

LUBBOCK-COOPER INDEPENDENT SCHOOL DISTRICT 2000-01 IMPROVEMENT PLAN

Goal I District schools will provide quality academic programs designed to meet the need of all students.

Objective 1. Curriculum, instruction and assessment will be aligned within the district

Strategy 1: TEK-STAR software will be utilized to integrate TAAS objectives and the state-adopted curriculum (TEKS) Texas Essential Knowledge Skills

Resources Allocated: \$2,200.00

Staff Responsible: Special Programs Coordinator

Timeline: Originally implemented in 1999-2000 - ongoing

Formative Evaluation: TAAS Practice Test

Summative Evaluation: A.E.I.S. Report

Strategy 2: The TAAS Mastery Plan will combine TAAS objectives, best teaching strategies and assessment practices into a coherent scope and sequence.

Resources Allocated: Vertical Team Staff Development; cd

Staff Responsible: Assistant Superintendent and Principals

Timeline: 2000-01 School year

Formative Evaluation: TAAS Practice Tests

Summative Evaluation: A.E.I.S. Report

Comment: Waiting on T.E.A. to finalize TAAS alignment with TEKS, then will "burn" the cds.

Objective 2. Career Education courses will be provided so that students may develop the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Strategy 1: The Students Recycling Used Technology Program (STRUT) will be expanded at the high school to enable students to learn how to repair personal computers and how to set up, operate, troubleshoot a computer network system, and funnel repaired hardware back into the system.

Resources allocated: Teacher salary (Equipment is donated by area businesses)

Staff Responsible: Technology Education Specialist

Timeline: Implemented in 1999-2000; Continuing

Formative Evaluation: Number of units repaired

Summative Evaluation: Number of units repaired; number of students choosing to major in computers and go into technological professions.

Objective 3. A 90% passing rate will be achieved on the state TAAS test by all students and all student groups in all subjects tested.

Strategy 1: The TAAS Mastery Plan will provide teachers with a coherent scope and sequence for teaching TAAS objectives.

Resources Allocated: TAAS notebooks, \$500.00 for workshops

Staff Responsible: Assistant Superintendent

Timeline: Implemented in 1997-98; continuing

Formative Evaluation: TAAS pretests, AEIS-it report

Summative Evaluation: TAAS, AEIS-it report

Strategy 2: All campuses will conduct pre-TAAS assessments to closely monitor students' progress on TAAS objectives.

Resources Allocated: \$500.00 for practice tests

Staff Responsible: Principals

Timeline: Mandated in 1997-98; done yearly

Formative Evaluation: Disaggregated data, item analysis

Summative Evaluation: A.E.I.S. Report

Strategy 3: TAAS scores will be one of the factors to be considered in student grade level promotion / retention decisions.

Resources Allocated: Board Policy EIE Local

Staff Responsible: Assistant Superintendent, Principals

Timeline: Implemented in 1997-98; ongoing

Formative Evaluation: Pre-tests, 6 weeks grades

Summative Evaluation: A.E.I.S. report, final grades, O.E.Y. passing rates

Objective 4. The passing standard for students taking the state End-of-Course Examinations will meet or exceed state standards

Strategy 1: The End of Course Summary Report will be utilized to disaggregate student test scores and identify specific areas needing improvement.

Resources Allocated: Personnel

Staff Responsible: JH & HS Principal

Timeline: Annually

Formative Evaluation: Pre-tests

Summative Evaluation: End of course summary report

Comment: Tests will be eliminated in 2002

Strategy 2: Students will become knowledgeable about the objectives that will appear on the End of Course Examinations.

Resources Allocated: Copy of specs, course syllabus

Staff Responsible: JH & HS Principal
Timeline: Annually
Formative Evaluation: Course pretests
Summative Evaluation: A.E.I.S. Report

Strategy 3: Pre-tests will be utilized to closely monitor student progress on End of Course Examination objectives.

Resources Allocated: Testing calendar, pretest
Staff Responsible: JH & HS Principal
Timeline: Campus schedules
Formative Evaluation: Prior year performance - A.E.I.S. Report
Summative Evaluation: A.E.I.S. Report

Objective 5. The achievement level of the Hispanic and Economically Disadvantaged students will be increased to established district standards.

Strategy 1: The Hispanic Forum, composed of Hispanic L.C.I.S.D. employees and community members, will be utilized to increase the involvement in the schools of parents of Hispanic students.

Resources Allocated: \$1,000.00
Staff Responsible: Frances Alonzo, Elementary Counselor; Rita McDaniel, Elementary Assistant Principal
Timeline: Initiated in 1997
Formative Evaluation: Parental input, attendance at meetings
Summative Evaluation: Parent survey / teacher surveys / A.E.I.S. Report / Parent-teacher conferences. Data Analysis on closing achievement gap compared to white subgroup scores.

Strategy 2: AEIS-it software will be utilized to closely monitor the progress of all students, in general, and Hispanic and Economically Disadvantaged students, in particular, to ensure their successful mastery of TAAS objectives.

Resources Allocated: \$500 for subs for training sessions
Staff Responsible: Training - Ellna Henry appropriate use of AEIS-it program - Principals
Timeline: Yearly; Initiated in 1997
Formative Evaluation: Practice TAAS Test
Summative Evaluation: A.E.I.S. Report

Strategy 3: The TAAS Mastery Plan will ensure that all students, in general, and Hispanic and Economically Disadvantaged students, in particular, will learn the specific TAAS objectives required to

successfully master the TAAS.

Resources Allocated: TAAS Notebooks, AEIS Report

Staff Responsible: Principals

Timeline: Implemented in 1997; continuing

Formative Evaluation: Prior year A.E.I.S. Report

Summative Evaluation: A.E.I.S. Report

Objective 6. All students will read at or above grade level by the end of the third grade.

Strategy 1: Provide the ESL/Migrant Coordinator a full time bilingual aide to assist in providing services to limited English proficient, and migrant students.

Resources Allocated: \$10,000.00 for new teacher

Staff Responsible: Elementary Principal; ESL/Migrant Coordinator

Timeline: 2000-01 school year

Formative Evaluation: Practice TAAS Test

Summative Evaluation: Number of students exiting ESL program and A.E.I.S. Report

Strategy 2: The district will enter into a contract services agreement with the Region 17 Education Service Center to receive resources and support for the district's English as a Second Language (E.S.L.) Program.

Resources Allocated: \$1,200.00

Staff Responsible: Superintendent

Timeline: Yearly; initiated in 1998

Formative Evaluation: Needs Assessment

Summative Evaluation: Survey by ESL teacher

Strategy 3: A specially designed practice TAAS Reading test will be administered to all 2nd grade students for diagnostic purposes.

Resources Allocated: \$500.00

Staff Responsible: Elementary Principal

Timeline: Yearly (initiated in 1999-2000)

Formative Evaluation: Reading and Math Inventories, Grades, pre-test results

Summative Evaluation: 3rd grade TAAS results

Strategy 4: Identify at-risk students and provide remediation, enrichment and support through Title I program, the Accelerated Reader, and through counseling services.

Resources Allocated: "Orange Folder" system to identify at-risk students

Staff Responsible: Elementary Principal

Timeline: Yearly; initiated in 1997
Formative Evaluation: Classroom walk-throughs to monitor Orange Folder system
Summative Evaluation: Reading and Math inventories, 3rd grade TAAS results

Strategy 5: A Kindergarten and Grade 1 "connections" Program will be provided to allow extra time for children in Kindergarten and 1st grade to more fully develop requisite skills for successful performance at the next grade level.

Resources Allocated: Teacher/Aides' salaries
Staff Responsible: Elementary Principal
Timeline: Yearly (K-Connections implemented in 1997-98; 1st grade Connections implemented in 1998-99)
Formative Evaluation: Pre-Assessment instruments (Reading inventories etc.)
Summative Evaluation: Retention rates Kindergarten and 1st Grade

Objective 7. The district will provide accelerated education services to identified "at-risk" students.

Strategy 1: The district will enter into a contracted services agreement with the Region 17 Education Service Center to receive resources and support for the educational programs provided for identified "at-risk" students.

Resources Allocated: Title I, Title II, and Title VI funds
Staff Responsible: Superintendent
Timeline: Yearly
Formative Evaluation: Needs Assessment
Summative Evaluation: Staff Development activities attended at E.S.C. XVII by L.C.I.S.D. personnel

Strategy 2: During the summer, the following instruction programs will be provided to improve the academic skills of identified "at-risk" students.

A. Optional, Extended Year Summer School

Resources Allocated: \$6,000.00 for salaries and supplies
Staff Responsible: Junior High Principal
Timeline: Done each summer (initiated in 1998)

Formative Evaluation: Progress on TAAS release tests
Summative Evaluation: Number retained

B. Enrichment Summer Program

Resources Allocated: \$7,000.00 (grant)
Staff Responsible: E.S.L. (Migrant Coordinator)

Timeline: Initiated in Summer of 1999
Formative Evaluation: Informal feedback and attendance rates at program
Summative Evaluation: AEIS criteria particularly with economically disadvantaged students.

C. Limited English Proficient (L.E.P.) Students

Resources Allocated: \$4,000.00
Staff Responsible: Elementary Principal
Timeline: Yearly (began years ago)
Formative Evaluation: Attendance rates in program
Summative Evaluation: Improved Reading Inventory scores by these students.

D. Extended Year Services (Special Education Students)

Resources Allocated: \$3,000.00
Staff Responsible: Special Education Director
Timeline: Yearly; started in early 80's
Formative Evaluation: Pre-assessments
Summative Evaluation: TAAS scores, classroom grades, grade-level promotion

E. Acceleration Academy

Resources Allocated: \$20,000.00 (Grant)
Staff Responsible: High School Principal
Timeline: Initiated 2000-01 school year
Formative Evaluation: Number of students referred
Summative Evaluation: Graduation/G.E.D. completion

Strategy 3: The district will utilize the services of a Home Liaison to increase the communication between the parents of "at-risk" students and the school.

Resources Allocated: \$12,500.00 - salary
\$3,000.00 - travel
Staff Responsible: Superintendent
Timeline: Yearly (Initiated in 1998)
Formative Evaluation: Student/parent needs
Summative Evaluation: Number of home visits, assistance offered to parents/students.

Objective 8. The district will provide a variety of instructional services to ensure that students with disabilities receive a "free and appropriate" education.

Strategy 1: The district will continue to provide Special Education services from district resources rather than entering into a shared services arrangement as in prior years.

Resources Allocated: Special education total budget \$987,514.00

Staff Responsible: Director of Special Education
Timeline: Yearly (implemented in June, 1998)
Formative Evaluation: Student needs
Summative Evaluation: Yearly evaluation of L.C.I.S.D. Special Education Dept.

Objective 9. Students of limited English proficiency (L.E.P.) will be identified and provided educational services in both their native languages and English until mastery of English is achieved.

Strategy 1: A full-time E.S.L. (English as a Second Language) / Migrant teacher will be utilized by the district to coordinate the identification of and provision of services to students of limited English proficiency.

Resources Allocated: \$40,000.00 for salary, equipment, and supplies
Staff Responsible: Superintendent
Timeline: Yearly, first established position in August, 1997.
Formative Evaluation: E.S.L. enrollment / Migrant enrollment
Summative Evaluation: E.S.L. / Migrant Program Evaluation. Student success (grades, attendance, social adjustment)

Strategy 2: The district will contract with the Region 17 Education Service Center to receive Bilingual / E.S.L. services for identified limited English proficient and migrant students.

Resources Allocated: \$1,500.00
Staff Responsible: Superintendent
Timeline: Initiated in August, 1997
Formative Evaluation: Needs Assessment
Summative Evaluation: Evaluation of Services by E.S.C. contact, as well as by L.C.I.S.D. E.S.L./Migrant Coordinator.

Objective 10. 50% or more of each high school graduating class will meet or exceed the state's "acknowledged" standard on the SAT I and ACT college entrance examinations (SAT I: 1110, ACT Composite 24)

Strategy 1: The PACT and PSAT will be offered for students in grades 10 and 11. Students will be encouraged to take one or both early in the school year in order to qualify for a merit scholarship.

Resources Allocated: \$3,000.00 for training and materials
Staff Responsible: High School Principal
Timeline: Yearly, initiated in August, 1997
Formative Evaluation: Needs Assessment
Summative Evaluation: Student performance of the PACT, PSAT, A.E.I.S. Report data on SAT I and ACT scores.

Objective 11. At least 70% of each high school graduating class will have taken the

SAT I or ACT.

Strategy 1: The high school counselor will conduct college planning sessions with students and parents to explain the importance of and to encourage students to take either the ACT or SAT I.

Resources Allocated: \$500.00 for waivers

Staff Responsible: High School Counselor

Timeline: Yearly; initiated in 1997

Formative Evaluation: PSAT numbers and scores

Summative Evaluation: AEIS Report

Strategy 2: Lubbock-Cooper High School will become an ACT testing site

Resources Allocated: Facility Use/Monitors

Staff Responsible: High School Counselor

Timeline: Yearly, initiated in 1997

Formative Evaluation: Needs Assessment

Summative Evaluation: Designation from the American College Testing Corporation as a testing site.

Goal II Technology will be utilized to enhance instructional delivery, record and data management, and intra and inter-district communication.

Objective I. Students and teachers will be provided opportunities to become skilled in accessing and utilizing technological information systems of all types.

Strategy 1: Every teacher and other appropriate staff members in the district will be provided with a laptop computer.

Resources Allocated: \$6,000.00 for new personnel positions

Staff Responsible: Assistant Superintendent

Timeline: Initiated in 1997; continual upgrading

Formative Evaluation: Yearly budget preparation / technology grants received

Summative Evaluation: Every teacher utilizing laptop computer in daily routine (grades, attendance, lesson plans etc.)

Strategy 2: Staff development sessions will be conducted by the District's Technology Education Specialist. Staff development will consist of the following areas: accessing and using the Internet and the current curriculum, using other technologies (T.V's, VCR's) to expand the curriculum, using technology to improve district communication (E-Mail, Instant Messenger, phones in all classrooms and other technology competencies).

Resources Allocated: Full-time Technology Education Specialist, salary (\$44,000)

Staff Responsible: Assistant Superintendent & Technology Coordinator

Timeline: Initiated in 2000-01 school year

Formative Evaluation: Mid-year goals check
Summative Evaluation: Staff technology proficiency levels

Objective 2. Technology will be utilized to increase the efficiency of the district's instructional management and administrative functions.

Strategy 1: Will be utilized to record grades, attendance, discipline and other administrative functions.

Resources Allocated: Laptops for all teachers, software, cabling and network hardware.

Staff Responsible: Assistant Superintendent and Technology Coordinator

Timeline: Initiated in 1998 in Junior High (other campuses subsequently added)

Formative Evaluation: Six weeks grades, attendance rates

Summative Evaluation: Increased efficiency and effectiveness of attendance, P.E.I.M.S. reporting and grade reporting at the High School.

Strategy 2: All campuses will be "connected", with fiber optic wire, to each other and to central office to facilitate data transmittal and retrieval.

Resources Allocated: Budget funds for upgrades

Staff Responsible: Assistant Superintendent, Technology Coordinator

Timeline: Completed in May 2000 (modifications made each year as required)

Formative Evaluation: Status check after 1st semester

Summative Evaluation: Use of networks: Local Area Network (L.A.N.) and Area Network (W.A.N.)

Wide

Objective 3. Technology will be utilized to deliver a variety of programs that meet the needs of students with different educational abilities, educational learning styles, and educational program needs.

Strategy 1: Specific programs that utilize technology as a tool to enhance learning will be established. Examples are: The Essential Learning System (E.L.S.) to increase reading effectiveness, LOCAN (a figural learning method) the Write to Read Program (a method that links reading and writing) Accelerated Reader Program (a program to increase the number of books students read for pleasure) and Computer Assisted Instruction (C.A.I.), a TAAS remedial program. All of these programs will be utilized to provide a variety of instructional programs for the district's students designed to meet their individual needs.

Resources Allocated: Hardware, software training (\$1,000.00)

Staff Responsible: Campus Principals Evaluation

Timeline: On-going (Technology plan developed in 1997)

Formative Evaluation: Mid-year Goals check
Summative Evaluation: A.E.I.S. Report

Objective 4. A variety of technological materials and equipment will be provided to deliver and enhance instruction.

Strategy 1: Every classroom in the district will be equipped with a minimum of one computer that will be connected to the Campus Local Area Network (LAN) and the District Wide Area Network (WAN)

Resources Allocated: \$100,000 for supplies

Staff Responsible: Assistant Superintendent and Technology Coordinator

Timeline: May, 2001 deadline

Formative Evaluation: Status check on number of classrooms connected and equipped by end of 1st Semester.

Summative Evaluation: All classrooms equipped and connected (to LAN and WAN) and evaluation of enhancement of instructional delivery as a result of these technological improvements.

Objective 5. To extend the usefulness of technology acquired and aid students in seeing the "real world" applications of technology, the district will join with other public school systems, institutions of higher learning business and other institutions to form a technology consortium.

Strategy 1: Lubbock-Cooper I.S.D. will join with other school systems who have similar technology goals to form a consortium, where costs and benefits may be shared.

Resources Allocated: Matching funds for technology grants

Staff Responsible: Assistant Superintendent, Technology Coordinator, Grant Writer.

Timeline: 1st consortium initiated in 1996

Formative Evaluation: Grants awarded

Summative Evaluation: Academic Results (TAAS scores, grades, SAT/ACT scores)

Goal III: The district will ensure that a safe and orderly learning environment is established and maintained on each campus.

Objective 1. Expectations for appropriate student behavior will be clearly communicated to all students and parents.

Strategy 1: All campus handbooks will list expectations for student behavior and discipline consequences for violation of campus rules and Student Code of Conduct.

Resources Allocated: \$1,000.00 / District Print Shop

Staff Responsible: Campus Principals and Assistant Superintendent
Timeline: This will occur on a yearly basis
Formative Evaluation: Mid-Year review and end of year review of student behavior on each campus.
Summative Evaluation: Reduction in discipline referrals on all campuses

Objective 2. A Zero Tolerance Policy will be enforced with regard to student acts of violence.

Strategy 1: Students committing acts of violence while on school property or within 300 feet of school property or while attending a school-sponsored or school-related activity, on or off school property, may be placed in a Disciplinary Alternative Education Program (A.E.P.).

Resources Allocated: \$40,415.00 for (1) teacher and (1) aide. \$1,875.00 for A.E.P. supplies (all Comp. Ed. funds).

Staff Responsible: Principal / Assistant Principals

Timeline: Yearly, A.E.P. initiated in August 1996

Formative Evaluation: A.E.P. Director to report periodically to Leadership Team.

Summative Evaluation: Discipline incidents, as reported on the Title IV Safe and Drug-Free Schools and Communities Program Annual Evaluation Report. Annual A.E.P. review by Principals and Central Office Administration.

Strategy 2: A L.C.I.S.D. Police Department will be created utilizing armed police officers to create a safer more secure environment for students and staff.

Resources Allocated: \$180,000.00 from Federal C.O.P.S. Grant (pay for salaries/equipment for first three years).

Staff Responsible: Superintendent

Timeline: Initiated in August, 1999

Formative Evaluation: Monthly Police reports

Summative Evaluation: Decreased incidents of student acts of violence

Objective 3. A Zero Tolerance Policy will be enforced with regard to drugs and alcohol on school property and at school-related activities.

Strategy 1: Students caught in possession of or under the influence of drugs or alcohol on school property or at school-related activities will be placed in the Disciplinary Alternative Education Program.

Resources Allocated: Same as Objective 2, Strategy 1 (above)

Timeline: Yearly; established by T.E.C. Section 37 in 1995

Formative Evaluation: Same as Objective 2, Strategy 1 (above)

Summative Evaluation: Same as Objective 2, Strategy 1 (above)

Strategy 2: The school district will bring in guest speakers to address students

concerning alcohol and drug abuse.

Resources Allocated: Campus activity fund

Staff Responsible: Principals

Timeline: Yearly; started years ago

Formative Evaluation: Semi-annual review at campus faculty meetings

Summative Evaluation: Reduction of student referrals involving drug or alcohol abuse.

Strategy 3: The district will provide drug/alcohol abuse counseling services and educational programs for all students. A special counselor will be assigned to provide intensive counseling to students placed in the districts Discipline Alternative Education Program.

Resources Allocated: Counselor salaries, educational supplies

Staff Responsible: Principals and Counselors

Timeline: Done on an ongoing basis

Formative Evaluation: Counseling sessions conducted

Summative Evaluation: Reduction of student referrals involving drug or alcohol abuse.

Objective 4. A Zero Tolerance Policy will be enforced with regard to gang-related activity.

Strategy 1: Students engaging in gang-related behavior will be placed in a Disciplinary Alternative Education Program.

Resources Allocated: Same as Objective 2, Strategy 1 above

Staff Responsible: Principals / Assistant Principals

Timeline: Yearly; initiated in 1994

Formative Evaluation: Semester review by campus

Summative Evaluation: Incidents reported on the Title IV Safe and Drug-Free Schools and Communities Program Annual Evaluation Report.

Strategy 2: The L.C.I.S.D. Chief of Police will communicate on a frequent basis with county and city law enforcement authorities to stay current concerning gang-related conduct and activities.

Resources Allocated: Time in meetings

Staff Responsible: Superintendent / Chief of Police

Timeline: Initiated August, 1999

Formative Evaluation: Periodic reports to Leadership Team by Chief of Police

Summative Evaluation: Annual report and year-end review at Principals meeting and June school board meeting.

Objective 5. The district will develop programs and strategies to effectively respond to emergency situations.

Strategy 1: All campuses will train Crisis Response Teams to deal with emergencies.

Resources Allocated: Training time, supplies

Staff Responsible: Coordinator of Health Services, Principals, Chief of Police and Superintendent

Timeline: Initiated in 1995, updated August, 2000

Formative Evaluation: Mid-year review by each Campus Response Team. Mock emergency drills.

Summative Evaluation: Year end evaluation by Leadership Team, campus advisory committees and individual faculties.

Strategy 2: All campuses will conduct emergency drills. Besides fire and tornado drills, "lock down" (Purple Schedule) drills will be scheduled and campus staff will be trained the proper procedures to follow in the event of a bomb threat (Black Code).

Resources Allocated: \$100.00 per campus for printed materials

Staff Responsible: Campus Principals

Timeline: Yearly; initiated in 1998

Formative Evaluation: Mid-year review

Summative Evaluation: Year-end review of drills by Leadership Team

Objective 6. A variety of activities will be implemented to provide information to parents, students, all district employees, as well as substitute teachers, concerning sexual harassment in the school setting; how to recognize it and how to report it.

Strategy 1: All employees will be given a sexual harassment presentation at the beginning of each school year.

Resources Allocated: \$200.00 for printed materials. Video tape for all substitutes to view.

Staff Responsible: Superintendent

Timeline: August of each year

Formative Evaluation: Staff Development Evaluation Form

Summative Evaluation: Review by Leadership Team at end of year.

Strategy 2: All Campus Principals will discuss sexual harassment topics with students at first-of-the-year meetings.

Staff Responsible: Principals

Timeline: Yearly; initiated in 1999

Formative Evaluation: Questions and answers at meetings

Summative Evaluation: Reported incidents of sexual harassment.

Goal IV: The district will maintain a quality work force

Objective 1. District administrators will participate in a variety of recruiting activities

designed to encourage quality candidates to apply for teaching positions within the district.

Strategy 1: The district will contract with the Region 17 Education Service Center's Educator Placement Cooperative to provide the district with an updated file of teaching applicants.

Resources Allocated: Yearly

Formative Evaluation: Survey principals after start of school year

Summative Evaluation: Reduction in number of non-renewals and terminations.

Strategy 2: The Superintendent and Assistant Superintendent will attend the Texas Tech University Educator Job Fair to interview potential teacher applicants.

Resources Allocated: \$200.00 for materials, pens, brochures

Staff Responsible: Superintendent and Assistant Superintendent

Timeline: April of each year; attending since 1997

Formative Evaluation: Number of quality applicants who apply for positions at LCISD

Summative Evaluation: Number of quality applicants hired

Strategy 3: Campus Principals will attend the Region 17 Education Service Center's West Texas Area job fair to interview potential teacher applicants.

Resources Allocated: \$100.00 for printed materials, brochures

Staff Responsible: Campus principals

Timeline: June of each year; attending since 1998

Formative Evaluation: Number of quality applicants who apply for positions at LCISD.

Summative Evaluation: Number of quality applicants hired

Objective 2. Quality work will be expected of all district employees.

Strategy 1: Job descriptions will be developed for all district employees.

Resources Allocated: Time / printed materials

Staff Responsible: Central Administration

Timeline: August, 1998; updated as needed and as add personnel

Formative Evaluation: Modifications to job descriptions done as needed

Summative Evaluation: Completed job descriptions

Strategy 2: Specific goals will be established on a yearly basis for all district employees. All employees will be evaluated at the end of the year by their immediate supervisor based on the successful achievement of these goals.

Resources Allocated: Time in meetings

Staff Responsible: Immediate Supervisor

Timeline: August - establish goals / May - evaluate goals
Formative Evaluation: Mid-year goals check
Summative Evaluation: End of year evaluation/goals check/contract recommendation

Objective 3. To attract and retain quality employees, a competitive compensation structure will be provided by the district.

Strategy 1: The district will contribute \$115.00 per month for each employee's health insurance premium if the employee is participating in the health insurance program provided by the district.

Resources Allocated: \$366,000.00 yearly

Staff Responsible: Business Manager

Timeline: Yearly

Formative Evaluation: Number of employees participating in district health plan

Summative Evaluation: Yearly budget process

Strategy 2: The district will pay all teachers, librarians, nurses and counselors an additional \$100.00 per year for every year they have worked in the district up to a maximum of \$1,000.00 (10 years). The district will also pay all teachers, librarians, nurses and counselors an additional \$1,140.00 per year if they possess a Master's Degree.

Resources Allocated: \$100,000.00 per year

Staff Responsible: Business Manager

Timeline: Yearly

Formative Evaluation: Budget formulation process

Summative Evaluation: Yearly budget process

Strategy 3: All at-will employees will receive pay increases based on their completion of established yearly goals as recommended by their immediate supervisor.

Resources Allocated: Budgeted based on Supervisor recommendations

Staff Responsible: Immediate supervisor

Timeline: July during budget preparation

Formative Evaluation: Periodic evaluations by immediate supervisor

Summative Evaluation: Reports to Superintendent / End of year evaluation

Strategy 4: The district will contract with the Jordan-Davis Group to provide all district employees an Employee Assistance Program. This program offers assistance to employees experiencing difficulties in a variety of areas including grief/loss, finances, stress/anxiety, alcohol/drug use, legal issues, as well as health-related areas such as elder/child care and HIV/Aides.

Resources Allocated: \$5,000.00 contract

Staff Responsible: Business Manager

Timeline: Yearly; initiated in 1997
Formative Evaluation: Use of program by personnel & survey
Summative Evaluation: Summary year end program utilization report (provided by Jordan Davis Group)

Objective 4. District employees will be provided the opportunity to attend a variety of staff development/training activities.

Strategy 1: Teachers in the core subjects of Math, English, Science and Social Studies will attend **30** hours of Gifted and Talented instructional training.

Resources Allocated: Substitute pay

Staff Responsible: Principals

Timeline: Initiated in Summer, 1997. Done each year with new teachers and as TEA regulations change.

Formative Evaluation: Teacher registration for training

Summative Evaluation: Completed training

Strategy 2: Teachers assigned to Pre-Advanced Placement and Advanced Placement classes will attend special training in their particular subject area.

Resources Allocated: \$2,000.00 for travel, registration, meals

Staff Responsible: Principals

Timeline: Initiated summer 1997 - done yearly as new classes are created and new personnel are added.

Formative Evaluation: Teacher registration for training

Summative Evaluation: Completed training

Strategy 3: Teachers will be allowed to "comp out" one day of staff development during the year based on approved training received during the summer or prior to the scheduled staff development day.

Resources Allocated: \$2,500.00 for substitutes

Staff Responsible: Principals

Timeline: Initiated in summer 1997, Done yearly

Formative Evaluation:

Summative Evaluation: Number of teachers who utilize this "comp day" opportunity

Goal V: Quality facilities will be provided to support the district's academic and extracurricular programs.

Objective 1. Additional facilities will be constructed as needed to accommodate the district's growing student population.

Strategy 1: Planning will begin with regard to the construction of an additional elementary campus.

Resources Allocated: Cost for architects' preliminary plans and drawings.
\$116,000.00 for purchase of land \$2,000.00 for Phase I
Environmental Survey of land.

Staff Responsible: Superintendent and Assistant Superintendent

Timeline: Purchase of land December, 2000
Bond Election to pay for campus February 3, 2001
Construction begins – May, 2001
New campus opens – Fall, 2002

Formative Evaluation: Two Public Hearings scheduled to disseminate information / receive community input (November 16, 2000 & January 11, 2001.)

Summative Evaluation: Successful bond election / new campus constructed.

Goal VI: The district will increase the involvement of parents and community members in the educational process.

Objective I. A variety of communication techniques will be utilized to keep parents and community members informed about school programs and activities.

Strategy 1: A district newsletter will be published and sent to all community members at least four times per school year.

Resources Allocated: \$2,500.00 for postage

Staff Responsible: Superintendent/Print Shop Manager

Timeline: Quarterly; initiated in 1996

Formative Evaluation: Quarterly newsletters sent out/feedback from site-based committees

Summative Evaluation: Publishing of the newsletters/Input from Needs Assessment Surveys

Strategy 2: Every campus will publish and send a newsletter to the parents of students enrolled in their building.

Resources Allocated: \$6,000.00 for postage

Staff Responsible: Campus Principals

Timeline: Weekly / Monthly; initiated in 1996

Formative Evaluation: Feedback from parents/campus site-based committees

Summative Evaluation: Publishing of the newsletters

Strategy 3: The district will utilize "goals days" where teachers have scheduled conferences with parents during the day.

Resources Allocated: \$500.00 for food / materials

Staff Responsible: Building Principals

Timeline: Initiated Fall 1998, done yearly

Formative Evaluation: Feedback from parents

Summative Evaluation: Attendance rate of parents

Strategy 5: All campuses will host Open Houses in the fall for parents to meet teachers and administrators. Open Houses for the Spring will also be considered on a campus by campus basis.

Resources Allocated: \$100.00 per campus

Staff Responsible: Building Principal

Timeline: Yearly

Formative Evaluation: Informal feedback from parents

Summative Evaluation: Attendance rate of parents

Objective 2. The number and diversity of parents and community members participating in volunteer activities, site-based decision making committees and parent-teacher organizations will increase.

Strategy 1: The district will invite Senior citizens and retired community members to become actively involved in school operations either as volunteers or members of specific support organizations. (Athletic, Band, Vocational booster clubs, etc.)

Resources Allocated: Newsletters / postage

Staff Responsible: Building Principal or designer

Timeline: Yearly; initiated 1998

Formative Evaluation: Each six weeks/number of volunteers

Summative Evaluation: End of year/number of volunteers

Strategy 2: The dates and times of all district and campus site-based advisory committee meetings will be published in an effort to encourage public attendance at these meetings.

Resources Allocated: Newsletters / postage

Staff Responsible: Building Principal

Timeline: Yearly; initiated in 1996

Formative Evaluation: Bi-monthly

Summative Evaluation: End of year / Attendance sign-in sheets / Newsletters

Goal VII **The district will develop and implement strategies to ensure the successful completion of high school for all students.**

Objective 1. The drop-out rate for the district will be less than 1%.

Strategy 1: Each campus will utilize "at-risk" intervention teams to identify and provide intervention strategies for students exhibiting "at-risk" characteristics.

Resources Allocated: Each campus will have a "contact" person and formulate a plan to provide intervention strategies

Staff Responsible: Counselor / Principals

Timeline: Yearly, Initiated in 1997-98 school year

Formative Evaluation: Do checks on how plan is working / helping the students.
Number of students "identified"

Summative Evaluation: Drop out rate on A.E.I.S.

Strategy 2: Campus attendance personnel will track students who:

1. have failed to re-enroll in school after having been enrolled the prior year or years.
2. have not had a request for records received by the school after having checked out.

Resources Allocated: Personnel to help track students - time / phones

Staff Responsible: Assistant Principal and Attendance Clerk, Director of Student Services.

Timeline: Yearly; initiated in 1996

Formative Evaluation: 1st reporting date Sept. 15 - before October Snapshot

Summative Evaluation: Drop-out rate is 1% or less.

Strategy 3: The district will develop counseling and guidance strategies and programs for pregnant students, students participating in gang activity, students abusing alcohol or drugs, students who have been identified as contemplating or having attempted suicide, and students who are in need of modified instructional strategies.

Resources Allocated: Establish committees for different areas.

Staff Responsible: Counselors from each campus

Timeline: Yearly; started years ago

Formative Evaluation: Number of students in programs and how they are served.

Summative Evaluation: Declining numbers in these various categories

Objective 2. The attendance rate for the district and for each campus will be 97% or greater.

Strategy 1: Students who have established a "questionable pattern of absences" will be required to bring a physician's or clinic's statement of illness after a single day's absence as a condition for classifying the absence as excused.

Resources Allocated: Education program for parents / Newsletter

Staff Responsible: Principal

Timeline: Yearly; initiated in 1996

Formative Evaluation: Newsletter, report cards, conferences

Summative Evaluation: When each student is referred, does attendance improve or do we proceed to next step.

Strategy 2: Students whose attendance falls below the 90% level for any class will be required to attend Saturday school to regain credit for that class.

Resources Allocated: Personnel and facilities

Staff Responsible: Principal, Assistant Principal, Attendance Committee, and staff for Saturday School

Timeline: Yearly; initiated in 1993

Formative Evaluation: Daily attendance reports, notice of violation of policy and

attendance records for Saturday School.

Summative Evaluation: Semester evaluations / Declining numbers of students requiring "Saturday School"

Strategy 3: Campus attendance personnel will contact by phone the parents of students absent from school on the day of the absence if the office has been not notified by noon on the day of the absence.

Resources Allocated: Personnel and equipment

Staff Responsible: Principal and attendance clerk.

Timeline: Yearly; initiated in 1993

Formative Evaluation: Daily attendance records

Summative Evaluation: 6 week attendance report

Strategy 4: All campuses will develop incentive programs for students demonstrative exceptional attendance records.

Resources Allocated: \$2,000.00

Staff Responsible: Attendance Committee

Timeline: Yearly; initiated in 1996

Formative Evaluation: Semester checks

Summative Evaluation: End of year student attendance reports

Strategy 5: The Director of Student Services/Operations will file violation of compulsory attendance charges against parents failing to require these children to attend school as required by law.

Resources Allocated: D.S.S. time at court

Staff Responsible: Student Service Director

Timeline: Yearly; initiated in 1996

Formative Evaluation: Mid-Semester check on attendance violators

Summative Evaluation: Year end review of number of students who were filed on / student attendance rates.

Objective 3. Lubbock-Cooper I.S.D. will design strategies for providing middle school and high school students, as well as their teachers, counselors, and parents, certain information about the following higher education opportunities.

A. Higher education admissions and financial aid opportunities

Strategy 1: College and university catalogues from schools all over the U.S. are available in the high school library for check out

Resources Allocated: Internet access, library space, software

Staff Responsible: High School Counselor

Timeline: Yearly

Formative Evaluation: Number of graduating seniors who attend a college or university.

Strategy 2: The high school library has software on its computers that contain data about every college and university in the U.S., and also provides the

student the ability to print letters requesting information from the college or university.

Resources Allocated: Software and computers

Staff Responsible: High School Counselor, Librarian

Timeline: Yearly

Formative Evaluation: Usage by students

Summative Evaluation: Number of graduating seniors who attend a college or university.

Strategy 3: The high school counselor will maintain a website that includes links to numerous scholarships/financial aid data bases, a list of scholarships available in the counselors office and a calendar of important deadlines for seniors.

Resources Allocated: Computer/internet access for students

Staff Responsible: High School Counselor

Timeline: Yearly

Formative Evaluation: Usage by students

Summative Evaluation: Number of graduating seniors who attend a college or university. Scholarships and financial aid provided for graduating seniors.

Strategy 4: All seniors will fill out the Free Federal Financial Aid Form (FAFSA) in government class as a “real world” exercise in form completion. If they then decide to apply for financial aid the majority of the work will have already been completed.

Resources Allocated: Released time for teachers

Staff Responsible: High School Counselor

Timeline: Yearly

Formative Evaluation: Number of FAFSA forms filled out

Summative Evaluation: Financial aid received by graduating seniors.

Strategy 5: A financial aid workshop will be given every February. All parents receive an invitation by mail and it is hosted in the evening so both parents and students may attend.

Resources Allocated: Access to campus after hours; printing and mailing expense for invitations.

Staff Responsible: High School Counselor

Timeline: Yearly

Formative Evaluation: Number of parents and students attending the financial aid workshop.

Summative Evaluation: Financial aid received by graduating seniors.

Strategy 6: The high school counselor will provide each senior with a Senior Handbook.

Resources Allocated: Cost for printing handbooks
Staff Responsible: High School Counselor
Timeline: Yearly
Formative Evaluation: Development of Senior Handbook
Summative Evaluation: All Seniors receive a Senior Handbook (and use it).

Strategy 7: Seniors will be given the opportunity to attend the “Area College Night” in September to meet with representatives from various colleges and universities.

Resources Allocated: Morning announcements
Staff Responsible: High School Counselor
Timeline: September of each year
Formative Evaluation: Number of Seniors attending the “Area College Night”
Summative Evaluation: Number of graduating Seniors who attend a college or university.

Strategy 8: A financial aid counselor from LEARN TALENT SEARCH will come to the high school once a month to assist students and parents with financial aid assistance.

Resources Allocated: Space to meet
Staff Responsible: High School Counselor
Timeline: Once a month throughout the school year
Formative Evaluation: Number of students and parents who met with the counselor from LEARN TALENT SEARCH
Summative Evaluation: Number of seniors receiving financial aid for a college or a university.

B. The Texas Grant Program and the Teach for Texas Grant Program

Strategy 1: Presented to 8th graders at their four year planning orientation and it is printed in the senior handbook.

Resources Allocated: Printing cost for handbook and 4 year planning materials. Video

Timeline: Yearly. Spring of 8th grade year and the beginning of school for seniors.

Formative Evaluation: Number of seniors and parents attending Financial Aid workshop.

Summative Evaluation: Number of seniors graduates with recommended or distinguished diploma.

C. The need for students to make informed curriculum choices to be prepared for success for high school.

Strategy 1: A counseling session is hosted with 8th graders in the Spring of their 8th grade year. At this time, they are given a course guide and planner.

Resources Allocated: Release time for counselor to go to junior high. Printing costs

Staff Responsible: High School Counselor / Junior High Principal

Timeline: Spring of 8th grade year
Formative Evaluation: Counseling session planned & held
Summative Evaluation: 8th graders complete a four year plan based on their career choice. (This plan may be changed at anytime.)

- D. Sources of information on higher education admissions and financial aid will be made available by:
1. Counselor website
 2. Library collection of college catalogs
 3. Library software
 4. Area College Night
 5. Cooper High School Career Day
 6. Senior Handbook
 7. Senior advisement sessions