
5. Oversee career testing: Career Exploration at Grade 6, Explore at Grade 8, Plan at Grade 10; provide training to counselors in use of results.	Bradfield				X		X				X	X	X
6. Plan for and administer district standardized testing program - Cogat, Iowa Algebra Aptitude, GRADE, and ITBS; score all tests in house. Provide training on interpretation and use of standardized test results. Generate parent letters to notify parents of results and student labels for cumulative folders.	Bradfield					X	X	X		X	X	X	
7. Establish annual district testing calendar, using input from the state, administration, principal, and site-based teams.	Bradfield	X	X								X	X	X
8. Design and utilize a process for scoring proficiency tests (over the LINKS Curriculum) that will provide principals, teachers, and district administrators information that will help them understand progress in LINKS, and, therefore, progress in preparation for TAKS.	Bradfield		X	X	X	X	X	X	X	X	X	X	X
9. Provide update training for administrators, counselors, and special education personnel in the use of ADM software. Include TELPAS training. Keep files up-to-date and readily available.	Bradfield		X	X	X	X	X	X	X	X	X	X	X
10. Design and initiate training for campus coordinators in ADM (at least 1 per campus). Include in training how to secure ADM files for teachers, changes in system, etc.	Bradfield		X	X	X								
11 . Work with network administrator to make student performance data via ADM available to both the administrator's and the teacher's network computer.	Bradfield, Lapetino		X	X	X								
12. Serve as a help desk and individual tutor to administrators and ADM facilitators to answer questions about use of ADM.	Bradfield, Walleck	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	a	u
13. Analyze results of district standardized tests including college tests and provide analysis to principals, administration, and board.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
14. Provide state-required analysis of state tests results to board, administration, and principals.	Bradfield	X	X	X			X	X			X	X	X
15. Work with GT facilitators to make testing and teacher recommendation data available in a format that assists them in decision making. Provide any needed training to assist them in securing and synthesizing data.	Bradfield								X	X	X		
16. Oversee testing program required for student success initiative; insure that principals receive data needed for Grade Placement Committees in a timely manner.	Bradfield				X	X	X	X	X				
17. Continue to refine methodology for collecting student performance data that meets the needs of all entities - grants, initiatives, state, etc.	Bradfield	X	X	X	X	X			X	X	X	X	X
18. Oversee testing of LEP students for dismissal from program.	Bradfield		X	X	X			X	X				
19. Provide testing to students throughout the district for advanced placement without prior instruction during summer months when schools are not in session.	Bradfield	X	X										X
20. Keep principals and district administrators informed about all matters of accountability including AEIS ,AYP, and AMAOS. Provide training as needed.	Bradfield			X	X	X	X	X	X	X	X	X	X
21. Prepare the annual district accountability report; lead required public hearing.	Bradfield					X	X						
22. Prepare and submit to TEA appeals for AEIS and AYP as needed.	Bradfield		X	X	X	X							
23. Help prepare and present workshops for the board on Accountability, Systems, state tests results, and progress toward Exemplary.	Walker, Bradfield			X			X			X			X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
24. Maintain records throughout the year and respond to TEA required early reading report; use data to assist with state ARI and AMI report.	Bradfield			X	X	X	X	X	X	X	X	X	
25. Work with Superintendent, Cabinet, and Administration to continue to improve tools principals have to analyze student performance data so that strategies for ensuring student success can be established and modified.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
26. Assist principals and other staff members in the use of INOVA. Merge INOVA data into ADM	Bradfield		X	X	X	X	X	X	X	X	X	X	X
27. Provide Title I support to district data analysis initiative.	Bristow	X	X	X	X	X	X	X	X	X	X	X	X
28. Prepare and provide JDC evaluation and documentation to TEA.	Bristow					X	X					X	X
29. Provide training in Accomodations allowed for state testing.	Bradfield					X							
30. Work with technology department to ensure that campuses have support for on-line testing.	Bradfield	X			X				X	X	X	X	

Goal 1 - Strategy 4 State TAKS and LINKS Performance

Indicator: TAKS Performance - AEIS

Group:	Current	2010	2009
Grades 3-11	At Panel Recommendations Reading/ELA 2006, 2007, 2008 All Students - 90%, 92%, 94% Afric Amer - 86%, 88%, 92% Hispanic - 86%, 90%, 92% White - 96%, 97%, 98% Eco Dis - 84%, 87% Writing All - 95%, 96%, 97% AA - 94%, 94%, 98% Hisp - 93%, 95%, 96% White - 98%, 98%, 98% ED - 91%, 94%, 96% Social Studies All - 89%, 91%, 95% AA - 86%, 86%, 94% Hisp - 83%, 86%, 93% White - 95%, 98%, 99% ED - 81%, 84%, 91% Math All - 78%, 80%, 85% AA - 67%, 73%, 78% Hisp - 70%, 73%, 80% White - 90%, 92%, 93% ED - 66%, 71%, 78% Science All - 74%, 75%, 80% AA - 63%, 64%, 73% Hisp - 64%, 65%, 71% White - 89%, 90%, 93% ED - 61%, 62%, 69%	All scores for all groups exceed Exemplary Level of 90%	All scores for all groups at or above Exemplary Level - 90%

Indicator: Commended Students

Group:	Current	2010	2009
TAKS takers, Grades 3-11	AEIS 2005 : Reading/ELA - 28% Math - 22% Writing - 31% Science - 18% SS - 27% 2006 Rd/ELA - 30% Math - 25% Sci - 18% SS - 33% Writ - 34% 2007 RD/ELA - 35% Math - 27% Sci - 24% SS - 39% Writ - 34% 2008 - AEIS, November	Increase each area by 3%	Increase each area by 3%

Leader(s): Walker Leader Progress Report Dates: December April	Brief Description: Links objectives will be measured and student performance analyzed to insure that district curriculum is being learned by students and that, in turn, students are being prepared adequately for the state assessment, TAKS.	Evaluation Benchmark: % of students passing each objective on Proficiency tests	
Resources Required: Time Supplies	FTE's Required: Number of FTE's: None Partially Title Funded Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00

Scantools Software
 Research & Accountability
 Graphic Arts
 District Admin. Staff
 Curriculum Specialists
 Computers
 Campus Testing Coor
 ADM Program

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	l	e	c	o	e	a	e	a	r	r	n
1. Assist administrators in the interpretation of state testing reports so that they can address strengths and weaknesses across the district and on their campus.	Bradfield	X	X	X	X					X	X	X	X
2. Provide training for new administrators and ADM facilitators on using ADM to interpret state, proficiency and benchmark test results.	Bradfield		X	X									
3. Provide staff development on preparation for TAKS utilizing student performance data.	Lyons, Frankie, McCune, Welch, Richard		X	X	X	X	X	X					
4. Manage TAKS formatted LINKS proficiency test including teacher administrator guides for social studies.	McCune		X	X				X		X			
5. Manage TAKS formatted LINKS proficiency tests and teacher administration guides for math.	Frankie			X		X			X		X		
6. Manage TAKS formatted LINKS proficiency tests along with teacher administration guides for grades 1-8 science.	Welch			X		X			X		X		

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
7. Manage TAKS formatted LINKS proficiency tests for grades 1-7 in writing.	Richard				X		X	X				X	
8. Provide AMI and ARI tutors for struggling students during the school year and summer school.	Frankie, Richard				X	X	X	X	X	X	X	X	X
9. Train teachers and tutors on implementation AMI resources (CRATES) for use in targeting instruction for struggling students.	Frankie	X	X	X	X	X							X
10. Provide training, resources and support to ARI/AMI tutors who work with students who struggle in reading and math.	Richard, Frankie		X	X	X	X	X	X	X	X	X	X	X
11. Provide support to teachers in grades 3-5 by matching TAKS reading data with appropriate targeted CRATES activities and Region 4 accelerated curriculum materials to best address individual student needs.	Richard		X	X	X	X	X	X	X	X	X	X	
12. Provide training for teachers in the use of manipulatives and AMI resources.	Frankie				X	X	X	X	X	X	X	X	X
13. Implement preparedness exams for grades 6 and 7 social studies.	McCune	X	X									X	X
14. Provide training on Region 4 Accelerated Curriculum materials.	Richard		X	X	X	X	X	X	X	X	X	X	X
15. Maintain grade 1 Science Proficiency test.	Welch			X	X	X	X						
16. Begin development of second science proficiency tests for grades 2 and 4.	Welch			X	X	X	X	X	X	X	X	X	
17. Begin development of end of year science test for grade 7.	Welch			X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 5 Career and Technology Education

Indicator: TAKS Performance, CTE Students

Group:	Current		2010	2009
CTE Students, Grades 7-11	% passing (Grades 7 and up) Rd/ELA		Improve performance of CTE students.	Improve performance of CTE students:
	CTE	NonCTE	Rd/ELA - 95%	Rd/ELA - 93%
	2005	82.8	Math - 83%	Math - 80%
	2006	85.5	Science - 83%	Science - 80%
	2007	89.6	SS - 98%	SS - 97%
	2008	91.1		
	Math			
	2005	66.2		
	2006	64.5		
	2007	69.6		
	2008	74.3		
	Science			
	2005	65.7		
	2006	67.5		
	2007	65.5		
	2008	76.6		
	Social Studies			
	2005	89.1		
	2006	86.7		
	2007	87.4		
	2008	94.9		

Leader(s):	Brief Description:	Evaluation Benchmark:
Teran	Career and technology education will continue to take actions to increase enrollment and success of the career and technology program. The focus is to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	% increase in enrollment in CATE program
Leader Progress Report Dates:		
December April		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	None	\$0.00
Supplies	Not Specified		\$0.00
Research & Accountability	Cost: None		
PLAN test			
Kuder			
Explore test			
District Coordinator			
Career Explorations			
4 Year Plans			

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	a	u
		l	g	p	t	v	c	n	b	r	p	y	n
1. Administer Career Explorations Test at Grade 6, Kuder Test at Grade 7, Explore Test at Grade 8 and Plan Test at Grade 10 to assist students in examining career interests and aptitudes; explore administration of Kuder Test at high school level; Work with counselors on dissemination of results.	Bradfield, Holub			X	X	X	X	X	X	X	X	X	
2. Distribute career pathway to counselors and students in grades 8-11. Inform JH and HS counselors and librarians about Kuder career investigation computer software to aid in course selection of career/post secondary training/education.	Holub			X	X	X	X	X	X	X			
3. Continue to work with curriculum department to integrate CTE into academic subject areas.	Holub, Frankie, Welch		X	X	X	X	X						X
4. Develop and continue articulation and tech prep agreements as necessary. Train appropriate teachers in statewide articulation.	Holub	X	X		X	X							X X
5. Work with special programs to identify and explain purpose of CTE courses and career pathways/coherent sequence to all	Holub, Hill, Meeks							X	X				

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
students including LEP and SPED students.													
6. Work with the CTE Advisory Council for programs improvements based on industry standards and district needs.	Holub			X		X			X	X	X	X	
7. Review performance of CTE students on all state testing. Share results with campuses.	Holub, Bradfield		X		X								X
8. Train CTE staff in industry-recognized certification programs as needed.	Holub	X	X	X	X	X	X	X	X	X	X	X	X
9. Work with secondary administrators and counselors on implementation of a process for secondary education/training and future careers. High school 4-year plans will be addressed in this area.	Holub, Bradfield, Teran, Walker		X	X	X	X	X						

Goal 1 - Strategy 6 Dropout, Attendance, & Completion

Indicator: Student Attendance Rates

Group:	Current	2010	2009
Students, Grades 1-12	AEIS Rates (Nov.; lags 1 year) 2003, 2004, 2005, 2006 All 96.1, 96.4 96.1 96.1 AfAm 96.2, 96.5 96.3 96.0 Hisp 95.5, 95.9 95.5 95.5 White 96.6, 96.9 96.6 96.7 ED 95.6, 95.9 95.5 95.5 2007 data out in Nov. with AEIS data lags a year (Goal, >97%)	>97% for all and each group	>97% for all and each group

Indicator: Completion Rates

Group:	Current	2010	2009
HS students	Includes graduates, students still enrolled, Class of 2005 - 92.3 % Class of 2006 - 90.4% Class of 2007 - 87.6% (Goal, 95%) Graduates (AYP) Class of 2005 - 84.2% Class of 2006 - 80.9% Class of 2007 - 78.3% (Goal, 85%) Data lags by 1 year	Completers: >95% Graduates: 88%	Completers: 95% Graduates: 85%

Indicator: Annual Dropout Rate

Group:	Current	2010	2009
Grades 7,8	This data lags by one year. 2005 - 0.0% 2006 - 0.1% 2007 - 0.4% (Goal, 0.0%)	rate of 0.0%	rate of 0.0%

Indicator: Truancy Project Contacts

Group:	Current	2010	2009
Students	2005 - 3158 contacts 2006 - 4799 contacts 2007 - 3516 contacts 2008 - 4128 contacts	Monitor	Monitor

Leader(s): Teran	Brief Description: Specific actions will be taken yearly to address students at risk of dropping out of school and thereby lower the dropout rate while improving attendance and completion rates for all students and each student group and for students with limited English proficiency.		Evaluation Benchmark: % of students designated at risk; % of Lep students who are dropouts; Leaver records analysis
Leader Progress Report Dates: December April			
Resources Required: Truancy Prevention Team Time Supplies District Coordinator District Admin. Staff Credit Restoration Prgm	FTE's Required: Number of FTE's: None Title I & Comp Ed Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00

Campus At Risk Coor At Risk Task Force													
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Analyze district and campus dropout and completion data to provide a full and accurate picture and recommend areas of focus that may result in a reduced dropout rate and an improved completion rate.	Bradfield, Gray, Tayler, Koonce	X	X	X	X								
2. Review completion and leaver records with campus principals and district administrators to insure that data is appropriately collected and to provide information for the recovery process.	Tayler, Gray		X	X	X	X	X	X	X	X	X	X	X
3. Work with campuses to improve data collection to ensure that accurate data is reported to TEA. Provide additional training as needed on leaver codes and documentation.	Tayler, Gray		X	X	X	X	X	X	X	X	X	X	X
4. Refine school completion initiatives based on data analysis provided. Provide campuses with early indicators of potential dropouts.	Gray		X	X	X	X	X	X	X	X	X	X	X
5. Research and implement initiatives and processes that focus on high school completion for all students and all populations.	Gray, Donnell		X	X	X	X	X	X	X	X	X	X	X
6. Implement written procedures to correlate campus and district efforts to recover dropouts and to report dropouts accurately.	Gray		X	X	X	X	X	X	X	X	X	X	X
7. Continue work with campuses to provide and evaluate programs and meet needs of at risk students through the campus at risk coordinators.	Bristow		X	X	X	X	X	X	X	X	X	X	X
8. Continue to refine the LCISD Truancy Project to include more campus participation and decrease the dropout rate and increase the completion rate for all student groups.	Gray	X	X	X	X	X	X	X	X	X	X	X	X
9. Continue using the "Check and Connect" program for monitoring and keeping kids in school.	Gray		X	X	X	X		X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
10. Report dropout/attendance data to community members to ensure their role in high school completion.	Gray		X	X	X	X	X	X	X	X	X	X	
11. Collaborate with agencies throughout the area to improve attendance through county-wide initiatives, i. e. curfew,, Dropout Walk	Gray, Teran		X	X	X	X	X	X	X	X	X	X	X
12. Continue cooperation with law-enforcement agencies to improve attendance.	Gray	X	X	X	X	X	X	X	X	X	X	X	X
13. Provide instruction at non-district sites to prevent dropping out: Emergency Shelters, Juvenile Detention Center, Ft. Bend County Alternative School.	Donnell		X	X	X	X	X	X	X	X	X	X	X
14. Recover dropouts to 1621 Place to pursue school completion.	Gray, Donnell		X	X	X	X	X	X	X	X	X	X	X
15. Support and monitor credit restoration in-school program for at risk and overage students.	Teran		X	X	X	X	X	X	X	X	X	X	
16. Implement and fund supplementary Title I programs to increase student achievement and decrease dropout rates.	Bristow		X	X	X	X	X	X	X	X	X	X	X
17. Use Title I funds to support Dropout and Truancy Initiatives.	Bristow	X	X	X	X	X	X	X	X	X	X	X	X
18. Support initiatives at the three high schools that help to transition grade 9 students.	Teran	X	X	X	X	X	X						

Goal 1 - Strategy 7 Services for Academically Advanced Students

Indicator:	National Merit Scholars		
Group:	Current	2010	2009
LCISD Students	2005: 4 National Merit scholars, 6 commended scholars, 3 Hispanic recognitions, 1 black recognition; total recognitions, 14 2006: 2 National Merit Scholars, 3 commended scholars, 1 Hispanic recognition, 2 Black recognitions; total recognitions, 8 2007: 2 National Merit scholars; 2 commended scholars; 6 Hispanic recognitions; 1 Black recognition; total recognitions, 11 2008: 3 National Merit scholars; 12 commended scholars; 1 Hispanic recognition; 2 Black recognitions total recognitions, 18 (Goal, 14)	25 Recognitions	20 Recognitions

Indicator: Duke Talent Search

Group:	Current	2010	2009
Grade 7 students	2002: 53 participants, 12 recognitions 2003: 90 participants; 18 recognitions 2004: 128 participants;18 recognitions 2005: 13 recognitions 2006: 7 recognitions 2007: 10 state; 1 National 2008: Gathering data	20 recognitions	15 recognitions

Indicator: Distinguished Achievement Graduates

Group:	Current	2010	2009
Graduating Seniors	2004 - 65 2005 - 81 2006 - 90 2007 - 72 2008 - 112 (Goal, 100)	140	120

Indicator: % Students Enrolled in Advanced Courses

Group:	Current	2010	2009
Students, Grades 9-12	AEIS; This data lags by one year 2001 - 14.8% 2002 - 18.8% 2003 - 17.6% 2004 - 19.4% 2005 - 20.1% 2006 - 20.0% 2007 - November, AEIS	2008 - 28%	2007- 25%

Indicator: Advanced Placement Test Results

Group:	Current	2010	2009
High School Students	2005 # tests - 626 # students - 394 % 3 or higher - 58.1% 2006 # tests - 612 # students - 397 % 3 or higher - 61% 2007 # tests - 827 # students - 559 % 3 or higher - 54% 2008 # tests - 927 (Goal, 840) # students - 598 (Goal, 570) % 3 or higher - 59% (Goal, 60%)	Increase in tests given and students tested by 2%; increase in % of scores of 3 to 65%	# tests - 950 # students -625 % of 3's to 63%

Leader(s):	Brief Description:	Evaluation Benchmark:

Moss Leader Progress Report Dates: December April	Provide services to address the needs of the academically advanced student and improve equity of access to such services.	10% increase in sub-groups of GT identified students; 10% more students taking AP exams; Grades; Number of DAP students.
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Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	None	\$0.00
Supplies	Not Specified		\$0.00
Research & Accountability	Cost: None		
GT Facilitators			
District Coordinator			
District Admin. Staff			

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Provide GT testing for students new to the district.	Moss			X									
2. Solicit nominations for non-identified elementary students for GT services,	Moss			X	X	X	X	X	X				
3. Solicit nominations and screen for secondary GT specific subject services for 2008-2009 school year.	Moss				X	X	X	X	X	X			
4. Identify and begin serving GT kindergartners by 3/1/09.	Moss					X	X	X					
5. Provide SAT training for high school students and Duke Talent Search grade 7 nominees.	Moss						X				X		
6. Disseminate to GT parents and make available to all parents the guidelines for GT program identification and the overview of the program.	Moss		X	X	X	X						X	X
7. Work with GT facilitators and counselors to encourage eligible students to participate in Duke Talent Search Program.	Moss			X	X	X							

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
8. Test all grade 10 students on PSAT test at district expense. (College Board Early Participation Agreement). Encourage and pay for 200 top 11th graders to take test.	Moss		X	X	X								
9. Examine results of the PSAT to assist in looking at student and curricular needs for increasing number of national merit scholars. (College Board Participation Agreement)	Walker, Bradfield, Moss	X	X										X
10. Increase nominations of African-Americans, Hispanics, LEP students, Economically disadvantaged students for GT screening.	Moss							X	X	X	X		
11. Continue 4th grade and Junior High GT Performance Standards Pilot. Initiate GT Performance Standards Pilots high school.	Moss, Welch, GT Facilitators				X	X	X	X	X	X	X	X	X
12. Assist principals in the implementation of the Schoolwide Enrichment Model (SEM) at Beasley, Campbell and Austin; continue to share the model with other campuses and encourage participation.	Moss		X	X	X	X	X	X	X	X	X	X	X
13. Screen for mathematically precocious youth (mpy) in grade 6. These students will be in Algebra as 7th graders.	Moss, Bradfield										X	X	
14. Monitor criteria and curricular standards for Pre-AP in Social Studies, grades 6-8.	Moss			X	X	X	X	X	X	X	X	X	X
15. Research methods to increase number of students who take and pass AP exams. (College Board Early Participation Agreement)	Moss	X	X									X	X
16. Expand Challenge Program to additional schools and grades.	Moss		X	X	X	X	X	X	X	X	X	X	X
17. Evaluate ability tests to determine validation for LCISD populations.	Moss		X	X	X	X	X	X	X	X	X	X	X
18. Provide Performance Standard Program to all GT 4th graders through pull out classes conducted by GT facilitators.	Moss			X	X	X	X	X	X	X	X	X	X
19. In selected JH GT classes, pilot the inclusion of Pre-AP	Moss		X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
students with teachers modifying their strategies and products as decided on written Gifted Individual Educational Plans (GIEPS).													
20. Invite parents who appeal GT placement decisions to personally present additional information to the placement committee during the appeals process.	Moss			X							X	X	X

Goal 1 - Strategy 8 Learning Needs of Young Children

Indicator: TPRI Performance

Group:	Current	2010	2009
Grades K-2 students	Kindergarten Passed Spring Screening 2006 - 92.3% 2007 - 94.8% 2008 - 93.9% Grade 1 Passed Spring Screening 2006 - 81.3% 2007 - 88.8% 2008 - 88.4% Read EOY story at Instructional or Independent Level 2006 - 59.5% 2007 - 60.1% 2008 - 63.4% Reading 60 wpm 2006 - 49.0% 2007 - 51.6% 2008 - 48.9% Grade 2 Reading EOY story at independent or instructional level: 2006 - 94.9% 2007 - 86.8% 2008 - 87.4% Reading at 90 wpm 2006 - 52.3% 2007 - 31.7% 2008 - 31.3%	Continue focus on fluency	Continue focus on fluency; increase percentage of students in grade 1 reading 60 wpm to 55% and grade 2 reading 90 wpm to 55%.

Indicator: PK Student Growth

Group:	Current	2010	2009
PreK Student Check List	2005 - New Standards Set by PreK teachers % of PreK students meeting standards in all areas at end of year - 73.1% 2006 - 73.3% 2007 - 76.2% 2008 - 79.2% (Goal, 80%)	84%	82%

Indicator: Grade 1 Retention Rate

Group:	Current	2010	2009
Grade 1 students	AEIS 2003 - 9.5% (State, 5.9%) 2004 - 8.7%(State, 5.9%) 2005 - 10.3%(State, 6.0%) 2006 - 11.6%(State, 5.9%) 2007 - 10.9%(State, 6.0%) 2008 - AEIS, November	Maintain rate less than 6.0%	Decrease by 2%

Leader(s): Reed	Brief Description: Meet the learning needs of students in grades two and under with a particular emphasis on the development of reading.	Evaluation Benchmark: Pre-K testing; TPRI pre and post testing; Teacher evaluations such as grades, checklists, etc; Student Success Initiative information	
Leader Progress Report Dates: December April			
Resources Required: TPRI	FTE's Required:	Source of Funds: None	Amount \$0.00

Time	Number of FTE's: None	\$0.00
Supplies	Fully Comp. Ed Funded	
Research & Accountability	Cost: None	
Grade Placement Com		
District Mentor Teachers		
District Admin. Staff		
ADM Program		

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Coordinate agency to public school transition of young children and refine plan for transition from Project Grow to PPCD.	Lazarine, Meeks		X	X							X	X	
2. Continue to provide training based on the reading academy model to teachers K-4 and facilitate check out of Online Teacher Reading Academy CDs.	Richard	X	X										
3. Provide an Accelerated Reading Instruction (ARI) program for students in grades K-8 that is individualized in focus, provides transition, and accelerates reading levels of students who have demonstrated reading difficulties.	Richard		X	X	X	X	X	X	X	X	X	X	X
4. Provide an Accelerated Math Instruction (AMI) program for all students in K-5 that is individualized in focus, provides transition, and accelerates math levels of students who have demonstrated math difficulties.	Frankie		X	X	X	X	X	X	X	X	X	X	X
5. Continue to provide multisensory reading and language arts training including dyslexia intervention to teachers on an on-going basis. Include on-site and group training with follow-up sessions available.	Richard, Bourgeois		X	X	X	X	X	X	X	X	X	X	X
6. Examine data available for young students performance and develop a profile of LCISD students; identify students whose assessment data suggest that the student is experiencing difficulty. Use TPRI, Tejas Lee, pre-k and K checklists, Cogat,	Bradfield					X						X	X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	p	u
		l	g	p	t	v	c	n	b	r	r	y	n
and grades.													
7. Provide training for TPRI administration to campus Reading Facilitators.	Richard			X									
8. Provide Reading Facilitators with refresher training on how to use TPRI results to improve student performance in early reading. Provide individual training throughout the year as needed.	Richard				X	X	X	X	X	X	X	X	X
9. Coordinate student success initiative, ensuring that all requirements are met.	Walker, Reed, Bradfield, Frankie, Richard	X	X	X	X	X	X	X	X	X	X	X	X
10. Continue to develop and initiate strategies that will emphasize the importance of attendance to parents of PK students.	Gray		X	X	X	X	X	X	X	X	X	X	X
11. Continue the use of ADM for TPRI to assist teachers in summarizing data and in targeting students with special needs and to reduce paperwork for teachers. Expand ADM to Tejas Lee.	Bradfield				X	X		X	X		X	X	X
12. Expand the development and utilization of CRATES, Reading Academy activities for struggling readers and activities for students struggling with Math.	Richard, Frankie	X	X	X	X	X	X	X	X	X	X	X	X
13. Provide fluency training for teachers.	Richard	X	X	X					X	X	X	X	X
14 . Provide support to teachers in the use of ADM and INOVA.	Frankie, McCune, Richard, Welch			X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 9 Services for At-Risk, Title I, and LEP Students

Indicator: Grade 9 Retention Rates

Group:	Current	2010	2009
Grade 9 students, 2005	2005: 17.0%	10%	10.6%
	2006: 11.3%		
	2007: 11.5%		
	2008: 11.2%		

Indicator: % At Risk students

Group:	Current	2010	2009
All students	2004 - 36.7%	40%	43%
	2005 - 40.2%		
	2006 - 42%		
	2007 - 43%		
	2008 - 46% (Goal, 39%)		

Indicator: Project LEARN participants

Group:	Current	2010	2009
Parents and Students	2005: 282 adults; 286 children	Monitor	Monitor
	2006: 175 adults; 441 children; 147 families		
	2007: 215 adults, 516 children, 187 families		
	2008: 240 adults, 636 children, 212 families		

Indicator: LEP Parent Denials

Group:	Current	2010	2009
LEP Students	2004 - 2.9% 2005 - 3.3% 2006 - 3.3% 2007 - 3.1% 2008 - 2.1% (Goal, <3.0 %)	1%	<2.0%

Indicator: Annual Measurable Achievement Objectives

Group:	Current Performance	2010	2009
LEP Students	2005 - Met AMAOS 2005 Attainment Gr K-2: 8.4% (Goal, 1.5%) Gr 3-12: 35.4% (Goal, 25.0%) 2005 Improvement Gr 3-12: 51.2% (Goal, 40%) 2006 - Met AMAOS 2006 Attainment K-2 - 14% (Goal, 2.0%) 3-12 - 44% (Goal, 25.5%) 2006 Improvement K-2 - 50% (Goal, 15%) 3-12 - 61% (Goal, 42%) 2007 - Met AMAOS Attainment K-2 - 15.7% (Goal 2.5%) 3-12 - 53.3% (Goal 26.0%) Improvement K-2 - 53.4% (Goal 17%) 3-12 - 68.9% (Goal 44%) 2008 - Standards not set yet due to new test	Meet AMAOS	Meet or exceed AMAOS which will be established during 2008 year.

Indicator: Tejas Lee

Group:	Current	2010	2009
Dual Language Spanish Students	2006 - % Meeting Standard Kindergarten Graphophonemic Knowledge - 42.4% Phonemic Awareness - 59.2% Comprehension - 54.4% Grade 1 Fluency at 40 wpm - 34.4% Fluency at 50 wpm - 21.9% Comprehension - 60.9% 2007 KG Graphophonemic Knowledge - 45.3% Phonemic Awareness - 60.2% Comprehension 57.3% Grade 1 Fluency at 50 wpm - 25.7% Comprehension - 64.8% Grade 2 Fluency at 80 wpm - 26.8% Comprehension - 68.5% 2008 Analysis in process	increase percentages by 5%; continue to focus on fluency	increase percentages by 3%; focus on fluency at grade one and grade two

Indicator: TAKS At Risk, LEP

Group:	Current	2010	2009
At Risk Students, LEP Students	% Passing At Risk Students Year: 2005, 2006, 2007, 2008 Math: 46.7, 55.3, 63, 72 Science: 42.4, 48.6, 53, 68 SocSt: 78.7, 77.9, 82, 92 Rd/ELA: 69.4, 78.7, 84, 85 Writing: 81.0, 87.7, 92, 94 LEP Math: 55.5, 68.2, 72, 77 Science: 25.6, 40.3, 49, 61 SocSt: 56.4, 48.1, 58, 76 Rd/ELA: 59.7, 74.0, 81, 78 Writing: 81.8, 89.2, 92, 92	Improve percentages for all tests for each group by 2%	Improve percentages for all tests for each group by 2%

Indicator: Telpas

Group:	Current	2010	2009
LEP Students	Grades 2-12 rated Advanced or Advanced High on Composite 2008 - 81%	87%	84%

Indicator: English Language Learners Progress Measure

Group:	Current	2010	2009
LEP & LEP Monitored Students	AEIS 2006 - 75% (State, 66%) 2007 - 79% (State, 70%)	Meet state accountability for Exemplary	82%

Leader(s): Teran Leader Progress Report Dates: December April	Brief Description: Provide accelerated opportunities for educating special At Risk, Title I, and LEP students.	Evaluation Benchmark: Student grades; performance on RPTE; performance of At Risk and Title students on proficiency and benchmark testing
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Resources Required: Time Supplies Research & Accountability Instructional Specialists Community Members Campus At Risk Coor At Risk Task Force ADM Program	FTE's Required: Number of FTE's: None Comp. Ed, & Title Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
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Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Provide district-wide information to board on TELPAS test results and AMAOS Ratings.	Bradfield	X	X	X									
2. Assist teachers to interpret assessment data and to utilize district curriculum to provide appropriate instruction to increase student performance.	Bristow, Bradfield, Hill	X	X	X	X	X	X	X	X	X	X	X	X
3. Reduce the number of parent denials by increasing direct parent contacts regarding benefits of Bilingual/ESL services.	Hill		X	X	X	X	X	X	X	X	X	X	X
4. Research and implement new methods to accelerate achievement of LEP students and reduce LEP parent denials using Accelerated Language Programs Facilitators and instructional staff.	Hill		X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
5. Increase the academic performance of LEP students through curriculum, extended day and extended year programs including state required summer school.	Hill								X	X	X	X	X
6. Increase the performance on TAKS of LEP secondary students through sheltered instruction on all secondary campuses.	Hill	X	X	X	X	X	X	X	X	X			X
7. Work toward placement of a teacher with an ESL endorsement in every core content area at each secondary campus.	Hill		X	X						X			X
8. Continue training ARD and LPAC committees to more effectively serve students eligible as both SpEd and LEP.	Meeks, Hill, Lazarine, Cain, Stryk	X	X	X	X	X							
9. Continue assessment program for LEP students in grades 2 for Exit purposes.	Bradfield, Hill									X	X	X	
10. Continue refinement and implementation of framework for dual language/second language instruction ; distribute revised framework based on best practices.	Hill	X	X	X	X	X	X	X	X	X	X	X	X
11. Evaluate effectiveness of district at risk programs and oversee evaluation of campus at risk programs.	Bristow			X	X							X	X
12. Facilitate the acquisition and implementation of research-based instructional strategies, methodologies, and materials to accelerate student performance, i.e. extended day and year, mentoring, teaming, tutorials, small group instruction, computer-assisted instruction, multi-sensory instruction, etc.	Bristow, Richard, Frankie		X	X	X	X	X	X	X	X	X	X	X
13. Implement state-mandated increased intensity requirements for Even Start Students. Refine orientation process to optimize student success.	Bauer	X	X	X	X	X	X	X	X	X	X	X	X
14. Continue pregnant and related services for student parents through ASAP.	McClanahan		X	X	X	X	X	X	X	X	X	X	
15. Expand OEYP program options to include K-12.	Bristow	X	X	X	X	X							X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
16. Continue process of tracking progress of OEYP students.	Bradfield,Bristow, Tayler	X		X									X
17. Provide extended year opportunities for students in need of remediation.	Reed, Teran	X											X
18. Provide training in extended day/year data collection to ensure that PEIMS data and district data are correct.	Tayler										X	X	
19. Provide training to campus administrators, counselors and instructional staff to accelerate the achievement of At Risk students.	Bristow				X	X	X		X				
20. Provide additional training to Spanish speakers to foster mastery of the Texas Oral Proficiency Test in order to increase the number of bilingual teachers.	Hill					X	X		X	X		X	
21. Expand training of secondary core-content area teachers in sheltered English instructional strategies and methods to accelerate learning for all at risk students.	Hill					X	X	X	X	X	X	X	
22. Provide opportunities through specialized counselors and social workers to link parents to internal and external services to decrease academic achievement barriers.	Bristow	X	X	X	X	X	X	X	X	X	X	X	X
23. Utilize 18% of State Compensatory Allotment to provide services to students placed in the Discipline Alternative Education Program.	Bristow				X	X	X	X	X	X	X	X	
24. Continue alternative education programs in non-traditional settings for At-Risk students (1621,BTTC, JDC, etc.).	Donnell		X	X	X	X	X	X	X	X	X	X	X
25. Evaluate OEYP Program.	Bristow		X	X									
26. Develop an on-going list of effective programs to meet the needs of At Risk students.	Bristow		X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 10 Services for 504 and Special Education Students

Indicator: TAKS - Special Education

Group:	Current	2010	2009
Special Education Students	Sped % of students meeting standards 2005, 2006, 2007, 2008 Math - 46.8, 58.4, 65.5, 70 Rd/ELA - 61.9, 73.0, 75.7, 77 Writing -77.3 , 84.4, 88.8, 94 Science - 47. 44, 54, 68 SocStud - 66.7, 72.3, 69.0, 75	Improve passing rates	Improve passing rates

Indicator: TAKS-ALT

Group:	Current	2010	2009
Special Ed, Grades 3-11	New Test - Met Standards Reading/ELA - 91/105, 86.7% Math - 90/105, 85.7% Writing - 25/29, 86.2% SS - 24/32, 75% Sci - 32/42, 76.2%	90%	90% Met Standard - Reading, Math, Writing 80% - Social Studies, Science

Indicator: TAKS-M

Group:	Current Performance	2010	2009
Grades 3-8&10 Sped Students	Met Standards 2008 Reading - 290/359 - 80.8% Math - 212/341 - 62.2% Science - 128/228 - 56.1%	Increase each passing rate	Reading - 85% Math - 65% Science - 60%

Leader(s):	Brief Description:	Evaluation Benchmark:
Meeks, Bristow Leader Progress Report Dates: December July	Provide quality services for students qualifying for Special Education and 504 including dyslexic students.	Performance of sped students and 504 students on proficiency tests. Student classroom performance.

Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	None	\$0.00
Supplies	Not Specified		\$0.00
Research & Accountability Intervention Team Instructional Specialists District Admin. Staff Diagnosticians	Cost: None		

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	a	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Continue system for collecting special education testing data so that student performance can be analyzed and tracked over time.	Bradfield	X	X	X	X								X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
2. Provide ARD Committee training to update process and to include high school. Use a trainer of trainers model.	Meeks				X	X							
3. Continue to monitor ethnic distribution of special education referrals and placements with a goal to better reflect the district's ethnic distribution..	Cain, Lazarine				X								
4. Continue to monitor PBM report.	Meeks, Lazarine				X								
5. Work with external partners to implement plan for smooth transition for special education students to post high school placements.	Meeks, Murphy								X	X	X	X	
6. Provide a variety of opportunities for parents of special education to learn about working with their children - in-home training,	Morris, Meeks, White		X	X	X	X	X	X	X	X	X	X	X
7. Utilize special education parent survey data results from 2008 survey to develop corrective actions and address parent concerns. Survey 2009 parents.	Meeks, Bradfield			X							X		
8. Work with external partners including home schools and private schools to provide assessment and services appropriate under IDEA.	Cain, Meeks		X	X	X	X	X	X	X	X	X	X	X
9. Continue training with administration and special education personnel to address Special Ed indicators, emphasizing assessment, IEP development and IEP implementation, TAKS-ALT, TAKS-A, TAKS-M.	Meeks Lazarine, Morris, Cain, Stryk, Stanley, Whit		X	X	X				X	X			
10. Provide support for inclusive practices to increase percentage of sped students meeting standards for TAKS.	Meeks, Lazarine, Stanley, White, Cain, Stryk, Morr		X	X	X	X	X	X	X	X	X	X	
11. Implement a network-based computerized ARD form and system for accessing records and data.	Cain, Meeks	X	X	X	X								
12. Provide training and on-going problem solving for campus	Bristow		X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
504 coordinators with emphasis on documentation..													
13. Provide campus for PBS (Positive Behavior Support) with a trained core team.	Morris, Meeks			X	X	X	X	X	X	X	X	X	X
14. Monitor district, state, and federal timelines for evaluations, reevaluations, and transitions.	Cain, Stryk, Murphy, Meeks												

Goal 1 - Strategy 11 Automation and Integration of Tasks

Leader(s): Hickman Leader Progress Report Dates: January July	Brief Description: Automation and Integration of administrative tasks to provide more real time access to multiple sources of student, teacher, administrator, and staff information for data driven decision making purposes. (1.2)	Evaluation Benchmark:											
Resources Required: None	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
1. Implement, and ensure support for an integrated district-wide student Information System integrated with an Instructional Management System. (1.2.1)	Hickman	X	X	X	X	X	X	X	X	X	X	X	X
2. Evaluate, design, fund, and implement a districtwide gradebook system. (1.2.2)	Hickman		X	X	X	X	X						

Goal 1 - Strategy 12 Quality hardware/software to support instruction

Indicator: Networked computers available

Group:	Current	2010	2009
	2005: 6020 2006: 6039 2007: 7594 2008: 7921	Maintain 1:4 ratio	Maintain 1:4 ratio to student enrollment

Leader(s): Hickman	Brief Description: Provide quality hardware/software and just in time, campus-based instruction and technical support (1.3); provide quality hardware, software and on-line teaching and learning resources that support TEKS, TAKS, and LINKS (1.5)	Evaluation Benchmark:											
Leader Progress Report Dates: January June													
Resources Required: None	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Provide a full time Instructional Technology Specialists (ITS) at each campus (1.3.2)	Walla		X	X								X	X
2. Provide, plan for and support Distance Learning technologies to enhance staff development, administrative functions, and student remediation/enrichment learning opportunities (1.3.3).	Smith			X	X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
3. Provide, update, refresh and support handheld devices, peripherals, and advanced technologies. (1.5.2)	Hickman							X	X	X	X	X	X
4. Evaluate, expand and update Computer Assisted Instructional Software Programs (1.5.3).	Walker		X	X	X	X	X	X					

Goal 1 - Strategy 13 High School Success

Indicator: SAT Scores

Group:	Current	2010	2009
Graduating Seniors	Critical Reading Number of students, Mean score 2005 - 438 students, 507 2006 - 451 students, 489 2007 - 511 students, 497 2008 - 604 students, 484 Math 2005 - 438 students, 516 2006 - 451 students, 511 2007 - 511 students, 512 2008 - 604 students, 500 Writing 2006 - 451 students; 491 2007 - 511 students, 485 2008 - 604 students, 477	Increase number testing proportional to enrollment and mean scores by 3 points	Increase number tested proportional to enrollment and mean scores by 3 points

Indicator: ACT Scores

Group:	Current	2010	2009
Graduating Seniors	Composite Scores 2005 - 311 students, 20.0 (State, 20.2) 2006 - 303 students, 19.5 (State, 20.3) 2007 - 373 students, 20.3 (State, 20.5) 2008 - 378 students, 20.4 (State, 20.7)	Increase students testing proportional to enrollment and composite score by 1 point.	Increase students testing proportional to enrollment and composite score by 0.5 points

Indicator: TAKS Cumulative Pass Rate

Group:	Current	2010	2009
Exit TAKS	AEIS Data Class of 2005 - 91% (State, 91%) Class of 2006 - 88% (State, 87%) Class of 2007 - 86% (State, 84%)	95%	90%

Indicator: THECB Standards

Group:	Current	2010	2009
Exit TAKS - Grade 11	% of students meeting The Higher Education Coordinating Board's standard for college readiness - 2006 ELA - 40.7% Math - 51.5% 2007 ELA - 55.7% Math - 55.3% 2008 ELA - 52.5% Math - 57.0%	Increase percentages: ELA - 60% Math - 65%	Increase percentages: ELA - 55% Math - 60%

Indicator: Graduation Rates

Group:	Current	2010	2009
cohort group graduating in 4 years	Class of 2005,2006,2007 All - 84.2%, 80.9%, 78.3% AA - 84.9%, 81.2%, 75.4% Hisp - 76.7%, 68.4%, 69.3% White - 91.5%,93.1%, 88.6% Eco Disad - 75.5%, 74.4%, 69.5%	Class of 2009 - Increase rates for all students	Class of 2008 - Increase rates for all student groups

Indicator: Graduates who are problem solvers

Group:	Current	2010	2009
Graduate survey	% of graduates who say their HS taught them to think and solve problems effectively: 2007 - 79.2% 2008 - 76.1%	85%	80%

Indicator: Graduates prepared for future education

Group:	Current	2010	2009
Graduate Survey	% of graduates who gave their HS an A or B on preparing them for college or vocational training: 2007 - 72.1% 2008 - 66.4%	80%	70%

Leader(s):	Brief Description:	Evaluation Benchmark:

Teran Leader Progress Report Dates: None	Research, investigate, support, and initiate high school programs and practices which will result in student's increased preparation for postsecondary success.
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Resources Required:	FTE's Required:	Source of Funds:	Amount
High School Allotment	Number of FTE's: None	None	\$0.00
District Admin. Staff	None		\$0.00
	Cost: None		

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. District personnel will assist high schools in reviewing needs, establishing priorities, and developing plans to address goals that TEA has defined through the high school allotment.	Teran, Bristow		X	X	X	X							
2. District personnel will assist high schools in the development of a budget to accomplish activities in their plan.	Bristow		X	X	X	X							
3. District personnel will assist with program effectiveness reviews on each campus.	Bristow				X	X	X			X	X	X	
4. An annual report will be presented to the school board regarding program effectiveness.	Teran												X

Goal 2: To attract, retain, and develop talented and highly effective personnel using equitable, efficient procedures; high quality, on-going staff development; performance monitoring and evaluations that result in professional growth.

Correlates with:

State Objectives	
6) School Personnel	9) Instructional Techniques
NCLB/ESEA Goals and Indicators	
3) Highly Qualified Staff	
Effective School Correlates	
3) Instructional Leadership	
E-Rate Goals	
1) Goals and Strategy for Using Technology	2) Development Strategy for Training

Strategies

Goal 2 - Strategy 1 Recruiting, Hiring, and Maintaining Personnel

Indicator: % positions filled by emp not certified for job

Group:	Current	2010	2009
Employees	2002 - 6.5% 2003 - 7.3% 2004 - 8.0% 2005 - 3.0% 2006 - 1.0% 2007 - 1.0% 2008 - 1% (Goal, 1%)	0%	1%

Indicator: Teacher Attendance Rates

Group:	Current	2010	2009
Teachers	2004 - 94.7% 2005 - 94.4% 2006 - 94.7% 2007 - 93.7% 2008 - 94.3% (Goal,95%)	96%	95%

Indicator: Teacher/Student Ratio

Group:	Current	2010	2009
AEIS	AEIS 2004 - 1 to 15.3 (State, 14.9) 2005 - 1 to 15.3 (State, 14.9) 2006 - 1 to 15.8 (State, 14.9) 2007 - 1 to 15.9 (State, 14.7)	Match state rate	Match state rate

Indicator: Highly Qualified Teachers

Group:	Current	2010	2009
LCISD teachers	Schools with 100% of teachers meeting NCLB standards as "highly qualified teachers": 2004 - 17/26 campuses 2005 - 20/26 campuses or 77% of campuses 97.9% of teachers 2006 - 23/28 or 82% of campuses ; 99% of teachers 2007 - 24/29 or 83% campuses ; 99% of teachers 2008 - 100% of teachers and campuses (Goal: 90% campuses; 99% teachers)	100% of campuses; 100% of teachers	100% of campuses 100% of teachers

Leader(s): Bowen	Brief Description: Research, initiate, and continue recruiting and hiring practices that result in hiring and maintaining high-quality teachers and other staff members.	Evaluation Benchmark: Employee retention rates; adequate number of applicants for each position.	
Leader Progress Report Dates: December April			
Resources Required: Winocular System Research & Accountability ESSCO District Web Page District Staff Data Processing	FTE's Required: Number of FTE's: None Comp. Ed. & Title Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Administer position control to accurately reflect funding sources.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
2. Insure that all evaluations are up-to-date and that evaluation instruments are appropriate.	Bowen			X	X	X			X	X	X		
3. Continue to review current practices for recruiting, hiring, and maintaining personnel and abandon practices that are not productive.	Bowen			X	X	X	X	X	X	X	X	X	
4. Ensure that job descriptions accurately reflect job duties.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
5. Establish a substitute system that prepares substitutes for classroom instruction.	Bowen		X	X	X	X	X	X	X	X	X	X	X
6. Maintain and continue to evaluate the application process for prospective employees. Move to a paperless system.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
7. Update personnel file folders, organize system for maintaining them, and move toward a paperless system.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
8. Monitor FMLA and Workers Comp to ensure that processes are in place and laws are followed.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
9. Update district recruitment materials so that they portray LCISD as a growing and exciting place to work.	Bowen	X	X									X	X
10. Recruit and train assessment staff and train campus staff concerning federal assessment timelines.	Cain, Meeks, Lazarine, Stryk									X	X	X	
11. Continue to utilize part-day hiring as an employment option for recruitment purposes..	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
12. Continue to increase number of well-trained bilingual and ESL teachers through intensive and ongoing staff development using state and grant funds.	Hill	X	X	X	X	X	X		X	X	X	X	X
13. Use Title II funds to recruit teachers giving preference to high poverty campuses.	Bristow		X	X	X							X	X
14. Use Title II funds to provide additional mentors for first year	Bristow		X	X	X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
teachers.													
15. Provide incentives to retain certified bilingual teachers.	Hill	X	X	X	X	X	X	X	X			X	X
16. Implement an exit interview survey.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
17. Make employees aware of Employee Assistance Program where they may obtain necessary assistive services for themselves and their family members.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
18. Combine Title II funds with state and local funds to fund Reading Facilitators on Elementary Campuses.	Bristow		X	X	X	X	X	X	X	X	X	X	X
19. Review hiring practices to ensure that low-income and minority students are taught by highly qualified teachers.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
20. Provide principals the opportunity to recruit and interview candidates through job fairs.	Bowen				X	X		X	X	X	X	X	X
21. Implement an electronic evaluation system for teachers.	Bowen			X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2 Selection and Development of Administrative Staff

Indicator: Rating given to district administration

Group:	Current	2010	2009
Employee Survey	Average out of 5 points 2004: 3.6 2005: 3.5 2006: 3.7 2007: 3.6 2008 : 3.7 (Goal, 3.7)	3.8	3.8

Indicator: Rating given to campus/dept administration

Group:	Current	2010	2009
Employee Survey	Average out of 5 points 2004: 4.1 2005: 4.0 2006: 3.9 2007: 4.0 2008: 4.0 (Goal, 4.1)	4.2	4.1

Leader(s): Bowen	Brief Description: Review recruitment, selection, and development processes to assure that creative, innovative district and building administrators with the ability to facilitate and manage change are hired and retained.	Evaluation Benchmark: Progress of district and schools toward exemplary ratings and adequate yearly progress	
Leader Progress Report Dates: December April			
Resources Required: Time	FTE's Required:	Source of Funds: None	Amount \$0.00

Instructional Specialists	Number of FTE's: None													\$0.00
District Admin. Staff	Partially Title Funded													
	Cost: None													
Timeline														
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	
		u	u	e	c	o	e	a	e	a	p	a	u	
		i	g	p	t	v	c	n	b	r	r	y	n	
1. Utilize an interview panel to assist in the selection of campus administrative staff.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X	
2. Work with interview panels to design interview questions so that questions are individualized and appropriate for position under consideration.	Bowen		X	X	X	X	X	X	X	X	X	X	X	
3. Provide administrators with training in understanding and implementing federal programs monitoring to ensure compliance and quality.	Bristow	X	X	X	X	X	X	X	X	X	X	X	X	
4. Provide technical support needed to assure compliance with all special education guidelines and funding.	Meeks, Morris, Lazarine, Stryk, Stanley, White, C		X	X	X	X	X	X	X	X	X	X		
5. Provide administrators training in use of the ADM product to disaggregate student performance data.	Bradfield	X	X	X	X									
6. Utilize evaluation instruments for cabinet members that emphasize the leadership role.	Randle								X	X	X			
7. Provide training and support to campus administrators in the area of campus planning.	Bradfield, Bristow		X	X										
8. Hold an administrative retreat prior to the beginning of school to update skills and information of administrators.	Randle, Walker, Willman, Lyons	X												
9. Work with administrators in needed areas to develop leadership skills. Provide information to administrators to keep them current in all areas of school administration.	Teran, Reed	X	X	X	X	X	X	X	X	X	X	X	X	
10. Provide training in AEIS, AYP, and AMAOS to district and campus administrators and to DSIC and the school board to ensure that they understand all accountability systems. Provide	Bradfield, Bristow			X	X	X	X	X	X					

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
updates as needed.													
11. Hold formal meetings with individual elementary principals quarterly.	Reed		X	X	X	X	X	X	X	X	X	X	X
12. Develop, plan, and implement a leadership program that utilizes and expands upon existing quality technology training for all administrators and board members to utilize technology and to access, interpret, and secure relevant online data (2.2.2).	Hickman			X	X	X	X	X	X	X	X	X	X
13. Develop, plan, and implement an academy for aspiring administrators.	Lyons			X		X			X	X			

Goal 2 - Strategy 3 Motivational & Retention Incentives & Strategies

Indicator: District Rating by Employees

Group:	Current	2010	2009
Employee Survey	Rating of 4 or 5 on a 5 point scale 2004: 67.7% 2005: 61.2% 2006: 63.1% 2007: 63.9% 2008: 70.7 (Goal, 66%)	75%	73%

Indicator: Teacher Attendance Rates

Group:	Current	2010	2009
Teachers	2004 - 94.7% 2005 - 94.4% 2006 - 94.7% 2007 - 93.7% 2008 - 94.3% (Goal,95%)	96%	95%

Indicator: % employees looking forward to work each day

Group:	Current	2010	2009
	"Most of the time" 2004: 81.0% 2005: 79.3% 2006: 81.9% 2007: 78.8% 2008: 78.4% (Goal, 82%)	83%	80%

Indicator: Highly Qualified Teachers

Group:	Current	2010	2009
LCISD teachers	Schools with 100% of teachers meeting NCLB standards as "highly qualified teachers": 2004 - 17/26 campuses 2005 - 20/26 campuses or 77% of campuses 97.9% of teachers 2006 - 23/28 or 82% of campuses ; 99% of teachers 2007 - 24/29 or 83% campuses ; 99% of teachers 2008 - 100% of teachers and campuses (Goal: 90% campuses; 99% teachers)	100% of campuses; 100% of teachers	100% of campuses 100% of teachers

Leader(s): Willman	Brief Description: Provide incentives, recognition, rewards, and other structures that help to build staff morale and motivation and retain excellent teachers.	Evaluation Benchmark: Retention of staff Response of staff to annual employee survey
Leader Progress Report Dates: December April		
Resources Required: Time Supplies District Admin. Staff Community Support	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: None
		Amount \$0.00 \$0.00
Timeline		
Activity	Person(s) Responsible	J A S O N D J F M A M J u u e c o e a e a p a u

1. Continue new teachers breakfast..	Willman	X																			
2. Organize and plan a motivating "back-to-school" program for all employees.	Willman, Lyons	X																			
3. Host new teacher/community welcome dinner.	Willman, Knight	X																			
4. Prepare for and hold annual employee recognition dinner to honor employees who have been with LCISD for 5, 10, 15, 20, 25, 30 and more years.	Willman, Bowen																X	X	X		
5. Provide staff discounts and gift certificates for recognition.	Sulak	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
6. Provide campus awards for teachers of the month.	Sulak		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
7. Provide celebrations for the following groups during their particular weeks of celebration: librarians, nurses, counselors, diagnosticians, social workers, paraprofessionals, secretaries, teachers,, maintenance, food service, and transportation.	Willman		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
8. Prepare and conduct the annual employee survey; provide results to campuses, departments, and the school board.	Bradfield																	X	X		
9. Initiate salary suggestions including stipends from study of practices and compensation information from neighboring districts in order to stay competitive with neighboring districts.	Bowen	X	X															X	X	X	X
10. Conduct annual compensation study.	Bowen, Ludwig	X	X															X	X		
11. Provide recognition for elementary and secondary principals of the year.	Teran, Reed																		X	X	
12. Using Title II funds, reimburse testing costs for teachers new to the district or needing testing to meet high quality standards.	Bristow	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Goal 2 - Strategy 4 **Certifications and/or Skills for Advancement**

Indicator: % of teachers having certifications/endorsements

Group:	Current	2010	2009
Employees	2004: ESL - 22%; Bil - 5%; Sped - 16% 2005: ESL - 23%; Bil - 5%; Sped - 16% 2006: ESL - 24%; Bil - 4%; Sped - 14% 2007: ESL - 27%, BIL - 5% , Sped - 17% 2008: ESL - 30% (Goal, 28%) Sped - 20% (Goal, 17%) Bil - 5% (Goal, 6%)	Monitor - increase as needed	ESL - 30% BIL - 6% SPED - 21%

Indicator: Percent Paraprofessionals meeting NCLB standards

Group:	Current	2010	2009
Paraprofessionals at Title I Schools	2005 - 81% 2006 - 100% 2007 - 100% 2008 - 100%	Maintain 100%	Maintain 100%

Indicator: Reimbursement for Testing

Group: New teachers	Current Number of new teachers reimbursed for Excet or TExEs costs 2006 - 58 teachers 2007 - 114 teachers 2008 - 50 teachers	2010 Monitor	2009 Monitor
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Leader(s): Lyons	Brief Description: Initiate processes and structures which will result in certifications and/or skills for advancement	Evaluation Benchmark: Trainings available											
Leader Progress Report Dates: December April													
Resources Required: Work Keys Region IV Skills test District Staff	FTE's Required: Number of FTE's: None Comp Ed., Title Cost: None	Source of Funds: None	Amount \$0.00 \$0.00										
Timeline													
Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
1. Meet with assistant principals on a regularly scheduled basis to expand their knowledge of building administration.	Reed, Teran				X	X			X		X		
2. Continue to provide Excet training to become certified/endorsed as special education, ESL, or Bilingual teacher.	Hill					X	X						

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
3. Oversee reimbursement of testing costs for teachers new to the district for Excet and TExES costs.	Bristow		X	X							X	X	
4. Provide for development of GT trainers requiring GT endorsement and 100 hours of in-district staff development with TAGT approved as a presenter.	Moss	X	X	X	X	X	X	X	X	X	X	X	
5. Provide information regarding additional support to teachers having difficulty passing their TExES.	Bowen	X	X	X	X	X		X		X	X	X	
6. Provide for a masters degree level class through the University of Houston-Victoria to be offered in district for Administration Certification.	Lyons				X	X	X	X	X	X	X	X	X
7. Offer testing opportunities for applicants seeking "Highly Qualified Status" required by NCLB legislation.	Lyons, Harris					X							X
8. Provide opportunities for staff to obtain advanced degrees through on-line coursework in partnership with Lamar University.	Lyons	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 5 New teacher orientation and development

Indicator: Teacher Retention Rates

Group:	Current	2010	2009
Teachers	AEIS Data 2004 - 88.6% 2005 - 87.0% 2006 - 88.2% 2007 - 87.0% 2008 - November	Monitor	Monitor

Leader(s): Lyons	Brief Description: Provide opportunities to promote new teachers' professional competence and growth	Evaluation Benchmark: New teacher survey results											
Leader Progress Report Dates: December April													
Resources Required: Time Supplies District Mentor Teachers District Admin. Staff Community Members	FTE's Required: Number of FTE's: None Title & Comp. Ed. Cost: None	Source of Funds: None										Amount \$0.00 \$0.00	
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Provide support for the beginning teacher new to the	Lyons		X			X		X		X			X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
profession with mentorship and staff development to improve student success and attract and retain qualified teachers using Interstate New Teacher Assessment and Support Consortium standards.													
2. Continue on-site mentoring program for first year teachers which pairs retired experienced educators with teachers with 0 years experience.	Lyons		X	X	X	X	X	X	X	X	X	X	X
3. Provide required 5-hour initial session on PDAS to all new hires in LCISD.	Lyons		X	X	X	X			X	X	X	X	
4. Survey new teachers the week before they go home for Thanksgiving to determine satisfaction with LCISD orientation process and to determine needs.	Lyons				X	X							
5. Provide on-going mentoring and training for new special education staff.	Meeks	X	X	X	X	X	X	X	X	X	X	X	X
6. Provide a 2 day new teacher orientation for teachers with no experience.	Lyons		X										
7. Designate one staff member per campus to serve in the role of "new teacher liaison". Provide training on how to best support new teachers.	Lyons		X										X

Goal 2 - Strategy 6 Collaboration among teachers and other personnel

Indicator: %employees with oportunities to work&plan together

Group:	Current	2010	2009
Employee Survey	"Most of the time" 2005: 70.5% 2006: 70.0% 2007: 71.9% 2008: 69.5% (Goal, 74%)	75%	74%

Leader(s): Walker	Brief Description: Work with campuses to provide structures that allow staff members to learn from one another through peer observation, feedback, and other collegial learning processes.	Evaluation Benchmark: Scheduled opportunities											
Leader Progress Report Dates: December May													
Resources Required: Time Instructional Specialists District Admin. Staff Curriculum Specialists	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
1. Continue to provide email for all teachers that is accessible from any district computer and from home.	Lapetino	X	X	X	X	X	X	X	X	X	X	X	X
2. Provide forums for building administrators to collaborate with	Teran, Reed			X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	g	e	c	o	e	a	e	a	r	a	n
one another through regularly scheduled meetings as well as meetings called on an as-needed basis.													
3. Continue special task forces to facilitate external and internal partnerships (Title I, At Risk, Special Ed., CATE, Common Threads, Start, Learn, Bil/ESL).	Bauer, Teran, Reed, Bristow, Gray, Holub, Hill		X	X	X	X	X	X	X	X	X	X	
4. Have counselor meetings throughout the year, some of which are level specific and some of which include all counselors to allow counselors to discuss current issues, concerns, and to learn from one another.	Bradfield		X	X	X			X	X			X	
5. Work with principals to provide opportunities for teachers to meet together in horizontal and vertical settings to discuss common issues as curriculum, teaming, and classroom management.	Teran, Reed, Curr. & Instr. Specialists	X	X	X	X	X	X	X	X	X	X	X	X
6. Meet with campus representatives to disseminate information from state and district. Discuss TAKS, resources, professional development and curricular issues including INOVA.	Curriculum & Instructional specialists		X	X	X	X	X	X	X	X	X	X	X
7. Meet with teachers to discuss curriculum issues as appropriate.	Curr Spec, Estrada	X	X	X	X	X	X	X	X	X	X	X	X
8. Visit classrooms to assist and support curriculum implementation; model lessons on request.	Currl Spec, Estrada		X	X	X	X	X	X	X	X	X	X	
9. Continue cycle of visitations; listen and scribe concerns; share concerns with cabinet; make changes where needed.	Randle	X	X	X	X	X		X	X	X	X	X	X
10. Visit each elementary at least 5 times during the year (approximately 1 time during each 6 weeks).	Reed	X	X	X	X			X	X	X	X	X	X
11. Visit secondary campuses at least 2 times each month.	Teran		X	X	X	X	X	X	X	X	X	X	X
12. Meet with elementary reading facilitators and Read 180 teachers to disseminate information from the district and state related to reading.	Richard		X	X	X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
13. Establish K-12 meetings for principals to work together in feeder pattern vertical teams as well as a district wide vertical team.	Walker, Lyons, Reed, Teran			X		X		X	X				

Goal 2 - Strategy 7 Professional Development Opportunities

Indicator: % Teachers reporting they feel well-prepared

Group:	Current	2010	2009
Employee Survey	Implement Links 2005 - 64.5% 2006 - 63.8% 2007 - 64.9% 2008 - 64.0 (Goal, 67.9%) Use student performance data to guide instruction 2005 - 63.6% 2006 - 63.7% 2007 - 65.0% 2008 - 67.9 (Goal, 68%) Address needs of students with disabilities 2005 - 53.0% 2006 - 55.5% 2007 - 57.7% 2008 - 54.3% (Goal, 60.7%) Address needs of LEP students 2005 - 45.9% 2006 - 47.8% 2007 - 51.8% 2008 - 50.2% (Goal, 54.8%) Address cultural and economic differences in students 2005 - 59.0% 2006 - 57.8% 2007 - 61.7% 2008 - 59.7% (64.7%) Address needs of students at risk of dropping out of school 2005 - 46% 2006 - 44.6% 2007 - 48.4% 2008 - 46.8% (Goal, 51.4%) Integrate technology 2005 - 46.0%	Increase by 5%	Increase each by 2%

2006 - 45.6%
2007 - 49.2%
2008 - 48.4% (Goal, 52.2%)
Address needs of academically
advanced students
2006 - 58.1% - NEW
2007 - 58.0%
2008 - 58.6% (Goal, 61.0%)

Indicator: Teachers receiving training in Advanced Studies

Group:	Current	2010	2009
LCISD Staff	2006 Level 1 training: 375 teachers in 20 workshops Level 2 training: 288 teachers in 3 workshops Coop - 233 teachers in 16 sessions AP summer institute - 23 teachers 2007 Level 1 - 502 teachers in 20 workshops Level 2 - 301 teachers in 6 workshops Coop - 234 teachers; 13 workshops AP Summer Institute - 34 teachers Other College Board Summer Institutes - 23 teachers 2008 Level 1 - 534 teachers in 20 workshops Level 2 - 330 teachers in 7 workshops Coop - 175 teachers in 15 workshops AP Summer Institute - 31 teachers Other College Board - 40 teachers	Adjust proportional to growth in staff	Adjust proportional to growth in staff

Indicator: Participation in Technology Staff Development

Group:	Current	2010	2009
LCISD Employees	2005 Training sessions - 135 Participants - 1097 Training hours earned - 3088 2006 Training sessions - 149 Participants - 1008 Training hours earned - 1956 2007 Training Sessions - 112 Participants - 718 Hours earned - 2401 2008 Training Sessions-137 (Goal 140) Participants-1404 (Goal 1000) Hours earned-3315 (Goal 2600)	Increase in opportunities and participation: Sessions - 170 Participants - 1600 Hours - 3700	Increase in opportunities and participation: Sessions - 150 Participants - 1500 Hours Earned -3500

Leader(s): Lyons	Brief Description: Provide professional development opportunities to support improved administrative and teaching strategies/techniques that impact student achievement and behavior and promote the LCISD district curriculum.	Evaluation Benchmark: Improved academic performance of students; improved ratings for teachers	
Leader Progress Report Dates: December April			
Resources Required: Time	FTE's Required: Number of FTE's: None	Source of Funds: None	Amount \$0.00
Supplies	Not Specified		\$0.00
Instructional Specialists	Cost: None		
District Coordinator			
District Admin. Staff			

Curriculum Specialists Curriculum Guides Computer Training Lab													
Timeline													
Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
1. Facilitate and support the implementation of the District Curriculum, LINKS, through appropriate job/content specific staff development. Emphasize curriculum (instructional strategies, assessment, problem solving, vocabulary), TAKS, and lesson plan/design.	Curr. & Instr. Specialists, Walker, Lyons	X	X	X	X	X	X	X	X	X	X	X	X
2. Continue and refine training for LCISD staff to enhance knowledge and skills needed to educate and support special needs students. Include at-risk, 504, special education, LEP.	Meeks, Bristow, Hill				X	X			X				
3. Provide/update GT teachers and AP/Pre-AP teachers advanced content and/or teaching strategies for advanced learners in order to comply with district and state requirements including grade 6 teachers.	Moss, Lyons						X				X		
4. Provide state-mandated Level I training for pre-service and 1st semester GT teachers (30 hours).	Moss, Lyons						X				X		
5. Provide state-mandated Level 2 opportunities for inservice for teachers (1 day workshops).	Moss, Lyons						X				X		
6. Send teachers to pre-AP college board summer institutes.	Moss, Principals	X											X
7. Continue evaluating staff development sessions; make evaluations available to involved parties. Continue evaluations via LCISD internet.	Lyons		X						X		X		

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
8. Provide PBMAS overview and program specific training to administrators.	Bristow, Gray, Holub,,Hill	X	X	X	X	X		X	X	X	X	X	X
9. Provide teachers of extended day/year staff development in the use of the accelerated curriculum.	Teran	X	X								X	X	X
10. Provide on-going ADM training to campus facilitators and administrators who will in turn train teachers on their campus.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
11. Work with campus administrators to develop, initiate, and analyze customer surveys conducted to meet individual campus needs, particularly in the light of a continuous improvement quality focus.	Bradfield							X	X	X			
12. Provide training to administrators and campus test coordinators on reading and interpreting all test results reports.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
13. Provide orientation for all new nurses and new nurse substitutes.	Smith		X	X	X	X	X	X	X	X	X	X	X
14. Facilitate meetings and staff development for nurses in order to keep them informed and up to date on current medical information and health concerns.	Smith		X	X	X	X	X	X	X	X	X	X	X
15. Provide regular meetings and on-going support for teachers with 0-1 years experience through the new teacher mentor program.	Lyons		X	X	X	X	X	X	X	X	X	X	X
16. Provide staff development for counselors in areas needed.	Bradfield			X	X			X	X			X	
17. Analyze data from district staff development needs assessment to update 3 year staff development plan.	Lyons										X	X	X
18. Work with DSIC to review and update 3 year staff	Lyons										X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
development plan.													
19. Work with Ft. Bend County Bioterrorism Preparedness Task Force and represent the district on various committees. Keep administration updated on information pertinent to schools.	Smith		X	X	X	X	X	X	X	X	X	X	X
20. Work with LCISD's crisis team to keep the District Crisis plan updated and relevant.	Smith		X	X	X	X	X	X	X	X	X	X	
21. Work with Crisis Team to develop a building and staff usage plan in order to maximize the district's response in the event of a county-wide state of emergency when facilities would be used as dispensing sites.	Smith		X	X	X	X	X	X	X	X	X	X	X
22. Work with American Red Cross to keep the district's disaster and shelter plan updated and functional.	Smith		X	X	X	X	X	X	X	X	X	X	X
23. Update the district's blood-borne pathogens plan and notify all new staff who are at risk of exposure of the available Hepatitis B vaccines.	Smith, Bowen		X	X	X	X	X	X	X	X	X	X	X
24. Organize district staff development days to effectively meet the needs of staff members.	Lyons		X	X	X			X	X				
25. Form a representative committee to establish a plan to evaluate, design, fund, implement and ensure security and support for an integrated district wide Professional Development Management System which features: web-based admission, approval, and administration systems; assessment and competency modules; EEOC hiring tracking system; e-learning courses; and self management tracking capabilities (2.2.1)	Walla, Lyons	X	X	X	X	X	X	X	X	X	X	X	X
26. Attend conferences, seminars and training to evaluate best practices and continued professional growth in technology (2.3.3).	Walla		X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
27. Maintain and support the technology staff development for the district (2.3.4)	Walla	X	X	X	X	X	X	X	X	X	X	X	X
28. Further develop Video on Demand capacity utilizing current investment in digital tools (2.3.5).	Walla		X	X	X	X	X	X	X	X	X	X	X
29. Continue to provide district foundational trainings for teachers.	Curriculum Specialists, Lyons		X	X	X	X	X	X	X	X	X	X	X
30. Ensure that 100% of teachers are receiving high-quality staff development.	Lyons	X	X	X	X	X	X	X	X	X	X	X	X
31. Provide training and support for district staff re: special education referrals.	Cain, Stryk		X	X	X	X	X	X	X	X	X	X	
32. Provide support and training for implementation of more inclusive district campuses.	Meeks, White		X	X	X	X	X	X	X	X	X	X	X
33. Provide training and support for district staff for RTI.	Bristow		X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 8 SBEC Technology Application Standards

Leader(s): Walla Leader Progress Report Dates: January June	Brief Description: Establish system for initiating State Board for Education Certification Technology Applications Standards (2.1)	Evaluation Benchmark:											
NEW INITIATIVE													
Resources Required: None	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
1. Establish a plan to evaluate, design, implement, and ensure support for a district wide technology Professional Development and Multi-level Certification Program which includes defining technology competencies (2.1.1)	Walla, Lyons					X	X	X	X				
2. Provide and utilize on-line assessments of technology proficiencies for instructional staff and administrators (2.1.2).	Walla					X	X	X	X				
3. Provide and utilize on-line assessments of technology integration proficiencies for instructional staff and administrators (2.1.3).	Walla							X	X	X	X	X	
4. Develop a Lead Teacher mentoring and modeling program (2.1.7).	Walla												

Goal 3: To establish a structure for planning that assures that all aspects of maintenance, growth, and improvement are systematically addressed and reviewed to meet both long and short-term needs.

Correlates with:

State Objectives			
7) Student Performance			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress

Strategies

Goal 3 - Strategy 1 District, Campus, & Dept. Improvement Planning

Indicator: % employees reporting role in decision-making

Group:	Current	2010	2009
Employee Survey	Rated 4 or 5 on 5 point scale 2004 - 59.9% 2005 - 55.8% 2006 - 57.9% 2007 - 60.2% 2008 - 58.4 (Goal, 63%)	65%	63%

Indicator: Clear Goals Developed Collaboratively

Group:	Current	2010	2009
Employee Survey	Most of the time 2004 - 68.7% 2005 - 66.3% 2006 - 65.9% 2007 - 67.2% 2008 - 59.4% (Goal, 70%)	70%	65%

Leader(s): Teran, Reed, Bradfield Leader Progress Report Dates: December April	Brief Description: Provide training and support for campus, district, and department planning and decision making to promote continuous improvement efforts and to assure consistency in planning.	Evaluation Benchmark: Student performance; plans in place; plans systematically monitored; plans meeting auditors' standards.											
Resources Required: Instructional Specialists DSIC District Admin. Staff Cimarron Software	FTE's Required: Number of FTE's: None Comp. Ed. & Title Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
1. Assist principals with examination of staffing, student groupings, curriculum alignment, student identification, and benchmarking to improve student achievement.	Teran, Reed, Walker, Meeks, Lazarine		X	X		X			X	X			
2. Provide assistance in process for including Title and Comp. Ed. in campus planning including assistance with budgetary	Bristow		X	X	X	X							

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
concerns.													
3. Assist with analysis of data and with methodology for conducting needs assessments for district and campus planning in both the student and financial areas.	Bradfield, Ludwig	X	X	X	X	X			X	X	X	X	X
4. Provide training in process and software for campus and district planning.	Bradfield, Bristow		X	X								X	X
5. Continue district-wide management system training.	Walla		X	X	X								
6. Continue training of activity fund software.	Reynolds			X	X	X					X	X	
7. Review campus plans to ensure that they have the elements required by the state and include elements recommended by "No Child Left Behind" legislation; also, ensure that the plans address the needs of the campus.	Bradfield, Teran, Reed, Bristow		X	X	X	X							
8. Monitor implementation of district and campus plans throughout the year.	Teran, Reed					X	X	X	X	X	X	X	X
9. Continue meetings with DSIC to receive input on district plan, to address district concerns, and to discuss and provide input for staff development.	Willman				X		X		X			X	
10. Continue transition to an exemplary library program in every school,	Walker, Principals, Librarians				X	X	X	X	X	X	X	X	X
11. Continue to research, plan, and implement research-based reform strategies as needed for continuous improvement.	Randle	X	X	X	X		X	X	X	X	X	X	X
12. Meet with cabinet regularly to review data and plan and evaluate district processes.	Randle	X	X	X	X	X	X	X	X	X	X	X	X
13. Monitor the campus clinic standards by observation visits in the fall and spring, and as necessary. Work with nurses whose clinics fail to be in compliance with the standards to resolve problem areas.	Smith, Principals				X						X		

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	p	u
14. Work with district counselors to review their evaluation instrument and make modifications to bring it into compliance with TEA job description for counselors.	Bradfield, Principals				X	X	X						
15. Monitor the use of purchasing cards to ensure appropriate use and compliance with state purchasing laws.	Reynolds, Fox		X	X	X	X	X	X	X	X	X	X	
16. Analyze the workload of accounts payable clerks to determine the most efficient division of vendors.	Reynolds			X	X								
17. Share with campus administrators the indicators from the district plan that impact their campuses to ensure improvement in critical areas.	Teran, Reed				X	X							
18. Integrate campus technology planning into campus and district improvement planning process (3.1.2).	Hickman, Reed, Teran, Walker										X	X	X
19. Work with technology department to establish valid measures for technology strategies.	Hickman, Bradfield	X	X										X
20. Review purchasing procedures and staffing patterns to determine changes necessary to promote efficiency.	Ludwig, Fox			X	X	X	X						
21. Review and analyze central warehouse receiving and distribution methodologies to improve efficiency and effectiveness.	Ludwig, Fox			X	X	X	X						
22. Work with campuses and departments to facilitate the conversion from hard copy documents to electronic format (inter-school/dept. mail, payroll documents, etc.).	Ludwig, Fox, Dawson, Reynolds, Behne												
23. Streamline accounting for capital assets by refining asset categories and monitoring only those categories of material value and risk to the district.	Ludwig, Fox, Montgomery, Reynolds			X	X	X	X						
24. Update/revise staffing guidelines for State Comp Ed.	Bristow					X	X	X	X	X			
25. Review and update the elementary guidance curriculum.	Bradfield					X	X	X	X	X	X		

Goal 3 - Strategy 2 Campus Support

Indicator: Rating given to district administration

Group:	Current	2010	2009
Employee Survey	Average out of 5 points 2004: 3.6 2005: 3.5 2006: 3.7 2007: 3.6 2008 : 3.7 (Goal, 3.7)	3.8	3.8

Leader(s): Teran, Reed Leader Progress Report Dates: December May	Brief Description: Monitor implementation of administration regulations and best practices on individual campuses, providing advice, clarification, technical feedback, and support.	Evaluation Benchmark: Student success on benchmark measures											
Resources Required: Scantools Software Research & Accountability Instructional Specialists District Admin. Staff Design Expert Software	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Assist campuses in accountability processes.	Reed, Teran, Bradfield,	X	X	X	X	X	X	X	X		X	X	X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
	Bristow												
2. Have regular meetings with campus principals, individually and as a group, to discuss issues and ideas.	Teran, Reed	X	X	X	X	X	X			X	X	X	X
3. Have regular meetings with campus principals, individually and as a group to discuss financial concerns.	Ludwig, Reynolds, Dawson	X		X		X					X		
4. Carry out regular campus visits to observe practices and discuss issues with teachers. Share observations with principals.	Teran, Reed	X	X	X	X	X	X	X	X	X	X	X	X
5. Work with committees to make revisions annually to the Grading and Reporting Guidelines.	Teran, Reed	X								X			
6. Provide technical support to insure appropriate identification of students and implementation of programs to meet special needs i.e. Pass, Pegasus.	Meeks, Morris, Lazarine, Cain, Stryk, White	X	X			X	X	X	X	X	X	X	X
7. Have regular meetings with campus assistant principals to discuss issues and provide needed support.	Reed, Teran					X		X			X		X
8. Assist campuses and central office personnel with obtaining and examining data needed for decision-making including student performance and survey data. Assist campuses and central office staff with writing , administering , and disaggregating results of campus and program- specific surveys.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
9. Assist campuses and central office personnel with examining financial data including budget summary and expenditure detail reports. Assist with analyzing the data and projecting future needs so that proper planning may occur. k	Ludwig, Dawson		X	X	X	X	X	X	X	X	X	X	
10. Continue implementation of leadership training opportunities for campus elementary and secondary principals for professional growth.	Reed, Teran					X							

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
11. Provide technical support to insure appropriate identification of Homeless, At Risk, and 504 students.	Bristow		X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
reporting of financial data.													
7. Continue remote access to financial data for campus level analysis; provide training to district personnel in the selection and use of data provided.	Ludwig, Dawson	X	X	X	X	X	X	X	X	X	X	X	
8. Review purchasing process to identify electronic capabilities that will lead to efficiency.	Ludwig, Fox			X	X	X	X						
9. Continue to improve communication between functional areas of the district (Accounting, Communication, Human Resources, Data processing, etc.) to streamline operations and ensure compliance where required.	Department Directors	X	X	X	X	X	X	X	X	X	X	X	X
10. Provide administrative access to Discovery through district provided blackberrys.	Hickman					X	X	X	X	X	X	X	X

Goal 3 - Strategy 4 Budget allocation process

Indicator: % of employees who have needed resources to do job

Group:	Current	2010	2009
Employee Survey	Rated 4 or 5 on a 5 point scale: 2004: 63.2% 2005: 61.4% 2006: 60.4% 2007: 58.3% 2008: 64.7 (Goal, 62)	68%	66%

Leader(s): Ludwig Leader Progress Report Dates: December April	Brief Description: Secure, allocate and expend resources in an efficient and effective manner that promotes and supports improved student learning, identified district needs, and input from stakeholders.	Evaluation Benchmark: Maintain balanced budget; progress toward multi-year financial planning process; comply with state mandates for financial management accountability.	
Resources Required: Time Supplies Instructional Specialists District Admin. Staff	FTE's Required: Number of FTE's: None Partially Comp. Ed Funded Cost: None	Source of Funds: None	Amount \$0.00 \$0.00
Timeline			
Activity	Person(s) Responsible	J u l A u g S e p O c t N o v D e c J a n F e b M a r A p r M a y J u n	
1. Assist campuses through annual planning to identify costs in district and campus plans particularly as it applies to Title funds,	Bristow, Reed, Teran	X X X X	

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
grant funds, any specialized funds.													
2. Continue and expand comprehensive needs assessment for allocating supplemental funds for all federal programs.	Bristow			X		X			X		X		
3. Determine per pupil cost based on state/local/federal entitlements.	Ludwig, Reynolds, Dawson			X		X			X				
4. Review expenditures of supplemental dollars for special programs on a scheduled basis to ensure appropriate spending of grants awarded.	Meeks, Ludwig, Reynolds, Davila		X					X		X			X
5. Systematically coordinate and consult with private schools regarding budgeting for federal funds.	Meeks, Bristow		X								X		
6. Hold a public meeting for community members and parents to provide feedback and receive input for the design and implementation of federal and/or grant programs.	Bristow												X
7. Examine all areas of expenditure to determine ways to reduce costs.	Ludwig, Dawson	X	X	X	X	X	X	X	X	X	X	X	X
8. Require explanations on all budget amendments where money is being moved from one function to another.	Dawson	X	X	X	X	X	X	X	X	X	X	X	X
9. Establish a district procedure for grant applications and renewal including designating someone who would serve as grant coordinator; duties would include: communication with district and campus personnel interested in applying for grants, the application process, budgeting for awards received, and coordination with accounting regarding the operation of the program and the reporting process.	Randle, Ludwig, Reynolds, Dawson, Walker, Lyons			X	X	X							
10. Establish procedures and timelines for review and compliance monitoring of (1) Title I Comparability and (2) maintenance of effort for special education. Include joint responsibilities for business office and instructional personnel.	Bristow, Meeks, Ludwig, Reynolds					X	X						
11. Adopt a district policy requiring the maintenance of a specific fund balance level for the General Operating Fund. The	Randle, Ludwig, Reynolds, Dawson	X	X		X	X	X						

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	l	g	p	t	o	v	e	c	a	n	b
		e	r	a	r	y	a	r	m	a	y	j	u
		n	e	e	r	e	d	e	d	e	d	e	d
benchmark should be the range recommended by the TEA and based on a targeted percent of budgeted expenditures for the subsequent fiscal year.													
12. Initiate staff development process for campus administrators in understanding and using resources allocated to them.	Ludwig, Reed, Teran, Dawson							X	X	X			
13. Promote collaborations between instructional and financial administration to ensure that inter-related issues are addressed: PEIMS, budget amendments, compliance requirements, accountability, etc.	Randle, Ludwig, Dawson		X	X	X	X	X	X	X	X	X	X	X
14. Continue meeting regularly with Board Audit Committee to ensure that trustees and community are properly informed of district financial position and operations.	Ludwig, Reynolds, Dawson		X	X	X	X	X	X	X	X	X	X	X
15. Continue/expand the district's Comprehensive Annual Financial Report to include information that is useful and interesting for the reader.	Ludwig, Reynolds								X	X			
16. Develop a calendar for internal auditing of various areas such as school activity funds and accounts payable.	Ludwig, Reynolds			X	X	X							
17. Consider revisions to account coding system to streamline the accounting process while maintaining required level of accountability for reporting.	Ludwig, Reynolds, Davila, Dawson		X	X					X			X	
18. Review purchasing and internal control effort to expedite the procurement process and implement electronic handling system.	Reynolds, Fox, Davila	X	X	X	X	X	X	X	X	X	X	X	X
19. Perform self assessment of the district's risk for fraud. Based on the results of the assessment, management is required by SAS99, a new auditing standard, to implement appropriate systems and policies to sufficiently diminish the risk of fraud. Implement such systems and policies.	Randle, Ludwig, Reynolds	X	X	X	X	X	X	X	X	X	X	X	X
20. Review food service program to ensure efficiency and evaluate pricing of meals.	Ludwig, Simmons								X				
21. Review benefit allocation process for efficiency.	Ludwig, Reynolds, Davila,		X	X					X			X	

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	
		u	u	e	c	o	e	a	e	a	p	a	u	
		l	g	p	t	v	c	n	b	r	r	y	n	
Dawson														
22. Monitor bond construction process through regular meetings with program management team and comparisons of financial reports.	Randle, Ludwig, Reynolds, Dawson	X	X	X	X	X	X	X	X	X	X	X	X	
23. Implement process for quarterly budget analysis to assist in producing accurate financial projections.	Ludwig, Reynolds, Dawson			X	X	X								
24. Continue refinement of district's budgeting process to ensure most efficient use of resources.	Ludwig, Dawson	X	X			X	X	X	X					
25. Provide for collaborative budget process where budget managers must link campus & department goals to planned, budgeted expenditures.	Ludwig, Dawson	X	X			X			X			X		
26. Expand the district's investment program to generate additional revenues, while maintaining security of principal and sufficient liquidity to meet obligations.	Ludwig, Reynolds, Dawson	X	X			X				X				X
27. Seek alternative technology funding sources to supplement the state technology allotment (3.3.4).	Ludwig, Hickman, Dawson				X	X			X	X				
28. Review expenditures of supplemental state/federal dollars on a regular basis to ensure appropriate use of funds.	Bristow, Reynolds	X	X	X	X	X	X	X	X	X	X	X	X	
29. Track technology expenditures for technology training (3.3.3).	Ludwig, Hickman, Dawson	X	X	X	X	X	X	X	X	X	X	X	X	

Goal 3 - Strategy 5 Facilities and Transportation

Indicator: Facilities Maintenance

Group:	Current	2010	2009
Employee Survey	4 or 5 rating out of 5 2004 - 61.8% 2005 - 63.1% 2006 - 67.1% 2007 - 67.6% 2008 - 67.9 (Goal, 70%)	73%	70%

Indicator: Cleanliness of Facilities

Group:	Current	2010	2009
Employee Survey	Rated 4 or 5 on a 5 point scale 2005 - 68.7% 2006 - 71.5% 2007 - 74.0% 2008 - 72.2% (Goal, 75%)	78%	75%

Leader(s): McKeever	Brief Description: Review, update, and monitor schedules and procedures governing construction, remodeling, and maintenance of school facilities and transportation to ensure that an optimal environment is provided for teaching and learning.	Evaluation Benchmark: Customer satisfaction; students arrive at school on time	
Leader Progress Report Dates: December April			
Resources Required: Time Supplies	FTE's Required:	Source of Funds: None	Amount \$0.00 <hr/> \$0.00

SchoolDude.com	Number of FTE's: None
Region IV	Not Specified
Maintenance Staff	Cost: None
Gilbane	
District Admin. Staff	
Bus Drivers	

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Assist Gilbane Building Company as needed as they oversee LCISD's 2006 bond program .	McKeever	X	X	X	X	X	X	X	X	X	X	X	X
2. Work with Gilbane Building Company to provide a continual update of the 2006 bond progress on the district webpage.	Willman	X	X	X	X	X	X	X	X	X	X	X	
3. Continue to work closely with Region IV Energy Management and continue to collect data with the new organization in Maintenance and Operations.	McKeever	X	X	X	X	X	X	X	X	X	X	X	X
4. Based on job study with Region IV, continue work with Region IV to implement the expanded inventory control system so that materials needed for a work order can be tracked more efficiently.	McKeever	X	X	X	X	X	X	X	X	X	X	X	X
5. Work with zoning committee to distribute students equitably for the opening of new schools.	Willman				X	X	X	X	X	X			
6. Oversee building maintenance and cleanliness.	McKeever	X	X	X	X	X	X	X	X	X	X	X	X
7. Implement Life Cycle Analysis and schedule for replacements of major capital assets and certain renovations (buses, roofs, parking lots, chillers, etc) based on availability of resources.	McKeever	X	X	X	X	X	X	X	X	X	X	X	X
8. Oversee the building and moving of portable buildings to meet the needs of a growing population.	McKeever	X	X								X	X	X
9. Continue to refine bus routing network to the most efficient system possible.	Stegemiller	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
10. Create an Administrative Regulation to encourage energy savings at the campus level.	McKeever			X	X	X	X	X	X	X	X	X	X
11. Oversee installation of GPS tracking system for transportation.	Stegemiller		X	X	X	X	X						
12. Oversee installation of GPS tracking for Maintenance and Operations vehicles.	McKeever							X	X	X	X	X	X
13. Coordinate with Region IV to conduct a transportation review for routing efficiency and state allotment.	Stegemiller			X	X	X	X	X	X	X	X	X	X
14. Assist Gilbane with facilities assessment for the LCISD 2009 bond program.	McKeever			X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 6 Streamline core functions through technology

Leader(s): Hickman Leader Progress Report Dates: January July	Brief Description: Improve system wide efficiency, productivity, planning, and allocation of resources by aligning, prioritizing, integrating and automating the core functions of departmental, business, and support processes. (3.2)	Evaluation Benchmark:											
Resources Required: None	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
1. Establish a plan to evaluate, inventory, design, fund, prioritize, implement, and provide support for an integrated system-wide support process management solution: financial, human resource, transportation and food service systems (3.2.1).	Ludwig, Hickman, Dept. Heads		X	X	X	X	X	X	X	X	X	X	X
2. Identify current internal and external integrations in place (3.2.3).	Hickman					X	X	X	X				
3. Provide an accurate inventory of all support processes data (3.2.4).	Hickman					X	X	X	X				
4. Provide a plan that addresses data access security issues (3.2.5).	Hickman				X	X	X	X	X	X	X	X	

Goal 4: To create an effective integrated learning environment using technology as a tool to facilitate learning, delivery of instruction, and productivity thereby helping students and staff to become effective and efficient users.

Correlates with:

Graduate Profile			
7) Efficient Users of Technology			
State Objectives			
8) School Environment	9) Instructional Techniques	10) Technology	
Effective School Correlates			
6) Frequent Monitoring of Student Progress			
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation
5) Evaluation Process for Monitoring Progress			

Strategies

Goal 4 - Strategy 1 Technology Integration

Indicator: Well-prepared to integrate technology

Group:	Current	2010	2009
Employee Survey	Well prepared 2005: 46.0% 2006: 45.6% 2007: 49.2% 2008: 48.4% (Goal, 55%)	60%	55%

Leader(s):	Brief Description:	Evaluation Benchmark:
Walker, Walla Leader Progress Report Dates: December April	Effectively integrate technology into the LCISD curriculum as a learning and productivity tool.	Technology TEKS being taught; teachers using classroom technology available.

Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	None	\$0.00
Technology Trainers	Not Specified		\$0.00
Network Manager	Cost: None		
District Tech Resources			
District Tech Consultant			
District Intranet			
District Admin. Staff			
Campus Computer Labs			

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Utilize integrated learning systems such as Success Maker	Walker, Principals		X	X	X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
and Waterford to increase and enhance student learning and TEKS mastery.													
2. Utilize software such as Inspiration, Kidspiration, KidPix, and office applications to provide a rich learning environment and to address the TEKS.	Walker, Walla, Principals		X	X	X	X	X	X	X	X	X	X	X
3. Continue to select and adopt technology-based instructional materials that support teaching the TEKS. Included are calculators, science lab probes, and curriculum-based streaming video services.	Walker							X					X
4. Maintain videoconferencing ability between and among all schools and Brazos Crossing.	Hickman, Smith	X	X	X	X	X	X	X	X	X	X	X	X
5. Continue ability to videoconference with Region IV as well as anyone with internet connectivity.	Hickman, Smith	X	X	X	X	X	X	X	X	X	X	X	X
6. Continue utilization of LCISD's video conferencing capability to use distance learning for course credits, collaborative projects, and staff development opportunities.	Hickman, Teran, Smith	X	X	X	X	X	X	X	X				
7. Establish and maintain student accounts on the district network servers to enable secondary students to save work throughout the year.	Lapetino	X	X	X	X	X	X				X	X	X
8. Continue State Math Diagnostic System program for all math teachers, grades 3-11 and provide staff development and support for the program.	Frankie			X	X	X	X	X	X	X	X	X	X
9. Maintain, update, and provide training as needed in the Assessment Data Management (ADM) system utilized for disaggregating student performance data at the teacher's desktop.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
10. Continue to implement district-wide keyboarding program to ensure mastery of keyboarding skills by fifth grade.	Hickman, Welch				X	X	X	X	X	X	X	X	X
11. Implement on-line technology application curriculum to	Walla, Walker		X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
address TEKS for grades K-12													
12. Utilize technology subscription services such as NetTrekker and United Streaming to enrich classroom instruction and address TEKS.	Walla	X	X	X	X	X	X	X	X	X	X	X	X
13. Utilize Campus Instructional Technology Specialists (CITS) to develop technology integrated lesson plans for district wide use.	Walla	X	X	X	X	X	X	X	X	X	X	X	X
14. Provide teacher training in the use of technology tools, via CITS.	Walla	X	X	X	X	X	X	X	X	X	X	X	X
15. Utilize CITS to support INTERACT participants throughout the school year.	Walla, Walker			X	X	X	X	X	X	X	X	X	
16. Plan INTERACT II.	Hickman, Walker, Teran, CITS			X	X	X	X	X	X	X	X	X	

Goal 4 - Strategy 2 Technology Access

Indicator: Networked computers available

Group:	Current	2010	2009
	2005: 6020 2006: 6039 2007: 7594 2008: 7921	Maintain 1:4 ratio	Maintain 1:4 ratio to student enrollment

Indicator: Technology Resources Rating

Group:	Current	2010	2009
Employee Survey	Rating of 4 or 5 on 5-point scale 2004: 45.6% 2005: 56.5% 2006 - 58.8% 2007 - 57.9% 2008 - 62.3% (Goal, 60%)	68%	65%

Leader(s): Hickman	Brief Description: Provide students, educators, and staff system-wide equitable access to technology that is current, secure, complex, and powerful enough to meet learning, teaching, and management needs(4.1).	Evaluation Benchmark:
Leader Progress Report Dates: January June		
NEW INITIATIVE		
Resources Required: Technology Task Force Technology Consultants	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None
		Amount \$0.00 <hr/> \$0.00

Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	a	u
1. Define the scope of accountability for the LCISD Technology Department, including design (4.1.1).	Hickman			X	X	X	X						
2. Implement equitable and targeted computer ratios for students, educators, and staff based on task force recommendations (4.1.2).	Hickman				X	X	X	X	X	X	X	X	X
3. Establish, apply, communicate, and enforce specifications and standards for hardware and software based on research and targeted goals with priority given to workgroup/desktop printer standards and support guidelines (4.1.3).	Hickman	X	X	X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 3 Technology Support

Indicator: Technology Support Rating

Group:	Current	2010	2009
Employee Survey	Rating of 4 or 5 on a 5 point scale: 2005 - 55.4% 2006 - 55.5% 2007 - 58.0% 2008 - 64.8% (Goal, 60%)	70%	67%

Leader(s): Hickman	Brief Description: Invest and employ strategies for effective and efficient technology use, curriculum integration, community access, support and financial accountability (4.2)	Evaluation Benchmark:												
Leader Progress Report Dates: January June														
NEW INITIATIVE														
Resources Required: Technology Specialists Technology Consultants Network Operating Cntr Network Manager	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None												Amount \$0.00 \$0.00
Timeline														
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	
		u	u	e	c	o	e	a	e	a	p	a	u	
		i	g	p	t	v	c	n	b	r	r	y	n	
1. Maintain and fund a district wide hardware/software Refresh Plan with procedures that include: budget allocations with baseline allotments, schedules, support, sustainability, and total	Hickman				X	X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
cost of ownership (4.2.1).													
2. Maintain critical components hardware, software, and network maintenance agreements and licensing (4.2.15).	Hickman		X	X	X	X	X	X	X	X	X	X	X
3. Continue to upgrade and support wide area network, local area networks, hardware and software to meet district technology standards and to ensure equity of access to quality technology resources (4.2.2).	Hickman		X	X	X	X	X	X	X	X	X	X	X
4. Establish, apply, communicate, and enforce standards for technical requirements: networks and network related hardware, appropriate bandwidth, workstation hardware (4.2.3).	Hickman		X	X	X	X	X	X	X	X	X	X	X
5. Develop strategies and guidelines for providing access to district resources from outside the network and non-district devices access to internal network resources (4.2.4).	Hickman											X	X
6. Develop and communicate hardware and software district standards (4.2.5).	Hickman	X	X	X	X	X	X	X	X	X	X	X	X
7. Provide technology management tools to improve service levels and response time including desktop, network, network access, and user tools (4.2.6).	Hickman						X	X	X	X	X	X	X
8. Provide quality technical service and repair. Establish departmental acceptable service level goals and guidelines (4.2.7).	Hickman	X	X	X	X	X	X	X	X	X	X	X	X
9. Continue to seek outside services for special projects and consulting expertise (4.2.8).	Hickman	X	X	X	X	X	X	X	X	X	X	X	X
10. Develop policies and processes for safeguarding critical systems and data against loss of access or destruction due to theft, fire, or natural disaster (4.4).	Hickman		X	X	X	X	X	X	X	X	X	X	X
11. Develop, implement and maintain a disaster recovery plan. Build a secondary Network Operation Center with backup and mission critical services. Reference 4.5.4. Evaluate offsite storage of data (4.4.1).	Hickman					X	X	X	X				

Goal 4 - Strategy 4 Campus and District Technology Use

Indicator: District Email Accounts Maintained

Group:	Current	2010	2009
	2005, Sept. 6 - 2263 2006, Sept. 1 - 2450 2007, Sept. 10 - 2606 2008, Sept. 15 - 3019	Increase based on growth	Increase based on growth

Leader(s):	Brief Description:	Evaluation Benchmark:											
Hickman Leader Progress Report Dates: January June	Increase campus and district technology communications, data-driven decision-making, and quality of internal and external communications both during the day and outside the regular school day (4.5).												
Resources Required:	FTE's Required:	Source of Funds:	Amount										
Network Manager	Number of FTE's: None Fully Comp. Ed Funded Cost: None	None	\$0.00 \$0.00										
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Continue to provide and upgrade, as needed, adequate bandwidth for high speed internet connectivity (4.5.1).	Hickman							X	X			X	X
2. Provide adequate support for responsive, dependable electronic mail (4.5.2).	Hickman	X	X	X	X	X	X	X	X	X	X	X	X
3. Provide equity of access and adequacy of resources to a	Hickman, McKeever					X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
district wide telephone, voicemail, and unified messaging system. Classroom telephones in 4.5.6. (4.5.3).													
4. Provide redundancy of resources to minimize downtime (4.5.4).	Hickman			X	X	X	X	X	X	X	X	X	X
5. Continue to support the district wide telephone services (4.5.6).	McKeever	X	X	X	X	X	X	X	X	X	X	X	X
6. Pilot student tracking system at McNeill Elementary to record information when students enter and exit the bus.	McKeever			X	X	X	X	X	X	X	X	X	

Goal 5: To provide multiple communication forums, both within and outside the school district that result in a greater understanding of the needs of all stakeholders, thereby increasing student successes and improving LCISD's image among parents, taxpayers, and other significant groups.

Correlates with:

Graduate Profile	
1) Effective Communicators	
State Objectives	
1) Partnering Parents with Educators	6) School Personnel
Effective School Correlates	
3) Instructional Leadership	7) Home-School Relations

Strategies

Goal 5 - Strategy 1 Image Building Activities

Indicator: District Rating by Employees

Group:	Current	2010	2009
Employee Survey	Rating of 4 or 5 on a 5 point scale 2004: 67.7% 2005: 61.2% 2006: 63.1% 2007: 63.9% 2008: 70.7 (Goal, 66%)	75%	73%

Indicator: Enrollment

Group:	Current	2010	2009
Ever enrolled	2002 - 17,908 2003 - 18,470 2004 - 19,743 2005 - 20,786 2006 - 22,237 2007 - 22,996 2008 - 24,341	Actual count	Actual count

Leader(s): Willman	Brief Description: Develop and continue image-building activities at both the district and campus level.	Evaluation Benchmark: Improved image as measured by annual survey and by number of new students	
Leader Progress Report Dates: December April			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	None	\$0.00
Technology	Not Specified		\$0.00
Graphic Arts	Cost: None		

District Coordinator													
Community Members													
Timeline													
Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
1. Continue publications: The New View, Board Report, FACTS, Back to School Guide, District Brochures.	Willman	X	X	X	X	X	X	X	X	X	X	X	X
2. Continue biweekly staff email newsletter.	Willman/Sulak		X	X	X	X	X	X	X	X	X	X	X
3. Continue to update and produce relocation packet material to provide families moving into LCISD with information about the schools their children will attend. Add customized information for new residential developments as they begin construction. k	Willman	X	X	X	X	X	X	X	X	X	X	X	X
4. Continue participation in the Rosenberg Image Committee and Chamber Education Council.	Willman		X	X	X	X	X	X	X	X	X	X	X
5. Continue to provide district information training sessions/school tours for realtors and new developers as requested.	Willman	X	X	X	X	X	X	X	X	X	X	X	X
6. Provide Title I Parent Involvement to build ties between home and school.	Bristow, Duban		X	X	X	X	X	X	X	X	X	X	X

Goal 5 - Strategy 2 Two-way communication between district & community

Indicator: Parents are made to feel welcomed

Group:	Current	2010	2009
Employee Survey	Responded "Most of the Time" 2008: 80.7%	85%	83%

<p>Leader(s): Willman</p> <p>Leader Progress Report Dates: December April</p>	<p>Brief Description: Provide opportunities for 2-way communication to occur between community members and the district in order to receive input from and provide information to all stakeholders. Include special activities that address communication between the district and parents.</p>	<p>Evaluation Benchmark: Number of structures in place to provide 2-way communication</p>						
<p>Resources Required: Time Graphic Arts GIS Software District Web Page District Staff District Coordinator District Admin. Staff Design Expert Software Community Members Bubble Software</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
	Amount							
	\$0.00							
	\$0.00							
<p>Timeline</p>								

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
1. Continue Advisory Councils that involve community members: Health Council, At Risk Committee, START Committee, CATE Advisory Council, DSIC, Special Education Advisory Committee, Leadership High School Advisory Council, OEYP Advisory Committee, Common Threads Advisory Committee, LEAF Board, Technology Advisory Committee.	District Administration		X	X	X	X	X	X	X	X	X	X	
2. Receive suggestions for improvement from community from suggestion box placed at Brazos Crossing.	Willman	X	X	X	X	X	X	X	X	X	X	X	X
3. Provide parent information via District Website. Work with schools to add school information and booster club information to the district website.	Duban, Davis		X	X	X	X		X	X	X	X	X	
4. Provide training for LCISD staff on how to improve customer service attitudes as requested.	Willman, Lyons		X	X	X	X	X	X	X	X	X	X	
5. Continue key communicators group to provide 2-way communication between district personnel, parents, community members through e-mail.	Willman	X	X	X	X	X	X	X	X	X	X	X	X
6. Continue participation/membership in Rosenberg Image Committee. A representative for each high school is on the committee.	Willman	X	X	X	X	X	X	X	X	X	X	X	X
7. Meet with PTO/PTA officers on request.	Duban		X	X	X	X	X	X	X	X	X	X	
8. Speak to community service organizations on a regular basis to communicate goals, strategies, and activities of the district and to receive input on needs from the community's point of view.	District Administration	X	X	X	X	X	X	X	X	X	X	X	X
10. Solicit parent and community participation on appropriate district committees.	Willman, Davis			X	X			X	X			X	X
11. Partner with community groups to support adult literacy continuing education needs in the community (5.3.1).	Willman							X	X	X			
12. Investigate access to Community Libraries or Community Technology Centers funds and resources to increase district/school partnerships (5.3.2).	Hickman	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
13. Collaborate with support staff to develop/coordinate a district parent involvement plan.	Duban			X	X	X	X	X	X	X	X	X	
14. Collaborate with Director of Staff Development to provide parent involvement in-service sessions for teachers and staff.	Duban				X			X					X

Goal 5 - Strategy 3 Communication between campuses and district

Indicator: Rating given to district administration

Group:	Current	2010	2009
Employee Survey	Average out of 5 points 2004: 3.6 2005: 3.5 2006: 3.7 2007: 3.6 2008 : 3.7 (Goal, 3.7)	3.8	3.8

<p>Leader(s): Willman</p> <p>Leader Progress Report Dates: December April</p>	<p>Brief Description: Establish reciprocal channels of communication between campuses and central administration to assure support for student achievement</p>	<p>Evaluation Benchmark: Campus rating of district administration</p>																																					
<p>Resources Required: Time Teachers Graphic Arts DSIC District Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 \$0.00</p>																																				
Timeline																																							
Activity	Person(s) Responsible	<table border="1"> <tr> <td>J</td><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td> </tr> <tr> <td>u</td><td>u</td><td>e</td><td>c</td><td>o</td><td>e</td><td>a</td><td>e</td><td>a</td><td>p</td><td>a</td><td>u</td> </tr> <tr> <td>l</td><td>g</td><td>p</td><td>t</td><td>v</td><td>c</td><td>n</td><td>b</td><td>r</td><td>r</td><td>y</td><td>n</td> </tr> </table>	J	A	S	O	N	D	J	F	M	A	M	J	u	u	e	c	o	e	a	e	a	p	a	u	l	g	p	t	v	c	n	b	r	r	y	n	
J	A	S	O	N	D	J	F	M	A	M	J																												
u	u	e	c	o	e	a	e	a	p	a	u																												
l	g	p	t	v	c	n	b	r	r	y	n																												
1. Continue involvement of DSIC in monitoring implementation of	Randle, Willman	<table border="1"> <tr> <td></td><td></td><td></td><td>X</td><td>X</td><td></td><td>X</td><td>X</td><td></td><td>X</td><td>X</td><td></td> </tr> </table>				X	X		X	X		X	X																										
			X	X		X	X		X	X																													

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
district plan and assisting with decision-making.													
2. Meet with administrators following each board meeting to share information and hear concerns.	Randle	X	X	X	X	X		X	X	X	X		X
3. Continue publication of diversity calendar. Present diversity calendar to teachers for entire year so that it can be used as a planning document. Stress monthly characteristics identified in the TRUST initiative as part of the diversity calendar.	Willman		X	X	X	X	X	X	X	X	X	X	
4. Continue monthly publication of The New View and the LCISD Board Report and make available on-line.	Willman	X	X	X	X	X	X	X	X	X	X		
5. Continue district resource group meetings to coordinate services for high-need students.	Gray	X	X	X	X	X	X	X	X	X	X	X	X
6. Continue Superintendent meetings with LCTA.	Randle	X	X	X	X	X	X	X	X			X	X
7. Continue meeting with each campus staff to gather information and hear concerns.	Randle	X	X	X	X							X	X
8. Utilize communication coordinator for every campus to serve as liaison between campus and communications department. Purpose of coordinator will be to provide information, events, and pictures to be published as media releases or articles for internal and external newsletters.	Willman	X	X	X	X			X	X	X	X	X	X
9. Conduct annual employee survey. Analyze results and categorize comments. Deliver results as well as comments to campuses and to district administrators to whom comments are applicable.	Bradfield	X	X	X							X	X	
10. Continue student advisory committee with representatives from grades 5-12 from each campus.	Randle, willman				X						X		
11. Communicate alternative funding opportunities concerning technology to appropriate district personnel (5.3.3).	Ludwig, Hickman				X	X	X						

Goal 5 - Strategy 4 Technology to Increase Communication

Indicator: District Email Accounts Maintained

Group:	Current	2010	2009
	2005, Sept. 6 - 2263 2006, Sept. 1 - 2450 2007, Sept. 10 - 2606 2008, Sept. 15 - 3019	Increase based on growth	Increase based on growth

Leader(s): Willman	Brief Description: Utilize technology to increase communication with community, among schools, and between schools and the district office.	Evaluation Benchmark: technology usages											
Leader Progress Report Dates: December April													
Resources Required: Time Network Manager District Web Page District Network District Intranet Computers	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
1. Utilize the intranet for Board Reports so that they will be readily available to all employees.	Willman	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
2. Utilize new electronic bus trip request and billing form accessible through the LCISD webpage.	Hickman, Willman, Stegemiller		X	X	X	X	X	X	X	X	X	X	X
3. Improve the percentage of campus/department posting of events on the web-based district events calendar.	Willman, Reed, Teran		X	X	X	X	X	X	X	X	X	X	
4. Maintain a testing, research, and accountability information area on the district website to provide updated information.	Bradfield	X	X	X	X	X	X	X	X	X	X	X	X
5. Utilize the intranet for surveying teachers to receive input in cases where it is appropriate.	Bradfield, Hickman		X	X	X	X	X	X	X	X	X	X	X
6. Place the district plan on the LCISD website so that it is available for parents, administrators and teachers to view.	Bradfield					X							
7. Update AEIS annually and place on LCISD website. Post campus ratings at the beginning of each year as required by law.	Bradfield						X	X					

Goal 5 - Strategy 5 Community support of student learning

Indicator: School Business Partnerships

Group:	Current	2010	2009
	2002: 363	570	550
	2003: 190		
	2004: 208		
	2005: 250		
	2006: 466		
	2007: 500		
	2008: 540		

Indicator: Volunteers in Public Schools

Group:	Current	2010	2009
	2004: 1967	4700	4500
	2005: 2960		
	2006: 3354		
	2007: 3832		
	2008: 4318 (Goal, 4000)		

Leader(s): Willman	Brief Description: Provide school/business partnerships and other structures which result in community support of student learning.	Evaluation Benchmark: Number of structures in place	
Leader Progress Report Dates: December April			
Resources Required: Volunteer Support	FTE's Required:	Source of Funds: None	Amount \$0.00

Time	Number of FTE's: None	\$0.00
Supplies	Fully Title Funded	
District Coordinator	Cost: None	
Community Members		

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Meet with K-12 campus staff to provide training in community involvement as requested.	Willman		X	X	X	X	X	X	X	X	X	X	
2. Promote ETCEP program which involves recycles ink cartridges for extra technology dollars for participating campuses.	Sulak, Knight		X	X	X	X	X	X	X	X	X	X	X
3. Expand the Employee Discount website by gaining more participation from area businesses.	Sulak		X	X	X	X	X	X	X	X	X	X	
4. Continue the common threads clothing-recycling program which will provide clothing and uniforms,coats, undergarments, and toiletries to LCISD students in need and provide presentations to community groups to increase awareness of program.	Duban	X	X	X	X	X	X	X	X	X	X	X	X
5. Train parents as volunteers utilizing the volunteer coordinator at each school.	Duban		X	X	X	X	X	X	X	X	X	X	
6. Meet with community-wide private/nonprofit schools for federal program planning.	Bristow												X X
7. Coordinate activities to LCISD students at participating private/nonprofit schools.	Bristow		X	X	X	X	X	X	X	X	X	X	X
8. Provide parent section on the LCISD webpage with parenting information.	Duban, Davis	X	X	X	X	X	X	X	X	X	X	X	X

Goal 5 - Strategy 6 Practices & programs for parents and families

Indicator: Sped Parents satisfied with ARD Meetings

Group:	Current	2010	2009
Parents of sped students	New % parents of special students who consider their child's ARD meetings an effective planning process 2007 - 94.4% 2008 - 95.0% (Goal, 96%)	97%	96%

Leader(s): Teran	Brief Description: Develop practices and programs for parents and families to meet needs and support academic success and high school completion for all students.	Evaluation Benchmark: Attendance at programs											
Leader Progress Report Dates: December, April													
Resources Required: Time Supplies Parent Liasons District Staff District Coordinator	FTE's Required: Number of FTE's: 2.00 Fully Title Funded Cost: None	Source of Funds: None	Amount \$0.00 \$0.00										
Timeline													
Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Continue to offer parenting workshops on campuses through parent liaisons.	Duban				X	X	X	X	X	X	X		
2. Continue Project Learn Program in conjunction with LCISD extended year and Accelerated Reading Program. Explore options for expanding services for parents.	Bauer	X	X	X	X	X	X	X	X	X	X	X	X
3. Help to identify Spanish interpreters at all campuses.	Hill			X						X	X		
4. Continue to interpret special programs information for Spanish-speaking parents.	Hill	X	X	X	X	X	X	X	X	X	X	X	X
5. Fully communicate benefits of Bilingual/ESL education to the parents of bilingual and esl students to decrease parent denials.	Hill		X	X	X								
6. Continue to develop parent involvement policies and Compacts on all Title I campuses.	Bristow, Duban			X	X	X	X						X
7. Continue to study barriers to participation of parents in their child's education and report results of study to campus and district administrators.	Duban, Bristow				X	X	X	X	X	X	X	X	X
8. Continue evaluation of parent participation based on research model.	Duban, Bristow												X
9. Continue to work with parent liaisons on Title I campuses to increase parent involvement.	Duban, Bristow		X	X	X	X	X	X	X	X	X	X	X
10. Provide workshops for parents of GT students.	Moss		X		X			X		X			
11. Provide information to parents regarding At-Risk, 504, ADHD, and Dyslexia.	Bristow	X	X	X	X		X	X	X	X			
12. Explore need and interest for additional parent support groups among parents of special education students.	Meeks, Morris, White	X	X	X		X	X	X	X				X

Goal 6: To address issues that enhance school climate thereby creating strong, safe, drug-free disciplined schools.

Correlates with:

Graduate Profile		
4) Responsible Citizens	5) Celebrants of Diversity	
State Objectives		
2) Student Potential	3) Dropout Prevention	8) School Environment
NCLB/ESEA Goals and Indicators		
4) Safe, Drug Free Learning Environments		
Effective School Correlates		
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	

Strategies

Goal 6 - Strategy 1 Empower students

Indicator: Alcohol and Drug Use

Group:	Current	2010	2009
Drug/Safety Survey	Regular Users-most weekends or more often Alcohol High School - 21.2% MJHS - 4.9% Tobacco HS - 11.7% MJHS - 2.1% Marijuana HS - 13.7% MJHS - 3.7% Energy Drinks HS - 25.3% MJHS - 20.7%	Continue to reduced rates	Reduced Rates

Indicator: DAEP Recidivism Rate

Group:	Current	2010	2009
ALC Students	2005- 17% 2006 - 11.5% 2007 - 8.6% 2008 - 23%	17%	20%

Indicator: Students Feeling Safe at School

Group:	Current	2010	2009
Drug/Safety Survey, Grades 3-12	2004 - 82.2% 2005 - 81.7% 2006 - 85.7% 2007 - 83.4% 2008 - Revised Survey Places Students Feel Unsafe at School Elementary Bus - 18.9% Playground - 17.5% Restroom - 13.4% MJHS Parking lot - 23.4% Gym/Locker room - 21.9% Restroom - 21.8% High School Restroom - 21.4% Parking Lot - 21.0% Hallways - 20.9%	Less than 10%	Less than 10% - Elementary Less than 20% - Secondary

Indicator: Stranger Danger

Group:	Current	2010	2009
Drug/Safety Survey, Gr. 3-5	Students very clear on what to do if a stranger approaches them 2005 - 93.3% 2006 - 93.4% 2007 - 93.6% 2008 - 96.9% (Goal, 95%)	99%	98%

Leader(s):	Brief Description:	Evaluation Benchmark:

Gray Leader Progress Report Dates: December April	Empower students to develop positive internal and external assets so that they are strong and successful learners and are safe and drug-free.	Interim discipline records; student awards
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Resources Required: Truancy Prevention Team Teachers Health Council At Risk Coordinators "Here's Looking at You" "Get Real About Violence"	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
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Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Provide the Middle/Junior high Leadership conference and the Leadership High School Program to help secondary students develop leadership qualities.	Gray, Morgan, Behne, Hansen			X	X	X	X	X	X	X	X	X	X
2. Provide substance abuse support mentors on grades 7-12 campuses for students requesting assistance.	Gray, Morgan, Behne, Hansen		X	X	X	X	X	X	X	X	X	X	X
3. Select students in grades 6-8 to participate in a summer leadership camp which focuses on resisting tobacco and other drugs.	Gray, Morgan, Behne, Hansen									X	X	X	
4. Initiate focus groups across the district to learn from students what they believe would help to increase their positive assets.	Gray, Morgan, Behne, Hansen		X	X	X	X	X	X	X	X	X	X	
5. Provide antivictimization training to elementary students to empower them to handle contact with strangers.	Bradfield; Elementary Counselors				X	X	X						
6. Provide secondary guidance lessons that focus on goal setting, managing diversity, and safe schools.	Bradfield; Secondary Counselors			X	X	X					X	X	X

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
7. Continue implementation and support of research-based violence prevention education programs, "Get Real About Violence" and "Here's Looking At You."	Gray, Morgan, Behne, Hansen		X	X	X	X	X	X	X	X	X	X	X
8. Establish student assistance program as a foundation for identifying and assisting students across the district, Identify and train teams; observe model programs; initiate program on every campus.	Gray, Morgan, Behne, Hansen		X	X	X	X	X	X	X	X	X	X	X
9. Continue distribution of the Gulf Coast Crises Intervention Fund to provide medical care for children when all other resources have been exhausted.	Bristow, Gray		X	X	X	X	X	X	X	X	X	X	X
10. Increase opportunities for community service for ALC II students.	Donnell		X	X	X	X	X	X	X	X	X	X	X
11. Provide alternative, non-traditional opportunities for graduating from high school.	Donnell	X	X	X	X	X	X	X	X	X	X	X	X
12. Carry out red ribbon month to emphasize drug prevention. Carry out annual poster contest and celebration of contest winners.	Gray, Morgan, Behne, Hansen				X	X							
13. Increase awareness and willingness to use Crimestoppers Program with new posters, speakers, and a focus on the power of the bystander.	Gray, Morgan, Behne, Hansen	X	X	X	X	X	X	X	X	X	X	X	X
14. Develop, revise and distribute the District Emergency Operations Plan (6.1.1).	Bowen	X	X	X						X	X	X	X
15. Provide distance-learning opportunities for safe student placement (ALC, ILL, and students with special needs) (6.1.6)	Hickman		X	X	X	X	X	X	X	X	X	X	X
16. Continue to fund and provide Raptor protection and support (6.1.7).	Randle, Bowen	X	X	X	X	X	X	X	X	X	X	X	X
17. Conduct safety audits. Compile data and generate summary reports.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X

Goal 6 - Strategy 2 Empower staff

Indicator: No of student removals to DAEP

Group:	Current	2010	2009
Secondary Students	2005 - 401 2006 - 469 2007 - 466 2008 - 514 (Goal, 430)	500	500

Indicator: Discipline as fair and consistent

Group:	Current	2010	2009
Employee Survey	Discipline as fair and consistent most of the time: 2005: 45.3% 2006: 45.2% 2007: 46.7% 2008: 43.6% (Goal, 50%)	52%	48%

Indicator: Students with 1 trustworthy adult at school

Group:	Current	2010	2009
Drug/Safety Survey	2005 MJH - 68.7% HS - 67.7%	85% for both levels	83% for both levels
	2006 MJH - 69.6% HS - 67.7%		
	2007 MJH - 69.2% HS - 67.3%		
	2008 MJH - 81.4% HS - 78.0%		

Indicator: Students as Bullies

Group:	Current	2010	2009
Drug/Safety Survey, Gr 3-5	Students reporting that kids often get away with being bullies at their school	10%	12%
	2005 - 15.4%		
	2006 - 15.5%		
	2007 - 15.6%		
	2008 - 13.8% (Goal, 12%)		

Indicator: Incidents of Drug/Alcohol Discipline Actions

Group:	Current	2010	2009
Discipline records	2005 - 120 2006 - 110 2007 - 78 2008 - 91	Decrease number of incidents by 10%	Decreased number of incidents by 10%

Leader(s):	Brief Description:	Evaluation Benchmark:
Gray	Empower all LCISD staff members to work together to create a safe and drug free school environment.	Interim discipline records
Leader Progress Report Dates: December April		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Fred Jones Tools	Number of FTE's: None	None	\$0.00
Drug Dog	Fully Comp. Ed Funded		\$0.00
CPI Program	Cost: None		
Counselor Crises Committe			

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	r	a	u
		i	g	p	t	v	c	n	b	r	p	y	n
1. Provide sessions on drug use and intervention for club sponsors and coaches.	Gray, Morgan, Behne, Hansen			X	X	X	X	X	X	X	X	X	X
2. Provide campus staff members with strategies and activities for creating a caring school climate.	Gray, Morgan, Behne, Hansen			X	X	X	X	X	X	X	X	X	
3. Contract with Intequest for canine drug detection services.	Randle		X	X	X	X	X	X	X	X	X	X	
4. Provide training and support on conflict resolution and expand	Gray, Counselors				X	X	X						

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
peer mediation training to intervene in incidents of violent behavior.													
5. Provide training to all new district administrators on discipline plan.	Reed, Teran		X					X					
6. Provide staff training to recognize and de-escalate reactive and inappropriate behaviors (CPI).	Gray, Bristow, Donnell	X	X	X	X	X	X	X	X	X	X	X	X
7. Provide a discipline alternative education program to improve discipline on campuses and to directly address student discipline problems for secondary and elementary students.	Teran, Donnell		X	X	X	X	X	X	X	X	X	X	
8. Share character development calendars with parents, teachers, students, and community at the beginning of the school year.	Gray, Morgan, Behne, Hansen		X	X	X	X	X						
9. Continue to define for teachers and other staff members processes to use when they suspect drug use.	Gray, Morgan, Behne, Hansen		X	X	X	X	X	X	X	X	X	X	
10. Continue to provide drug/gang awareness for all staff members as needed.	Gray, Morgan, Behne, Hansen		X	X	X	X	X	X	X	X	X	X	
11. Update district crises plan; provide school personnel with changes; provide training on district crises plan and assist campuses with the development and/or update of their campus crises plans.	Smith	X	X	X	X								X
12. Provide annual training for counselors on how to address students who threaten suicide or homicide.	Bradfield, Counselors				X	X							
13. Continue the TRUST Initiative. Provide training for new teachers; review with administrators at Retreat.	Lyons	X	X										
14. Continue to provide an employee assistance program.	Bowen	X	X	X	X	X	X	X	X	X	X	X	X
15. Continue Counselor Crises Response Team plan; provide training for team members to renew skills.	Bradfield, Garcia, Jones, Stavinoha	X	X	X		X	X	X	X	X	X	X	X
17. Monitor presentation to all staff who work directly with students information on Texas laws concerning the reporting of	Bradfield, Smith		X	X	X	X							

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
suspected child abuse.													
18. Support initiatives for 9th graders at all schools with a focus on grade 9 students completing high school within 4 years.	Teran, Gray	X	X	X	X	X	X	X	X	X	X	X	X
19. Continue to develop and implement procedures to utilize advanced telephone and automatic calling systems for emergency response and crises management (6.1.3)	McKeever		X	X	X	X	X	X	X	X	X	X	X
20. Continue to provide classroom telephones for emergency crisis and discipline situations and mobile phones for administrators (6.1.4).	McKeever	X	X	X	X	X	X	X	X	X	X	X	X
21. Provide training and on-going support to administrators regarding safe school requirements.	Bristow			X	X	X				X	X	X	
22. Provide bus drivers with additional training in student management.	Stegmiller		X										
22. Provide a Train-the-Trainer staff development for campus teachers on Fred Jones Tools for Teaching.	McCune		X										
23. Campus trainers provide staff development on Fred Jones Tools for Teaching to all campus instructional staff.	McCune, Campus Trainers	X	X	X	X	X							
24. Provide resources on Fred Jones Tools for Teaching to campuses as needed.	McCune		X	X	X	X	X	X	X	X	X	X	

Goal 6 - Strategy 3 Empower parents and community**Indicator:** No of citations

Group:	Current	2010	2009
all students	2005 - 440 2006 - 359 2007 - 348 2008 - 893 incidents	825	850

Indicator: Incidents of assault above Class C

Group:	Current	2010	2009
Discipline Records	2005 - 30 2006 - 16 2007 - 35 2008 - 27 (Goal, 25)	20	25

Indicator: Parents are made to feel welcomed

Group:	Current	2010	2009
Employee Survey	Responded "Most of the Time" 2008: 80.7%	85%	83%

Indicator: Bus Discipline Referrals

Group:	Current	2010	2009
eligible riders	2004: 7.7% 2005: 7% 2006: 12% 2007: 17% 2008 - Not Available Yet	10%	15%

Leader(s):	Brief Description:	Evaluation Benchmark:
Gray Leader Progress Report Dates: December April	Empower parents and community agencies as well as community members to take actions to ensure that children in LCISD are safe and drug free.	Parent concerns expressed in forums, etc.

Resources Required:	FTE's Required:	Source of Funds:	Amount
START Committee	Number of FTE's: None	None	\$0.00
Partners for Youth &Pals	Fully Comp. Ed Funded		\$0.00
District Admin. Staff	Cost: None		
"Before its too Late"			

Timeline

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
1. Utilizing Partners for Youth and Pals, provide "Before Its Too Late" sessions for all 6th graders.	Gray			X	X	X				X	X	X	
2. Utilize FBSO Truancy Abatement officers to provide awareness sessions on legal responsibilities for students in grades 4 and 5 (10 year old students).	Gray		X	X	X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		i	g	p	t	v	c	n	b	r	r	y	n
3. Through Partners for Youth, provide sessions for DAEP students on laws and legal responsibilities. Also, training will be provided to school staff to target ISS students.	Donnell			X	X	X				X	X	X	
4. Continue work with Municipal Courts to address students with MIP's (Minor In Possession).	Gray		X	X	X	X	X	X	X	X	X	X	X
5. Provide resources to parents and the community regarding 40 developmental assets and results of drug/safety survey in both English and Spanish.	Gray, Morgan, Behne, Hansen		X	X	X	X	X	X	X	X	X	X	X
6. Continue the student citation program and the use of campus-based resource officers at each junior high, high school, and ALC.	Teran		X	X	X	X	X	X	X	X	X	X	
7. Continue the development of a memorandum of understanding among law enforcement, neighborhood groups, youth agencies, and schools to join in efforts to minimize drug use in the communities and schools.	Gray			X	X	X	X	X	X	X	X	X	
8. Continue to facilitate on-campus, after school childcare programs for all elementary students.	Reed, Meeks		X	X	X	X	X	X	X	X	X	X	
9. Continue parent notification and intervention program for student bus discipline referrals.	Stegemiller		X	X	X	X	X	X	X	X	X	X	X
10. Maintain awareness of funding sources and of community health professionals who are willing to assist students with health concerns.	Smith			X	X	X	X	X	X	X	X	X	X
11. Work with Memorial Herman Health Care Systems with funding by George Foundation to provide uninsured and underinsured students with medical care through school-based health clinic.	Smith		X	X	X	X	X	X	X	X	X	X	
12. Provide linkages with public service agencies for referral purposes.	Bradfield, Smith, Gray	X	X	X	X	X	X	X	X	X	X	X	X
13. Coordinate with other agencies to provide successful	Meeks, Rogers, Murphy								X	X	X	X	X

Activity	Person(s) Responsible	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n
transitions for high school special education graduates.													
14. Continue involvement of parent and community in START advisory group. Work with START Committee to identify all community and school intervention/prevention efforts and determine gaps in services.	Gray			X		X			X		X		

Goal 6 - Strategy 4 Evaluate effectiveness of initiatives

Leader(s): Bradfield Leader Progress Report Dates: December April	Brief Description: Evaluate effectiveness of student, staff, parent, and community initiatives in establishing strong, drug-free, disciplined schools.	Evaluation Benchmark: Data collection to allow evaluation																																				
Resources Required: District Staff District Admin. Staff Developmental Assets Design Expert Software	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None <table border="0" style="width: 100%;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right;">Amount</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> </table>		Amount		\$0.00		\$0.00																														
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Activity	Person(s) Responsible	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>J</td><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td> </tr> <tr> <td>u</td><td>u</td><td>e</td><td>c</td><td>o</td><td>e</td><td>a</td><td>e</td><td>a</td><td>p</td><td>a</td><td>u</td> </tr> <tr> <td>i</td><td>g</td><td>p</td><td>t</td><td>v</td><td>c</td><td>n</td><td>b</td><td>r</td><td>r</td><td>y</td><td>n</td> </tr> </table>	J	A	S	O	N	D	J	F	M	A	M	J	u	u	e	c	o	e	a	e	a	p	a	u	i	g	p	t	v	c	n	b	r	r	y	n
J	A	S	O	N	D	J	F	M	A	M	J																											
u	u	e	c	o	e	a	e	a	p	a	u																											
i	g	p	t	v	c	n	b	r	r	y	n																											
1. Increase accuracy of discipline records so campuses have accurate data for analysis and improvement.	Teran, Reed, Tayler	X X X X X X X X X X X X X																																				
2. Survey for drug awareness programs PK-5 and provide support as needed.	Gray	X X X X X X X X X X X X																																				
3. Analyze annual drug/safety surveys and report results to campuses and to groups across the community that can effectively use the information.	Bradfield	X X X X X X X X X X X X																																				
4. Conduct annual Graduate survey with graduates of 2009; disaggregate results and share with campuses and school board.	Bradfield	X X X X X X X X X X X X																																				
5. Survey parents of students participating in the after-school childcare program. Analyze results to determine needs for improvement.	Reed, Bradfield, Meeks	X X X X X X X X X X X X																																				
6. As a part of Trust Initiative training, survey new teachers as to	Lyons	X X X X X X X X X X X X																																				

Activity	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J
		u	u	e	c	o	e	a	e	a	p	a	u
		l	g	p	t	v	c	n	b	r	r	y	n
their practices that make school a welcoming place for students. Share results with district administration.													

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

Graduate Profile

Goal 1: Effective Communicators

Effective communicators who successfully use the levels of communication skills demanded by the complex, diverse, and ever-changing world. Such skills include, but are not limited to listening, speaking, writing, reading as well as communicating through mathematics, science, and the arts.

Goal 2: Competent, Creative Problem-Solvers

Competent, creative problem solvers who identify problems and the information needed to organize, analyze, interpret, evaluate, predict, and make appropriate decisions to avoid or to resolve problems that accompany a rapidly-changing world.

Goal 3: Self-Directed Learners

Self-directed learners who practice habits that provide for continuous improvement and maintenance of their mental, emotional, and physical health. They possess self-assurance and a positive self-concept. Through their acquired educational skills, they will address the complexities of life and, thereby, be life-long learners.

Goal 4: Responsible Citizens

Responsible citizens who understand and appreciate the benefits of democratic government and free enterprise and who participate in the political process. They comprehend the nature of economics and finance applicable to everyday living. They recognize the importance of making a contribution to both school/service organizations and the community.

Goal 5: Celebrants of Diversity

Celebrants of diversity who practice respect through acceptance of people different from themselves. Attributes including learning about other cultures and speaking positively about cultures, associating with heterogeneous groups, and accepting cultural individual differences.

Goal 6: Quality Producers

Quality producers who have a strong work ethic, demonstrate knowledge about current careers, possess the appropriate skills necessary to attain work, and continue to seek and update training throughout their careers. They are resourceful and creative, have high expectations for their own work both as an individual and as a part of a team lead others when called upon, and monitor and correct their own performance.

Goal 7: Efficient Users of Technology

Efficient users of technology who create intellectual, artistic, and practical products and services which reflect originality, innovation, and application of advanced technology. They understand and apply a variety of technologies to access information and solve problems in their personal and professional lives.

District Goals

Goal 1: Challenging Curriculum Standards

To deliver in a consistent manner, a planned, monitored instructional program that meets the needs and insures the success of all students thereby resulting in LCISD becoming a Texas Education Agency exemplary school district.

Goal 2: Talented and well-prepared staff in every position

To attract, retain, and develop talented and highly effective personnel using equitable, efficient procedures; high quality, on-going staff development; performance monitoring and evaluations that result in professional growth.

Goal 3: Systematic Planning and Service Delivery

To establish a structure for planning that assures that all aspects of maintenance, growth, and improvement are systematically addressed and reviewed to meet both long and short-term needs.

Goal 4: Technology to support reaching high standards

To create an effective integrated learning environment using technology as a tool to facilitate learning, delivery of instruction, and productivity thereby helping students and staff to become effective and efficient learners.

Goal 5: Strong positive communication

To provide multiple communication forums both within and outside the school district that result in a greater understanding of the needs of all stakeholders, thereby increasing student successes and improving LCISD's image among parents, taxpayers, and other significant groups.

Goal 6: Strong, safe, drug-free & disciplined schools

To address issues that enhance school climate thereby creating strong, safe, drug-free, disciplined schools.

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.

Goal 5: Career and Technology Education - Dual Roles

Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner.

Goal 6: Career and Tech Education - Post High School Prep

Each public school student shall master the basic skills and knowledge necessary for gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level.

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: Prepare Students

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: 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.

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

Goal 2: Development Strategy for Training

The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

Goal 3: Assessment of Services for Improvement

The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

Goal 4: Sufficient Budget for Implementation

The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.

Goal 5: Evaluation Process for Monitoring Progress

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.