

# Board Workshop Agenda

## Lake Travis Independent School District Board of Trustees

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A meeting of the Board of Trustees of Lake Travis Independent School District will be held January 30, 2006, beginning at 6:00 PM in the Educational Development Center, Live Oak Room  
607 RR 620 North  
Austin, TX 78734.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this agenda.

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# **Lake Travis Independent School District**

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*Office of the Superintendent*  
Rockwell Kirk, Ed.D.

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## **M E M O R A N D U M**

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**DATE:** November 21, 2005  
**TO:** Board of Trustees  
**RE:** **Overview of Summative Evaluation Materials**

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I know it is always somewhat difficult to “juggle” all of the different pieces of information we send to you regarding summative evaluation. So, in an attempt to streamline the information, we have done/prepared the following:

- All of the materials (forms, etc.) needed for addressing the summative has been downloaded into *BoardBook*. Hopefully, this will help keep it all in one place rather than having different “hard copy” or binder items.
- The required *Commissioner’s Recommended Student Performance Domain/Superintendent Appraisal* worksheet is also included. Last year, we were unable to complete this form because TEA did not release the required data tables until after our summative conference. If you have any questions regarding the data or information contained on the worksheet, please let me know.
- The “Summary of Status” pages are new. These are provided to summarize the status of the work that is identified on the evaluation document as “Performance Areas”. I hope this helps you sort through what otherwise would be many layers of documents/information.

In my conversation with Susan, she agreed that the five items identified on the evaluation instrument are the focus areas that will be of most interest. However, additional departmental projects or initiatives that are in the Strategic Plan are also possible topics of conversation, although you are not receiving any documents regarding those areas.

See you soon,

Rocky

**SUPERINTENDENT EVALUATION INSTRUMENT**  
**Summative December 2005**

Directions

- Fill in Part I with the goal statements that have been agreed upon for the evaluation year.
- Carefully review the indicators of effective performance under each area for evaluation in Part 2, substituting alternative or revised statements as appropriate. This step is critical if the board and superintendent are to have an instrument that represents fundamental expectations of the superintendent.

Lake Travis Independent School District

**SUPERINTENDENT EVALUATION  
INDIVIDUAL RESPONSE FORM  
December 2005**

Superintendent: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Board Member: \_\_\_\_\_ Performance Period: \_\_\_\_\_

The instrument consists of three parts: an assessment of priority performance goals (Part 1), a review of general job performance responsibilities (Part 2), and a student performance domain (Part 3).

In completing Parts 1 and 2 of the instrument, the board shall consider data from the student performance domain (Part 3) along with other appropriate data.

**Part 1: Priority Performance Goals**

Rating Scale:	E	Exceptional	Progress exceeds expectations
	P	Proficient	Progress meets expectations
	N	Needs Improvement	Progress is insufficient

*Directions:*

1. Rate the progress toward each goal using the above scale.
2. Use the "Comments" section to support your rating.

Performance Goal 1:

Progress Rating: \_\_\_\_\_

***Ensure all students successfully excel to individual levels of mastery by state and national standards, as indicated by measures below.*** (This is a major portion of the 2005-06 District Improvement Plan. Two documents for your review are included: 1) Document titled "summary of status" regarding student success; and 2) "Commissioner Recommended Student Performance Domain/Superintendent Appraisal Worksheet that is required by law.)

Comments:

Performance Goal 2:

Progress Rating: \_\_\_\_\_

***Establish a coherent curriculum across all courses/grade levels reflecting full articulation and alignment to be used consistently by all in that course/grade level.*** (Not in 05-06 DIP; however, this represents a key, on-going area of focus for the district. See attachment titled “summary of status” regarding curriculum.)

Comments:

Performance Goal 3:

Progress Rating: \_\_\_\_\_

***Establish a technology implementation plan which provides for effective and efficient use of technology as a tool to increase the educational success of students.*** (Not in 05-06 DIP; however, this also represents a key, on-going area of focus for the district. See attachment titled “summary of status” regarding technology.)

Comments:

Performance Goal 4:

Progress Rating: \_\_\_\_\_

***Develop a systemic plan for communicating with internal and external audiences in support of the district’s mission, core commitments and long-term success.*** (Not in 05-06 DIP; however, this is another important initiative, so it is included here. See attachment titled “summary of status” regarding the communications department.)

Comments:

Performance Goal 5:

Progress Rating: \_\_\_\_\_

***Successful implementation of 2006 Bond Program.***

*Note: Board is up to date on the status of this work via presentations at Board meetings/workshops.*

Comments:

**Part 2: General Job Performance Responsibilities**

Rating Scale:	E	Exceptional	Performance exceeds expectations
	P	Proficient	Performance meets expectations
	N	Needs Improvement	Performance does not meet expectations

*Directions:*

*Three major areas of the superintendent’s responsibility are considered: (1) educational leadership, (2) district management, and (3) board and community relations. Indicators of effective job performance are grouped into categories (A, B, C) for each of these major areas. Use the scale above to rate the categories listed under each of these areas. Use the “Comments” section at the end of each category to note specific aspects of the superintendent’s performance that merit commendation or that represent deficiencies.*

*Since effective performance in each of these areas should contribute to the basic district mission of improved student achievement, consider the data reported in Part 3: Student Performance Domain, along with other appropriate information, in rating the superintendent’s performance.*

**Educational Leadership:** The superintendent provides leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals.

**A. Instructional Management**

1. Established effective mechanisms for communication to and from staff in instructional evaluation, planning, and decision making.
2. Oversees annual planning for increased student learning and conducts periodic assessments of the effectiveness of the planning process.
3. Ensures that goals and objectives form the basis of curricular decision making and instruction and communicates expectations for high achievement.
4. Ensures that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.
5. Oversees a system for regular evaluation of instructional programs to meet student instructional needs and to attain desired student achievement.

**Comments:**

**Educational Leadership:** The superintendent provides leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals.

**B. Student Services Management**

1. Oversees student services, including but not limited to health and safety services and counseling services and monitors for effectiveness.
2. Oversees a discipline management program and monitors for equity and effectiveness.
3. Encourages, oversees, and participates in activities for recognition of student efforts and accomplishments.

**Comments:**

**Educational Leadership:** The superintendent provides leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals.

**C. Staff Development and Professional Growth**

1. Oversees a performance appraisal process for instructional staff that reinforces standards of excellence and assess deficiencies; ensures that results are used in planning for improvement.
2. Ensures that appropriate staff development is available and monitors staff development for effectiveness.
3. Stays abreast of developments in educational leadership and administration.

**Comments:**

**District Management:** The superintendent demonstrates effective planning and management of district administration, finances, operations, and personnel.

     A. **Administration Management**

1. Ensures that key planning activities within the district are coordinated and are consistent with board policy and applicable law, and that goals and results are communicated to staff, students, and public as appropriate.
2. Organizes the central office in a manner consistent with district priorities and resources and monitors administrative organization at all levels for effectiveness and efficiency.
3. Oversees procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies.

**Comments:**

**District Management:** The superintendent demonstrates effective planning and management of district administration, finances, operations, and personnel.

     B. **Fiscal, Facilities, and Operations Management**

1. Oversees a budget development process that results in recommendations based on district priorities and available resources.
2. Oversees budget implementation in a way that ensures appropriate expenditure of budgeted funds and provides for clear and timely budget reports.
3. Ensures that district investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with district policy and law.
4. Implements and oversees a planning process that results in goals, targets, or priorities for all major areas of district operations, including but not limited to facilities maintenance, transportation, and food services.
5. Monitors effectiveness of district operations against appropriate benchmarks.

**Comments:**

**District Management:** The superintendent demonstrates effective planning and management of district administration, finances, operations, and personnel.

**C. Personnel Management**

1. Ensures that the system for recruiting and selection results in personnel recommendations based on defined needs, goals, and priorities.
2. Oversees a performance appraisal process for non-instructional staff that reinforces a standard of excellence and assess deficiencies; ensures that results are used in planning for improvement.
3. Administers a compensation and benefits plan for employees based on clearly defined goals and priorities.
4. Encourages, oversees, and participates in staff recognition activities.

**Comments:**

**Board and Community Relations:** The superintendent maintains positive and productive working relationships with the board of trustees and community.

**A. Board Relations**

1. Keeps the board informed of significant issues as they arise, using agreed-upon criteria and procedures for information dissemination.
2. Responds in a timely and complete manner to board requests for information that are consistent with board policy and established procedures.
3. Provides recommendations and appropriate supporting materials to the board on policy issues and matters for board decision.
4. Interprets and supports board policy and decisions to staff and community.
5. Maintains a positive and professional working relationship with the board.

**Comments:**

**Board and Community Relations:** The superintendent maintains positive and productive working relationships with the board of trustees and community.

**B. Community Relations**

1. Directs a proactive program of internal and external communication at all levels designed to improve staff and community understanding and support of the district.
2. Establishes mechanisms for community and business involvement in the schools and encourages participation.
3. Works with other governmental entities and community organizations to meet the needs of students and the community in a coordinated way.

**Comments:**

**Part 3: Student Performance Domain**

(If the board adopts the Commissioner-Recommended Student Performance Domain, the four-page worksheet should be completed by the superintendent and provided to the board in advance of the board's filling out Parts 1 and 2 of this instrument. The completed worksheet should be attached to this instrument as Part 3. If the board adopts a locally developed alternative student performance domain, documentation of that domain should be attached here.)

Lake Travis Independent School District

**SUPERINTENDENT EVALUATION COMPILATION AND  
SUMMARY APPRAISAL REPORT FOR  
EVALUATION YEAR ENDING DECEMBER 2005**

Superintendent: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Rating Scale:        E        Exceptional  
                              P        Proficient  
                              N        Needs Improvement

*Directions:*

1.     *Record the ratings submitted by each board member.*
2.     *Following discussion among the board, record the board's overall rating for each performance goal and job-performance area.*
3.     *Attach a copy of the completed student performance domain.*
4.     *Include a summary comment if desired.*

**Part 1:        Priority Performance Goals**

Performance Goal 1	Board Member Ratings <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Board Rating <input type="checkbox"/>
Performance Goal 2	Board Member Ratings <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Board Rating <input type="checkbox"/>
Performance Goal 3	Board Member Ratings <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Board Rating <input type="checkbox"/>
Performance Goal 4	Board Member Ratings <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Board Rating <input type="checkbox"/>
Performance Goal 5	Board Member Ratings <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Board Rating <input type="checkbox"/>



**Commissioner-Recommended Student Performance Domain/Superintendent Appraisal  
WORKSHEET (updated March 2005)**

To be included as one component of the locally developed appraisal instrument

Texas statute requires that the board use the district performance report as a primary consideration in its appraisal of superintendent performance (TEC §39.054). This worksheet provides an analysis of district student performance based on the district AEIS and AYP reports.

To meet the statutory requirement for primary consideration, the board should consider the information on this worksheet in discussing and evaluating each area of superintendent responsibility on the local appraisal instrument. Such areas of responsibility often include: instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.

The information on this worksheet should be used as only one indicator of the success of the superintendent in managing specified areas of district operations for increased student achievement. In addition, the board should use locally determined and other indicators of success in discussing and evaluating the job performance of the superintendent in specified areas of responsibility.

Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

Superintendent Rocky Kirk Date 11-16-05 District Lake Travis

**Directions:** The superintendent should use the current district and campus AEIS and AYP reports to complete Steps 1-4.

**Step 1.** District AEIS Accountability Rating: Recognized

**Step 2.** District 2003-2004 AYP Status Label: Meets AYP

Met AYP  Missed AYP

If missed AYP, give reason:

Performance \_\_\_\_\_

Participation \_\_\_\_\_

Other Measure \_\_\_\_\_

Superintendent Comments: All campuses met AYP requirements.

\_\_\_\_\_  
\_\_\_\_\_

**Commissioner-Recommended Student Performance Domain/Superintendent Appraisal  
WORKSHEET (updated March 2005)**

**Step 3.** Adequate Yearly Progress (AYP) campus status. Indicate types of campuses (i.e., elementary, secondary, etc.) and indicate number of campuses within each category. Indicate number of campuses within each type which "Met AYP" or "Missed AYP" for Reading/LA and Mathematics. When needed, use "NA" to indicate not applicable.

Campus AYP Information		Reading/LA		Mathematics	
Type	Number	# Met AYP	# Missed AYP	# Met AYP	# Missed AYP
Elem	3	3	-	3	-
Secondary	3	3	-	3	-

Superintendent Comments: Lake Travis Elementary not open in 2004-2005.

**Step 4.** Summary of current year results.

A. Post district State Assessment results below. Refer to AEIS report; "Sum of All Grades Tested" (Accountability Indicator) for TAKS scores, and SDAA "Sum of All Tests Grades 3-8 (all students) Met ARD Expectations" as they are reported for accountability. In the space provided beside results for the indicated group, use "+", "-", or "=" to indicate change from the previous year. When needed, use "NA" to indicate not applicable.

TAKS "Sum of All Grades Tested"	District*		AA*		H*		W*		NAm		A/PI		Spec. Ed		Eco. Dis.*		LEP	
EXAMPLE	88%	+	84%	+	79%	=	93%	-							78%	+		
TAKS Reading/ELA	95	+	91	+	86	+	96	+	99	+	99	+	84	+	80	+	55	+
TAKS Writing	96	+	99	+	93	+	96	+	*		99	+	96	+	86	+	94	+
TAKS Math	90	+	83	+	73	+	92	+	88	-	99	+	67	+	69	+	41	+
TAKS Social Studies	97	+	99	+	90	+	97	+	99	+	99	+	85	-	87	+	73	+
TAKS Science	88	+	69	+	71	+	90	+	99	+	99	+	68	+	66	+	22	+

\*State Accountability student group for TAKS (if group size meets minimum requirements)

SDAA	District**	
SDAA Sum of All Tests 3-8 (all students)	84	+

\*\*State Accountability all student group for SDAA (if group size meets minimum requirements)

Important note from page 29 of the TEA-produced AEIS Glossary: "For purposes of comparison, prior year (2003) performance on TAKS has been recomputed to 1 SEM below Panel Recommendation for grades 3-10 and 2 SEM below Panel Recommendation for grade 11."

Superintendent Comments: + means improvement compared to prior year and/or performance greater than or equal to 90%.

- means decrease in performance compared to prior year.

**Commissioner-Recommended Student Performance Domain/Superintendent Appraisal  
WORKSHEET (updated March 2005)**

B. Use the AEIS “Annual Dropout Rate” (Gr 7-8) (Accountability Indicator) to post district’s most recent and previous year results. In the space provided, check (√) to indicate whether the recent year is an increase, decrease, or the same as the previous year. When needed, use “NA” to indicate not applicable.

Dropped Out Rate	EXAMPLE STATE	District*	AA*	H*	W*	NAm	A/PI	Spec. Ed	Eco. Dis.*	LEP
Most Recent Year	.2%	0	0	0	0	*	0	0	0	0
Previous Year	.2%	.2	0	0	.3	0	0	0	0	0
Increased										
Decreased		✓			✓					
Stayed Same	✓		✓	✓		✓	✓	✓	✓	✓

\*State Accountability student group for dropout rate (if group size meets minimum requirements)

Superintendent Comments: Reminder: This is computed with one year lag. Thus, ADR = 2003-04 school year results.

C. Use the AEIS “Completion/Student Status” to post district’s most recent and previous year “Completion Rate II (w/GED)” results (Accountability Indicator). In the space provided, check (√) to indicate whether the recent year is an increase, decrease, or the same as the previous year. When needed, use “NA” to indicate not applicable.

Completion Rate II (w/GED)	EXAMPLE STATE	District*	AA*	H*	W*	NAm	A/PI	Spec. Ed	Eco. Dis.*	LEP
Most Recent Year	95.5	98.3	-	93.9	98.9	*	100	100	95.5	100
Previous Year	95.0	99.0	*	100	98.9	*	100	96.6	100	100
Increased	✓							✓		
Decreased		✓		✓					✓	
Stayed Same			n/a		✓	n/a	n/a			✓

\*State Accountability student group for Completion Rate II [w/GED] (if group size meets minimum requirements)

Superintendent Comments: District 5 of 302; H 2 of 33; EcD/1 of 22; W 3 of 261

**Commissioner-Recommended Student Performance Domain/Superintendent Appraisal  
WORKSHEET (updated March 2005)**

D. Indicate number of campuses receiving Gold Performance and other acknowledgments below (based on year evaluated).

Number of Campuses	Gold Performance Acknowledgments
1	Advanced Course Completion <del>(02/03)</del> (03-04)
1	AP/IB Examination Results <del>(02/03)</del> (03-04)
3	Attendance Rate <del>(02/03)</del> (03-04)
	Commended Performance on TAKS: Spring 2004
4	• Reading/English Language Arts
5	• Writing
4	• Mathematics
3	• Science
3	• Social Studies
1	Recommended High School Program/Distinguished Achievement Program (Class of 2003)
1	SAT/ACT Results (College Admission Tests) (Class of 2003)
1	TAAS/TASP Equivalency (Class of 2003)
3	Other Acknowledgments

Superintendent Comments: Lake Travis Elementary not open in 2004-2005

**Step 5.** Using the student performance data summarized in Steps 1-4 above, the superintendent and board should identify strengths and areas that may need to be addressed.

A. Strengths in district student performance: Overall performance is strong.

Ensure Eco.Dis., LEP and subgroup performance is supported along with Special Education.

B. Areas that may need to be addressed in district student performance. Indicate in spaces provided, approaches to improve student performance.

TAKS Reading/ELA	Hispanic, Sp.Ed., Eco. Dis., LEP
TAKS Writing	Eco. Dis.,
TAKS Math	AA, Hispanic, NotAm., Sp.Ed., Eco.Dis., LEP
TAKS Social Studies	Sp.Ed., Eco.Dis., LEP
TAKS Science	District (all), AA., Hispanic, Sp.Ed., Eco.Dis., LEP
Attendance	
Dropout/Completion	
Graduation	
SDAA	
Other	

Superintendent Comments: Testing areas identified are those that are below 90%.

Attendance is 96.7% Lowest attendance, among Sp.Ed.95.4% and Eco.Dis. 95%.  
Completion rate good; however, AEP needs attention.

**Commissioner-Recommended Student Performance Domain/Superintendent Appraisal  
WORKSHEET (updated March 2005)**

**Step 6.** The board should review the information on this worksheet as part of its local procedures for setting goals with the superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals. Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

**Legal Authority:** The analysis of district student performance provided on this worksheet should be used by the board in the evaluation of the superintendent. The results of the analysis should be incorporated into the local appraisal instrument. TEC §39.054; TAC §150.1022(d)

The information in this domain should be incorporated into the locally adopted appraisal instrument in a manner consistent with locally adopted procedures for evaluating the superintendent. In addition, the information should be used to set priorities for ongoing improvement with the superintendent and as additional data to appraise other aspects of the superintendent's job performance.

# Strategic Plan/District Improvement Plan

## *Summary of Status*

December 2005

### Performance/Program Area: Curriculum

**Long-Range Goal:** Establish a coherent curriculum across all courses/grade levels reflecting full articulation and alignment to be used consistently by all in that course/grade level.

**Core Commitment(s):** I, III

2005-2006 Objective(s) in Strategic Plan	Summary/Status
<p>Not in 2005-06 DIP; however, on-going project with “carry-over” into this school year.</p> <p>Curriculum work as follows:</p>	
<ul style="list-style-type: none"> <li>- <b>Exploration of International Baccalaureate Program</b></li> </ul>	<p>In September, C and I Asst. Supt. met with Regional Director of IB. <u>As per her direction</u>, C and I Asst. Supt. attended overview meeting of IB in Denver on October 24, 2005 to learn about K-12 program focusing on Middle Years Program, 6-10; will attend Primary Years Programme leadership training in January; will take principals and teachers to visit River Oaks Elementary, Houston ISD to explore possibilities of IB in LTISD elementaries; after trainings, Asst. Supt. of C and I will develop a timeline for consideration of IB beginning with primary, move to middle years 6-10, and then to high school, 11 - 12. Potential for LTISD: curriculum integration, high level of student performance; focus on character education and community service, acquisition of two languages; internal testing; excellent</p>

	teacher training; outside monitoring; reputation as world-class leader in instructional design. Considerations for LTISD: possibility of the sense of another layer of bureaucracy, need for monetary redistribution to fund program.
- <b>Refine foundation and enrichment curricular areas</b>	Focus during Fall semester has been to add curriculum in those areas needing development: curriculum has been added in Health K-12, Spanish 8-12, Latin, 9-12, French 9-12 and ASL 9-12; Business, Finance and Marketing courses; Engineering and Architecture courses; Technology and Communications courses; integration of Character Education lessons into all levels of curriculum (still ongoing); Grade 5 Science has been refined to align with TAKS needs and benchmark exams have been added to help teachers target specific areas of instruction for improvement; middle school math curriculum is in the process of being refined and benchmarks have been written to target areas of improvement; Language Arts 9-12 has been refined; vertical alignment between grades 8 and 9 LA has been accomplished; Secondary, 6-12 Theater and Music have been refined; Elementary music has been refined; Reading/Dyslexia have developed Professional and Classroom Profiles; counselor's manual is in the process of being developed and will include Character Education lessons; after Thanksgiving, bilingual classes will be aligning their units with standard curriculum in terms of vocabulary and phonemic awareness; Curriculum Container development hit a snag with the need to insert the TEKS into the program. Data entry is back on track.
- <b>Professional Profiles / Professional Portfolio</b>	Professional Profiles and Classroom Profiles will be reviewed, refined, and/or developed during the Spring and Summer 2006 as part of the ongoing curriculum development process.
- <b>"Stellar" services regarding GT activities</b>	A timeline has been developed to revisit every aspect of the GT program during 2005-2007. Each area has been assigned a month and meetings have been set. Policies, procedures, and best practices are being reviewed and evaluated. At the state level, the state program for Gifted is soon to be reviewed and revamped.

	<p>LTISD will monitor the state’s progress carefully so as not to move ahead and then have to reverse program decisions. Research on student acceleration is a consideration as the district moves forward in this area. In addition, the possibility of incorporating the International Baccalaureate Programme into LTISD will be considered as the GT program is addressed. Past high school GT students will be brought in to help improve the GT program in High School. Also included in the timeline is the addressing of the addition of a Leadership strand into the existing program, K-12.</p>
<p>- <b>CATE Advisory Boards</b></p>	<p>CTE Advisory Boards have not been addressed as of yet; LTHS Associate Principal will address these in the spring.</p>
<p>- <b>CATE career plans for 9-12</b></p>	<p>All students are advised by their counselor to develop a “career plan:” Advanced Sciences &amp; Medicine, Business, Finance &amp; Marketing, Veterinary &amp; Agricultural Science, Technology &amp; Communications, Math, Engineering &amp; Architecture, or Fine Arts. Each area includes Foundations Courses, Career Exploration Emphasis, Certifications, Licensures, College Credit, Work-Based and Internship Opportunities, and Selective Courses of Study Recommendations to help each student make quality decisions. Students are not required to choose one Institute; however, they are encouraged to pursue courses in a coherent sequence. The possibility of much flexibility exists. Counselors have been trained to assist students in making these selections.</p>

# Strategic Plan/District Improvement Plan

## *Summary of Status*

December 2005

### **Performance/Program Area:** Communications

**Long-Range Goal:** Develop a systematic plan for communicating with external and internal audiences in support of the district's mission, core commitments and long-term success.

### **Core Commitment(s):** II

<b>2005-2006 Objective(s) in Strategic Plan</b>	<b>Summary/Status</b>
<b>Open Records</b>	<p>Responsibility of PIA requests fully transitioned to the Communications department. The department manages the entire process, ensuring requests are fulfilled by the staff person best equipped to provide responsive documents. Communications acts as the mediator by enforcing deadlines for the information to be supplied and then reviewing documents before release. Documents requiring attorney review are provided in ample time so the district may continue complying with the Act.</p> <p>A log book was established to record: date of receipt; name of requestor; specific request; the staff member asked to provide responsive documents; the amount of time required to fulfill the request; the number of paper copies of documentation supplied to the requestor; the date the information was delivered to the requestor; any charges incurred by the requestor or the district.</p> <p>Copies of all information provided to requestors is kept on file, with the exception of those documents requiring attorney review (those copies are maintained by the attorney).</p>

<p><b>Internal &amp; Core-Supporter Newsletter</b></p>	<p><i>Currents</i> launched as an electronic, monthly newsletter for all LTISD staff in October. A link is emailed to all staff at mid-month and will be published only during the school year. The goal of <i>Currents</i> is to keep staff informed of district news and to stay in touch with campus activities.</p> <p>The Communications department established liaisons at each campus to share news for publication in <i>Currents</i>. The department is frequently in touch with its liaisons, and often attends campus events to take photos and document other newsworthy activities. Liaisons also provide feedback on the newsletter, including content suggestions and reports from their peers on topics they enjoyed reading about. Sometimes, news provided by the liaisons is also shared with media and other communication outlets.</p> <p>Regular features in <i>Currents</i> include: a note from the superintendent; Points of Pride, a section that allows campuses to brag about accomplishments, programs and other great student news; Worth Mentioning, an opportunity to share staff news such as marriages, births, awards, grant recipients and other kudos; and Tech Talk, a column focused on sharing a technology tip.</p> <p>Other news examples include bond updates, positive district news (i.e., Gold Performance Acknowledgments) and community involvement (i.e., ComPASS program, 40 Building Blocks).</p> <p>The second issue of <i>Currents</i> grew from four to five pages, in large part due to campuses submitting more news for Points of Pride after reading the inaugural issue. All directors are also encouraged to submit departmental news for publication.</p>
<p><b>Flexible News / Info</b></p>	<p><i>QuickNews</i> launched in October as a monthly, electronic newsletter for district community, parents, staff and other stakeholders. The e-letter is subscription-based and available at no cost to subscribers. The Communications department utilizes a</p>

	<p>cost effective third-party vendor (Constant Contact) to host the newsletter template and manage the subscription base. The inaugural issue of <i>QuickNews</i> was emailed to 2,220 subscribers; the November issue was sent to 2,400. The subscriber list continues to grow.</p> <p><i>QuickNews</i> is intended to share the district’s good news with the community. Content examples include bond updates, student recognition, district awards and community activities.</p> <p>Each issue includes an updated version of the <i>QuickNews</i> logo, featuring photos of LTISD students. The Communications department notifies parents in advance that their child’s photo will be in the upcoming issue; the intent is to spread the word about the e-letter to encourage people to subscribe. Notices about the electronic newsletter and instructions on subscribing were also printed in the <i>Austin American-Statesman</i> and the <i>View</i> shortly after its debut.</p> <p>Subscribers include all LTISD staff, PTA/PTO members, Home Owner Associations, booster clubs, parents and other key community organization members. Because Constant Contact hosts the email addresses of subscribers, they are not considered public information in the case of an open records request.</p> <p>The vendor also makes available many options for newsletter templates. The Communications department has a template saved in the case of an emergency or breaking news so that the email list may be notified. Also, over time, the department hopes to train principals to utilize the technology and manage campus-specific newsletters for parents.</p>
<b>Web Site</b>	<p>The Lake Travis community is very technologically advanced, and therefore expects to find answers to most questions on the district and campus web sites. Most people go to the Internet for</p>

	<p>information on the bond, school supply lists, vaccination requirements, classroom assignments and extra-curricular activities before calling to find the information. It is imperative for the district to take its web sites (including campus sites) to the next level.</p> <p>The Communications department is maintaining the district web site, although Rhonda Hostetler continues to post any content updates and changes at the direction of the department. Each campus maintains its own site, and has a full time person on-site to manage any updates.</p> <p>The Communications department, in partnership with the Technology team, is researching costs related to a redesign of the district web site. Both departments agree that the site needs to be laid out in more intuitive design for three specific user groups: staff, parents and the community. Content needs to be grouped specifically for the three users, and the number of clicks to reach information needs to be minimized.</p> <p>The Communications department is also auditing all content on the site, and is working with other departments to ensure accurate information is posted. Communications is also working with Technology to write guidelines for the campus and teacher web sites to guarantee high standards and consistency.</p> <p>Communications has contacted other districts to gather information on content management, web hosting and design companies, and overall cost. Together with Technology, web designers are being interviewed for input, suggestions and to supply cost estimates.</p> <p>A web redesign and content audit project is incredibly large. Although this will take several months to complete and progress</p>
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	<p>may not be immediately visible, intense research is being done to ensure good decisions that lead to a quality web site.</p>
<p><b>Media Relations</b></p>	<p>The Communications department is working hard to build and maintain solid relationships with the media. It is invaluable to have working relationships with several outlets so that in times of crisis there is no doubt about the integrity of information the district provides.</p> <p>Radio: The department is frequently in touch with KLBJ and KUT and has several contacts at each station. Although radio has not played a large role in covering school events, the established relationships were very valuable during bond election time and will be should there be any crisis that needs communicating.</p> <p>Television: Television also does not regularly cover school events, although the first days of school allowed the Communications department to build relationships with many education reporters. As with radio, television reporters are important to be in touch with so that in times of crisis there is an established relationship.</p> <p>Newspaper: The department has worked hard to build an open relationship with the <i>View</i>. Coverage has become more balanced, and with the editor leaving the paper this month, the department hopes to continue building a good relationship with the staff. The Communications department has also reached out to the <i>Statesman</i>, staying in regular contact with the education reporter and supplying district news as often as possible. The <i>Austin Business Journal</i> is another newspaper that the department is building relationships with, and will be valuable in times of bond programs and other business-related news.</p> <p>Magazine: The Communications department is working to research trade magazines to subscribe to and submit news.</p>

	<p>Examples include <i>Texas School Business</i> and <i>Texas Lone Star</i>. It's important to share good news with other districts and peers!</p>
<p><b>Professional Affiliations</b></p>	<p>The Communications department is an active member of TSPRA (Texas School Public Relations Association). TSPRA's document vault, online discussion room and regular luncheons have been invaluable resources as the department is built. The department has contacted peers across the state to ask questions about processes, publications and issues, and is building relationships with the surrounding districts. In fact, two TSPRA members are serving on the Communications strategic planning committee to offer expert advice during this critical stage.</p> <p>The department also maintains membership in AWIC (Austin Women in Communication) and IABC (International Association of Business Communicators) and receives mailings and other information from PRSA (Public Relations Society of America). The Communications Director recently attended a crisis communications workshop, and is registered to attend the annual TSPRA conference in February (including boot camp for new TSPRAn).</p>
<p><b>Bond</b></p>	<p>The Communications department is working to keep staff and the community informed of all bond series activities, including construction progress and financials.</p> <p>An entire section to the bond series is updated on the district web site each month. The section includes pre-election information, planning, construction and financials as well as Q&amp;A. The <i>View</i> recently highlighted the section as the "Web Site of the Week," calling it a "new – and good – addition to the district's ever-growing presence on the Internet."</p> <p>Bond updates are provided in <i>QuickNews</i> and <i>Currents</i>. In addition to content about the bond series, each issue of <i>QuickNews</i> also includes a permanent hyperlink to the bond</p>

	<p>section on the district web site. Information is also included in any emails sent to staff, including board meeting summaries where updates are provided.</p> <p>The media is being utilized to help keep bond information as transparent and available as possible. As construction begins, photos will be submitted with updates. Photos will also be posted to the district web site.</p>
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# Strategic Plan/District Improvement Plan

## *Summary of Status*

December 2005

### Performance/Program Area: Student Success

**Long-Range Goal: Ensure all students successfully excel in individual levels of mastery by state and national standards.**

**Core Commitment(s): III**

2005-2006 Objective(s) in Strategic Plan	Summary/Status
<p><b>Imbedded in 2005-06 DIP: Support full success of students in external measurement profiles present in the Academic Excellence Indicator System (AEIS) to maintain “Recognized” status, leading toward a District “Exemplary” rating.</b></p>	
<p><b>Support full success of students in secondary studies programs (7-12) leading to post-graduate preparation options.</b></p>	<p>(Below information is from both campus reports and the newly released AEIS report for 2004-05.)</p>
<p><b>- Pre-AP and AP courses and exams</b></p>	<p>AEIS 2005 information reflects 2004 information for AP/IB results:</p> <ul style="list-style-type: none"> <li>- 28.4% of 11<sup>th</sup> &amp; 12<sup>th</sup> grade students took an AP exam</li> <li>- 87.9% of students met criterion (3 or higher) on at least one exam</li> <li>- 78.4% of all exams met criterion (3 or higher)</li> <li>- State levels were as follows:               <ul style="list-style-type: none"> <li>o 17.4% of 11<sup>th</sup> &amp; 12<sup>th</sup> grade students took an AP/IB exam</li> <li>o 53.9% of students met criterion ( 3 or higher) on at</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>least one <ul style="list-style-type: none"> <li>o 49.3% of all exams met criteria (3 or higher)</li> </ul> </li> <li>- Campus Comparison Group levels were as follows: <ul style="list-style-type: none"> <li>o 19.3% of 11<sup>th</sup> &amp; 12<sup>th</sup> grade students took an AP/IB exam</li> <li>o 42.3% of students met criterion (3 or higher) on at least one</li> <li>o 36.6% of all exams met criteria (3 or higher)</li> </ul> </li> </ul> <p>Campus information (2005)</p> <ul style="list-style-type: none"> <li>- No. of students taking exams increased 31.4% over 2004</li> <li>- No. of exams taken increased 21.7% over 2004</li> <li>- 9 out of 14 courses increased performance on AP exams</li> <li>- 13 out of 14 courses increased their participation</li> </ul> <p>Gold Performance in AP/IB Results</p>
<p>- <b>SAT/ACT</b></p>	<p>AEIS 2005 Information (2004):</p> <ul style="list-style-type: none"> <li>- 87.4% of students in grades 11 and 12 took an exam</li> <li>- 51.6% met criterion (1110 on SAT and 24 on ACT)</li> <li>- State levels were as follows: <ul style="list-style-type: none"> <li>o 61.9% of students in grades 11 &amp; 12 took an exam</li> <li>o 27.0% met criterion (1110 on SAT &amp; 24 on ACT)</li> </ul> </li> </ul> <p>LTMS will offer a second SAT prep class this spring during school day</p>
<p>- <b>Commended status on TAKS</b></p>	<p>LTMS</p> <ul style="list-style-type: none"> <li>- Reading ELA – 26% in 2005, up from 20% in 2004</li> <li>- Mathematics – 27% in 2005, down from 31% in 2004</li> <li>- Science – 15% in 2005, up from 10% in 2004</li> <li>- Social Studies – 49% in 2005, up from 42% in 2004 <ul style="list-style-type: none"> <li>o Gold Performance in SS</li> </ul> </li> <li>- All tests – 6% in 2005, down from 7% in 2004</li> </ul> <p>LTMS</p> <ul style="list-style-type: none"> <li>- Reading ELA – 58% in 2005, up from 40% in 2004</li> <li>- Mathematics – 48% in 2005, up from 38% in 2004</li> <li>- Writing – 37% in 2005, down from 49% in 2004</li> <li>- Social Studies – 30% in 2005, up from 20% in 2004</li> </ul>

	<ul style="list-style-type: none"> <li>- All tests – 32% in 2005, up from 22% in 2004</li> </ul> <p>Gold Performance in Reading, Writing, Mathematics, Writing and Social Studies</p> <p>HBMS</p> <ul style="list-style-type: none"> <li>- Reading ELA – 58% in 2005, up from 44% in 2004</li> <li>- Mathematics – 43% in 2005, up from 29% in 2004</li> <li>- Writing – 40% in 2005, up from 39% in 2004</li> <li>- Social Studies – 59% in 2005, up from 37% in 2004</li> <li>- All tests – 32% in 2005, up from 20% in 2004</li> </ul> <p>Gold Performance commended in Reading, Writing, Social Studies and Comparable Improvement in Mathematics</p> <p>Note: Hudson Bend Middle School was the #1 rated campus in its comparison group in both Reading and Mathematics out of 40 campuses in 2005.</p>
<ul style="list-style-type: none"> <li>- <b>Middle school to high school transition “connected” work</b></li> </ul>	<p>Registration forms have been revised for 8-11 grade students to reflect choice in Career Pathway interest.</p> <p>High School counselors will go to middle schools in November to do a power point presentation explaining choices and overview of the Institutes and requirements for 8<sup>th</sup> grade students.</p> <p>In addition, High school counselors and department chairs will be holding a parent night in November to explain the scheduling details and Institutes of Study and opportunities to earn college credit in high school, and pre-AP and AP program.</p> <p>8<sup>th</sup> grade teachers will be explaining the four year plan to all students through LA classes.</p> <p>High School counselors are going to middle schools to meet individually with each 8<sup>th</sup> grade student to help them complete their 4 yr. plan and their Freshman schedule based on report card grades and TAKS scores later in spring.</p> <p>All HBMS 8<sup>th</sup> grade students have just completed the Career Cruising Website Interactive software program to help them learn more about their abilities and interests by completing a survey.</p> <p>Based on that, students got to preview careers and career paths.</p> <p>Students then were able to link that information with colleges that</p>

	<p>have great programs in their areas of interest.</p> <p>They were also able to see the entrance requirements of the colleges of their choice.</p> <p>At the end of the year, HBMS has a big career fair. Each grade level has 6 presenters in 6 different areas of work.</p> <p>Some students got on the financial aid website to help them to see the resources that are available to students.</p> <p>Mentors available for LTMS and HBMS students in need. Adult mentors come weekly during lunches to meet with students who are at risk to encourage them in their educational progress. Many of these are ongoing relationships over the year. Program has increased 3 fold over the last three years.</p> <p>Counselors attended Rotary to find mentors. Rotary has written a grant for bilingual dictionaries at HBMS as well as band uniforms and instruments for at risk students.</p> <p>At risk counselor at HBMS. She is taking failure list highlighting failures. At end of 1<sup>st</sup> 9 weeks, students are targeted based on failures, discipline referrals, and attendance. These students are receiving special counseling. Jim Gentile, motivational speaker, from Rotary will be working with these 20 students after Thanksgiving meeting with them on an ongoing process working on instilling hope, motivation, and direction. In addition, these students will be involved in a ropes course.</p> <p>At risk counselor is meeting all 20 students individually to determine needs of each one.</p> <p>TAKS remedial support at both middle schools. TAKS enrichment classes. TAKS reading academy at HBMS 6 weeks prior.</p> <p>After School Math Academy in December and February for students failing 9 weeks and failing math benchmark. Math tutor. Paraprofessional support at HBMS science for at-risk and LEP</p> <p>The high school has a matrix of every freshman (incoming 8<sup>th</sup> grade student) and noted 'connections' to any extra-curricular</p>
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	<p>program, club, etc. Those NOT engaged have been sought out individually to identify if they have outside ‘connections’ (sports, church leagues, etc). If NOT, they have become a part of the effort to create new interest clubs (knitting club), partner with mentors, etc. so that every transition student is ‘connected’. SEE: Compass/Character Education efforts below.</p>
- <b>Student Attendance</b>	<b>n/a</b>
- <b>Completion Rate / Graduation Rate</b>	<b>n/a</b>
- <b>CATE Institutes of Learning</b>	<p>CTE Coding (equals dollars for the district and improves state and federal ratings)</p> <ul style="list-style-type: none"> <li>- 678 students are coded a “1” ( in a CTE course without future CTE Plan) in 2005-06 up from 208 in 2005</li> <li>- 52 students are coded a “2” (in a CTE course with a 4 yr plan including 2 to 3 CTE courses) in 2005-06 down from 76 in 2004-05</li> <li>- 214 students are coded a “3” (2 to 3 CTE courses including a tech prep course) in 2005-06 up from 0 in 204-05</li> <li>- 944 students coded as CTE students in 2005-06 up from 284 in 204-05</li> </ul> <p>747 students in Agriculture courses in 2005-06  1015 students in Business and Marketing courses in 2005-06  49 students in Health Science technology in 2005-06  60 in Engineering Principles in 2005-06  1871 total participation enrolled in CTE in 2005-06</p>
- <b>At-risk population</b>	<p>LTHS Economically Disadvantaged</p> <ul style="list-style-type: none"> <li>- Reading ELA – 96% in 2005 up from 62% in 2004</li> <li>- Mathematics – 91% in 2005 up from 67% in 2004</li> <li>- Science – 86% in 2005 up from 50% in 2004</li> <li>- Social Studies – &gt;99% in 2005 up from 75% in 2004 <ul style="list-style-type: none"> <li>o Gold Performance in SS</li> </ul> </li> <li>- All tests – 78% in 2005 up from 38% in 2004</li> </ul> <p>LTMS Economically Disadvantaged</p> <ul style="list-style-type: none"> <li>- Reading ELA – 77% in 2005 up from 73% in 2004</li> </ul>

	<ul style="list-style-type: none"> <li>- Mathematics – 81% in 2005 up from 70% in 2004</li> <li>- Writing – 90% in 2005 up from 78% in 2004</li> <li>- Social Studies – 92% in 2005 up from 86% in 2004</li> <li>- All tests – 69% in 2005 up from 52% in 2004</li> </ul> <p>HBMS Economically Disadvantaged</p> <ul style="list-style-type: none"> <li>- Reading ELA – 58% in 2005 up from 44% in 2004</li> <li>- Mathematics – 43% in 2005 up from 29% in 2004</li> <li>- Writing – 40% in 2005 up from 39% in 2004</li> <li>- Social Studies – 59% in 2005 up from 37% in 2004</li> <li>- All tests – 32% in 2005 up from 20% in 2004</li> </ul> <p>LTMS LEP</p> <ul style="list-style-type: none"> <li>- No measurable groups</li> </ul> <p>LTMS LEP</p> <ul style="list-style-type: none"> <li>- Reading ELA – 77% in 2005 up from 73% in 2004</li> <li>- Mathematics – 81% in 2005 up from 70% in 2004</li> <li>- Writing – 90% in 2005 up from 78% in 2004</li> <li>- Social Studies – 92% in 2005 up from 86% in 2004</li> <li>- All tests – 69% in 2005 up from 52% in 2004</li> </ul> <p>HBMS LEP</p> <ul style="list-style-type: none"> <li>- Reading ELA – 36% in 2005 down from 41% in 2004</li> <li>- Mathematics – 23% in 2005 down from 45% in 2004</li> <li>- Writing – no measurable group</li> <li>- Social Studies – no measurable group</li> <li>- All tests – 8% in 2005 up from &lt;1% in 2004</li> </ul>
<p><b>Students with identified special needs will be provided structured, cohesive services leading toward full academic success as measured by grade promotion, success on state assessment, and external assessment reports</b></p>	
<ul style="list-style-type: none"> <li>- <b>Tracking and communication plan (personal graduation plans) for at-risk</b></li> </ul>	<p>Staff development for counselors on the development and use of AEIS-IT for personal graduation plans</p>
<ul style="list-style-type: none"> <li>- <b>Counselor/campus administrator, special education challenges</b></li> </ul>	<p>Each campus and central office will be attending General Intervention Support team Training on November 28, 2005;</p>

	<p>All campuses attended 504 training with Jim Walsh; all campus administrators met individually with John Fessenden, ESC XIII Accountability Consultant on all aspects of NCLB and AEIS. IN addition he provided group training with counselors, special ed staff, and principals on Assessment Overview Training for 2005-06. Individual meetings with Special Education Administration and all campuses and counselors will be taking place to determine appropriate decision levels for all students not taking TAKS. 504 forms have been updated for greater compliance; training is planned for counselors in Feb.</p>
<p>- <b>Continuous Improvement Plan for special education</b></p>	<p>LTISD was identified by PBMAS as needing improvement in the area of identifying Hispanic students in Special Education. Following efforts took place during the previous school year and this fall to insure that we are OFF this list:  Review of every Hispanic Special education file for quality and compliance measures  Task force make up of counselors, teachers, administrators to insure appropriate interventions prior to referral  Intense staff development locally and at ESC XIII  Assessment staff trained in Spanish Testing Protocols  Book study of best practices for serving Hispanic students  Staff development on each campus  Now have special education bilingual consultant from ESC XIII currently working with the district to keep numbers appropriate. This person is using LTISD as a model for the state.</p>
<p>- <b>Gifted and Talented program review</b></p>	<p>A timeline has been developed to revisit every aspect of the GT program during 2005-2007. Each area has been assigned a month and meetings have been set. Policies, procedures, and best practices are being reviewed and evaluated. At the state level, the state program for Gifted is soon to be reviewed and revamped. LTISD will monitor the state progress carefully so as not to move ahead and then have to reverse program decisions. Research on student acceleration is a consideration as the district moves forward in this area. In addition, the possibility of incorporating</p>

	<p>the International Baccalaureate Programme into LTISD will be considered as the GT program is addressed. Past high school GT students will be brought in to help improve the GT program in High School. Also included in the timeline is the addressing of the addition of Leadership and Fine Arts strands into the existing program, K-12. This would entail GT training for fine arts teachers, and possibly counselors.</p>
<p>- <b>CATE implementation</b></p>	<p>Coding of CTE Students corrected resulting in 944 students coded thus far for 2005-06; Two tech prep courses articulated with ACC course credit; every LTHS student meets individually with LTHS Counselor to create or review 4 yr plan; 28 CTE courses being offered in 2005-06; 16 new CTE courses to be offered in 2006-07; middle school course to be offered in 2006-07; middle school parents and 8<sup>th</sup> graders to be informed and prepared to take courses; building renovations in planning stages to create Institute areas and physical facilities to support all courses</p>
<p>- <b>K-2 teachers (reading intervention support training)</b></p>	<p>Core team of K teachers attended Literacy Based Instruction in Arlington in spring, 2005.  ALL kindergarten teachers attended Handwriting Without Tears in summer 2005. Almost all Kindergarten attended training on Using Language and Music in the Kindergarten Curriculum to support developmental reading instruction. Kinder teachers also had a “Make and Take” Day to incorporate all ideas into their curriculum.  K-2 teachers have been assisted by the reading teachers in the use of TPRI scores to target specific reading difficulties in the areas of phonemic awareness, fluency, and comprehension.  DRA scores are also being used to establish reading levels.  Lexile training is planned for spring 2005.  IN the area of writing, use of a common rubric as part of teaching Writing as a process will be offered to all elementary teachers in November and December by Martha Medlock, LTMS 7<sup>th</sup> grade LA teacher.</p>
<p>- <b>Utilize revised STAT process</b></p>	<p>Stat forms were revised over summer 2005. Principals were</p>

	<p>trained in new forms in September. In addition, training is being provided to improve intervention strategies prior to Special education referrals. This new process, GIST, is in greater compliance with IDEA 2004 requiring an intervention model rather than a “labeling before service” model.</p>
<p><b>All students in K-2 will demonstrate progressive developmental competencies in reading and math skills to support higher academic performance and greater independence in foundation studies, problem-solving, and higher order thinking.</b></p>	
<p>- <b>TPRI Palm</b></p>	<p>TPRI K-2 and Tejas Lee K-2 conducted using an electronic version with Palm Pilots (significant time reduction and on-going data collection process) beginning in 2004.</p> <p>Data is used to</p> <ul style="list-style-type: none"> <li>• generate a list of “at risk” students for intensive intervention</li> <li>• provide teachers with info. to create groups to target specific areas of weaknesses and strengths</li> <li>• guide instruction in the areas of phonemic awareness, graphophonemic awareness as well as reading and comprehension.</li> <li>• Monitor students progress in acquiring skills in reading</li> </ul> <p>LTISD Fall 2005 results  Grade 2 – 536 students tested, 62 Still Developing, 327 Developed; 84% developed  Grade 1 – 586 students tested, 67 Still Developing, 312 Developed; 82% Developed  Grade K – Spring 2005 results, 409 students tested, 8 Still Developing, 349 Developed; 98% Developed</p>
<p>- <b>TPRI/ Tejas Lee data reports</b></p>	<p>LTISD Fall 2005 results  Grade 2 – 6 students tested, 1 student met standard in Graphophonemic Knowledge; 0 students met standard in</p>

	Phonemic Awareness; 0 students met standard in Listening/Reading Comprehension Grade 2 – 6 students tested, 1 student met standard in Graphophonemic Knowledge; 0 students met standard in Phonemic Awareness; 0 students met standard in Listening/Reading Comprehension
- <b>EOY/DRA results</b>	DRA is used to <ul style="list-style-type: none"> <li>• provide teachers with information useful in planning instruction</li> <li>• grouping students for guided reading</li> <li>• selecting text in the Literacy Library that will match the student's reading level</li> </ul> Information gathered from the TPRI, Tejas Lee, and DRA provide information for the teacher to use in planning differentiated lessons to meet the needs of all students. Groups needing targeted, intensive reading instruction as well as groups needing an enriched curriculum can be generated from the review of this data. DRA results are not aggregated by campus or district.
- <b>Differentiated Instruction/Balanced Literacy</b>	All K-2 teachers received 6 hours of staff development on Balanced Literacy and Differentiated Classroom Instruction during staff development in October.
- <b>Benchmarks for 2-5 (mathematics)</b>	Benchmarks are not being developed in Mathematics 2-5 this year. Principal needs were to develop Science benchmarks in grade 5 and mathematics benchmarks for middle school. However, C and I department is exploring several commercial tests that will be very useful to diagnose mathematics levels and difficulties to aid teachers in targeting the needs of specific students. Benchmarks for grades 2-5 Mathematics will be developed in summer of 2006 for use in Fall 2007.
- <b>Support matrix</b>	Use of support matrix is pending.
<b>Fully implement the Healthy Lifestyles program (COMPass) as developed through a Character Education position, School</b>	

<p><b>Health Advisory Council, Health/PE instructors, Food and Nutrition Services and recommendations from the Community Coalition.</b></p>	
<p>- <b>COMPass</b></p>	<p>ComPASS program fully in swing; Coordinator hired; PPT presented to district wide parent meeting, executive committees of PTOs., Chamber of Commerce, a faith-based group of 15 members, Safe Homes, LTEF, student groups such as the AEP students, counselors. Each principal has presented PPT to each of their faculties. ½ day Staff development on in-depth study of Building Blocks and their effects on protective factors with counselors. Full day of staff development of imbedding building blocks into team building and how support staff can assist with students;</p> <p>At all secondary campuses a healthy lifestyles club campaign has been initiated with two of the three campuses implementing a club.</p> <p>At high school, a pilot program called Club Impact has begun. This is a leadership club guided by the Building Block Framework to improve student understanding of how students themselves affect climate, norms, change, and the overall direction of their peers.</p> <p>At elementary campuses the principals have imbedded building blocks into their weekly or daily assemblies. At BCE students are leading this charge by put on skits and presentations to teach the skills to others.</p> <p>At Lakeway, through the Compass Program, Sam has Lakeway Leaders where students help to monitor the behaviors of others to promote healthy lifestyles.</p>
<p>- <b>Health/PE Curriculum –</b></p>	<p>Committees met in K-5 to write health curriculum and integrate into all subjects including PE. In grade 6 and hs curriculum was written to incorporate new textbooks and SB 19 comprehensive health plan.</p>

<p>- <b>Development Assets</b></p>	<p>These 40 assets are called Building Blocks. (Assets is not a student-friendly word). These provide the overarching Framework for the entire LTISD Program of Healthy Lifestyles Integration and Involvement of all areas of the community including, faith-based, law enforcement, businesses, parents. Group of 7 administrators, teachers and counselors attended the National Conference in Dallas in November. A complete review of the Practices has been developed to address each of the 40 assets that become the specific responsibility of schools and school personnel. 12 of the assets are targeted as foci for the district.</p>
<p>- <b>FANS</b></p>	<p>Food and Nutrition has developed presentations for students. She has worked closely with parents to redesign meal plans, use of alternate recipes, etc. director of Food and Nutrition Services is also developing a presentation utilizing 3 athletes called “Bodywise Gym”</p>
<p>- <b>Character Ed strategic plan</b></p>	<p>A Power Point explaining how Character Education subsets under the developmental assets, a list of the character traits utilized by the newly adopted Wise Lives Program, and how these will be integrated into the curriculum has been shared with parents, principals, and counselors. This framework will be the basis of a Character Education Strategic Plan for the district and will be incorporated into the district wide plan. COMPASS coordinator is working with counselors, C and I and teachers to develop this plan.</p>
<p>- <b>Elementary and middle school initiatives (Peacemakers, anti-bullying, peer mediation, t3een skills, positive peer pressure</b></p>	<p>Counselors on all campuses are incorporating small group and classroom instruction into their counseling plan. All of the initiatives {Peacemakers, Anti=Bullying Commitments, Peer Mediation on several campuses, Teen Skills classes and Positive Peer Pressure are being developed in conjunction with the COMPASS program coordinator.</p>
<p>- <b>Curriculum / instructional policy review regarding sexual awareness, sexually transmitted diseases, healthy choices regarding body and character</b></p>	<p>A policy review through the Health Advisory Committee began in 2004 and will culminate in the Comprehensive Health Plan (CHP) in January 2006. This plan encompasses all aspects of the Texas</p>

	Education Code (sec. 30) and SB 19; following the recommendations from the Health Committee, specific review of sexual awareness and STD curriculum will be presented to the HAC for consideration/feedback. Following the plan refinement, it will be presented to the Board of Trustees for the record.
- <b>Comprehensive health plan to meet SB 19</b>	A DRAFT Comprehensive Health Plan has been developed. It addresses 7 different areas: Physical Education, Health, Food and Nutrition, Character Education, ComPASS, Parent and Community Partnerships and Communications. This is being refined as a part of the Strategic Planning Process; its implementation date is for 2006-07.
- <b>Web communication tool for LTISD Healthy Lifestyles/COMPass</b>	<a href="http://lrcms.laketravis.txed.net/?siteid=553">http://lrcms.laketravis.txed.net/?siteid=553</a> Website containing information for community on the progress of the program

# Strategic Plan/District Improvement Plan

## *Summary of Status*

December 2005

### Performance/Program Area: Technology

**Long-Range Goal:** Teachers will use technology as an instructional tool within their disciplines to increase student motivation for learning, to improve student achievement in major subject areas, and to improve student skills as collaborative workers, critical thinkers and evaluators of information.

**Core Commitment(s):** I, II, III, IV, V, VII

2005-2006 Objective(s) in Strategic Plan	Summary/Status
<p>Not in 2005-06 DIP; however, it is recognized as critically important work.</p> <p>Focus areas:</p>	
<p>Technology TEKS integration</p>	<ul style="list-style-type: none"> <li>• Connected Tech technology textbook has been implemented K-8 (LTHS has separate technology applications courses)</li> <li>• Training and implementation of Kidspiration and Inspiration instructional software packages is taking place 1<sup>st</sup> part of spring 2006 semester.</li> <li>• Reliability improvements have positively impacted teachers' comfort levels with utilizing computing facilities much more regularly.</li> </ul>
<p>Teachers' proficiency with technology, evidenced by progress through Ed. Tech. Modules</p>	<ul style="list-style-type: none"> <li>• 9 Ed. Tech. Modules have been put into place, incorporating national, state, and local standards for technology proficiency for teachers.</li> <li>• Training has already begun for elementary teachers to complete all nine modules by April, 2007. Secondary teachers are scheduled to receive training at the EDC starting in January, 2006.</li> <li>• We have teachers already pursuing phase two of this program, the Texas Teacher Technology Competency Certification (Texas TTCC).</li> </ul>

<p><b>District Technology Plan development</b></p>	<ul style="list-style-type: none"> <li>• <b>A Technology Committee was formed in the 04-05 school year to create a new Technology Plan, which was approved by the TEA.</b></li> <li>• <b>The Technology Plan will be updated and reapproved in 05-06 with updated data from needs assessments, and aligned with 2006-2011 strategic plan initiatives.</b></li> <li>• <b>All teachers individually participated in the 04-05 Texas School Technology &amp; Readiness (STaR) chart survey and will do so again in the 05-06 school year to indicate annual progress against program benchmarks.</b></li> </ul>
<p><b>Framework of standards, policies and processes ensuring consistent delivery of services.</b></p>	<ul style="list-style-type: none"> <li>• <b>Operational framework of the District Technology program includes:</b> <ul style="list-style-type: none"> <li>○ <b>A District-wide workorder tracking helpdesk system</b></li> <li>○ <b>Standard software titles (an LTISD computer “image”)</b></li> <li>○ <b>A new network infrastructure and design</b></li> <li>○ <b>Training provided for all Technology Team members to support their development</b></li> <li>○ <b>Policies such as email retention and automated computer software updates to reinforce the stability and reliability of our technology systems</b></li> </ul> </li> </ul>
<p><b>Technology staff training</b></p>	<ul style="list-style-type: none"> <li>• <b>Trainings have included:</b> <ul style="list-style-type: none"> <li>○ <b>New teacher training (and new staff training)</b></li> <li>○ <b>Two full days of staff development on 10/31/05 and 11/1/05, including Gradespeed gradebooks, WebCCAT, Connected Tech, and Content Management System (CMS)</b></li> <li>○ <b>Monthly team trainings through technology mentors at elementary schools</b></li> <li>○ <b>Inspiration and Kidspiration instructional software</b></li> <li>○ <b>Ed Tech module training</b></li> <li>○ <b>TPRI/mclass training on administering reading tests on handhelds devices and utilizing data</b></li> <li>○ <b>Conference attendance for technology team members, librarians, and technology mentors</b></li> <li>○ <b>Gradespeed.net, district-wide gradebook application</b></li> <li>○ <b>Beginning and advanced CMS teacher (and departmental) websites and included tools such as calendars &amp; e-newsletters.</b></li> </ul> </li> </ul>

<b>2006-2011 Strategic Plan work</b>	<ul style="list-style-type: none"><li>• <b>Membership for 5 year strategic planning includes: technology teachers, Josi Eason, Janie Braxdale, Jean Johnson (librarian), 2 parents (Kelly Heath - ACS, David Bentley - Microsoft), and Raymond Hartfield (SBC)</b></li><li>• <b>The committee's planning website is located at:</b> <a href="http://lcmms.laketravis.txed.net/?siteid=627">http://lcmms.laketravis.txed.net/?siteid=627</a></li><li>• <b>Strategic Planning subcommittee's work includes utilizing data from such sources the OHI survey and STaR chart, conducting needs analysis, and goal setting, and integrating long-term bond planning and the Texas ePlan initiatives with the District's Strategic Plan.</b></li></ul>
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