Notice of Regular
The Board of Trustees
Granbury ISD
Monday, August 28, 2006
6:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, August 28, 2006, beginning at 6:00 PM in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048.

25th day of August, 2006
The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Call to order
2. Budget public hearing 3
3. Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
    a. Chapter 551.074 - Personnel
        1. Consider staff appointments
    b. Chapter 551.072 - Purchase, exchange, lease or value of real property
4. Reconvene in open session
5. Opening Comments/Invocation
6. Pledges - U.S. Flag & Texas Flag
7. Superintendent's Report - Goals 1 ,2, 3, 6, 7
    a. Update 78 - Texas Association of School Boards 55
    b. Occupational Excellence Survey
    c. Staff Development report
    d. Summer School report
    e. Hood County Appraisal District budget 198
    f. Financial statements for June 30, 2006 and July 31, 2006 204
8. Board members special reports
    a. Schedule public forum(s) for facilities presentation
    b. Schedule Team of Eight Training
9. Consider consent agenda items - Goals 2, 3, 5
    a. Minutes of the July 17, 2006 regular board meeting, July 18, 2006 special board meeting and the August 7, 2006 special board meeting 206
    b. Budget amendments 214
    c. Data conversion services CSP 2004-05 - renewal 217
    d. Remanufactured transmissions 2004-19 - renewal 219
    e. Automotive filters 2004-20 - renewal 221
    f. Uniform services 2004-24 - renewal 224
    g. Automotive lubricants 2005-33 - renewal 226
    h. Auto, truck & bus OEM bid no. 2006-16 228
    i. Transportation supplies and after market parts bid no. 2006-17 230
    j. Consider Disposal of Special Ed Bus 232
    k. Consider certified appraisers 233
    l. Consider contracted services for Texas High School Redesign Grant 235
    m. Consider continued participation in the TASB Risk Management Fund Unemployment Compensation Pool 236
10. Consider participation in ESC Region XI Purchasing Consortium 237
11. Consider Administrative Services of Employee Benefits: Section 125 Plan; Section 403(b)/403(b)(7) Plan; Section 457 FICA Alternative Plan - RFP 2006-14 241
12. Consider participation in Texas Association of School Boards Risk Management Fund - employee benefits - supplemental programs 284
13. Consider purchase of Employee Life Insurance Benefit
14. Consider policy DEC (LOCAL) - compensation and benefits: leaves and absences 293
15. Consider policy FMG (LOCAL) - Student Activities: Travel 302
16. Consider 2006-07 Campus Improvement Plans 305
17. Consider 2006-07 budgets and salary schedules 623

18. Public comments/audience participation
19. Consider action on items discussed in closed session
    a. Personnel - staff appointments
    b. Purchase, exchange, lease or value of real property

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

On this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

_____

Superintendent or Designee (For the Board of Trustees)

GRANBURY ISD

BUDGET /TAX RATE

Public Hearing

August 28, 2006

Budget Development Process - Assumptions

- December 2005 - Budget Parameters were set by Superintendent and Executive Director of Finance
- Assumptions were made and presented to the Board at it's January 23, 2006 meeting

Budget Development Process - Budget Packets

- January 18, 2006 - Budget packets were disseminated to Principals and Directors
- During the months of January & February:
  - Principals met with Staff and Campus Leadership Teams to develop budgets
  - Directors met with Staff and Principals to develop budgets

Budget Development Process - Campus/Dept Activity

- Budgets were submitted to Business Office on March 1, 2006

Budget Development Process - Peer Review

- Budgets were reviewed by peer groups March 21, 22, 24, 27, 28 and 29
  - Peer groups were made up of one or two like type budget managers (i.e. principal with principal, director with director), Campus Leadership Team Member, the District Budget Review Committee (DBRC) (Superintendent, Assistant Superintendent, Executive Directors) and other Directors as appropriate

Budget Development Process - DBRC Activities

- Salary and benefit market studies were reviewed
  - TASB prepared and presented report
- Development of Salary schedules
  - TASB proposals were shared with the Board in June
  - Board requested additional options for salary schedules

Budget Development Process - DBRC Activities Cont'd

- TASB made another presentation at Budget Workshop July 18,2006
- Revisions were made by administration and presented to the Board at the August 7, 2006 meeting

Budget Development Process - DBRC Activities Cont'd

- Revenue projections were reviewed
  - Taxable Values
  - Current Collection Rate
  - Student Growth
  - Other Revenue Sources
- Superintendent presented Budget to Board at Budget Workshops held on July 18, 2006 and August 7, 2006

Review 2005-06 year end projections

2005-06 Projections General Operating

- Adopted budget projected a decrease in fund balance
  - ($1,463,891)
- Amended budget projected a smaller decrease in fund balance
  - ($1,033,440)
  - Barnhart/Huckabee Settlements ($700,000)
  - Revenue Increases ($600,000)

2005-06 Projections General Operating

- Projected year end affect to fund balance as of 6/19/06
  - Increase in Fund Balance of $49,608
  - 99.02% of Amended Budget Expended

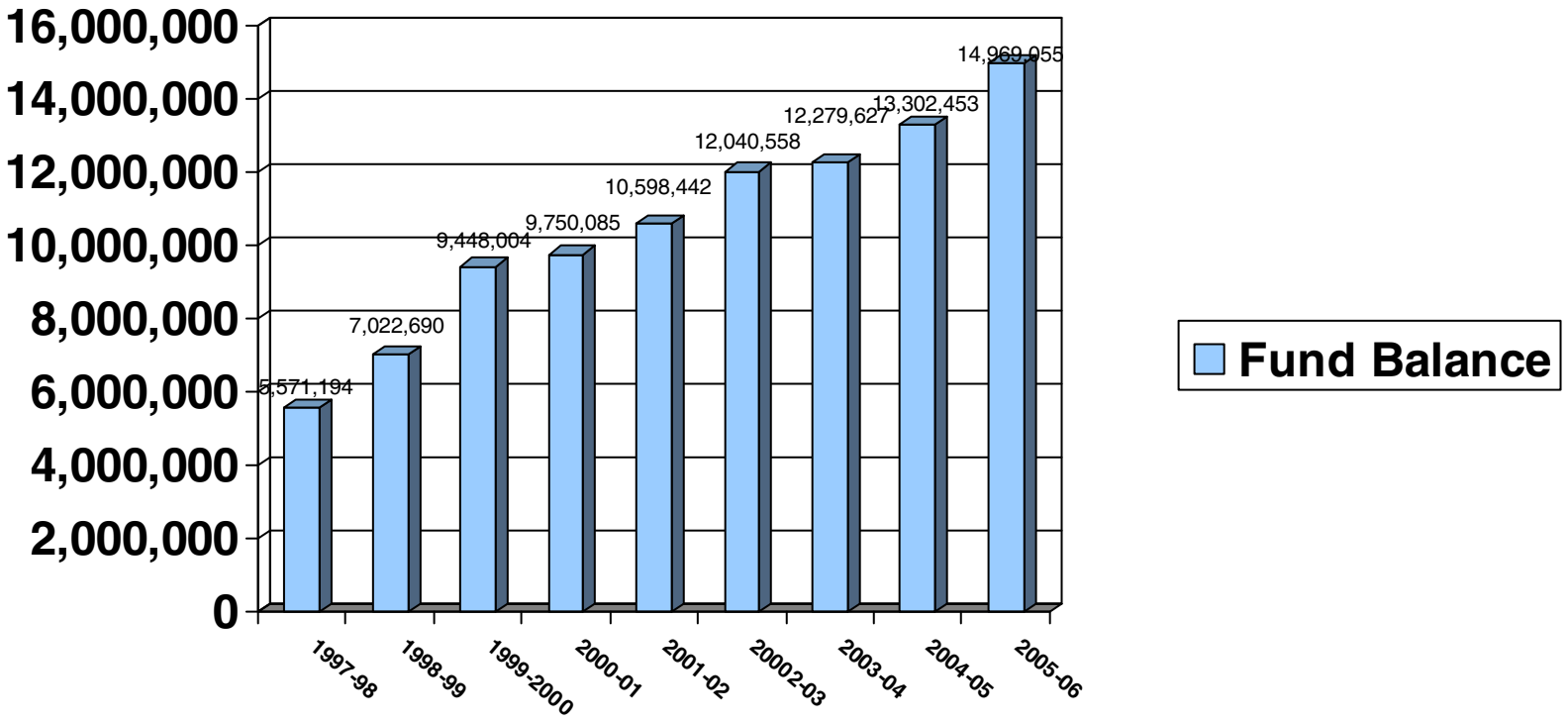
2005-06 Projections General Operating

- The projected 8/31/06 balance is 32% of the 2005-2006 adopted budget
  - $14,969,055
  - Fund Balance is suggested to be 15-20% of the operating budget

Fund Balance Analysis - General Operating

- History of GISD Fund Balance says a lot for the leadership of this District
  - Lower debt service costs are experienced due to the maintenance of this healthy fund balance
  - Fund Balance allows planning to be done without a bond issue while still meeting the needs of the District

Fund Balance Analysis - General Operating



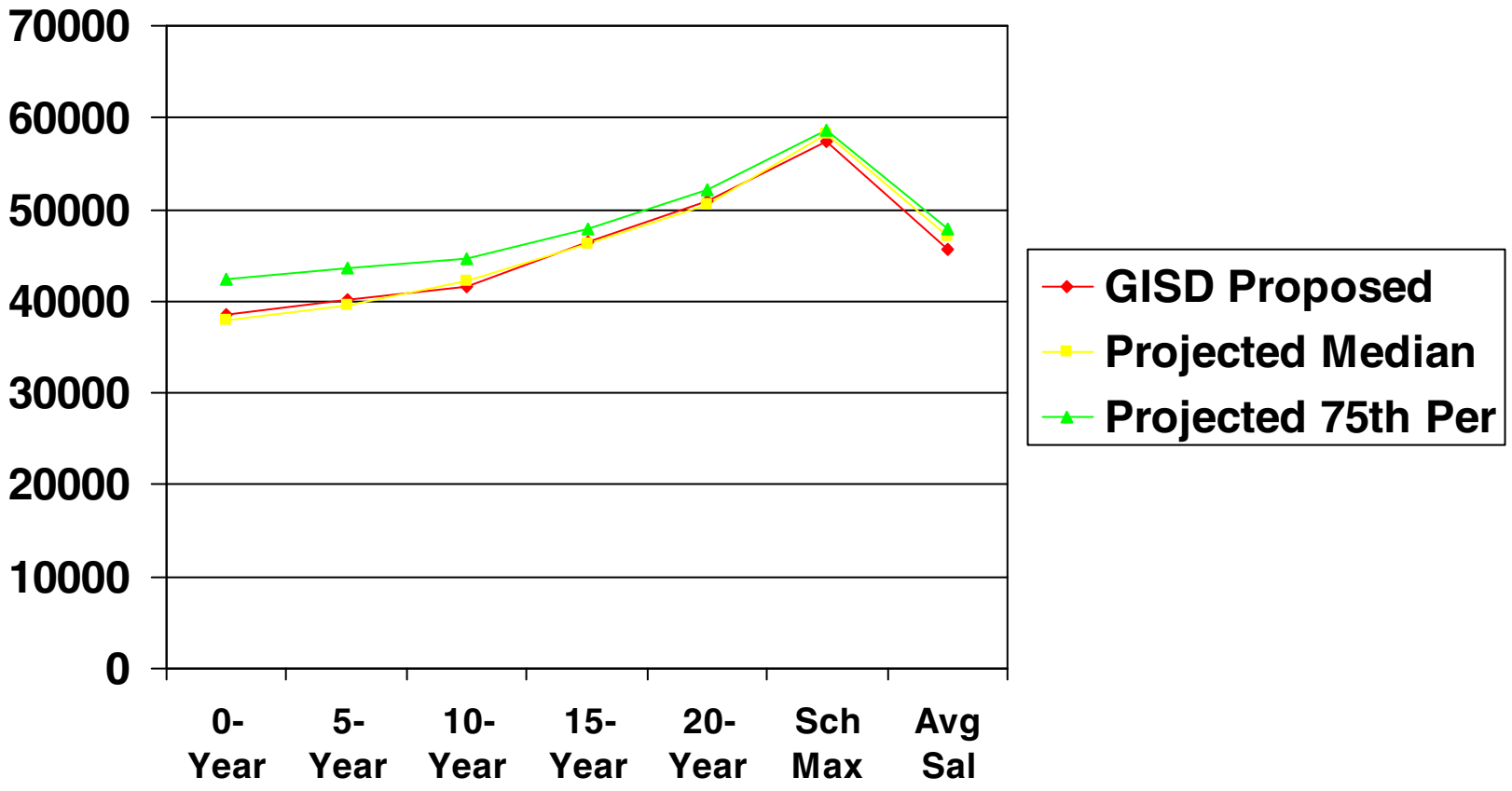
General Operating Budget

2006-07

General Operating - Expenditures

- Teacher Salaries increased by $4,200 across the board
  - $2,000 State legislated raise
  - $500 Insurance supplement
  - $1,700 local supplement
    - Group effective increase 10.4%
    - Starting Salary of $38,500

Projected Teacher Salary Schedule Comparisons 2006–2007



General Operating - Expenditures

- TASB proposed Minimum, Midpoint, & Maximum Schedules amended to reflect market and compression issues for other schedules
  - 6% Midpoint increase for all Pay Schedules except for Manual Trades which will get a 7% increase
    - Effective Rate for each Group
      - Manual Trades – 12%
      - Clerical/Technical - 9.4%
      - Technology – 8.2%
      - Professional Support & Administration – 7.6%

General Operating - Expenditures

- Summary of new positions
  - 11 New Teachers - $543,000
  - 4 Instructional Specialists - $213,500
  - 2 Instructional Aides - $45,000
  - Crossland Startup - $224,100
    - 2 Assistant Principals
    - 1 Counselor
    - PEIMS/Attendance Clerk
    - 1 Custodian
  - Other Positions & Stipend Increases - $100,000

General Operating - Expenditures

- Form M's were reviewed and prioritized by the DBRC
  - Approximately $1,000,000 Requested
  - $596,792 Funded (details in your packet)
- New Initiatives were reviewed and prioritized by the DBRC
  - Priority 1s are presented in this budget
    - Approximately $2,100,000 Requested
    - $1,242,586 Funded (details in your packet)

General Operating - Expenditures

- Major projects funded
  - GHS Auditorium rooftop HVAC
  - Brawner Roof Replacement
  - GHS Carpet replacement
  - Baccus - Sound proof Music Room
  - AMS – Sidewalk for bus pickup

General Operating Expenditures - Special Projects – New Initiatives

- Major projects funded
  - GHS, GMS, AMS - Band Instrument Lockers
  - GHS – Aviation Course supplies and materials
  - GMS – Band Instruments
  - Athletics – Contracted services, supplies and travel
  - Crossland – Choir equipment
  - Technology – Equipment & Office 2003 District Implementation
  - Transportation – Fuel Cost Increase
  - Library Books
  - Agile Mind – Additional services
  - Custodial Equipment & Travel
  - District Student/Finance Software/Hardware Project

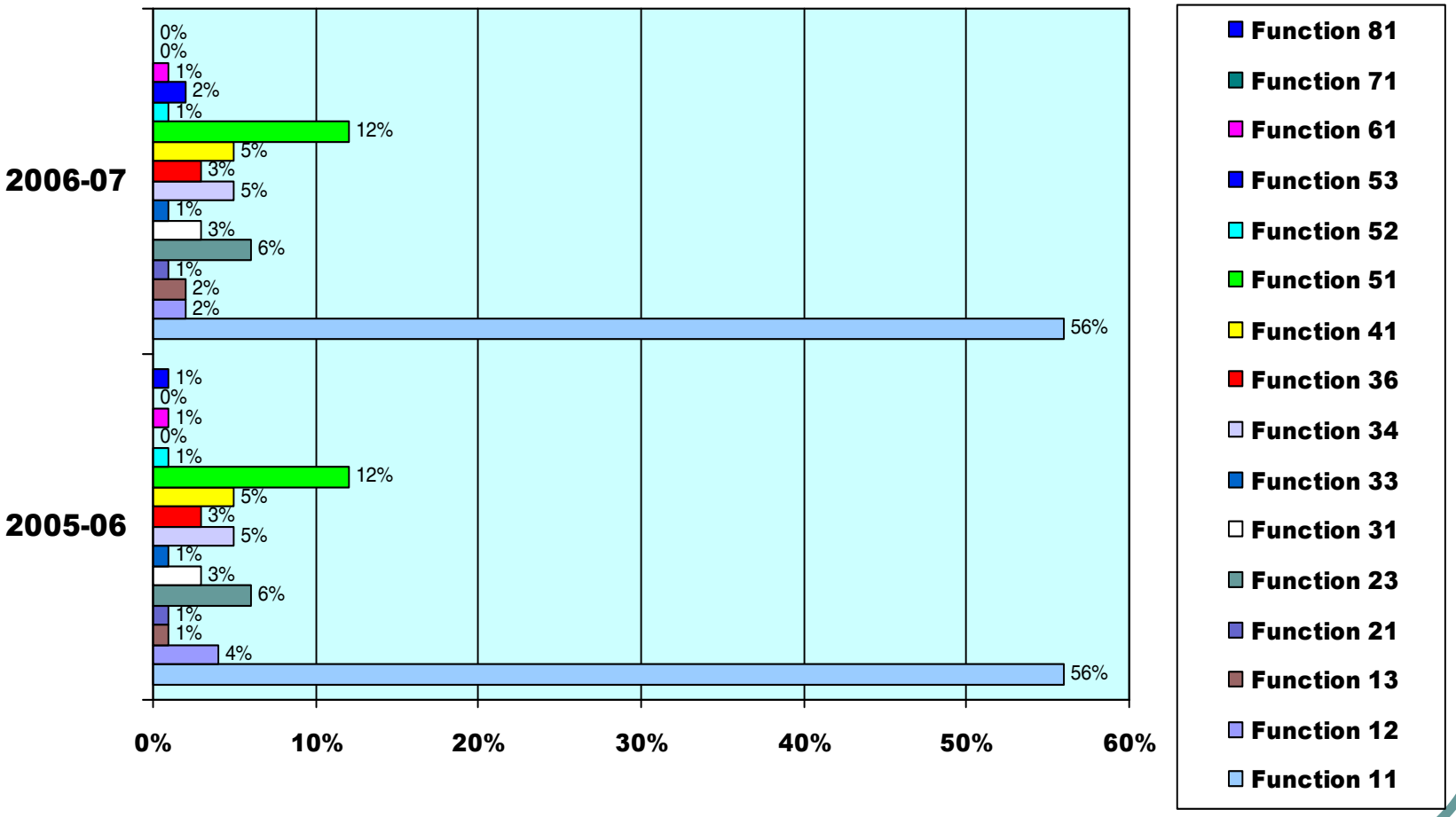
General Operating - Expenditures

- Total Expenditures are projected to be $51,847,102
  - 11.8% increase over 2005-06 Total Budget
  - Salaries & Benefits 8% increase over 2005-06
- Proposed Expenditure per ADA is $8,028
- Function 11 - Instruction makes up 56% of the total budget
- Instruction and Instructional Support make up 67% of the budget

General Operating - Expenditures

- Salaries & Benefits make up 78% of the total budget
  - Compared to 78% last year
- Contracted Services – Utilities – make up 9% of the total budget

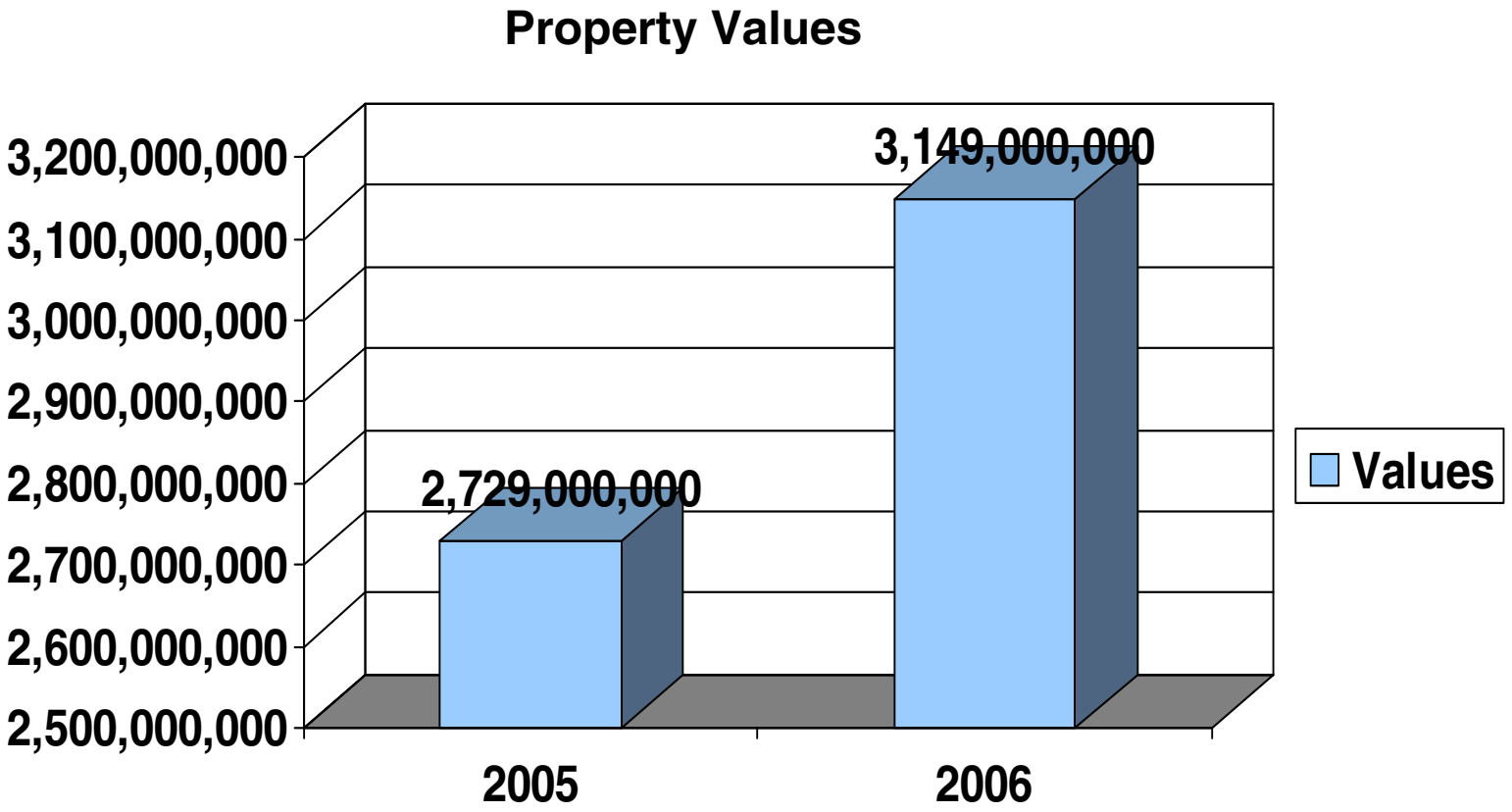
General Operating - Expenditures - % of Total Budget



General Operating - Revenue

- Property Values
  - July 25, 2006 HCAD certified values
    - 15% increase in total values over last year
      - 13% increase in frozen values
      - 16% increase in taxable values
    - 99% collection rate used
      - 3-year average is 99%
        - Current year is estimated to be 101%

General Operating - Revenue



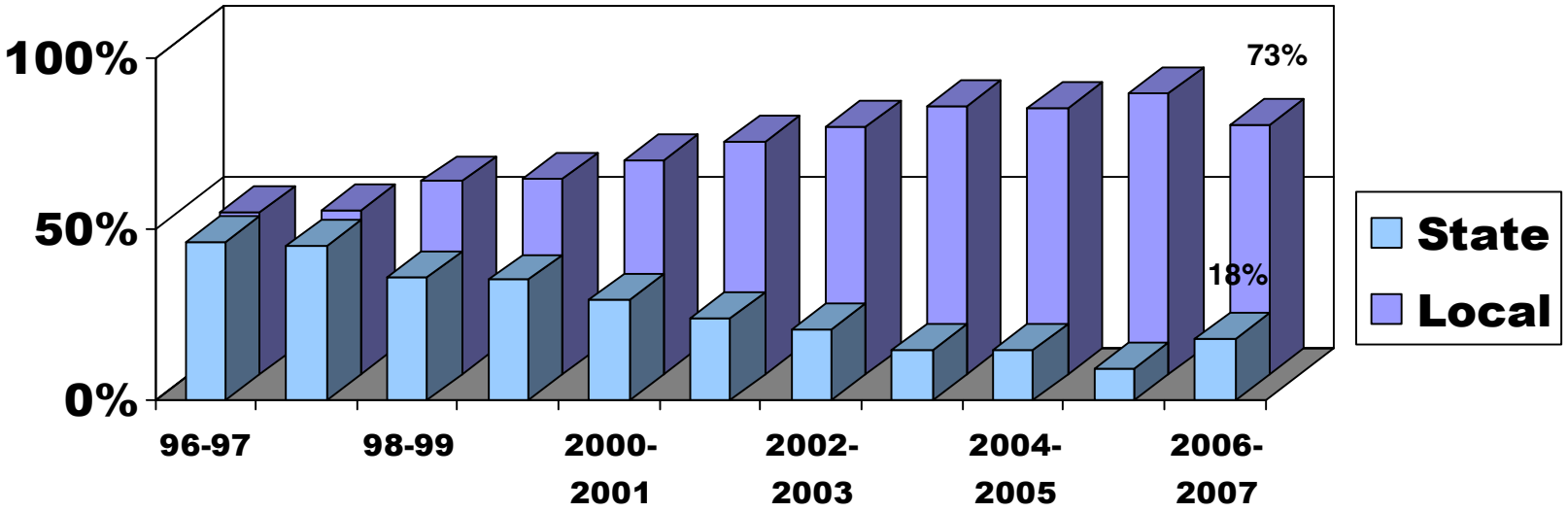
General Operating - Revenue

- State Revenue is projected to increase $4,740,426
  - 2005-2006 – 9% of total revenue
  - 2006-2007 – 17.81% of total revenue
    - Mandated Increase from State – 42.8%
      - Teacher Salaries - $1,287,500
      - High School Allotment - $544,198
      - Insurance Supplement - $197,000
  - Decrease in State revenue due to recapture
    - ($494,801)

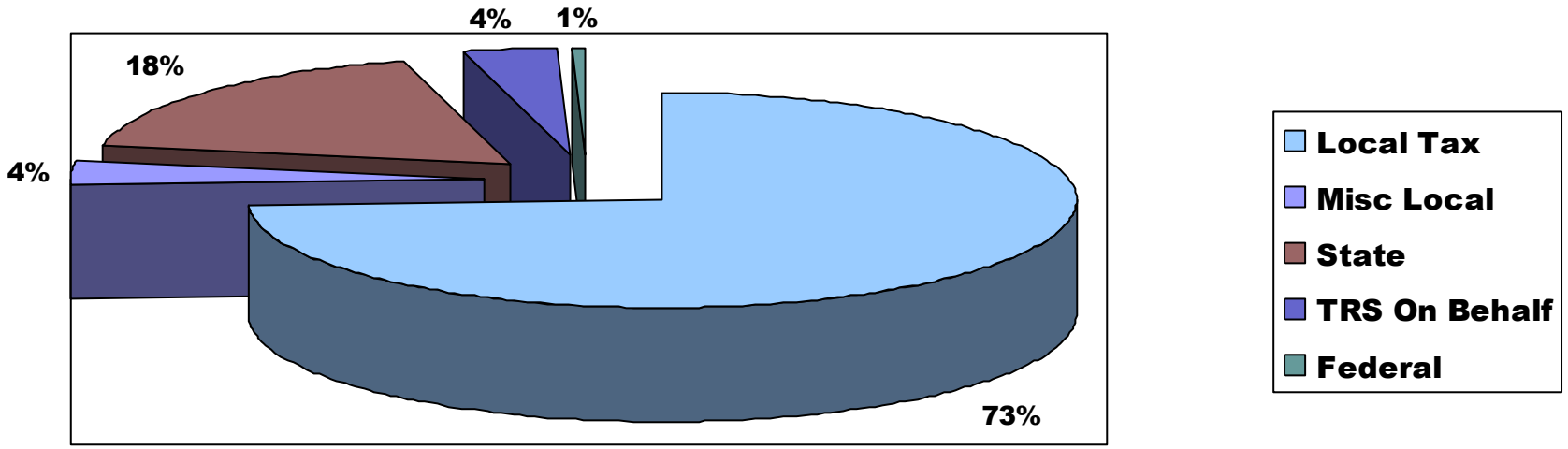
General Operating - Revenue

- Tax Rate Proposed is $1.286
- Local Tax Revenue is projected to increase even with decrease in tax rate
  - $1,600,000 more than 2005-06
- Total revenue increase of 15.6%
  - Remember last year was a $1.4 million deficit budget – this year budget balanced

General Operating - Revenue (%)



General Operating - Revenue - Proposed



General Operating – Conclusion

- Balanced Budget
  - Projected 8/31/2006 Fund Balance $14,969,055 (29% of 2006-2007 proposed budget)
  - Projected 8/31/2007 Fund Balance $14,972,291
  - (29% of proposed 2006-2007 budget)
    - Still very healthy

General Operating - Factors to Consider

- Major adjustment to teacher salary schedule to meet market demands & State mandates
  - 59% State Funded
  - 41% Local Funded
- Salary increases for all employees
  - Addresses compression problem and market problem per TASB recommendations
  - 19% State Funded this year (Insurance Supplement)
    - Not guaranteed for future years
  - 81% Local Funded

General Operating - Other Factors to Consider

- Continuing to fund replacement schedules
- Opening of new 9th Grade Center
- Fuel and utility increases seen across the economy
- The Budget presented will meet the current needs of the District as well as provide a competitive salary schedule
- Chapter 41 status and what that means to GISD revenue this year and the future
- There are issues that will continue to be studied and dealt with in future budgets by Administration
  - Job Market and the increasing competitive nature of school district salaries and benefits
  - Funding of replacement schedules

Debt Service

2006-2007 Budget

Debt Service -Expenditures

- Debt Service for GISD was approved by the voters at the time the respective bond elections passed
- GISD refunded a portion of the 1999 issue
  - Sale resulted in approximately $106,000 in savings for year 2006 –2029.
- 2006-07 Debt Needs are $5,786,832

Debt Service - Revenue

- Tax Rate $.154
  - Rate to maintain same level of revenue is calculated to be $.221
    - Able to reduce rate due to savings from refunding transaction and increased property values

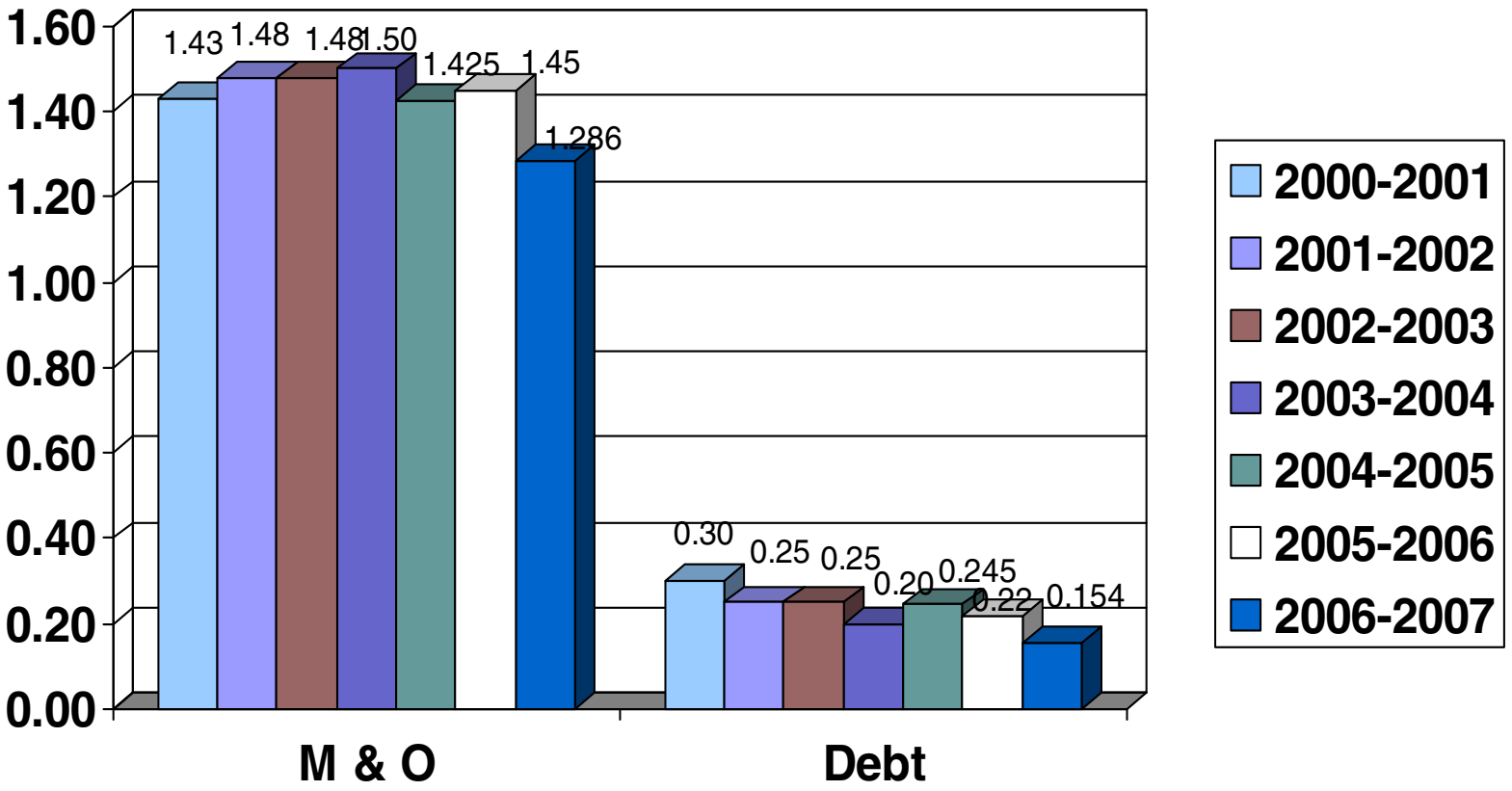
Budget Conclusion

2006-07

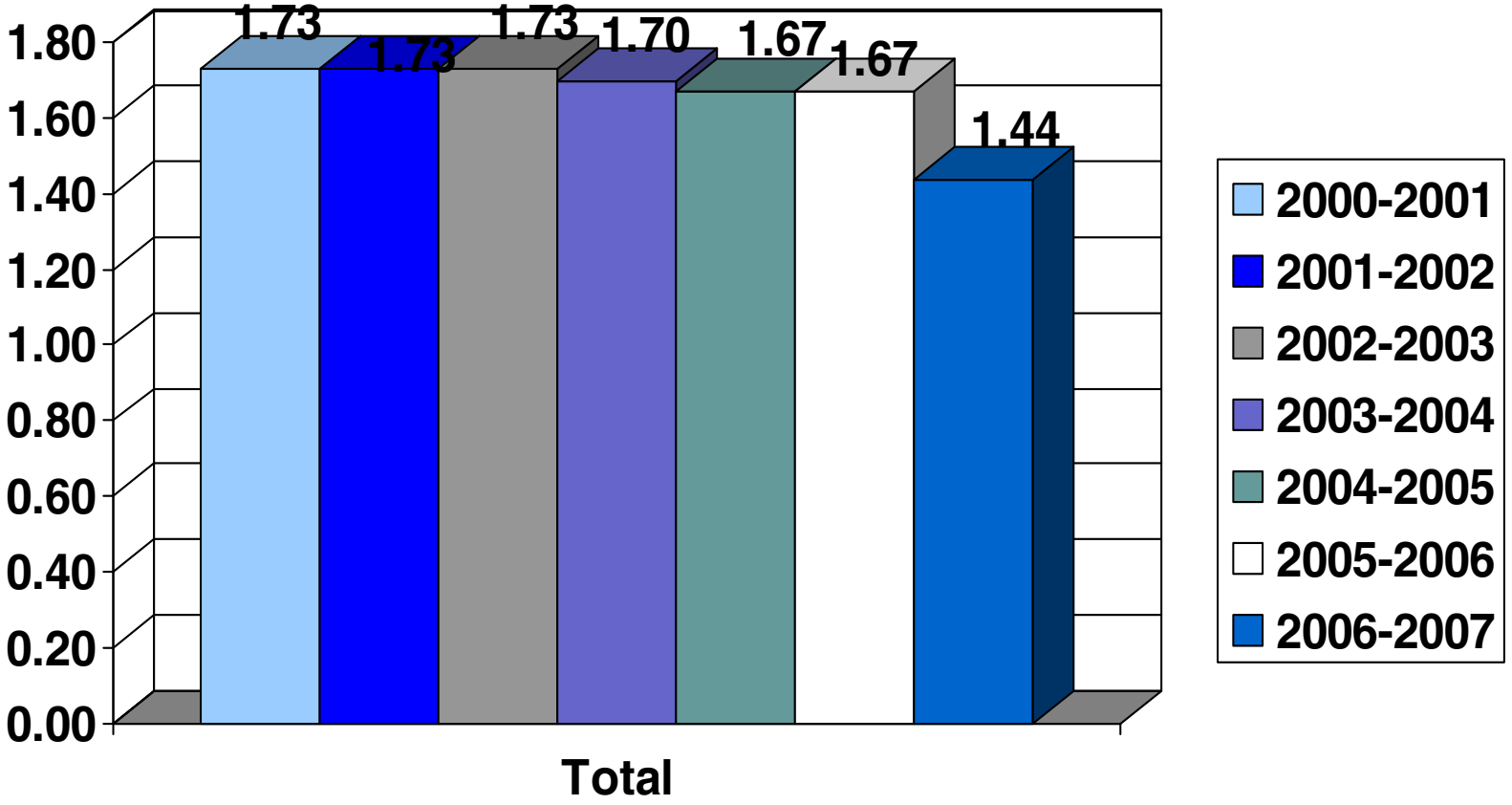
Conclusion – Tax Rate

- Total Tax Rate proposed is $1.44
  - M & O $1.286
  - Debt $ .154
  - Decrease the tax rate 14% from last year
    - 71% reduction mandated by State ($.164)
    - 29% additional from Local ($.066)
  - Property Values have continued to grow at a greater rate than originally expected
  - Chapter 41 status and the decisions that will affect not only this year but future as well

Conclusion - Tax Rate



Conclusion – Total Tax Rate



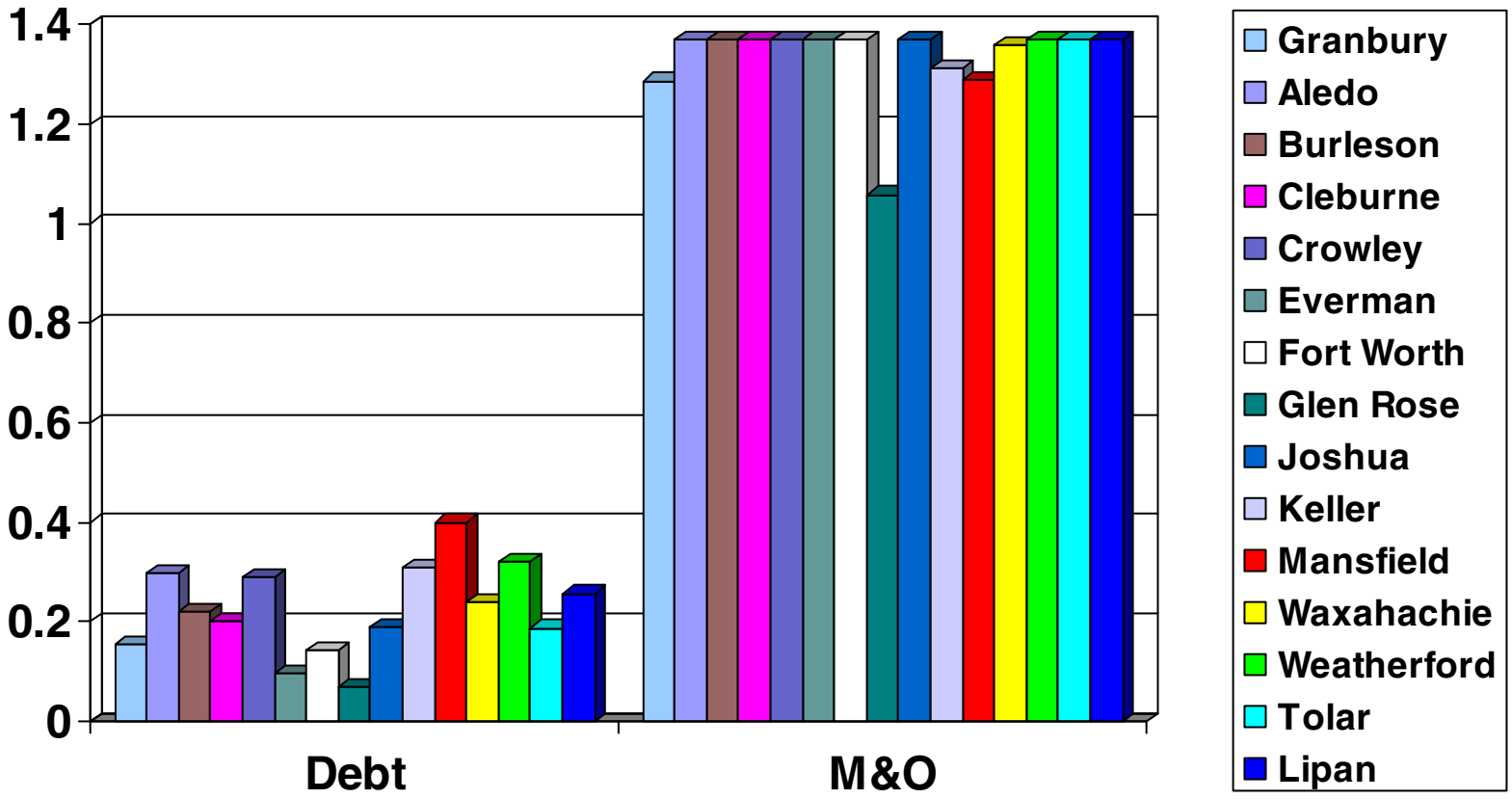
Area Tax Rate Comparison

Granbury Independent School District
Comparision Tax Rates

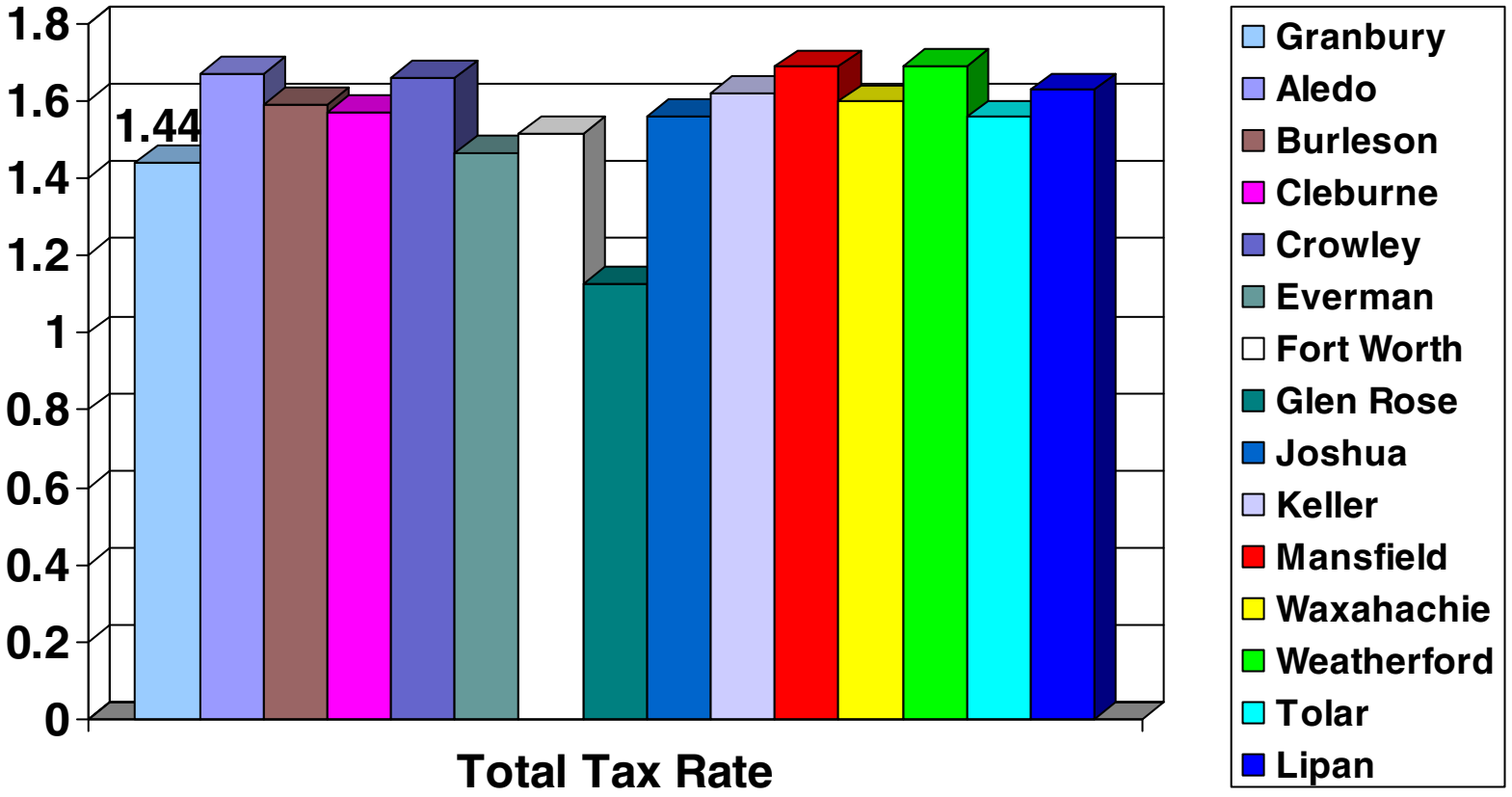
	2006-07 Proposed Rate			Actual 2005		
	M & O	Debt	Total	05-06 Rate	Difference	% Diff
Granbury	1.2860	0.1540	1.4400	1.6700	(0.2300)	13.77%
Aledo	1.3700	0.2983	1.6683	1.7200	(0.0517)	3.01%
Burleson	1.3700	0.2204	1.5904	1.7500	(0.1596)	9.12%
Cleburne	1.3700	0.1997	1.5697	1.6935	(0.1238)	7.31%
Crowley	1.3700	0.2890	1.6590	1.7890	(0.1300)	7.27%
Everman	1.3700	0.0960	1.4660	1.5960	(0.1300)	8.15%
Fort Worth	1.3700	0.1440	1.5140	1.6540	(0.1400)	8.46%
Glen Rose	1.0578	0.0700	1.1278	1.2178	(0.0901)	7.39%
Joshua	1.3700	0.1900	1.5600	1.7400	(0.1800)	10.34%
Keller	1.3111	0.3099	1.6210	1.7158	(0.0948)	5.53%
Mansfield	1.2875	0.4000	1.6875	1.7200	(0.0325)	1.89%
Waxahachie	1.3575	0.2400	1.5975	1.7200	(0.1225)	7.12%
Weatherford	1.3700	0.3200	1.6900	1.7000	(0.0100)	0.59%
Tolar	1.3700	0.1867	1.5567	1.7345	(0.1778)	10.25%
Lipan	1.3700	0.2567	1.6267	1.6889	(0.0622)	3.68%

The districts listed above represent school districts that GISD uses for market comparisons with the exception of Tolar and Lipan. Tolar and Lipan are include due to their proximity to GISD. In some cases, the proposed rate has not been s but represents the school district's current estimate of the rate that will be adopte

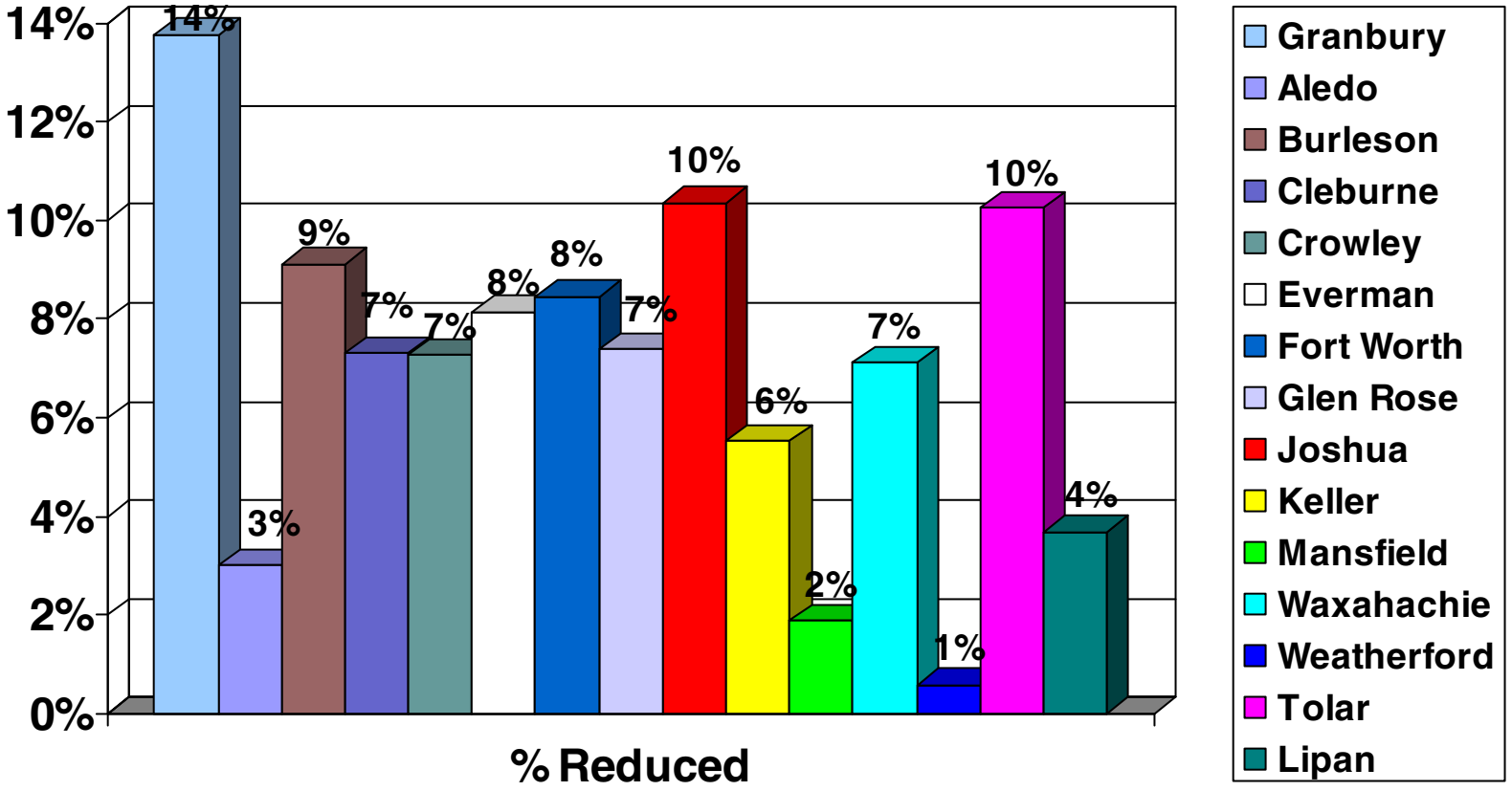
Area Tax Rate Comparison -Proposed



Area Tax Rate Comparison – Total (Proposed)



Tax Rate Comparison
-% Reduced (Proposed)



Questions & Discussion

- Thank you for coming to hear about YOUR school district budget
- Now is the time for public comment
  - Please state your name and address when addressing the Board

The End

GRANBURY ISD
2006-07 BUDGETS



199 - GENERAL FUND
599 - DEBT SERVICE FUND
240 - FOOD SERVICE FUND

To be adopted 8/28/06

GRANBURY ISD
2006-2007 PROPOSED BUDGET
GENERAL OPERATING - Revenue

DESCRIPTION	2005-06 BUDGET	% OF TOTAL REVENUE	2006-07 PROPOSED	INCREASE/ (DECREASE)	% OF TOTAL REVENUE
5711 - CURRENT YEAR TAXES	36,500,000	80.80%	37,550,000	1,050,000	71.86%
5713 - PRIOR YEAR TAXES	500,000	1.11%	850,000	350,000	1.63%
5719 - PENALTIES & INTEREST	100,000	0.22%	300,000	200,000	0.57%
5729 - LEA REIMBURSEMENTS	215,000	0.48%	215,000	0	0.41%
5735 - OUT OF DISTRICT TUITION	10,000	0.02%	0	(10,000)	0.00%
5736 - SUMMER SCHOOL TUITION	25,000	0.06%	25,000	0	0.05%
5737- DRIVERS ED TUITION	40,000	0.09%	40,000	0	0.08%
5738 - HIGH SCHOOL PARKING FEES	20,000	0.04%	22,000	2,000	0.04%
5739 - GED REGISTRATION FEES	0	0.00%	0	0	0.00%
5751 - FOOD SERVICE INDIRECT REV	29,000	0.06%	29,000	0	0.06%
5752 - ATHLETIC RECEIPTS	120,000	0.27%	120,000	0	0.23%
5753 - COMMUNITY ED RECEIPTS	36,000	0.08%	36,000	0	0.07%
5755 - GEA 7 REVENUE	60,000	0.13%	75,000	15,000	0.14%
5755 - OTHER ENTERPRISING INCOME	100,000	0.22%	71,800	(28,200)	0.14%
5759 -TEXTBOOK REVENUE	10,000	0.02%	10,000	0	0.02%
5742 - INTEREST INCOME	600,000	1.33%	1,200,000	600,000	2.30%
5743 - RENTAL OF LAND	18,000	0.04%	1,000	(17,000)	0.00%
5743 - BLDG/FIELD USE FEE	50,000	0.11%	60,000	10,000	0.11%
5769 - MISC. LOCAL REVENUE	71,800	0.16%	100,000	28,200	0.19%
5771 - TIER I CED REVENUE		0.00%		0	0.00%
5811 - PER CAPITA REVENUE	1,956,245	4.33%	1,956,245	0	3.74%
5812 - FOUNDATION REVENUE	2,424,568	5.37%	6,980,641	4,556,073	13.36%
5829-ADDITIONAL STATE REVENUE		0.00%	197,000	197,000	0.38%
5853 - TECHNOLOGY REVENUE	186,309	0.41%	173,662	(12,647)	0.33%
5831 - TRS ON-BEHALF PAYMENTS	1,875,834	4.15%	1,949,416	73,582	3.73%
5932 - MAC REVENUE	10,000	0.02%	10,000	0	0.02%
5939 - MEDICAID REVENUE	140,000	0.31%	200,000	60,000	0.38%
5919 - FEDERAL INDIRECT REVENUE	30,000	0.07%	30,000	0	0.06%
5948 - JROTC REVENUE	47,000	0.10%	51,000	4,000	0.10%
5765 - DONATIONS		0.00%		0	0.00%
TOTALS	45,174,756	100.00%	52,252,764	7,078,008	100.00%

GRANBURY ISD - GENERAL OPERATING

SUMMARY OF DISTRICT Expenditures

2006-2007

FUNCTION	2005-06 BUDGET	% OF BUDGET	2006-07 PROPOSED	INCREASE/ (DECREASE)	% OF BUDGET
11 - INSTRUCTION	26,305,381	56%	29,212,344	2,906,963	56%
12 - INST. RESOURCES & MEDIA	2,020,059	4%	1,218,870	(801,189)	2%
13 - CURRICULUM & STAFF DEV	646,966	1%	907,471	260,505	2%
21 - INSTRUCTIONAL LEADERSHIP	533,010	1%	397,406	(135,604)	1%
23 - SCHOOL LEADERSHIP	2,683,446	6%	3,098,290	414,844	6%
31 - GUIDANCE/COUNSELING	1,564,861	3%	1,779,525	214,663	3%
33 - HEALTH SERVICES	305,564	1%	325,954	20,391	1%
34 - TRANSPORTATION	2,327,386	5%	2,680,976	353,590	5%
36 - CO-CURRICULAR/EXTRA	1,516,635	3%	1,660,669	144,034	3%
41 - GENERAL ADMINISTRATION	2,169,057	5%	2,368,775	199,717	5%
51 - PLANT MAINTENANCE	5,717,818	12%	6,448,956	731,138	12%
52 - SECURITY & MONITORING SVS	298,667	1%	423,045	124,378	1%
53 - DATA PROCESSING	52,000	0%	1,278,329	1,226,329	2%
61 - COMMUNITY EDUCATION	237,798	1%	198,918	(38,880)	0%
71 - DEBT SERVICE	0	0%	0	0	0%
81 - FACILITIES CONST & ACQUIS	260,000	1%	250,000	(10,000)	0%
TOTAL	46,638,647	100%	52,249,528	5,610,881	100%

GRANBURY ISD
DEBT SERVICE FUND (FUND 599)
PROJECTED BUDGET
2006-07

REVENUE				
5711	TAXES, CURRENT	4,375,000		
5712	TAXES, PRIOR YEARS	175,000		
5719	PENALTIES & INTEREST	75,000		
5742	INTEREST INCOME	170,000		
5800	TIER III	0		
	TOTAL REVENUE		4,795,000	
EXPENDITURES				
FUNCTION 71				
6511	BOND PRINCIPAL	3,477,859		
6521	BOND INTEREST	2,308,972		
6599	OTHER DEBT FEES	6,000		
	TOTAL EXPENDITURE		5,792,831	
	NET INCOME (LOSS)			(997,831)

2005-06 Tax Rate $.22

8/31/06 Fund Balance Projection $1,143,394

2006-27 Tax Rate $.154

GRANBURY ISD
FOOD SERVICE FUND (FUND 240)
PROJECTED BUDGET
2006-2007

	2006-07		
REVENUE			
5742 INTEREST INCOME	25,000		
5751 LOCAL FOOD SERVICE REVENUE	1,502,525		
5829 STATE MATCHING FUNDS	18,500		
5921 BREAKFAST PROGRAM REVENUE	290,824		
5922 LUNCH PROGRAM REVENUE	865,468		
5923 USDA DONATED COMMODITIES	107,881		
TOTAL REVENUE			2,810,198
EXPENDITURES			
FUNCTION 35			
6100 SALARIES & BENEFITS	948,126		
6200 CONTRACTED SERVICES	238,793		
6300 SUPPLIES & MATERIALS	1,353,838		
6400 OTHER OPERATING EXPENSE	19,941		
6600 CAPITAL OUTLAY	178,952		
TOTAL FUNCTION 35		2,739,650	
FUNCTION 51			
6200 CONTRACTED SERVICES	37,672		
TOTAL FUNCTION 51		37,672	
TOTAL EXPENDITURES			2,777,322
NET EFFECT TO FUND BALANCE 8/31/2006			32,876

Localized Policy Manual

Update 78

Granbury ISD

Your Localized Update 78 addresses changes in the legal context that have arisen since the conclusion of the 79th regular legislative session. It also includes policy changes arising from HB 1 from the recently completed special legislative session on school finance and effective for the 2006–2007 school year. Those policies, highlighted in ***Vantage Points*** (described below) range from property taxes and accountability to student admissions and student health issues.

Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They should NOT be adopted but, rather, should inform local decision making. The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action is needed to adopt, revise, or repeal (LOCAL) policy.

To better focus board attention and expedite its review, your Localized Update 78 packet contains:

- ***Vantage Points—A Board Member's Guide to Update 78***, copies of which may be found in the separately wrapped package accompanying this packet. ***Vantage Points*** offers a highly summarized overview of the update and is intended to provide local officials a first glance at the scope of the update—as a prelude to studying the detailed Explanatory Notes and policy text within the packet. **Please distribute *Vantage Points* to your board members** at the earliest possible opportunity, preferably with their review copies of this update.
- Your Localized Update, which includes:

  INSTRUCTIONS . . . providing specific, policy-by-policy directions on how this update, if accepted as prepared, should be incorporated into your Localized Policy Manuals.

  EXPLANATORY NOTES . . . summarizing changes in the policies in each code and how those changes affect your policy manual. Please note that, where appropriate, the Explanatory Notes ask you to **verify that a particular policy continues to reflect your current practice and to advise us of changes needed** so that our records and your manual accurately track the district's actual practice.

Update 78 materials can be identified by the DATE ISSUED—06/07/2006 in the lower left corner of each page. If you have any questions concerning this Update, please call your Policy Consultant/Analyst, Kaye Teaff, at 800-580-7529 or 512-467-0222.

Regarding board action on Update 78 . . .

- Board action on Localized Update 78 must occur within a properly posted, open meeting of the board and may be addressed on the agenda posting as "Policy Update 78, affecting (LOCAL) policies (see attached list)." Using the Instruction Sheet as a guide, create and attach to the posting a list of the (LOCAL) policy codes added, revised, or deleted **and the titles/subtitles of those policies**. BoardBook compilers should use "Policy Update 78, affecting (LOCAL) policies" as the agenda item and, as agenda sub-items, the code and name of each of the (LOCAL) policies affected by the update.

- An appropriate motion for board action on Localized Update 78 is as follows:

  "I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 78 [with the following changes:]"

- The board's action on Localized Update 78 must be reflected in board minutes. The Instruction Sheet—annotated to reflect any changes made by the board—and the Explanatory Notes for the update should be filed with the minutes where they make up the authoritative record of your board's actions. Include a copy of new, replaced or rescinded **(LOCAL)** policies.

- In constructing the separate historical record of the manual, the emphasis is on tracking the history of individual policies. For guidance on maintaining this record, please refer to the ***Policy Administrator's Guide*** at https://www.tasb.org/docs–mytasb/gov_svcs/policy_svc/adminguide/policy_admin_guide.pdf.cfm.

Regarding manual maintenance and administrative regulations . . .

- **Notify your Policy Consultant/Analyst of any changes made by the board so that Policy Service records—forming the basis for these and subsequent updating recommendations—exactly mirror your manual.**

- The update should be incorporated into each of the district's Localized Policy Manuals as soon as practicable. If the district uses *Policy On Line*, you will need to notify us of the board's action on Update 78 so that your district's Localized Policy Manual as it appears on TASB's Web server can be updated. *Policy On Line* staff may be reached by phone (800–580–7529 or 512–467–0222), fax (512–467–3618, using the pink form enclosed), e-mail (pol-support@tasb.org), or Internet feedback form (http://www.tasb.org/policy/pol/private/polfdbk.html).

- Administrative procedures and documents—including formal REGULATIONS, handbooks, and guides—that may be affected by Update 78 policy changes should be inspected and revised as needed. If the district routinely submits REGULATIONS to Policy Service for processing or desires that the updated REGULATION be included in the district's *Policy On Line* manual, please submit these changes to your Policy Consultant/Analyst at your earliest convenience.

PLEASE NOTE: This Localized Update packet and the Update 78 ***Vantage Points*** may not be considered as legal advice and are not intended as a substitute for the advice of the board's own legal counsel.

© 2006 Texas Association of School Boards, Inc. All rights reserved.

Instruction Sheet

TASB Localized Policy Manual Update 78

District Granbury ISD

Code		Action To Be Taken	Note
BAA	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	No policy enclosed	See explanatory note
BBBA	(LEGAL)	Replace policy	Revised policy
BBFA	(LEGAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CDA	(LOCAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CHF	(LEGAL)	Replace policy	Revised policy
CKC	(LOCAL)	Replace policy	Revised policy
CO	(LEGAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
CRD	(LOCAL)	Replace policy	Revised policy
DBD	(LOCAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEA	(LEGAL)	Replace policy	Revised policy
DEA	(LOCAL)	Replace policy	Revised policy
DEB	(LOCAL)	DELETE policy	See explanatory note
DHE	(LOCAL)	Replace policy	Revised policy
EFAA	(LEGAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
FDA	(LOCAL)	Replace policy	Revised policy
FDAA	(LEGAL)	Replace policy	Revised policy
FDB	(LEGAL)	Replace policy	Revised policy
FEA	(LEGAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FFAB	(LEGAL)	Replace policy	Revised policy
FFAB	(EXHIBIT)	DELETE exhibit	See explanatory note

Instruction Sheet

TASB Localized Policy Manual Update 78

Code		Action To Be Taken	Note
FFAC	(LEGAL)	Replace policy	Revised policy
FL	(LOCAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 78

District: Granbury ISD

BAA (LEGAL) BOARD LEGAL STATUS
POWERS AND DUTIES

A new item 8—on INTERNAL AUDITOR—has been added. HB 1 from the recently completed special legislative session on school finance newly requires that any internal auditor that may be employed by the district be selected by and report directly to the board.

BBB (LEGAL) BOARD MEMBERS
ELECTIONS

Please note: HB 1, from the recently completed special legislative session on school finance, requires school districts to hold trustee elections on the same date as:

- The election of members of the governing body of a municipality located in the district, or
- The general election for state and county officers (November of even numbered years).

Additionally, elections held on the same date as the municipality or county must be held as joint elections, with common polling places.

Analysis by TASB Legal Services attorneys, in consultation with the Elections Division of the Office of the Texas Secretary of State, suggests that districts that held or cancelled trustee elections in May will not be required to hold another election on November 7, 2006 (the next general election). Districts should work with local counsel to determine what actions need to be taken for the 2007 election cycle.

Districts with questions about how these provisions apply to their trustee elections should contact the Secretary of State's Election Division at 1–800–252–VOTE (8683).

HB 1 does not require an immediate change in policy. Districts already committed to a November 7, 2006, election may proceed by having a joint election with the county. Preclearance from the U.S. Department of Justice may be required for November elections to the extent the district makes changes in election practices or procedures.

BBBA (LEGAL) BOARD MEMBERS
REPORTING CAMPAIGN FUNDS

For clarity, TASB attorneys have added to this policy Election Code provisions pertaining to terminating the campaign treasurer appointment of an inactive candidate or political committee. Included are circumstances under which a candidate or committee become inactive and the process by which the board terminates the campaign treasurer appointment.

BBFA (LEGAL) ETHICS
CONFLICT OF INTEREST DISCLOSURES

The newly enacted Local Government Code requirement that local government officers file a conflicts disclosure statement—for themselves and family members—includes by reference the Government Code definition of "family member." That definition—a person related within the first degree by consanguinity or affinity—has been added on page 3.

FAQs about this new requirement and a chart of the various conflict disclosure requirements may be found at https://www.tasb.org/apps/icen/icenDetail.cfm?kv=232. (Click on the title, "Legal FAQs: HB 914.")

BDF (LEGAL) BOARD INTERNAL ORGANIZATION
CITIZEN ADVISORY COMMITTEES

A perceived requirement—that elementary, middle, and junior high school students each engage in physical activity at least 30 minutes per school day or 135 minutes per school week—has been deleted from STATEMENT FOR PUBLIC INSPECTION.

TASB's Governmental Relations Division indicates that, while it may have been the intention of the 79th Legislature to require physical activity time for middle school, that intention was not enacted into law. The State Board of Education will consider this summer an extension of a physical education and/or physical activity requirement to middle schools to remedy the legislative oversight.

CCG (LEGAL) LOCAL REVENUE SOURCES
AD VALOREM TAXES

Key local property tax provisions from HB 1, enacted by the recently completed special legislative session on school finance, are incorporated into this policy, as follows:

- TAX RATE CAP, on page 1, reflects the newly imposed limit on the tax rate adopted by a local district. The new cap may not exceed by more that 17 cents the product of the "compression percentage" and $1.50 (or actual rate levied for 2005 if greater than $1.50).
- 2006 TAX YEAR ELECTION, on page 4, addresses a 2006 transition provision requiring voter approval of a tax rate exceeding the rollback rate. The election must be called no later than August 31 and held on September 30. But for this transitional change, such an election would be governed by the time lines specified by Tax Code 26.08(a) and (b), subsections that appear in the policy immediately above the 2006 addition.
- COLLECTION AND DEPOSIT OF TAX INCREMENTS, on page 9, affects certain districts' payments into the tax increment funds.

At DISCOUNTS, on page 4, the text has been revised to reflect HB 2491 (from the regular session of the 79th legislature): a district now has clear statutory authority to adopt early-payment discounts even if the district contracts with another entity for the collection of taxes.

CDA (LOCAL) OTHER REVENUES
INVESTMENTS

On page 3, we have added text addressing INTEREST RATE RISK, as suggested by independent auditors working with school districts to respond to various risk assessment issues addressed by General Accounting Standards Board (GASB) Statement 40. Essentially, the provision specifies that the district will reduce the risk of interest rate fluctuation by specifying final and weighted-average-maturity limits and by diversification.

We have retained unaltered the district's locally developed text at SPECIAL REVENUE FUNDS on page 2.

In reviewing this policy, the district might concurrently fulfill its obligation to review—at least annually—this particular policy and to document its review and any resulting changes. The following sections merit special attention to ensure that they are in harmony with practice:

- MONITORING MARKET PRICES: The law requires the policy to define the methods/resources that will be used to monitor the market price of investments.
- FUNDS/STRATEGIES: The law requires the policy to define an investment strategy for each fund type to be invested.
- Because of limited diversity in your district's investment portfolio, your district chose to remove a requirement for a comprehensive annual portfolio report to the board. While receipt and review of such a long-view report may be good management practice, it somewhat presumes a diversified portfolio.

The district should confer with its investment counselor, its local attorney, and others with expertise in investment management when reviewing this policy. (The ***TASB Regulations Resource Manual***, an administrative document available to policy administrators through myTASB, contains a model resolution form that may be used to document the review and changes.)

Please advise your policy consultant/analyst of any policy changes that arise from this review.

CE (LEGAL) ANNUAL OPERATING BUDGET

At PUBLICATION OF PROPOSED BUDGET SUMMARY, on page 3, appears a new requirement imposed by HB 1, enacted by the recently completed special legislative session on school finance. Statute now requires the district to post on the Internet—at the same time it publishes the required "notice of the meeting on the budget and proposed tax rate"—a comparison of the proposed budget with the previous year's budget. The comparison must include per-student and aggregate spending in six categories:

- Instruction
- Instructional support
- Central administration
- District operations
- Debt service
- Any other category designated by the commissioner of education

CHF (LEGAL) PURCHASING AND ACQUISITION
PAYMENT PROCEDURES

HB 2425 from the 78th regular legislative session amends the "Prompt Payment Law" to set the rate of interest payable by the district for tardy payment of vendor invoices to one percent over the prime rate. The prime rate is established on the first weekday in July and "prime-plus-one" applies to any payments due between September 1 and August 31 of the ensuing year.

This indexing is reflected on page 1 at INTEREST.

CKC (LOCAL) SAFETY PROGRAM/RISK MANAGEMENT
EMERGENCY PLANS

Your current policy—addressing emergency procedures, retaining students during emergencies, evacuation procedures, and drills—has been effectively superseded by the district's Emergency Operations Plan (EOP) aligned with the Texas School Safety Center (TSSC) template.

The TSSC template was promulgated in response to SB 11, from the 79th regular legislative session; districts were required to have developed a compatible plan by March 1, 2006. The EOP addresses emergency preparedness and emergency response and recovery as systems built on planning, training, drills, assessment, interagency cooperation, accountability, recordkeeping, and evaluation.

We recommend replacing your (LOCAL) policy with the streamlined language enclosed that speaks to the superintendent's responsibility for ensuring that the plan is maintained and staff trained on an ongoing basis.

CO (LEGAL) FOOD SERVICES MANAGEMENT

SB 42 from the 79th regular session prohibits districts from barring a parent or grandparent from providing any food product of his or her choosing for a classroom birthday celebration or to students at school-related functions. The legislation, also known as "Lauren's Law," is effective with the 2006–2007 school year.

The Texas Department of Agriculture does not believe this more recent law conflicts with the Texas Public School Nutrition Policy (TPSNP) promulgated by the Commissioner of Agriculture and last revised in June 2004, six months before the 79th Legislature convened. TDA "policy" guidance states:

TDA recognizes that celebrating student birthdays with a classroom party is a time-honored tradition that provides the opportunity for parental involvement in the education of their children, which is beneficial for students, parents and teachers. Foods otherwise restricted by the policy are permitted in classroom student birthday parties. It is recommended such parties be scheduled at the end of the lunch period for the class so that these celebrations will not replace a nutritious lunch. Federal regulations do not permit foods of minimal nutritional value to be served in the food service area during meal periods.

In essence, TDA's guidance does not construe such birthday celebrations as a violation. "Lauren's Law" (and the fact that it amends, curiously, the portion of the Education Code that speaks to the required curriculum, rather than some more generalized section) blurs the picture. TASB attorneys believe that districts can still specify when classroom birthday celebrations may be held, so long as they are held after lunch service ends for that classroom.

In updated FAQs—issued January 24, 2006—TDA further notes, "'Lauren's Law' does not supersede the TPSNP 'Event Day' provisions, which limits such [event] days to three per year; if a school permits restricted food at more than three school events per year, TDA will not reimburse the school for meals served for any days in excess of the three days permitted under the TPSNP."

The complete document may be found at http://www.squaremeals.org. (Click on "Texas Public School Nutrition Policy," then "Frequently Asked Questions.")

CRD (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT
HEALTH AND LIFE INSURANCE

New language regarding the health care supplement appears at DESIGNATION OF COMPENSATION FOR BENEFITS, on page 5. This text, drawn from HB 1 from the recently completed special legislative session on school finance, essentially clarifies previous statutory language. [Further statutory details regarding this supplement are included at DEA(LEGAL), in this update.]

In addition to this change, the policy itself has been extensively redeveloped to more closely track statutory language, to present the various provisions in a more logical flow, and to include additional text from current statute where such text might be helpful.

CRD (LOCAL) INSURANCE AND ANNUITIES MANAGEMENT
HEALTH AND LIFE INSURANCE

Changes in CRD(LEGAL) have prompted a review—and significant redevelopment—of the companion (LOCAL) policy to more precisely reflect the interaction of continuation coverage with Family and Medical Leave and the district's health care plan, TRS Active Care or otherwise. The resulting policy clarifies:

- The board's role in establishing its contribution toward the employee's health insurance premium cost, allowing for differentiated contributions for part-time employees.
- An employee's responsibility for sustaining the full premium cost while on unpaid leave—subject to the exception provided by federal law for family and medical leave. That exception requires the district to sustain its customary contribution through the family and medical leave period.
- The requirement that an absent employee who is not on paid leave (or family and medical leave) may continue participating—with the employee funding the entire premium cost—for as long as the group health insurance plan permits. (TRS Active Care currently allows a participant to continue coverage for up to six full months after the unpaid leave begins, until employment terminates, or until eligibility terminates for a reason unrelated to the unpaid leave.)

DBD (LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

We have rewritten the SUBSTANTIAL INTEREST section to make it clear that the substantial interest of an employee's relative does not in itself obligate the employee to file an affidavit. As noted in the policy text,

however, the superintendent must file an affidavit if his or her relative (in the first degree) has a substantial conflict.

DC (LEGAL) EMPLOYMENT PRACTICES

At INTERNAL AUDITOR, on page 1, appears a new requirement from HB 1 from the recently completed special legislative session on school finance. Also recited at BAA(LEGAL), the law now requires that any internal auditor that may be employed by the district be selected by and report directly to the board.

DEA (LEGAL) COMPENSATION AND BENEFITS
SALARIES, WAGES, AND STIPENDS

HB 1, from the recently completed special legislative session on school finance, prompts two additions:

- At STATE FUNDING, on page 1, new statute provides, subject to recapture and inclusive of the compensation supplement, $2,500 for each classroom teacher, full-time librarian, full-time counselor, and full-time school nurse. This increase in compensation becomes effective with the 2006–2007 school year.
- At DESIGNATION OF COMPENSATION FOR BENEFITS, on page 3, revised statutory language addresses the (health care) compensation supplement. Eligible employees will annually elect in writing, (at the same time that the employee may elect to participate in a cafeteria plan) to earmark a portion of the supplement for the cafeteria plan or for payment of health care premiums.

In addition to these key changes, the policy has been restructured and its provisions revised for clarity:

- On page 1, DEFINITIONS have been added from TEA rules to further explain the introductory paragraph addressing the MINIMUM SALARY SCHEDULE.
- Education Code language has been added to EMPLOYEES FORMERLY ON CAREER LADDER—beginning on page 2—to more precisely define the salary guarantee to teachers and librarians on the career ladder in 1993 (when the career ladder was repealed).
- Repeated at PAY INCREASES, on page 3, are prohibitions—also found at CE(LEGAL)—against:
  - An employee's receiving a supplementary financial benefit after services are rendered or performance of a contract begun.
  - An employee's receiving a salary advance and loan.
- Further material from federal regulations implementing the Fair Labor Standards Act has been added to pages 4–6.
- The section on PRINCIPAL PERFORMANCE INCENTIVES, previously at the end of the policy, has been deleted to avoid redundancy, as these provisions also appear at BQB(LEGAL).

DEA (LOCAL) COMPENSATION AND BENEFITS
SALARIES, WAGES, AND STIPENDS

This policy has been substantially revised for clarity as follows:

- The term "compensation plans" replaces "pay structures" to encompass pay schedules, stipends, benefits, and incentives.
- At PAY ADMINISTRATION, we have restated the administrative authority of the superintendent over the compensation plans. This authority includes classification of positions and determination of appropriate pay for new and reassigned employees.

- At ANNUAL PAY INCREASES, we have refined the text addressing the superintendent's responsibility of determining annual increases for individual employees, consistent with compensation plans and the approved budget.
- A new section on MID-YEAR PAY INCREASES restricts mid-contract increases in pay unless the employee has been reassigned or duties have been increased, with these increases requiring board approval. However, the superintendent is authorized to grant a mid-year pay increase to a noncontract employee whose assignment or duties have changed or for market value adjustments. Increases of this type are reported to the board.
- The new last paragraph at EXEMPT addresses the superintendent's authority to assign supplemental duties to exempt employees. Other provisions previously at SUPPLEMENTAL DUTIES have been deleted in favor of a cross-reference to DK(LOCAL)—Assignments and Schedules.

The COMPENSATORY TIME section, on page 2, has been revised to more clearly present the options and requirements governing overtime payment and compensatory time. As with current policy, a nonexempt employee may not accumulate more than 60 hours of compensatory time and must "clear the balance sheet" at the end of each fiscal year.

DEB (LOCAL) COMPENSATION AND BENEFITS
FRINGE BENEFITS

We recommend that the district delete its DEB(LOCAL) policy; the enclosed FDA(LOCAL) has been redeveloped to address the district's current policy regarding all nonresident transfer students.

- For districts that admit nonresident transfer students, transfer request procedures for all applicants, including children of nonresident district employees, are covered by the new streamlined FDA(LOCAL), making separate provisions at DEB(LOCAL) regarding children of nonresident employees unnecessary.
- For districts that do not admit nonresident transfer students except for children of nonresident employees, that exception is addressed at FDA(LOCAL).

Deleting nonresident student provisions from DEB(LOCAL) leaves no policy text, only a pointer to other policy codes. For that reason and since these codes are also identified within your manual's cross-index, we recommend deletion of your DEB(LOCAL) in its entirety.

DHE (LOCAL) EMPLOYEE STANDARDS OF CONDUCT
SEARCHES AND ALCOHOL/DRUG TESTING

At DRUG–RELATED VIOLATIONS, we have added—at item 2—"providing an adulterated, diluted, or a substituted specimen on an alcohol or drug test" as a violation of district policy. While such a violation has long been noted in DHE(LEGAL) as an offense requiring a report to the Texas Department of Public Safety, it was not specifically restated in DHE(LOCAL) as a violation of policy.

We have retained unaltered the district's locally developed provisions at DRUG–RELATED VIOLATIONS, items 3, 5, and 7 and at ALCOHOL RESULTS.

EFAA (LEGAL) INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION
TEXTBOOK SELECTION AND ADOPTION

This policy has been extensively supplemented with key Education Code provisions and State Board of Education rules regarding state and local textbook selection responsibilities. On page 1 is found the critical distinction between "conforming" (covering all Texas Essential Knowledge and Skills [TEKS] elements) and "nonconforming" (covering at least half but less than all TEKS elements). On page 2 is included the DURA-

TION OF SELECTION provision, previously at CMD but more appropriately expressed here. Similarly, the CRIMINAL OFFENSE provision on page 2 echoes language found at DBD.

While the policy contains no other substantive changes, TASB attorneys have adjusted text throughout to more closely track statutory language.

EHBC (LEGAL) SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

A new section titled COMPENSATORY EDUCATION ALLOTMENT—appearing on page 1—has been drawn from the Education Code to anchor the policy.

At OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM, beginning on page 4, we have incorporated provisions from HB 1, enacted by the recently completed special legislative session on school finance, effective for the 2006–2007 school year. Districts may apply to the commissioner of education for permission to offer an "optional flexible school day program" to at-risk students in grades 9–12 that would allow them to work at their own pace, with flexible hours, flexible days, and even on a part-time schedule. When approved by the commissioner, credits and funding are determined based on accumulation of time spent, not on a calendar year or semester.

Other changes to the policy are nonsubstantive, more closely tracking statutory language or the statutory order of topics and omitting, where appropriate, excessive detail.

EHBE (LEGAL) SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

New state law regarding assessment of limited English proficient students anchors revision of this policy. HB 1, arising from the recently completed special legislative session on school finance, establishes new requirements (found at PROGRAM EXIT on page 5) for exiting students from a bilingual or English as a Second Language program. Exiting may occur if the student is found to be able to participate equally in a regular all-English program. English proficiency is determined by TEA-approved tests; local tests are no longer permitted in making this determination. Proficiency in the student's primary language is no longer considered; the student must perform satisfactorily on English language assessments, and parental evaluation is no longer considered.

On page 6 may be found HB 1 provisions regarding POST–EXIT MONITORING: the language proficiency assessment committee must reevaluate an exited student if he or she earns a failing grade in a foundation curriculum subject within the first two years of leaving the bilingual or ESL program.

These revisions allow for redevelopment of the policy to more closely track statute and to present the legal provisions in a more comprehensible manner.

EHBG (LEGAL) SPECIAL PROGRAMS
PREKINDERGARTEN

HB 1 from the recently completed special legislative session broadens prekindergarten eligibility to include:

- A child of an active duty member of the U.S. armed forces.
- A child of a member of the state military forces or reserves called to active duty.
- A child of a member injured or killed while on active duty.

These new provisions may be found at ELIGIBILITY on page 1.

EKB (LEGAL) TESTING PROGRAMS
STATE ASSESSMENT

Prompted by SB 658 from the 79th regular session, the commissioner of education adopted rules, effective April 3, 2006, concerning exceptions to the statewide testing calendar and restrictions on University Inter-

scholastic League activities on test dates. The rule, summarized on pages 1 and 2 under ALTERNATE TEST DATES, defines four exceptional circumstances whereby a requesting district may be granted an alternate test date:

- Inclement weather or natural disasters severely impacting attendance on a test date.
- Health epidemics resulting in extensive absenteeism.
- Death of a student or school official that might impact student performance.
- Sudden emergencies on the day of testing (e.g., power outages, water main break, fire on campus).

If the commissioner approves an alternate test date, the commissioner may also prohibit the district or campus from participating in UIL competition on the new date.

Although not recited in this policy, it is of note that the legislation also requires the commissioner to provide UIL a three-year calendar of dates earmarked for testing, to develop a procedure for changing—in exceptional circumstances—these dates, and to establish criteria for determining whether a UIL competition must be cancelled if it conflicts with a changed date.

FDA (LOCAL) ADMISSIONS
INTERDISTRICT TRANSFERS

Changes are as follows:

- "Ancestral language" has been added to the array of considerations that cannot be used when granting or denying a student transfer in accordance with Texas Education Code 25.032.
- Revised language at FACTORS notes that, when approving transfers, the superintendent will consider availability of space and instructional staff and the student's disciplinary history and attendance record.
- Under REVOCATION OF TRANSFER, the policy now clarifies that a transfer may be withdrawn in accordance with the written transfer agreement if the student violates district rules and regulations. The district will notify the student's home district if the student's transfer is revoked.
- The provision on TUITION has been generalized to affirm the authority of the board to set tuition if it deems it appropriate and to waive tuition for financial hardship. We have retained unaltered, however, the district's locally developed provision regarding forfeiture of tuition.

We have also retained unaltered the district's provision permitting tuition-free attendance through the end of the six-week period for resident students who become nonresidents.

Please note: Available June 20, Update 30 to the ***TASB Regulations Resource Manual*** contains a new model transfer agreement for processing interdistrict transfer requests.

FDAA (LEGAL) INTERDISTRICT TRANSFERS
PUBLIC EDUCATION GRANTS

While this policy has been redeveloped for clarity and to more closely reflect statutory language, a key change is shown in the first paragraph on page 1. Eligibility for public education grants or intradistrict transfers previously hinged on two conditions regarding the student's assigned school:

- Fifty or more students at the school failed to perform satisfactorily on state mandated assessments in any two of the three preceding years, OR
- The school was identified as "low performing" in any of the three preceding years. HB 1, from the recent special legislative session on school finance, revamped the terminology and replaced "low performing" with "academically unacceptable."

Now, an eligible student may attend a public school in the district in which the student resides, or the student may use a public education grant to attend any other district chosen by the student's parent.

FDB (LEGAL) ADMISSIONS
INTRADISTRICT TRANSFERS

Beginning on page 2, at OTHERS IN SPECIAL EDUCATION STUDENT'S HOUSEHOLD, appears new text drawn from HB 1 from the recently completed special session on school finance. Under this provision, a student living in the same household as a special education intradistrict transfer student must be allowed to attend the same campus (if the student is otherwise eligible to attend school in the district and the campus includes the appropriate grade level). The district is not required to provide transportation to such a student.

As at FDAA(LEGAL), the text at STUDENTS IN ACADEMICALLY UNACCEPTABLE SCHOOLS (on page 3) has been updated to reflect the shift in terminology from "low performing" to "academically unacceptable."

FEA (LEGAL) ATTENDANCE
COMPULSORY ATTENDANCE

Several revisions, intended for clarity and completeness, appear under EXCUSED ABSENCES, on pages 3–4:

- At SPECIAL EDUCATION MATTERS, text from longstanding State Board of Education rule has been added. That provision allows students to miss school for special education assessments and related services without triggering compulsory attendance enforcement.
- At COURT PROCEEDINGS, a State Board of Education rule has been added allowing the excused absence—for compulsory attendance purposes—of a student who has been referred to juvenile court (for delinquent conduct or conduct indicating a need for supervision). This provision is recoded from FEB (Attendance Accounting) to this more appropriate code.
- At HUMAN SERVICES ACTIVITIES has been added the State Board compulsory attendance exemption for abused or neglected students who have been referred to the Texas Department of Human Services or a county or local welfare unit. This provision has been recoded from FEB since it pertains to compulsory attendance rather than attendance accounting.

FEB (LEGAL) ATTENDANCE
ATTENDANCE ACCOUNTING

As noted at FEA(LEGAL), above, various provisions specific to compulsory attendance have been moved from FEB(LEGAL). Remaining provisions—dealing with attendance accounting—have been re-examined for clarity and consistency with statutory language. As a result of that inspection, various nonsubstantive changes have been made throughout this policy.

Please note that the third paragraph on page 1, dealing with the superintendent's responsibility for safekeeping of attendance records and reports, has existed in State Board of Education rule since 1996. It has been added to policy for a more complete rendering of legal requirements.

FFAB (LEGAL) WELLNESS AND HEALTH SERVICES
IMMUNIZATIONS

At MILITARY DEPENDENTS, on page 2, appears a 2004 Texas Department of State Health Services rule allowing provisional admission of military dependents transferring from one school to another while awaiting receipt of immunization records.

Explanatory Notes

TASB Localized Policy Manual Update 78

Please note: On page 1 of this policy, we include a pointer to http://www.dshs.state.tx.us/immunize/imm_sched.shtm where the Texas Department of State Health Services displays its updated immunization charts. To ensure that your policy manual does not present out-of-date immunization requirements, we recommend deletion of FFAB(EXHIBIT) in favor of this pointer. See the explanatory note below for further information.

FFAB (EXHIBIT) WELLNESS AND HEALTH SERVICES
IMMUNIZATIONS

Because this cited material is regularly updated by the Texas Department of State Health Services, we are urging deletion of this exhibit in favor of charts maintained on the TDSHS Web site. As noted at FFAB(LEGAL), the URL for this Web site is now contained in the (LEGAL) policy. For *Policy On Line* users, this URL will appear as an active hyperlink.

FFAC (LEGAL) WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

HB 1, from the recently completed special legislative session on school finance, enacted law allowing a student suffering from a severe allergic reaction ("anaphylaxis") to self-administer appropriate medicine, within the same constraints that apply to asthmatics.

FL (LOCAL) STUDENT RECORDS

Information recently released by the U.S. Department of Education regarding the Family Educational Rights and Privacy Act (FERPA) both simplifies and complicates the issue of "directory information"—student-specific information that must be released to any requestor, unless a parent has indicated otherwise.

- Districts do not have to allow parents to pick and choose (for release or withholding) individual items from the directory information listing established by a district. Instead the district can have an "all or nothing" provision whereby parents agree to or object to release of all directory information.

  Your current FL(LOCAL) expressly permits parents to make such an item-by-item objection. Because that practice is clearly **not** a federal expectation and because the practice vastly complicates—and greatly increases the likelihood of errors in—releasing information, we recommend that the district adopt the "all or nothing" approach. Consequently, we have deleted from the enclosed policy a sentence permitting parents to selectively release certain kinds of directory information.

- Districts do have the authority to offer parents two different "directory information" lists: one list detailing information that will be released **by the school or district for specifically identified school purposes** and another for information that will be provided to **any requestor**. Examples of the former include publication of the student's name, photo, and other information in the yearbook and newspaper, in choral and athletic programs, and on honor rolls. If the parent opts not to allow release of directory information for these specific purposes, release of information will be governed by the second listing. Any exceptions—for school purposes or otherwise—would require individual parental consent. Further information may be found in the ***Model Student Handbook*** recently released by Policy Service to superintendents and designated policy contacts. If your district would like to revise its FL(LOCAL) policy to exercise this new option, please contact your policy consultant/analyst for assistance.

We have retained the district's addition of a correctional facility with whom the district has a memorandum of understanding at ACCESS BY SCHOOL OFFICIALS on page 2.

FOC (LEGAL) STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

At COMPLETION OF PROCEEDINGS UPON WITHDRAWAL, on page 6, text has been added from current law—enacted in 2003—to close a troublesome Chapter 37 loophole that allowed a student facing disciplinary

proceedings for a violation of the Student Code of Conduct to withdraw and avoid disciplinary consequences. The law authorizes a district to complete the proceedings for a withdrawing student and, if the student re-enrolls at a later date within the same or subsequent school year, to impose the consequences at that time. Also, a district to which the student may have transferred to avoid the proceedings and consequences may complete the proceedings and impose the appropriate disciplinary consequence.

This provision echoes similar language found at FOD(LEGAL) and was contained within HB 1314 from the 78th Legislature.

All powers and duties not specifically delegated by statute to TEA or the State Board are reserved for the Board. *Education Code 11.151(b)*

The Board has the legal power to:

GOVERNANCE

1. Govern and oversee the management of the public schools of the District. *Education Code 11.151(b)*

RULES AND BYLAWS

2. Adopt rules and bylaws. *Education Code 11.151(d)* [See BF]

PLANNING AND DECISION–MAKING PROCESS

3. Adopt a policy to establish a District- and campus-level planning and decision-making process. *Education Code 11.251(b)* [See BQ series]

TAX COLLECTION

4. Levy and collect taxes and issue bonds. *Education Code 45.001* [See CCA, CCG]

TAX OFFICIALS

5. Employ and compensate a tax assessor or collector, as the Board considers appropriate. *Education Code 45.231(a); Tax Code 6.22* [See BDAF]

ANNUAL BUDGET

6. Adopt and file a budget for the next succeeding fiscal year. *Education Code 44.004, 44.005* [See CE]

ANNUAL AUDIT

7. Have District fiscal accounts audited at District expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year. *Education Code 44.008(a)* [See CFC]

INTERNAL AUDITOR

8. Select the internal auditor if the District employs an internal auditor. The internal auditor shall report directly to the Board. *Education Code 11.170*

ANNUAL SUPERINTENDENT APPRAISAL

9. Appraise the Superintendent annually using either the Commissioner's recommended appraisal process or a process and criteria developed by the District. *Education Code 21.354(c)* [See BJCD]

PERFORMANCE REPORT

10. Publish an annual report describing the District's educational performance including campus performance objectives and the progress of each campus toward those objectives. *Education Code 39.053(a)* [See BQ series, BR]

BEQUESTS

11. Receive bequests and donations or other moneys or funds coming legally into its hands in the name of the District. *Education Code 11.151(a)* [See CDC]

DEPOSITORY

12. Select a depository for District funds. *Education Code, Ch. 45, Subch. G* [See BDAE]

ELECTIONS	13. Canvass election results as required by law. *Election Code 67.003* [See BBB]
PROPERTY ACQUISITION	14. Acquire and hold real and personal property in the name of the District. *Education Code 11.151(a); Local Gov't Code 271.004* [See CHG]
LEASE OF PERSONAL PROPERTY	15. Execute, perform, and make payments under contracts, which may include leases, leases with option(s) to purchase, or installment purchases, with any person for the use, acquisition, or purchases of any personal property, or the financing thereof. The contracts shall be on terms and conditions that are deemed appropriate by the Board in accordance with state law. *Local Gov't Code 271.005*
EMINENT DOMAIN	16. Exercise the right of eminent domain to acquire property. *Education Code 11.155*
TITLE TO PROPERTY	17. Hold all rights and titles to the school property of the District, whether real or personal. *Education Code 11.151(c)* [See CI]
SALE OF PROPERTY	18. Authorize the sale of any property, other than minerals, held in trust for free school purposes. *Education Code 11.154(a)* [See CDB]
MINERAL RIGHTS	19. Sell minerals in land belonging to the District. *Education Code 11.153(a)* [See CDB]
REAL ESTATE BROKER	20. Employ, retain, contract with, or compensate a licensed real estate broker or salesperson for assistance in the acquisition or sale of real property. *Education Code 11.154(c)*
PERSONNEL	21. Adopt a policy providing for the employment and duties of District personnel. *Education Code 11.163* [See BJ series, DC series, DEA]
RESTRICTIONS ON WRITTEN REPORTS	22. Limit redundant requests for information and the number and length of written reports that a classroom teacher is required to prepare. *Education Code 11.164(a)* [See DLB]
PAPERWORK REVIEW	23. Review paperwork requirements imposed on classroom teachers and transfer to existing noninstructional staff a reporting task that can reasonably be accomplished by that staff. *Education Code 11.164(b)* [See also DLB]
ATTORNEY GENERAL	24. Request the assistance of the attorney general on any legal matter. The District must pay any costs associated with the assistance. *Education Code 11.151(e)*
LAWSUITS	25. Sue and be sued in the name of the District. *Education Code 11.151(a)*

Candidates for the Board shall file the designation of a campaign treasurer and all required financial statements with the Board Secretary in accordance with applicable law and directives from the Texas Ethics Commission. *Election Code 251.001-254.001 et seq*.

TERMINATION OF CAMPAIGN TREASURER APPOINTMENT

In accordance with statute, the Board by ordinance or order may adopt a process by which the Secretary may terminate the campaign treasurer appointment of an inactive candidate or political committee that is required to file a campaign treasurer appointment with the Secretary.

For purposes of this statute, a candidate or political committee is inactive if the candidate or committee:

1. Has never filed or has ceased to file reports under Election Code Chapter 254;

2. In the case of a candidate, has not been elected to an office for which a candidate is required to file a campaign treasurer appointment with the authority who is seeking to terminate the candidate's campaign treasurer appointment; and

3. Has not filed a final report under Election Code Section 254.065 or 254.125, or a dissolution report under Election Code Section 254.126 or 254.159.

Before the Secretary of a political subdivision may terminate a campaign treasurer appointment, the Board must consider the proposed termination in a regularly scheduled open meeting.

The termination of a campaign treasurer appointment under this section takes effect on the 30th day after the date of the meeting at which the Board votes to terminate the appointment. Following that meeting, the Secretary shall promptly notify the affected candidate or political committee that the appointment has been terminated. The notice must state the effective date of the termination.

Election Code 252.0131

SUBSTANTIAL INTEREST AFFIDAVIT AND ABSTENTION

If a local public official or a person related to a local public official in the first degree by either affinity or consanguinity has a substantial interest in a business entity or in real property, the local public official, before a vote or decision on any matter involving the business entity or the real property, shall file an affidavit with an official Board recordkeeper stating the nature and extent of the interest and shall abstain from further participation in the matter if:

1. In the case of a substantial interest in a business entity, the action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

2. In the case of a substantial interest in real property, it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

Local Gov't Code 171.004

CONTRACTS PERMITTED

The Board may contract with a business entity in which a Trustee has a substantial interest if the Trustee follows the disclosure and abstention procedure set out above. *Atty. Gen. Op. JM–424 (1986)*

DEFINITION OF SUBSTANTIAL INTEREST

A person has a substantial interest in a business entity if any of the following is the case:

1. The person owns at least:

   a. Ten percent of the voting stock or shares of the business entity, or

   b. Either ten percent or $15,000 of the fair market value of the business entity.

2. Funds received by the person from the business entity exceed ten percent of the person's gross income for the previous year.

A person has a substantial interest in real property if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

The local public official is considered to have a substantial interest if a person related in the first degree by either affinity or consanguinity to the local public official, as determined under Government Code, Chapter 573, Subchapter B [see DBE], has a substantial interest as defined above.

Local Gov't Code 171.002

DEFINITION OF LOCAL PUBLIC OFFICIAL

"Local public official" shall mean a member of the governing body or another officer, whether elected, appointed, paid, or unpaid, of any district (including a school district), central appraisal district, or other local governmental entity who exercises responsibilities beyond those that are advisory in nature. *Local Gov't Code 171.001(1)*

DEFINITION OF BUSINESS ENTITY

"Business entity" means a sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, or any other entity recognized by law. *Local Gov't Code 171.001(2)*

MAJORITY CONFLICT

If a Trustee is required to file and does file an affidavit, that Trustee shall not be required to abstain from further participation in the matter or matters requiring such an affidavit if a majority of the trustees are likewise required to file and do file affidavits of similar interests on the same official action. *Local Gov't Code 171.004*

SEPARATE VOTE ON BUDGET

The Board shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Trustee has a substantial interest. The affected Trustee shall not participate in that separate vote, but may vote on a final budget if he or she filed the affidavit and the matter in which he or she is concerned has been resolved. *Local Gov't Code 171.005*

VIOLATIONS

Except as provided above, the local public official shall not knowingly:

1. Participate in a vote or decision on a matter involving a business entity or real property in which the local public official has a substantial interest if it is reasonably foreseeable that an action on the matter will have a special economic effect on the business entity or value of the property that is distinguishable from the effect on the public.

2. Act as surety for a business entity that has a contract, work, or business with the District.

3. Act as surety on any official bond required of an officer of the District.

Local Gov't Code 171.003

If a Trustee has a substantial interest in a bank with which the District is considering entering into a loan or other transaction besides a depository contract, then the Trustee must comply with the affidavit and abstention requirements. *Atty. Gen. Op. JM–1082 (1989); Local Gov't Code 171.004*

VOIDABLE ACTIONS

The finding by a court of a violation of Local Government Code Chapter 171 does not render an action of the Board voidable

unless the measure that was the subject of an action involving a conflict of interest would not have passed without the vote of the person who violated the chapter. *Local Gov't Code 171.006*

CONFLICTS DISCLOSURE STATEMENT

A local government officer shall file the required conflicts disclosure statement, as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor has contracted with the District or the District is considering doing business with the vendor; and the vendor has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income; or has given to the local government officer or a family member of the officer one or more gifts, other than gifts of food, lodging, transportation, or entertainment accepted as a guest, that have an aggregate value of more than $250 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the local governmental entity is considering doing business with the vendor.

A local government officer shall file the conflicts disclosure statement with the records administrator of the District not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

VIOLATIONS

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is a defense to prosecution that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice of the violation.

Local Gov't Code 176.003–.004

DEFINITION OF LOCAL GOVERNMENT OFFICER

"Local government officer" means a member of the governing body of a local governmental entity; or a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity. *Local Gov't Code 176.001(4)*

DEFINITION OF FAMILY MEMBER

"Family member" shall mean a person related to another person within the first degree by consanguinity or affinity, as described by Subchapter B, Chapter 573, Government Code. *Local Gov't Code 176.001(2)*

DEFINITION OF RECORDS ADMINISTRATOR

"Records administrator" means the director, Superintendent, or other person responsible for maintaining the records of the District. *Local Gov't Code 176.001(5)* [See CPC]

INTERNET POSTING REQUIREMENT

The District shall provide access on the District's Internet Web site to the required conflicts disclosure statements and questionnaires filed with the records administrator. *Local Gov't Code 176.009*

AFFIDAVIT DISCLOSING INTEREST IN PROPERTY

If a public servant has a legal or equitable interest in any property that is to be acquired with public funds, and has actual notice of the acquisition or intended acquisition of the property, the public servant shall file an affidavit as follows:

1. The affidavit shall be filed with the county clerk(s) of the county or counties in which the property is located and of the county in which the public servant resides within ten days before the date on which the property is to be acquired by purchase or condemnation.

2. The affidavit must:

    a. State the name of the public servant and the public office title or job designation held or sought.

    b. Fully describe the property.

    c. Fully describe the nature, type, and amount of interest in the property, including the percentage of ownership interest and the date the interest was acquired.

    d. Include a verification of the truth of the information in the affidavit. [See BBFA(EXHIBIT)]

    e. Include an acknowledgment of the same type required for recording a deed in the deed records of a county.

Gov't Code 553.002, 553.003

VIOLATIONS

A public servant who fails to file the affidavit when required is presumed to have the intent to commit an offense. An offense under this section is a Class A misdemeanor. *Gov't Code 553.003*

DEFINITION OF PUBLIC SERVANT — GOVERNMENT CODE

"Public servant" shall mean a person who is elected, appointed, employed, or designated, even if not yet qualified for or having assumed the duties of office, as:

1. A candidate for nomination or election to public office, or

2. An officer of government.

Gov't Code 553.001

TRUSTEE FINANCIAL STATEMENT

The Board by resolution adopted by majority vote may require each member of the Board to file the financial statement required of state officers under Subchapter B, Chapter 572, Government Code, with the Board and the Texas Ethics Commission.

Not later than the 15th day after the date the Board adopts this resolution, the Board shall deliver a certified copy of the resolution to

the Texas Ethics Commission. A resolution applies beginning on January 1 of the second year following the year in which the resolution is adopted. A member of a board that has adopted a resolution is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the resolution is adopted.

The Commissioner by order shall require the members of the Board to file the financial statement required of state officers under Subchapter B, Chapter 572, Government Code, in the same manner as the members of the Board that have adopted a resolution if the Commissioner determines that:

1. A Board member has failed to comply with filing and recusal requirements applicable to the member under Chapter 171, Local Government Code;

2. District financial accounting practices are not adequate to safeguard state and District funds; or

3. The District has not met a standard set by the Commissioner in the financial accountability rating system.

The Commissioner may require the filing of financial statements covering not more than three fiscal years and beginning on January 1 of the second year following the date of the Commissioner's order. A member of the Board subject to an order issued by the Commissioner is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the order is issued. The Commissioner may renew the requirement if the Commissioner determines that a condition described above continues to exist.

VIOLATIONS

A Trustee serving in a school district that has adopted a resolution or that is subject to an order issued by the Commissioner commits an offense if the Trustee fails to file the statement required by the resolution or order.

An offense under this section is a Class B misdemeanor.

Education Code 11.064

Note: See also CBB for requirements when federal funds are involved.

SCHOOL HEALTH ADVISORY COUNCIL

The Board shall establish a local school health advisory council to assist the District in ensuring that local community values and health issues are reflected in the District's health education instruction. The Board shall appoint members to the council, a majority of which must be parents of students enrolled in the District and who are not employed by the District. The Board may also appoint one or more public school teachers, public school administrators, District students, health-care professionals, members of the business community, law enforcement representatives, senior citizens, clergy, representatives of nonprofit health organizations, or representatives of another group. [See EHAA]

STATEMENT FOR PUBLIC INSPECTION

The District shall publish in the student handbook and post on the District's Internet Web site, if the District has an Internet Web site, a statement of:

1. District policies adopted to ensure that elementary school, middle school, and junior high school students engage in physical activity;

2. The number of times during the preceding year the council has met;

3. District policies to ensure compliance with applicable vending machine and food service guidelines for restricting student access to vending machines; and

4. District policies and procedures that prescribe penalties for the use of tobacco products by students and others on school campuses or at school-sponsored or school-related activities.

CHANGES IN CURRICULUM

The District must consider the recommendations of the local school health advisory council before changing the District's health education curriculum or instruction.

Education Code 28.004

MAINTENANCE TAX

The Board may levy, assess, and collect annual ad valorem taxes for the maintenance of the District's schools. *Education Code 45.002*

TAX RATE CAP

If authorized by a majority of qualified voters of the District voting at an election held for that purpose, the District may impose a maintenance tax rate at a rate not to exceed the rate stated in the proposition. For any year, the maintenance tax rate per $100 of taxable value adopted by the District may not exceed the rate equal to the sum of $0.17 and the product of the state compression percentage, as determined under Education Code 42.2516, multiplied by $1.50.

A rate that exceeds this maximum rate for the year in which the tax is to be imposed is void. A district with a tax rate that is void under this subsection may, subject to requirements imposed by other law, adopt a rate for that year that does not exceed the specified maximum rate for that year.

Notwithstanding any other law, a district that levied a maintenance tax for the 2005 tax year at a rate greater than $1.50 per $100 of taxable value in the District as permitted by special law may not levy a maintenance tax at a rate that exceeds the rate per $100 of taxable value that is equal to the sum of $0.17 and the product of the state compression percentage, as determined under Education Code 42.2516, multiplied by the rate of the maintenance tax levied by the District for the 2005 tax year.

Education Code 45.003(a), (d), (e), (f)

APPRAISAL ROLL

By August 1 or as soon thereafter as practicable, the District's tax assessor shall submit to the Board the District's appraisal roll, showing the total appraised, assessed, and taxable values of all property and the total taxable value of new property.

Note: The Texas comptroller of public accounts annually publishes *Truth in Taxation: A Guide for Setting Tax Rates.* School districts should consult the *Truth in Taxation* guide, available in print form or through the comptroller's Web site, for detailed guidance on setting local property tax rates.

By August 1 or as soon thereafter as practicable, the District's tax collector shall certify to the Board the estimates and amounts required by law.

Tax Code 26.04(b)

CERTIFIED ESTIMATE

By June 7, the chief appraiser shall prepare and certify an estimate of the taxable value of District property. *Tax Code 26.01(e)*

MEETING ON BUDGET AND PROPOSED TAX RATE

The Board shall call a public meeting to discuss and adopt its budget and proposed tax rate. The Board must provide notice of the budget and proposed tax rate meeting, as described below. The budget must be adopted before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins. [See CE]

PUBLISHED NOTICE

The Board President shall provide for publication of notice of the budget and proposed tax rate meeting in a daily, weekly, or biweekly newspaper published in the District. If no daily, weekly, or biweekly newspaper is published in the District, the President shall provide for publication of notice in at least one newspaper of general circulation in the county in which the District's central administrative office is located. The notice shall be published not earlier than the 30th day or later than the tenth day before the date of the hearing.

FORM OF NOTICE

The published notice of the public meeting to discuss and adopt the budget and the proposed tax rate must meet the size, format, and content requirements dictated by law.

The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller.

TAXPAYER INJUNCTION

If the District has not complied with the published notice requirements in the FORM OF NOTICE described above, and the requirements for DISTRICTS WITH JULY 1 FISCAL YEAR below, if applicable, and the failure to comply was not in good faith, a person who owns taxable property in the District is entitled to an injunction restraining the collection of taxes by the District. An action to enjoin the collection of taxes must be filed before the date the District delivers substantially all of its tax bills.

DISTRICTS WITH JULY 1 FISCAL YEAR

A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of District property in preparing the published notice if the District does not receive the certified appraisal roll on or before June 7. A district that uses a certified estimate may adopt a budget at the public meeting designated in the published notice prepared using the estimate, but the District may not adopt a tax rate before the District receives the certified appraisal roll for the District.

After receipt of the certified appraisal roll, the District must publish a revised published notice and hold another public meeting before the District may adopt a tax rate that exceeds:

1. The rate proposed in the notice prepared using the estimate; or

2. The District's rollback rate determined under Tax Code 26.08 using the certified appraisal roll.

Education Code 44.004

TAX RATE

Before the later of September 30 or the 60th day after the date the certified appraisal roll is received, the Board shall adopt a tax rate for the current tax year that reflects the two components, maintenance and operations expenditures and the debt service rate published under Education Code Section 44.004(c)(2)(A)(ii)(b), and shall notify the assessor of the tax rate adopted. The two components shall be approved separately. *Tax Code 26.05(a)*

The Board may not impose property taxes in any year until it has adopted a tax rate for that year, and the annual tax rate must be set by ordinance, resolution, or order. The vote on the ordinance, resolution, or order setting the tax rate must be separate from the vote adopting the budget. The budget shall be adopted before the adoption of the tax rate. *Tax Code 26.05(b); Education Code 44.004(g)*

EFFECTIVE TAX RATE

The vote on the ordinance setting a tax rate that exceeds the effective tax rate must be a record vote. A motion to adopt an ordinance setting a tax rate that exceeds the effective tax rate must be made in the following form: "I move that property taxes be increased by the adoption of a tax rate of (specify tax rate)." *Tax Code 26.05(b)*

MAINTENANCE AND OPERATIONS TAX RATE

If the ordinance sets a tax rate that, if applied to the total taxable value, will impose an amount of taxes to fund maintenance and operation expenditures of the taxing unit that exceeds the amount of taxes imposed for that purpose in the preceding year, the Board must include in the ordinance in type larger than the type used in any other portion of the document the following statement: "THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE."; and if the tax rate exceeds the effective maintenance and operations rate, the following statement: "THE TAX RATE WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $(Insert amount)." The District shall also include on the home page of any Internet Web site operated by the District the following statement: "(Insert name of unit) ADOPTED A TAX RATE THAT WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE"; and if the tax rate exceeds the effective maintenance and operations rate, the following statement: "THE TAX RATE WILL RAISE

TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $(Insert amount)."

Tax Code 26.05(b)

ELECTION TO RATIFY SCHOOL TAXES

If the Board adopts a tax rate that exceeds the District's rollback tax rate as defined in Tax Code 26.08, the registered voters of the District at an election held for that purpose must determine whether to approve the adopted tax rate. When increased expenditure of money is necessary due to a natural disaster and the governor has requested federal disaster assistance, an election is not required. *Tax Code 26.08(a)*

The Board shall order that the election be held in the District on a date not less than 30 or more than 90 days after the date on which it adopted the tax rate. The election need not be held on a uniform election date unless a uniform election date falls within the 30–90 day time period. *Tax Code 26.08(b)*

2006 TAX YEAR ELECTION

An election to approve the adopted tax rate for the 2006 tax year must be ordered not later than August 31, 2006, and must be held on September 30, 2006. If the election is not held on that date, the Board may not adopt a tax rate for the 2006 tax year that exceeds the District's rollback tax rate. *Tax Code 26.08(p)*

APPROVAL OF PROPOSITION

If a majority of votes cast in the District favor the proposition, the tax rate for the current year is the rate that was adopted by the Board. If the proposition is not approved, the Board may not adopt a tax rate for the current year that exceeds the District's rollback tax rate. *Tax Code 26.08(c), (d)*

CALL FOR ELECTION

A call for an election shall be made not later than the 62nd day before election day except that for an election to be held on the date of the general election for state and county officers, the election shall be called not later than the 70th day before the election day. *Election Code 3.005* [See BBB]

NOTICE TO COUNTY CLERK

The Board shall deliver notice of the election to the county clerk of each county in which the District is located not later than the 60th day before election day. *Election Code 4.008*

PRECLEARANCE REQUIRED

A rollback election is subject to federal preclearance requirements to the extent that the District makes changes in the practices or procedures to be followed. Any discretionary setting of the date for a rollback election or scheduling of events leading up to or following a rollback election is subject to the preclearance requirement. *28 CFR 51.17* [See BBB]

DISCOUNTS

The Board may adopt one or both of the following discount options for early payment of District taxes.

OPTION 1

If the Board adopts Option 1, the following apply regardless of the date on which the District mails its tax bills.

1. Three percent if the tax is paid in October or earlier.
2. Two percent if the tax is paid in November.
3. One percent if the tax is paid in December.

Tax Code 31.05

This discount does not apply to taxes that are calculated too late for it to be available. *Tax Code 31.04(c)*

OPTION 2

If the Board adopts Option 2, the following discounts apply only when the District mails its tax bills after September 30:

1. Three percent if the tax is paid before or during the next full calendar month following the date on which the tax bills were mailed.
2. Two percent if the tax is paid during the second full calendar month following the date on which the tax bills were mailed.
3. One percent if the tax is paid during the third full calendar month following the date on which the tax bills were mailed.

BOTH OPTIONS

If the Board adopts both discount options, the discounts described at Option 1 apply unless the District mails its tax bills after September 30, in which case only the discounts described at Option 2 apply.

Tax Code 31.05

SPLIT PAYMENT

The Board may provide for split payment of taxes. If a person pays one-half of the taxes before December 1, he or she may pay the remaining one-half of the taxes without penalty or interest at any time before July 1 of the following year. This payment option does not apply to taxes that are calculated too late for it to be available. *Tax Code 31.03, 31.04(c)*

DISASTER AREA

Owners of certain property in a disaster area are permitted to pay taxes in installment payments. Installment payments are an option for an owner of real property that:

1. Is the residence homestead of the owner or consists of property that is used for residential purposes and that has fewer than five living units;
2. Is located in a disaster area and has been damaged as a direct result of the disaster; and
3. Has had taxes imposed upon it by a taxing unit before the first anniversary of the disaster.

If the owner of such property pays at least one-fourth of the taxes imposed on the property before the delinquency date, accompanied by notice that the person will pay the remaining taxes in installments, the owner may make the remainder of the payments in three equal installments. Such installment payments shall not incur penalty or interest if paid by the applicable dates provided for in the tax code.

Tax Code 31.032

PERFORMING SERVICES IN LIEU OF PAYING TAXES

The Board may permit certain individuals or business entities to provide certain services to the District in lieu of paying the District property taxes. While performing services for the District, the individual is not an employee of the District and is not entitled to any benefit, including workers' compensation coverage, that the District provides to its employees.

PERSONS 65 AND OVER

Subject to the requirements contained in Tax Code 31.035, the Board by order or resolution may permit an individual who is at least 65 years of age to perform services for the taxing unit in lieu of paying taxes imposed by the District on property owned by the individual and occupied as the individual's residence homestead.

Tax Code 31.035

TEACHING SERVICES BY INDIVIDUAL

Subject to the requirements contained in Tax Code 31.036, the Board by resolution may permit qualified individuals, who are not employed by the District, to perform teaching services for the District at a junior high school or high school of the District in lieu of paying taxes imposed by the District on property owned and occupied by the individual as a residence homestead. *Tax Code 31.036*

TEACHING SERVICES BY EMPLOYEE OF BUSINESS ENTITY

Subject to the requirements contained in Tax Code 31.037, the Board by resolution may authorize a corporation or other business entity to permit a qualified individual employed by the business entity to perform teaching services in a high school or a junior high school for the District in lieu of paying taxes imposed by the District on property owned by the business entity. *Tax Code 31.037*

INSTALLMENT PAYMENTS

CERTAIN HOMESTEADS

An individual who is disabled or at least 65 and qualifies for a homestead exemption may pay taxes on the residence homestead property in installments. To do so, the individual must pay at least one-fourth of the taxes due before the delinquency date. This payment must be accompanied by notice that the individual will pay the remaining taxes in installments. The person may pay the remaining taxes without penalty or interest. The first installment must be paid before April 1, the second before June 1, and the third before August 1. *Tax Code 31.031*

PARTIAL PAYMENTS

The tax collector may decide to accept partial payments of District property taxes. Acceptance of a partial payment does not affect

the delinquency date, but penalties and interest are incurred only by the portion of tax that remains unpaid on the date the tax becomes delinquent. The discounts described above do not apply to any portion of a partial payment of District taxes. *Tax Code 31.07(c)*

DELINQUENCY DATE

Taxes are delinquent if not paid before February 1 of the year following the year in which imposed, except as provided below:

1. The District has provided for split payments. *Tax Code 31.03*
2. The District's tax bills are mailed after January 10. *Tax Code 31.04(a)*
3. The District's tax bills are mailed after September 30 and the Board has adopted discounts provided by Tax Code 31.05(c). *Tax Code 31.04(d)*

Tax Code 31.02

DELINQUENT TAX COLLECTION

The Board may contract with any competent attorney to represent the District to enforce the collection of delinquent taxes. The attorney's compensation is set in the contract, but the total amount of compensation provided may not exceed 20 percent of the amount of delinquent tax, penalty, and interest collected. *Tax Code 6.30(c)*

ADDITIONAL PENALTIES

If the District or the tax collector for the District has contracted with a private attorney for the collection of delinquent taxes, the Board may impose, by official action, an additional penalty on taxes that become delinquent on or after February 1 but not later than May 1 and remain delinquent on July 1 of the year in which they become delinquent. This penalty may not exceed the amount of compensation specified in the contract with the attorney to be paid in connection with the collection of the delinquent taxes and shall be secured by a tax lien. The District's tax collector shall deliver notice to the property owner of the delinquency and the penalty 30 to 60 days before July 1. *Tax Code 33.07*

If the District or the tax collector for the District has imposed the penalty described above and has contracted with a private attorney for collection of delinquent taxes, the Board may impose, by official action, an additional penalty on all taxes that become delinquent on or after June 1 under Tax Code 26.15(e), 31.03, 31.031, 31.032, or 31.04. This penalty may not exceed the amount of compensation specified in the contract with the attorney to be paid in connection with the collection of the delinquent taxes and shall be secured by a tax lien. The District's tax collector shall send notice of the delinquency and the penalty to the property owner. The penalty is incurred on the first day of the first month that begins at least 21 days after the date the notice is sent. *Tax Code 33.08*

HOMESTEAD EXEMPTIONS

An adult is entitled to exemption from taxation of $15,000 of the appraised value of his residence homestead except that $10,000 of the exemption does not apply to an entity operating under former Education Code Chapters 17, 18, 25, 26, 27, or 28, as those chapters existed on May 1, 1995. An adult who is disabled or 65 or older is entitled to an additional $10,000 exemption of the appraised value of his residence homestead. *Tax Code 11.13(b), (c)*

APPLICATION FOR EXEMPTION

To receive the residence homestead exemptions, the person claiming the exemption must apply for the exemption. *Tax Code 11.43*

PERSONS 65 AND OVER OR DISABLED PERSONS

The District shall not increase the total annual amount of ad valorem tax it imposes on the residence homestead of an individual 65 years of age or older, or on the residence homestead of an individual who is disabled as defined by Section 11.13 of the Tax Code, above the amount of the tax it imposed in the first tax year in which the individual qualified that residence homestead for an applicable exemption.

The District may increase the taxes if improvements are made to the property, but that tax amount is then frozen.

Tax Code 11.26(a), (b)

PORTABILITY OF LIMITATION

If an individual who receives the 65-and-over limitation on tax increases subsequently qualifies for a different resident homestead, the District may impose taxes on the subsequently acquired homestead only in accordance with Tax Code 11.26. *Tax Code 11.26(g), (h)*

ADDITIONAL EXEMPTIONS

The Board may grant additional tax exemptions for homestead historic sites and charitable organizations, as provided by law. *Tax Code 11.13, 11.184, 11.24; Tex. Const. Art. VIII, Sec. 1–b(e)*

NATURAL DISASTER

If the District is located partly or entirely inside an area declared by the governor to be a natural disaster area, the Board may authorize the reappraisal of all property damaged in the disaster at its market value immediately after the disaster. *Tax Code 23.02(a)*

REINVESTMENT ZONES / TAX INCREMENT FINANCING

When a portion of the real property taxable by the District is proposed for inclusion in a municipal or county reinvestment zone, the Board shall be notified of a description of the proposed boundaries of the zone, the tentative plans for the development or redevelopment of the zone, and an estimate of the general impact of the proposed zone on property values and tax revenues. The District may request additional information from the governing body of the municipality or county proposing to designate a reinvestment zone, and Board members may attend the formal presentation required of the governing body of the municipality or county. Within 15 days

of receipt of the notice, the Board shall designate a representative to meet with the governing body of the municipality or county proposing to designate a reinvestment zone to discuss the project plan and the reinvestment zone financing plan and shall notify the municipality or county governing body of its designation. *Tax Code 311.003(e), (f), (g)*

BOARD OF DIRECTORS

The Board may appoint one member of the reinvestment zone's board of directors or may waive that right. *Tax Code 311.009(a)*

In certain reinvestment zones, the Board may be entitled to appoint more than one member of the reinvestment zone's board of directors. *Tax Code 311.0091(a), (b)*

When the reinvestment zone has been designated upon petition of property owners under Tax Code 311.005(a)(5), the Board may appoint a member or members, as appropriate, of the reinvestment zone's board of directors only if it has approved the payment of all or part of the tax increment produced by the District. *Tax Code 311.009(b)*, *311.0091(c)*

COLLECTION AND DEPOSIT OF TAX INCREMENTS

The District shall provide for the collection of its taxes in the zone as for any other property tax and shall pay into the zone's tax increment fund the amount specified by law. This payment shall be made no later than 90 days after the delinquency date for District property taxes, except that the District is not required to pay the portion attributable to delinquent taxes until those taxes are collected. The District shall not be required to pay a tax increment into the zone's tax increment fund beyond three years from the date the zone was created, except as provided by law. *Tax Code 311.013*

The District is not required to pay into the tax increment fund any of its tax increment produced from a reinvestment zone created upon petition of property owners under Tax Code 311.005(a) unless it enters into an agreement to do so with the governing body of the municipality or county that created the zone. *Tax Code 311.013(f)*

The District is not required to pay into the tax increment fund any of its tax increment produced from property located in an area added to a reinvestment zone under Tax Code 311.007 unless the Board enters into an agreement to do so with the governing body of the municipality or county that created the zone. *Tax Code 311.013(k)*

A district whose taxable value is reduced under Government Code 403.302(d)(5) shall pay into the tax increment fund, in addition to the amount otherwise required to be paid, the amount by which the amount of taxes the District would have been required to pay into the fund in the current year if the District levied taxes at the rate the

District levied in 2005 exceeds the amount the District is otherwise required to pay into the fund in the year of the reduction, not to exceed the amount the District realizes from the reduction in the District's taxable value. *Tax Code 311.013(n)*

REINVESTMENT ZONES — TAX ABATEMENT

On or after September 1, 2001, the District may not enter into a tax abatement agreement under Chapter 312. *Tax Code 312.002(f)*

TEXAS ECONOMIC DEVELOPMENT ACT

In order to attract large-scale capital investments, create new jobs, strengthen the economy, and expand the property tax base, districts may offer certain ad valorem tax benefits and financial benefits in accordance with the Texas Economic Development Act. *Tax Code 313*

Districts should strictly interpret the criteria and selection guidelines and approve only those applications for an ad valorem tax benefit or financial benefit that:

1. Enhance the local community;
2. Improve the local public education system;
3. Create high-paying jobs; and
4. Advance the economic development goals of Texas as identified by the Texas Strategic Economic Development Planning Commission.

Tax Code 313.004(3)

Note: *For complete information regarding the Texas Economic Development Act, refer to Tax Code Chapter 313.*

INVESTMENT AUTHORITY

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis.

APPROVED INVESTMENT INSTRUMENTS

From those investments authorized by law and described further in CDA(LEGAL), the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

SAFETY AND INVESTMENT MANAGEMENT

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

LIQUIDITY AND MATURITY	Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits. The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.
DIVERSITY	The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.
MONITORING MARKET PRICES	The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant declines in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisors, and representatives/advisors of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.
FUNDS / STRATEGIES	Investments of the following fund categories shall be consistent with this policy and in accordance with the strategy defined below.
OPERATING FUNDS	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
AGENCY FUNDS	Investment strategies for agency funds shall have as their objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
DEBT SERVICE FUNDS	Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
CAPITAL PROJECTS	Investment strategies for capital project funds shall have as their objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
SPECIAL REVENUE FUNDS	Investment strategies for special revenue shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

SAFEKEEPING AND CUSTODY

The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

BROKERS / DEALERS

Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the National Association of Securities Dealers.

SOLICITING BIDS FOR CD'S

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

INTEREST RATE RISK

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

INTERNAL CONTROLS

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

AUTHORIZED EXPENDITURES

The District shall not lend its credit or gratuitously grant public money or things of value in aid of any individual, association, or corporation. *Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.–Houston [1st Dist.] 1976, no writ)*

The District shall not grant any extra compensation, fee, or allowance to a public officer, agent, servant, or contractor after service has been rendered or a contract entered into and performed in whole or in part. Nor shall the District pay or authorize the payment of any claim against the District under any agreement or contract made without authority of law. *Tex. Const. Art. III, Sec. 53; Harlingen ISD v. C.H. Page and Bro. 48 S.W.2d 983 (Comm. App. 1932)*

The state and county available funds disbursed to the District shall be used exclusively for salaries of professional certified staff and for interest on money borrowed on short time to pay such salaries, when salaries become due before school funds for the current year become available. Loans for paying professional certified staff salaries may not be paid out of funds other than those for the current year. *Education Code 45.105(b)*

Local funds from District taxes, tuition fees, other local sources, and state funds not designated for a specific purpose may be used for salaries of any personnel and for purchasing appliances and supplies; for the payment of insurance premiums; for buying school sites; for buying, building, repairing, and renting school buildings, including acquisition of school buildings and sites by leasing through annual payments with an ultimate option to purchase [see CHG]; and for other purposes necessary in the conduct of the public schools to be determined by the Board. *Education Code 45.105(c)*

No public funds of the District may be spent in any manner other than as provided for in the budget adopted by the Board. *Education Code 44.006(a)*

USE OF DISTRICT RESOURCES

The Board shall not enter into an agreement authorizing the use of District employees, property, or resources for the provision of materials or labor for the design, construction, or renovation of improvements to real property not owned or leased by the District.

The Board may not use state or local funds or other resources of the District to electioneer for or against any candidate, measure, or political party.

Education Code 11.168

COMMITMENT OF CURRENT REVENUE

A contract for the acquisition, including lease, of real or personal property is a commitment of the District's current revenue only, pro-

vided the contract contains either or both of the following provisions:

1. Retains to the Board the continuing right to terminate the contract at the expiration of each budget period during the term of the contract.

2. Is conditioned on a best efforts attempt by the Board to obtain and appropriate funds for payment of the contract.

Local Gov't Code 271.903

FISCAL YEAR

The Board may determine if the District's fiscal year begins on July 1 or September 1 of each year. *Education Code 44.0011*

BUDGET PREPARATION

The Superintendent shall prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of the District for the following fiscal year. *Education Code 44.002*

DEADLINES

The proposed budget shall be prepared on or before a date set by the State Board of Education, currently August 20 (June 19 if the District uses a July 1 fiscal year start date). *Education Code 44.002(a); 19 TAC 109.1(a)*, *109.41*

The adopted budget must be filed with the Texas Education Agency on or before the date established in the *Financial Accountability System Resource Guide. Education Code 44.005; 19 TAC 109.1(a)*

PUBLIC MEETING ON BUDGET AND PROPOSED TAX RATE

After the proposed budget has been prepared, the Board President shall call a Board meeting for the purpose of adopting a budget for the succeeding fiscal year. Any taxpayer of the District may be present and participate in the meeting. *Education Code 44.004* [See CCG for provisions governing tax rate adoption]

The meeting must comply with the notice requirements of the Open Meetings Act. *Gov't Code 551.041, 551.043*

PUBLISHED NOTICE

The Board President shall also provide for publication of notice of the budget and proposed tax rate meeting in a daily, weekly, or biweekly newspaper published in the District. If no daily, weekly, or biweekly newspaper is published in the District, the President shall provide for publication of notice in at least one newspaper of general circulation in the county in which the District's central administrative office is located. The notice shall be published not earlier than the 30th day or later than the tenth day before the date of the hearing.

FORM OF NOTICE

The published notice of the public meeting to discuss and adopt the budget and the proposed tax rate must meet the size, format, and content requirements dictated by law.

The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller.

TAXPAYER INJUNCTION

If the District has not complied with the published notice requirements in the FORM OF NOTICE described above, and the requirements for DISTRICTS WITH JULY 1 FISCAL YEAR below, if applicable, and the failure to comply was not in good faith, a person who owns taxable property in the District is entitled to an injunction restraining the collection of taxes by the District. An action to enjoin the collection of taxes must be filed before the date the District delivers substantially all of its tax bills.

Education Code 44.004

PUBLICATION OF PROPOSED BUDGET SUMMARY

Concurrently with the publication of notice of the budget under Education Code 44.004, the District shall post a summary of the proposed budget on the District's Internet Web site or, if the District has no Internet Web site, in the District's central administrative office.

The budget summary must include a comparison to the previous year's actual spending and information relating to per student and aggregate spending on:

1. Instruction;
2. Instructional support;
3. Central administration;
4. District operations;
5. Debt service; and
6. Any other category designated by the Commissioner.

Education Code 44.0041

BUDGET ADOPTION

The Board shall adopt a budget to cover all expenditures for the succeeding fiscal year at the meeting called for that purpose and before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins.

DISTRICTS WITH JULY 1 FISCAL YEAR

A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of District property in preparing the published notice if the District does not receive the certified appraisal roll on or before June 7. A district that uses a certified estimate may adopt a budget at the public meeting designated in the published notice prepared using the estimate, but the District may not adopt a tax rate before the District receives the certified appraisal roll for the District.

Education Code 44.004

By June 7, the chief appraiser shall prepare and certify an estimate of the taxable value of District property. *Tax Code 26.01(d)*

AMENDMENT OF APPROVED BUDGET

The Board shall have the authority to amend the approved budget or to adopt a supplementary emergency budget to cover necessary unforeseen expenses.

Copies of any amendment or supplementary budget must be prepared and filed in accordance with State Board rules.

Education Code 44.006

FAILURE TO COMPLY WITH BUDGET REQUIREMENTS

A Board member who votes to approve any expenditure of school funds in excess of the item or items appropriated in the adopted budget or a supplementary or amended budget commits a misdemeanor offense. *Education Code 44.052(c)*

CERTAIN DONATIONS

The District may donate funds or other property or service to the adjutant general's department or to the Texas National Guard. *Gov't Code 431.035(b), 431.045(b)*

PAYMENT DUE

A payment owed by the District based on a contract executed on or after September 1, 1987, is overdue on the 31st day after the date on which the District received the goods under the contract or the date on which the performance of services under the contract was completed, or the date on which the District received the invoice for the goods or services, whichever is later. However, if the Board meets only once a month, the payment is not overdue until the 45th day after the date of receipt of goods, performance of services, or receipt of invoice, whichever is later. The renewal, amendment, or extension of a contract executed on or before September 1, 1993, is considered to be the execution of a new contract. *Gov't Code 2251.021*

INTEREST

A payment begins to accrue interest on the date the payment becomes overdue. The rate of interest that accrues on an overdue payment is the rate in effect on September 1 of the fiscal year in which the payment becomes overdue. The rate in effect on September 1 is equal to the sum of one percent and the prime rate as published in the Wall Street Journal on the first day of July of the preceding fiscal year that does not fall on a Saturday or Sunday.

Interest on an overdue payment stops accruing on the date the District or vendor mails or electronically transmits the payment.

The unpaid balance of a partial payment made within the prescribed period accrues interest, unless the balance is in dispute.

Gov't Code 2251.025, 2251.029

The District shall compute and pay interest at the time the payment is made on the principal. Interest payments shall accompany payment of the net amount due for the goods or service. The District may not require a vendor to petition, invoice, bill, or wait additional days to receive the interest due. The District may not require a vendor or subcontractor to agree to waive the vendor's or subcontractor's right to interest as a condition of the contract. *Gov't Code 2251.027*

EARLY PAYMENT DISCOUNT

The District shall attempt to take advantage of an offer for an early payment discount, but may not take an early payment discount unless it makes a full payment within the discount period. If the District takes an early payment discount later, the unpaid balance accrues interest beginning on the date the discount offer expires. *Gov't Code 2251.030*

EXCEPTIONS

These provisions do not apply to payments made by the District or a vendor if:

1. There is a bona fide dispute between the District and a vendor, contractor, subcontractor, or supplier concerning the

goods delivered or the service performed that causes the payment to be late;

2. There is a bona fide dispute between a vendor and a subcontractor or between a subcontractor and its supplier about the goods delivered or the services performed that causes the payment to be late;

3. The terms of a federal contract, grant, regulation, or statute prevent the District from making a timely payment with federal funds; or

4. The invoice is not mailed to the person to whom it is addressed in strict accordance with any instructions on the purchase order relating to the payment.

Gov't Code 2251.002

ALTERNATE VENDOR REMEDY FOR NONPAYMENT OF CONTRACT

A vendor may suspend performance required under a contract with the District if the District does not pay the vendor an undisputed amount within the time limits provided above and the vendor gives the District written notice informing the District that payment has not been received and stating the intent of the vendor to suspend performance for nonpayment.

The vendor may not suspend performance before the tenth day after the date the vendor gives this notice.

A vendor who suspends performance is not required to supply further labor, services, or materials until the vendor is paid the amount provided for under Government Code Section 2251, plus costs for demobilization and remobilization. The vendor is also not responsible for damages resulting from suspending work if the governmental entity with which the vendor has the contract has not notified the vendor in writing before performance is suspended that payment has been made or that a bona fide dispute for payment exists.

A notification under Government Code 2251.051(c)(2) that a bona fide dispute for payment exists must include a list of the specific reasons for nonpayment. If a reason specified is that labor, services, or materials provided by the vendor or the vendor's subcontractor are not provided in compliance with the contract, the vendor is entitled to a reasonable opportunity to cure the noncompliance of the listed items; or offer a reasonable amount to compensate for listed items for which noncompliance cannot be promptly cured.

Gov't Code Sec. 2251.051

DISPUTED PAYMENT

The District shall notify a vendor of an error in an invoice submitted for payment by the vendor not later than the 21st day after the date

the District receives the invoice. If a dispute is resolved in favor of the vendor, the vendor shall receive interest on the unpaid balance beginning on the date that the payment for the invoice is overdue. If a dispute is resolved in favor of the District, the vendor shall submit a corrected invoice that shall be paid within 30 days of receipt. The unpaid balance accrues interest if it is not paid by the appropriate date. *Gov't Code 2251.042*

EMERGENCY OPERATIONS PLAN

The Superintendent shall ensure updating of the District's Emergency Operations Plan and ongoing staff training.

U.S. DEPARTMENT OF AGRICULTURE RULES

Foods determined to be of minimal nutritional value, as defined by the U.S. Department of Agriculture, shall not be sold in the food service areas during meal periods. *7 CFR 210.11, 220.12*

TEXAS DEPARTMENT OF AGRICULTURE POLICY

Effective August 1, 2004, all districts participating in the federal Child Nutrition Programs must comply with the nutrition policies outlined by the Texas Department of Agriculture. *Texas Department of Agriculture, Texas Public School Nutrition Policy (http://www.agr.state.tx.us); 7 CFR 210*

EXCEPTIONS

The District may not adopt any rule, policy, or program under Education Code 28.002 that would prohibit a parent or grandparent of a student from providing any food product of the parent's or grandparent's choice to:

1. Children in the classroom of the child on the occasion of the child's birthday; or

2. Children at a school-designated function.

Education Code 28.002 (1–3)(1)

COVERAGE REQUIREMENTS

Unless an exemption applies, a district with 500 or fewer employees is required to participate in the uniform group coverage program established under Insurance Code 1579 (TRS–Active Care). A district with more than 500 employees may elect to participate in the program. *Insurance Code 1579.151; Education Code 22.004(a), (c)* [See UNIFORM GROUP COVERAGE PROGRAM, below]

UNIFORM PROGRAM (TRS–ACTIVE CARE)

The Teacher Retirement System (TRS) shall implement and administer the uniform group coverage program. TRS shall establish plans of group coverages for employees participating in the program and their dependents. *Insurance Code 1579.051, 1579.101*

EMPLOYEE ELIGIBILITY

Participation in the program is limited to employees of participating districts who are full-time employees and to part-time employees who are participating members in TRS.

A part-time employee who is not a participating member in the TRS is eligible to participate in the program only if the employee pays all of the premiums and other costs associated with the health coverage plan selected by the employee.

A participating employee may select coverage in any coverage plan offered by TRS. If the combined state and District contributions [see COST OF COVERAGE, below] exceed the cost of a coverage plan selected by the employee, the employee may use the excess contributions to obtain coverage under a higher tier coverage plan, or to pay all or part of the cost of coverage for the employee's dependents. A married couple, both of whom are eligible for coverage under the program, may pool the amount of contributions to which the couple are entitled under the program to obtain coverage for themselves and dependent coverage.

Insurance Code 1579, Subch. E

OPTIONAL COVERAGES

Districts participating in the uniform group coverage program may enter contracts to provide optional insurance coverages for District employees. *Education Code 22.004(j)*

OTHER PROGRAMS

Districts that do not participate in the uniform group coverage program shall make available to their employees group health coverage provided by a risk pool established by one or more districts under Local Government Code Chapter 172, or under a policy of group insurance or group contract issued by an insurer, a company subject to Insurance Code Chapter 842, or a health maintenance organization under Insurance Code Chapter 843.

COMPARABILITY

The coverage must be comparable to the basic health coverage provided under Insurance Code Chapter 1551 (Texas Employees

Group Benefits Act) and must meet the substantive coverage requirements set forth in Education Code 22.004(b). TRS shall adopt rules to determine whether the District's group health coverage is comparable to that provided to state employees.

FINANCIAL STATEMENT

The District may not contract with an insurer, company, or health maintenance organization to issue a policy or contract for group health insurance, or with any person to assist the District in obtaining or managing the policy or contract unless the insurer, company, organization, or person provides the District with an audited financial statement.

Education Code 22.004(b), (c)

SMALL EMPLOYER MARKET ELECTION

A district that does not participate in the uniform group coverage program may elect to participate in the small employer market without regard to the number of eligible employees in the District. If the District makes this election, it will be treated as a small employer for the purposes of Article 1501 of the Texas Insurance Code.

A district that is participating in the uniform group coverage program may not renew a health insurance contract obtained in accordance with Article 1501 after the date on which the program of coverages provided under the uniform group coverage program is implemented. This provision does not affect a contract for the provision of optional coverages. *Insurance Code 1501.009*

EMPLOYEE ELECTION — SPOUSES

A District employee who is eligible for coverage under a large or small employer health benefit plan providing coverage to the District's employees and who is the spouse of another District employee covered under the plan may elect whether to be treated under the plan as an employee or as the dependent of the other employee. *Insurance Code 1501.0095*

SELF–FUNDED HEALTH CARE PLAN

Except as otherwise provided above, the Board may establish a self-funded health care plan for District employees and their dependents. In implementing the plan, the Board shall establish a fund to pay all or part of plan-authorized costs for health care incurred by program participants. The fund consists of money contributed by the District and money deducted from the employee's salary for coverage, upon the employee's written authorization. *Education Code 22.005*

COMPARABILITY COMPLIANCE REPORT

TRS shall, for each district that does not participate in the uniform group coverage program, certify whether the District's coverage is comparable to the basic health coverage provided to state employees.

The District shall report its compliance to TRS not later than March 1 of each even-numbered year. The report must be based

on the District group health coverage plan in effect during the current plan year and must include:

1. Appropriate documentation of:
   a. The District's contract for group health coverage, or
   b. A Board resolution authorizing a self-insurance plan.
2. The schedule of benefits.
3. The premium rate sheet, including the amount paid by the District and the employee.
4. The number of employees covered by each health coverage plan offered by the District.
5. Any other information considered appropriate by the executive director of TRS.

Education Code 22.004(d); 34 TAC 41.91(d)

COST OF COVERAGE

The cost of coverage under the uniform group coverage program shall be shared by the state, the District, and the employees, as set forth below.

UNIFORM GROUP COVERAGE PROGRAM

STATE CONTRIBUTION

The state shall provide for each covered employee the amount of $900 each state fiscal year or a greater amount as provided by the General Appropriations Act. The state contribution shall be distributed through the school finance formulas under Education Code Chapters 41 and 42 and used by districts as provided by Education Code 42.2514 and 42.260. *Insurance Code 1579, Subch. F*

EMPLOYEE CONTRIBUTION

An employee covered by the program shall pay that portion of the cost of coverage selected by the employee that exceeds the amount of the state contribution and the District's contribution. The employee may pay the employee's contribution from the employee supplement.

The District may pay any portion of what otherwise would be the employee share of premiums and other costs associated with the coverage selected by the employee.

Insurance Code 1579.253

OTHER PROGRAMS

If the District does not participate in the uniform group coverage program, the cost of coverage shall be shared by the employees and the District, using the contributions by the state described at Insurance Code Chapter 1579, Subchapter F. [See STATE CONTRIBUTION, above] *Education Code 22.004(c)*

DISTRICT CONTRIBUTION

MINIMUM EFFORT

The District shall, for each fiscal year, pay an amount equal to the number of participating employees multiplied by $1,800.

MAXIMUM EFFORT

Subject to the minimum effort requirement, a district that paid amounts for the 2000–01 school year for employees' health coverage shall, for each fiscal year, continue to pay at least the same amounts for each participating employee, computed as follows: the District shall divide the amount the District paid during the 2000–01 school year for the prior group health coverage plan by the total number of full-time employees in the 2000–01 school year and multiply the result by the number of full-time employees in the fiscal year for which the computation is made.

If, for the 2000–01 school year, the District provided group health coverage to its employees through a self-funded insurance plan, the amount the District paid during that school year for the plan includes only the amount of regular contributions made by the District.

Insurance Code 1581.052

EXCESS FUNDS

If the amount the District is required to pay for maintenance of effort exceeds $1,800 per participating employee, the District may use the excess only to provide employee compensation at a rate greater than the rate of compensation that the District paid an employee in the 2000–01 school year, benefits, or both.

Insurance Code 1581, Subch. B

HEALTH INSURANCE CONTRIBUTIONS FOR REHIRED RETIREES

Each payroll period and for each rehired retiree who is enrolled in TRS Care (retiree group health insurance), the District shall contribute to the TRS Care trust fund any difference between the amount the retiree is required to pay for the retiree and any enrolled dependents to participate in the group program and the full cost of the retiree's and enrolled dependents' participation in the group program, as determined by TRS. [See DEA]

EXCEPTION

The District is not required to contribute these amounts for a retiree who was reported under retirement system rules in effect for the report month of January 2005 by:

1. The reporting employer; or
2. Another employer, if both employers are school districts that formed a consolidated school district on or before September 1, 2005.

Gov't Code 825.4092; Insurance Code 1575.204

DESIGNATION OF COMPENSATION FOR BENEFITS

An employee who is covered by a cafeteria plan or who is eligible to pay health care premiums through a premium conversion plan may elect to designate a portion of the employee's compensation to be used as health care supplementation. [See DEA]

USE

An employee may use the compensation designated for health care supplementation for any employee benefit, including depositing the designated amount into a cafeteria plan in which the employee is enrolled or using the designated amount for health care premiums through a premium conversion plan.

Education Code 21.103, 21.106

CONTINUATION COVERAGE

An employee who is absent from a position of employment by reason of service in the uniformed services may elect to continue coverage under a health plan. The maximum period of coverage of such a person and the person's dependents shall be the lesser of:

DURING MILITARY LEAVE

1. The 18-month period beginning on the date on which the person's absence begins; or

2. The day after the date on which the person fails to apply for or return to a position of employment. [See DEC]

38 U.S.C. 4317

DURING FMLA LEAVE

During any period of leave under the Family and Medical Leave Act (FMLA), the District shall allow the employee to maintain coverage under any group health plan for the duration of the leave at the level and under the conditions coverage would have been provided if the employee had continued in employment continuously for the duration of the leave. The District may recover any premiums it paid for maintaining coverage during a period of unpaid FMLA leave if the employee fails to return from leave after the FMLA leave has expired and the failure to return is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave or other circumstances beyond the employee's control. *29 U.S.C. 2614(c); 29 CFR 825.209, 825.210, 825.213* [See also DEC]

UPON TERMINATION OR OTHER QUALIFYING EVENT (COBRA)

In accordance with the Consolidated Omnibus Budget Reconciliation Act (COBRA), the District shall offer continuation coverage under any group health insurance plan established after July 1, 1986, to the following qualified beneficiaries for the stated period of time:

1. To the employee for 18 months after a termination (other than for gross misconduct) or reduction in hours. An employee providing notice of being disabled under Title II or XVI of the Social Security Act before the end of the initial 18 months of

coverage shall be offered up to 29 months of continuation coverage.

2. To dependents of the covered employee for 36 months after the employee becomes eligible for Medicare benefits.

3. To dependents of the covered employee for 36 months after the employee's death or the divorce or legal separation of the employee from a spouse.

4. To a dependent child for 36 months after the child ceases to be a dependent under the terms of the plan.

42 U.S.C. 300bb–1, 300bb–2, 300bb–3

PREMIUM

The District may require premium payments not to exceed 102 percent of the usual cost of the plan for continuation coverage. Individuals entitled to 29 months of continuation coverage may be required to pay premiums not to exceed 150 percent of the usual cost for any month after the 18th month. The qualified beneficiary may choose to pay the premiums in monthly installments. In no event may payment be required before the day that is 45 days after the day on which the qualified beneficiary made the initial election for continuation coverage. *42 U.S.C. 300bb–2(3)*

NOTICE

The District shall notify its group health plan administrator within 30 days of an employee's death, termination or reduction of hours, or becoming eligible for Medicare payments.

The qualified beneficiary is responsible for notifying the plan administrator of a divorce or legal separation from a spouse or of a dependent child's ceasing to be a dependent. A qualified beneficiary who is determined to have been disabled at the time of termination is responsible for notifying the plan administrator of that determination within 60 days of the determination and within 30 days after a subsequent determination that he is no longer disabled.

42 U.S.C. 300bb–6

TERMINATION OF COVERAGE

Coverage of qualified beneficiaries shall end on the earliest of the following dates:

1. The required period of coverage expires.

2. The District ceases to provide any group health plan to any employee.

3. Coverage ceases for failure to pay the premium.

4. The qualified beneficiary becomes covered under any other group plan.

5. The qualified beneficiary becomes entitled to Medicare benefits.

42 U.S.C. 300bb–2(2)

Note: See also DEB for continuation benefits that are available to survivors of District peace officers under certain conditions.

COVERAGE OF PRE–EXISTING CONDITIONS

Notwithstanding any other law, group health benefit coverage provided by or offered through the District to District employees under any law other than the uniform group coverage program is subject to the requirements of Sections 1501.102–1501.105, Insurance Code, which limit exclusion for preexisting conditions. This requirement applies to all group health benefit coverage provided by or offered through the District to District employees, including a standard health benefit plan issued under the Insurance Code and health and accident coverage provided through a risk pool established under Chapter 172, Local Government Code. *Education Code 22.004(m)*

UNIFORM GROUP COVERAGE PROGRAM

Coverage provided under the uniform group coverage program may not be made subject to a pre-existing condition limitation during the initial period of eligibility. *Insurance Code 1579.105*

FEDERAL LAW

In addition, a group health plan may not impose a preexisting condition exclusion unless:

1. The exclusion relates to a condition (whether physical or mental), regardless of the cause of the condition, for which medical advice, diagnosis, care, or treatment was recommended or received within the six-month period ending on the enrollment date;

2. The exclusion extends for a period of not more than 12 months (or 18 months in the case of a late enrollee) after the enrollment date; and

3. The period of any such preexisting condition exclusion is reduced by the aggregate of the periods of creditable coverage (if any) applicable to the participant or beneficiary as of the enrollment date.

42 U.S.C. 300gg(a)(1); 45 CFR 146.111(a)

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

A group health plan shall provide certification:

CERTIFICATE OF CREDITABLE COVERAGE

1. At the time an individual ceases to be covered under the plan or otherwise becomes covered under a COBRA continuation provision. This certification may be provided, to the extent practicable, at a time consistent with notices required under any applicable COBRA continuation provision;
2. In the case of an individual covered under COBRA, at the time the individual's COBRA coverage ceases; and
3. On the request on behalf of an individual made not later than 24 months after the date of cessation of coverage.

The certification is a written certification of:

1. The period of creditable coverage of the individual under such plan and the coverage (if any) under such COBRA continuation provision, and
2. The waiting period (if any) (and affiliation period, if applicable) imposed with respect to the individual for any coverage under such plan.

To the extent that medical care under a plan consists of group health insurance coverage, the plan is deemed to have satisfied the certification requirements if any issuer offering the coverage provides for certification.

42 U.S.C. 300gg(e); 45 CFR 146.115

OTHER HIPAA REQUIREMENTS

HIPAA requires plan sponsors to observe certain coverage requirements and restrictions, including:

1. Limitations on preexisting condition exclusion periods;
2. Special enrollment periods for individuals;
3. Prohibitions against discriminating against individual participants and beneficiaries based on health status;
4. Standards relating to benefits for mothers and newborns;
5. Parity in the application of certain limits to mental health benefits.

ELECTION TO BE EXCLUDED

The plan sponsor of a nonfederal governmental group health plan may elect to be exempted from the following provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

FORM OF ELECTION

The election must be in writing and state the name of the plan and the name and address of the plan administrator. The election doc-

ument must either state that the plan does not include health insurance coverage, or identify which portion of the plan is not funded through insurance. The election must be made in conformity with all the plan sponsor's rules, including any public hearing, if required. The election document must be signed, and must certify that the person signing the election document, including if applicable a third party plan administrator, is legally authorized to do so by the plan sponsor.

TIMING OF ELECTION

The election must be received by the Health Care Financing Administration by the day preceding the beginning date of the plan year. The election applies for a single specified plan year.

An election may be extended through subsequent elections.

CONTENTS OF NOTICE

If this election is made, the plan shall provide for notice to enrollees, on an annual basis and at the time of enrollment under the plan. The notice shall be provided to each participant individually.

42 U.S.C. 300gg–21; 45 CFR 146.180

PRIVACY OF HEALTH INFORMATION

To the extent the District is a covered entity under the Administrative Simplification provisions of HIPAA, the District must maintain the privacy of protected health information in accordance with the Privacy Rule, 45 CFR Part 164. *42 U.S.C. 1320d et seq.*

'COVERED ENTITY' DEFINED

The District is a "covered entity" under the Privacy Rule to the extent it is:

1. A health plan;
2. A health-care clearinghouse; or
3. A health-care provider who transmits any health information in electronic form in connection with a transaction covered by the Privacy Rule.

45 CFR 160.103

'PROTECTED HEALTH INFORMATION' DEFINED

"Protected health information" means individually identifiable health information that is transmitted or maintained in any form or medium, including electronic media and oral communications. "Protected health information" excludes individually identifiable health information in:

1. Education records covered by the Family Educational Rights and Privacy Act (FERPA), as amended.
2. Medical treatment records, as described at 20 U.S.C. 1232g(a)(4)(B)(iv), on a student who is at least 18 years of age.

3. Employment records held by a covered entity in its role as employer.

20 U.S.C. 1232g, 45 CFR 160.102, 164.501 [See FL]

SPONSORS OF GROUP HEALTH PLANS

Before a group health plan may disclose protected health information to the District that is a plan sponsor, the group health plan must ensure that the plan documents restrict uses and disclosures of such information by the District consistent with the requirements of the Privacy Rule. *45 CFR 164.504(f)*

The group health plan may disclose the following information to a district that is a plan sponsor without amending the plan documents:

1. Summary health information, consistent with the requirements of the Privacy Rule; and

2. Enrollment and disenrollment information relating to an individual participating in the plan.

45 CFR 164.504(f)

'PLAN SPONSOR' DEFINED

The term "plan sponsor" includes employers who establish or maintain employee benefit plans, alone or jointly with one or more employers. *29 U.S.C. 1002(16)(B)*

SELF–FUNDED PLANS

A district that is a sponsor of a self-funded group health plan is a covered entity under the Privacy Rule. *45 CFR 160.103*

DISTRICT CONTRIBUTION

The Board annually shall determine the District's contribution to employee health insurance premiums as part of the budget development and adoption process. For purposes of the District contribution to employees' health insurance premiums, the Board may distinguish between full-time and part-time employees, as those terms are defined for other benefits.

CONTINUATION COVERAGE

The District shall continue its contribution toward the cost of the employee's group health insurance coverage while the employee is on paid leave or, if applicable, while the employee is on family and medical leave. [See DEC]

The District shall not otherwise expend public funds for group health insurance coverage of an employee who is not on paid leave status. However, an employee who is not on paid leave status or FMLA leave shall be allowed to continue group health insurance coverage, at his or her own expense, for the period specified in the District's group health insurance plan.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

DBD (LOCAL)

DISCLOSURE — GENERAL STANDARD

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or that creates a potential conflict of interest with the best interest of the District.

SPECIFIC DISCLOSURES

SUBSTANTIAL INTEREST

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest as defined by Local Government Code 171.002 shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

INTEREST IN PROPERTY

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

CONFLICTS DISCLOSURE STATEMENT

No employee other than the Superintendent shall be required to file the conflicts disclosure statement, as promulgated by the Texas Ethics Commission and as specified by Local Government Code 176.003–.004.

[See BBFA]

GIFTS

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA]

ENDORSEMENTS

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

SALES

An employee shall not use his or her position with the District to attempt to sell products or services.

EMPLOYMENT POLICIES

The Board shall adopt a policy providing for the employment and duties of District personnel. The policy shall provide that:

SELECTION OF PERSONNEL

1. The Superintendent has sole authority to make recommendations to the Board regarding the selection of all personnel, except that the Board may delegate final authority for those decisions to the Superintendent [see SUPERINTENDENT RECOMMENDATIONS, below];

CAMPUS ASSIGNMENTS

2. Each principal must approve each teacher or staff appointment to the principal's campus as provided by Education Code 11.202 [see DK and DP]; and

JOB POSTINGS

3. Notice will be provided of vacant positions [see POSTING OF VACANCIES, below].

Education Code 11.163

CONTRACT POSITIONS

The Board shall establish a policy designating specific positions of employment, or categories of positions based on considerations such as length of service, to which continuing contracts or term contracts apply. *Education Code 21.002(c)*

DELEGATION OF AUTHORITY

The District's employment policy may specify the terms of District employment or delegate to the Superintendent the authority to determine the terms of employment with the District. *Education Code 11.163(c)*

NEPOTISM

A superintendent to whom the Board has delegated final hiring authority to select personnel is a "public official" with appointment authority for purposes of the nepotism laws. *Atty. Gen. Op. GA-123 (2003)* [See DBE]

INTERNAL AUDITOR

If the District employs an internal auditor, the Board shall select the internal auditor and the internal auditor shall report directly to the Board. *Education Code 11.163*

SUPERINTENDENT RECOMMENDATIONS

The Board may accept or reject the Superintendent's recommendation regarding the selection of District personnel. If the Board rejects the Superintendent's recommendation, the Superintendent shall make alternative recommendations until the Board accepts a recommendation. *Education Code 11.163*

POSTING OF VACANCIES

The District's employment policy must provide that not later than the tenth school day before the date on which the District fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the Board, the District must provide to each current District employee:

1. Notice of the position by posting the position on:

   a. A bulletin board at:

      (1) A place convenient to the public in the District's central administrative office, and

      (2) The central administrative office of each campus during any time the office is open; and

   b. The District's Internet Web site, if the District has a Web site; and

2. A reasonable opportunity to apply for the position.

Education Code 11.163(d)

EXCEPTION

If, during the school year, the District must fill a vacant position held by a teacher, as defined by Education Code 21.201 [see DCB], in less than ten school days, the District must provide notice of the position in the manner described above as soon as possible after the vacancy occurs. However, the District is not required to provide the notice for ten school days before filling the position or to provide a reasonable opportunity to apply for the position. *Education Code 11.163(e)*

CONTRACT EMPLOYEES

The District shall employ each classroom teacher, principal, librarian, nurse, or counselor under a probationary contract, a continuing contract, or a term contract. The District is not required to employ a person other than these listed employees under a probationary, continuing, or term contract. *Education Code 21.002*

"Classroom teacher" means an educator who is employed by the District and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator. *Education Code 5.001(2)*

LENGTH OF CONTRACT

A contract between the District and an educator must be for a minimum of ten months of service. An educator employed under a ten-month contract must provide a minimum of 187 days of service. The Commissioner may reduce the number of days of service, but such a reduction by the Commissioner does not reduce an educator's salary. *Education Code 21.401*

EDUCATIONAL AIDES

The Board shall establish a plan to encourage the hiring of educational aides who show a willingness to become certified teachers. *Education Code 54.214(f); 19 TAC Chapter 21*

EMPLOYMENT OF RETIREES

REPORT TO TRS

The District shall file a monthly certified statement of employment of a retiree in the form and manner required by TRS. The District shall inform TRS of changes in status of the District that affect the District's reporting responsibilities.

The certified statement must include information regarding employees of third party entities if the employees are service or disability retirees who were first employed by the third party entity on or after May 24, 2003, and are performing duties or providing services on behalf of or for the benefit of the District.

An administrator of the District who is responsible for filing the statement, and who knowingly fails to file the statement, commits an offense.

Gov't Code 824.6022, 825.403(k); 34 TAC 31.2

ACUTE SHORTAGE AREAS

For purposes of Government Code 824.602(a)(5) (permitting certain retirees to return to work in acute shortage areas) the Board shall determine by rule whether there are acute shortage areas in a District based on TEA's acute shortage area guidelines. The guidelines must include:

1. A list of acute shortage areas;

2. Suggested criteria for identifying local acute shortage areas; and

3. A requirement that a certified applicant for a position as a classroom teacher who is not a retiree be given preference in hiring.

Gov't Code 824.602(m)

NEW HIRES

I–9 FORMS

The District shall ensure that an employee properly completes section 1—''Employee Information and Verification''—on Form I-9 at the time of hire.

The District must verify employment eligibility, pursuant to the Immigration Reform and Control Act, and complete Form I-9 by the following dates:

1. Within three business days of initial hiring. If the District hires an individual for employment for a duration of less than three business days, the District must verify employment at the time of hire.

   The District shall not be deemed to have hired an individual if the individual is continuing in his or her employment and has a reasonable expectation of employment at all times.

When the District rehires an individual, the District may, in lieu of completing a new I–9, inspect a previously completed I-9 executed within three years of the date of rehire, to determine whether the individual is still eligible to work.

2. For an individual whose employment authorization expires, not later than the date of expiration.

8 CFR 274a.2(b)(1)(ii), (iii), (vii), (viii)

NEW HIRE REPORTING

The District shall furnish to the Directory of New Hires (Texas Attorney General's Office) a report that contains the name, address, and Social Security number of each newly hired employee. The report shall also contain the District's name, address, and employer identification number.

The District may also provide, at its option, the employee's date of hire, date of birth, expected salary or wages, and the District's payroll address for mailing of notice to withhold child support.

The District shall report new hire information on a Form W-4 or an equivalent form, by first class mail, telephonically, electronically, or by magnetic media, as determined by the District and in a format acceptable to the attorney general.

DEADLINE

New hire reports are due:

1. Not later than 20 calendar days after the date the District hires the employee; or

2. In the case of the District transmitting reports magnetically or electronically, by two monthly transmissions (if necessary) not less than 12 days nor more than 16 days apart.

New hire reports shall be considered timely if postmarked by the due date or, if filed electronically, upon receipt by the agency.

42 U.S.C. 653a(b), (c); Family Code 234.101–234.104; 1 TAC 55, Subch. I

SOCIAL SECURITY NUMBERS

It shall be unlawful for the District to deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her Social Security number.

EXCEPTIONS

The above provision does not apply to:

1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the Social Security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;

2. Any disclosure to a district maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or

3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within the District's jurisdiction.

STATEMENT OF USES

A district that requests disclosure of a Social Security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.

5 U.S.C. 552(a); Pub. L. 94–455, Stat. 1520 (1976)

CRIMINAL HISTORY RECORD

The District may obtain from any law enforcement or criminal justice agency all criminal history information that relates to:

1. A person the District intends to employ in any capacity;

2. A person who has indicated, in writing, an intention to serve as a volunteer with the District; or

3. A volunteer or employee of the District.

Criminal history record information regarding a person who is a volunteer or employee of the District may be obtained no more than twice each year.

Education Code 22.083(a), (c); Gov't Code 411.097(b)

CONFIDENTIALITY OF RECORD

Criminal history record information obtained by the District may not be released or disclosed to any person, other than the individual who is the subject of the information, TEA, or SBEC (State Board for Educator Certification). *Gov't Code 411.097(d)* [See CNA]

SBEC NOTIFICATION

The Superintendent shall promptly notify SBEC in writing by filing a report with the executive director of SBEC within seven calendar days of the date the Superintendent obtains or has knowledge of information indicating that an applicant for or holder of a certificate issued under Chapter 21, Subchapter B, of the Education Code has a reported criminal history. *Education Code 22.083(d); 19 TAC 249.14(d)(1)* [See also DF]

DISCHARGE OF CONVICTED EMPLOYEES

The District may discharge an employee if the District obtains information of the employee's conviction of a felony or misdemeanor involving moral turpitude that the employee did not disclose to SBEC or to the District. An employee so discharged is

considered to have been discharged for misconduct for the purposes of Labor Code Section 207.044 (unemployment compensation). *Education Code 22.085*

STATE FUNDING

Subject to Education Code 42.2516(g) and (h) (regarding reduction in state aid for certain districts), the District is entitled to state revenue necessary to provide the District with an amount equal to $2,500 for each classroom teacher, full-time librarian, full-time counselor, and full-time school nurse employed by the District and entitled to the state minimum salary. *Education Code 42.2516(b)(2)*

The District is entitled to state aid in an amount equal to the sum of:

1. $500 for each full-time District employee, other than administrators or employees subject to the minimum salary schedule; and
2. $250 for each part-time District employee, other than administrators

A determination by the Commissioner under this provision is final and may not be appealed.

Education Code 42.2513

MINIMUM SALARY SCHEDULE — EDUCATORS

The District shall pay each classroom teacher, full-time librarian, full-time counselor, or full-time nurse not less than the minimum monthly salary, based on the employee's level of experience, specified in Education Code 21.402 and 19 TAC 153.1021.

DEFINITIONS

"Classroom teacher" means an educator who teaches an average of at least four hours per day in an academic or career and technology instructional setting, focusing on the delivery of the Texas Essential Knowledge and Skills, and who holds the relevant certificate from SBEC. Although noninstructional duties do not qualify as teaching, necessary functions related to the educator's instructional assignment, such as instructional planning and transition between instructional periods, should be applied to creditable classroom time.

"Librarian" means an educator who provides full-time library services and holds the relevant certificate from SBEC.

"Counselor" means an educator who provides full-time counseling and guidance services and holds the relevant certificate from SBEC.

"Nurse" means an educator employed to provide full-time nursing and health care services and who meets all the requirements to practice as a registered nurse (RN) pursuant to the Nursing Practice Act and the rules and regulations relating to professional nurse education, licensure, and practice and has been issued a license to practice professional nursing in Texas.

"Full-time" means contracted employment for at least ten months (187 days) for 100 percent of the school day, in accordance with the definitions of school day in Education Code 25.082, employment contract in Education Code 21.002, and school year in Education Code 25.081.

19 TAC 153.1022(a)

PLACEMENT ON SALARY SCHEDULE

The Commissioner's rules determine the experience for which a teacher, librarian, counselor, or nurse is to be given credit in placing the teacher, librarian, counselor, or nurse on the minimum salary schedule. The District shall credit the teacher, librarian, counselor, or nurse for each year of experience, whether or not the years are consecutive. *Education Code 21.402(a), 21.403(c); 19 TAC 153.1022*

EDUCATOR COMPENSATION FOR 2006–07

For the 2006–07 school year, a classroom teacher, full-time librarian, full-time counselor, or full-time school nurse is entitled to a monthly salary that is at least equal to the sum of:

1. The monthly salary the employee would have received for the 2006–07 school year under the District's salary schedule for the 2005–06 school year, if that schedule had been in effect for the 2006–07 school year, including any local supplement and any money representing a career ladder supplement the employee would have received in the 2006–07 school year; and

2. $250.

Education Code 21.402(c–1)

A classroom teacher, full-time librarian, full-time counselor, and full-time school nurse employed by a school district in the 2006–07 school year is, as long as the employee is employed by the same district, entitled to a salary that is at least equal to the salary the employee received for the 2006–07 school year. *Education Code 21.402(c–2)*

Education Code 21.402(c–1) and (c–2) expire September 1, 2007.

EMPLOYEES FORMERLY ON CAREER LADDER

A teacher or librarian who received a career ladder supplement on August 31, 1993, is entitled to at least the same gross monthly salary the teacher or librarian received for the 1994–95 school year as long as the teacher or librarian is employed by the same district.

"Gross monthly salary" includes the amount the teacher or librarian received as a career ladder supplement under Section 16.057, as that section existed January 1, 1993.

Education Code 21.402(f), 21.403(d)

In addition, a teacher or librarian who was on level two or three of the career ladder is entitled, as long as he or she is employed by the same district, to:

LEVEL TWO EDUCATORS

1. Placement on the minimum salary schedule at the step above the step on which the teacher would otherwise be placed, if the teacher or librarian received a career ladder supplement for level two of the career ladder on August 31, 1993; or

LEVEL THREE EDUCATORS

2. Placement on the minimum salary schedule at the step two steps above the step on which the teacher would otherwise be placed, if the teacher or librarian received a career ladder supplement for level three of the career ladder on August 31, 1993.

Education Code 21.403(d)

SUPPORT STAFF COMPENSATION

The District shall pay each District employee, other than an administrator or an employee subject to the minimum salary schedule, an amount at least equal to:

1. $500, for full-time employees.

2. $250, for part-time employees.

Such payment is in addition to wages the District would otherwise pay the employee during the school year.

Education Code 22.107

PAY INCREASES

The District shall not grant any extra compensation, fee, or allowance to a public officer, agent, servant, or contractor after service has been rendered or a contract entered into and performed in whole or in part. *Tex. Const. Art. III, Sec. 53* [See CE(LEGAL)]

SALARY ADVANCES AND LOANS

The District shall not lend its credit or gratuitously grant public money or things of value in aid of any individual, association, or corporation. *Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.–Houston [1st Dist.] 1976, no writ)*

DESIGNATION OF COMPENSATION FOR BENEFITS

An employee who is covered by a cafeteria plan or who is eligible to pay health care premiums through a premium conversion plan may elect to designate a portion of the employee's compensation to be used as health care supplementation. The amount designated may not exceed the amount permitted under federal law. *Education Code 21.103*

USE

An employee may use the compensation designated for health care supplementation for any employee benefit, including depositing the designated amount into a cafeteria plan in which the

employee is enrolled or using the designated amount for health care premiums through a premium conversion plan. *Education Code 21.106*

ANNUAL ELECTION

Each school year, an active employee must elect in writing whether to designate a portion of the employee's compensation to be used as health care supplementation. The election must be made at the same time that the employee elects to participate in a cafeteria plan, if applicable. *Education Code 21.105*

DEFINITION

For purposes of the designation of compensation as health care supplementation, "employee" means an active, contributing member of TRS who:

1. Is employed by the District;
2. Is not a retiree eligible for coverage under Insurance Code Chapter 1575 (retiree group health benefits);
3. Is not eligible for coverage by a group insurance plan under Insurance Code Chapter 1551 (state employee health insurance) or Chapter 1601 (state university employee health insurance); and
4. Is not an individual performing personal services for the District as an independent contractor.

Education Code 22.101(2)

FAIR LABOR STANDARDS ACT

Unless an exemption applies, the District shall pay each of its employees not less than minimum wage. *29 U.S.C. 206(a)(1)*

MINIMUM WAGE

Unless an exemption applies, the District shall pay an employee not less than one and one-half times the employee's regular rate of pay for all hours in excess of forty in any workweek. *29 U.S.C. 207(a)(1); 29 CFR part 778*

COMPENSATORY TIME

ACCRUAL

Nonexempt employees may receive, in lieu of overtime compensation, compensatory time off at a rate of not less than one and one-half hours for each hour of overtime work, pursuant to an agreement or understanding arrived at between the employer and employee before the performance of the work. Such agreement or understanding may be informal, such as when an employee works overtime knowing that the employer rewards overtime with compensatory time.

An employee may accrue not more than 240 hours of compensatory time. If the employee's overtime work included a public safety activity, an emergency response activity, or a seasonal activity, the employee may accrue not more than 480 hours of compensatory

time. After the employee has reached these limits, the employee shall be paid overtime compensation for additional overtime work.

PAYMENT FOR ACCRUED TIME

Compensation paid to an employee for accrued compensatory time shall be paid at the regular rate earned by the employee at the time of payment. An employee who has accrued compensatory time off shall be paid for any unused compensatory time upon separation from employment at the rates set forth at 29 U.S.C. 207(o)(4).

USE

An employee who has requested the use of compensatory time shall be permitted to use such time within a reasonable period after making the request if the use of the compensatory time does not unduly disrupt the operations of the District.

The Fair Labor Standards Act does not prohibit the District from compelling the use of accrued compensatory time.

29 U.S.C. 207(o); Christensen v. Harris County, 529 U.S. 576 (2000); Houston Police Officers' Union v. City of Houston, 330 F.3d 298 (5th Cir. 2003)

EXEMPT EMPLOYEES

The minimum wage and overtime provisions do not apply to any employee employed in a bona fide executive, administrative, or professional capacity, including academic administrative personnel or teachers in elementary or secondary schools. *29 U.S.C. 213(a)(1)*

SALARY BASIS

To qualify as an exempt executive, administrative, or professional employee, the employee must be compensated on a salary basis. Subject to the exceptions listed in the rule, an employee must receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. A district that makes improper deductions from salary shall lose the exemption if the facts demonstrate that the District did not intend to pay employees on a salary basis.

SAFE HARBOR POLICY

If the District has a clearly communicated policy that prohibits improper pay deductions and includes a complaint mechanism; reimburses employees for any improper deductions, and makes a good faith commitment to comply in the future, the District will not lose the deduction unless the District willfully violates the policy by continuing to make improper deductions after receiving employee complaints.

The best evidence of a clearly communicated policy is a written policy that was distributed to employees before the improper pay deductions by, for example, providing a copy of the policy to employees upon hire, publishing the policy in an employee handbook, or publishing the policy on the District's intranet.

29 CFR 541.600, .602(a), .603

WAGE AND HOUR RECORDS

The District shall maintain and preserve payroll or other records for nonexempt employees containing the information required by the regulations under the Fair Labor Standards Act. *29 CFR 516.2*

TRS CONTRIBUTIONS FOR NEW HIRES

During each fiscal year, the District shall pay an amount equal to the state contribution rate, as established by the General Appropriations Act for the fiscal year, applied to the aggregate compensation of new members of the retirement system, during their first 90 days of employment.

"New member" means a person first employed on or after September 1, 2005, including a former member who withdrew retirement contributions under Government Code 822.003 and is reemployed on or after September 1, 2005.

On a monthly basis, the District shall:

1. Certify to TRS the total amount of salary paid during the first 90 days of employment of a new member and the total amount of employer payments under this section for the payroll periods; and

2. Retain information, as determined by TRS, sufficient to allow administration of this section, including information for each employee showing the applicable salary as well as aggregate compensation for the first 90 days of employment for new employees.

A person who was hired before September 1, 2005, and was subject to a 90-day waiting period for membership in the retirement system becomes eligible to participate in the retirement system as a member starting September 1, 2005. For the purpose of this section, the member shall be treated as a new member for the remainder of the waiting period.

The District must remit the amount required under this section to TRS at the same time the District remits the member's contribution. In computing the amount required to be remitted, the District shall include compensation paid to an employee for the entire pay period that contains the 90th calendar day of new employment.

Gov't Code 825.4041

TRS SURCHARGE FOR REHIRED RETIREES

During each payroll period for which a retiree is reported, the District shall contribute to the retirement system for each retiree reported an amount based on the retiree's salary equal to the sum of:

TRS FUND CONTRIBUTIONS

1. The current contribution amount that would be contributed by the retiree if the retiree were an active, contributing member; and

2. The current contribution amount authorized by the General Appropriations Act that the state would contribute for that retiree if the retiree were an active, contributing member.

HEALTH INSURANCE CONTRIBUTIONS

In addition, each payroll period and for each rehired retiree who is enrolled in TRS Care (retiree group health insurance), the District shall contribute to the TRS Care trust fund any difference between the amount the retiree is required to pay for the retiree and any enrolled dependents to participate in the group program and the full cost of the retiree's and enrolled dependents' participation in the group program, as determined by TRS. If more than one employer reports the retiree to TRS during a month, the amount of the required payment shall be prorated among employers.

EXCEPTION

The District is not required to contribute these amounts for a retiree who was reported under retirement system rules in effect for the report month of January 2005 by:

1. The reporting employer; or

2. Another employer, if both employers are school districts that formed a consolidated school district on or before September 1, 2005.

Gov't Code 825.4092; Insurance Code 1575.204

RETIREMENT INCENTIVES

The District may not offer or provide a financial or other incentive to an employee to encourage the employee to retire from the Teacher Retirement System of Texas. *Education Code 22.007*

ATTENDANCE SUPPLEMENT

The District shall not deny an educator a salary bonus or similar compensation given in whole or in part on the basis of educator attendance because of the educator's absence from school for observance of a religious holy day observed by a religion whose places of worship are exempt from property taxation under Tax Code 11.20. *Education Code 21.406*

The Superintendent shall recommend to the Board for approval compensation plans for all District employees. Compensation plans may include wage and salary structures, stipends, benefits, and incentives.

PAY ADMINISTRATION

The Superintendent shall administer the compensation plans consistent with the budget approved by the Board. The Superintendent or designee shall classify each job title within the compensation plans based on the qualifications and duties of the position. Within these classifications, the Superintendent or designee shall determine appropriate pay for new employees and employees reassigned to different positions.

ANNUAL PAY INCREASES

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. The Superintendent or designee shall determine annual increases for individual employees, within budgeted amounts.

MID–YEAR PAY INCREASES

A contract employee's pay shall not be increased after performance on the contract has begun unless there is a change in the employee's job assignment or duties that warrants additional compensation. Any such changes in pay during the term of the contract shall require Board approval.

CONTRACT EMPLOYEES

NONCONTRACT EMPLOYEES

The Superintendent may grant a pay increase to a noncontract employee after duties have begun only when there is a change in the employee's job assignment or duties, or when an adjustment in the market value of the job warrants additional compensation. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

CLASSIFICATION OF POSITIONS

The Superintendent or designee shall determine the classification of positions or employees as "exempt" or "nonexempt" for purposes of payment of overtime in compliance with the Fair Labor Standards Act (FLSA).

EXEMPT

The District shall pay employees who are exempt from the overtime pay requirements of the FLSA on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District's attention, through the District's complaint policy. [See DGBA] If improper deductions are confirmed, the District will reimburse the employee and take steps to ensure future compliance with the FLSA.

The Superintendent or designee may assign noncontractual supplemental duties to personnel exempt under the FLSA, as

needed. [See DK(LOCAL)] The employee shall be compensated for these assignments according to the District's compensation plans.

NONEXEMPT

Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless the employee works more than 40 hours.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline but shall be compensated in accordance with the FLSA.

WORKWEEK DEFINED

For purposes of FLSA compliance, the workweek for District employees shall be 12:00 a.m. Sunday until 11:59 p.m. Saturday.

COMPENSATORY TIME

At the District's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay.

ACCRUAL

Compensatory time earned by nonexempt employees may not accrue beyond a maximum of 60 hours. If an employee has a balance of more than 60 hours of overtime, the employee will be required to use compensatory time or, at the District's option, will receive overtime pay.

USE

An employee shall use compensatory time within the duty year in which it is earned. If an employee has any unused compensatory time remaining at the end of a fiscal year, the employee shall receive overtime pay.

Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. [See DEC (LOCAL)] The District may require an employee to use compensatory time when in the best interest of the District.

REASONABLE SUSPICION SEARCHES

The District reserves the right to conduct searches when the District has reasonable cause to believe that a search will uncover evidence of work-related misconduct. The District may search the employee, the employee's personal items, work areas, lockers, and private vehicles parked on District premises or worksites or used in District business.

Note: The following provisions apply to employees who are covered by the federal Department of Transportation (DOT) rules.

DEPARTMENT OF TRANSPORTATION TESTING PROGRAM

The District shall establish an alcohol and controlled substances testing program to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by the drivers of commercial motor vehicles, including school buses. The primary purpose of the testing program is to prevent impaired employees from performing safety-sensitive functions.

DRUG–RELATED VIOLATIONS

The following constitute drug-related violations:

1. Refusing to submit to a required test for alcohol or controlled substances.
2. Providing an adulterated, diluted, or a substituted specimen on an alcohol or drug test.
3. Testing positive for alcohol in a postaccident test.
4. Testing positive for controlled substances in a postaccident test.
5. Testing positive for alcohol in a random test.
6. Testing positive for controlled substances in a random test.
7. Testing positive for alcohol in a reasonable suspicion test.
8. Testing positive for controlled substances in a reasonable suspicion test.

The Superintendent shall designate a District official who shall be responsible for ensuring that information is disseminated to employees regarding prohibited driver conduct, alcohol and controlled substances tests, and the consequences that follow positive test results.

CONSORTIUM

With specific Board approval, the Superintendent may contract on behalf of the District with outside consultants and contractors and work with a consortium of other local governments to secure the

testing services, educational materials, and other component elements needed for this program.

Under such contract, the consortium shall be responsible for implementing, directing, administering, and managing the alcohol and controlled substances program within the U.S. Department of Transportation guidelines. The consortium shall serve as the principal contact with the laboratory and for collection activities in assuring the effective operation of the testing portion of the program.

REASONABLE SUSPICION TESTING

Only supervisors specifically trained in accordance with federal regulations may, based upon reasonable suspicion, remove a driver from a safety-sensitive position and require testing for alcohol and/or controlled substances. The determination of reasonable suspicion shall be based on specific observations of the appearance, behavior, speech, or body odors of the driver whose motor ability, emotional equilibrium, or mental acuity seems to be impaired. Such observations must take place just preceding, during, or just after the period of the workday that the driver is on duty.

The observations may include indication of the chronic and withdrawal effects of controlled substances. Within 24 hours of the observed behavior, the supervisor shall provide a signed, written record documenting the observations leading to a controlled substance reasonable suspicion test.

CONSEQUENCES OF POSITIVE TEST RESULTS

In addition to the consequences established by federal law, a District employee confirmed to have violated the District's policy pertaining to alcohol or controlled substances shall be subject to District-imposed discipline, as determined by his or her supervisor(s) and the Superintendent. Such discipline may include any appropriate action from suspension without pay during the period of removal from safety-sensitive functions, up to and including termination of employment. [See DF series]

In cases where a driver is also employed in a nondriving capacity by the District, disciplinary action imposed for violation of alcohol and controlled substances policies shall apply to the employee's functions and duties that involve driving. Additionally, upon recommendation of the employee's supervisor, disciplinary measures up to and including termination of employment with the District may be considered.

ALCOHOL RESULTS

A driver tested under this policy and found to have an alcohol concentration of any amount shall be suspended without pay from driving duties for 24 hours. Subsequent violation may subject the driver to termination in accordance with Board policy.

Note: For provisions regarding inventory and requisition of textbooks, see CMD.

STATE TEXTBOOK LISTS

For each subject and grade level, the State Board of Education (SBOE) shall adopt two lists of textbooks: conforming and nonconforming:

CONFORMING LIST

1. The conforming list includes each textbook that meets applicable physical specifications and contains material covering each element of the essential knowledge and skills of the subject and grade level.

NONCONFORMING LIST

2. The nonconforming list includes each textbook that meets the applicable physical specifications and contains material covering at least half, but not all, of the elements of the essential knowledge and skills.

Education Code 31.023

REVIEW AND ADOPTION CYCLES

The SBOE shall adopt a review and adoption cycle for textbooks for each subject in the required curriculum under Education Code 28.002. *Education Code 31.022(a)*

INFORMATION FROM PUBLISHERS

A publisher shall provide each district with information that fully describes each of the publisher's adopted textbooks. On request of the District, a publisher shall provide a sample copy of an adopted textbook. *Education Code 31.027*

Samples shall be provided and distributed at the expense of the publisher. No state or local funds shall be expended to purchase, distribute, or ship sample materials. *19 TAC 66.101(c)*

LOCAL SELECTION

Each year, during a period established by the SBOE, the Board shall select textbooks for subjects in the foundation and enrichment curricula. *Education Code 31.101(a)*

POLICY

The Board shall adopt a policy for selecting instructional materials. Final selections must be recorded in Board minutes. *19 TAC 66.104(a)*

FOUNDATION TEXTBOOKS

The Board shall select textbooks for a subject in the foundation curriculum from either the conforming list or the nonconforming list. *Education Code 31.101(a)(1)*

ENRICHMENT TEXTBOOKS

The Board may select textbooks for courses in the enrichment curriculum from the conforming list or the nonconforming list, or it may select books that do not appear on either list (nonadopted materials). *Education Code 21.101(a)(2)*

DURATION OF SELECTION

Once instructional materials have been requisitioned and delivered, including nonadopted materials, the District shall continue to use those materials during the period of the review and adoption cycle the SBOE has established for the subject and grade level for which the materials are used. *Education Code 31.101(d); 19 TAC 66.104(f), (j)*

REPORT

By April 1 of each year, the District shall transmit a report to TEA listing the instructional materials selected for use in the District. Selections certified to TEA are final and, therefore, not subject to reconsideration during the original contract period or readoption contract periods covering the instructional materials selected. *19 TAC 66.104(g), (h)*

CRIMINAL OFFENSE

A trustee, administrator, or teacher commits an offense if the person receives any commission or rebate on any textbooks used in the schools with which the person is associated.

A trustee, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of a textbook; and
3. Could not be lawfully purchased with funds from the state textbook fund.

"Gift, favor, or service" does not include:

1. Staff development, in-service, or teacher training; or
2. Instructional materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

Education Code 31.152

TEXTBOOK FUNDING

Annually, the SBOE shall set aside out of the available school fund an amount sufficient for districts to purchase and distribute the necessary textbooks for the use of the students of this state for the following school year. *Education Code 31.021(b)*

MAXIMUM COST

The SBOE shall set a limit on the cost that may be paid from the state textbook fund for a textbook on the conforming or nonconforming list. *Education Code 31.025*

If the District selects instructional materials priced above the limit set by SBOE, the District is responsible for paying the publisher the portion of the cost above the state maximum. *19 TAC 66.104(b)*

NONADOPTED MATERIALS

If the District selects a book for a course in the enrichment curriculum and grade level that is not on either of the SBOE lists, the state shall pay the District the lesser of:

1. Seventy percent of the total actual cost to the District of the books; or

2. Seventy percent of the limit set by SBOE for that book.

Education Code 31.101(b)

Funds received from the state under this provision may be used only to purchase the nonadopted instructional materials selected and ratified by the Board. The minutes of the Board meeting at which such a selection is ratified shall reflect the District's agreement to bear responsibility for the portion of the costs not eligible for payment by the state. *19 TAC 66.104(c), (e)*

BRAILLE / LARGE–TYPE

The District also bears responsibility for providing Braille and/or large-type versions of nonadopted enrichment materials. *19 TAC 66.104(d)*

LOCAL FUNDS

The District may use local funds to purchase any textbooks in addition to those selected under Education Code Chapter 31. *Education Code 31.106*

ANCILLARY MATERIALS

Selection and use of ancillary materials is at the discretion of the Board. *19 TAC 66.104(p)*

HUMAN SEXUALITY MATERIALS

Course materials relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by the Board with the advice of the local school health advisory council. *Education Code 28.004(e)* [See EHAA]

COMPENSATORY EDUCATION ALLOTMENT

The District is entitled to an annual compensatory education allotment for each student:

1. Who is educationally disadvantaged; or
2. Who does not have a disability and resides in a residential placement facility in the district in which the student's parent or legal guardian does not reside.

The number of educationally disadvantaged students is determined by the formula set forth at Education Code 42.152(b).

Education Code 42.152(a)–(b)

USE

The District shall use its compensatory education allotment to fund supplemental programs and services designed to eliminate any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at-risk of dropping out of school, as defined below, and all other students.

Specifically, the District may use the funds, other than an indirect cost allotment established by State Board rule, to meet the costs of providing a compensatory, intensive, or accelerated instruction program under Education Code 29.081, a disciplinary alternative education program under Education Code 37.008, or to support a Title I program [see EHBD], at a campus at which at least 40 percent of the students are educationally disadvantaged.

The District may also use allocated funds for:

1. A mentoring services program under Education Code 29.089;
2. An accelerated reading instruction program under Education Code 28.006(g);
3. A program for treatment of students who have dyslexia or a related disorder, as required by Education Code 38.003; and
4. A program under Education Code 29.081 specifically designed to serve students at risk of dropping out of school.

Education Code 42.152(c), (c–1), (c–2)

LIMIT ON DAEP EXPENDITURES

The District may not use more than 18 percent of its compensatory education allotment for disciplinary alternative education programs.

The Commissioner may waive this limitation upon an annual petition, by the District's Board and site-based decision making committee, presenting the reason for the need to spend supplemental compensatory education funds on disciplinary alternative education programs.

Education Code 42.152(c)(1)–(2)

DEFINITION OF AT–RISK STUDENT

"Student at risk of dropping out of school" includes each student who is under 21 years of age and who:

1. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. If the student is in grades 7–12 did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. Is pregnant or is a parent;

6. Has been placed in a disciplinary alternative education program during the preceding or current school year;

7. Has been expelled during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by Section 29.052;

11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments [see FD]; or

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the District,

including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Education Code 29.081(d)

LOCAL ELIGIBILITY CRITERIA

In addition to students described above, a student who satisfies local eligibility criteria adopted by a Board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the District during the preceding school year. *Education Code 29.081(g)*

COMPENSATORY, INTENSIVE, AND ACCELERATED INSTRUCTION

The District shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the District's schools that enable the students to perform at grade level at the conclusion of the next regular school term. *Education Code 29.081(a)*

ACCELERATED INSTRUCTION

The District shall provide accelerated instruction to enrolled students who have not performed satisfactorily on each section of the secondary exit-level assessment instrument or who are at risk of dropping out of school. *Education Code 29.081(b)*

EFFECTIVENESS

The District shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other District students. *Education Code 29.081(c)*

DROPOUT RECOVERY EDUCATION PROGRAMS

The District may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The programs must meet the criteria set forth at Education Code 29.081(e)(1)–(5).

Students in attendance at a dropout recovery education program shall be included in the District's average daily attendance for funding purposes.

Education Code 29.081(f)

OPTIONAL EXTENDED–YEAR PROGRAM

The District may set aside an amount from its compensatory education allotment or may apply to TEA for funding of an extended-year program (OEYP), for a period not to exceed 30 instructional days for students:

1. In kindergarten through grade 11, who are identified as not likely to be promoted to the next grade level for the succeeding school year; or

2. In grade 12, who are identified as not likely to graduate from high school before the beginning of the succeeding school year.

POLICY — If the District provides an OEYP, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

PROGRAM CRITERIA — An OEYP must meet the requirements set forth at Education Code 29.082 and 19 TAC 105.1001.

PROMOTION OF STUDENT — A student who attends at least 90 percent of the program days and who satisfies the requirements for promotion at Education Code 28.021 shall be promoted or retained in accordance with Education Code 29.082(e).

TRANSPORTATION — The District shall provide transportation to each student who is required to attend a program under this section and who is eligible for regular transportation services. [See EIE and FDC]

Education Code 29.082; 19 TAC 105.1001

OPTIONAL FLEXIBLE YEAR PROGRAM — The District may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level.

PROGRAM CRITERIA — An OFYP must meet the requirements set forth at Education Code 29.0821 and 19 TAC 61.1017.

Education Code 29.0821; 19 TAC 61.1017

OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM — Notwithstanding Education Code 25.081 (school year) or 25.082 (school day) [see EB and EC], the District may apply to the Commissioner to provide a flexible school day program (OFSDP) for students in grades 9 through 12.

PROGRAM CRITERIA — A district that meets application requirements may:

1. Provide flexibility in the number of hours each day a student attends;

2. Provide flexibility in the number of days each week a student attends; or

3. Allow a student to enroll in less than or more than a full course load.

A course offered in a program under this section must provide for at least the same number of instructional hours as required for a course offered in a program that meets the required minimum num-

ber of instructional days under Education Code 25.081 and the required length of school day under Education Code 25.082.

STUDENT ELIGIBILITY

The District may provide an OFSDP for students who:

1. Have dropped out of school or are at risk of dropping out of school, as defined above at DEFINITION OF AT–RISK STUDENT; or

2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the Commissioner.

FUNDING

Funding for an optional flexible school day program shall be based on the number of instructional days in the District calendar and a seven-hour school day, but attendance may be cumulated over a school year, including any summer or vacation session. The attendance of students who accumulate less than the number of attendance hours required shall be proportionately reduced for funding purposes.

Education Code 28.025

TUTORIAL SERVICES

The District may provide tutorial services at District schools. If the District provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials.

The District may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

Education Code 29.084

BASIC SKILLS PROGRAMS

The District may apply to the Commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the Commissioner.

With the consent of a student's parent or guardian, the District may assign a student to the basic skills program.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

Education Code 29.086

AFTER–SCHOOL AND SUMMER INTENSIVE MATHEMATICS AND SCIENCE

The District may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;

2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or

3. Other students as determined by the District.

Before providing a program, the Board must adopt a policy for:

1. Determining student eligibility for participating in the program that:

   a. Prescribes the grade level or course a student must be enrolled in to be eligible; and

   b. Provides for considering teacher recommendations in determining eligibility;

2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;

3. Ensuring that eligible students are encouraged to attend the program;

4. Ensuring that the program is offered at one or more locations in the District that are easily accessible to eligible students; and

5. Measuring student progress on completion of the program.

Education Code 29.088, 29.090; 19 TAC 102.1041

MENTORING SERVICES PROGRAM

The District may provide a mentoring services program to students at risk of dropping out of school. The Board may arrange for any public or nonprofit community-based organization to come to the District's schools and implement the program.

The Board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

Education Code 29.089

ACCELERATED READING INSTRUCTION PROGRAM

The District shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The District shall determine the form, content, and timing of the program.

LIMITATION

The District may implement an accelerated reading instruction program only if the Commissioner certifies that funds have been appropriated during a school year for administering the program.

Education Code 28.006(f), (g)

INTENSIVE PROGRAM OF INSTRUCTION

The District shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument.

STATE ASSESSMENTS

The program shall be designed to:

1. Enable the student to:

    a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or

    b. Attain a standard of annual growth specified by the District and reported by the District to TEA; and

2. If applicable, carry out the purposes of Education Code 28.0211.

GRADUATION REQUIREMENTS

The District shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

NO CAUSE OF ACTION

The District's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.

Education Code 28.0213

TITLE III REQUIREMENTS

A district that receives funds under Title III of the No Child Left Behind Act shall comply with the statutory requirements regarding limited English proficient (LEP) and immigrant students. *20 U.S.C. 6801–7014*

STATE POLICY

It is the policy of the State that every student who has a home language other than English and who is identified as LEP shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program.

DISTRICT RESPONSIBILITY

Each district shall:

1. Identify LEP students based on criteria established by the State;
2. Provide bilingual education and ESL programs, as integral parts of the regular program;
3. Seek certified teaching personnel to ensure that LEP students are afforded full opportunity to master the essential knowledge and skills; and
4. Assess achievement for essential knowledge and skills in accordance with Education Code chapter 39 to ensure accountability for LEP students and the schools that serve them.

Education Code 29.051; 19 TAC 89.1201(a)

IDENTIFICATION OF LEP STUDENTS

Within the first four weeks of the first day of school, the language proficiency assessment committee (LPAC) shall determine and report to the Board the number of LEP students on each campus and shall classify each student according to the language in which the student possesses primary proficiency. The Board shall report that information to TEA before November 1 each year. *Education Code 29.053(b)*

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES (LPAC)

Each district that is required to offer bilingual and special language programs shall, by local Board policy, establish a language proficiency assessment committee (LPAC). The District shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four weeks of the enrollment of LEP students. The District shall have on file policy and procedures for the selection, appointment, and training of members of the LPAC.

MEMBERSHIP OF LPAC

The LPAC shall include:

1. A professional bilingual educator;
2. A professional transitional language educator;

3. A parent of a LEP student; and

4. A campus administrator.

The District may add other members to the committee in any of the required categories. If the District does not have an individual in one or more of the job classifications required, it shall designate another professional staff member to serve on the LPAC.

In districts and grade levels at which the District is not required to provide a bilingual education program, the LPAC shall be composed of one or more professional personnel and a District-designated parent of an LEP student.

No parent serving on the LPAC shall be an employee of the District.

All members of the LPAC, including parents, shall be acting for the District and shall observe all laws and rules governing confidentiality of information concerning individual students. The District shall be responsible for the orientation and training of all members, including the parents, of the LPAC.

Education Code 29.063(a), (b); 19 TAC 89.1220(a)–(f)

DUTIES

The LPAC shall have the duties set forth at Education Code 29.063(c) and 19 TAC 89.1220(g)–(j), (l).

HOME LANGUAGE SURVEY

Within four weeks of each student's enrollment, the District shall conduct a home language survey to determine the language normally used in the home and the language normally used by the student. The home language survey shall be conducted in English and in the home language, and signed by the student's parents if the student is in kindergarten through grade 8, or by the student if the student is in grades 9 through 12. The original copy of the survey shall be retained in the student's permanent record.

If a student is identified through the home language survey as normally speaking a language other than English, the student shall be tested in accordance with 19 TAC 89.1225 or, for students with disabilities, 19 TAC 89.1230.

Education Code 29.056(a); 19 TAC 89.1215

LEP CLASSIFICATION

The LPAC may classify a student as LEP if:

1. The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;

2. The student's score or relative degree of achievement on the TEA-approved English proficiency test is below the levels established by TEA as indicative of reasonable proficiency;

3. The student's primary language proficiency score as measured by a TEA-approved test is greater than the student's proficiency in English; or

4. The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

Education Code 29.056(c)

PARENTAL NOTICE AND CONSENT

Within ten days of the LPAC's classification of a student as LEP, the LPAC shall give written notice to the student's parent. The notice must be in English and in the parent's primary language. The notice shall inform the parents of the benefits of the program for which the student is recommended and that it is an integral part of the school program.

Pending parent approval, the District shall place the student in the recommended program, but may count only those students with parent approval for bilingual education allotment.

Education Code 29.056(a), (d); 19 TAC 89.1220(k)

PARTICIPATION OF NON–LEP STUDENTS

With the approval of the District and a student's parents, a student who is not LEP may also participate in a bilingual education program. The number of participating students who are not LEP may not exceed 40 percent of the number of students enrolled in the program. *Education Code 29.058*

BILINGUAL AND ESL PROGRAMS

Each district with an enrollment of 20 or more LEP students in any language classification in the same grade shall offer a bilingual education or special language program, as follows:

1. Kindergarten through elementary grades: the District shall offer bilingual education.

2. Post-elementary through grade 8: the District shall offer bilingual education, ESL, or other transitional language instruction approved by TEA.

3. Grades 9 through 12: the District shall offer instruction in ESL.

If a program other than bilingual education must be used in kindergarten through the elementary grades, documentation for the exception must be filed with and approved by TEA.

Education Code 29.053(c), (d), 29.054

PROGRAM CONTENT

The District's bilingual education program shall be a full-time program of dual-language instruction that provides for learning

basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills.

An ESL program shall be an intensive program of instruction in English from teachers trained in recognizing and dealing with language differences. The bilingual or ESL program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

Students enrolled in the bilingual or ESL programs shall be placed in classes with other students of approximately the same age and level of educational attainment. The District shall ensure that each student's instruction is appropriate to the student's level of educational attainment, and the District shall keep adequate records of the educational level and progress of each student enrolled in the program.

LEP students shall participate fully with English-speaking students in regular classes provided in subjects such as art, music, and physical education. The District shall provide students enrolled in the bilingual or ESL program a meaningful opportunity to participate fully with other students in all extracurricular activities. Elective courses may be taught in a language other than English.

Education Code 29.055, 29.057(b); 19 TAC 89.1010(g)

FACILITIES

Bilingual education and special language programs shall be located in the District's regular schools rather than in separate facilities. The District may concentrate the programs at a limited number of schools, provided that the enrollment in those schools shall not exceed 60 percent LEP students. *Education Code 29.057; 19 TAC 89.1235*

COOPERATION AMONG DISTRICTS

The District may join with one or more other districts to provide the required bilingual and special education programs. The availability of the programs shall be publicized throughout the districts involved.

The District may allow a nonresident LEP student to enroll in or attend its bilingual education or special language program if the student's district of residence does not provide an appropriate program. The tuition for the student shall be paid by the district of residence.

Education Code 29.059

SUMMER PROGRAM

If the District is required to offer a bilingual education or special language program, it shall offer a voluntary summer school program for LEP children who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

A school that operates on a semester system shall offer the program during the period school is recessed for the summer and for one-half day for eight weeks or on a similar schedule approved by the Board. A school that operates on any other system shall offer 120 hours of instruction on a schedule established by the Board.

The program must be an intensive bilingual education or special language program that meets the standards set by TEA, and the student/teacher ratio may not exceed 18:1. The District shall comply with the requirements of 19 TAC 89.1250 in providing such a program.

OTHER PROGRAM

The District may establish on a full- or part-time basis other summer school, extended day, or extended week bilingual or special language programs for LEP students and may join with other districts in establishing such programs.

Neither the summer program nor the other programs may substitute for the program to be provided during the regular school year.

Education Code 29.060

PERSONNEL

Teachers assigned to bilingual education and ESL programs must be appropriately certified in bilingual education or ESL, respectively. *Education Code 29.061(b), (c)*

If the District is unable to hire a sufficient number of teachers with bilingual teaching or ESL certificates, the District may file an application for exception with TEA, in accordance with 19 TAC 89.1205(h).

Education Code 29.054; 19 TAC 89.1205(g)

LEP STUDENTS AND STATE ASSESSMENTS

In grades 3–12, an LEP student shall participate in the assessment of academic skills in accordance with Commissioner's rules at 19 TAC Chapter 101, subchapter AA. *19 TAC 101.5(d)* [See EKB]

PROGRAM EXIT

The District may transfer an LEP student out of a bilingual education or special language program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instructional program as determined by:

1. TEA-approved tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English;

2. Satisfactory performance on the reading assessment instrument under Education Code 39.023(a) or an English language arts assessment instrument under Education Code

39.023(c), as applicable, with the assessment instrument administered in English, or, if the student is enrolled in the first or second grade, an achievement score at or above the 40th percentile in the reading and language arts sections of an English standardized test approved by TEA; and

3. TEA-approved criterion-referenced tests and the results of a subjective teacher evaluation.

Education Code 29.056(g)

NOTICE TO PARENTS

The District shall notify parents of a student's reclassification as English proficient and his or her exit from the bilingual or ESL program. *19 TAC 89.1240(b)*

POST–EXIT MONITORING

The LPAC committee shall reevaluate a student who is transferred out of a bilingual education or special language program if the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is transferred to determine whether the student should be reenrolled in a bilingual education or special language program.

During the first two school years after a student is transferred out of a bilingual education or special language program, the LPAC shall review the student's performance and consider:

1. The total amount of time the student was enrolled in bilingual education or special language programs;

2. The student's grades each grading period in each subject in the foundation curriculum;

3. The student's performance on state assessment instruments;

4. The number of credits the student has earned toward high school graduation, if applicable; and

5. Any disciplinary actions taken against the student under Education Code Chapter 37, Subchapter A.

After the evaluation, the LPAC may require intensive instruction for the student or reenroll the student in a bilingual education or special language program.

Education Code 29.0561

Note: Only districts that identify 15 or more eligible students are required to provide prekindergarten programs.

TUITION–FREE

The District shall offer prekindergarten classes if it identifies 15 or more eligible students who are at least four years of age. The District may offer prekindergarten if it identifies 15 or more eligible children who are at least three years of age.

The District may not charge tuition for a prekindergarten program offered under these provisions.

EXEMPTION

The District may apply to the Commissioner for an exemption from the requirement that it provide a free prekindergarten program if the District would be required to construct classroom facilities in order to provide the program.

ELIGIBILITY

A child is eligible for enrollment in free prekindergarten if the child is at least three years of age and is:

1. Unable to speak and comprehend the English language;
2. Educationally disadvantaged;
3. Homeless, as defined by federal law [see FD(LEGAL)], regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control;
4. The child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
5. The child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty.

A child who is eligible for enrollment under item 4 or 5 above remains eligible if the child's parent leaves the armed forces, or is no longer on active duty, after the child begins the prekindergarten class.

NOTICE

The District shall develop a system to notify the population in the District with children who are eligible for enrollment in a free prekindergarten program of the availability of the program. The system must include public notices issued in English and Spanish.

HALF–DAY BASIS

A free prekindergarten class shall be operated on a half-day basis.

TRANSPORTATION

The District is not required to provide transportation for a prekindergarten class. If transportation is provided, it is included for funding purposes as part of the regular transportation system.

Education Code 29.153

TUITION–SUPPORTED OR DISTRICT–FINANCED

The District may offer on a tuition basis or use District funds to provide:

1. An additional half-day of prekindergarten classes to children eligible for free prekindergarten; and

2. Half-day and full-day prekindergarten classes to children not eligible for free prekindergarten.

The District may not adopt a tuition rate that is higher than necessary to cover the added costs of the program, including any costs associated with collecting, reporting, and analyzing data under Education Code 29.1532(c) (regarding PEIMS data for prekindergarten programs). The District must submit its proposed tuition rate to the Commissioner for approval.

Education Code 29.1531

PROGRAM DESIGN

The District's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills. *Education Code 29.1532(a)*

PREKINDERGARTEN EXPANSION GRANT

The District may use funds from grants administered by the Commissioner of Education to expand an existing half-day prekindergarten program to a full-day basis or to implement a prekindergarten program on a campus that does not have a prekindergarten program.

The District may use funds received under this program to employ teachers and other personnel for a prekindergarten program or to acquire curriculum materials or equipment, including computers, for use in prekindergarten programs.

The District may use funds granted under this program in contracting with another entity, including a private entity.

Education Code 29.155

READY TO READ GRANT

A district that operates a prekindergarten program is eligible to apply for a Ready to Read grant if at least 75 percent of the children enrolled in the program are low-income students, as determined by Commissioner rule.

Grants shall be used to provide scientific, research-based prereading instruction for the purpose of directly improving prereading skills and for identifying cost-effective models for prereading intervention. Grants funds shall be used for:

1. Professional staff development in prereading instruction;
2. Prereading curriculum and materials;
3. Prereading skills assessment materials; and
4. Employment of prereading instructors.

Education Code 29.157

STATEWIDE INFORMATION REFERRAL NETWORK

The District shall provide the Texas Information and Referral Network with information regarding eligibility for and availability of child-care and education services for inclusion in the statewide information referral network. The District shall provide the information in a form determined by the executive commissioner of the Texas Health and Human Services Commission. *Gov't Code 531.0312*

"Child care and education services" includes child-care and education services provided by the District through a prekindergarten or after-school program. *Gov't Code 531.03131(a)*

Staff of the Texas Information and Referral Network shall send an electronic mail message to each appropriate entity containing the name of and contact information for each applicant and a description of the services for which the applicant is applying.

On receipt of such an electronic mail message, the District shall contact the applicant to verify information regarding the applicant's eligibility for available child-care and education services. On certifying eligibility, the District shall match the applicant with entities providing those services in the applicant's community, including local workforce development boards, local child-care providers, or a Head Start or Early Head Start program provider.

The District shall cooperate with the Texas Information and Referral Network as necessary in the administration of this project.

Gov't Code 531.0312(c)–(e)

SHARED SITE

Before establishing a new prekindergarten program, the District shall consider the possibility of sharing use of an existing Head Start or other child-care program site as a prekindergarten site. *Education Code 29.1533*

PRE–K LICENSING STANDARDS

If the District contracts with a private entity to operate a prekindergarten program, the program shall comply at a minimum with the

applicable child-care licensing standards adopted by the Texas Department of Family and Protective Services under Human Resources Code 42.042. *Education Code 29.1532(b)*

STATE ASSESSMENT OF ACADEMIC SKILLS

The statewide assessment program shall be primarily knowledge and skills based to ensure accountability for student achievement that achieves the state goals for public education. The state-adopted criterion-referenced assessment program shall be designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science. Assessment instruments shall include assessment of a student's problem-solving ability and complex-thinking skills using a method of assessing those abilities and skills that is demonstrated to be highly reliable.

The state-adopted exit-level assessment instrument shall be designed to be administered to students in grade 11 to assess essential knowledge and skills in mathematics, English language arts, social studies, and science.

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced tests, as required by Education Code 39.023(a), (b), (c), (l), and 39.027(e).

Education Code 39.022, 39.023(a), (c), (f); 19 TAC 101.1, 101.5(a)

To be eligible to receive a high school diploma, a nonexempt student must demonstrate satisfactory performance on the exit-level test. *Education Code 39.025(b); 19 TAC 101.7(a)* [See EIF]

ADMINISTRATION

The District shall follow the test administration procedures established by TEA in the applicable test administration materials. The Superintendent shall be responsible for:

1. Maintaining the integrity of the test administration process; and
2. Ensuring that every test administrator receives at least annual training in these procedures as provided by TEA through the education service centers.

19 TAC 101.27

SCHEDULE

The Commissioner shall specify the schedule for testing. The Superintendent shall be responsible for administering tests. The Commissioner may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children and who are out of the state. *19 TAC 101.25*

ALTERNATE TEST DATES

The Commissioner shall consider requests from districts or campuses for alternate test dates on a case-by-case basis. Alternate test dates shall only be allowed if the campus or District is closed on the day on which testing is scheduled or if there is an exceptional circumstance, defined below, that may affect the District's or campus's ability to administer an assessment or the students' performance on the assessment.

"Exceptional circumstances" include:

1. Inclement weather or natural disasters that would cause the District or campus to be closed or that would cause a small percentage of students to be in attendance on the day testing is scheduled;
2. Health epidemics that result in a large number of students being absent on the day of testing;
3. Death of a student or school official that may impact student performance; and
4. Sudden emergencies that occur on the day of testing or shortly before testing that may inhibit students from completing the assessments, such as a fire on campus, a bomb threat, an extended power outage, or a water main break.

If an alternate test date for primary test administration is approved, the Commissioner may prohibit the District or campus from participating in UIL competition on the new test date if that is determined to be in the best interest of the District, campus, and students.

19 TAC 101.5003

NOTICE TO PARENTS AND STUDENTS

In order to provide timely and full notification of graduation requirements and of testing requirements for advancement at certain grades, the Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's seventh-grade year of the testing requirements for graduation;
2. Notifying each student in grades 7–12 new to the District and the student's parent or guardian in writing of the testing requirements for graduation;
3. Notifying each student who shall take the tests required for graduation and his or her parent or guardian, as well as out-of-school individuals, of the dates, times, and locations of testing;
4. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, of the testing requirements for grade advancement as specified in Education Code 28.0211 [see EIE];
5. Notifying each student in grades 1–8 who is new to the District and his or her parent or guardian in writing of the testing requirements for grade advancement; and

6. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

19 TAC 101.13

RETAKES

According to procedures specified in the applicable test administration materials, an eligible student or out-of-school individual who has not met graduation requirements may retest on a schedule determined by the Commissioner. A student who has been denied a diploma because the student failed to meet standards of performance on any sections of the instrument may retake the sections each time the instrument is administered. A student shall not be required to demonstrate performance at a standard higher than the one in effect when the student was first eligible to take the test. *Education Code 39.025(b); 19 TAC 101.7(a)(2), (d)*

ALL STUDENTS

All students, except students who are exempted, who are in special education programs, and whose ARD committees determine the assessment instrument would not provide an appropriate measure of achievement [see ALTERNATIVE ASSESSMENT, below], shall be assessed in:

1. Mathematics, annually in grades 3 through 7 without the aid of technology and in grades 8 through 11 with the aid of technology on any assessment instruments that include algebra;

2. Reading, annually in grades 3–9;

3. Writing, including spelling and grammar, in grades 4 and 7;

4. English language arts in grade 10;

5. Social studies in grades 8 and 10; and

6. Science in grades 5, 8, and 10.

Education Code 39.023(a)

SPECIAL EDUCATION STUDENTS

A student receiving special education services enrolled in grades 3–10 and who is receiving instruction in the essential knowledge and skills shall take the assessment of academic skills unless the student's ARD committee determines that it is an inappropriate measure of the student's academic progress as outlined in the student's IEP. If the ARD committee determines that the assessment is an inappropriate measure of the student's academic progress in whole or part, the student shall take the alternative assessment of academic skills in whole or part. Each testing accommodation shall be documented in the student's IEP in accordance with federal law. *19 TAC 101.5(b)*

The ARD committee shall determine the level of performance considered to be satisfactory on the assessment instruments administered to that student in accordance with TEA rules. *Education Code 39.024(a)*

ALTERNATIVE ASSESSMENT

TEA shall develop or adopt appropriate criterion-referenced assessment instruments to be administered to each student in a special education program who receives modified instruction in the essential knowledge and skills identified under Education Code 28.002 for the assessed subject but for whom an assessment instrument, even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal committee.

The alternative assessment instrument must assess essential knowledge and skills and growth in the subjects of reading, mathematics, and writing and shall be administered on the same schedule as the assessment instruments administered to all other students.

Education Code 39.023(b)

The alternative assessment of academic skills will measure annual growth based on appropriate expectations for each special education student, as determined by the student's ARD committee in accordance with criteria established by the Commissioner. *19 TAC 101.23(b)*

PERMISSIBLE ACCOMMODATIONS

Testing accommodations on the assessments administered are permitted for any student unless they would make a particular test invalid. Decisions regarding testing accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction.

For a student receiving special education services, the ARD committee shall determine the allowable accommodations necessary for the student to take the assessments and shall document them in the student's IEP. Permissible testing accommodations shall be described in the appropriate test administration materials.

19 TAC 101.29

EXEMPTIONS – SPECIAL EDUCATION

A student may be exempted from the administration of:

1. The state assessment instrument or an alternate assessment if the student is eligible for special education and the student's IEP does not include instruction in the essential knowledge and skills at any grade level;

2. Exit-level exams if the student is eligible for special education, and:

a. The student's IEP does not include instruction in the essential knowledge and skills at any grade level; or

b. The assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's ARD committee.

Education Code 39.027(a)(1), (2)

A student receiving special education services enrolled in grades 3–10, according to the grade implementation schedule stated at SPECIAL EDUCATION STUDENTS, and who is not receiving any instruction in the essential knowledge and skills, shall be considered exempt. Each exemption shall be documented in the student's IEP in accordance with federal law. Each exempted student shall take an appropriate locally selected assessment, as determined by the student's ARD committee, in accordance with procedures developed by TEA. Student performance results on these alternate assessments must be reported to TEA. *19 TAC 101.5(c)*

LEP STUDENTS IN SPECIAL EDUCATION

Decisions regarding the selection of assessments for LEP students who receive special education services shall be made by the ARD committee, which includes a member of the language proficiency assessment committee (LPAC) to ensure that issues related to the student's language proficiency are duly considered. *19 TAC 1001.1009(a)*

An LEP student who receives special education services may be exempted from the English language proficiency assessments only if the ARD committee determines that these assessments cannot provide a meaningful measure of the student's annual growth in English language proficiency for reasons associated with the student's disability. *19 TAC 101.1009(c)*

The provisions at LEP STUDENTS AT OTHER GRADES apply to the assessment of academic skills and the state-developed alternative assessment of academic skills. *19 TAC 101.1009(d)*

An LEP student who receives special education services and whose parent or guardian has declined the services required by Education Code Chapter 29, Subchapter B [see EHBE], is not eligible for an exemption on the basis of limited English proficiency. *19 TAC 101.1009(e)*

STUDENTS WITH DYSLEXIA

TEA shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess the ability of and to be administered to each student who is determined to have dyslexia or a related disorder and who is an individual with a disability under 29 U.S.C. 705(20), for whom the assessment instruments, even

with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the committee established by the Board to determine the placement of students with dyslexia or related disorders. The committee shall determine whether any allowable modification is necessary in administering to a student an assessment instrument required under this provision. *Education Code 39.023(n)*

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

In grades 3–12, an LEP student, as defined by Education Code Chapter 29, Subchapter B, shall participate in the assessment of academic skills in accordance with Commissioner's rules at 19 TAC Chapter 101, subchapter AA. In grades 3–6, the LPAC [see EHBE] shall determine whether a nonexempt LEP student whose primary language is Spanish will take the assessment of academic skills in English or in Spanish. The decision as to the language of the assessment shall be based on the assessment that will provide the most appropriate measure of the student's academic progress. *19 TAC 101.5(d)*

ACADEMIC PROGRESS EVALUATION

An LEP student who is exempt from the administration of an assessment instrument who achieves reading proficiency in English as determined by the assessment system shall be administered the appropriate assessment instrument. *Education Code 39.027(e)*

TESTING IN SPANISH

Each LEP student whose primary language is Spanish, other than a student eligible for special education services, may be assessed using assessment instruments in Spanish for up to three years or assessment instruments in English. The LPAC shall determine which students are to be administered assessment instruments in Spanish. *Education Code 39.023(l), (m)*

ENGLISH LANGUAGE PROFICIENCY TESTS

In kindergarten through grade 12, LEP students shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill the state requirements for the assessment of academic skills and federal requirements under the No Child Left Behind Act. *19 TAC 101.1001*

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

The LPAC shall select the appropriate assessment option for each LEP student in accordance with this policy at LEP STUDENTS AT THE EXIT LEVEL and LEP STUDENTS AT OTHER GRADES. Assessment decisions must be made on an individual student basis in accordance with administrative procedures established by TEA. The LPAC must document the reason for the postponement or exemption in the student's permanent record file. The District shall make a reasonable effort to determine a student's previous testing history. *19 TAC 101.1003*

EXEMPTIONS

A student may be exempted from the administration of the state assessment of academic skills:

1. For up to one year if the student is of limited English proficiency and has not demonstrated proficiency in English as determined by the assessment system developed to evaluate academic progress of an LEP student; or

2. For an additional two years if the student received the one year exemption and is a recent unschooled immigrant or is in a grade for which no assessment instrument in the primary language of the student is available.

   "Recent unschooled immigrant" means an immigrant who initially enrolled in a school in the United States not more than 12 months before the date of the administration of an assessment of academic skills and who, as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum determined by the LPAC. [See EHBE] To the extent authorized by federal law, a child's prior enrollment in a school in the United States shall be determined on the basis of documents and records required for enrollment. [See FD]

Education Code 39.027(a)(3), (4), (g)

LEP STUDENTS AT THE EXIT LEVEL

LEP students are not eligible for an exemption from the exit-level assessment of academic skills on the basis of limited English proficiency. However, LEP students who are recent immigrants may postpone one time the initial administration of the exit-level test. "Recent immigrant" means an immigrant who first enrolls in U.S. schools no more than 12 months before the administration of the test from which the postponement is sought. *19 TAC 101.1005*

LEP STUDENTS AT OTHER GRADES

In grades 3–6, the LPAC shall determine whether an LEP student is administered the assessment of academic skills in English or in Spanish. An LEP student may be administered a Spanish version of the assessment of academic skills for a maximum of three years. If the LEP student is an immigrant, the number of LEP exemptions and administrations of the assessment in Spanish must not exceed three.

IMMIGRANT STUDENTS

Certain immigrant LEP students who have had inadequate schooling outside the U.S. may be eligible for an exemption from the assessment of academic skills during a period not to exceed their first three school years of enrollment in U.S. schools. "Immigrant" is defined as a student who has resided outside the 50 United States for at least two consecutive years.

1. An immigrant LEP student who achieves a rating of advanced high on the state-administered reading proficiency tests in

English during the student's first school year of enrollment in U.S. schools is not eligible for an exemption in the second or third school year of enrollment in U.S. schools. An immigrant LEP student who achieves a rating of advanced or advanced high on this assessment during the student's second school year of enrollment in U.S. schools is not eligible for an exemption in the third school year of enrollment in U.S. schools.

2. During the first school year of enrollment in U.S. schools, the immigrant student may be granted an LEP exemption if the LPAC determines that the student has not had the schooling outside the U.S. necessary to provide the foundation of learning that Texas schools require and measure on the assessment, whether the foundation be in knowledge of the English language or specific academic skills and concepts in the subjects assessed.

3. During the second and third school year of enrollment in U.S. schools, the immigrant student whose schooling outside the U.S. was inadequate and for whom a primary language assessment is not available may be granted an LEP exemption if the LPAC determines that the student lacks the academic language proficiency in English necessary for an assessment of academic skills in English to measure the student's academic progress in a valid, reliable manner.

4. During the second and third school year of enrollment in U.S. schools, the immigrant student whose schooling outside the U.S. was inadequate and for whom a Spanish-version assessment is available is not eligible for an LEP exemption and must take the assessment in either English or Spanish unless:

    a. The student is in an English as a second language program that does not call for instruction in Spanish and the LPAC determines that the student lacks the language proficiency in English and the academic instruction and/or literacy in Spanish for the assessment in either English or Spanish to measure the student's academic progress in a valid, reliable manner; or

    b. The student is in a bilingual education program and the LPAC has documentation, including signed verification by the parent or guardian whenever possible, that there was an extensive period of time outside the U.S. in which the student did not attend school and that this absence of schooling resulted in such limited academic achievement and/or literacy that assessment in either English or Spanish is inappropriate as a measure for

school accountability. The term "extensive period of time outside the U.S.," as used in this paragraph, shall be defined in the test administration materials.

Students exempted under the above provisions shall be administered assessments in subjects and grades required by federal law and regulations as delineated in the test administration materials. Exempt students assessed only for federal accountability purposes shall not be subject to the grade advancement requirements under the Student Success Initiative.

An LEP student whose parent or guardian has declined the services required by Education Code Chapter 29, Subchapter B [see EHBE], is not eligible for an exemption under the above provisions. The student shall take the assessments of academic skills in English and the English Language Proficiency Assessments.

The District may administer the assessment of academic skills in Spanish to a student who is not identified as LEP but who participates in a two-way bilingual program if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress. However, the student may not be administered the Spanish-version assessment for longer than three years.

19 TAC 101.1007

EXIT–LEVEL TEST — STUDENTS FROM OTHER STATES

The Commissioner by rule shall adopt one or more alternative, nationally recognized, norm-referenced assessment instruments to administer to a student to qualify for a high school diploma if the student enrolls after January 1 of the school year in which the student is otherwise eligible to graduate:

1. For the first time in a public school in Texas; or
2. After an absence of at least four years from any public school in Texas.

Education Code 39.025(d)

FOREIGN EXCHANGE STUDENTS

A foreign exchange student who has waived in writing his or her intention to receive a Texas high school diploma may be excused from the exit-level assessment requirement. *19 TAC 101.7(a)(3)*

REPORTING RESULTS

TO THE PUBLIC

Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and District, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The information shall not contain the names of individual students or teachers. *Education Code 39.030(b)*

TO THE BOARD

The Superintendent shall accurately report all test results with appropriate interpretations to the Board according to the schedule in the applicable test administration materials.

TO PARENTS AND STUDENTS

The District shall notify each of its students and his or her parent or guardian of test results, observing confidentiality requirements stated at CONFIDENTIALITY. All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another district or school. [See BQ series, FD, and FL]

19 TAC 101.81; No Child Left Behind Act, 20 U.S.C. 6311(h)(6)

PARENTAL ACCESS

A parent is entitled to access to a copy of each state assessment instrument administered to the parent's child. This right of access does not apply, however, to those instruments or particular questions that are being field-tested by TEA. *Education Code 26.005, 26.006(a)(2)*

SECURITY

The statewide assessment program is a secure testing program. Procedures for maintaining security shall be specified in the appropriate test administration materials. Secure test materials must be accounted for before, during, and after each test administration. Only authorized personnel may have access to secure test materials. *19 TAC 101.61*

CONFIDENTIALITY

The contents of each test booklet and answer document are confidential in accordance with state and federal law. Individual student performance results are confidential and may be released only in accordance with the Family Education Rights and Privacy Act of 1974. *Education Code 39.030(b); 19 TAC 101.63* [See FL and GBA]

PENALTIES

Violation of security or confidential integrity of any test shall be prohibited. A person who engages in prohibited conduct may be subject to sanction of credentials.

Procedures for maintaining the security and confidential integrity of a test shall be specified in the appropriate test administration materials. Conduct that violates the security and confidential integrity of a test is defined as any departure from the test administration procedures established by the Commissioner. Conduct of this nature may include the following acts and omissions:

1. Duplicating secure examination materials;
2. Disclosing the contents of any portion of a secure test;
3. Providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;

4. Changing or altering a response or answer of an examinee to a secure test item or prompt;

5. Aiding or assisting an examinee with a response or answer to a secure test item or prompt;

6. Encouraging or assisting an individual to engage in the conduct described in 1–5 above; or

7. Failing to report to an appropriate authority that an individual has engaged in conduct outlined in 1–6 above.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidential integrity, and any person who fails to report such a violation are subject to the following penalties:

1. Placement of restrictions on the issuance, renewal, or holding of a Texas teacher certificate, either indefinitely or for a set term;

2. Issuance of an inscribed or non-inscribed reprimand;

3. Suspension of a Texas teacher certificate for a set term; or

4. Revocation or cancellation of a Texas teacher certificate without opportunity for reapplication for a set term or permanently.

Any irregularities in test security or confidential integrity may also result in the invalidation of student results.

The Superintendent and campus principal shall develop procedures to ensure the security and confidential integrity of the tests and shall be responsible for notifying TEA in writing of conduct that violates the security or confidential integrity of a test. Failure to report can subject the person responsible to the applicable penalties specified above.

19 TAC 101.65

ADMISSIONS: FDA
INTERDISTRICT TRANSFERS (LOCAL)

AUTHORITY

The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

A resident student who becomes nonresident during the course of a semester/trimester shall be permitted to continue in attendance tuition-free, for the remainder of the six-week period.

TRANSFER REQUESTS

A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time.

FACTORS

In approving transfers, the Superintendent or designee shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.

REVOCATION OF TRANSFER

A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District, including those for student conduct and attendance, and that violation of the District's rules and regulations may result in revocation of the transfer agreement. The effective date of the revocation will be set in accordance with the written transfer agreement.

Written notification of any transfer revocation shall be sent to the school district of residence.

TUITION

If the District charges tuition, the amount shall be set by the Board, within statutory limits. Students who withdraw during the semester/trimester shall forfeit the balance of the tuition.

WAIVERS

The Board may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]

NONPAYMENT

The District may initiate withdrawal of students whose tuition payments are delinquent.

APPEALS

Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

An eligible student may attend a public school in the district in which the student resides or may use a public education grant to attend any other district chosen by the student's parent. *Education Code 29.201*

ELIGIBLE STUDENT

A student is eligible to receive a public education grant or to attend another public school in the district in which the student resides if the student is assigned to attend a public school campus:

1. At which 50 percent or more of the students did not perform satisfactorily on the state-mandated assessments in any two of the three preceding years; or

2. That was considered academically unacceptable at any time in the preceding three years.

After a student has used a public education grant to attend a school in a district other than the district in which the student resides:

1. The student does not become ineligible for the grant if the school on which the student's initial eligibility is based no longer meets the criteria; and

2. The student becomes ineligible for the grant if the student is assigned to attend a school that does not meet the criteria described above.

Education Code 29.201, 29.202

FUNDING

The District is entitled to a public education grant allotment for each eligible student using a public education grant.

The District is entitled to additional facilities assistance under Education Code 42.4101 if the District agrees to:

1. Accept a number of students using public education grants that is at least one percent of the District's average daily attendance for the preceding school year; and

2. Provide services to each student until the student either voluntarily decides to attend a school in a different district or graduates from high school.

AVERAGE DAILY ATTENDANCE

A student who uses a public education grant to attend a public school in a district other than the district in which the student resides is included in the average daily attendance of the district in which the student attends school.

Education Code 29.203(a)–(c); 19 TAC 61.1011

ADMISSION

A district chosen by a student's parent under Education Code section 29.201 is entitled to accept or reject the application for the student to attend school in that district, but may not use criteria that discriminate on the basis of the student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status.

PRIORITIES

If the District has more acceptable applicants for attendance under public education grants than available positions, it must give priority to students at risk of dropping out of school, as defined by Education Code section 29.081 [see EHBC] and must fill the available positions by lottery.

EXCEPTION

To achieve continuity in education, however, the District may give preference over at-risk students to:

1. Enrolled students; or

2. Siblings or other children residing in the same household as enrolled students, for the convenience of parents, guardians, or custodians of those children.

TUITION

A district chosen by a student's parent under a public education grant may not charge the student tuition.

Education Code 29.203(b), (c)

TRANSPORTATION

The district in which a student resides shall provide each student attending a school in another district under a public education grant transportation free of charge to and from the school the student would otherwise attend. *Education Code 29.203(f)*

CONTRACT FOR SERVICES

The Board may contract for the provision of educational services to a student eligible to receive a public education grant. *Education Code 29.205*

COMMISSIONER'S NOTICE

Not later than February 1 of each year, the District shall notify the parent of each student in the District assigned to attend a campus described by Education Code 29.202 that the student is eligible for a public education grant. The notice must contain a clear, concise explanation of the public education grant program and of the manner in which the parent may obtain further information about the program. *Education Code 29.204*

ASSIGNMENTS

The Board or its designee may assign and transfer any student from one school facility or classroom to another facility or classroom within its jurisdiction. *Education Code 25.031*

The Board or its designee must make the decision concerning the assignment or transfer of a student on an individual basis and may not consider as a factor in its decision any matter relating to the national origin of the student or the student's ancestral language. *Education Code 25.032*

PETITIONS AND OBJECTIONS

The parent or person standing in parental relation may by written petition either:

1. Request the assignment or transfer of the student to a designated school or to a school to be designated by the Board; or

2. File objections to the assignment of the student to the school to which the student has been assigned.

Education Code 25.033; 26.003(a)(1)

PROCEDURE

Upon receiving a written petition, the Board shall proceed as follows:

1. If no hearing is requested, act on the petition not later than the 30th day after the petition is submitted and notify the petitioner of its conclusion; or

2. If a hearing is requested, designate a time and place for holding a hearing not later than the 30th day after the petition is submitted.

If a hearing is requested, it shall be conducted by the Board in compliance with the following:

1. The petitioner may present evidence relevant to the student.

2. The Board may conduct investigations as to the objection or request, examine any student involved, and employ agents, professional or otherwise, for the purpose of examinations and investigations.

BOARD'S DECISION

The decision of the Board, with or without a hearing, shall be final, unless the student, or the parent, guardian, or custodian of the student as next friend, files an exception to the decision as constituting a denial of any right of the student guaranteed under the U.S. Constitution.

If such an exception is filed, the Board may reconsider its decision. If the Board has not ruled on the exception before the 16th day after the date of the filing, the objection is considered overruled. If

the exception is overruled, an appeal of the Board's decision may be filed in the district court of the county in which the Board is located.

Education Code 25.034

VICTIM OF BULLYING

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, the Board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or

2. A campus in the District other than the campus to which the victim was assigned at the time the bullying occurred.

"Bullying" means engaging in written or verbal expression or physical conduct that the Board or its designee determines:

1. Will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

The Board or designee shall verify that a student has been a victim of bullying before transferring the student. The Board may consider past student behavior when identifying a bully.

The determination by the Board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 (see PROCEDURE, above) do not apply to a transfer under this provision.

The District is not required to provide transportation to a student who transfers to another campus under this provision.

Education Code 25.0341

Note: For bullying rising to the level of prohibited harassment, see also FFH.

OTHERS IN SPECIAL EDUCATION STUDENT'S HOUSEHOLD

If the District assigns a student to a District campus other than the campus the student would attend based on the student's residence, for purposes of receiving special education services, the District shall permit the student's parent, guardian, or other person

standing in parental relation to the student to obtain a transfer to the assigned campus for any other student residing in the household of the student receiving special education services, subject to the conditions below.

A student residing in the same household as the transferred special education student is eligible for a transfer if:

1. The other student is entitled to attend school in the District [see FD];

2. The appropriate grade level for the other student is offered at the campus.

This provision does not apply if the student receiving special education services resides in a residential facility.

Education Code section 25.034 [see PETITIONS AND OBJECTIONS, PROCEDURE, above] does not apply to a transfer under this provision.

TRANSPORTATION

The District is not required to provide transportation to a student who transfers to another campus under this provision. This provision does not affect any transportation services provided by the District in accordance with other law for students receiving special education services.

Education Code 25.0343

STUDENTS IN ACADEMICALLY UNACCEPTABLE SCHOOLS

A student is eligible to attend another public school in the district in which the student resides if the student is assigned to attend a public school campus:

1. At which 50 percent or more of the students did not perform satisfactorily on the state-mandated assessment in any two of the three preceding years; or

2. That was considered academically unacceptable at any time in the preceding three years.

Education Code 29.202(a) [See FDAA]

STUDENTS IN SCHOOLS IDENTIFIED FOR IMPROVEMENT

If a school is identified for school improvement, pursuant to the No Child Left Behind Act, the District shall provide all students enrolled in the school with the option to transfer to another public school served by the District, which may include a public charter school, that has not been identified for school improvement, unless such an option is prohibited by state law. The District shall provide this option not later than the first day of the school year following such identification.

The District shall give priority to the lowest achieving children from low-income families. Students who use the option to transfer shall be enrolled in classes and other activities in the public school to which the students transfer in the same manner as all other children at the public school.

The District shall permit a child who transferred to another school to remain in that school until the child has completed the highest grade in that school. The obligation of the District to provide, or to provide for, transportation for the child ends at the end of a school year if the District determines that the school from which the child transferred is no longer identified for school improvement or subject to corrective action or restructuring.

No Child Left Behind Act of 2001, 20 U.S.C. 6316(b)(1)(E), (F), 6316(b)(13)

Note: See also EHBD for identification for school improvement and FDD for the school safety transfer option in Title I programs.

CLASS CHANGES

A parent or person standing in parental relation is entitled to reasonable access to the school principal, or to a designated administrator with authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student. The decision of the Board regarding such a request is final and may not be appealed. *Education Code 26.002, 26.003(a)(2), (b)* [See FNG]

GENERAL RULE

Students who are at least six years of age, or who have been previously enrolled in first grade, and who have not yet reached their eighteenth birthday shall attend school for the entire period the program is offered, unless exempted as indicated below. Students enrolled in prekindergarten or kindergarten shall attend school.

STUDENTS 18 AND OVER

A person who voluntarily enrolls in school or voluntarily attends school after the person's eighteenth birthday shall attend school each school day for the entire period the program of instruction is offered. The District may revoke for the remainder of the school year the enrollment of a person who has more than five unexcused absences in a semester. A person whose enrollment is revoked for exceeding this limit may be considered an unauthorized person on school grounds for the purposes of Education Code 37.107 regarding trespassing.

ACCELERATED / COMPENSATORY PROGRAMS

A student must also attend:

1. An extended-year program for which the student is eligible that is provided by the District for students identified as likely not to be promoted to the next grade level or tutorial classes required by the District under Education Code 29.084 [see EHBC];

2. An accelerated reading instruction program to which the student has been assigned under Education Code 28.006(g) [see EKC];

3. An accelerated instruction program to which the student is assigned under Education Code 28.0211 [see EIE];

4. A basic skills program to which the student is assigned under Education Code 29.086 [see EHBC]; or

5. A summer program provided:

    a. To a student placed in in-school suspension or other alternative setting, other than a disciplinary alternative education program (DAEP), who has been offered the opportunity to complete each course in which the student was enrolled at the time of removal. [See FO]

    b. To a student removed to a DAEP who has been offered an opportunity to complete coursework, before the beginning of the next school year. [See FOCA]

Education Code 25.085

EXEMPTIONS

Students who meet one or more of the following conditions shall be exempt from compulsory attendance requirements:

EQUIVALENCY DIPLOMA	1.	The student is at least 17 years of age and has been issued a high school equivalency certificate or diploma.
PRIVATE OR HOME SCHOOL	2.	The student attends a private or parochial school that includes in its course a study of good citizenship. A student in a home school shall be exempt from compulsory attendance if he or she is pursuing in good faith a curriculum consisting of books, workbooks, other written materials (including those that appear on an electronic screen of either a computer or video tape monitor), or any combination of these. The curriculum shall be designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship. *TEA v. Leeper, 893 S.W.2d 432 (Tex. 1994)*
SPECIAL EDUCATION — NONDISTRICT PLACEMENT	3.	The student is eligible to participate in the District's special education program under Education Code 29.003 and cannot be appropriately served by the resident district.
MEDICAL CONDITION	4.	The student has a temporary and remediable physical or mental condition that renders attendance infeasible and the student has a certificate from a qualified physician that specifies the condition, indicates the prescribed treatment, and covers the anticipated time of absence needed for receiving and recuperating from remedial treatment.
EXPULSION — NO JJAEP	5.	The student has been expelled in accordance with legal requirements in a district that does not participate in a mandatory juvenile justice alternative education program. [See FOD]
17–YEAR–OLD IN GED COURSE	6.	The student is at least 17 years old, is attending a course of instruction to prepare for the high school equivalency examinations, and: a. Has the permission of the student's parent or guardian to attend the course; b. Is required by court order to attend the course; c. Has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student; or d. Is homeless as defined by 42 U.S.C. 11302.
HIGH SCHOOL REPLACEMENT PROGRAMS	7.	The student is enrolled in the Texas Academy of Leadership in the Humanities or Texas Academy of Mathematics and Science.

16–YEAR–OLD IN GED PROGRAM OR JOB CORPS

8. The student is at least 16 years old and is attending a course of instruction to prepare for the high school equivalency examinations, if:

   a. The student is recommended to take the course by a public agency that has supervision or custody of the student under a court order; or

   b. The student is enrolled in a Job Corps training program under the Workforce Investment Act of 1998, 29 U.S.C. 2801.

OTHER EXEMPTION

9. The student is specifically exempted under another law.

Education Code 25.086

EXCUSED ABSENCES

A person required to attend school may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent of the school in which the person is enrolled. *Education Code 25.087*

TEMPORARY ABSENCES

SPECIAL EDUCATION MATTERS

Students may be excused for special education assessment procedures and for special education-related services. *19 TAC 129.21(l)*

COURT PROCEEDINGS

A student who has been referred to a juvenile court for delinquent conduct or conduct indicating a need for supervision shall receive an excused absence for any missed class when:

1. The assigned juvenile judge or probation officer has detained the student or required the student to participate in activities related to the student's referral;

2. Detention or participation in such activities resulted in absence from class;

3. The probation officer communicates the cause of the absence in writing to District personnel; and

4. The student successfully completes all missed assignments.

19 TAC 129.22(a)

HUMAN SERVICES ACTIVITIES

A student who has been referred to the Texas Department of Human Services or a county or local welfare unit on the basis that he or she has been abused or is neglected shall be excused when:

1. The assigned caseworker has required the student to participate in activities related to the student's referral;

2. Participation in such activities resulted in an absence from class;

3. The caseworker communicates the cause of the absence in writing to District personnel; and

4. The student successfully completes all missed assignments.

19 TAC 129.22(b)

HOLY DAYS

The District shall excuse a student from attending school for the purpose of observing religious holy days, including traveling for that purpose. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days.

HEALTH CARE APPOINTMENTS

The District shall excuse a student for temporary absence resulting from an appointment with a health-care professional if that student commences classes or returns to school on the same day of the appointment.

Education Code 25.087; 19 TAC 129.21(k) [See FEB]

MAKE–UP WORK

A student who is excused for the observance of a religious holy day or for a temporary medical absence shall be allowed a reasonable time to make up school work missed on those days. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance. The student shall not be penalized for the absence. *Education Code 25.087*

In the case of a student who has missed class due to court proceedings or human services activities, it is the responsibility of the liaison for court-related children [see FFC(LEGAL)] to assist students and teachers to ensure that students are provided the opportunity to complete all missed assignments. *19 TAC 129.22(c)*

NOTICES TO PARENTS

WARNING NOTICE

The District shall notify a student's parent in writing at the beginning of the school year that, if the student is absent from school on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period, the student's parent is subject to prosecution under Education Code 25.093, and the student is subject to prosecution under Education Code 25.094 or to referral to a juvenile court in a county with a population less than 100,000.

NOTICE OF ABSENCES

The District shall notify a student's parent if the student has been absent from school, without excuse under Education Code 25.087, on three days or parts of days within a four-week period. The notice must:

1. Inform the parent that:

   a. It is the parent's duty to monitor the student's school attendance and require the student to attend school, and

b. The parent is subject to prosecution under Education Code 25.093; and

2. Request a conference between school officials and the parent to discuss the absences.

The fact that a parent did not receive the notices described above is not a defense to prosecution for the parent's failure to require a child to attend school nor for the student's failure to attend school.

Education Code 25.095

NON–ATTENDANCE

PARENT LIABILITY

If a warning notice is issued, a parent or person standing in parental relation with criminal negligence fails to require the child to attend school as required by law, and the child has absences for the amount of time specified under Education Code 25.094, the attendance officer [see FED] or other appropriate school official shall file a complaint against him or her in an appropriate court, as permitted under Education Code 25.093.

AFFIRMATIVE DEFENSE — PARENT

It is an affirmative defense to prosecution that one or more of the absences required to be proven was excused by a school official or should be excused by the court. A decision by the court to excuse an absence for this purpose does not affect the ability of the District to determine whether to excuse the absence for another purpose.

Education Code 25.093

STUDENT LIABILITY

A student who is required to attend school under the compulsory attendance laws and fails to attend school on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period may be prosecuted for nonattendance in:

1. The constitutional county court of the county in which the individual resides or in which the school is located, if the county has a population of two million or more;

2. The justice court of any precinct in the county in which the student resides;

3. The justice court of any precinct in the county in which the school is located;

4. The municipal court in the municipality in which the child resides; or

5. The municipal court in the municipality in which the school is located.

Education Code 25.094(a), (b)

CONDUCT IN NEED OF SUPERVISION

Conduct indicating a need for supervision includes the absence of a child on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period from school. *Family Code 51.03(b)(2)*

AFFIRMATIVE DEFENSE — STUDENT

It is an affirmative defense to prosecution for nonattendance or to an allegation of conduct in need of supervision that one or more of the absences required to be proven were excused by a school official or by the court or that one or more of the absences were involuntary, but only if there is an insufficient number of unexcused or voluntary absences remaining to constitute an offense.

A decision by the court to excuse an absence for this purpose does not affect the ability of the District to determine whether to excuse the absence for another purpose.

Education Code 25.094(f), (g); Family Code 51.03(d)

DISTRICT COMPLAINT OR REFERRAL

If a student fails to attend school without excuse on ten or more days or parts of days within a six-month period in the same school year, the District shall within seven school days of the student's last absence:

1. File a complaint against the student or the student's parent or both in a county, justice, or municipal court for an offense under Education Code 25.093 or 25.094, as appropriate, or refer the student to a juvenile court in a county with a population of less than 100,000; or

2. Refer the student to a juvenile court for conduct indicating a need for supervision under Family Code 51.03(b)(2).

A court shall dismiss a complaint or referral by the District that does not comply with these requirements.

The District may take the actions listed above if a student fails to attend school without excuse on three or more days or parts of days within a four-week period, but does not fail to attend school for the time specified above.

Education Code 25.0951

RECORDS

The District shall maintain records to reflect the average daily attendance (ADA), as required by the Commissioner. The Superintendent, principals, and teachers shall be responsible to the Board and the state to maintain accurate, current attendance records. *19 TAC 129.21(a)*

Districts shall use the student attendance accounting standards established by the Commissioner to maintain records and make reports on student attendance and student participation in special programs. The official standards are described in TEA's *Student Attendance Accounting Handbook*. *19 TAC 129.1023–1025*

The Superintendent is responsible for the safekeeping of attendance records and reports. The Superintendent may determine whether the properly certified attendance records or reports for the school year are to be filed in the central office or properly stored on the respective school campuses of the District. Regardless of where such records are filed or stored, they must be readily available for audit by TEA. *19 TAC 129.21(m)*

MINIMUM ENROLLMENT

A student must be enrolled for at least two hours to be considered in membership for a half-day, and for at least four hours to be considered in membership for one full day.

HALF–DAY STUDENTS

Students enrolled on a half-day basis may earn only half-day attendance each school day. Attendance is determined for these pupils by recording absences in a period during the half-day they are scheduled to be present.

ATTENDANCE FOR STATE FUNDING PURPOSES

Attendance for all grades shall be determined by the absences recorded in the second or fifth period of the day, unless the District has obtained permission from TEA for an alternate period to record absences.

The established period in which absences are recorded may not be changed during the school year.

Students absent during the daily period selected by the District for taking attendance shall be counted absent for the entire day. Students present at the time attendance is taken shall be counted present for the entire day.

19 TAC 129.21

A student in a disciplinary alternative education program shall be counted in computing the average daily attendance of students in the District for the student's time in actual attendance in the program. *Education Code 37.008(f)*

EXCEPTIONS

A student not actually on campus when attendance is taken may be considered in attendance for Foundation School Program purposes if:

BOARD–APPROVED ACTIVITIES

1. The student is participating in a Board-approved activity under the direction of a member of the District's professional staff, or an adjunct staff member who has a bachelor's degree and is eligible for participation in TRS. [See FM]

MENTORSHIPS

2. The student is participating in a mentorship approved by District personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC 74.13(a)(3). [See Exhibit C at EIF(EXHIBIT)]

MEDICAID STUDENTS

3. The student is Medicaid-eligible and participating in the Early and Periodic Screening, Diagnosis, and Treatment Program. Such students may be excused for up to one day at any time without loss of ADA.

RELIGIOUS HOLY DAYS

4. The student is observing religious holy days, including days of travel to or from a site where the student will observe holy days. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days. [See FEA]

HEALTH CARE APPOINTMENTS

5. The student has a documented appointment with a health care professional during regular school hours, if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional.

6. The student is in attendance at a dropout recovery education program.

Education Code 25.087, 29.081(e); 19 TAC 129.21

PARENTAL CONSENT TO LEAVE CAMPUS

Before the District or a charter school may count a student in attendance under this section or in attendance when the student was allowed to leave campus during any part of the school day, the District or charter school shall adopt a policy addressing parental consent for a student to leave campus and distribute the policy to staff and to all parents of students in the District or charter school.
19 TAC 129.21(d)

IMMUNIZATION REQUIREMENT

Each student shall be fully immunized against diptheria, rubeola (measles), rubella, mumps, tetanus, and poliomyelitis. The Texas Board of Health may modify or delete any of these immunizations or may require immunizations against additional diseases as a requirement for admission to any elementary or secondary school. *Education Code 38.001(a), (b)*

The Texas Department of State Health Services (TDSHS) requires students in kindergarten through twelfth grade to have the following additional vaccines, according to the immunization schedules set forth in department regulations: pertussis, hepatitis B, hepatitis A (for students attending schools in high incidence geographic areas as designated by the department), and varicella (chickenpox). *25 TAC 97.63(2)(B)* [See TDSHS's Web site at http://www.dshs.state.tx.us/immunize/imm_sched.shtm]

In the event of an outbreak of vaccine-preventable disease, the local health authority may require or recommend additional doses or boosters to provide further protection. *25 TAC 97.72*

APPLICABILITY

The vaccine requirements apply to all students entering, attending, enrolling in, and/or transferring to the District. *25 TAC 97.61(a)*

EXCEPTIONS

Immunization is not required for admission to the District:

1. If the student submits to the admitting official:

MEDICAL REASONS

a. An affidavit or a certificate signed by the student's physician (M.D. or D.O.) who is duly registered and licensed to practice medicine in the United States and who has examined the student.

The affidavit or certificate must state that, in the physician's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

OR

REASONS OF CONSCIENCE

b. An affidavit signed by the student or, if a minor, the student's parent or guardian stating that the student declines immunization for reasons of conscience, including a religious belief. The affidavit will be valid for a two-year period.

The affidavit must be on a form obtained from the TDSHS and must be submitted to the admitting official

not later than the 90th day after the date the affidavit is notarized.

A student who has not received the required immunizations for reasons of conscience may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

or

MILITARY DUTY

2. If the student can prove that he or she is a member of the armed forces of the United States and is on active duty.

Education Code 38.001(c), (c–1), (f); Health and Safety Code 161.004(a), (d)(2), 161.0041; 25 TAC 97.62

PROVISIONAL ADMISSION

A student may be provisionally admitted or enrolled if the student has begun the required immunizations. The student must have an immunization record that indicates the student has received at least one dose of each age-appropriate vaccine specified in the regulations.

COMPLETION OF VACCINATIONS

To remain enrolled, the student must continue to receive the necessary immunizations as rapidly as medically feasible. The student must complete the required subsequent doses in each vaccination series on schedule and provide acceptable evidence of vaccination to the District.

REVIEW OF STATUS

A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the District will exclude the student from school attendance until the required dose is administered.

HOMELESS STUDENT

A student who is homeless, as defined in the McKinney-Vento Homeless Education Act, shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to appropriate public health programs to obtain the required vaccinations. [See FD and FDC]

TRANSFER STUDENTS

A student can be enrolled provisionally for no more than 30 days if he or she transfers from one Texas school to another, and is awaiting the transfer of the immunization record.

MILITARY DEPENDENTS

A dependent of a person who is on active duty with the armed forces of the United States can be enrolled provisionally for no more than 30 days if the student transfers from one school to another and is awaiting the transfer of the immunization record.

Education Code 38.001(e); 25 TAC 97.66, 97.69; Atty. Gen. Op. GA–178 (2004)

EVIDENCE OF IMMUNIZATION

A student shall show acceptable evidence of vaccination before entry, attendance, or transfer to the District. *25 TAC 97.63(2)*

Vaccines administered after September 1, 1991, shall include the month, day, and year each vaccine was administered. The following documentation is acceptable:

1. Documentation of vaccines administered that includes the signature or stamp of the physician or his or her designee, or public health personnel;
2. An official immunization record generated from a state or local health authority, such as a registry; or
3. A record received from school officials including a record from another state.

25 TAC 97.68

Serologic confirmations of immunity to measles, rubella, mumps, hepatitis A, hepatitis B, or varicella are acceptable. Evidence of measles, rubella, mumps, hepatitis A, or hepatitis B, or varicella illnesses must consist of a laboratory report that indicates either confirmation of immunity or infection.

A parent- or physician-validated history of varicella disease (chickenpox) or varicella immunity is acceptable in lieu of vaccine. A written statement from a physician, or the student's parent or guardian, or school nurse, must support histories of varicella disease.

25 TAC 97.65

IMMUNIZATION RECORDS

Not later than the 30th day after a parent or other person with legal control of a student under a court order enrolls the student in the District, the parent or other person, or the district in which the student most recently attended school, shall furnish to the District a record showing that the student has the required immunizations. *Education Code 25.002(a)(3)*

Each district shall keep an individual immunization record during the period of attendance for each student admitted. The records shall be sufficient for a valid audit to be completed. The records shall be open for inspection at all reasonable times by TEA, local health departments, or the TDSHS. *Education Code 38.002(a); 25 TAC 97.67*

TRANSFER OF RECORDS

Each district shall cooperate in transferring students' immunization records to other schools. Specific approval from students, parents, or guardians is not required before transferring those records. *Education Code 38.002(b)*

ANNUAL REPORT

Districts shall submit annual reports of the immunization status of students, in a format prescribed by TDSHS, to monitor compliance with immunization requirements. All districts shall submit the report at the time and in the manner indicated in the instructions printed on the form. *Education Code 38.002(c); 25 TAC 97.71*

CONSENT TO IMMUNIZATION

In addition to persons authorized to consent to immunization under Family Code Chapters 151 (parents) and 153 (conservators), the following persons may consent to the immunization of a child:

1. A guardian of the child; and
2. A person authorized under the law of another state or a court order to consent for the child.

Family Code 32.101(a)

The district in which the child is enrolled may give consent to the immunization if:

1. The persons listed above are not available; and
2. The District has written authorization to consent from a person listed above.

Family Code 32.101(b)(5)

The District may not consent for the child if it has actual knowledge that a person listed above has:

1. Expressly refused to give consent to the immunization;
2. Been told not to consent for the child; or
3. Withdrawn a prior written authorization for the District to consent.

Family Code 32.101(c)

DUTY TO PROVIDE INFORMATION

A district that consents to immunization of a child shall provide the health-care provider with sufficient and accurate health history and other information as set forth in Family Code 32.101(e).

FORM OF CONSENT

Consent to immunization must meet the requirements of Family Code 32.002(a). [See FFAC] The District has the responsibility to ensure that the consent, if given, is an informed consent. The District is not required to be present when the immunization is requested if a consent form has been given to the health-care provider. *Family Code 32.101(f), 32.102*

LIABILITY

A district consenting to immunization of a child is not liable for damages arising from an immunization administered to a child authorized under Family Code Subchapter B except for injuries resulting from the District's own acts of negligence. *Family Code 32.103*

CONSENT TO MEDICAL TREATMENT

The school in which a minor student is enrolled may consent to medical, dental, psychological, and surgical treatment of that student, provided all of the following conditions are met:

1. The person having the power to consent as otherwise provided by law cannot be contacted.
2. Actual notice to the contrary has not been given by that person.
3. Written authorization to consent has been received from that person.

Family Code 32.001(a)(4)

FORM OF CONSENT

Consent to medical treatment under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment. The consent must contain:

1. The name of the student.
2. The name of one or both parents, if known, and the name of the managing conservator or guardian of the student, if either has been appointed.
3. The name of the person giving consent and the person's relation to the student.
4. A statement of the nature of the medical treatment to be given.
5. The date on which the treatment is to begin.

Family Code 32.002

MINOR'S CONSENT TO TREATMENT

A minor may consent to medical, dental, psychological, and surgical treatment furnished by a licensed physician or dentist if the minor:

1. Is 16 years of age and residing separate and apart from the minor's parents, managing conservator, or guardian, with or without the consent of the parents, conservator, or guardian and regardless of the duration of the residence, and is managing his or her own financial affairs, regardless of the source of the income;
2. Consents to the diagnosis and treatment of any infectious, contagious, or communicable disease required to be reported to the Texas Department of Health, including all reportable diseases under Health and Safety Code 81.041;

3. Is unmarried and pregnant, and consents to hospital, medical, or surgical treatment, other than abortion, related to her pregnancy; or

4. Consents to examination and treatment for drug or chemical addiction, drug or chemical dependency, or any other condition directly related to drug or chemical use.

Family Code 32.003; Planned Parenthood of Cent. Mo. v. Danforth, 428 U.S. 52 (1976); Bellotti v. Baird, 443 U.S. 622 (1979)

ADMINISTERING MEDICATION

Upon adoption of policies concerning the administration of medication to students by District employees, the District, the Board, and the District's employees are immune as described below, provided:

1. The District has received a written request to administer the medication from the parent, legal guardian, or other person having legal control of the student.

2. When administering prescription medication, the medication is administered either:

   a. From a container that appears to be the original container and to be properly labeled; or

   b. From a properly labeled unit dosage container filled by a registered nurse or another qualified District employee, as determined by District policy, from a container that appears to be the original container and to be properly labeled.

BY VOLUNTEER PROFESSIONALS

If the District provides liability insurance for a licensed physician or registered nurse who provides volunteer services to the District, the Board may allow the physician or nurse to administer to any student nonprescription medication or medication currently prescribed for the student by the student's personal physician.

IMMUNITY FROM CIVIL LIABILITY

The District, the Board, and its employees shall be immune from civil liability for damages or injuries resulting from the administration of medication to a student in accordance with this policy.

Education Code 22.052(a), (b)

SELF–ADMINISTRATION OF ASTHMA OR ANAPHYLAXIS MEDICINE

A student with asthma or anaphylaxis may possess and self-administer prescription asthma or anaphylaxis medicine while on school property or at a school-related event or activity if:

1. The medicine has been prescribed for that student as indicated by the prescription label on the medicine;

2. The student has demonstrated to the student's physician or other licensed health care provider and the school nurse, if

available, the skill level necessary to self-administer the prescription medication, including the use of any device required to administer the medication;

3. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and

4. A parent of the student provides to the school:

   a. Written authorization, signed by the parent, for the student to self-administer the prescription medicine while on school property or at a school-related event or activity; and

   b. A written statement, signed by the student's physician or other licensed health care provider, that states:

      (1) That the student has asthma or anaphylaxis and is capable of self-administering the medicine;

      (2) The name and purpose of the medicine;

      (3) The prescribed dosage for the medicine;

      (4) The times at which or circumstances under which the medicine may be administered; and

      (5) The period for which the medicine is prescribed.

The physician's statement must be kept on file in the school nurse's office, or, if there is no school nurse, in the office of the principal of the school the student attends.

NO WAIVER OF IMMUNITY

The provisions above neither waive any liability or immunity nor create any liability for or a cause of action against the District, the Board, or its employees.

Education Code 38.015

DIETARY SUPPLEMENTS

A District employee commits a Class C misdemeanor offense if the employee:

1. Knowingly sells, markets, or distributes a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's District duties; or

2. Knowingly endorses or suggests the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a primary or secon-

dary education student with whom the employee has contact as part of the employee's District duties.

Education Code 38.011(a), (c)

PRESCRIPTION MEDICATION AND SPECIAL EDUCATION STUDENTS

An employee of the District is prohibited from requiring a child to obtain a prescription for a substance covered under the federal Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation for special education, or receiving special education and related services.

An employee is not prohibited from consulting or sharing classroom-based observations with parents regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services.

20 U.S.C. 1412(a)(25)

PSYCHOTROPICS AND PSYCHIATRIC EVALUATIONS

A District employee may not:

1. Recommend that a student use a psychotropic drug; or

2. Suggest any particular diagnosis; or

3. Use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

   Psychotropic drug means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Education Code 38.016(b) does not:

1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or

2. Prohibit a District employee who is a registered nurse, advanced nurse practitioner, physician, or certified or appropriately credentialed mental health professional from recommending that a child be evaluated by an appropriate medical practitioner; or

3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another District employee.

The Board shall adopt a policy to ensure implementation and enforcement of Education Code 38.016.

A violation of Education Code 38.016(b) does not override the immunity from personal liability granted in Education Code 22.051 or other law or the District's sovereign or governmental immunity.

Education Code 38.016

COMPREHENSIVE SYSTEM

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school personnel.

CUMULATIVE RECORD

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See GBA]

CUSTODIAN OF RECORDS

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated. The student handbook distributed annually to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

TYPES AND LOCATIONS OF EDUCATION RECORDS

Each record custodian, at the location listed in the student handbook, shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
5. Health services record, including:
    a. The results of any tuberculin tests required by the District.
    b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
    c. Immunization records. [See FFAB]

6. Attendance records.
7. Student questionnaires.
8. Records of teacher, counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Other records that may contribute to an understanding of the student.

REQUEST PROCEDURES

The cumulative record shall be made available to the parent. Records may be reviewed during regular school hours upon written request to the record custodian. The record custodian or designee shall be present to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and the records shall be restricted to use only in the Superintendent's, principal's, or counselor's office, or other restricted area designated by the record custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

STUDENT RIGHTS

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.

ACCESS BY SCHOOL OFFICIALS

For the purposes of this policy, "school officials" shall mean any employees, trustees, or agents of the District, of cooperatives of which the District is a member, of a correctional facility with which the District has a memorandum of understanding, or of facilities with which the District contracts for placement of students with disabilities. The term also includes attorneys, consultants, and independent contractors who are retained by the District, by cooperatives of which the District is a member, or by facilities with which the District contracts for placement of students with disabilities.

School officials have a “legitimate educational interest” in a student’s records when they are working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; or investigating or evaluating programs.

ACCESS BY PARENTS

Parents may be denied copies of records after the student reaches age 18 and is no longer a dependent for tax purposes, when the student is attending an institution of postsecondary education, or if they fail to follow proper procedures and pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record shall be provided at no charge.

FEES FOR COPIES

Copies of records are available at a per copy cost, payable in advance, as specified in the annual notice to parents of their privacy rights.

TRANSCRIPTS AND TRANSFERS OF RECORDS

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

The District shall promptly forward education records upon request to officials of other schools or school systems in which the student intends to enroll.

RECORDS RESPONSIBILITY FOR STUDENTS IN SPECIAL EDUCATION

The official responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education shall be the director of Special Education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education department.

PROCEDURE TO AMEND RECORDS

Within 15 school days of the record custodian’s receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten school days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence, and at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten school days of the hearing. The decision shall be based solely on

the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 school days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

DIRECTORY INFORMATION

The District has designated the following categories of information as directory information: student name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

REMOVAL UNDER STUDENT CODE OF CONDUCT

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

MANDATORY PLACEMENT IN DAEP

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement. *Education Code 37.006*

SCHOOL–RELATED MISCONDUCT

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony;
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
    a. Marijuana or a controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq.;
    b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
5. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.
6. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.
7. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.

Education Code 37.006(a)

EXCEPTION

Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

RETALIATION

Except where a student engages in retaliatory acts against a District employee for which expulsion is mandatory [see FOD], a student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property containing the elements of retaliation, as defined in Penal Code 36.06, against any school employee. *Education Code 37.006(b)*

CONDUCT UNRELATED TO SCHOOL

In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03, for conduct defined as a felony offense in Title 5, Penal Code;

2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as a felony offense in Title 5, Penal Code; or

3. The Superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Title 5, Penal Code.

   [See FOC(EXHIBIT) for list of Title 5 felonies]

Education Code 37.006(c)

REASONABLE BELIEF

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, the Superintendent or the Superintendent's designee may consider all available information, including the information furnished under Code of Criminal Procedure Article 15.27. *Education Code 37.006(e)* [See GRA]

SEXUAL ASSAULT OF ANOTHER STUDENT

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;

2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and

3. There is only one campus in the District serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDD]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

PERMISSIVE REMOVAL

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

NON–TITLE 5 FELONY

1. The Superintendent or designee has a reasonable belief (as determined above) that the student has engaged in conduct defined as a felony offense other than those listed in Title 5, Penal Code [see FOC(EXHIBIT)]; and

2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d), (e)

TITLE 5 FELONY

Notwithstanding any other provision of Education Code Chapter 37, Subchapter A, the Board, or its designee, after an opportunity for hearing, may elect to place a student in a DAEP if:

1. The student has received deferred prosecution (under Family Code 53.03) for conduct defined as a felony offense under Title 5, Penal Code; or the student has been found by a court or jury to have engaged in delinquent conduct (under Family Code 54.03) for conduct defined as a felony offense under Title 5, Penal Code; and

2. The Board or its designee determines that the student's presence in the regular classroom threatens the safety of other students or teachers, will be detrimental to the educational process, or is not in the best interests of the District's students.

The Board or its designee may order placement regardless of:

1. The date or location of the conduct;

2. Whether the conduct occurred while the student was enrolled in the District; or

3. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

LENGTH OF PLACEMENT

Notwithstanding Education Code 37.009(c) (placements beyond one year) or any other provision of Education Code Chapter 37, Subchapter A, the Board or designee may order placement for any period considered necessary in connection with the above determinations. The student is entitled to the periodic review prescribed by Education Code 37.009(e).

FINAL DECISION

The decision of the Board or designee is final and may not be appealed.

Education Code 37.0081

ONE YEAR AFTER CONDUCT

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

PLACEMENT OF YOUNGER STUDENTS

A student who is younger than ten shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. *Education Code 37.006(f); 37.007(e)* [See FOD]

ELEMENTARY SCHOOL STUDENTS

An elementary school student may not be placed in a DAEP with any other student who is not an elementary school student. *Education Code 37.006(f)*

STUDENTS YOUNGER THAN SIX

Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] may be provided educational services in a DAEP. *Education Code 37.006(l)*

CONFERENCE

Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the principal or other appropriate administrator shall schedule a conference among the principal or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.

Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's

attendance, the principal shall order the placement of the student for a period consistent with the Student Code of Conduct.

Education Code 37.009(a)

TERM OF REMOVAL

The Board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of the placement may not exceed one year unless, after a review, the District determines that the student is a threat to the safety of other students or to District employees; or extended placement is in the best interest of the student. *Education Code 37.009(d)*

BEYOND GRADING PERIOD OR 60 DAYS

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before the Board or designee.

NO APPEAL

Any decision of the Board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

Education Code 37.009(b)

BEYOND END OF SCHOOL YEAR

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, the Board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

Education Code 37.009(c)

ORDER OF REMOVAL

The Board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, the Board or designee shall deliver a copy of the order placing the student in a DAEP and any information required under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

ACTIVITIES

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.006(o)

COMPLETION OF PROCEEDINGS UPON WITHDRAWAL

If a student withdraws from the District before an order for placement in a DAEP is entered, the principal or Board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the District the same or subsequent school year, the District may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or Board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

ENROLLMENT IN ANOTHER DISTRICT

If a student placed in a DAEP enrolls in another district before the expiration of the placement, the Board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the District a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:

a. The out-of-state district provides a copy of the placement order; and

b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

OUT–OF–STATE PLACEMENT

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

1. The student is a threat to the safety of other students or to District employees; or

2. Extended placement is in the best interest of the student.

Education Code 37.008(j–1)

COURT–ORDERED PLACEMENT

Unless the Board and the juvenile board for the county in which the District's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

EXPELLED STUDENT

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;

MULTIPLE REFERRALS

2. A court may not order a student to attend a DAEP without the District's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c), (d)

SCHOOL ACTIVITIES

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(d)*

PLACEMENT AFTER COURT DISPOSITION

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, the District may not refuse to admit the student if the student meets the requirements for admission into the public schools. The District may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

NOT GUILTY / INSUFFICIENT EVIDENCE / CHARGES DROPPED

If a student was removed to DAEP for a reason other than false alarm or report, terroristic threat, or conduct on or within 300 feet of school property, the Superintendent or designee shall review the student's placement in the DAEP upon receipt of notice under Article 15.27(g), Code of Criminal Procedure, stating that:

1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or

2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

A student may not be returned to the regular classroom pending the review. The Superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the Superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the Superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h)

APPEAL AFTER PLACEMENT UPHELD

The student or the student's parent or guardian may appeal the Superintendent's decision to the Board. The student may not be returned to the regular classroom pending the appeal. The Board shall, at the next scheduled meeting, review the notice provided under Article 15.27(g), Code of Criminal Procedure, and receive information from the student, the student's parent or guardian, and the Superintendent or designee and confirm or reverse the Superintendent's decision. The Board shall make a record of the proceedings.

If the Board confirms the decision, the Board shall inform the student and the student's parent or guardian of the right to appeal to

the Commissioner. The student may not be returned to the regular classroom pending the appeal to the Commissioner.

Education Code 37.006(i), (j)

120–DAY REVIEW OF STATUS

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by the Board's designee at intervals not to exceed 120 days. In the case of a high school student, the Board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. This requirement does not, however, obligate the District to provide in the DAEP a course, except as required by Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher that removed the student without that teacher's consent. The teacher cannot be coerced to consent. *Education Code 37.009(e)*

ADDITIONAL PROCEEDINGS

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or Board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

REPORTING

The District shall include the number of students removed to a DAEP in its annual performance report. *Education Code 37.053(e)(5)* [See BR]

Note: See FOF for provisions concerning students with disabilities.

HOOD COUNTY APPRAISAL DISTRICT

1902 WEST PEARL STREET • P.O. BOX 819
GRANBURY, TEXAS 76048
PHONE: 817-573-2471 • FAX: 817-579-8155

JEFF LAW, CHIEF APPRAISER

July 21, 2006

Granbury I.S.D.
600 West Pearl St.
Granbury, TX 76048
ATTN: William Harris, Superintendent

Re: 2007 Hood County Appraisal District Budget

Dear Mr. Harris:

Please find enclosed the 2007 budget for the Hood County Appraisal District. Included in this budget is the method used to determine each entity's portion of the budget. The Board of Directors approved the budget at their July 20, 2006 board meeting.

If you have any questions, please call.

Sincerely,
Hood County Appraisal District

Jeffery D. Law
Chief Appraiser

JDL/lh

Enclosures

HOOD COUNTY

APPRAISAL DISTRICT

2007 ADOPTED BUDGET

APPROVED BY THE

BOARD OF DIRECTORS

JULY 20, 2006

HOOD COUNTY APPRAISAL DISTRICT

2007 ADOPTED BUDGET

ACCT NUMBER	ACCOUNT NAME	2005 ACTUAL	2006 BUDGET	2007 ADOPTED
4040	GRANBURY ISD	$ 567,451.61	$ 544,154.43	$ 582,238.41
4050	LIPAN ISD	$ 24,305.44	$ 23,169.10	$ 26,266.46
4060	TOLAR ISD	$ 24,756.61	$ 24,203.04	$ 26,159.19
4010	CITY OF GRANBURY	$ 40,187.55	$ 40,342.40	$ 43,489.89
4020	CITY OF LIPAN	$ 1,907.81	$ 1,920.96	$ 2,052.47
4030	CITY OF TOLAR	$ 2,486.21	$ 2,444.58	$ 2,552.08
4070	HOOD COUNTY	$ 306,880.06	$ 300,750.02	$ 328,930.61
4005	ACTON MUD (DEFINED AREA)	$964.71	$ 877.47	$ 910.89
4120	INTEREST ALL ACCOUNTS	$ 38,700.47	$ 30,000.00	$ 30,000.00
4090	REVENUE PRINT-OUTS	$ 2,279.10	$ 1,000.00	$ 1,000.00
4100	REVENUE MAPS	$ 9,394.00	$ 2,000.00	$ 2,000.00
4110	REVENUE DATA SALES	$ 11,995.00	$ 10,000.00	$ 10,000.00
4130	MISC REVENUE	$ 14,692.82	$ 1,000.00	$ 1,000.00
4118	REVENUE MH TAX STATUS	$ 610.00	-	-
4119	REVENUE TAX SALE CERTIFICATE	$ 140.00	-	-
4121	EXCESS PROCEEDS FROM PRIOR YEAR BUDGET		$ 61,378.00	$ 75,000.00
	TOTAL REVENUES	$ 1,046,751.39	$ 1,043,240.00	$ 1,131,600.00
6055	AERIAL PHOTOGRAPHY SERVICES	$ 41,664.00	$ 42,000.00	$ 39,600.00
6100	APPRAISAL SERVICES P/A	$ 20,000.00	$ 21,000.00	$ 24,000.00
6240	LEGAL SERVICES	$ 6,378.69	$ 10,000.00	$ 10,000.00
6110	AUDIT SERVICES	$ 15,025.00	$ 12,000.00	$ 15,000.00
6170	DEED RECORD SERVICES	$ 1,461.57	$ 2,000.00	$ 2,000.00
6230	JANITORIAL SERVICES	$ 2,783.62	$ 3,200.00	$ 3,200.00
	EXPENDITURES-SERVICES	$ 87,312.88	$ 90,200.00	$ 93,800.00
6120	BUILDING MAINTENANCE	$ 1,728.88	$ 2,800.00	$ 2,800.00
6190	INS BLDG./CONTENTS	$ 2,051.55	$ 2,200.00	$ 2,200.00
6180	EQUIP REPAIR/MAINTENANCE	$ 4,724.58	$ 5,000.00	$ 5,000.00
	EXPENDITURE-MAINTENANCE	$ 8,505.01	$ 10,000.00	$ 10,000.00
6330	SOFTWARE MAINTENANCE MAPPING	$ 4,656.00	$ 5,000.00	$ 5,000.00
6320	SOFTWARE MAINTENANCE FINANCIAL	$ 875.00	$ 1,000.00	$ 1,000.00
6160	DATA PROCESSING SUPPLIES	$ 16,883.33	$ 13,000.00	$ 13,000.00
6140	COMPUTER HARDWARE MAINTENANCE	$ 45,902.50	$ 56,000.00	$ 56,000.00
	EXPENDITURES -DATA PROCESSING	$ 68,316.83	$ 75,000.00	$ 75,000.00

HOOD COUNTY APPRAISAL DISTRICT

2007 ADOPTED BUDGET

ACCT NUMBER	ACCOUNT NAME	2005 ACTUAL	2006 BUDGET	2007 ADOPTED
6000	SALARIES	$ 485,340.09	$ 531,000.00	$ 607,000.00
6040	WORKMENS COMPENSATION	$ 2,511.65	$ 2,800.00	$ 2,800.00
6030	GROUP HEALTH INSURANCE	$ 94,709.94	$ 120,000.00	$ 105,000.00
6010	PAYROLL TAXES	$ 41,212.49	$ 46,000.00	$ 55,000.00
6050	RETIREMENT/PEBSCO	$ 26,984.67	$ 31,500.00	$ 36,000.00
	EXPENDITURES-SALARIES	$ 650,758.84	$ 731,300.00	$ 805,800.00
6350	UTILITIES-ELECTRICITY	$ 7,195.36	$ 6,000.00	$ 7,000.00
6380	UTILITIES-WATER	$ 532.93	$ 750.00	$ 750.00
6360	UTILITIES-SEWER	$ 373.37	$ 500.00	$ 500.00
6370	UTILITIES-TELEPHONE	$ 9,351.77	$ 11,500.00	$ 11,500.00
	EXPENDITURES-UTILITIES	$ 17,453.43	$ 18,750.00	$ 19,750.00
6340	TRAVEL TRAINING & TUITION	$ 7,357.89	$ 9,000.00	$ 9,000.00
6345	MEMBERSHIP/SUBSCRIPTIONS	$ 3,763.90	$ 3,850.00	$ 4,500.00
6300	PUBLIC & LEGAL NOTICES	$ 3,260.95	$ 3,000.00	$ 3,200.00
6070	APPRAISAL REVIEW BOARD	$ 7,061.56	$ 8,500.00	$ 8,500.00
6060	AUTO ALLOWANCE	$ 28,900.46	$ 30,840.00	$ 38,000.00
6200	INSURANCE-C/A HONESTY BOND/NTRY	$ 350.00	$ 450.00	$ 450.00
6220	INSURANCE-PUBLIC EMP CRIME	$ 881.00	$ 900.00	$ 900.00
6210	INSURANCE-DIRECTORS LIABILITY	$ 1,341.51	$ 2,200.00	$ 2,200.00
6250	MAPPING PROJECT	$ 944.05	$ 1,500.00	$ 1,500.00
6280	OFFICE SUPPLIES	$ 9,995.00	$ 10,000.00	$ 10,000.00
6290	POSTAGE	$ 35,613.92	$ 33,000.00	$ 35,000.00
6270	MISC SUPPLIES	$ 2,487.29	$ 2,500.00	$ 2,500.00
6150	CONTINGENCY FUND	$ 2,081.41	$ 6,500.00	$ 6,500.00
6130	CAPITAL OUTLAY	-	$ 5,000.00	$ 5,000.00
6117	BANK CHARGES (ACH)	-	$ 750.00	-
	EXPENDITURES-OTHER	$ 104,038.94	$ 117,990.00	$ 127,250.00
	TOTAL EXPENDITURES	$ 936,385.93	$ 1,043,240.00	$ 1,131,600.00

*** Total Portion of Budget Allocated to Entities*** $1,012,600

HOOD COUNTY APPRAISAL DISTRICT

2007 ADOPTED BUDGET
ALLOCATED FOR COLLECTIONS

ACCOUNT NUMBER	ACCOUNT NAME	2007 ADOPTED
4040	Granbury ISD	$ 64,000.23
4050	Lipan ISD	$ 2,889.31
4060	Tolar ISD	$ 2,877.51
4010	City of Granbury	$ 4,783.88
4020	City of Lipan	$ 225.77
4030	City of Tolar	$ 280.73
4070	Hood County	$ 36,182.37
4000	Acton MUD (Defined Area)	$ 100.20
4120	Interest All Accounts	$ 23,300.00
	TOTAL REVENUE	$ 134,640.00
6110	Audit Services	$ 6,000
6140	Computer Hardware Maintenance	$ 12,300
6340	Travel, Training & Tuition	$ 1,000
6300	Public & Legal Notices	$ 2,600
6200	C/A Honesty Bond/Notary	$ 450
6220	Public Employees Crime	$ 450
6000	Salaries	$ 67,000
6040	Workmens Compensation	$ 340
6030	Group Health Insurance	$ 11,800
6025	Unemployment Compensation	$ 800
6010	FICA/Medicare Tax	$ 6,000
6050	Retirement/NACO	$ 4,000
6280	Office Supplies	$ 3,000
6290	Postage	$ 18,900
	TOTAL	$ 134,640

The total amount for collections is included in the total Appraisal District budget. No additional money will be required from the taxing entities to pay for collection services.

HOOD COUNTY APPRAISAL DISTRICT
2007 BUDGET ALLOCATION
$1,012,600 / 106,227 = 9.53242 Dollars Per Parcel

50% Parcel Allocation

	2005 Parcel Count		Cost Per Parcel			Parcel Allocation
GRANBURY ISD	44,933	X	9.53242	X	50% =	$214,160.03
LIPAN ISD	3,478	X	9.53242	X	50% =	$16,576.87
TOLAR ISD	2,840	X	9.53242	X	50% =	$13,536.03
GRANBURY CITY	4,961	X	9.53242	X	50% =	$23,645.16
LIPAN CITY	351	X	9.53242	X	50% =	$1,672.94
TOLAR CITY	403	X	9.53242	X	50% =	$1,920.78
HOOD COUNTY	49,111	X	9.53242	X	50% =	$234,073.25
ACTON MUD (Defined Area)	150	X	9.53242	X	50% =	$714.93
	106,227					**$506,300.00**

50% Levy Allocation

	2005 Levy	Percentage of Levy		50% of Budget		Levy Allocation
GRANBURY ISD	$43,033,517	72.6996602%	X	$506,300	=	$368,078.38
LIPAN ISD	$1,132,848	1.9138028%	X	$506,300	=	$9,689.58
TOLAR ISD	$1,475,824	2.4932172%	X	$506,300	=	$12,623.16
GRANBURY CITY	$2,320,127	3.9195598%	X	$506,300	=	$19,844.73
LIPAN CITY	$44,373	0.0749625%	X	$506,300	=	$379.54
TOLAR CITY	$73,808	0.1246892%	X	$506,300	=	$631.30
HOOD COUNTY	$11,090,154	18.7354064%	X	$506,300	=	$94,857.36
ACTON MUD Defined Area	$22,909	0.0387018%	X	$506,300	=	$195.95
	$59,193,560	**100%**				**$506,300.00**

Budget Allocation Comparison

	2006 Budget Allocation	2007 Budget Allocation	Change	%Change
GRANBURY ISD	$544,154.43	$582,238.41	$38,083.98	6.9987%
LIPAN ISD	$23,169.10	$26,266.46	$3,097.36	13.3685%
TOLAR ISD	$24,203.04	$26,159.19	$1,956.15	8.0822%
GRANBURY CITY	$40,342.40	$43,489.89	$3,147.49	7.8019%
LIPAN CITY	$1,920.96	$2,052.47	$131.51	6.8463%
TOLAR CITY	$2,444.58	$2,552.08	$107.50	4.3976%
HOOD COUNTY	$300,750.02	$328,930.61	$28,180.59	9.3701%
ACTON MUD Defined Area	$877.47	$910.88	$33.41	3.8074%
	$937,862.00	**$1,012,600.00**	**$74,738.00**	**7.9690%**

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Information

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: 6/30/06 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended June 30, 2006 for the general operating fund.

The statements for the period ended June 30, 2006 include only those transactions that occurred between the period of September 1, 2005 and June 30, 2006. Revenue collected to date equal 95.39% of the budgeted amount compared to 93.35% last year. Expenditures to date represent 78.41% of the budget compared to 78% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: August 17, 2006

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Information

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: 7/31/06 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended July 31, 2006 for the general operating fund.

The statements for the period ended July 31, 2006 include only those transactions that occurred between the period of September 1, 2005 and July 31, 2006. Revenue collected to date equal 95.37% of the budgeted amount compared to 94.16% last year. Expenditures to date represent 85.19% of the budget compared to 84.39% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: August 17, 2006

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
July 17, 2006

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, July 17, 2006 at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas

Presiding Officer.....Jerry Campbell

Board Members Present

Bowen Brawner
Charlie Cloud
Doug Funk
Barbara Herrington
Kevin Myers
Micky Shearon

School Officials Present

William Harris, Superintendent
Jan Van Dorn, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Troy Green, Executive Director of Human Resources
Ton Potappel, Director of Technology
Judy Duncan, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

President, Jerry Campbell, called the meeting to order at 6:01 p.m. and noted that a quorum of board members was present, the meeting was dully called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 6:01 p.m. under the Texas Open Meetings Act, Chapter 551.074 and 551.072.

Reconvened

The board reconvened in open session at 7:00 p.m.

Invocation & Pledge

Board secretary, Charlie Cloud led in the invocation and Board President, Jerry Campbell, led in the pledge to the U.S. Flag and the Texas Flag.

Public Comments

Mayor David Southern read a proclamation recognizing Travis Robinson for his work with GEA Channel 7 and his involvement with the community and school district.

Personnel

A motion was made by Charlie Cloud and seconded by Micky Shearon to approve the personnel appointments as presented. **MOTION CARRIED** Yes 7 – Noe 0

Superintendent's Report

Sharay Boynton, Executive Director of Finance presented the financial statements for the period ending May 31, 2006.

Mr. Dan Casey, Moak, Casey and Associates presented information to the board regarding the Chapter 41 status of the district and the process to be taken to comply with the notification received from the Texas Education Agency regarding wealth equalization.

The board convened for a break at 8:29 p.m. and reconvened at 8:37 p.m.

Dwight Butler, Athletic Director, reviewed the student athletic code of conduct handbook with the board. This handbook will be given to all students participating in athletics in Granbury ISD.

Superintendent Harris reported that he attended a meeting with the architect for Granbury ISD and members of the City regarding renovations for the property at 205 E. Pearl Street.

Larry Gehrke, Maintenance Director updated the board on the renovations for the Crossland Ninth Grade Center.

Board Members Special Reports

Doug Funk expressed condolences to Granbury High School teacher, Ann Mitchell in the loss of her husband.

Kevin Myers reported that he met with Gary Raper and Jeff Law from the Hood County Appraisal District in order to better understand school funding in regard to the appraisal district.

Jerry Campbell reminded the board of the budget meeting on Tuesday, July 17, 2004 at 8:00 a.m.

Consent Agenda

A motion was made by Barbara Herrington and seconded by Charlie Cloud to approve the consent agenda items as presented. **MOTION CARRIED.** Yes 7 – Noe 0. Consent agenda items – (a) minutes of the June 5, 2006 special meeting and June 12, 2006 regular meeting, (b) budget amendments, (c) continued participation in CAS Workers Compensation program, (d) continued participating in Texas Association of Public Schools Property and Liability Fund for general liability, auto liability and property damage, property coverage, educators' legal liability, computer systems coverage and crime coverage, (e) building materials and supplies CSP 2006-08, (f) grounds supplies CSP 2006-07, (g) tires and tubes bid no. 206-08 and (h) vehicle fuel bid no. 2006-12.

FD Regulations

A motion was made by Barbara Herrington and seconded by Charlie Cloud to approve the regulation for policy FD (LOCAL) to include students receiving a minimum of 10 hours of child care from grandparents living in GISD in order to attend Granbury schools as a transfer student without tuition. **MOTION CARRIED** Yes 7 – Noe 0

AMS Memorial Library

A motion was made by Charlie Cloud and seconded by Micky Shearon to approve the recommendation from Acton Middle School for the Amy Kirkpatrick Memorial Library in memory of former teacher Amy Kirkpatrick who lost her battle to cancer in 2005. **MOTION CARRIED** Yes 7 – Noe 0

2006-07 Employee Handbook

A motion was made by Charlie Cloud and seconded by Barbara Herrington to approve the 2006-07 employee handbook as presented. **MOTION CARRIED** Yes 7 – Noe 0

TASB Board of Directors Endorsement

A motion was made by Barbara Herrington and seconded by Micky Shearon to approve the endorsement of Dr. Calahan from Stephenville ISD to the Texas Association of School Boards Board of Directors. **MOTION CARRIED** Yes 7 – Noe 0

Recording Closed Meetings

A motion was made by Charlie Cloud and seconded by Micky Shearon to change the board operating procedures to allow the recording of the executive closed sessions. **MOTION CARRIED** Yes 7 - Noe 0

Adjournment

There being no further business, the meeting was adjourned at 9:42 p.m.

Jerry Campbell, Board President

Charlie Cloud, Board Secretary

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL SPECIAL MEETING
MINUTES
July 18, 2006

The Board of Trustees of the Granbury Independent School District convened in an official **SPECIAL** meeting on Tuesday, July 18, 2006 at 8:00 a.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas

Presiding Officer.....Jerry Campbell

Board Members Present
Barbara Herrington
Charlie Cloud
Kevin Myers
Bowen Brawner
Doug Funk

Board Members Absent
Micky Shearon

School Officials Present
William Harris, Superintendent
Jan Van Dorn, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Troy Green, Executive Director of Human Resources
Ton Potappel, Director of Technology
Judy Duncan, Recording Secretary

Others Present
School Employees
Media
Community Members

Meeting Called to Order
President, Jerry Campbell, called the meeting to order at 8:10 a.m. and noted that a quorum of board members is present, the meeting has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Executive Director of Finance, Sharay Boynton, led the board through a budget workshop. Boynton discussed revenue sources, expenditures, the history of the adopted budget to actual expenditures, the 2005-06 year end projections and the fund balance analysis.

Cindy Clegg, Texas Association of School Boards Human Resources Director, reviewed the Granbury ISD 2005-06 compensation plan review and the updated recommendations for the proposed 2006-07 pay structure.

Convened for lunch
At 11:35 a.m. the board convened for lunch

Reconvened
At 12:00 noon the board reconvened

Sharay Boynton continued with the budget workshop and reviewed the general operating budget in regard to revenue and expenditures. Boynton also reviewed the debt service and the food service budget.

Adjournment

There being no further business, the meeting was adjourned at 2:48 p.m.

Jerry Campbell, President

Charlie Cloud, Secretary

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL SPECIAL MEETING
MINUTES
August 7, 2006

The Board of Trustees of the Granbury Independent School District convened in an official **SPECIAL** meeting on Monday, August 7, 2006 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas

Presiding Officer.....Jerry Campbell

Board Members Present

Barbara Herrington
Charlie Cloud
Kevin Myers
Bowen Brawner
Doug Funk
Micky Shearon

School Officials Present

William Harris, Superintendent
Jan Van Dorn, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Troy Green, Executive Director of Human Resources
Ton Potappel, Director of Technology
Judy Duncan, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

President, Jerry Campbell, called the meeting to order at 6:00 p.m. and noted that a quorum of board members is present, the meeting has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

District/Campus Accountability Rating

Superintendent Harris reported that the district and campus school ratings have been received from TEA. Harris stated that the District is rated as Academically Acceptable and Harris also reported that Granbury High School received a rating of Academically Acceptable for the 2005-06 school year.

Budget Workshop

Sharay Boynton, Executive Director of Finance, reviewed the following changes since the last budget workshop, the certified property values increased an additional 8%, the teacher salary schedule was amended to include an additional $500 (local contribution will now be $1,700) and the other salary schedules remained the same as presented with the midpoint increase changed.

Boynton stated that the proposed tax rate is $1.286 compared to the $1.326 as recommended at the July 18, 2006 budget workshop and $1.45 for the 2005-06 year. Boynton reviewed the proposed salary schedule, the general operating expenditures and the debt service revenue and expenditures.

The total proposed tax rate is $1.45 with $1.285 for M & 0 and $.164 for debt which will allow for a balanced budget.

The board would like to post the tax notice with $1.286 for M & O and $.154 for debt service for a total of $1.44 tax rate which will be a $.23 reduction in the tax rate.

Boynton reviewed the 65% rule required by the Texas Education Agency which mandates that 65% of the school budget be spent on classroom instruction.

Consider calling October 16, 2006 Wealth Equalization Chapter 41 Election

Board secretary, Charlie Cloud read the resolution calling for a Wealth Equalization Chapter 41 special election. A motion was made by Charlie Cloud and seconded by Micky Shearon to approve the resolution to call the Wealth Equalization Chapter 41 election on October 10, 2006. **MOTION CARRIED** Yes 7 – Noe 0

Use of Property at 205 E Pearl

At the next board meeting, the board will schedule a special workshop to walk through the current GISD Administration offices and the property at 205 E. Pearl St. The board will also plan a public hearing to receive the public input regarding the use of the property at 205 E. Pearl St.

Contract with Hood County Clerk for Wealth Equalization Chapter 41 Election

A motion was made by Charlie Cloud and seconded by Barbara Herrington to approve the contract with the Hood County Clerk for the Wealth Equalization Chapter 41 Election with the corrections of the voting machines that will be used. **MOTION CARRIED.** Yes 7 – Noe 0

Convened in Closed Session

The board convened in closed session at 7:47 p.m.

Reconvened in Open Session

The board reconvened in open session at 9:03 p.m.

Personnel

A motion was made by Barbara Herrington and seconded by Charlie Cloud to approve the staff appointments as presented. **MOTION CARRIED** Yes 7 – Noe 0 Appointments – Linda Jordan, Counselor, Emma Roberson; Sherry Kendrick, Special Ed Resource Teacher, Oak Woods School; Lynne Segovia, Special Ed Resource/CM, Mambrino School; Tracy Ashmore, Nurse, Acton Middle School; Amy Geurkink, Science Teacher, Granbury Middle School; George Merkle, Technology Applications, Granbury Middle School; Craig Simon, Title 1 Math Teacher, Granbury Middle School; Rebecca Strain, Math Teacher, Granbury Middle School; Melissa Hope, IPC/Chemistry Teacher, Granbury High School; Melissa McNellie, Math Teacher, Granbury High School; Laura Patton, Math Teacher, Granbury High School; Sharon Pinkerton, Math Teacher, Granbury High School; Melissa Doss, Math Teacher, BTC; Gregory Brown, Science Teacher, STARS Academy; Beverly Huffman, At-Risk Coordinator, Curriculum Department; Jane Kittleson, Occupational Therapist, Special Education Department; and Tamara Martin, Psychologist, Special Education Department.

A motion was made by Doug Funk and seconded by Charlie Cloud to approve the contract extension for Sharon Whitefield, Director of Curriculum. **MOTION CARRIED** Yes 7 – Noe 0

A motion was made by Charlie Cloud and seconded by Micky Shearon to approve the contract extension for Jan Van Dorn, Assistant Superintendent. **MOTION CARRIED** Yes 4 – Noe 3 - Doug Funk, Bowen Brawner and Barbara Herrington voted against.

A motion was made by Charlie Cloud and seconded by Micky Shearon to approve the contract extension for Troy Green, Executive Director of Human Resources. **MOTION CARRIED** Yes 6 – Noe 0 – Abstained 1 - Barbara Herrington abstained.

A motion was made by Micky Shearon and seconded by Charlie Cloud to approve the contract extension for Cheryl Meger, Director of Special Education. **MOTION CARRIED** Yes 4 – Noe 3 Bowen Brawner, Doug Funk and Barbara Herrington voted against.

A motion was made by Charlie Cloud and seconded by Micky Shearon to approve the contract extension for Marc Malloy, Principal, Oak Woods Intermediate. **MOTION CARRIED** Yes 4 – Noe 3 Barbara Herrington, Doug Funk and Bowen Brawner voted against

A motion was made by Micky Shearon and seconded by Charlie Cloud to approve the contract extension for Mark Wright, Granbury High School Football Coach. **MOTION CARRIED** Yes 5 – Noe 0 Abstained 2 - Bowen Brawner and Doug Funk abstained.

Adjournment

There being no further business, the meeting was adjourned at 9:09 p.m.

Jerry Campbell, President

Charlie Cloud, Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: August 16, 2006
RE: Budget Amendments

SUMMARY:

Attached are budget amendments that are for Board approval.

RECOMMENDATION:

I recommend the Board approve the amendments.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Emmett Whitefield
Date Submitted: August 16, 2006

BUDGET AMENDMENTS RECOGNIZING DONATED & MISCELLANEOUS REVENUES

Fund 199, Ms. Kellie Lambert, Originator
This Amendment recognizes funds in the amount of $53 allocated to function 11. These funds are generated within the Campus Fund and will be used to purchase additional supplies.

Fund 181, Mr. Dwight Butler, Originator
This Amendment recognizes funds in the amount of $11,535 allocated to function 61. These funds are generated from summer camps and are used to purchase supplies and fund officials.

Fund 242, Mr. Laine Meek, Originator
This Amendment recognizes funds in the amount of $14,511 allocated to function 35. These funds are generated from the Summer Feeding Program and are used for supplies and labor.

Fund 199 Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $525,000. These funds are anticipated end of year activity from property taxes.

Fund 599, Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $150,000. These funds are anticipated end of year activity from property taxes.

Fund 199, Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $570,000. These funds will be distributed as follows: $5,000 allocated to function 13, $2,200 allocated to function 21, $58,197 allocated to function 31, $1,500 allocated to function 33, $16,000 allocated to function 41, $800 allocated to 51, $420 allocated to function 52, $97,983 allocated to function 11, and the remaining amount included in fund balance. These funds are anticipated end of year activity from Medicaid Revenues, and will be used to enhance programs supported by the SHARS program. Unexpended funds will be rolled forward to year 7 budget.

BUDGET AMENDMENTS RECOGNIZING FUNCTION TO FUNCTION TRANSACTIONS

Fund 199, Mr. Edwin Young, Originator
This Amendment recognizes funds in the amount of $53 allocated from function 21 to function 11. These funds are transferred from leadership travel to classroom supplies.

Fund 199, Ms. Sharon Whitefield, Originator
This Amendment recognizes funds in the amount of $6,000 allocated from function 21 to function 13. These funds are transferred from leadership contracted services to staff development contracted services.

Fund 240, Mr. Laine Meek, Originator
This Amendment recognizes funds in the amount of $10,000 allocated from function 35 to function 51. These funds are transferred from miscellaneous food accounts to contracted services. These funds are being used to fund wiring projects in campus kitchens.

Fund 240, Mr. Laine Meek, Originator
This Amendment recognizes funds in the amount of $50 allocated from function 35 to function 51. These funds are transferred from a supply account to contracted services.

Fund 181, Mr. Dwight Butler, Originator
This Amendment recognizes funds in the amount of $100 allocated from function 61 to function 52. These funds are transferred from Community Ed equipment to Security.

Fund 181, Mr. Dwight Butler, Originator
This Amendment recognizes funds in the amount of $9,951 allocated from function 61 to function 36. These funds are transferred from Community Ed to the Athletic Director's office.

Fund 181, Mr. Dwight Butler, Originator
This Amendment recognizes funds in the amount of $212 allocated from function 52 to function 61. These funds are transferred from Security to Community Ed..

Fund 181, Mr. Dwight Butler, Originator
This Amendment recognizes funds in the amount of $4,600 allocated from function 61 to function 36. These funds are being reallocated for the Community Ed / Athletic Directors office budget.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 18, 2005
RE: Data Conversion Services
RFP 2004-25 Renewal

SUMMARY:

A proposal was let November 2004 to provide data conversion services for plan and construction documents currently stored in a file room in the district for the period of award notification to September 30, 2005 with the option to renew for two additional one-year terms. The awarded vendor shall compile, sort and scan those documents into a format that will allow them to be stored on DVD and searched by key words, etc. The contract will cover the initial conversion project and any additional services needed during the contract period. The existing contract will expire on September 30, 2006. This will be the last of the two renewal periods.

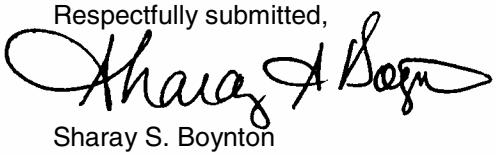
A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Randy Leach, Director of Facilities, requested that this bid be renewed as awarded. The vendor was contacted and has agreed to renew as awarded. The estimated expenditure for these services this fiscal year is $3,000. The following is Mr. Leach's recommendation.

RECOMMENDATION:

That Reprographics of Fort Worth be awarded data conversion services bid for the time period of October 1, 2006 to September 30, 2007.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Deborah Johnson
Randy Leach

Date Submitted: August 17, 2006

BID FOR BOARD APPROVAL

Board Meeting Date: December 13, 2004 **Bid Number:** 2004-25

1. **Item, material or service (specific or classification):** Data Conversion Services

2. **Brief description:** A proposal was let to provide data conversion services for plan and construction documents currently stored in a file room in the district. The awarded vendor shall compile, sort and scan those documents into a format that will allow them to be stored on DVD and searched by key words, etc. The contract will cover the initial conversion project and any additional services needed during the contract period.

3. **Period of time bid covers:** From written notification of award through September 30, 2005 with the option to renew for two additional years in one year increments.

4. **Person and title responsible for the expenditure:**

   Larry Anderson – Facilities Director

5. **Number of bids sent to vendors:** 14

6. **Number of bids received from vendors:** 2

7. **Listing of recommended vendors and total prices:** It is recommended award be made to Reprographics of Fort Worth. Total cost of the services cannot be identified at this time, as we do not have an accurate count on the number or size of documents to be scanned and converted. Budgeted funds of $50,000 have been appropriated for these services.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** This is the first bid of this type.

10. **Percentage increase or decrease from last bid**: N/A

11. **Budget information:** Expense for these services will come from account code 199.51.6299.00.953.5.99.F.00

12. **Other comments:** See attached evaluation sheet.

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: Remanufactured Transmissions
Bid No. 2004-19 - Renewal

SUMMARY:

The current bid for remanufactured transmissions will expire on August 31, 2006. A bid was let to provide remanufactured transmissions on an as needed basis for the 2004-05 school year. The term covered by this bid will be September 1, 2004 through August 31, 2005 with the option to renew for two additional one-year terms. This will be the last year for the renewal option.

A summation of the original process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Terry Slemmons, Transportation Director was contacted regarding the renewal of this bid. It was his recommendation that we contact the current vendor and request that the bid be renewed as allowed. The vendor was contacted and has agreed to renew the bid as submitted. The projected expenditure for the 2006-2007 school year is $6,000.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director.

RECOMMENDATION:

It is recommended that the Board award the purchase of remanufactured transmissions to Armadillo Transmission for the period of September 1, 2006 to August 31, 2007.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ms. Ronda Herrin
Mr. Terry Slemmons

Date Submitted: August 17, 2006

BID FOR BOARD APPROVAL

Board Meeting Date: August 9, 2004 **Bid Number**: 2004-19

1. **Item, material or service (specific or classification):** Remanufactured Transmissions

2. **Brief description:** A bid was let to provide remanufactured transmissions on an as needed basis.

3. **Period of time bid covers:** September 1, 2004 through August 31, 2005

4. **Person and title responsible for the expenditure:**

   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 4

6. **Number of bids received from vendors:** 2

7. **Listing of recommended vendors and total prices:** Recommendation for award is to Armadillo Transmissions. Since these items are purchased on an as needed basis, an approximate expenditure cannot be identified at this time.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 6/25/01 (with 2 renewals)

10. **Percentage increase or decrease from last bid:**

    Item #1 No change in cost
    Item #2 Increase of 29.41%
    Item #3 Increase of 37.50%
    Item #4 No change in cost
    Item #5 Increase of 29.41%
    Item #6 Increase of 37.50%

11. **Budget information:** Expense for remanufactured transmissions will be charged to account code 199.34.6245.00.800.5.99.0.00. The budgeted amount for that code is $15,000.

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: Automotive Filters Bid No. 2004-20 Renewal

SUMMARY:

The current bid for automotive filters will expire on August 31, 2006. A bid was let to provide automotive filters for the Transportation department for the 2004-2005 school year. Vendors were asked to quote a percentage discount/mark-up from the manufacturer's published blue jobber price sheet. The bid was awarded with the option to renew for two additional years. This will be the last of the renewal options.

A summation of the original process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Terry Slemmons, Transportation Director, was contacted regarding the renewal option. It was his recommendation that the vendors be contacted regarding the renewal of the bid. All vendors were contacted and have agreed to renew. The estimated expenditures for this year will be $7,000.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director.

RECOMMENDATION:

It is recommended that the Board renew the following vendors for the purchase of automotive filters for the period of September 1, 2006 through August 31, 2007.

Stewart Stevenson
Freightliner
Auto Parts Warehouse

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ronda Herrin
Mr. Terry Slemmons

Date Submitted: August 17, 2006

BID FOR BOARD APPROVAL

Board Meeting Date: August 23, 2004 **Bid Number**: 2004-20

1. **Item, material or service (specific or classification):** Automotive Filters

2. **Brief description:** A bid was let to provide automotive filters on an as needed basis for the Transportation department. Vendors were asked to quote a percentage discount from the manufacturer's published blue jobber price list.

3. **Period of time bid covers:** September 1, 2004 through August 31, 2005

4. **Person and title responsible for the expenditure:**

   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 19

6. **Number of bids received from vendors:** 9 (includes 1 "no bid")

7. **Listing of recommended vendors and total prices:** Different brands of filters were quoted, so a price comparison was made on commonly used oil, air and fuel filters at GISD. Recommendation for award is to Stewart and Stevenson, ATC Freightliner and Auto Parts Warehouse. Filters will be purchased on an as needed basis. The proposed budget amount for transportation general supplies is $50,000.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 8/5/03

10. **Percentage increase or decrease from last bid:**

Luber-Finer	-	55% same as last year
Wix	-	50% this year was 45% last year
Fram	-	There was not a bid on Fram last year

11. **Budget information:** The following budget code will be used for the purchase of these items.

    199.34.6395.00.800.4 (or 5).99.0.00 with a projected budget of $50,000

Sharay S. Boynton
Executive Director of Finance

Debbie

As you know, many of the % discounts on the filter bids were different on different brands. To make a fair comparison, I chose 6 of our most common filters used. This allowed me to get the actual price that would be charged to the district. The actual price to the district based on % discount and brand is:

Filters for a T44E	Air	Fuel	Oil
Atc Freightliner 55% Luber-Finer	$21.73	$11.56	$6.36
Auto Parts Ware. 50% Wix	$22.32	$12.63	$6.85
Stewart Stevenson 45% Fram	$21.48	$11.98	$6.49
Truck Ag and Auto 30% Fleetguard	$33.78	$17.08	$8.31
Filters for a DT466			
Atc Freightliner 55% Luber-Finer	$18.86	$6.62	$3.39
Auto Parts Ware. 50% Wix	$20.06	$6.85	$4.20
Stewart Stevenson 45% Fram	$23.21	$5.98	$3.32
Truck Ag and Auto 30% Fleetguard	$26.80	$8.31	$4.56

Based on these actual prices to the district, I would like to recommend Stewart Stevenson and Freightliner as our primary vendors. I would also like to recommend we award Auto Parts Warehouse as a local vendor for applications that have to be done in an emergency.

Thanks for your help
Terry Slemmons

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 21, 2006
RE: Uniform Services CSP No. 2004-24 Renewal

SUMMARY:
A request for proposal was let to provide uniform services for the Maintenance, Transportation, Food Services and Custodial departments for the 2004-2005 school year. The proposal also included the need for any additional departments during the contract period. The responses were received on August 31, 2004. The period of original award will covered from written notification through September 14, 2005 with the option to renew two additional years. The current award will expire on September 14, 2006. This will be the last renewal opportunity.

A summation of the original process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, Mr. Terry Slemmons, Transportation Director, and Mr. Laine Meek, Food Service Director were contacted regarding the renewal of these services. It was their recommendation that we renew if the vendor agreed. The vendor was contacted and has agreed to renew as submitted. The projected expenditure for these services is $15,000 for 2006-2007 school year.

The following is the recommendation of Mr. Larry Gehrke, Maintenance Director, Mr. Terry Slemmons, Transportation Director, Mr. Ron Sherman, Custodial Supervisor, and Mr. Laine Meek, Food Service Director.

RECOMMENDATION:

I recommend the Board award the lease and rental option of uniform services for the period of September 15, 2006 to September 14, 2007 to G & K Services according to their proposal.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Larry Gehrke
Terry Slemmons
Laine Meek

Date Submitted: August 21, 2006

BID FOR BOARD APPROVAL

Board Meeting Date: September 13, 2004 **Bid Number:** 2004-24

1. **Item, material or service (specific or classification):** Uniform Services
2. **Brief description:** A bid was let to provide uniform services for the Maintenance, Transportation, Food Services and Custodial departments. The proposal will also cover the need for any additional departments during the contract period.
3. **Period of time bid covers:** From written notification of award through September 14, 2005
4. **Person and title responsible for the expenditure:**

Larry Gehrke	Maintenance Department
Terry Slemmons	Transportation Department
Laine Meek	Food Service Department
Ron Sherman	Custodial Department

5. **Number of bids sent to vendors:** 10

6. **Number of bids received from vendors:** 2

7. **Listing of recommended vendors and total prices:** It is recommended award be made to G & K Services, Inc. as overall low bidder for the lease and rental option. Expenditure for rental and lease option will be approximately $12, 196.92. The rental and lease option will cover the Transportation, Maintenance, and Custodial Departments.

   It is recommended that the purchase option for the food service uniforms not be awarded under this proposal. Only one vendor submitted a catalog for garment selection, as required by the proposal, and the selection is very limited for the style of garment currently in use at GISD. These uniforms will be quoted from more than one source at the time of need.

8. **Explanation of other than low recommendations:** N/A

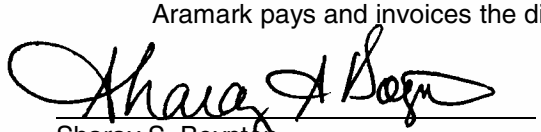
9. **Last bid date (bid of comparable nature within last 5 years):** 8/14/01

10. **Percentage increase or decrease from last bid**:

	Rental	**Lease**
Polo shirt	decrease 24.51%	decrease 3.63%
Industrial shirt	decrease 10.00%	decrease 18.18%
Industrial pant	decrease 30.35%	decrease 18.18%
Executive shirt	decrease 29.37%	decrease 14.16%
Executive pant	increase 1.56%	increase 30.83%

11. **Budget information:** Expenditures will come from budgeted funds in the following account codes.

199.34.6245.00.800.5.99.0.00	Transportation
199.51.6268.00.951.5.99.0.00	Maintenance
Aramark pays and invoices the district	Food Service and Custodial



Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: Automotive Lubricants Bid No. 2005-33 Renewal

SUMMARY:

The current bid for automotive lubricants expired on August 31, 2006. The bid was awarded October 3, 2005 through August 31, 2006 with the option to renew for two additional one-year periods. This will be the first year of renewal.

A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Terry Slemmons, Transportation Director was contacted regarding the renewal of this bid. It was his recommendation that we contact the current vendor and request that the bid be renewed as allowed. The vendor was contacted and has agreed to renew the bid as submitted. The estimated expenditures for these products this year will be $12,000.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director.

RECOMMENDATION:

That the Board renew the award of the purchase of automotive lubricants to Jessie P. Taylor for the period of September 1, 2006 through August 31, 2007.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ronda Herrin
Mr. Terry Slemmons

Date Submitted: August 17, 2006

BID FOR BOARD APPROVAL

Board Meeting Date: October 3, 2005 **Bid Number**: 2005-33

1. **Item, material or service (specific or classification):** Automotive Lubricants

2. **Brief description:** A bid was let to provide automotive lubricants for the district.

3. **Period of time bid covers:** Notification of award through August 31, 2006 with two-year renewal option in one-year increments

4. **Person and title responsible for the expenditure:**

   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 8

6. **Number of bids received from vendors:** 3 (includes 2 "no bids")

7. **Listing of recommended vendors and total prices:** Recommendation for award is to Jessie P. Taylor. Automotive lubricants are purchased on an as needed basis and expenditures will be from the general supplies account.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 8/4/03

10. **Percentage increase or decrease from last bid:**

Item #1:	Increase of 18.82%
Item #2,3,4	A different fluid or brand was bid so an accurate comparison could not be made.
Item #5:	Increase of 15.27%

11. **Budget information:** Expense for lubricants is not broken out under a separate budget account number. It is covered under the 6395 object code for transportation supplies.

    Budgeted amount for 199.34.6395.00.800.6.99.0.00 is $50, 000.

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: Auto, Truck, Bus OEM Parts
Bid No. 2006-16

SUMMARY:

The current bid for auto, truck, and bus original equipment parts will expire on August 31, 2006. A bid was let to provide auto, truck, and bus OEM parts on an as needed basis for the 2006-07 school year. The term covered by this bid will be September 1, 2006 through August 31, 2007 with the option to renew for two additional one-year terms.

A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director.

RECOMMENDATION:

It is recommended that the Board award the purchase of Auto, Truck and Bus OEM Parts to the following vendors for the period of September 1, 2006 to August 31, 2007.

Southwest International Trucks – bus parts
Classic Chevrolet – truck parts
Mike Brown Ford – truck parts

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ms. Ronda Herrin
Mr. Terry Slemmons

Date Submitted: August 17, 2006

BID FOR BOARD APPROVAL

Board Meeting Date: August 28, 2006 **Bid Number**: 2006-16

1. Item, material or service (specific or classification): Automotive, Truck & Bus OEM Parts

2. Brief description: A bid was let for automotive, truck and bus original equipment manufacture parts for the Transportation department. Vendors were asked to quote a percentage discount from the manufacturer's published blue jobber price sheet.

3. Period of time bid covers: September 1, 2006 through August 31, 2007

4. Person and title responsible for the expenditure:

Terry Slemmons – Transportation Director

5. Number of bids sent to vendors: 12

6. Number of bids received from vendors: 5 (includes 1 no bid notification)

7. Listing of recommended vendors and total prices: Recommendation for award is to the following vendors. OEM parts are purchased on an as needed basis so an approximate expenditure is not available. These parts will be purchased from the account code for general transportation supplies. Recommendation for award is as follows:

Southwest International Trucks – bus parts
Classic Chevrolet – truck parts
Mike Brown Ford – truck parts

Supplies and parts are purchased on an as needed basis from budgeted dollars. This category of goods and supplies has a proposed budget of $100,000 for the 2006-2007 year.

8. Explanation of other than low recommendations:
9. Last bid date (bid of comparable nature within last 5 years): 8/16/03
10. Percentage increase or decrease from last bid: A different benchmark for pricing was used so an accurate comparison could not be made.

11. Budget information:

The following budget code(s) will be used for the OEM purchases.

199.34.6395.00.800.7.99.0.00 proposed budget of $50,000
199.34.6399.00.800.7.99.0.00 proposed budget of $50,000

12. **Other comments:** N/A

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: Transportation Supplies & After Market Parts Bid No. 2006-17

SUMMARY:

The current bid for transportation supplies and after market parts will expire on August 31, 2006. A bid was let to provide transportation supplies and after market parts on an as needed basis for the 2006-07 school year. The term covered by this bid will be September 1, 2006 through August 31, 2007 with the option to renew for two additional one-year terms.

A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director.

RECOMMENDATION:

It is recommended that the Board award the purchase of Transportation Supplies and After Market Parts to the following vendors for the period of September 1, 2006 to August 31, 2007.

After Market (Pickups/Vans)	After Market Buses
Auto Parts Warehouse	Buck's Wheel & Equipment
NAPA	One Stop Bus Stop
Classic Chevrolet	Heavy Duty
Savage Radiator	

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ms. Ronda Herrin
Mr. Terry Slemmons

Date Submitted: August 17, 2006

BID FOR BOARD APPROVAL

Board Meeting Date: August 28, 2006 **Bid Number:** 2006-17

1. **Item, material or service (specific or classification):** Transportation Supplies & After Market Parts

2. **Brief description:** A bid was let to provide vendors for the purchase of transportation supplies and after market parts. Vendors were asked to quote a percentage discount from manufacturer's published blue jobber price list.

3. **Period of time bid covers:** September 1, 2006 through August 31, 2007

4. **Person and title responsible for the expenditure:**

   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 24

6. **Number of bids received from vendors:** 12 (includes 4 "no bids")

7. **Listing of recommended vendors and total prices**: Due to the number of different vehicles and buses we have in service at this time and the availability of parts on short notice from any individual supplier, plus the variance in cost of an item at any given time, it is recommended award be made to multiple vendors. Recommendation for award is to the following vendors.

After Market (Pickups/Vans)	After Market Buses
Auto Parts Warehouse	Buck's Wheel & Equipment
NAPA	One Stop Bus Stop
Classic Chevrolet	Heavy Duty
Savage Radiator	

   Supplies and parts are purchased on an as needed basis from budgeted dollars. This category of goods and supplies has a proposed budget of $100,000 for the 2006-2007 year.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 08/03

10. **Percentage increase or decrease from last bid**: N/A - The bid was structured differently this year where vendors were asked to quote a percentage discount from the manufacturer's published blue jobber price sheet so an accurate comparison cannot be made.

11. **Budget information:**

199.34.6395.00.800.7.99.0.00	$50,000
199.34.6399.00.800.7.99.0.00	$50,000

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 23, 2006
RE: Disposal of Sp Ed Bus

SUMMARY:

According to Board Policy CI(LEGAL), "The Board may, in an appropriate manner, dispose of property that is no longer necessary for District operations."

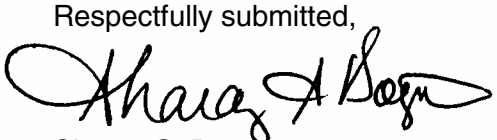
Mr. Slemmons, Transportation Director, has been contacted by Alvarado ISD regarding their need for a Special Ed Bus. GISD has a 1994 Blue Bird model 3800, 47-passenger special needs bus with lift with mileage of 151,467 as a spare bus. The value of the bus is $7,500 according to the auction house used to sell used buses.

Mr. Slemmons has recommended that we sell the bus to Alvarado ISD at a cost of $7,500.

RECOMMENDATION:

It is recommended that the Board approve the sale of the 1994 Blue Bird 3800 bus to Alvarado ISD at the amount of $7,500.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Mr. Terry Slemmons

Date Submitted: August 23, 2006

OFFICE OF THE SUPERINTENDENT

FOR:	Board of Trustees
DATE:	August 28, 2006
ACTION:	Approval

To:	Mr. William Harris, Superintendent	**From:**	Troy K. Green
		Date:	August 15, 2006
		RE:	Certified Appraisers

SUMMARY:

Texas Education Code 21.351 establishes the recommended appraisal process for classroom teachers. The District uses the commissioner's appraisal process, Professional Development and Appraisal System (PDAS). Additionally, Texas Education Code 21.351 (c) sets forth the law with regard to persons who may appraise classroom teachers. With this appraisal process, an appraiser must be the teacher's supervisor or a person approved by the Board of Trustees. Such appraisers must have eighteen (18) hours of PDAS training. Additionally, eighteen (18) hours of Instructional Leadership Development (ILD) are also required. All administrators on the attached list have completed the required training.

RECOMMENDATION:

It is recommended that the Board approve the list of certified appraisers, as presented, for the current school year.

Respectfully submitted,

William Harris
Superintendent

Staff Persons Responsible: Troy Green
Jan VanDorn

Date Submitted: August 15, 2006

Granbury Independent School District
Certified Appraisers, 2006 – 2007

Acton Elementary:	Ralph Purget	Kendall Condit
Nettie Baccus Elementary:	Nancy Alana	DeAnna Bledsoe
Emma Roberson Elementary:	Kellie Lambert	Kent Coker
Oak Woods Intermediate:	Marcus Malloy	Glynna Pate
Brawner Intermediate:	Carolyn Horton	Glynna Pate
Mambrino School:	Rebecca Johnson	Melinda Parker
Granbury Middle School:	Jimmy Dawson	Maury Tarvin
		Diane Fullerton
Acton Middle School:	Bobby Mabery	Patricia Yelverton
		Brandon Wood
Crossland Ninth Grade Center:	Lynn Pool	John Dafoe
		Norwood Martin
Granbury High School:	Marsha Grissom	Barbara Calhoun
		Connie Sanderson
		William Hernandez
		Darrell Boedeker
Stars Academy:	Edwin Young	
Behavior Transition Center:	Biff Peterson	
Central Administration:	William Harris	Jan VanDorn
		Cheryl Meger
		Sharon Whitefield
		Stacie Brown
		Brenda Mabery
		Amy Wood
		Beverly Huffman

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 21, 2006
RE: Grant Management Services for Texas High School Redesign Grant - Contracted Services

SUMMARY:

Board Policy CH(LOCAL) requires board approval on purchases in excess of $25,000. The policy states "The Board delegates to the Superintendent or designee the authority to determine the method of purchasing, in accordance with CH(LEGAL), and to make budgeted purchases. However, any purchase that costs or aggregates to a cost of $25,000 or more shall require Board approval before a transaction may take place".

The district will need to contract for Grant Management Services for the Texas High School Redesign Grant. Services will include but not be limited to communications with TEA on grant operations, assistance to GHS Principal in coordination of required activities related to grant, record keeping responsibilities related to the grant operations, and assistance to teaching personnel in relation to performing requirements of grant program. The anticipated cost that was budgeted within the grant is $32,400. These services can and will be performed by multiple providers depending on required services and expertise.

The project will be funded from the Texas High School Redesign Grant funded from the High School Reform program that was recently awarded to the district.

Since the cost of these services will exceed $25,000, the Board will need to approve the purchase of these services

The following recommendation is that of Mrs. Sharon Whitefield, Director of Curriculum and Marsha Grissom, GHS Principal.

RECOMMENDATION:

It is recommended that the services described above be purchased as needed.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Marsha Grissom, GHS Principal
Sharon Whitefield, Director of Curriculum
Date Submitted: August 21, 2006

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: August 21, 2006
RE: TASB Unemployment Compensation Program - Renewal

SUMMARY:

According to Board Policy CRF(LEGAL), "The District shall contribute to the Unemployment Compensation Fund by choosing one of the following options: (1) Paying a state unemployment compensation tax administered by the Texas Workforce Commission (TWC); (2) Reimbursing the state fund for the amount of any benefits paid to ex-employees of the District; (3) Entering a joint group account with other political subdivisions under which claims handling and cost control may be centralized."

The District has been an active member in the TASB Unemployment Compensation Group Account as a pool member. By being a member of this group, the District pays considerably less than would be due if the District paid directly to the TWC. TASB UCGA also provides services to District personnel in the area of unemployment claims. They serve as a resource for District employees in the area of unemployment claims processes.

The renewal rate is increased by approximately 10.9% for the period of October 1, 2006 to September 30, 2007. The rate is applied to the total projected salary cost. Projected cost is $31,223.88. Rate history is detailed below:

2003-2004 Rate	2004-2005 Rate	2005-2006 Rate	2006-2007 Rate
.000518	.000769	.000877	.000973

This coverage will be automatically renewed if TASB does not receive written notification of cancellation at least 30 days prior to October 31, 2006.

RECOMMENDATION:

It is recommended that GISD continue participation in the TASB Risk Management Fund Unemployment Compensation program for the period of October 1, 2006 to October 1, 2007.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Troy Green
Date Submitted: August 21, 2006

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 16, 2006
RE: ESC XI Purchasing Consortium

SUMMARY:

GISD can make purchases satisfying the bid law using several different methods. The primary method used is the processing of bids and RFPs specific to District needs and having the Board award to the vendors providing the products or services that best meet the District's needs. However, we have become members of purchasing cooperatives and utilize these cooperatives for one time purchases and the purchase of items in which the discount realized is equal to or greater than that that we could get by processing our own bid. We are currently members of Texas Coop Purchasing Network (TCPN), TPC, BuyBoard, DIR, and the Texas Building and Procurement Commission.

The ESC Region XI competitively awards vendor contracts and is a participating member of the Purchasing Cooperative TIPS (Texas Inter-local Purchasing System). By adopting the attached resolution, this cooperative and the ESC Regions XI contracts would be available to GISD. There are products and services available that GISD may benefit from purchasing through this manner. There is no cost to join. The related timesavings is a benefit that the District could realize.

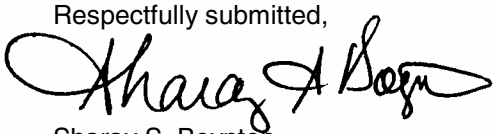
The Board must adopt the board resolution included with the Interlocal agreement, attached to become a member and receive the related benefits.

The following is the recommendation of Mrs. Deborah Johnson, Purchasing Supervisor and myself.

RECOMMENDATION:

It is recommended that the Board adopt the attached Board Resolution of Granbury Independent School District electing to approve the terms and conditions of the attached interlocal agreement for the ESC Region XI purchasing program.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay S. Boynton
Debbie Johnson
Date Submitted: August 17, 2006

Interlocal Participation Agreement
for the
Education Service Center Region XI Purchasing Consortium

This Interlocal Participation Agreement (agreement) is entered into by and between Education Service Center Region XI (the ESC) and Granbury Independent School District.

Whereas, the purpose of this agreement is to provide the district with additional purchasing options by satisfying the provisions of the *Interlocal Cooperation Act* of the Government Code. Members of the Region XI Purchasing Consortium will be eligible to purchase through cooperatives with whom the ESC has executed separate Interlocal Participation Agreements for the specific purpose of qualifying Region XI Purchasing Consortium member districts.

Additional purchasing options will include, but will not be limited to, participation in the *TexasInterlocal Purchasing System* (TIPS) administered by ESC Region VIII, *The Cooperative Purchasing Network* (TCPN) administered by ESC Region IV and any ESC Region XI proposal which satisfy the competitive bid laws for the state of Texas.

Whereas, execution of this agreement does not obligate the district to make any purchases, to pay any membership fees or to incur any cost or obligation other than staff training, as indicated below.

The district agrees to send at least one staff member to training and orientation relating to each of the expanded purchasing options. The training will be conducted at Region XI ESC and will not exceed four hours in length for each of the purchasing programs available to Consortium members.

Now Be It Resolved, upon approval of this Interlocal Participation Agreement by the (district) and the ESC, a legal cooperative relationship does exist and shall continue to exist until such time as either party to this agreement voids the agreement through official action.

Granbury
Independent School District (Name)

BY: _____
Authorizing Signature

Printed Name: William Harris

Title: Superintendent

ISD County/Dist Code: 111-901

Date: _____

Education Service Center Region XI

BY: _____
Authorizing Signature

Richard Ownby
Executive Director
ESC Region XI

Date: _____

RESOLUTION

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATE OF TEXAS §

COUNTY OF HOOD §

A RESOLUTION OF THE BOARD OF TRUSTEES of the Granbury Independent School District, Granbury, Texas, approving the terms and conditions of an interlocal agreement between the Education Service Center Region XI, which provides for a cooperative purchasing program for goods and services, designating the Superintendent (or his/her designee), as official representative of the Granbury Independent School District relating to the program.

WHEREAS, the Board of Trustees of the Granbury Independent School District has been presented a proposed Interlocal Agreement by and between the Education Service Center Region XI, and the Granbury Independent School District and found to be acceptable and in the best interests of the Granbury Independent School District and its citizens, are hereby in all things approved.

WHEREAS, the Granbury Independent School District of Granbury, Texas, pursuant to the authority granted under Sections 791.025 of the Texas Government Code, as last amended, desires to participate in the described purchasing program sponsored by the Education Service Center Region XI, and in the opinion that participation in this program will be highly beneficial to the taxpayers through anticipated savings to be realized.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE Granbury Independent School District, Granbury Texas:

The terms and conditions having been reviewed by the Board of Trustees of the Granbury Independent School District and found to be acceptable and in the best interests of the Granbury Independent School District and its citizens are hereby in all things approved.

The Superintendent (or his/her designee) of the Granbury Independent School District under the direction of the Board of Trustees of the Granbury Independent School District is hereby designated to act for the Granbury Independent School District in all matters relating to the Education Service Center Region XI including the designation of specific contracts in which the Granbury Independent School District desires to participate.

This resolution shall become effective from and after its passage.

DULY PASSED AND APPROVED THIS _____ day of _____, 2006.

ATTEST: (Authorized Signature)

_____ _____

Board President Board Secretary

Education Service Center

REGION XI

Richard Ownby
Executive Director

April 5, 2006

The Education Service Center Region XI, located in Fort Worth, Texas, competitively awards vendor contracts and is a participating member of the Purchasing Cooperatives TIPS (Texas Inter-local Purchasing System) and TCPN (The Cooperative Purchasing Network). By signing the attached Inter-local Agreement the Service Center can make available these cooperatives for all Region XI School and Charter School Districts.

Cooperatives are an advantage to school districts by providing vendors that have been successfully awarded contracts allowing the participating entity to avoid the time and expense of going through the competitive process.

The Purpose of the Cooperatives is to:

- Provide school districts opportunities for greater efficiency and economy in acquiring goods and services.
- Take advantage of purchasing procedures to insure the most competitive contracts.
- Provide competitive price solicitation and bulk purchasing for multiple government entities that yields economic benefits unobtainable by individual entities.
- Equalize purchasing power for smaller entities that are not able to command the best contracts for themselves.
- Maintain credibility and confidence in business procedures by maintaining open competition for purchases and by complying with purchasing laws and ethical business practices.
- Assist entities in maintaining the essential controls for budget and accounting purposes.

The Service Center does not charge any membership fees for participating entities.

Return you signed agreement to Loretta Streif, ESC Region XI, 3001 North Freeway, Fort Worth, Texas 76106. If you have questions feel free to contact me by phone (817)740-3606, fax (817) 740-7600, or email lstreif@esc11.net.

Loretta S Streif

Loretta S Streif

ESC Region XI
Purchasing

3001 North Freeway • Fort Worth, Texas 76106 • (817) 740-3600 • Fax (817) 740-7600 • www.esc11.net

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 21, 2006
RE: Third Party Administrator– RFP 2006-14
Section 125 Plan and Voluntary Products,
Section 403(b)/403(b)(7) Plan and
Section 457 FICA Alternative Plan

SUMMARY:

The District completed the process for "Request for Proposal for Administrative Services of Employee Benefits: Section 125 Plan, Section 403(b)/403(b)(7) Plan and Section 457 FICA Alternative Plan." A summary of the process and Health Insurance Committee Recommendation is attached for your review.

RECOMMENDATION:

It is recommended that the Board accept the proposal submitted by First Financial Administrators to provide Administrative Services of Employee Benefits for the Section 125 Plan, Section 403(b)/403(b)(7) Plan and Section 457 FICA Alternative Plan effective December 1, 2006. Acceptance of this proposal will require the District to enter into a contract with First Financial Administrators for the administrative services of these products and plans.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Mr. Troy Green, Executive Director of Human Resources
Mrs. Sharay Boynton, Executive Director of Finance

Date Submitted: August 21, 2006

Attachment

GRANBURY ISD
SUMMARY of RFP PROCESS to SELECT A THIRD PARY ADMINISTRATOR
to CONTINUE ADMINISTRATIVE SERVICES of EMPLOYEE BENEFITS:
Section 125 Plan, Section 403(b)/403(b)(7) Plan and Section 457 FICA Alternative Plan
August 2006

The District currently provides the following products and services to our employees in addition to medical insurance: Voluntary Insurance Products (dental, vision, gap supplemental/Sislink, disability, term and permanent life and cancer**);** Section 125-Cafeteria Plan; Flex/Medical and Dependent Childcare Reimbursement; 457 FICA Alternative and 403(b) Investment Options. The Plan Year for the Cafeteria Plan and Voluntary Products is December 1 – November 30. Currently two TPA's (third party administrators) provide and administer these products – Diversified Benefits and Purselley Associates. This year we are required to receive competitive bids for these products and services, as well as for administration of our 403b Plan.

The following describes the RFP process and the subsequent recommendation. The Health Insurance Committee (Committee) met twice in order to provide an opportunity for the Committee to review and discuss the bid process, our current products and services, alternative products and services, receive proposals, review and analyze criteria, and recommend a Third Party Administrator to continue to provide these services.

April 13, 2006: Health Insurance Committee Meeting

The parties in attendance at the meeting were the Committee members (list attached), Troy Green, Executive Director of Human Resources, Sharay Boynton, Executive Director of Finance, Lourdes Raupe – Business Office, and Tam McIntosh and Karen Gossett – Human Resources Office.

The Committee reviewed TRS-Active Care Medical Insurance: current plan year and upcoming Open Enrollment Process; Blue Resource Wellness Tools and current Voluntary Health Insurance Products. Sharay Boynton presented the proposed "Request for Proposal" process for competitive bids for Voluntary Health Insurance Products and Services, Section 125 Plan Administration, and 403(b) Plan Administration. Committee members supported the process as presented and summarized below:

May 15, 2006:	Publish "RFP for Administrative Services of Employee Benefits: Section 125 Plan, Section 403(b)/403(b)(7) Plan and Section 457 FICA Alternative Plan
June 20, 2006:	RFP Due Date. GISD received five Proposals.
June 21-July 24, 2006:	GISD Staff to Review and Evaluate RFPs
July 25, 2006	Health Insurance Committee Meeting Presentations by Selected Companies Committee Consensus for Recommendation of Third Party Administrator
July 26 – August 18	GISD Staff to Review Credentials and Negotiate Details of Administrative Services and Voluntary Products with Recommended Company
August 28, 2006	GISD Administration to Make Recommendation to the GSD Board of Trustees for A Third Party Administrator to Provide Administrative Services of Employee Benefits

GISD received five responses to the Request for Proposal: Diversified Benefits, First Financial, Kean Financial, Higginbotham Associates and Crider Insurance. Troy Green, Sharay Boynton, Tam McIntosh and Lourdes Raupe thoroughly reviewed and evaluated all five proposals. Three companies were selected that met the Mandatory Criteria, Technical Criteria and Cost Criteria (as outlined in the RFP - page 5). Key issues included experience in Texas Public Schools; program administration and enrollment to other like size organizations; size and structure of firm including qualifications of assigned personnel; comprehensiveness of work to be performed (ability to offer all of the services); customer service and education available to employees, i.e. availability of personnel, internet, etc.; ability to support and assist District personnel in an efficient manner; reimbursement procedures and timeliness; resources available to offer competitively priced products to employees; flexibility and willingness to accommodate similar current products and offerings and ability to "grandfather" existing policies; and, overall risk assessment – financial stability, years of experience, number of clients, number of employees, etc.

Reference checks were completed on these three companies, and each company was invited to present their RFP to the Committee on July 25, 2006.

Kean Financial Service, Inc. Keith Noel Rockwall, Texas

Established in 1999, KFS specializes in the design and administration of employee benefit programs for Public School Systems. Offers "Prime Benefit Solutions" – an assimilation of administrative services offered by the top providers within their own industry. As a benefit broker, they feel it is their responsibility to bring the very best products and services available. They contract with their partners and compensate them directly for the services provided. KFS utilizes state-of-the-art Internet based online enrollment software with on-line viewing of account balances. KFS and the principals that make up the company are experienced, professional, employee benefit specialists. The Section 125 Administration would be provided by Julie Locke, Flex System.

Currently serves 10 clients totaling more than 14,000 employees: Largest = 6500 employees
District Representative: Keith Noel – 26 years of insurance industry experience specializing in the educator market.
Fees: No fees for offered services.

Diversified Benefits/D&B Administrators Brian Roberts Grapevine, Texas

Diversified Benefits is a locally owned, independent Third Party Administration firm established in 1996 with a goal to assist employers with the management and administration of their employee benefits plans. They combine cutting-edge technology with traditional and genuine care for their customers to provide convenience. Their "whatever it takes" attitude gives employers and employees peace of mind. Total Plan Solutions: 125 Administration, 403(b) Administration, 457 PST Administration, Voluntary Insurance, Internet Enrollment, Internet Administration, Direct Dental and Vision Reimbursement Plans.

D&B serves as GISD's current Third Party Administrator for Section 125, 403(b) and Various Voluntary Products.

Currently serves 12 groups of clients: Largest = 3,200 employees
District Representative: Brian Roberts – 20 years of experience in the group insurance business; 15 years with public schools and government.
Fees: No fees for offered services.

First Financial Administrators, Inc. Sherrie Pruitt Houston, Texas

Established in 1968, they are a fully licensed premiere Third Party Administrator specializing in the implementation and administration of Section 125, 403(b) and 457 Plans and voluntary payroll deduction plans. Provided state-of-the-art billing, record keeping, product/program evaluation and compliance services to more than 500 public and private organizations throughout Texas, Louisiana, New Mexico and North Carolina. They pioneered these administrative concepts and they continually enhance their systems to provide leading-edge service to clients. Staff consists of over 150 administration and marketing company employees that are well-trained, highly motivated professionals operating in a fully automated environment. Public schools and the education market comprise over 95% of their client base. FFA's partnership with Texas Association of School Boards provides the opportunity for the District to participate in Inter-local Participation Agreements for various insurance products, including group life insurance. FFA currently provides TPA services to Glen Rose ISD and Weatherford ISD.

Currently serves over 525 school systems: Largest = 10,000 employees
District Representative: Sherrie Pruitt – Regional Manager/Consultant and Shana Gilley – Account Executive – Will also assign GISD a Processing Specialist and an Annuity Specialist from 35 licensed and salaried company personnel in Texas.
Fees: No fees for offered services.

July 25, 2006: Health Insurance Committee Meeting

The Insurance Committee met to consider and evaluate the results to the "Request for Proposal for ADMINISTRATIVE SERVICES of EMPLOYEE BENEFITS: Section 125 Plan, Section 403(b)/403(b)(7) Plan and Section 457 FICA Alternative Plan.

The parties in attendance at the meeting were the Committee members (list attached), Troy Green, Executive Director of Human Resources, Sharay Boynton, Executive Director of Finance, Lourdes Raupe – Business Office, and Tam McIntosh and Jennifer Jones – Human Resources Office. William Harris, Superintendent, attended for a portion of the meeting.

Committee members were provided with a packet that included a copy of the RFP, Rating Form, Results of Reference Checks, and the RFP responses received from Kean Financial, Diversified Benefits and First Financial Administrators. Each company distributed materials to the Committee and they were allowed 45 minutes to make their presentation to the Committee, including questions from Committee members. Upon completion of the presentations, Sharay Boynton reviewed the RFP process and timeline with the Committee. GISD Staff and Committee Members discussed in detail the information presented, the reference information submitted, and the pros and cons of each company.

The Rating Form detailing the key issues for consideration was reviewed and discussed (a formal tally was not completed). Committee Members posed questions to GISD Staff regarding current Third Party Administration, products, services, billing procedures, etc. They also expressed appreciation for the service provided to the District's by our current TPA's Diversified Benefits and Purselley Associates. The Committee expressed interest in expanding the services and products currently available, increasing educational opportunities for products, investments, etc.,and acquiring a Flex Debit Card. A major consideration was expressed regarding the benefits of a TPA with expanded resources and staff, available to provide extensive services along with excellent customer service to the employees of the District. After extensive consideration and discussion, the Committee voted 16 In Favor, 0 Opposed and 1 Abstained to recommend First Financial Administrators as the District's Third Party Administrator for Administrative Services of Employee Benefits.

On August 11, 2006 Sherrie Pruitt and Shana Gilley, First Financial Administrators, met with Sharay Boynton, Troy Green, Lourdes Raupe, Tam McIntosh and Jennifer Jones to discuss their services and product offerings in further detail.

It is the consensus of GISD Staff that First Financial Administrators will provide the services and products noted in their RFP and it is in the best interest of the District to negotiate a five-year contract renewable each year with First Financial Administrators to provide Administrative Services for Employee Benefits as the District's Third Party Administrator.

Attachments:

List of Health Insurance Committee Members
RFP for Administrative Services of Employee Benefits: Section 125 Plan, Section 403(b)/403(b)(7) and Section 457 FICA Alternative Plan.
Agenda – July 25, 2006 Health Insurance Committee Meeting
Insurance Committee Rating Form

2005/2006 Insurance Committee Members

ACTON ELEMENTARY	Natalee Sommerfeld	
ACTON MIDDLE	Michelle Jackson Charlette Eldridge	Rachael Cook
BACCUS ELEMENTARY	Jean Adkins Karman Chandler	Suzan Watson
BRAWNER INTERMEDIATE	Angela Huffman	Judy Goldston
CROSSLAND INTERMEDIATE		
EMMA ROBERSON	Donna Oglesby Gena Bishop	Sandy McGuffin
GRANBURY MIDDLE	Nickie Nicks	Deborah Dyas
GRANBURY HIGH	Tammy Clark	Kathy Horn
MAMBRINO	Susan Younk	Nancy Comeau
OAK WOODS INTERMEDIATE	Samantha Lewis	Mike Cate (Dennis)
STARS ACADEMY	Terry Keith	
BTC	Mary McCullough	
CENTRAL ADMINISTRATION	Carola Bradley	
BUSINESS OFFICE	Lourdes Raupe	Sharay Boynton
CURRICULUM	NA	
FACILITIES/SAFETY	NA	
HUMAN RESOURCES	Troy Green	Tam McIntosh
		Jennifer Jones
MAINTENANCE	Scott Campbell	
SPECIAL EDUCATION	NA	
SUPPORT SERVICES	Donald Burns (Cust)	Kathy Sheeley (Food Serv)
TECHNOLOGY	NA	
TRANSPORTATION	Brian Caruthers	
Copy to:	William Harris	Judy Duncan

Granbury Independent School District

600 W. Bridge St., Ste 6
Granbury, Tx 76048

Request For Proposal
For Administrative Services
Of Employee Benefits:
Section 125 Plan
Section 403(b)/403(b)(7) Plan
Section 457 FICA Alternative Plan

The Granbury Independent School District (District) is requesting written proposals to be submitted from Third Party Administrators for administration of its IRC Sections 125, 403(b)/403(b)(7) and Section 457 FICA Alternative Plans.

Date: May 15, 2006 RFP#: ____2006-14____

NOTE TO ALL RESPONDERS

1. Please mark your sealed envelope: "Proposal for Employee Benefits Administrator"
2. Submit two originals of your proposal.
3. Due date is **June 20, 2006 by 2:00 p.m**. Any proposals received after this deadline will not be considered.
4. Return to Sharay Boynton, Executive Director of Finance, GISD Business Office, 600 W. Bridge Ste 6, Granbury Tx 76048.
5. Granbury ISD has the authority to reject any and all proposals. GISD shall accept the proposal it deems to be in the best interest of the District. Quality and suitability of the services, and not price alone, shall be considered in the acceptance of any proposal. The District reserves the right to waive any irregularities.

Questions regarding this proposal and request for electronic RFP should be directed to:

Ms. Sharay Boynton, Executive Director of Finance
600 W. Bridge St., Ste 6
Granbury, Tx 76048
817-408-4022
Sharay_boynton@granbury.k12.tx.us

NO FAXED OR EMAILED PROPOSALS WILL BE ACCEPTED

Table of Contents

I. General Information

II. Requested Services

III. Questionnaire

IV. Evaluation Worksheet

V. Proposal Format Instructions

VI. Submission Forms

A. Proposal Response Form

B. References

C. Felony Conviction Notice

D. Proposer's Affidavit

E. Certificate of Residency

F. Insurance Affidavit

General Information

EMPLOYER INFORMATION

Granbury Independent School District employs approximately 920 employees. It is the District's intent to transfer the administrative responsibilities of the Section 125 Cafeteria Plan Administration, 403(b)/403(b)(7) Plan Administration and Section 457 FICA Alternative Plan Administration to a Third Party Administrator.

The District currently allows for the "pre – taxing" of certain premiums and Flexible Spending Accounts for unreimbursed medical expenses and dependent care expenses.

The Cafeteria Plan Year is December - November of each year.

There are 172 participants for the medical expense account and 8 participants for the dependent care account. There are 198 participants in the District's 403(B) Plan with 41 separate vendors. There are approximately 2,523 participates in the District's Section 457 FICA Alternative Plan. The plan averages approximately 180 new participants each year.

RIGHT TO REJECT

Granbury ISD reserves the right to reject all or part of any proposal, waive minor technicalities, and accept the proposal which, in its discretion, is in the best interest of the District. The District also reserves the right to waive or dispense with any of the formalities contained herein.

PROPOSAL FORMS AND QUESTIONNAIRE

Proposal forms must be completed and returned with your proposal. The District will not be responsible for missing, lost or late mail.

RESPONSIBILITY

The District does not accept any financial responsibility of any costs incurred by any Company for the purposes of preparing a response to the Proposal, or travel involved, or any other associated costs in relation to the proposal.

OBLIGATIONS

The Administrator shall at all times observe and comply with all existing and future Federal, State, Local and Municipal laws, rules and regulations of the contract, or any of its provisions and/or services being offered. It is the

responsibility of the Administrator to keep updated on the obligations stated herein.

HOLD HARMLESS AND INDEMNITY AGREEMENT

Successful Administrator will agree to indemnify, defend and hold the District, its Board of Directors, officers, and employees and authorized representative harmless from any and all liability, claims, demands, allegations, lawsuits, action of any type/description for personal injury, death and/or property damage arising from any cause sustained by any person/persons/organization on account of negligent act/error/omission/fault/ of the Administrator, or any of its agent, employee, subcontractor, or supplier in the execution of, or performance under any contract which may result from award of the Proposal. The Administrator will pay all sums of money, judgment with costs, expenses, and damages, which may be obtained against the District and participating entities.

INSURANCE AND BONDING

Successful Administrator shall provide information regarding the Errors and Omissions Policy in place for the period of the contract. Granbury ISD shall be listed as an additional insured. Administrator shall provide information regarding whether or not employees are bonded and details related to this matter.

TPA SERVICES AND LICENSING

The Administrator must be able to manage all aspects of duties listed in the proposal and agreed upon. The companies are responsible for maintaining any required licenses/certificates to operate as a Third Party Administrator for services requested herein.

CONTACT AND NEGOTIATIONS WITH ADMINSTRATORS

As part of the evaluation process, the District reserves the right to interview any Company in order to clarify and/or verify and/or request information with regard to any proposal contents. A specific contact person with telephone and fax numbers and email address should be named on the signature sheet for the purposes outlined above. The District also reserves the right to accept a proposal without any discussion or negotiations with the Companies submitting proposals.

FEES/CHARGES AND TERMS OF AGREEMENT

All given fees shall be addressed in the proposal and guaranteed for a minimum of 12 months beginning December 1, 2006. The District shall have the right to continue such plan at the District's election for five additional one-year extensions. Either party may cancel plan with a written 30-day notice. Fee increases for future terms will need to be addressed in proposal submission.

SELECTION AND EVALUATION CRITERIA

Each proposal will be evaluated on the basis of the following criteria using the attached Evaluation Worksheet:

- Assessment of the firm's experience and expertise as a TPA of "Cafeteria Plans", 403(B) Plans, and 457 FICA Alternative Plans. District reserves the right to award these services to multiple providers depending on expertise shown through the proposal process.

- Description of computerized system used to collect, assimilate and integrate program data.

- Availability of firm's key personnel to meet with the District's personnel and to respond promptly to requests for information and/or analysis.

- Awareness of legal requirements and changes and the inclination for the firm to aggressively pursue such and make timely reports and recommendations to the District.

- Ability of individuals to communicate information clearly and concisely both orally and in writing.

- Ability to enroll and administer "Plans" in an Internet based environment. Describe information and services available to District and participants via TPA website.

- Reasonableness of the proposed fee structured.

- References

PROPOSED SCHEDULE

05/15/06	Request For Proposal (RFP) published and distributed to firms.
06/20/06	2:00 PM, Tuesday. Proposals will be accepted in the Granbury ISD Business Office.
7/17/06	Finalist will be notified of date to give a presentation. Non-Finalist will also be notified. If applicable
7/24/06	Granbury ISD administration will make a recommendation to the Granbury ISD Board of Trustees.

Requested Services

The scope of services to be provided to the District by the Third Party Administrator will include, but not be limited to:

SECTION 125 ADMINISTRATION

- Work closely with administrators and committees to evaluate and determine the best plan design and products at the best price for all employees.

- Work with District to ensure that District's Section 125 Plan is in compliance with existing Internal Revenue Codes.

- Keep the District informed of all changes in both state and federal laws and regulations pertaining to Section 125 to assure that the District and its plan remain in compliance.

- Assure continuing compliance with I.R.C. and Department of Labor regulations and rules of the employer; including but not limited to, reviewing Benefit Election Forms, Plan Documents, Summary Plan Descriptions, Plan Changes and Amendments, Form 5500 and other IRS filings. Additionally, maintain all plan records in a fashion conducive to providing verification of plan compliance.

- Review, evaluate, and analyze all proposals received from insurance providers under Section 125 and submit findings to administrators and committees.

- Conduct annual surveys of insurance products' performance and status to assure that products continue to be qualified under Section 125 and that carriers maintain proper ratings.

- Report any recommendations concerning possible improvements or changes in approved products to administrators and committees who are ultimately responsible for communication.

- Conduct meetings and enrollments with all personnel on mutually agreed upon days to educate and inform, answer questions, and give presentations on the plan, its benefits, and products..

- Assist employees and District with problem resolution.

- Enroll new employees as necessary. Monthly new employee enrollment meetings will be required.

- Provide the District with all needed forms to facilitate plan operations and compliance.

- Furnish consolidated monthly billing or transfer deduction information electronically to and from District according to District's needs.

- Disburse contributions to the various carriers on a monthly basis within 2 days after receipt of funds.

- Act as District liaison for plan operations to assist with the resolution of employee, participant, and administrative problems as they arise.

- Process all medical reimbursement and dependent care spending account claims in house and assist with carrier claims and associated follow-up as needed in a timely and consistent manner.

- Offer "on-line" viewing of FSA account balances for the employees and the District.

- Offer Debit Card for medical reimbursement flexible spending accounts.

- Provide local telephone number or toll free number so that District and participants can make inquiries and obtain information.

- Provide comprehensive Employee Benefits' Booklets to all employees including all voluntary benefit offerings. Electronic copy will be required for posting on District websit.

SECTION 403(b) ADMINISTRATION

- Assist District in establishing reasonable "Rules of Solicitation".

- Establish uniform Disclosure Forms and Exclusion Allowance Worksheets.

- Require Hold Harmless Agreements from vendors conducting business in the District.

- Calculate and monitor Exclusion Allowance Worksheets.

- Compile listing of all representatives who wish to solicit business in the District with corresponding contact information and products offered.

- Provide the District's payroll department, upon completed enrollment, copies of salary reduction agreements, lists of participants, social security numbers and dollar amounts to be deducted. Provide the District's payroll department with recurring enrollment.

- Furnish monthly consolidated billing or transfer deduction information electronically to and from District according to District's needs.

- Reconcile and remit funds to various vendors within 48 hours (2 working days) of receipt if utilizing billing services.

- Provide non-ERISA 403(B) sample plan document.

- Provide paperwork and assistance to anyone wishing to enroll in a "no-load" product.

- Offer assistance at all times to the District, it's employees and the 403(B) representatives.

- Keep the District informed of any state and/or federal laws governing or affecting the administration of the plan.

- Provide required paperwork "on-line" for agents and employees.

SECTION 457 – FICA Alternative ADMINISTRATION

- Maintain individual accounts for participants as well as an accounting of the whole District plan.

- Distribute account summaries to individuals yearly on a calendar basis.

- Distribute account summary to District yearly as of August 31.

- Provide a local telephone number or toll free number so that the District and participants can make inquiries or obtain information.

- Review the District's current Section 457 Plan to insure compliance with applicable laws.

- Maintain appropriate accounting records.

- Keep the District informed of any state and/or federal laws governing or affecting the administration of the plan.

Questionnaire

I. The Granbury ISD requires that the firm selected to provide administrative services should illustrate a successful record of handling these types of programs.

II. The following questionnaire is provided to ascertain the qualification of each firm. Please complete the questionnaire and include with your proposal in a separate section titled, "Questionnaire".

A. General

1. Name, address, city, state, zip code and telephone number of firm's headquarters.
2. Is your company a wholly owned subsidiary or division of another company? If so,
    a. please identify the company name and address.
    b. In addition, please list any affiliated companies and list all owners with their percentage of ownership.
3. Have any principals of the firm ever been named in lawsuit dealing with the management/administration of a 125 Plan, a 403(B) Plan, and/or a 457 Plan? If so,
    a. Give details related to association with the lawsuit.
4. Explain your relationship to insurance carriers and securities brokers that may be involved in this account.
5. How many clients are currently being served? Please provide the largest group, the smallest group and the number of employees covered.
6. Is the firm licensed as a Third Party Administrator in the State of Texas? If yes,
    a. provide a copy of applicable license/certificates in the exhibits section of the proposal.

B. Administration

1. Does your firm provide Consolidated Billing Services? If so,
    a. may this be delivered and reconciled electronically?
    b. Describe processing time and performance guarantees of processing time provided to the District.
2. Does your firm provide Flexible Spending Account Administration? If so,

a. describe the claims process and processing time of reimbursement.
b. may participants view their account balances “on-line”?
c. Are claim forms available “on-line” for participants?
d. Is a debit card available to participants for these expenses?

3. Describe the computerized system used to collect, assimilate and integrate the data of the program.
4. Does your firm provide plan document consultation and preparation, form 5500 filing, and compliance consultation as part of the services provided?
5. Will your firm include voluntary insurance options as part of compensation for administration services? If so,
    a. Explain method by which voluntary insurance coverage will be approached with Insurance market and presented to District.
6. Does your firm have a dedicated person that will be assigned to the District as an Administrative contact? If so,
    a. Identify this person and related experience with like type accounts.
    b. Also, describe support for this person associated with the management of this account.

C. Enrollment

1. Does your firm provide annual enrollment materials describing the plans to all employees? Please provide a sample in the exhibits section of the proposal.
2. Does your firm provide on-line enrollments? If so,
    a. Describe fee for providing this service.
    b. Describe process and assistance to District employees.
3. Does your firm provide enrollment staff to conduct information meetings, as well as assistance on-site? If so,
    a. Describe fee for these services.
    b. Describe process for arranging meetings.
4. Does your firm provide data after the enrollment for the payroll department? If so,
    a. Describe format and process.

EVALUATION WORKSHEET

This worksheet is to be used to document the school district's evaluation of the proposers' qualifications. Points within the ranges specified are to be assigned to the below-listed criteria as a means for quantifying the relative strengths and weaknesses of the various proposals.

If applicable, additional points will be awarded for the presentations. It should be understood that while the total score is a significant factor, the requestor of the services reserves the right to consider other factors in making a final decision.

PROFESSIONAL QUALIFICATIONS

The evaluation of professional qualifications of the proposers will be based on the following criteria:

I. Mandatory Criteria

Proposals will not be considered for further evaluation unless there is compliance with all of the following criteria. The proposer:

A. Must be properly licensed in the State of Texas to perform proposed services.

B. Must not have a record of substandard work.

C. Must submit a proposal meeting all of the requirements of the Request for Proposal.

II. Technical Criteria

Proposals, which have met each of the criteria in Section I above, will be evaluated on the following criteria:

A. Technical experience of the agency/firm:

1. Service to other Texas Public Schools of like size. (0-5)

2. Program Administration assistance to other like size organizations. (0-5)

3. Program enrollment assistance to other like size organizations. (0-5)

B. Characteristics of the staff, including consultants to be assigned to GISD:

1. Size and structure of agency/firm. (0-10)

2. Qualifications of supervising Agent/Broker, enrollers, and customer service representatives. (0-10)

- Years and types of experience
- Education and licensing

C. Clear understanding of the work to be performed:

1. Comprehensiveness of the proposed processes. (0-10)

2. Realistic approach proposed for administration of plan. (0-5)

3. Realistic approach proposed for canvassing the market for applicable voluntary insurance coverage and making recommendation. (0-5)

4. Realistic approach proposed for enrollment process. (0-5)

5. Realistic approach proposed for assistance with district personnel related to monthly billing procedures. (0-5)

6. Realistic approach proposed for assistance with district personnel related to problem resolution. (0-5)

7. Realistic approach proposed for reimbursement procedures and offerings associated with flex accounts. (0-5)

III. Cost Criteria

Cost of service (0-10)

Basic Service $_____

IV. Presentation

Presentation points (0-15)

Proposal Format Instructions

Please submit your proposal according to the following format:

I. General Background of Company

II. Section 125 Administration Services

III. Section 403(B) Administration Services

IV. Section 457 – FICA Alternative Plan Administration

V. Questionnaire **(Include each question with your corresponding answer)**

VI. Proposal Submission Forms

Proposal Response Form

The enclosed proposal is submitted by the undersigned in compliance with all instructions, specifications, conditions, and contract provisions contained with the invitation.

_____

Entity Name

_____

Address

_____

City, State, Zip Code

_____

Area Code & Phone Number

_____

Area Code & Fax Number

_____

Printed Name of Person Authorized to Sign for Proposer

_____

Authorized Signature

_____

Date Signed

_____

Tax ID #

References

Please provide five Texas Independent School District references below:

1. District_____

   Address_____

   Telephone Number_____

   Contact Person/Title_____

2. District_____

   Address_____

   Telephone Number_____

   Contact Person/Title_____

3. District_____

   Address_____

   Telephone Number_____

   Contact Person/Title_____

4. District_____

   Address_____

   Telephone Number_____

   Contact Person/Title_____

5. District_____

   Address_____

   Telephone Number_____

   Contact Person/Title_____

Felony Conviction Notification

State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states, "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a "Publicly-Held" Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony convictions has been reviewed by me and the following information furnished is true to the best of my knowledge.

Vendor's Name_____

(Check which is applicable)

___My firm is a publicly held corporation; therefore, this reporting requirement is not applicable.

___My firm is not owned or operated by anyone who has been convicted of a felony.

___My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Name of Felon(s):_____

Details of Conviction(s):_____

_____

_____

Authorized Company Official's Name (printed):_____

Signature of Company Official:_____

THIS PAGE MUST BE COMPLETED AND SUBMITTED WITH PROPOSAL

Proposer's Affidavit

Proposer's Affidavit of Non-Collusion
Non-Conflict of Interest, and Anti-Lobbying
For Employees Benefits' Administrator

STATE OF TEXAS

COUNTY OF TARRANT

Affiant_____being first duly sworn, deposes that:

(1) Affiant does hereby state neither the proposer nor any of the proposer's officers, partners, owners, agents, representatives, employees, or parties in interest, has in any way colluded, conspired, or agreed, directly or indirectly with any person, firm, corporation or other proposer or potential proposer any money or other valuable consideration for assistance in procuring or attempting to procure a contract or fix the prices in the attached proposed or the proposal of any other proposer, and further states that no such money or other reward will be hereinafter paid.
(2) Affiant further states they have neither recommended or suggested to Granbury ISD or any of its officials or employees, any of the terms or provisions set forth in their request for proposal and subsequent agreement, except at a meeting open to all interested proposers, of which proper notice was given.
(3) Affiant, further states that officers, employees, or agents have not, and will not attempt to lobby, directly or indirectly, the Granbury ISD Board of Trustees between proposal submission date and award by the Granbury ISD Board of Trustees.
(4) Affiant further states no officer, or stockholder of the proposer is a member of the staff, or related to any employee of the Granbury ISD except as noted herein below:

_____

Signature/Title:_____

Subscribed and sworn to before me this ____ day of _____ 20___

_____
Notary Public

My commission expires_____

THIS PAGE MUST BE COMPLETED AND SUBMITTED WITH PROPOSAL

GRANBURY INDEPENDENT SCHOOL DISTRICT
600 W. BRIDGE
GRANBURY, TEXAS 76048

CERTIFICATE OF RESIDENCY

The state of Texas has passed a law concerning non-resident contractors. This law can be found in Texas Education Code under Chapter 2252, Subchapter A. This law makes it necessary for the Granbury Independent School District to determine the residency of its offerors or bidders. In part, this law reads as follows:

"Section:2252.001

(3) 'Non-resident bidder' refers to a person who is not a resident.

(4) "Resident bidder' refers to a person whose principal place of business is in this state, including a contractor whose ultimate parent company or majority owner has its principal place of business in this state.

Section: 2252.002
A governmental entity may not award a governmental contract to a nonresident bidder unless the nonresident bidder underbids the lowest bid submitted by a responsible resident bidder by an amount that is not less than the amount by which a resident bidder would be required to underbid the nonresident bidder to obtain a comparable contract in the state in which the nonresident's principal place of business is located."

I certify that _____
(Name of Company Bidding)

is, under Section: 2252.001 (3) and (4), a

_____ Resident Bidder_____ Non-resident Bidder

My or our principal place of business under Section: 2252.001 (3) and (4), is in the city of

_____ in the state of _____

(a) Does your "resident state" require bidders whose principal place of business is in Texas to underbid bidders whose residence state is the same as yours by a prescribed amount or percentage to receive a comparable contract? Yes____ No ____

(b) If yes, what is that amount or percentage? _____

_____
Signature of Authorized Company Representative

_____
Printed Name of Authorized Company Representative

_____
Title/Position with Company Date

THIS PAGE MUST BE COMPLETED AND SUBMITTED WITH PROPOSAL

GRANBURY INDEPENDENT SCHOOL DISTRICT
600 W. BRIDGE
GRANBURY, TEXAS 76048

INSURANCE AGENT AFFIDAVIT

To be completed by appropriate Insurance Agent(s) and submitted by Offeror as a proposal attachment.

_____
Name of Offeror (Company Name)

I, the undersigned agent, certify that the insurance requirements contained in the proposal and as listed below, have been reviewed by me with the above identified Offeror. If the named Offeror is awarded a contract by the Granbury Independent School District, I affirm that I will be able, **within ten (10) days** after Offeror is notified of such award, to furnish a valid Certificate of Insurance and/or applicable bonds to the District meeting all of the requirements contained in the Request for Competitive Sealed Proposal for the coverages listed below:

		Amount of Coverage
(a)	Comprehensive or Commercial General Liability	
	1. Bodily injury and property damage combined	$500,000each occurrence
	2. Products/Completed Operations	$500,000 aggregate
	3. Fire Damage, Legal Liability (any one fire) occurrence	$ 50,000 each
(b)	Business (Commercial) Automobile Liability	
	1. Bodily injury each person	$100,000
		$300,000 each occurrence
	2. Property Damage	$100,000 each occurrence
(c)	Commercial Umbrella Liability (Excess)	$1,000,000
(d)	Worker's Compensation	As statutory provisions require in the State of Texas
(e)	Payment Bond (construction)	In the total amount of the bid
(g)	Performance Bond (construction)	In the total amount of the bid

Name of Insurance Agency: _____

Address of Agency: _____

Telephone Number: _____ Facsimile Number: _____

Agent (Signature): _____ Date: _____

Agent (Print or Type): _____

INSURANCE AGENT AFFIDAVIT
(Continued)

SUBSCRIBED AND SWORN to before me by _____
(Name of Insurance Agent)

on this _____ day of _____, 2006.

Notary Public:_____

In and for State of:_____

My commission expires:_____

NOTE TO AGENT:

If the above time requirement is not met, the District reserves the right to declare this bidder non-responsive.

GRANBURY ISD
THIRD PARTY ADMINISTRATOR PROPOSAL REVIEW
RFP for Administrative Services of Employee Benefits: Section 125 Plan, Section 403(b)/403(b)7 Plan, and Section 457 FICA Alternative Plan

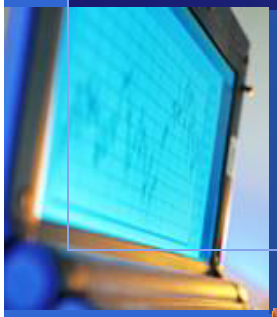
JULY 25, 2006

INSURANCE COMMITTEE RATING FORM

SCORING GUIDE Excellent = 5 Good = 4 Average = 3 Fair = 2 Poor = 1

	COMPONENT	KEAN FINANCIAL	DIVERSIFIED BENEFITS	FIRST FINANCIAL
PRESENTATION and GENERAL ITEMS:				
1	Exhibited Clear Understanding of Services			
2	Overall Knowledge of Products/Services			
3	and Section 125 Plan/Voluntary Products			
4	and 403(b) / 403(b)7 Plans			
5	and Section 457 FICA Alternative Plan			
	Able to Provide Services/Products for the following:			
6	Section 125 Plan/Voluntary Products			
7	403(b) / 403(b)7 Plans			
8	Section 457 FICA Alternative Plan			
9	CS: Professional, Friendly, Communication Skills			
10	CS: Availability to HR, Business Office, Committee			
11	CS: Availability to Employees (tools, web, etc.)			
12	Able to Offer/Administer Self-Funded Dental Plan			
13	Able to Offer/Administer VSP or Comparable			
14	Provided Adequate Materials to Understand Company, Staff, Services and Experience			
15	Overall Risk Assessment - Financial Stability, Years of Experience, # of Clients, # of Employees, etc.			
TECHNICAL CRITERIA:				
16	Experience in TX Public Schools (similar to GISD)			
17	Program Administration and Enrollment Experience to Other "Like-Size" Organizations			
18	Adequate Staff for Daily, Monthly & Annual Support and Enrollment			
19	Qualifications and Knowledge of Assigned Personnel			
	Clear Understanding of work to be performed & expertise:			
20	Online Enrollment Process			
21	Voluntary Insurance Products and Recommendations			
22	Adequate Software & Assistance to District Personnel for Monthly Billing Procedures			
23	Assistance to District Personnel Related to Problem Resolution			
24	Time Turn-around for Employee Reimbursements			
25	Debit Card Offered / Experience			
	Total Technical Points:			
COST CRITERIA				
	Cost of Services			
	Total Technical & Cost Points:			

First Financial Group of America



Providing Innovative Employee Benefit Plan Products and Services to School Systems.



FIRST FINANCIAL GROUP OF AMERICA

First in Service and Expertise

Granbury ISD



1. Background and Experience

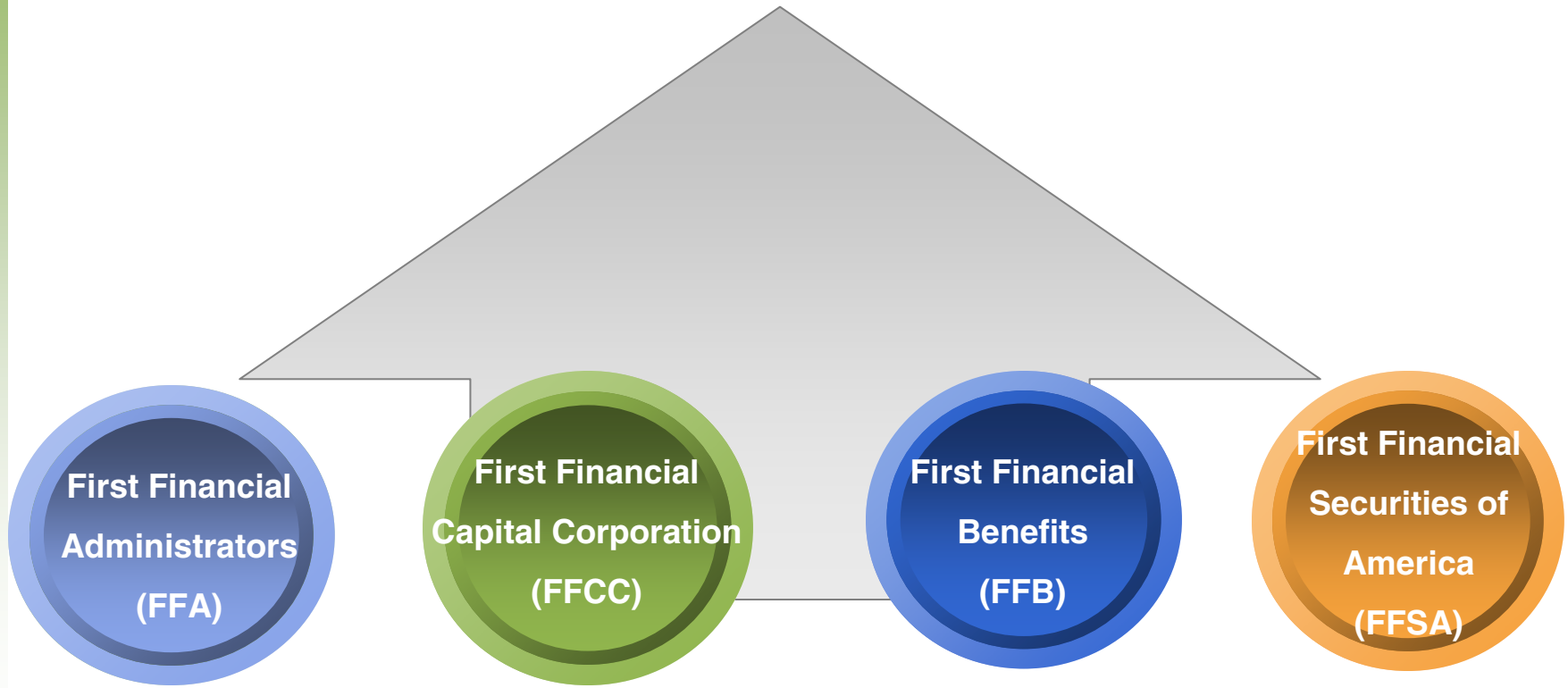
2. Administrative Services

3. Enrollment Services

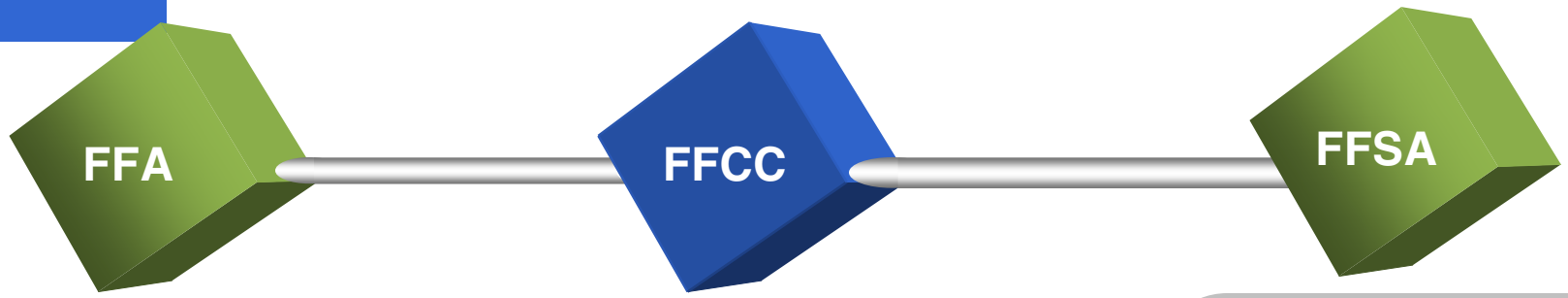
4. Why Choose First Financial?

First Financial Group of Companies

First Financial Group of America



First Financial Group of Companies



A fully licensed third party administrator specializing in the implementation and administration of Cafeteria Plans, 403(b) Plans, 457 Plans and voluntary Payroll Deduction Plans.

A marketing-service corporation developed to provide high quality insurance products to our clients.

Fully licensed salaried account managers will provide enrollment inclusive of educational seminars, one-on-one counseling and automated enrolling with state-of-the-art software.

Is our broker dealer that houses all of our investment products.

FFSA is an NASD registered broker/dealer, offering sales and service of securities.

Appointments with multiple vendors allows FFS to bring our clients multiple investment options.



Background and Experience

- Established in 1968
- First company to offer TPA services to school districts
- Headquarters located in Houston, Texas, with branch offices located in Irving, Austin, Abilene, New Mexico, Louisiana and North Carolina.
- Servicing over 500 school systems, government entities and employers



Background and Experience

- Partnered with TASB in 2003
- Pioneer of the “one-check” billing
- Fully licensed Third Party Administrator
  - Section 125 “Cafeteria Plans”
  - 403(b) Plans
  - 457 Plans
  - Voluntary Payroll Deduction Plans

Administrative Services

Section 125 Cafeteria Plan Administration

- Develop plan design to fit districts needs
- Review, evaluate and analyze insurance products
- Assure IRS compliance
- Flexible spending account claims processed in house
- Provide consolidated monthly billings
- Act as liaison with insurance carriers



Administrative Services

Internet Billing

- Eliminates workload placed on payroll personnel
- Real time reconciliation
- Keeps history of changes
- 24/7 secure access
- Saves time, paper, postage, storage and money!!!
- Electronic Fund Transfers

Administrative Services

Flexible Spending Account Administration

- 800 fax number for claims submission
- Direct deposit available for receipt of claims
- FFGA assumes URM Risk
- Flex claims processed daily
- Flex debit card for medical reimbursement accounts
- Flexible spending account information online

Administrative Services

Section 403(b) Administration

- Provide initial audit of existing salary reductions
- Assume future liability for compliance on all future participants
- Maintain ongoing plan compliance
- Provide educational retirement seminars
- Consolidated one check billing and EFT

We do not market 403(b)'s due to SB 273



Administrative Services

Section 457 Administration

- Assist in selection of qualified investments
- Draft plan documents
- Assure compliance with IRS regulations
- Provide educational retirement seminars and enrollments
- Process and administer all 457 payroll requests
- Consolidated one check billing and EFT
- 3121 Social Security Alternative Program



Enrollment Services

Enrollment Services

- Fully licensed account manager assigned to your district
- Group faculty meetings/educational seminars
- One-on-one benefit counseling
- Laptop enrollment with illustrations, accurate forms, applications and data capture for payroll
- Post enrollment payroll upload
- First Financial Online Services

Online Services



Phase I

A customized web-based catalogue of the benefits that are available through the employer's benefit program. Carrier provided product descriptions and/or claim forms are posted in printable pdf format. Carrier provided web links are also included.

Phase II

Phase I

Personalized participation summary of the employee benefits that are available. In addition to the information regarding the employer's benefits, the web-based system includes secure, password protected, summary of benefits selected by individual employees in the most recent open enrollment.

Phase III

Phase I & II

The web-based system includes a secure, password protected, open-enrollment platform for assisted or self-directed annual enrollments.



Why Choose First Financial?

- Our size allows us to offer online enrollment and/or one-on-one counseling to fit the districts needs
- Over 38 years of time tested service in our Texas Schools
- A true “one stop” shop
- Currently servicing over 500 schools
- Salaried Account Managers
- No bidding due to TASB Interlocal Agreement
- NO FEES

Online Demo

FIRST FINANCIAL GROUP OF AMERICA
First in Service and Expertise

Granbury ISD

Questions

First Financial Group of America
First in Service and Expertise

Granbury ISD

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 17, 2006
RE: TASB Risk Management Fund Interlocal Participation Agreement - Group Life Insurance Benefits

SUMMARY:
Granbury ISD provides $25,000 of Life and AD&D insurance to every permanent employee of the District. The current coverage will expire November 30, 2006. The District expends in excess of $25,000 a year for insurance benefits, thus, the product is subject to the bid law.

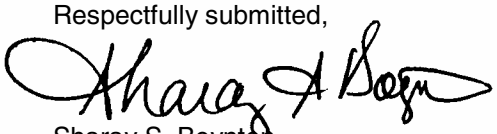
As has been explained previously, the District can meet the requirements of the bid law if the purchase is made through an interlocal agreement. If GISD Board approves the recommendation of the insurance committee to contract with First Financial Administrators for the TPA services being addressed at this same meeting, there is an opportunity to purchase this coverage through an interlocal agreement with TASB. A copy of the required Interlocal Agreement is attached for your review along with the memo from TASB explaining the program. This program is only available through First Financial Administrators.

The premium being proposed for the $25,000 offered by GISD will be $2.75/month per employee. The District is currently paying $3.50/month for this same coverage that was competitively bid two years ago. Thus, the rate is competitive and the time saved on preparing and evaluating the bid would be another advantage.

RECOMMENDATION:
It is recommended that the Board approve the TASB Risk Management Fund Interlocal Participation Agreement as presented.

It is further recommended that the District continue to purchase $25,000 life per participating employee at no cost to employees through the TASB Risk Management Fund – Employee Benefits – Supplemental Programs. Cost will be $2.75/month per employee. Effective date will be December 1, 2006.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Mr. Troy Green, Executive Director of Human Resources
Mrs. Sharay Boynton, Executive Director of Finance

Date Submitted: August 17, 2006

TEXAS ASSOCIATION OF SCHOOL BOARDS
RISK MANAGEMENT FUND
Interlocal Participation Agreement
Employee Benefits — Supplemental Programs

This Interlocal Participation Agreement ("Agreement") is entered into by and between the Texas Association of School Boards Risk Management Fund ("Fund"), an administrative agency of cooperating local governments, ("Fund Members"), acting on its own behalf and the behalf of all Fund Members, and the undersigned local government of the State of Texas ("Program Participant"). The purpose of this Agreement is to facilitate effective risk management of the employee benefits obligations of the Program Participants.

WITNESSETH:

WHEREAS, the Program Participants are authorized by the Texas Political Subdivision Employees Uniform Group Benefits Act ("the Act") [Chapter 172, Texas Local Government Code], Texas Revised Civil Statutes Annotated Article 715c (Vernon's 1993), Section 22.005 of the Texas Education Code, and the Texas Interlocal Cooperation Act (Chapter 791, Title 7, Texas Government Code) to provide a plan of employee benefits; and

WHEREAS, the provision of employee benefits to their eligible employees is an obligation and/or an essential and important public, administrative, and governmental function of each Program Participant; and

WHEREAS, the Fund is an administrative agency of local governments cooperating in the discharge of their governmental functions; and

WHEREAS, the Program Participant desires to utilize the services of the Fund in the administration of the Program Participant's own employee benefits program; and

WHEREAS, the Program Participant desires to have available to it choices in risk financing, employee benefits programs, and the administrative services and management offered by the Fund.

NOW BE IT RESOLVED, that the undersigned Program Participant, in consideration of the agreement of the Fund and the Fund Members to provide services as detailed in this Agreement, does hereby agree to the following terms, conditions, and general provisions.

In return for the payment of service fees and subject to all terms of this Agreement, the parties agree as follows:

TERMS AND CONDITIONS

1. **Adopts Interlocal Agreement.** The Program Participant, acting by and through its duly authorized representative, by this Agreement hereby approves and adopts the Restatement of Interlocal Agreement in accordance with the terms and conditions set forth in that certain Interlocal Agreement promulgated on July 2, 1974, and Restated on May 20, 1997.

2. **Contribution and Coverage Summary.** The Program Participant agrees that the participation period, and services provided hereunder shall be as specified in the Contribution and Coverage Summary.

3. **Term.** The term of this Agreement is for one year, and it automatically renews for successive one-year terms thereafter, unless sooner terminated as provided herein. The initial one-year term shall commence at 12:01 a.m., on and shall automatically renew upon that anniversary date, unless sooner terminated in accordance with the provisions of this Agreement, or any subsequent renewal thereof. Each subsequent automatic renewal shall be subject to the provisions of this Agreement, and expressly subject to review, recalculation and adjustment of the Program Participant's contributions.

4. **Termination**.

a. **By Either Party.** This Agreement may be terminated by either party on any successive renewal date by giving written notice to the other party no later than thirty (30) days prior to the next anniversary date.

b. **By Program Participant.** This Agreement may not be terminated by the Program Participant during any annual participation period. To terminate this Agreement, to be effective at the next anniversary date, prior written notice must be given to the Fund by the Program Participant no later than thirty (30) days prior to the next annual renewal date.

c. **By Program Participant Upon Adverse Governmental or Judicial Intervention.** This Agreement may be terminated by the Program Participant according to the terms of paragraph 10 of the General Provisions section of this Agreement

d. **By Fund.** The Fund may also terminate this Agreement by

(1) Giving ten (10) days notice by certified mail to the Program Participant if the Program Participant fails or refuses to make the required payments to the providers. The Program Participant shall have the right to remedy the default within the ten (10) days written notice period provided herein; or

(2) Giving ten (10) days notice by certified mail to the Program Participant if Program Participant fails to cooperate and comply with any reasonable requests for information and/or records made by the Fund, or fails to comply with any of its other responsibilities as set out in this Agreement;

5. **Service Fees**. The Program Participant has no obligation to pay any fees to the Fund under this Agreement. As consideration for the performance of its duties under this Agreement, the Fund shall receive administrative fees from the providers.

6. **Payment of Contributions and Administration of Claims**. The Program Participant understands and agrees that the Fund bears no financial risk or responsibility for the payment of claims under the provider contracts which are the subject of this Agreement. In addition, the Fund is not responsible for the administration of claims under the contracts which are the subject of this Agreement. Accordingly, any claims and/or other contractual disputes shall be the sole responsibility of the respective providers listed in the Contribution and Coverage Summary.

7. **No Guarantee.** The Fund is not a guarantor of a provider's performance, claim determinations, or solvency. The Fund bears no risk in the Program and is not liable for any actions or failure on the part of any carrier, reinsurer, stop loss carrier, broker, or agent.

GENERAL PROVISIONS

1. **Authorization to Participate.** Each Program Participant represents and warrants that its governing body has duly authorized its participation in the Fund.

2. **Bylaws.** The Program Participant agrees to abide by the Bylaws of the Fund, as they may be amended, and any and all reasonable policies and procedures established by the Fund.

3. **Compensation.** The parties agree that the contractual payments under this Agreement and all related exhibits and documents are amounts that fairly compensate the Fund for the services or functions performed under the Agreement.

4. **Cooperation and Access.** The Program Participant agrees that it will cooperate and comply with any reasonable requests for information and/or records made by the Fund. The Fund reserves the right to audit the relevant records of any Program Participant. Program Participant will comply with and enforce all provisions of the programs coverage documents and the provider's contracts.

5. **Coordinator.** The Program Participant agrees to designate a program coordinator on the Contribution and Coverage Summary. The program coordinator shall have express authority to represent and bind the Program Participant, and the Fund will not be required to contact any other individual regarding program matters. Any notice to or any agreements with the coordinator shall be binding upon the Program Participant. The program coordinator is responsible for granting and terminating access to secured online program information for the program participant. All reports will be sent to the program coordinator unless otherwise specified in writing by the program coordinator. The Program Participant reserves the right to change the coordinator as needed by giving written notice to the Fund. Such notice is not effective until actually received by the Fund.

6. **Current Revenue.** The Program Participant hereby warrants that all payments, contributions, fees, and disbursements required of it hereunder shall be made from current revenues available to the Program Participant.

7. **Defense and Prosecution of Claims.** The Program Participant authorizes the Fund to regulate the commencement, defense, or other appearance of the Fund and/or any past or current Program Participant in any litigation, claim or dispute, and to engage counsel and appropriate experts, in the Fund's sole discretion, with respect to such litigation.

8. **Lawsuit.** The Program Participant does hereby agree that any suit brought pursuant to the provisions of the specific program may be defended in the name of the Program Participant by the counsel selected by the Fund, in its sole discretion, or its designee, on behalf of and at the expense of the Fund as necessary for the prosecution of any litigation. Full cooperation by the Program Participant shall be extended to supply any information needed or helpful in such defense.

9. **Governance.** The Fund shall be governed by a Board of Trustees ("Board") in accordance with the Bylaws.

10. **Intervening Legislative or Judicial Action.** All parties to this Agreement hereby agree to timely comply with all applicable laws, judicial decisions, and governmental and agency rules and regulations that in any manner affect this Agreement or the parties hereto. If after the execution of this Agreement, the State or Federal governments or the highest courts of either enact any statute, pass any rule or enter any decision that would substantially impact the rights or financial obligation of the Fund as it pertains to this Agreement, the Fund is given the right to recalculate the Program Participant's contributions and corresponding obligations to the Fund to compensate for the impact of the intervening governmental or judicial event. If the Fund exercises that option, it shall give 45 days advance written notice to the Program Participant of the intent to recalculate contribution and obligations and shall also detail the specifics occasioning such intervening governmental or judicial actions precipitating such event. The Program Participant shall then have the right during that 45 day period to give written notice to the Fund that the Program Participant is terminating the Agreement upon the expiration of such 45 day period. If the Program Participant fails to give the Fund timely notice of intent to terminate, then the Program Participant shall be deemed to have consented to the Fund's modifications and agrees to abide by and be bound by the Agreement as amended.

11. **Membership.** In the interest of providing effective school governance, the Program Participant must be a member of the Texas Association of School Boards unless specifically waived.

12. **Merger.** This Interlocal Participation Agreement, Terms and Conditions, and General Provisions, together with the Bylaws, Restated Interlocal Agreement, Contribution and Coverage Summaries, Contribution Worksheets, Service Fee Summaries, Schedules of Benefits, Master Plan Documents, Declaration Pages, Excess or Stop Loss Coverage Documents, Audit Worksheets, Exhibits, Applications, Disclosure

Statements, HIPAA Business Associate Agreement and Coverage Documents, represent the complete understanding of the Fund, and Program Participant electing specific coverages through the Fund.

13. **Notice.** Any written notice to the Fund, any provider, or the broker, shall be given to the specified notice address in the appropriate document.

14. **Severability.** If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect.

15. **Standards of Performance.** Time shall be of the essence in the reporting of claims to the Fund, payment of any contributions or monies due and delivery of any written notices under this Agreement.

16. **Subrogation and Assignment of Rights.** The Program Participant will comply with all subrogation requirements contained in the providers' contracts.

17. **Venue.** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall lie in Travis County, Texas, unless otherwise mandated by law.

18. **Warranty.** By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action required to enter into and perform the terms of this Agreement.

19. **Misrepresentation, Concealment, Fraud**. All coverage provided by the Fund may be jeopardized if any Program Participant has:

a. Failed to provide complete and accurate statements of material facts in any document required by the Fund, including but not limited to applications, worksheets, audit sheets, disclosure statements, loss forms, exhibits, renewal information forms, claim history (including pending or potential claims), and requests for proposals;

b. Intentionally concealed or misrepresented any material fact or circumstance;

c. Engaged in fraudulent conduct; or

d. Made false statements;

relating to any coverage being claimed under any applicable Coverage Document, Interlocal Participation Agreement, Master Plan Document, and/or any other documents as set forth in this Agreement.

Signature page on reverse side +

TO BE COMPLETED BY THE FUND:

IN WITNESS WHEREOF, the parties, acting through their duly authorized representatives, sign this Agreement as of the term specified in Article 3.

TEXAS ASSOCIATION OF SCHOOL BOARDS RISK MANAGEMENT FUND

By: Date:
Chair, Board of Trustees
Texas Association of School Boards Risk Management Fund,
acting on behalf of all other participating Fund Members

TO BE COMPLETED BY FUND MEMBER:

_____ Name of Program Participant

By:_____ Date:_____
Signature of authorized representative of Program Participant

_____
Printed name of authorized representative

TASB Group Purchase Term Life Program Announces New Reduced Rates

Enhance Employee Benefits and Save District Funds

The TASB Risk Management Fund (the Fund) is celebrating over 30 years of providing outstanding products and services to Texas educational entities! The Fund's programs provide valuable benefits to its members and are designed to help districts save dollars. Successful school districts know the value of these benefits and the value of retaining top performing employees, as well as attracting the very best candidates the market has to offer. In short, school administrators know that an enhanced benefits package is a necessary part of a comprehensive compensation plan.

The Fund's Group Purchase Term Life Program (GPTL) allows school districts the opportunity to provide important group term life coverage for their employees at affordable rates. The Fund's GPTL program is the largest of its kind with over **40,000 employees in 230 member districts** that enjoy the substantial savings, long term cost stability and superior services provided through the GPTL. Due to the tremendous success of the GPTL program, rates have been reduced and are being **guaranteed to September 1, 2008.**

The Fund's GPTL program is provided through Jefferson Pilot Financial Insurance Company, a financially sound and respected name in the industry (rated A++ by A.M. Best and AAA by Standard & Poor's).

The Fund offers this program for only $0.09/$1000/employee/month for Basic Life coverage and $0.02/$1000/employee/month for Accidental Death & Dismemberment (AD&D) coverage. **These rates are guaranteed to September 1, 2008**. The program includes guaranteed issue coverage of up to $100,000 for Basic Life and Accidental Death & Dismemberment (AD&D). See the **examples** below:

Coverage Amount	# of Employees	Rate	Monthly Cost
$10,000	**100**	**$1.10**	**$110**
$10,000	**400**	**$1.10**	**$440**
$10,000	**700**	**$1.10**	**$770**

Additional coverage may be purchased for only $1.10 per employee for every $10,000 worth of coverage! If you have not provided life coverage in the past or simply wish to save money on your current benefits, this is your solution to enhance your employee benefit program.

This program provides employees the option to buy additional **guaranteed issue** (no medical questions or exams) **employee optional term life coverage** of up to $100,000 for themselves, as well as coverage options for their spouse, and/or dependent(s) at pre-determined rates*. The Employee Optional Life coverage is offered in conjunction with the Basic Life.

For additional information or to enroll your District in the Fund's GPTL program, please contact the TASB Risk Management Fund at (800) 482-7276, extension 6249, or complete the attached information and mail it to the address listed below or fax it to (512) 467-3623, or you may e-mail your information to lee.williams@tasb.org.

District Name: _____

District Contact: _____

Phone: _____

Employee Benefits Department ● TASB Risk Management Fund
P.O. Box 400 ● Austin, Texas 78767-0400

* Please see enrollment brochure for full details

This program is designed for districts with 1,000 employees or less. Districts over 1,000 employees will be individually underwritten

Texas Association of School Boards
Risk Management Fund

P.O. Box 400
Austin. Texas 78767-0400
800-482-7276 • (800-4-TASB-RM) • 512-467-3699

Serving Texas School Districts Since 1974

August 17, 2006

Ms. Sharay Boynton
Chief Financial Officer
Granbury ISD
600 West Pearl Street
Granbury, Texas 76048-2046

Re: ***Section 125 Plan Administration Services/Supplemental Benefits***

Dear Ms. Boynton:

In today's environment of tight budgets, limited resources, and funding uncertainty, many districts are looking for additional ways to attract and retain employees. Expanded benefit packages are emerging as a way for districts to meet this goal.

In light of these challenges, the TASB Risk Management Fund (the Fund) continues to build on its over 30 year tradition of providing quality, cost-effective programs to school districts and their employees. Since May 2002, the Fund has partnered with the First Financial Group of America (First Financial) to offer Section 125 Plan Administration Services/Supplemental Benefit programs to school districts and their employees. We have found our partnership to be mutually productive, not only in terms of accomplishing our original objectives, but also in the ability to offer valuable and needed services to Texas school districts.

First Financial has over 35 years of experience offering supplemental products to school district employees. More than 400 districts are already working with First Financial to provide supplemental benefits to their employees, and additional districts have joined as a result of the experience, synergy and understanding of school district needs that this partnership offers. There are several advantages of joining the TASB Risk Management Fund/First Financial program:

- ***Customized programs that meet each district's needs***

- ***Fully integrated enrollment services***
  ** Informative marketing materials*
  ** Automated enrollment with state-of-the-art-software*

- ***Fully licensed representatives that work on a salary instead of a commission***

- ***Expert Section 125/Cafeteria Plan Administration***
  ** First Financial is a fully licensed Third-Party Administrator*
  ** Internal Revenue Code Compliance and Document preparation*

** One Check/Internet Billing*
** Electronic Fund Transfers*
** Flex Administration/Medical and Dependent Care Reimbursement*

- ***Comprehensive list of available supplemental products include:***

** Disability*	** Long-Term Care*
** Supplemental Life*	** Cancer*
** Dental*	** Supplemental Medical*
** Vision*	** Accident*
** Critical Care*	** Gap/Deductible*
** Heart/Stroke*	

The Fund is excited to make these valuable, cost-effective voluntary benefits and services available to you, the employer, as a means of not only helping your employees, but also as a way for the district to continue to enhance their benefits package and to attract and retain quality individuals. We appreciate your consideration and thank you for the opportunity to be of continued service to your district.

Sincerely,

Roy Wheeler CLU
Program Director, Special Programs

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

To: Board of Trustees
Date: August 28, 2006
For: Approval

HUMAN RESOURCES, FINANCE AND BUSINESS AFFAIRS

TO: Mr. William Harris, Superintendent

FROM: Troy K. Green
DATE: August 18, 2006
RE: Catastrophic Sick Leave Bank Provisions in Policy DEC (LOCAL)

SUMMARY:

Attached is a copy of the revised Policy DEC (LOCAL).

When this policy was revised last fall, there were some provisions that applied to the 2005-2006 School term ***only.*** This is the main purpose of this revision at this time. In the section of the policy entitled, Additional Local Leave, we have made the entire set of house keeping changes in order for the policy to be "year" and/or "school term" neutral.

In addition to those changes, we added the words "or designee" at the end of the sentence under Duration of Leave. This removes, from the Superintendent, the task of approving all requests for discretionary leave of more than five (5) days, if he desires, but yet the approval still carries the weight of the Superintendent's office.

Also, during the first year of implementation, it became apparent that some further changes needed to be made to deal with some practical issues involved when retiring employees elected the buy back provision of the policy. As a result, under the Use and Recording section, we have reversed the order of the use of the old State Sick Leave and the Local Sick Leave.

Also, under the section on Procedures, we have added two additional steps to the application process in order to make it easier to use when needed.

These changes will accomplish the following:

1 Help all employees in a positive way,
2 House clean the policy, and
3 Make the policy and its intent more effective.

The policy should go into effect on September 1, 2006.

RECOMMENDATION:

It is recommended that the Board approve Policy DEC (LOCAL) as presented.

Respectfully submitted,

Troy K. Green

Troy K. Green, Executive Director of Human Resources

Staff Person Responsible: Troy K. Green, Executive Director of Human Resources
Mrs. Sharay Boynton, Executive Director of Finance

Date Submitted: August 18, 2006

DEFINITIONS
FAMILY

The term “immediate family” shall include:

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, sibling-in-law.
5. Grandparent and grandchild.
6. Any person who may be residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act, the definition of “family” includes only spouse, parent, and child.

FAMILY EMERGENCY

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

WORKDAY

A “workday” for purposes of accumulation, use, or recording shall mean the number of hours per day equivalent to the employee’s work assignment, whether full-time or part-time.

STATE PERSONAL LEAVE — RATE OF ACCRUAL

Each employee shall earn state personal leave, in equivalent workdays, at the rate of one-half a workday for each 18 workdays of employment, up to the statutory maximum of five workdays annually per the following chart:

Number of Days Employed	Days Earned
0— 17	0
18— 35	0.5
36— 53	1.0
54— 71	1.5
72— 89	2.0
90—107	2.5
108—125	3.0
126—143	3.5
144—161	4.0
162—179	4.5
180 +	5.0

TYPES OF STATE PERSONAL LEAVE

The Board requires employees to differentiate between uses of personal leave:

DISCRETIONARY
1. To be taken at the individual employee's discretion, subject to limitations set out below.

NON–DISCRETIONARY
2. To be used for the same reasons and in the same manner as state sick leave accumulated prior to May 30, 1995. [See DEC(LEGAL)]

USE OF DISCRETIONARY LEAVE

REQUEST FOR LEAVE
A written request for discretionary personal leave shall be submitted to the immediate supervisor or designee in advance in accordance with administrative regulations. The reasons for which personal leave may be used shall not be limited by the District. In deciding to approve personal leave, however, the supervisor or designee shall consider the effect of the employee's absence on the educational program, as well as the availability of substitutes. [See DEC(LEGAL)]

DURATION OF LEAVE
Discretionary personal leave may not be taken for more than five consecutive days, except in extenuating circumstances as determined by the Superintendent **or designee**.

SCHEDULE LIMITATIONS
Discretionary leave shall not be allowed on the day before or after a school holiday, days scheduled for end-of-semester or end-of-year exams, days scheduled for applicable state-mandated assessment tests, professional or staff development days or workdays, and the first or last day of a grading period, except in extenuating circumstances as determined by the Superintendent.

ADDITIONAL LOCAL LEAVE
Except for bus drivers and bus attendants, all new employees shall earn three workdays of local leave per school year. Additionally, two days of local leave shall be contributed to the Catastrophic Sick Leave Bank (Bank) in the name of each new employee.

~~All continuing or returning employees who did not join the Bank prior to the 2004–05 school year shall earn three days of local leave for the 2005–06 school year. Additionally, two days of local leave shall be contributed to the Bank in the name of each of these employees.~~

~~During the 2005–06 school year, each continuing or returning employee shall have a one-time opportunity to notify the District of his or her desire to not participate in the Bank. If an employee does not wish to participate in the Bank, he or she must notify the human resources office of the District by September 1, 2005, of his or her desire to not participate in the Bank.~~

~~All employees who joined the Bank in the 2004–05 school year shall earn four days of local leave for the 2005–06 school year. Additionally, one day of local leave shall be contributed to the Bank in the name of each of these employees.~~

~~Employees who have been members of the Bank for at least two years shall earn five workdays of local leave per school year.~~

Any member of the Bank who uses days from the Bank shall earn three workdays of local leave the following school year. Additionally, the District shall contribute two workdays of local leave to the Bank in the name of each of these employees during the following year.

Local leave shall be earned at the same rate as state personal leave, shall be accumulated without limit, and shall be taken with no loss of pay.

Local leave shall be used under the terms and conditions applicable to state sick leave accumulated prior to the 1995–96 school year, except as otherwise provided by this policy.

Local sick leave may also be used for first-year care following the birth or adoption of an employee's son or daughter or the placement of a child with the employee for foster care.

USE AND RECORDING

Available leave shall be used in the following order, as applicable:

1. ~~Local sick leave~~ **State sick leave accumulated prior to the 1995–96 school year**.
2. **Local sick leave** ~~State sick leave accumulated prior to the 1995–96 school year~~.
3. Current year state personal leave.
4. State personal leave.
5. Catastrophic sick leave

Leave shall be recorded in increments of half days. Employees shall be charged leave as used even if a substitute is not employed.

OTHER ABSENCES

Any leave taken for which leave balances are insufficient shall result in a deduction from the employee's paycheck commensurate with the amount of leave taken.

AVAILABILITY

Paid leave for the current year shall be available for use at the beginning of the school year. Paid leave shall not be approved for more workdays than have been accumulated in prior years plus those **to be** earned during the current year.

When an employee who has used more leave than he or she had accumulated ceases to be employed by the District, the cost of the unearned leave days shall be deducted from the employee's final paycheck.

MEDICAL CERTIFICATION	An employee absent more than five consecutive workdays because of personal illness shall submit, upon return to work, a medical certification of illness and of his or her fitness to return to work. An employee absent more than three consecutive workdays because of illness in the immediate family shall present, upon return to work, medical certification of the family member's illness. Medical certifications shall continue to be required at 30-day intervals.
HEALTH CARE PROVIDER	Medical certification shall be made by a health care provider as defined by the Family and Medical Leave Act. [See DEC(LEGAL)]
TEMPORARY DISABILITY	Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days.
COURT APPEARANCES	Absences for court appearances related to an employee's personal business shall be deducted from the employee's personal leave or shall be taken by the employee as leave without pay.
FAMILY AND MEDICAL LEAVE	For purposes of an employee's entitlement to family and medical leave, the 12-month period shall be July 1 through June 30.
CONCURRENT USE OF LEAVE	The District shall require employees to use family and medical leave concurrently with paid leave and with temporary disability leave if applicable.
COMBINED LEAVE FOR SPOUSES	If both spouses are employed by the District, combined family and medical leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition may be limited to a combined total of 12 weeks as determined by the needs of the District.
INTERMITTENT LEAVE	Intermittent leave shall not be permitted for the birth of the employee's child or the adoption or placement of a child with the employee.
CERTIFICATION OF ILLNESS	Upon request for family and medical leave for the employee's serious health condition or that of a spouse, parent, or child, the employee shall provide medical certification of the illness or disability.
MEDICAL RELEASE	The employee's request for reinstatement shall be accompanied by medical certification of the employee's ability to perform essential job functions.
TEACHER REINSTATEMENT	A teacher desiring to return to work at or near the conclusion of a semester may be reinstated in accordance with the END-OF-TERM LEAVE section in DEC(LEGAL).

RESIGNATION

If, at the expiration of the family and medical leave, the employee is able to return to work but chooses not to do so, the District shall require reimbursement of the employee benefits contribution made by the District during the period in which such leave was taken as unpaid leave.

WORKERS' COMPENSATION

An employee absent because of a job-related injury or illness shall be assigned to family and medical leave, if applicable.

An employee eligible for workers' compensation wage benefits, and not on assault leave, shall indicate whether he or she chooses to:

1. Receive workers' compensation wage benefits; or
2. Use available paid leave. Workers' compensation wage benefits shall begin when:
    a. Paid leave is exhausted; or
    b. The employee elects to discontinue use of paid leave; or
    c. Leave payments are less than the employee's pre-injury average weekly wage.

CATASTROPHIC SICK LEAVE BANK

PURPOSE

The purpose of the Catastrophic Sick Leave Bank (Bank) is to provide additional paid sick leave days to members of the Bank who have experienced catastrophic illness or injury, including a pregnancy-related complication; who have exhausted all accumulated vacation days and state and local leave days; and who have taken five days of leave without pay.

DEFINITIONS

For purposes of this policy, catastrophic illness shall be defined as a severe condition or combination of conditions affecting the mental or physical health of the employee or the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces an employee to exhaust all leave time earned by that employee and to lose compensation from the District.

For Bank purposes, the school year shall begin on the first official day of work for ten-month employees.

ELIGIBILITY

Employees who are eligible to receive local sick leave shall also be granted membership in the Bank.

GOVERNING COMMITTEE (DAC)

The governing committee that approves or disapproves requests for Bank days shall be the District Advisory Council (DAC) and shall be composed of members of the Bank. The Superintendent shall vote only if necessary to break a tie.

CONTRIBUTION OF DAYS

At the beginning of each school year, the District shall contribute days to the Bank for each eligible employee. [See LOCAL LEAVE above]

The days donated remain the property of the District.

Each person who leaves the employment of the District shall be given the opportunity to contribute to the Bank one half of his or her unused accrued local sick leave days. Such days shall be set aside and contributed to the Bank only if it should become insolvent. The Bank may be considered insolvent if the number of days are fewer than twice the number of members. [See SOLVENCY below]

GRANTING OF DAYS

Requests for Bank days shall be made within 30 days of the absence to be considered.

Days from the Bank shall be granted based on the following:

1. Bank days shall be granted only for absences from working days and shall not be granted for holidays, vacation days, or noncontract days.
2. Pre-existing conditions shall include, but shall not be limited to, any condition for which the member received treatment during the 12-month period preceding the member's enrollment in the Bank. ~~Charter members shall be exempt from meeting these conditions.~~
3. Unless there is a related complication, pregnancy shall not be covered. Complications arising from childbirth shall be considered on an individual basis, provided the recovery period requires longer than six weeks.
4. Bank days shall not be authorized for illness or disability resulting from substance abuse rehabilitation (including injuries resulting from substance abuse), self-inflicted injury, or act of war.
5. The DAC shall be authorized to approve up to 40 days per Bank year for a member's personal illness or injury or for the care of a spouse or a dependent child. Additional days shall require the recommendation of the DAC and Superintendent, and the approval of the Board.
6. The DAC may consider a request by a member for up to ten days to assist other critically or terminally ill immediate family members per Bank year. [See DEFINITIONS/FAMILY above]
7. The Bank shall not grant more days than the District has contributed.

8. The DAC may request a medical review by a physician of the committee's choice at the member's expense.

9. At the end of the Bank year, all unused sick leave days in the Bank shall be carried over to the next Bank year.

10. A member shall lose the right to use the benefits of the Bank by:

    a. Termination or suspension of employment in the District.

    b. Attempted abuse of the Bank and/or its policies.

PROCEDURES

The application procedure shall be as follows:

1. **The employee shall complete the appropriate request form in accordance with the application process, both of which are available from the human resource office.**

2. The DAC shall review individually all requests for Bank days.

3. The DAC may request that a member appear before the committee to substantiate the validity of the request.

4. The DAC shall determine the number of days approved and shall reserve the right to approve, deny, or modify the days requested.

5. No member of the DAC shall participate on the committee when making a personal request for Bank days or when the committee is considering a request made by a family member.

6. The Superintendent shall ensure that the human resources office is notified of the outcome of all requests for Bank days. The human resources office shall notify the member of the outcome.

[See DEC(REGULATION) for application guidelines]

SOLVENCY

If the District should ever declare the Bank to be insolvent, the Superintendent shall recommend to the Board a procedure for funding the Bank in subsequent years.

BUYBACK AT RETIREMENT

The Board shall determine annually **as an attendance incentive** whether funds are available for a retirement reimbursement program. Upon approval of the program, employees who have at least 15 years continuous service in the District immediately preceding retirement and who meet the requirements for retirement with the Texas Teacher Retirement System shall be reimbursed upon retirement for half of any unused local sick leave. Payment shall be at the rate of one half of the employee's regular daily rate of pay up to a maximum of $15,000 per employee.

To be eligible for reimbursement, the employee must notify the District of his or her retirement no later than February 1, of the school year in which the retirement will occur.

OFFICE OF CURRICULUM & INSTRUCTION

For:	Board of Trustees
Date:	August 28, 2006
Action:	Action

To:	Mr. William Harris, Superintendent	**From:**	Jan Van Dorn
		Date:	August 21, 2006
		RE:	Policy FMG (LOCAL) – Student Activities: Travel

SUMMARY:
Board Policy FMG(local) concerns student travel. Administration desires to clarify our travel policy and add to our administrative procedures in order to better service the needs of our parents and students. Attached you will find a copy of policy FMG (LOCAL) for consideration of approval and a copy of district procedures FMG (REGULATIONS) for your review.

RECOMMENDATION:
Approval of policy FMG (LOCAL).

Respectfully submitted,



Jan Van Dorn
Assistant Superintendent

Staff Persons Responsible: Jan Van Dorn

PURPOSE	***All trips approved by the District shall have an instructional purpose. When trips are approved, a maximum of two school days shall be missed.***
SCHOOL-SPONSORED TRIPS IN GENERAL	Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. An exception may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the principal ***the day before the scheduled trip***. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.
LIMITS	***No organization shall be given approval for more than one out-of-state trip in a single school year.***
FUND-RAISING / EXPENSES	***The cost of all trips shall be limited as much as possible. Fund-raising efforts by the organization (including parent/booster organization) shall be approved by the principal and/or Superintendent or designee. Financial arrangements for individual students shall be made that ensure all eligible students' ability to participate.***
OVERNIGHT TRIPS	The Board shall permit students to take school-sponsored overnight trips for instructional purposes (field trips and excursions), activities of school-sponsored or -sanctioned clubs or organizations, and UIL or other sanctioned competitions. Approval for all trips shall be from the principal and Superintendent or designee.
OUT-OF-STATE TRIPS	Tours for countries out of the boundaries of the United States shall require the approval of the Board. ***Students may be permitted to take out-of-state school sponsored trips for the following purpose: (1) activities of school-sponsored or –sanctioned clubs or organizations (2) other sanctioned competitions.***

DATE ISSUED: 03/09/1998
LDU-10-98
FMG(LOCAL)-X

APPLICATION	An organization sponsor shall request, in writing, permission to take an out-of-state trip at least 45 days in advance of the proposed departure date and at least 60 days in advance of the proposed departure date for an out-of-country trip. The application shall include specifics about the educational purpose of the trip, a detailed itinerary, a list of trips taken by the organization in the past four years, a travel agent's written report of transportation and accommodation plans, a budget that includes the cost of substitutes for the sponsors, an accounting of the funds currently available to support the cost of the trip, and a description of proposed fund-raising activities. The trip must receive approval from the Board of Trustees. All required administration/board approvals must be received prior to the announcement of the trip.
COST	The total cost of the trip for each student participant will be listed in the application for approval.
APPROVAL	The principal, superintendent or designee or board shall approve or disapprove the trip.
NOTICE TO PARENTS	At the earliest possible time after the District's approval, the sponsor shall notify the students and their parents of the trip. A parent meeting will be held in order to disseminate trip specifics and organize any necessary fund-raising activities.
DISCIPLINE	Prior to the trip, a parent/student meeting will be held at which the disciplinary expectations for the trip will be explained. The trip will function as an extension of the school, and disciplinary expectations will reflect the District's discipline management plan. Students who are involved in a major infraction (i.e., Level III behaviors from the discipline plan) will be sent home at their parents' expenses. Parents will be notified prior to the student's return. Campus administrators will determine the appropriate disciplinary actions to be taken after the trip is completed and the sponsor has reported the infraction.
CHAPERONES	The expenses of the chaperones shall be incorporated in the trip budget. Chaperones shall be recruited at the earliest possible date and may participate in the fund-raising activities in order to offset their expenses. The chaperones shall be District employees or parents or legal guardians of the students who are on the trip. Local Board policies governing employee standards of employment and conduct shall be applicable to all nonempoloyee adults on the trip. The number and composition of the chaperones shall reflect the student membership of the group (i.e., sufficient ratios of male and female chaperones). There shall be at least one chaperone for each ten students on the trip.

ACTON ELEMENTARY SCHOOL



CAMPUS IMPROVEMENT PLAN
2006-2007

Granbury Independent School District

Granbury Independent School District
Mission Statement

The mission of the Granbury Independent School District is a commitment to pursue excellence in education through utilizing all community resources and providing our students with opportunities to become productive, contributing members of society.

Acton **E**lementary **S**chool
Mission Statement

To empower life-long learners to achieve their potential and become productive citizens.

Acton Elementary School
Site-Based Decision Making Team
2006-2007

Ralph Purget	Principal
Kendall Condit	Asst. Principal
Brenda Mabery	Administration
Angela Gilliam	Teacher
Kristina Moskovitz	Teacher
Suzanne Francis	Teacher
Melanie McBride	Teacher
Trisha Suitt	Teacher
Susan Ramsey	Teacher
Shana Conine	Teacher
Carmen Phillips	Parent
Laura Pence	PTO
LaVonda Becker	Parent
John Lee	Community
Collier Albright	Community

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Alternative Resources to Supplement Tax Revenues**
Performance Objective:	**Acton will pursue opportunities to become an "Adopted School" by local businesses and use alternative resources to provide for the needs of the students.**
Summative Evaluation:	**Resources Obtained**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Seek active sponsorship from additional local businesses.	FS		Principal Asst. Principal	Aug 2006 May 2007	Determined by sponsors	Services rendered	Successful adoption by local businesses
	School Pictures			Principal	Oct 2006 Mar 2007	None		
	Book Fair			Librarian PTO Volunteers	Fall 2006 Spring 2007	None	Book Fair Report	PTO Book Fair Records
	Carnival			PTO Carnival Chair person	Oct 2006	$2,000	Carnival Report	PTO Records

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**Acton will align READING curriculum to improve TAKS scores. Students scores will increase resulting in 100% overall passing.**
Summative Evaluation:	**TAKS, TPRI**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Provide specific skill instruction for At Risk and low-performing students as identified by TPRI, Benchmarks, Released TAKS and At Risk criteria	AEIS Ed Soft	ELL AR SE E ED	K-3 Teachers and Tutors	Aug 2006 May 2007	Multiple copies of low-level reading materials and skill activities $1000 Local	TAKS TPRI	TPRI TAKS Teacher observation Lesson plans Principal observation
M	Utilize AR & Star to provide appropriate independent reading and assessment	AEIS	GT ELL AR SE E ED	K-3 Teachers	Aug 2006 May 2007	Assessments will be used to determine appropriate reading levels and materials $329 Local	TPRI STAR TAKS	Student's individual records
R	Provide mentor and tutor services for identified low performing students	AEIS	ELL AR SE E ED	Counselor Volunteer Mentors and Tutors	Aug 2006 May 2007	Title I $18,855 Comp Ed $5,000	TAKS TPRI	Volunteer sign in sheets
M	Instruct students using the adopted reading series	AEIS	ELL AR SE E ED	Classroom Teachers	Aug 2006 May 2007	Adopted reading series $0	Benchmark TAKS TPRI	Lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**Acton will align READING curriculum to improve TAKS scores. Students scores will increase resulting in 100% overall passing.**
Summative Evaluation:	**TAKS results and TPRI**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Provide supplemental 1-1 or small group instruction for K-3 students who are at risk for reading difficulties	AEIS Ed Soft	ELL AR E ED	K-3 Teachers Tutors	Aug 2006 May 2007	ARI Allotment $2,000	TPRI TAKS	Lesson plans
R	Provide small group instruction for At Risk students	AEIS	ELL AR E ED	Instructional Specialist	Aug 2006 May 2007	At Risk Teacher $42,228 Title I	TPRI TAKS	Lesson plans
M	Increase listening skills in language arts	AEIS		K-3 Teachers	Aug 2006 May 2007	Published and teacher made materials $1500 Local	Teacher observation TEKS checklist	Lesson plans
PD	Guided reading process	AEIS		Instructional Specialist/At Risk Teacher	Aug 2006 May 2007	$0	TPRI TAKS	Lesson plans
R	Provide small group instruction in Kindergarten literacy groups	AEIS	ELL AR E ED GT	Kindergarten Teachers	Oct 2006 May 2007	Books $0	TPRI	Lesson plans
M	Provide instructional materials and supplies for PK-3rd grade reading instruction	AEIS	ELL AR E ED GT	PK-3 Teachers	Aug 2006 May 2007	$10,400 Local	Benchmark Released TAKS TPRI	Lesson Plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**Acton will align READING curriculum to improve TAKS scores. Students scores will increase resulting in 100% overall passing.**
Summative Evaluation:	**TAKS results and TPRI**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Provide Student Assistance Teams and 504 support	AEIS		Asst. Principal K-3 Teachers Counselor	Aug 2006 May2007	$0	Report Cards	SAT 504 records
M	Provide novels for third grade reading instruction	AEIS		Principal 3rd Grade Teachers	Sep 2006 May 2007	$1,500 Title I	TAKS RPTE	Lesson Plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**Acton will align Math curriculum to improve TAKS scores. Student scores will increase resulting in at least 100% overall passing.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Use supplementary materials to accelerate computation skills	AEIS	ELL AR SE E ED	Principal Asst. Principal K-3 Teachers	Aug 2006 May 2007	Cool Math for Kids Internet Programs Integrate technology into the classroom	Fact Drills	Lesson plans
M	Practice and apply uniform math vocabulary to align with TEKS and TAKS objectives	AEIS		K-3 Teachers	Aug 2006 May 2007	Copies of vocabulary $0	Report Card grades	Vocabulary charts Math journals
M	Exemplars and Gems to supplement Saxon math	AEIS		K-3 Teachers	Aug 2006 May 2007	Exemplars and Gems Higher level thinking	Report card grades	Lesson plans
M	Utilize Kagan strategies to improve higher level thinking	AEIS		K-3 Teachers	Aug 2006 May 2007	Kagan Materials	Benchmarks Released TAKS	Lesson plans
M	Utilize supplementary materials to prepare for TAKS	AEIS	ELL AR SE E ED	2-3 Grade Teachers	Aug 2006 May 2007	Measuring up to TEKS Math Success/Strategies for TAKS Target the Question $3,506 Local	Benchmarks Released TAKS	Lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**AES will align MATH curriculum to improve TAKS scores. Students scores will increase resulting in at least 100% overall passing.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Administer released TAKS to 3rd grade	AEIS Ed Soft		3rd Grade Teachers	Aug 2006 May 2007	Testing materials $200 Local Copy Paper	Released TAKS scores	Lesson plans
R	Tutoring for low-performing K-3 students	AEIS	ELL AR SE E ED	Principal Asst. Principal K-3 Teachers Tutors	Aug 2006 May 2007	Tutors $18,855 Title I State Compensatory $5,000 AR $2,000	Benchmarks Released TAKS score	Lesson plans Tutor timesheets
R	Mentor and tutor low performing students	AEIS	ELL AR SE E ED	Principal AP Counselor K-3 Teachers	Aug 2006 May 2007	Staff Community volunteers	Benchmarks	Lesson plans
M	Provide instructional materials and supplies for PK-3 grade math	AEIS	ELL AR SE E ED	All Classroom teachers	Aug 2006 May 2007	Materials and supplies Local $400 per teacher $10,400	Benchmarks TAKS	Lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**Acton will align MATH curriculum to improve TAKS scores. Student scores will increase resulting in at least 100% overall passing.**
Summative Evaluation:	**TAKS Results and Benchmarks**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Provide student assistance teams and 504 support	AEIS		Asst. Principal K-3 teachers Counselor	Aug 2006 May 2007	$100 Local Folders	Report cards	SAT and 504 records
M	Utilize alternative assessment for Special Education students according to IEP'S	AEIS	SE	Special Education Teachers	Aug 2006 May 2007	$500 Special Education	Alternative assessments results	IEP'S
M	Utilize differentiated curriculum for identified GT students	AEIS	GT	Gifted Coordinator Gifted teachers Counselor	Aug 2006 May 2007	$505 Gifted Education	Gifted assessment	Lesson plans Portfolios
M	Utilize strategies appropriate for ELL students	AEIS	ELL	Asst. Principal Counselor K-3 teachers	Aug 2006 May 2007	ELL Materials Kagan Cooperative Learning $2,500 ELL	Report cards Benchmarks Released TAKS	Lesson plans
M	Instruct students using Saxon Math	AEIS	ELL AR SE E ED	K-3 teachers	Aug 2006 May 2007	K-2 State provided 3rd Grade $3,900 Local	Report cards Benchmarks Released TAKS	Lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**An established, effective communication network exists.**
Performance Objective:	**Acton will communicate effectively with staff, students and parents.**
Summative Evaluation:	**Parent/Staff Survey Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	Utilize email, internet, written letters, memorandums and grade level team notebooks for communication	PS FS		Principal Asst. Principal Acton Staff Technology Dept Staff	Aug 2006 May 2007	Technology and office supplies $1,500 Local	Parents and staff feedback	Copies of correspond-ence
PI	Letters to parents in English and Spanish	PS FS	ELL	Principal Asst. Principal PK- 3 Teacher	Aug 2006 May 2007	$200 Local	Staff and parent feedback	Copies of correspond-ence
PI	Meet the Teacher Night	PS		Principal Asst. Principal PK-3 Teachers	Aug 2006	$0	Parent participation	Sign In Sheets
PI	Donuts for Dads Muffins for Moms	PS		K Teachers	May 2007	$400 Title I	Parent participation	Sign In Sheets
PI	Maintain a website for the school	PS		Asst. Principal Teachers	Aug 2006 May 2007	$300 Local	Parent participation	Principal Observation

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**An established, effective communication network exists.**
Performance Objective:	**Acton will communicate effectively with staff, students and parents.**
Summative Evaluation:	**Staff/Parent Survey Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	Grade level parent meetings	PS		PK-3 Teachers Principal Asst. Principal	Aug 2006 May 2007	$0	Parent participation	Sign in sheets
PI	Post PTO newsletter on website and update marquee weekly	PS		PTO Officers	Aug 2006 May 2007	$0	Parent participation	Copies of newsletters
PI	Student Take Home Folders	FS		Teachers	Aug 2006 May 2007	$0	Parent participation	Copies of school information
PI	Preschool visits for Headstart and Preschools	PS		Principal Asst. Principal Counselor	Aug 2006 May 2007	$0	Number of students attending	Copies of program agendas
HQ	Communicate attendance expectations to parents and recognize perfect attendance	AEIS		Principal Asst. Principal PK-3 Teachers	Aug 2006 May 2007	$100	Attendance records	Copies of letters to parents

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**An established, effective communication network exists.**
Performance Objective:	**Acton will communicate effectively with staff, students and parents.**
Summative Evaluation:	**Parent/Staff Survey Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	Reward students with perfect attendance each six weeks	AEIS		Principal	Aug 2006 May 2007	$300 Lion's Club	Attendance records	Copy of letters to parents
HQ	Notify parents by phone after 3 successive absences and mail after 6 absences or tardies	AEIS		PK-3 Teachers	Aug 2006 May 2007	$0	Attendance records	Documentation of telephone calls
HQ	End of year recognition for perfect attendance	AEIS		PK-3 Teachers	Aug 2006 May 2007	$100 - Lion's Club Certificates Gold Dollars	Attendance records	Assembly program
HQ	Parents call school before 9:30 to report absences	AEIS		Parents	Aug 2006 May 2007	$0		Telephone Log
	School wide Title I Parent/Teacher/Student compact will be distributed			Principal Secretary	Aug 2006 May 2007	Paper for compacts Local	Compacts signed and returned	Signed compacts

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools.**
Performance Objective:	**Acton Elementary encourages parent involvement.**
Summative Evaluation:	**Sign in sheets from meetings, Volunteer sign in sheets**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	PTO	PS		PTO president	Aug 2006 May 2007	Officers $0		PTO minutes
PI	Parent Volunteer Program	PS		Principal Volunteer Coordinator	Aug 2006 May 2007	Principal PTO Officers Appreciation Luncheon $600 Title I	Volunteer sign in	
HQ	Shining Starfish Student Recognition	DR		Counselor Kiwanis	Aug 2006 May 2007	$300	Discipline records	Student participation records
PI	Family Reading Night	AEIS		AR coordinator	Aug 2006 May 2007	$0	Student attendance	Sign in sheets
PI	Donuts for Dads	PS		K teachers	April 2007	$200 Title I	Parent participation	Sign in sheets
PI	Muffins for Moms	PS		K teachers	May 2007	$200 Title I	Parent participation	Sign in sheets

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Students are competent in technology.**
Performance Objective:	**Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.**
Summative Evaluation:	**Math TAKS and Reading TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	T/S formats and evaluates digital information for appropriate and effective communication delivered electronically in a variety of media	AEIS		Classrooms Teachers Principal Asst. Principal	Aug 2006 May 2007	$12,000 Grant funding Studio lab equipment to assist in creation and presentation of student projects	A check sheet with applicable skills will be completed after observation of the student's performance	Student portfolio
HQ	Classrooms will maintain 4 workstations	AEIS		Principal Technology Director	Aug 2006 May 2007	Technology Department	School inventory will indicate completion of this objective	Classroom inventory
M	LEP/ELL students will utilize software to enhance literacy and fluency	AEIS	ELL	Principal Technology Director	Aug 2006 May 2007	Rosetta Stone software ELL Funds	Rosetta Stone software ELL Funds	Student report cards

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Students are competent in technology.**
Performance Objective:	**Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.**
Summative Evaluation:	**Math TAKS and Reading TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	Technology training and staff development	AEIS		Principal Technology Director	Oct 2006	$0 Technology department	Staff Development Evaluation	Sign in sheets
PD	T/S demonstrates knowledge and appropriate use of hardware components, software programs, and their connections using data input skills appropriate to the task	AEIS		Classroom Teachers Principal	Aug 2006 May 2007	$3000 Grant funding a full functioning computer lab, age appropriate instructional and assessment materials	Use of terminology. Ability to start and exit programs, as well as create, name, and save files, will be recorded on a checklist	Record of checklist
HQ	T/S uses a variety of strategies to acquire and evaluate information from electronic resources in a variety of ways	AEIS		Classroom Teachers Principal	Aug 2006 May 2007	Evaluation of keyboard searches to acquire information and the application of skills to navigate and access information for research	$3500 Grant funding age appropriate software programs to track and evaluate student progress	Teacher lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Students are competent in technology.**
Performance Objective:	**Acton will utilize TECHNOLOGY to improve reading, math and writing performance.**
Summative Evaluation:	**Math TAKS and Reading TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	T/S uses computer based tools to create, modify, and evaluate solutions to problems utilizing research skills and electronic resources in a variety of ways	AEIS		Classroom Teachers Principal	Aug 2006 May 2007	$10,000 Grant funding Create grade level multimedia carts with a scanner, VHS or digital recording devices, etc.	Observations of each student using software programs to express ideas and solve problems will be recorded on an individual skills checklist	Record of checklist
HQ	Utilize internet access & video services	FS		Technology Director Principal	Aug 2006 May 2007	$20,025 Technology Budget	Student Individual Skills checklist	Computer Dept Records
HQ	Classrooms will maintain 4 work stations	FS		Principal Technology Director	Aug 2006 May 2007	$1,250 Local Computer and printer supplies		Computer Dept Records
HQ	Maintain Color Printers	FS		Principal Technology Director	Aug 2006 May 2007	Computer Cartridges $2,000		Computer Dept Records

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Adequate facilities and equipment exist to meet the needs of our students.**
Performance Objective:	**Acton will utilize FACILITIES and EQUIPMENT to meet the needs of our students.**
Summative Evaluation:	**Parent/Staff Survey Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	Printer Applications	AEIS		Principal Technology Director	Aug 2006 May 2007	$2400 Technology grant	Increased number of printers will enhance student use	Student Portfolio
M	Power Point presentation equipment/Smart Board	AEIS		Principal Technology Director	Aug 2006 May 2007	$6000 Technology grant	Teacher use enhances student learning G/T applications for student presentations	Checkout sheet Student portfolio
M	Video on Demand	AEIS		Principal Technology Director	Aug 2006 May 2007	$3,319 Local	Teacher use enhances student learning	Faculty checklist
M	Replace furniture as needed	AEIS		Principal	Aug 2006	$1,000 Local	Adequacy of furniture to meet student and staff needs	Furniture inventory

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Adequate trained staff exists to meet the needs of GISD students.**
Performance Objective:	**The needs of Acton students will be met by highly qualified professional teachers.**
Summative Evaluation:	**Results of worksheets used to determine "Highly Qualified" status.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Continue music appreciation by fostering a positive learning environment	FS		Music teacher	Aug 2006 May 2007	Music instruments Materials and supplies $1200 Local	Report Card	Teacher lesson plans
M	Continue art appreciation by fostering a positive learning environment	FS		Art teacher	Aug 2006 May 2007	Art equipment and supplies $3500 Local	Report Card	Teacher lesson plans
M	Continue physical education enhancement by fostering a positive learning environment	FS		Physical education teachers	Aug 2006 May 2007	Sports equipment and supplies $2,000 Local	Report Card	Teacher lesson plans
M	Provide Pre-Kindergarten for 4 year old students	AEIS	ELL ED	Pre-K teacher	Aug 2006 May 2007	$52,488 Teachers salary Comp Ed	Individual student assessments	Program implementation

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Adequate trained staff exists to meet the needs of GISD students.**
Performance Objective:	**The needs of Acton Students will be met by highly qualified professional teachers.**
Summative Evaluation:	**Maintain a Highly Qualified Staff**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	Encourage reading by providing a large variety of reading material	AEIS		Librarian	Aug 2006 May 2007	$5000 Local Books and equipment	AR records	Number of volumes checked out
HQ	Provide a school nurse to attend to student health needs and perform vision and hearing screening	EIS		School Nurse	Aug 2006 May 2007	$2,730 Local Health supplies and equipment	Student Health records	Clinic sign in sheets
HQ	Instruction will be delivered by a highly qualified staff	AEIS		Principal Campus Leadership Team	Aug 2006 May 2007	District salary schedule	Teacher evaluation	Personnel records
PD	Utilize Thinking Maps New Jersey Writing and Best Practices to increase student achievement	AEIS		Principal Curriculum Coordinator PK-3 Teachers	Aug 2006 May 2007	Training provided by district trainers $500 Manuals/Thinking maps	Classroom observations	Lesson plans Sign in sheets
PD	Improve Critical Thinking through the use of foldable and graphic organizers	AEIS	ELL AR SE E ED	Principal Asst. Principal PK-3 Teachers	Aug 2006 May 2007		Benchmarks TAKS	Student products Teacher lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Adequate trained staff exists to meet the needs of GISD students.**
Performance Objective:	**The needs of Acton Students will be met by highly qualified professional teachers.**
Summative Evaluation:	**Maintain a Highly Qualified Staff**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	Kagan Cooperative Learning	AEIS	ELL AR SE E ED	Principal Asst Principal K-3 Teachers Kagan Trainers	Aug 2006 May 2007	$500 Teacher Packets	Benchmarks TAKS	Teacher lesson plans Classroom observation
PD	ELL Certification	AEIS	ELL	Curriculum Coordinator	Aug 2006 May 2007	$1,000 ELL	Benchmarks TAKS	Personnel records

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Student Safety and Well Being**
Performance Objective:	**A comprehensive guidance program will be implemented for drug, alcohol, tobacco, and violence prevention and education.**
Summative Evaluation:	**Discipline Referrals and Counselor Referrals**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	Implement Kelso's Choices for conflict resolution	PS FS		Counselor PK-3 Teachers	Aug 2006 May 2007	$0	Discipline referrals	Lesson plans
HQ	Get Real About Violence Grades 1-3	PS FS		Counselor 1-3 Teachers	Aug 2006 May 2007	$0	Discipline referrals	Lesson plans
HQ	Drug and Violence Education	PS FS		Counselor PK-3 Teachers	Oct 2006	$0 provided by TEA	Student feedback through participation	Lesson plans
HQ	Red Ribbon Week	SS		Counselor	Oct 2006	$600 Local	Student feedback through participation	Lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Acton Elementary Campus Improvement Plan
2006-2007

District Goal:	**Student Safety and Well Being**
Performance Objective:	**A comprehensive guidance program will be implemented for drug, alcohol, tobacco, and violence prevention and education.**
Summative Evaluation:	**Discipline Referrals and Counselor Referrals**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	DARE Classes 3rd grade	SS		Dare Officer	Dec 2006 Feb 2007	$2000 SADFSC Budget	Student and teacher evaluations	Lesson plans
HQ	McGruff classes PK and K	FS		Principal Discipline Committee	Aug 2006 May 2007	$0	Discipline referrals	Discipline plan
	Develop and implement campus wide discipline plan	FS		Principal Discipline Committee	Aug 2006 May 2007	$0	Discipline referrals	Discipline plan
HQ	Update and review emergency operations plan with staff			Principal	Aug 2006	$0	Training evaluation form	Sign in sheets and agendas

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Fund	Description	$ Budgeted
Title I	Teacher's salary At Risk	42,228
Title I	Asst. Principal 1-FTE	45,800
AR	Tutoring	2,000
Title I	Tutoring Salaries	18,855
Title I	Parent Involvement	1,453
Title I	Reading Materials	2,422
Title I	Supplies and Materials	2,500
Comp Ed	Elementary Comp Ed. salary 1-FTE	52,488
ELL	Supplies and Materials	2,500
ELL	Certification	1,000
	General Fund Instruction	
Local	Textbooks/Math/Third Grade	3,900
Local	Supplies and Materials	32,310
Local	Employee Travel/Professional Development	3,600
Local	Awards and Miscellaneous	3,400
Local	Furniture and Equipment	1,650
	School Leadership	
Local	Computer Supplies	200
Local	Computer	2,450
Local	Supplies and Materials	500
Local	Employee Travel-Professional Development	1,100
Local	Fees and Dues	600
	Library	
Local	Contracted Equipment Maintenance	2,599
Local	Maintenance and Repair	100
Local	Subscriptions	500
Local	AV Data Processing	300
Local	Supplies and Materials	500
Local	Employee Travel/Professional Development	600
Local	Fees and Dues	95
Local	Furniture	300
Local	Equipment	6,873
Local	Library Books	5000
Local	Accelerated Reader	199
Local	Star Reading	130
Local	Marc Magician	99

Fund	Description	$ Budgeted
	Counselor	
Local	Reading Materials-Supplies	500
Local	Employee Travel	800
	Health Services	
Local	ESC Contracted Services	250
Local	Maintenance and Repair	100
Local	Miscellaneous Contracted Services	80
Local	Supplies and Materials	1,200
Local	Supplies and Materials	350
Local	Employee Travel and Subs	200
Local	Equipment	1,411
	Gifted Education	
Gifted	Instructional Materials	$500
Gifted	Employee Travel and Subs	$500
	Comp Ed.	
Comp Ed	Tutors	5,000
Comp Ed.	Supplies and Materials	2,832
	Technology	
Local	Charter Communication	11,950
Local	SBC-Internet	2,750
Local	Content Filtering and Antivirus	2,150
Local	Video Conference – Camera Maintenance	1,725
Local	Video Conference – Accord Bridge	950
Local	ESC – Retn	500
Local	Destiny Follett	4,300
Local	Computer Repair-supplies	1,250
Local	Printer Toner Cartridges	2,000
Local	Grade Quick	250
Local	Destiny – Scanner Maintenance	200

GLOSSARY	
Sp. Pop	**Special Populations**
GT	Gifted and Talented
ELL	English Language Learners
AR	At Risk
SE	Special Education
E	Ethnicity
ED	Economically Disadvantaged
	Needs Assessment
AEIS	Academic Excellence Indicator System
SS	Student Survey
FS	Faculty Survey
PS	Parent Survey
DR	Discipline Reports
S.W. Comp	**School Wide Compensatory**
R	Reform Strategy
PD	Professional Development
PI	Parent Involvement
A	Assessment
M	Mastery
HQ	High Quality
	Other
TPRI	Texas Primary Reading Inventory
TAKS	Texas Assessment of Knowledge and Skills
AR	Accelerated Reader
IEP	Individual Education Plan
PTO	Parent Teacher Organization
SAT	Student Assistance Team
ELPOP	English Language Proficiency Observation Protocols

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**GISD will use alternate resources to supplement tax revenues.**
Performance Objective:	**Baccus Elem. School will use alternate resources to provide for the needs of the students.**
Summative Evaluation:	**2006-2007 PTA Budget, 2006-2007 GISD Budget**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Campbell's Soup Labels			PTA	8/15/06 – 5/24/07	PTA Funds Postage - $25.00 PTA Volunteer	Yearly Report	PTA Records
	General Mills Boxtops for Education			PTA	8/15/06 – 5/24/07	PTA Volunteer	Yearly Report	PTA Records
	Ink Jet Cartridges			PTA	8/15/06 – 5/24/07	None	Yearly Report	Yearly Report
	PTA Sponsored Activities: Carnival, Art Fund Raiser, Cici's Pizza Night, Skate Night, Science Fair Boards, AR Reading and Pizza Night			PTA Carnival Chairperson	2/2007	$2000 PTA Funds	Carnival Evaluation Report	PTA Records
	Recycling			3rd Grade G/T Teacher	8/15/06 – 5/24/07	Third Grade G/T Class	Recycling Report	Recycling Reports
	Book Fair			Librarian PTA Volunteers	Fall, 2006 Spring 2007	None	Book Fair Report	PTA, Book Fair Records
	School Pictures			Principal	Oct. 2006, Mar. 2007	None	Budget Deposit	Budget Deposit
	Grants: Wal-Mart		AR	Principal PTA President HOSTS Coordinator	8/15/06 – 5/24/07	None	Grant Report	Grant Records

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**All student populations will achieve 100% mastery on the Reading and Math TAKS.**
Summative Evaluation:	**TAKS, AEIS, Campus Report Card**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD, R, A	Continue to teach the reading series and supplemental reading series	TAKS TPRI	All	All classroom teachers, Sp. Ed teachers, HOSTS Coordinator, Instructional Specialists and tutors.	8/15/06 – 5/24/07	Adopted Reading Series. Local Funds to add to or replace textbooks $250	Benchmarks, Test Results TAKS TPRI ITBS RPTE HOSTS Testing	TAKS, TPRI Reports
R	Students in grade 1-3 will recognize the appropriate sight words from the Reading Series	Pretest	All	All classroom teachers, HOSTS Coordinator, Instructional Specialist	8/15/06 – 5/24/07	Reading Textbooks Local and State Funds	TPRI RPTE TAKS Benchmarks	Daily, Weekly evaluation until mastery
R	Use computers to enhance and individualize the reading program	STAR Report, Sleek Pre-test	All	All Classroom teachers, Instructional Specialist	8/15/06 – 5/24/07	Rosetta Stone, textbook adoption, CD's, Connect Tech, Web Page	Monitor lesson plans	Connect Tech. STAR Reports Rosetta Stone Reports, Web Sites
R	Replace and upgrade computers in classrooms as needed to maintain at least four computers per classroom		All	Principal	8/15/06 – 5/24/07	Local	Principal Reports	Technology Inventory

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, CNA=Comprehensive Needs Assessment
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**All student populations will achieve 100% mastery on the Reading and Math TAKS.**
Summative Evaluation:	**TAKS, AEIS, Campus Report Card**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CNA	TPRI		All K-2	K-2 Teachers	K: Jan. 2007 May 2007 1 & 2 Oct. 2006 May 2007	State provided materials	TPRI Test	TPRI Reports
CNA	RPTE		ELL	Counselor	Mar. 2007	ESL/Bilingual Federal Funds	RPTE Results	RPTE Reports
R	Provide tutoring during the school day to ELL and low-performing students		AR ED ELL	Principal, Instructional Specialist, Tutors	8/15/06 – 5/24/07	ARI and Title I Funds, SCE for supplies $500	End of Year Testing, TAKS	TAKS Results
R	Provide staff development in reading including cooperative learning, graphic organizers, and writing.	Faculty Survey, AEIS	All	Principal	8/15/06 – 5/24/07	SCE - $1000 Local - $900 Title I - $7000	Survey Results	TAKS Results

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**All student populations will achieve 100% mastery on the Reading and Math TAKS.**
Summative Evaluation:	**TAKS, AEIS, Campus Report Card**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Instruct math processes and skills using Saxon Math	TAKS, Bench-marks	All	All Classroom Teachers, Sp. Ed Teachers	8/15/06 – 5/24/07	State provided resources. $2500 Local Funds	TAKS Benchmarks	TAKS Records Benchmark Results
R	Use supplemental math materials: GEMS, Exemplars, Problem Solvers, Estimation & Reasonableness Calculators, AIMS, Frog Street. Kamaco, Kagan, ADD, Math for Today, Target Math	TAKS, Bench-marks	All	All Classroom Teachers, Sp. Ed Teachers	8/15/06 – 5/24/07	Local Funds $2500 SCE - $500	TAKS	TAKS Scores
PD	Staff Development for all staff in math	Faculty Survey	All	Principal	8/15/06 – 5/24/07	Local - $900 SCE - $1000	Survey Results	TAKS Scores
R	Use computer software and Programs from the Internet to enhance math instruction.		All	Classroom Teachers	8/15/06 – 5/24/07	Computer Lab & Classroom Computers Local Funds	TAKS	TAKS Reports Connect Tech
R	Use manipulatives and learning centers to create and maintain students' natural curiosity and discovery.		All	Classroom Teachers Instructional Specialist	8/15/06 – 5/24/07	Local Funds $2500 SCE $200	TAKS	TAKS Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**All student populations will achieve 100% mastery on the Reading and Math TAKS.**
Summative Evaluation:	**TAKS. AEIS, Campus Report Card**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Maintain a portfolio for every student that will be passed to the next grade level.		All	All Classroom Teachers	8/15/06 – 5/24/07	Local Funds $300	4th Grade Writing Scores or TAKS	Portfolios
R, PD	Teacher Training and Use of Thinking Maps by students PK- 3.		All	All Teachers	8/15/06 – 5/24/07	Thinking Maps Notebooks, Title I Funds Local Funds	Evidence of Thinking Maps in classes.	Student created Thinking Maps in classrooms.
R	Pre-K students attempt to use a variety of writing forms: Lists Messages Stories		All	Pre-K Teachers	8/15/06 – 5/24/07	Local Funds Writing Folders	Copies of student work	Portfolios
R	Kindergarten: Students compose original text Grade 1: Students select and use writing processes to compose original narrative stories. Grade 2: Students select and use writing processes for self-initiated and assigned writings including narrative and descriptive stories		All	K-3 Teachers	8/15/06 – 5/24/07	Local Funds Writing Folders	Student Work	Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**All student populations will achieve 100% mastery on the Reading and Math TAKS.**
Summative Evaluation:	**TAKS, AEIS, Campus Report Card**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Grade 3: Students select and use writing processes for self-initiated and assigned writings including narrative and descriptives.		All	K-3 Teachers	8/15/06 – 5/24/07	Local Funds Writing Folders	Student work	Portfolios
PD	New Jersey Writing Project of Texas (NJWPT)			Principal	June, 2006 – May 2007	Title I Funds for training, books, travel	Writing Portfolio	Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS=Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**An established, effective communication network exists.**
Performance Objective:	**Baccus Elementary will maintain efficient and appropriate communication with parents and students.**
Summative Evaluation:	**Participation by the students, parents, staff, and community in all activities.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Progress Reports are sent every three weeks to the parents of students with failing grades	Local Funds $100	All	All Teachers	8/15/06 – 5/24/07	Local Funds $100	Report Cards Grade Books	Copy of Progress Report
	Meet the Teacher Night	None	All	All Teachers	8/15/06 – 5/24/07	None	Principal & Staff Observations	Sign-In Sheets
	Conduct Teacher/Parent Conferences at least once a year	None	All	All Teachers	8/15/06 – 5/24/07	None	Parent Involvement	Sign-In Sheets Roster of Conferences
	Conduct LPAC, SAT, and 504 meetings as needed	None	LEP ED AR	Counselor, Asst. Principal	8/15/06 – 5/24/07	None	Report Card	LPAC, SAT, and 504 minutes and records
	Video Production Class	Title I	All	Principal, Classroom Teacher GEA 7	8/15/06 – 5/24/07	Title I	Evaluation Form for weekly shows	Video Library Scrapbook

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Improvement Plan
2006-2007

District Goal:	**An Established, Effective Communication network exists.**
Performance Objective:	**Baccus Elementary will maintain efficient and appropriate communication with parents and students.**
Summative Evaluation:	**Participation by the students, parents, staff, and community in all activities.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	The CLT will meet monthly to discuss campus issues as defined by the State law.			Principal	8/15/06 – 5/24/07	None	Yearly Evaluation	Campus Improvement Plan
	Monthly newsletters and calendars			Principal	8/15/06 – 5/24/07	Local Funds (Paper) $200	Newsletter and calendars	Copies of newsletters and calendars
	Teachers will be encouraged to send weekly or monthly newsletters regarding classroom activities			Teachers	8/15/06 – 5/24/07	Local Funds (Paper) $200	Newsletters and calendars	Copies of newsletters
	Marquee			Principal, Asst. Principal	8/15/06 – 5/24/07	PTA	Updated Marquee	Updated Marquee
	Hood County News articles to publicize activities and honors			Public Info Officer, PTA President Principal	8/15/06 – 5/24/07	PTA Volunteer, GISD Public Information Officer	Frequent articles	Copies of Articles
	GISD Web Page			Technology Committee, Principal	8/15/06 – 5/24/07	Technology	Frequent information on GISD Web Page	Web Page
	Baccus and Classroom Web Pages			Principal, Technology Committee	8/15/06 – 5/24/07	None	Updated information on Baccus Web Page	Web Page

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**An Established, Effective Communication network exists.**
Performance Objective:	**Baccus Elementary will maintain efficient and appropriate communication with parents and students.**
Summative Evaluation:	**Participation by the students, parents, staff, and community in all activities.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Schoolwide Title I Parent/Teacher/Student compacts will be distributed, signed, and stored.			Principal, Secretary	8/15/06 – 5/24/07	Title I Funds Paper for Compacts	Compacts signed and returned to school	Signed Compacts
	Tours will be conducted for Head Start, Daycares, and individual parents and students who will be attending our school			Principal	8/15/06 – 5/24/07	None	Feedback from parents or group leaders	Calendar
	Maintain a Parent Center in the Library to provide parenting information.	Parent Survey		Counselor	8/15/06 – 5/24/07	Local Funds	Feedback from parents	Parent Center Sign – in Sheet

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools.**
Performance Objective:	**Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Teachers will work and plan in grade level teams to ensure continuity of activities from class to class	Faculty Survey	All	All Teachers, Principal	8/15/06 – 5/24/07	Common planning time No funds required	Lesson Plans	Grade Level minutes
	Science Fair		All	Principal, Asst. Principal Classroom Teachers	1/2007	Awards $200 Local Funds	Science Fair Competition	Complete projects and list of winners
	Field Day		All	P.E. Teacher	5/2007	Awards $100 PTA Funds	Report to Principal	Schedule of events
	Music Programs designed for PTA meetings by students		All	Music Teacher	9/2006 11/2006 1/2007 3/2007	PTA Funds $200	Completion of PTA program	Copy of Program
	Baccus Bucks		All	Teachers, Staff	8/15/06 – 5/24/07	PTA Funds $300	Fewer discipline referrals	DR

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS= Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools.**
Performance Objective:	**Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ, PI	Accelerated Reader			Librarian, PTA Volunteers	8/15/06 – 5/24/07	PTA Funds $1600 Local - $500	Awards for Point accumulation	List of top AR winners
HQ, PI	Kiwanis Terrific Kids			Principal	8/15/06 – 5/24/07	PTA Funds $250.00	Principal and staff observations	List of Terrific Kids
HQ, PI	Skate Night			PTA Volunteers	Monthly 9/2006– 4/2007	PTA Funds $50 for paper to send notes	Yearly evaluation	Skate Night Records
HQ, PI	Health and Safety Fair			PE Teacher Nurse, Principal	11/2006 – 2/2007	$500	Session Evaluation	Runner's Club Records
HQ, PI	Runner's Club			PE Teacher	2/2007	PTA Funds - $600	Yearly eval.	Tardy Records, Discipline Records
	Baccus "Do Right" Award			Principal	1/2006 – 5/2007	Local Funds - $500	Fewer tardies, Behavior	Attendance Records
	After School Groups:							
	Honor Choir			Music Teacher	8/06-5/07	PTA	Yearly Evaluation	Attendance Records
	Good News Club			Faculty Volunteers	8/06-5/07	None	Evaluation by Club	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools.**
Performance Objective:	**Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	Students in 1st, 2nd & 3rd grades will be identified for G/T based on the guidelines established in the G/T Districtwide Program	ITBS CogAT	All All	Counselor	10/2006 – 5/2007	Testing Materials Local - $200	ITBS CogAT	Completed G/T Evaluations
R, HQ	Curriculum and instruction will meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program.		All	Principal Counselor G/T Teachers	8/15/06 – 5/24/07	Local Funds - $600	Lesson Plans	Copies of Lesson Plans
A, R, PI, HQ	ESL students will be identified, develop a positive attitude toward their new culture, and develop communication skills	Home Lang. Survey	All	Counselor	8/15/06 – 5/24/07	ESL Funds - $250 Supplies Library Books - $1000 ESL Funds	ITBS – 2nd RPTE – 3rd IPT Oral English PK-3rd IPT Reading English 2 & 3 IPT Writing English 2 & 3	Copies of test results
	Use “Morning Meetings” to promote character education	DR	All	Principal	8/15/06 – 5/24/07	Character Education topics		List of topics & schedule of topics

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**Students are competent in technology.**
Performance Objective:	**Baccus students will be competent in technology**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R, HQ	Students will be given an opportunity to use computers daily.		All	All Teachers	8/15/06 – 5/24/07	Computer Lab Four computers per classroom	Lesson Plan Evaluations	Lesson Plans
R, HQ	Students will demonstrate competency in technology TEKS		All	All Teachers	8/15/06 – 5/24/07	Technology TEKS	Lesson Plan Evaluation	Lesson Plans
R, HQ	Students will have the opportunity to use a variety of technology tools.		All	All Teachers	8/15/06 – 5/24/07	Computers, scanners, digital cameras, video cameras	Lesson Plan Evaluation	Lesson Plans
R, HQ	Students will sign and understand the Acceptable Use Policy for technology use		All	All Teachers	8/15/06 – 5/24/07	None	Forms completed	Signed handbook page

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**Adequate facilities and equipment exist to meet the needs of our students.**
Performance Objective:	**Baccus Elementary will provide adequate facilities and equipment to meet the needs of our students.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Maintain at least 4 students per computer			Principal	8/15/06 – 5/24/07	Local and Title I	Principal	Technology Inventory
	Playground equipment will receive monthly inspections			Maintenance Staff	8/15/06 – 5/24/07	None	Maintenance Staff	Inspection Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**Adequate trained staff exists to meet the needs of GISD students.**
Performance Objective:	**All teachers and staff at Baccus Elementary School will be trained to meet the needs of all students.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD, HQ	Staff development days during the school year.			Principal	See School Calendar	Curriculum materials Local Funds - $5040	Session Evaluations	Sign – In Sheets and Agendas
PD, HQ	Horizontal and vertical team meetings			Principal Curriculum Dept	8/15/06 – 5/24/07	State adopted materials Supplemental Resources	Session Evaluations	Sign – In Sheets and Agendas
PD, HQ	Provide training for teacher aides		SE	Principal Sp. Ed Director	8/15/06 – 5/24/07	Principal, Spec. Ed. Dept.	Session Evaluations	Sign – In Sheets and Agendas
PD, HQ	Teachers will be competent in technology TEKS and the integration of technology into the curriculum.			Teachers, Technology Dept	8/15/06 – 5/24/07	TEKS Technology Workshops	Session Evaluations	Sign – In Sheets

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	**Student safety and well-being**
Performance Objective:	**Baccus Elementary teachers and staff will work together to provide an atmosphere of safety and well-being.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	Monthly Safety Committee Meetings	Safety Inspection		Principal	8/15/06 – 5/24/07	Safety Training Manual	Yearly Evaluation	Safety Reports
R, HQ	Provide Drug Abuse Resistance Education (DARE) Programs	DR	3rd Gr.	DARE Officer 3rd Grade Teachers	Spring 2006	DARE Officer Safe & Drug Free Schools	Teacher Evaluations	Evaluation Reports
R, HQ	Red Ribbon Week	DR	All	Counselor	10/2006	Safe & Drug Free Schools	Activity Evaluation	Evaluation Reports
	Regularly conducted fire and tornado drills	Monthly Safety Report	All	Principal	8/15/06 – 5/24/07	None	Safety Reports	Safety Records
	Fire Safety Assembly	Monthly Safety Report	All	Principal, Volunteer Fire Dept	10/2006	None	Assembly Evaluation	School Calendar
	Monthly Safety Training	Monthly Safety Report	All	Principal	8/15/06 – 5/24/07	None	Safety Reports	Safety Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	
Performance Objective:	**The teachers, staff, and students will attain an attendance rate of 96% or higher.**
Summative Evaluation:	**AEIS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Each classroom teacher will send a list of absences to the office by 8:30 a. m.		All	Secretary Office Clerk	8/15/06 – 5/24/07	Documentation Notebook	Attendance Reports	Attendance Records
	Complaints are filed on parents for contributing to Non-attendance and excessive tardies		All	Principal Asst. Principal	8/15/06 – 5/24/07	None	Attendance Reports and Letters to Parents	Copies of Reports and Letters
	Students will be recognized and rewarded each six weeks period for Perfect Attendance		All	Classroom Teachers	8/15/06 – 5/24/07	Certificates - $50 Local Funds	6 Weeks Attendance Reports	Attendance Records
	Students with perfect attendance for the year will be recognized at the end of the year Awards Program		All	Principal	5/2007	Medals - $100 Local Funds	Yearly Report	Attendance Records

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS = Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Nettie Baccus Elementary School Campus Improvement Plan
2006-2007

District Goal:	
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS =Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
Special Populations (Sp. Pop.): GT=Gifted and Talented, ELL=English Language Learners, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, VPC=Video Production Committee, T=Technology, SC=Science Committee, LC=Library Committee, CLT=Campus Leadership Team

Emma Roberson Elementary School

Campus Plan
2006-07

Granbury Independent School District

Emma Roberson Elementary
Campus Improvement Team
2006-07

Kellie Lambert	**Chairman**
Debbie Richey	**District-Level Representative**
Kandra Campbell	**Non-Teaching Professional**
Susan Pearson	**Classroom Teacher**
Leslie Rogge	**Classroom Teacher**
Christy Petillo	**Classroom Teacher**
Breanne Campbell	**Classroom Teacher**
Jennifer Ryan	**Classroom Teacher**
Dawn Adcock	**Parent Representative**
Kristy McReynolds	**Parent Representative**
Billie Baker	**Community Representative**
Buddy Wisdom	**Business Representative**

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 1: A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.**
Performance Objective:	**The pass rate for all third grade students on the reading and math portions of the TAKS will be at the exemplary level (90% or better). The pass rate for Low SES students will be at 90% or better.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	1. TAKS and standardized test results will be analyzed for all students to identify specific skills and objectives that are needed to align the curriculum.	TAKS results and ITBS results	ESL AR SE GT ED	3rd Grade Teachers Test Coord. Instructional Specialist	Necessary realignment and curriculum adjustments will be made from Sept -May 2007	3rdGrade TAKS scores and ITBS scores.	Report to CIT Instructional Specialist	Campus Scope and Sequence Charts
A	2. Assessments in reading at the beginning of the year will be analyzed for every student in K-3 to identify individual needs and individualized instruction to begin tutoring**.**	TPRI Grades Retentions Teacher Survey State Mandate	ESL AR SE GT ED	Counselor and all teachers Inst. Specialist Lead Teacher	Within 4 weeks of beginning of school for assessment Tutors: Sept-May 2007 Beginning/ Middle/End	ED Soft ($8000 paid for by technology) SCE funds for supplies:$5000 TPRI testing $2420 TPRI testing (44 Days/3 Subs)	Benchmark tests Readiness Inventory At-Risk Assessment	TAKS scores TPRI scores At-risk list

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 1 continued**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	3. Teachers will integrate reading across all curriculums to improve comprehension.	Teacher Survey	All Students	All Teachers/ Librarian & Principal	Sept.2006 -May 2007	Library $5000 (Reading Books)	Report to CIT from Grade-Level Lead Teachers	Lesson Plans
				Pre-K & 1st-3rd Teachers	Sept. 2006-May 2007	SCE: Student Current Events Magazine $2000	TPRI Benchmark	
				Kinder.	Sept. 2006-May 2007	Leveled Readers $1000		
				3rd Grade Teachers	Sept. 2006-May 2007	Target the Question Rdg $600		
				3rd Grade	Sept. 2006-May 2007	Chapter Books $1200		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 1 continued**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	4. Third grade students will take the TAKS benchmark test twice to determine individual and group progress toward mastery of reading and math TAKS objectives.	TAKS Release	All students All students	Counselor and all campus level teachers	Nov. 2006 and Jan. 2007	Certified teachers to administer to small groups Subs for 18 Groups (Twice) $2000	Chart of individual mastery of objectives	TAKS benchmark and scores and final TAKS scores
PD R	5. Staff will vertically align the curriculum utilizing the TEKS and TAKS objectives. 6. Teachers will use Saxon Math, TAKS Prep and Phonics workbooks in their classrooms	AEIS Report TAKS Benchmarks Benchmarks TAKS	All students	Lead Teachers 1st-3rd Grade Teachers Lead Teachers	Aug. 2006 Oct. 2006 Feb. 2007 Sept 2006-May 2007	TEKS TAKS (PK-3) Curriculum Staff Rdg Comp Workbooks $3300 Math Workbooks $2800 Saxon Math$2500	Reports to SBDM from Lead Teachers Reports to SBDM from Lead Teachers	Grade level curriculum alignment changes Lesson Plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 1 continued**
Performance Objective:	
Summative Evaluation:	

SW COMP	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	7. Individual tutoring focusing on identified reading and math objectives will be provided for K-3 at-risk students. Certified tutors and the Instructional Specialist will tutor the at-risk students	TAKS scores	ESL AR SE GT ED	Instructional Specialist	Tutoring will begin in Oct. 2006	Texas ARI funds Tutors:ARI/Title $45,000 Supplies $3000 SCE Funds TAKS tutoring materials $2500	Reports to SBDM Committee from the Instructional Specialist	Pre-test and Post-tests of students receiving tutoring
M	8. Students who are at risk will be assigned a mentor to boost self-esteem	TAKS scores	ESL AR SE GT ED	Instructional Specialist	Begin Oct. 2006 to the end of the school year	Staff members to serve as mentors SCE Funds Student Incentives $500	Reports to SBDM Committee from the Instructional Specialist	Mentor list in Nov.

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 2: Alternative resources to supplement tax revenues**
Performance Objective:	**Alternative resources for revenue will be sought through the creation of partnerships with parents and community members/corporations.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	1. The ERES PTO will supplement the funding of student activities with two fundraisers per year.	Staff Survey	All Students	PTO President	August 2006 – May 2007	PTO funds	Report from Principal to Parents	Profit Statement
HQ	2. CF Funds will supplement student activities.	Staff & Parents Survey	All Students	Principal	August 2006 – May 2007	Individual/group pictures Student Travel $1500 Awards $1400 General $1200		Profit Statement
PI	3. Donations from the community will be secured for the outdoor learning center and other school projects.	Staff & Parent Survey	All Students	Principal Mr.Coker Volunteers	August 2006 – May 2007	Solicitations from the community Box Top Collection Recycling	Reports to the SBDM Committee	Additional acquisitions of funds and materials

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 3: An established, effective communication network exists**
Performance Objective:	**A system of communications for students, families, staff and community will be provided**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	1. Communication among school community members will be encouraged, and communication from school to home will be required.	Title I	All Students	All teachers Counselor	August 2006 – May 2007	Daily Homework binders General Fund $1000 Weekly newsletters from teachers (Paper) 6 Weeks newsletter from the principal and PTO (Paper) HCN articles Contacts with intermediate and pre-schools	Parent Surveys in November 2006 and May 2007	Documented newsletters in staff files
PI	2. School-Parent-Student-Administrator Compacts will be provided and encouraged	Title I	All Students	Principal	Fall 2006	Reports to SBDM Committee in Fall 2006	All Students	Signed Compacts on file

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 3 Continued**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	3. A school website will be utilized to interact with parents for effective communication	Title I	All Students	Mrs. Statler	Aug. 2006-May 2007	Technology Committee	Parent Survey	Web Counter
PI	4. Opportunities for parents to get acquainted with the policies and procedures of ERES through grade specific orientations.	Title I	All Students	Principal Grade Level Teachers	K-8/9/06 1st-8/10/06 2nd-8/11/06 3rd-8/14/06	Registration Forms $1000	Parent Survey	Sign In Sheet

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 4: A supportive community and staff are involved in our schools**
Performance Objective:	**A system for the involvement of parents and community members in the school will be provided.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	1. Opportunities for parent training will be provided: Science Night TAKS Prep Love and Logic Night ESL Literacy Night Pre-K Parent Make-Take	Title I	All Students	Counselor CIT Lead Teachers Pre-K teacher	Minimum of four seminars per year	Title 1 funds for parent training seminars $2500	Reports to CIT from Chair	Sign-In sheets for seminars
PI	2. Staff, parent and community participation in the school decision-making process will be encouraged	Title I	All Students	Principal	PTO and CIT will meet monthly SAT will meet as needed to discuss student progress	Elected Staff Selected parents and community members Title 1 funds to take CIT team to TSU Campus Planning Seminar $2000	Parent Survey	SBDM minutes

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 4 continued**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	3. School community members will be encouraged to volunteer at the school	Title I	All Students	Principal and Volunteer Coordinator	Aug. 2006 – May 2007	Volunteer Coord. (PTO)	Parent Survey	Volunteer sign-in sheets
PI	4. Provide parent resources for parenting assistance.	Title I	All Students	Counselor and Librarian	Aug. 2006 – May 2007	Supplies $500	Parent Survey	Check out log

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 5: Students are competent in technology**
Performance Objective:	**Student learning will be enhanced through the use of technology as a tool for communication, research and problem solving.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ & M	1. Purchase a new Smart Boards and Projectors to implement Ed Software and Web-base lessons	Staff Survey	All Students	Principal Mrs. Statler	Jan. 2007	Title I $10,400 (4 Smart Boards/ 6 Projectors)	Reports to CIT from the Technology Committee	Lab sign-up sheet
HQ & M	2. Instruction of Technology TEKS will be continued. Computers will be upgraded and maintained	Staff Survey	All Students	Principal Mrs. Statler	Aug. 2006 to May 2007	Technology TEKS	Reports to CIT from the Technology Committee	Lesson Plans
PD	3. The staff will take a team approach to dealing with technology needs and providing monthly in-service for ERES staff.	Staff Survey	All Students	Technology Committee	Sept. 2006 to May 2007	Technology Committee $500	Reports to SBDM Committee from the Technology Committee	Reduced number of Technology Service Requests

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 6: Adequate facilities and equipment exist to meet the needs of our students.**
Performance Objective:	**Facility and equipment needs will be assessed and submitted to the central administration for consideration.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	1. The CIT will oversee the facilities to determine the following needs: Building Sanitation, Landscaping and grounds, Hygiene Supplies, and Furniture.	Staff Survey	All Students	Principal & Mr.Coker	Fall 2006	Staff and parent survey	Report to CIT from the principal	Survey results and submission of needs to Central Office
A	2. Improve aesthetic look of the school building.	Staff/Parent Survey	All Students	Mr.Coker	Aug. 2006 – May 2007	Donations: -Home Depot -PTO -Community	Parent Survey	Survey
R	3. Student involved responsibility for a clean school.	Student – Teacher Survey	All Students	Mr.Coker	Sept 2006-May 2007	Cleaning Supplies $500 Signage $300	Photo Documentation	Class Report Begin/End of Project

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 7: Adequate trained staff exists to meet the needs of GISD students**
Performance Objective:	**Staff development activities designed to improve instruction and student performance will be implemented.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	1. Language Arts, Math, Social Studies, Science, GT, ESL, Bilingual, At-risk, Dyslexia, and Technology training for all classroom teachers will be pursued and maintained.	Staff Survey	ESL and AR teaching strategies	All Teachers	Staff development is on-going and staff-directed seminars will begin in Sept. 2006	-GISD Summer Institute -ESL/Bilingual Strategies Training -TCEA Conference -BEAM Conference -ESC Training -Effective Schools Project [ESL funds for travel: $3,000 SCE funds for travel: $3,000 Reg. Ed. funds for travel: $5,350 Special Ed. funds for travel: $600 ESL funds for staff development: $2,000] -Character Counts -Love and Logic $6,500 -TELPAS Training	Teacher evaluations	Staff Dev. agendas and documentations on file

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

District Goal:	**Goal 8: Student safety and well-being**
Performance Objective:	**A positive and safe learning environment for students, families, and staff community will be provided.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	1. The entire school community will be encouraged to abide by the guiding principles of Character Counts.	Staff Survey	All Students	All staff, parents and community members Counselor Instructional Specialist Mr. Coker	Aug. 2006 to May 2007	Morning announcements to encourage Character Counts Pillars Implementation of Character Counts Curriculum: -Character Counts Club from GMS	Staff Survey	Parent Surveys Staff Surveys Lesson Plans
HQ	2. A curriculum for methods in Safety and Drug prevention will be provided.	Staff and Parent Survey	All Students	Principal Counselor	Aug. 2006 to May 2007	PTO Community Law Enforcement	Reports to SBDM from the counselor	Parent Surveys Staff Surveys Lesson Plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

Emma Roberson Goal:	**Goal 9: Students daily attendance will increase to 97%**
Performance Objective:	**The students' daily attendance rate will increase to 97% during the 2006-07 school year.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
PI	1. Communications concerning the importance of attendance will be sent to parents throughout the year.	AEIS report Attendance Report	All Students	Mr. Coker Student Resource Officer	Aug. 2006 to May 2007	Monthly newsletter from the principal Notes from teachers Student attendance and tardy letters	Attendance Records/Rate	Letters on file
HQ & M	2. Students will be recognized for good attendance and punctuality practices	AEIS report	All Students	Principal and Attendance Committee	6 Weeks Awards	Awards: General funds $3,000 Lions Club	Six weeks attendance reports	Attendance reports
PI	3. Communication for when student is absent	AEIS report	All Students	Teachers/Office Staff	Aug. 2006 to May 2007	Phone Calls E-Mail	Daily attendance reports	Attendance reports
PI	4. SRO Communication with parents of students with serious attendance concerns.	Attendance Rate	All Students	Mr. Coker SRO	Sept. 2006 to May 2007	Title IV Funds	Six Weeks attendance reports	Attendance Reports from SRO

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Emma Roberson Campus Improvement Plan
2006-2007

Emma Roberson Goal:	**Goal 10: A positive and supportive professional working environment will be provided**
Performance Objective:	**A positive, supportive professional working environment for the staff will be provided.**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	1. The SBDM Committee will evaluate and revise the school procedures and schedules (within GISD guidelines) to maximize staff performance and morale.	Staff Survey	All Students	Principal SBDM Committee PTO and Wellness Committee	Aug. 2006 to May 2007	GISD guidelines CF funds for staff awards	Reports to CIT from principal, PTO and Wellness Committee	Staff Survey

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 1	**Alternative Resources to Supplement Tax Revenues**
Performance Objective:	**Enable students to meet federal & state performance standards.**
Summative Evaluation:	**All student groups (Pre-K – 5) will master federal & state standards.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI T	Apply for Title I Part A federal funds to enhance current programs. (Mambrino will become a Title I, Part A Targeted Assistance School for 2006-2007.)	PS	ESL, AR, SE, E, ED	Curriculum Director, Principal, Assistant Principal, Office Staff, Counselor, Classroom Teachers, Cafeteria Manager	August 2006-May 2007	Free/Reduced Lunch Applications	Percentage of qualified free/reduced lunch students must equal 40% or higher.	Free/Reduced Lunch Applications

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Reading.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Assess each student's competencies & instructional levels.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, GISD Curriculum Department	August 2006-May 2007	Benchmark Tests, TPRI Tests, AR Star Diagnostic Tests, TAKS Tests, RPTE Tests, Woodcock-Munoz Tests, ITBS Tests, Teacher Made Tests, Informal Reading Inventories	Assessment will show student reading levels, strengths & weaknesses, & student progress.	Ed Soft Student Reports, TPRI Student Reports, AR Star Diagnostic Student Reports, TAKS Student Reports, RPTE Student Reports, Woodcock-Munoz Student Reports, ITBS Student Reports, Teacher Reports
PD R T	Teachers will attend workshops/seminars to update & enhance strategies for federal, state, & district reading objectives & initiatives.	AEIS	GT, ESL, AR, SE, E, ED	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-June 2007	GISD Professional Development, Summer Conference, Kagan Training, Thinking Maps Training, New Jersey Reading, Region XI Service Center ($400), Reading Academies, ESP-Tarleton ($600)	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Certificates of Completion, Benchmark Test Results, TAKS Test Results, TPRI Student Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Reading.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R T	Teachers will update reading strategy materials that reflect any state TEKS/TAKS changes.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Step Up to TAKS, Flip Charts, TAKS Master, Kamico (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Benchmark Test Results, TAKS Student Reports
M HQ	Students will be provided opportunities to develop higher level thinking skills in analyzing & comparing written materials, predicting outcomes, critical thinking, applying knowledge of literary elements, & basic understanding.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Flip Charts, Problem Solving Literature, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, AR Star Diagnostic Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Reading.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R T PD	Grade level & vertical planning meetings will coordinate reading instruction across the grade levels.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Curriculum Department	September 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings
A M HQ	Teachers will integrate reading across the curriculum to improve comprehension.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Librarian	August 2006-May 2007	TEKS, Weekly Readers (Grade Level Funds-$1,250), Scholastic, Classroom Libraries, Library-($7,500 total library budget), Walk About Videos, (SCE Funds-$250) (Title I Funds-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, AR Star Diagnostic Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Reading**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M HQ	Teachers will use technology to provide alternative instruction to meet the needs of all students.	AEIS, Texas Star Chart Tech-nology Survey	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Librarian, Technology Staff	August-2006-May 2007	Computers, Transparencies, Audio Tapes, Video Tapes, TV/VCR Sets, Books, Internet Web Sites, Software, Electronic Field Trips, United Streaming, Connect Tech, Visual Presenters, Smart Boards (Total Library Technology Budget-$1,575)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, TPRI Student Reports, ITBS Student Reports, AR Star Diagnostic Reports
HQ	Classrooms & library will coordinate to meet the needs of students.	SS FS PS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Librarian, Principal, Assistant Principal	August-2006-May 2007	Library Books (Total library budget-$7,500)	Lesson Plans. Evidence of increased library usage through library data.	Library Records of Usage
HQ	The library will provide a variety of books to children through 10th grade reading level.	SS FS PS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Librarian, Principal, Assistant Principal	August-2006-May 2007	Library Books (Total library budget-$7,500)	Evidence of students reaching their highest reading potential.	AR Student Tests, ITBS Student Reports, TPRI Student Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Reading.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A PI M	Teachers will continue to update & implement AR/Star Program (monitor book levels, average percent correct, & point goals each six weeks), allow class time to read, & establish home reading as a school-wide goal.	AEIS FS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Librarian, Principal, Assistant Principal	August 2006-May 2007	AR Program ($338) Library Books (Total library budget--$7,500)	Evidence of increased library circulation, increased usage of software, & increased usage of lab computers. Students will meet their AR goals.	AR Student Reports, Library Records of Usage, TAKS Student Reports, ITBS Student Reports, TPRI Student Reports
PD HQ	Teachers will receive Reading Renaissance training.	FS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Librarian, Principal, Assistant Principal	August 2006-May 2007	Campus Training	Evidence of increased number of Reading Renaissance Trained Teachers.	Increase of student/ classroom goal oriented participation in AR Program
T HQ	Mambrino will have at least two per grade level Reading Renaissance AR Program Model Classrooms.	FS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Librarian, Principal, Assistant Principal	Grades 2-5 by November 2006. Grade 1 by January 2007.	AR Program ($338) Library Books (Total library budget--$7,500)	Evidence of increased number of Reading Renaissance Model Classrooms.	Model Classroom Certificates

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Reading.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI HQ	Strengthen home/school connections by offering cooperative school-community events such as The Book Fair & Family Reading Night.	FS PS	GT, ESL, AR, SE, E, ED	Librarian, Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, PTO	September 2006, March 2007	Library Books (Total library budget-$7,500), Scholastic Book Fair Materials, Tumble Books, Building Reading Parent Newsletter ($170)	Evidence of student/parent/staff participation.	Family attendance & participation, Attendance Sign-In Forms
PI M	Mentors (students, parents, community volunteers, & Masons) will model & foster a love of reading for all students.	FS PS SS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Librarian, Counselor, Volunteers	September 2006-May 2007	Library Books (Total library budget-$7,500), Classroom Books, Dualog Training Video	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, TPRI Student Reports, ITBS Student Reports, AR Star Diagnostic Reports, Volunteer Sign-In Forms

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Reading.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Staff members will adopt/mentor an at risk student(s).	AEIS FS DR	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal	August 2006-May 2007	At Risk Student List, TAKS Failure List	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, TPRI Student Reports, ITBS Student Reports, Attendance Reports, Discipline Reports
A M PI	Teachers will make use of appropriate personnel & volunteers to tutor/mentor at risk students.	AEIS FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teaching Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, Volunteers	August 2006-May 2007	At Risk Student List, Benchmark Test Results, TAKS Student Reports, TPRI Student Reports, At Risk Assessments (ARI & AMI Funds based on previous year's TAKS results) (Mambrino Tutoring Funds-$9,000) (Title I Funds-$107,000)	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, TPRI Student Reports, ITBS Student Reports, Attendance Reports, Discipline Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Math.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Assess each student's competencies & instructional levels.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, GISD Curriculum Department	August 2006-May 2007	Benchmark Tests, TAKS Tests, Teacher Made Tests, Saxon Math Assessments (Saxon Math for Grades 1, 2, & 3-$3,000)	Assessment will show student math levels, strengths & weaknesses, & student progress.	Ed Soft Student Reports, TAKS Student Reports, ITBS Student Reports, Teacher Reports
PD R T	Teachers will attend workshops/seminars to update & enhance strategies for federal, state, & district math objectives & initiatives.	AEIS	GT, ESL, AR, SE, E, ED	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-June 2007	GISD Professional Development, Summer Conference, Kagan Training, Region XI Service Center ($400), ESP-Tarleton ($600)	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Certificates of Completion, Benchmark Test Results, TAKS Test Results

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Math.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R T	Teachers will update math strategy materials that reflect any state TEKS/TAKS changes.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Step Up to TAKS, Flip Charts, TAKS Master, Kamico, Saxon Math (Saxon Math for Grades 1, 2, 3-$3,000) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Benchmark Test Results, TAKS Student Reports
M HQ	Students will be provided opportunities to develop higher level thinking skills in problem solving strategies, logic & reasoning, patterns, relationships, & reasoning.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Flip Charts, Problem Solver, GEMS, AIMS, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, MOOSE Math, Kamico, Saxon Math (Saxon Math for Grades 1, 2, 3--$3,000) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Saxon Test Results

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Math.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M HQ	Students will be provided opportunities to develop & enhance their understanding of geometry, measurement, fractions, probability & statistics.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Flip Charts, Problem Solver, GEMS, AIMS, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, MOOSE Math, Kamico, Saxon Math (Saxon Math for Grades 1, 2, 3--$3,000) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Saxon Test Results
R T PD	Grade level & vertical planning meetings will coordinate math instruction across the grade levels	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Curriculum Department	September 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction.	Schedules, Agenda, Summaries of Meetings

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Math.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M HQ	Teachers will integrate math strategies across the curriculum.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Flip Charts, Step Up to TAKS, TAKS Master, Saxon Math (Saxon Math for Grades 1, 2, 3--$3,000), Walk About Videos (SCE Funds-$250) (Title I Funds-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Saxon Test Results
M HQ	Teachers will use technology to provide alternative instruction to meet the needs of all students.	AEIS, Texas Star Chart Tech-nology Survey	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Technology Staff	August 2006-May 2007	Computers, Transparencies, Student Calculators, Internet Web Sites, Software, TV/VCR Sets, Electronic Field Trips, United Streaming, Connect Tech, Visual Presenters, Smart Boards (Total Library Technology Budget-$1,575)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, & classroom observations.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Saxon Test Results

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Math.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI HQ	Strengthen home/school connections by offering cooperative school-community events such as Family Math Night.	FS PS	GT, ESL, AR, SE, E, ED	Librarian, Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, PTO	October 2006	AIMS, GEMS, Manipulatives (Total Math Supplies-$500)	Evidence of student/parent/staff participation.	Family attendance & participation. Attendance Sign-In Forms
A M	Staff members will adopt/mentor an at risk student (s).	AEIS FS DR	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal	August 2006-May 2007	At Risk Student List, TAKS Failure List	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Attendance Reports, Discipline Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Math.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M PI	Teachers will make use of appropriate personnel & volunteers to tutor/mentor at risk students.	AEIS FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teaching Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, Volunteers	August 2006-May 2007	At Risk Student List, Benchmark Test Results, TAKS Student Reports, Saxon Test Results, At Risk Assessments (ARI & AMI Funds based on previous year's TAKS results) (Mambrino Tutoring Funds-$9,000) (Title I Funds-$107,000)	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Attendance Reports, Discipline Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Assess each student's competencies & instructional levels.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, GISD Curriculum Department	August 2006-May 2007	Benchmark Tests, TAKS Tests, Teacher Made Tests, Student Writing Samples	Assessment will show students' writing levels, strengths & weaknesses, & student progress.	Ed Soft Student Reports, TAKS Student Reports, Teacher Reports, Student Writing Portfolios
PD R T	Teachers will attend workshops/seminars to update & enhance strategies for federal, state, & district writing objectives & initiatives.	AEIS	GT, ESL, AR, SE, E, ED	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher,	August 2006-June 2007	GISD Professional Development, Summer Conference, Kagan Training, New Jersey Writing Project ($1,250 per teacher), Thinking Maps Training, Region XI Service Center ($400), ESP-Tarleton ($600) Six Traits Writing Materials & Workshops ($165 per teacher)	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Certificates of Completion, Benchmark Test Results, TAKS Test Results, Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R T	Teachers will update writing strategy materials that reflect any state TEKS/TAKS changes.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Step Up to TAKS, Flip Charts, TAKS Master, Kamico Developmental Series, Six Traits Writing Materials, GISD Rubrics, Mountain Language (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios
PD	All new teachers will become knowledgeable in the stages of writing: pre-writing, drafting, rereading, revising, editing, & publishing.	AEIS	GT, ESL, AR, SE, E, ED	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, GISD Staff Development, Region XI Service Center ($400), ESP Tarleton ($600), New Jersey Writing Project ($1,250 per teacher), Thinking Maps, Flip Charts, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico Developmental Series, Six Traits Writing Materials& Workshop ($165 per teacher) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of writing strategies learned through daily work, report cards, test data, & classroom observations. Students' writing portfolios will show evidence of the writing process & signs of individual growth.	Certificates of Completion, Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	All new teachers will be trained in the use of writing folders: daily working, collecting & cumulative folder (which contains 3 samples per year—beginning, middle, & end of the year) to be passed on to the next teacher as the student is promoted.	AEIS	GT, ESL, AR, SE, E, ED	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, GISD Staff Development, Region XI Service Center ($400), ESP Tarleton ($600), New Jersey Writing Project ($1,250 per teacher), Thinking Maps, Flip Charts, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico Developmental Series, Six Traits Writing Materials & Workshops ($165 per teacher) Writing Folders ($100) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of writing strategies learned through daily work, report cards, test data, & classroom observations. Students' writing portfolios will show evidence of the use of all stages of the writing process & signs of individual student growth.	Certificates of Completion, Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M HQ	Students will be provided the opportunities to develop skills in appropriate organization of ideas; correct & effective sentence construction; standard usage & appropriate word choice; & proofreading for punctuation, capitalization, & spelling.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, New Jersey Writing Project Materials ($250 per teacher), New Jersey Grammar Materials, Thinking Maps, Flip Charts, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico Developmental Series, Six Traits Writing Materials, Adopted English Textbook, Mountain Language, GISD Rubrics, Writing Folders ($100) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of writing strategies learned through daily work, report cards, test data, & classroom observations. Students' writing portfolios will show evidence of the use of all stages of the writing process & signs of individual student growth.	Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Partners Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M HQ	Students will be provided opportunities to develop skills in brainstorming, selection, categorizing, & organizing ideas before writing first draft.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, New Jersey Writing Project Materials ($250 per teacher), New Jersey Grammar Materials, Thinking Maps, Flip Charts, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico Developmental Series, Six Traits Writing Materials, Adopted English Textbook, Mountain Language, GISD Rubrics, Writing Folders ($100) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of writing strategies learned through daily work, report cards, test data, & classroom observations. Students' writing portfolios will show evidence of the use of all stages of the writing process & signs of individual student growth.	Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R T PD	Grade level & vertical planning meetings will coordinate writing techniques & standards for instruction across the grade levels.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Curriculum Department	September 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction. Students' writing portfolios will show evidence of the use of all stages of the writing process & signs of individual student growth.	Schedules, Agendas, Summaries of Meetings

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M HQ	Teachers will become proficient in writing strategies & holistic scoring. Each grade level will be responsible for (but not limited to): K – journal (picture/word) communicate thoughts 1st – more creativity – descriptive words, narrative 2nd – writing process/better sentence construction 3rd – teach paragraph writing/topics/spelling/capitalization/ punctuation/sequencing/elaboration 4th – organization/power writing/combining paragraphs/creative prompts/depth of writing 5th – persuasive, narrative, & summary	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Curriculum Department	August 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides, GISD Rubrics, New Jersey Writing Project Materials ($250 per teacher), New Jersey Grammar Materials, Thinking Maps, Flip Charts, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico Developmental Series, Six Traits Writing Materials, Adopted English Textbook, Mountain Language, GISD Rubrics, Writing Folders ($100) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of writing strategies learned through daily work, report cards, test data, & classroom observations. Students' writing portfolios will show evidence of the use of all stages of the writing process & signs of individual student growth.	Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios
M	All teachers will maintain daily and cumulative writing folders. Three final drafts will be passed on each year in the cumulative writing folder to next year's teacher.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal	August 2006-May 2007	Writing Folders & Portfolios ($300)	All students will have a writing portfolio showing growth in writing to pass on to the next year's teachers.	Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M HQ	Teachers will integrate writing strategies across the curriculum.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides, GISD Rubrics, New Jersey Writing Project Materials ($250 per teacher), New Jersey Grammar Materials, Thinking Maps, Flip Charts, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico Developmental Series, Six Traits Writing Materials, Adopted English Textbook, Mountain Language, GISD Rubrics, Writing Folders ($100) (SCE Funds-$500) (Title I Funds-$1,000)	Lesson Plans. Evidence of writing strategies learned through daily work, report cards, test data, & classroom observations. Students' writing portfolios will show evidence of the use of all stages of the writing process & signs of individual student growth.	Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M HQ	Teachers will use technology to provide alternative instruction to meet the needs of all students.	AEIS, Texas Star Chart Tech-nology Survey	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Technology Staff	August 2006-May 2007	Computers, Transparencies, Internet Web Sites, Software, Audio Tapes, TV/VCR Sets, Electronic Field Trips, United Streaming, Connect Tech, Visual Presenters, Smart Boards (Total Library Technology Budget-$1,575)	Lesson Plans. Evidence of writing strategies learned through daily work, report cards, test data, & classroom observations. Students' writing portfolios will show evidence of the use of all stages of the writing process & signs of individual student growth.	Benchmark Test Results, TAKS Student Reports, Student Writing Portfolios

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Writing.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Staff members will adopt/mentor an at risk student (s).	AEIS FS DR	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal	August 2006-May 2007	At Risk Student List, TAKS Failure List	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Attendance Reports, Discipline Reports
A M PI	Teachers will make use of appropriate personnel & volunteers to tutor/mentor at risk students.	AEIS FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teaching Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, Volunteers	August 2006-May 2007	At Risk Student List, Benchmark Test Results, TAKS Student Reports, Saxon Test Results, At Risk Assessments (Mambrino Tutoring Funds-$9,000) (Title I Funds-$107,000)	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, ITBS Student Reports, Attendance Reports, Discipline Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Assess each student's competencies & instructional levels.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teaching Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, GISD Curriculum Department	August 2006-May 2007	Benchmark Tests, Teacher Made Tests, Adopted Science Textbook & Materials	Assessment will show student science levels of knowledge, strengths, weaknesses, & student progress	Ed Soft Student Reports, Teacher Reports
PD R T	Teachers will attend workshops/seminars to update & enhance strategies for federal, state, & district science objectives & initiatives.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, GISD Curriculum Department	August 2006-June 2007	GISD Professional Development, Summer Conference, Kagan Training, Region XI Service Center ($400), ESP-Tarleton ($600), Heath Science	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Certificates of Completion, Benchmark Test Results, TAKS Test Results

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R T	Teachers will update science strategy materials that reflect any state TEKS/TAKS changes.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Step Up to TAKS, Flip Charts, TAKS Master, Kamico, Adopted Science Textbook & Materials, FOSS Kits, Daily Oral Science (SCE Funds-$500) (Title I Funds-$1,000) (Total Science Budget-$1,000)	Lesson Plans. Evidence of updated strategies learned through training will be observed in classrooms.	Benchmark Test Results, TAKS Student Reports
M HQ	Students will be provided opportunities to develop knowledge & skills in the areas of life science, physical science, Earth science, & the nature of science.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher	August 2006-May 2007	TEKS, Thinking Maps, Flip Charts, Dinah Zikes Materials, Step Up to TAKS, TAKS Master, Kamico, Adopted Science Textbook & Materials, FOSS Kits, Daily Oral Science, Versatiles (SCE Funds-$500) (Title I Funds-$1,000) (Total Science Budget-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, classroom observations, & student participation in Science Fair.	Benchmark Test Results, TAKS Student Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R T PD	Grade level & vertical planning meetings will coordinate science instruction across the grade levels.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Curriculum Department	September 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings
A M HQ	Teachers will integrate science TAKS material/lab related equipment into the curriculum.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Curriculum Department	August 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides, Adopted Science Textbook & Materials, United Streaming, Daily Oral Science, Versatiles, Kamico (Total Science Budget-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, classroom observations, & student participation in Science Fair.	Benchmark Test Results, TAKS Student Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T R HQ	Teachers will develop hands-on science lessons to supplement/enhance TEKS objectives (nature of science, life science, Earth science, physical science).	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Curriculum Department	August 2006-May 2007	TEKS, Curriculum Guides, Scope & Sequence Guides, Adopted Science Textbook & Materials, United Streaming, Daily Oral Science, Versatiles, Kamico (Total Science Budget-$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, classroom observations, & student participation in Science Fair.	Benchmark Test Results, TAKS Student Reports
T R HQ	Science rooms will be established & organized (Grades 1, 2, 3).	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal	August-September 2006	Classrooms, Science Materials for Labs, FOSS Kits, (Total Science Budget--$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, classroom observations, & student participation in Science Fair. Evidence of science room usage.	Benchmark Test Results, TAKS Student Reports, Established Science Rooms

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T R HQ	Science labs will be established & organized—one per grade level (Grades 4, 5).	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal	August-September 2006	Classrooms, Science Materials for Labs, FOSS Kits, (Total Science Budget--$1,000)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, classroom observations, & student participation in Science Fair. Evidence of science room usage.	Benchmark Test Results, TAKS Student Reports, Established Science Rooms

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M HQ	Teachers will use technology to provide alternative instruction to meet the needs of all students.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Technology Staff	August 2006-May 2007	Computers, Transparencies, Internet Web Sites, Software, Audio Tapes, TV/VCR Sets, Electronic Field Trips, United Streaming, Connect Tech, Visual Presenters, Smart Boards, Adopted Science Textbook & Materials (Total Library Technology Budget-$1,575)	Lesson Plans. Evidence of increased student performance through daily work, report cards, test data, classroom observations, & student participation in Science Fair.	Benchmark Test Results, TAKS Student Reports
M PI HQ	All students will be given the opportunity to participate in the “Mambrino Science Fair”.	AEIS FS PS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Volunteers, GISD Curriculum Department	November 2006-January 2007	Gym, Adopted Science Textbook & Materials, Technology Access, Heath Science Materials ($500), Awards ($300)	Evidence shown by increased student participation & quality of projects.	Student Science Fair Projects

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI HQ	Strengthen home/school connections and increase student participation in the Mambrino Science Fair by offering cooperative school-community events such as Family Science Night.	FS PS	GT, ESL, AR, SE, E, ED	Librarian, Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, PTO	November 2006	AIMS, GEMS, Heath Science Materials ($500) Manipulatives	Evidence of student/parent/staff participation.	Family attendance & participation. Attendance Sign-In Forms
A M	Staff members will adopt/mentor an at risk student (s).	AEIS FS DR	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal	August 2006-May 2007	At Risk Student List, TAKS Failure List	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, Attendance Reports, Discipline Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 2, 3, 4	**A comprehensive district curriculum is aligned horizontally & vertically to meet the needs of all students. An established, effective communication network exists. A supportive community & staff are involved in our schools.**
Performance Objective:	**All student populations will achieve 95% mastery on TAKS Science.**
Summative Evaluation:	**TAKS Results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M PI	Teachers will make use of appropriate personnel & volunteers to tutor/mentor at risk students.	AEIS FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Teaching Assistants, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, Counselor, Volunteers	August 2006-May 2007	At Risk Student List, Benchmark Test Results, TAKS Student Reports, Saxon Test Results, At Risk Assessments (Mambrino Tutoring Funds-$9,000) (Title I Funds-$107,000)	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, Attendance Reports, Discipline Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**The attendance rate for all student populations will be maintained at 96% or higher.**
Summative Evaluation:	**AEIS Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	Announcements of attendance percentages for each grade level & classes with perfect attendance will be made weekly.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary	August 2006-May 2007	Attendance Records	Evidence of increased student attendance through number of classes announced each week.	Principals' Weekly Attendance Report, Perfect Attendance Lists
PI	Students with perfect attendance for each six weeks will receive awards.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary, Granbury Lions Club	August 2006-May 2007	Attendance Records, Student Awards (Awards Donated from Area Businesses & the Granbury Lions Club)	Evidence of increased student attendance through number of students recognized.	Attendance Records, Perfect Attendance Lists, Report Cards

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**The attendance rate for all student populations will be maintained at 96% or higher.**
Summative Evaluation:	**AEIS Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M PI HQ	Students with perfect attendance for the school year will receive certificates & recognition by the Granbury Lions Club.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary, Granbury Lions Club	May 2007	Attendance Records, Certificates, Granbury Lions Club Awards (Certificates-$150)	Evidence of increased student attendance through number of students recognized.	Attendance Records, Perfect Attendance Lists, Report Cards

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**The attendance rate for all student populations will be maintained at 96% or higher.**
Summative Evaluation:	**AEIS Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI R	Parents of students who are absent more than 3 consecutive days will receive phone calls.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary, Teaching Assistants	August 2006-May 2007	Attendance Records	Evidence of decrease in phone calls to parents due to improved attendance.	Attendance Records, Documentation of Parent Phone Calls
PI R	Letters will be mailed to parents notifying of 5 or more absences in the 1st, 2nd, and/or 3rd six weeks; 5 unexcused absences or 10 or more absences in the 4th, 5th and/or 6th six weeks.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary	August 2006-May 2007	Attendance Records, Letterhead Paper, Envelopes, Postage	Evidence of decrease in parent letters due to improved attendance.	Attendance Records, Copies of Letters

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**The attendance rate for all student populations will be maintained at 96% or higher.**
Summative Evaluation:	**AEIS Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI R	Justice of the Peace will be notified regarding students with excessive absences.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary	August 2006-May 2007	Attendance Records, Letterhead Paper, Envelopes, Postage	Evidence of decrease in number of failure to attend cases filed due to improved student attendance.	Attendance Records, Copies of Letters

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**The attendance rate for all student populations will be maintained at 96% or higher.**
Summative Evaluation:	**AEIS Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R PI	Parents are notified when students' tardies reach 3 during a six weeks period. The notice informs parents their student will receive lunch isolation for every tardy thereafter during the six week period.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary	August 2006-May 2007	Attendance Records, Notices	Evidence of decrease in number of student tardies.	Attendance Records
R PI	Parents will be notified by the classroom teacher (phone call/conference/note) when students' tardies reach 4 during a six weeks period.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary	August 2006-May 2007	Attendance Records	Evidence of decrease in number of student tardies.	Attendance Records, Documentation of Parent Contact

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**The attendance rate for all student populations will be maintained at 96% or higher.**
Summative Evaluation:	**AEIS Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R PI	Parents will be notified by the principal (phone call/conference/note) when students' tardies reach 5 or more during a six weeks period. (3 tardies = 1 unexcused absence)	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary	August 2006-May 2007	Attendance Records	Evidence of decrease in number of student tardies.	Attendance Records, Documentation of Parent Contact
R PI	Attendance Committee Meetings will be held for any students with 18 or more absences during the school year. Parents will be mailed notification letters.	AEIS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Nurse, Attendance Clerk/Secretary	August 2006-May 2007	Attendance Records	Evidence of decrease in number of Attendance Committee Meetings due to improved student attendance.	Attendance Records, Copies of Letters

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**The attendance rate for all student populations will be maintained at 96% or higher.**
Summative Evaluation:	**AEIS Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Staff members/volunteers will adopt/mentor an at risk student(s).	AEIS FS	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal	August 2006-May 2007	At Risk Student List, TAKS Failure List, Attendance Reports	Evidence in increased attendance of at risk students.	Attendance Reports, Report Cards

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R HQ	Social skills, conflict management, safety & responsibility for self will be taught in all classrooms & small groups.	SS PS FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, D.A.R.E. Officer, Volunteers	August 2006-May 2007	Best Program, Project Wisdom (Grades PreK-5th), D.A.R.E. Program (Grades 3 & 5), STARS Drug Abuse Program (Grades 2-5), Kelso Choices (Grades PreK-3), Colt Choices (Grades 4-5), Peace Rug (Grades PreK-5), STARS Bullying (Grades PreK-5), Early Signs of Violence (Grades PreK-5), Step by Step (Grades 2-5), Respect (Grades PreK-3), No More Teasing (Grade 4-5), Nature of Study Skills (Grades K-5), Activities That Teach (Grade PreK-5), Test Taking (Grades PreK-5),	Lesson Plans. Evidence of decrease in student discipline referrals.	Schedules, Yearly Discipline Records

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists.** **A supportive community & staff are involved in our schools.** **Adequate facilities & equipment exist to meet the needs of our students.** **Adequate trained staff exists to meet the needs of GISD students.** **Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
						Divorce Support Groups, Grief Support Groups, Building Blocks of Confidence Support Groups, Lunch Support Groups (Support Groups Grades PreK-5), Anger Management (Grades PreK-5), Succeed In School (Grades 1-3), Catch You Being Good Coins (Grades PreK-5), Good News Club (Grades PreK-5), Red Ribbon Week, Nancy Burks Presentation ($600) (Counselor Supply Total Budget-$500)		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI R HQ	Students will be provided opportunities to explore & learn about a variety of careers through Mambrino Career Day.	SS FS PS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Student Council, PTO, Community Volunteers	Fall 2006	Road Maps to Careers Poster Series, Career Interest Inventory, Career Bingo, Walk About Career Video Set (Careers in Math, Science, & Language Arts) (Supplies & refreshments-$200)	Lesson Plans, Evidence of volunteer participation.	Schedules, Student & Staff Evaluations
R	Students will be recognized in classrooms (Student of the Day, Student of the Week, Leader of the Day, Assistant of the Week, Helper of the Day).	FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor	August 2006-May 2007	Classroom Certificates/Rewards	Evidence of student recognition posted in classrooms and/or in weekly class newsletters.	Teacher Documentation, Yearly Discipline Reports

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R HQ	A student from every classroom will be honored as outstanding citizen each six weeks. (Grades 1-5)	FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, PTO, Volunteers	August 2006-May 2007	Treats for Students ($500)	Evidence of student recognition posted in classrooms and/or in weekly class newsletters.	End of Six Weeks Report, Report Cards, Sign-in Forms for Students
R HQ	Students will be recognized for achieving A Honor Roll or A/B Honor Roll each six weeks & at the end of the school year.	FS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor	Each Six Weeks-October 2006-May 2007	Honor Roll Ribbons, Student Certificates & Awards ($1,000)	Evidence of increased number of students recognized.	End of Six Weeks Report, Report Cards, Names published in Hood County News

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Students will be given the opportunities to visit the office for positive reinforcement (academic & behavior).	FS DR	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Instructional Specialist, Title I Teacher, Office Clerks, Secretary	August 2006-May 2007	Stickers, Prizes ($500)	Evidence of improvement in classrooms, hallways, restrooms, & cafeteria behavior.	Notes from Teachers, Student Point Sheets
R HQ	Students will mentor younger students.	FS SS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Teaching Assistants	August 2006-May 2007	Books, Games/Activities	Evidence of increased student participation in the peer mentoring program.	Schedules, Lesson Plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R HQ	Students will participate in school helper programs such as safety patrol, student council, & the recycling program.	FS SS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Teaching Assistants, PTO	August 2006-May 2007	Flags, Safety Patrol Vests, Recycling Baskets ($50)	Evidence of consistent participation of students & amount of funds received from student council fundraisers & recycling programs.	List of Safety Patrol Students, List of Student Council Members, Student Council Meetings, Recycling Funds Reports
R HQ	Students/classes will participate in positive behavior recognition program “Horseshoe Honors”.	FS SS PS	GT, ESL, AR, SE, E, ED	All staff members, Principal, Assistant Principal, PTO, Bus Drivers	August 2006-May 2007	Laminating Materials, Paper, Plastic Pocket Holders ($50)	Evidence of improvement in classrooms, hallways, restrooms, & cafeteria behavior.	Horseshoe Honor Recognition Wall, Morning Announcements

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A M	Staff members/volunteers will adopt/mentor an at risk student(s).	AEIS FS DR	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal, PTO	August 2006-May 2007	AT Risk Student List, TAKS Failure List	Evidence of increased student performance through daily work, report cards, test data, classroom observations; decrease in student discipline referrals; & improved attendance.	Benchmark Test Results, TAKS Student Reports, Attendance Reports, Discipline Reports
R	All students will receive a positive recognition award during the school year—Terrific Kids.	FS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Office Assistants, Kiwanis Club	Each Six Weeks-October 2006-May 2007	Terrific Kids Certificates & Awards	Evidence of increased positive student behavior & student recognition posters in hallway.	Terrific Kids List, Terrific Kids Posters, Morning Announcements

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebration, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Intermediate students (Grades 4-5) will receive special recognition based on being a good student & citizen—Super Citizens.	FS SS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Office Assistants, Kiwanis Club, GISD Transportation Department	Four times per year	Super Citizens Certificates, Lunch for Students & Parents	Evidence of increased positive student behavior & student recognition posters in hallway.	Super Citizens List, Super Citizens Posters, Morning Announcements
PI	Students will be given the opportunity to visit the "Mambrino Bank" weekly & deposit money into savings accounts.	FS SS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Office Assistants, First National Bank	September 2006-May 2007	"Mambrino Bank"	Evidence of student participation.	Number of Student Participants

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Students will be given the opportunity to mail letters to students & staff in the school using the Mambrino Post Office.	FS SS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Student Council Advisors, Student Council Members	September 2006-May 2007	Mambrino Post Office, Paper, Envelopes	Evidence of student/staff participation.	Number of student/staff participants.
R PI	Fifth grade students will be given the opportunity to participate in the Mambrino Talent Show.	FS SS PS	GT, ESL, AR, SE, E, ED	Fifth Grade Classroom Teachers, Principal, Assistant Principal, Talent Show Advisors, Parent Volunteers	May 2007	Music, Instruments, Stage Props, & Decorations	Evidence of student/staff participation.	Number of student/staff participants.

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	Behavior Charts will be used during lunch for each class.	FS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Counselor, Teaching Assistants, Custodians	August 2006-May 2007	Blank Charts, Clipboards, Traffic Light, Horseshoe Honors, Bulletin Board	Evidence of improved cafeteria behavior as measured on charts & number of Horseshoe Honors. Classes will be recognized daily for good behavior during morning announcements.	Behavior Charts, Horseshoe Honors, Recognition Wall, Morning Announcements
R	Each class will construct a school spirit & pride poster to be displayed in the cafeteria.	FS SS	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Student Council, Custodians	August-September 2006	Paper For Posters, Laminating Material	Evidence of a more welcoming environment & encouragement of school spirit.	Completion of Class Spirit Posters

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 3, 4, 6, 7, 8	**An established, effective communication network exists. A supportive community & staff are involved in our schools. Adequate facilities & equipment exist to meet the needs of our students. Adequate trained staff exists to meet the needs of GISD students. Student safety & well being.**
Performance Objective:	**All student populations will develop & foster positive attitudes & self-confidence.**
Summative Evaluation:	**Student/Staff/Parent Surveys, Yearly Discipline Reports**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R PI	Students will be recognized for individual positive behavior—Catch You Being Good Program	FS DR	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal, PTO	May 2007	Catch You Being Good Tickets ($100), Student Prizes ($1,000 from Mambrino Budget, $1,000 from PTO), Music	Evidence of reduction in end of year discipline referrals.	Yearly Discipline Report, Number of Students Recognized
PI	Students in Grade 5 will be recognized with a special promotion/awards program.	FS	GT, ESL, AR, SE, E, ED	Fifth Grade Teachers, Intermediate Music Teacher, Principal, Assistant Principal, PTO	May 2007	Certificates & Awards ($100) Presidential Excellence Awards & Pins ($200)	Evidence of increased number of student recognition & awards. Evidence of increased parent attendance.	Promotion Awards/ Certificates & Ceremony
A M	Students in grades 3-5 who pass their TAKS tests will have the opportunity to participate as a special helper.	AEIS FS SS	GT, ESL, AR, SE, E, ED	All Staff Members, Principal, Assistant Principal	March 2007-May 2007	TAKS Tickets	Evidence of increased number of students passing TAKS.	TAKS Test Results

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 5	**Students are competent in technology.**
Performance Objective:	**All student populations will have daily access to computer technology in order to integrate curriculum & become computer literate.**
Summative Evaluation:	**Technology Usage**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD R T	Staff members will attend workshops/seminars for personal growth in technology proficiency.	FS Texas Star Chart Tech-nology Survey	GT, ESL, AR, SE, E, ED	Staff Members, Principal, Assistant Principal, GISD Technology & Curriculum Departments	August 2006-June 2007	Computer Equipment, Laptop Computers, Distance Learning Monitors, Printers, Software, Smart Boards, Connect Tech, GISD Staff Development, GISD Summer Conference	Lesson Plans. Evidence of increased technology usage will be observed in classrooms.	Certificates of Completion
PD R T	Teachers will update technology materials that reflect district & state goals (TEKS).	FS Texas Star Chart Tech-nology Survey	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Technology & Curriculum Departments	August 2006-June 2007	Computer Equipment, Laptop Computers, Distance Learning Monitors, Printers, Software, Smart Boards, Connect Tech, GISD Staff Development, GISD Summer Conference	Lesson Plans. Evidence of increased technology usage will be observed in classrooms.	Certificates of Completion

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Mambrino Campus Improvement Plan
2006-2007

District Goal: 5	**Students are competent in technology.**
Performance Objective:	**All student populations will have daily access to computer technology in order to integrate curriculum & become computer literate.**
Summative Evaluation:	**Technology Usage**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M HQ	Students will be provided opportunities to demonstrate competencies in technology according to grade level TEKS.	FS Texas Star Chart Tech-nology Survey	GT, ESL, AR, SE, E, ED	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Title I Teacher, GISD Technology & Curriculum Departments	August 2006-May 2007	Computer Labs, Computer Equipment, Connect Tech	Lesson Plans. Evidence of increased technology usage will be observed in classrooms.	Student Projects, Teacher Evaluation/ Assessment of Projects

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Glossary

AEIS: Academic Excellence Indicator System
AR: Accelerated Reader Program
D.A.R.E.: Drug Awareness & Resistance Education
ESP: Effective Schools Project
SCE: State Compensatory Education
TAKS: Texas Assessment of Knowledge & Skills
TEKS: Texas Essential Knowledge & Skills

Mambrino Campus Leadership Team
2005-2006

Teachers

K	Sara Galvan
1st	Tracy Solsbery
2nd	Gwen Clay
3rd	Lois Askew
4th	Linda Bates
5th	Margaret Lewis
6th	D.Ann Reed
Special Education	Tanya Pennington
Fine Arts	Bonnie Oates

Administration

Principal	Rebecca Johnson

Central Administration

Technology Director	Ton Potappel

Parents

PTO President	Courtney Blackman
	Ric Brown
	Amanda Craig
	John Mark Davis
	Luis Escalante
	Annie Glavin
	Cherie Myers

Community

	Tom Kemp
	Rebecca Lucas
	Bill Slocum

Support Members

Librarian	Nancy Moore
Assistant Principal	Melinda Parker
Counselor	Lynn Smith

Business Representative

Hood County News	Martha Pyron

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 1 – *Student/instructional – Brawner Intermediate students in grades 4-5 will improve achievement in reading, writing, math, science and social studies. The percentage of the number of students demonstrating recognized or exemplary rating on state mandated tests will increase.***
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A, M	Teachers in each grade level will become familiar with organization and information in TEKS for all subjects	2005-06 TAKS scores	All	Grade level teachers, IS, Principal, AP	2006-07 school year	$10,000 – Title I (Speakers, conferences, substitute teachers)	Analysis of curriculum/supple-mental materials available	GLP agendas/minutes/ conference rosters
A, R	Teachers will use appropriate assessment tools to diagnose proficiency and evaluate student progress in all subjects for all student populations. Lesson plans will address the affective, linguistic, and cognitive domains for all students	2005-06 AEIS, benchmarks, STAR diagnostic reading levels	All	Classroom teachers, counselor, curriculum department, IS	2006-07 school year	$5,000 – Campus funds – Edsoft Curriculum Management System – District Funds	Improved performance on daily work, report cards, and reading levels, improved TAKS scores	2006-07 AEIS, SDAA, lesson plans, walk throughs, TELPAS results
PD, HQ	Teachers will implement strategies and concepts presented in professional development and Best Practices to help a variety of learners in all subjects and language of the state curriculum (TEKS) for all subjects	2005-06 AEIS, benchmarks	All	Principal, classroom teachers, IS	2006-07 school year	Training from NJWPT, NJWPT Math, NJWPT Reading, Dinah Zike, Kamico, Versatiles – Title I funds – $2,000	Teacher observations	Improved scores on daily work, report cards, 2006-07 AEIS, lesson plans, SDAA, TELPAS, walk throughs

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 1**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ, M	Classroom teachers will use technology to supplement curriculum and instruction to meet the needs of students in all subjects	FS	All	Classroom teachers, librarian, IS, principal, AP	2006-07 school year	Audio/video tapes, video streaming, TV/VCRs, library, transparencies, screens, books, computers, internet access, software, data projectors Smart Board set up -Title I - $10,000	Principal and AP walk-throughs	Improved scores on daily work, report cards, 2006-07 AEIS, SDAA, TELPAS, lesson plans
PI, M, R	Students who are not successful on math and reading TEKS objectives will receive supplemental instruction	Current year benchmark assessments, 2005-06 AEIS	ESL AR SE ED All	Grade level leaders, principal, tutors, subs, IS teachers	2006-07 school year	$3500 - Title I $15,000 ARI $5,000 -after school tutoring $15,000 AMI	Improved performance on daily work and report cards	Tutor/sub lists, report cards, 2006-07 AEIS, SDAA, TELPAS lesson plans
A, M	Students will utilize the library and internet for research and projects	Classroom observation, assessments	All	Classroom teachers	2006-07 school year	Library, computers, internet access	Daily grades	Successful research papers, lesson plans
A, M	Students will participate in Accelerated Reader and Guided Reading instruction	AEIS, STAR testing, classroom evaluations/ observe students	All	Reading committee, classroom teachers, IS	2006-07 school year	AR, STAR, library books, computer, guided reading lab $6,000 – Campus funds	AR reports, AR quiz grades, improved reading skills	AR reading logs and reports, lesson plans

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 1**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Teachers of LEP/ESL/bilingual students will update materials to accommodate learners and provide higher level thinking skills	IPT, writing/ reading evaluation	ESL/ LEP	Classroom teachers	2006-07 school year	$3000 – ESL funds	Students demonstrate improved performance of reading skills including comprehension	Improved performance on daily work, report cards, TELPAS and RPTE, lesson plans
M, HQ	Students in gifted/talented classes will be provided opportunities to develop higher level thinking skills through various programs and Texas Future Problem Solvers	Teacher observation	G/T	Gifted/talented teachers, principal	2006-07 school year	Updated resource materials, games, problem solving, literature, and logic problems- $2000 – GT funds	Student products will show evidence of higher level thinking	Product results, 2006-07 AEIS commended performance, district/state competitions
HQ	Students will publish a campus newspaper	Campus atmosphere/communication	All	5th grade teacher	2006-07 school year	$200 - Title I	EOY student/parent survey	Published campus newspaper
M	Students will gain proficiency using scientific equipment and tools to improve science TAKS scores	TEKS, 2005-06 AEIS	All	Science teachers, principal, AP	2006-07 school year	Science materials--$10,000 – Title I – FOSS Kits	Student lab participation forms	Improved grades on student report cards, 2006-07 AEIS, SDAA

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 1**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	The school will host an evening science fair workshop to provide information and materials on the scientific process	Pre-PS, TEKS, 2005-06 AEIS	All	Grade level representatives, IS, principal, AP	November 2006	$500 Refreshments and materials – Title I	Post-PS	Sign-in sheets
M, PI	All students will be offered the opportunity to participate in the campus science fair		All	Science teachers, principal, AP	December 2006	Science fair judges $500 - Title I	Projects entered in science fair	Science fair projects, placement in science fair at district, region, and state levels
M, R, PI	Students will increase basic background knowledge through field trip experiences	Teacher input	All	Science and social studies teachers, principal, AP	One per six weeks	$4,000 - Title I	Student field trip evaluation form	Field trip documentation forms
M	Students will receive geographical instruction with maps, globes, and audiovisual equipment to develop greater understanding of geography	Teacher assessments and observations based on TEKS objectives	All	Social studies teachers, grade level leaders, principal, AP	2006-07 school year	Social studies materials--$1,000 --Campus	Student success on daily work/report cards	Lesson plans, walk throughs

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 1**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	Supplementary periodicals will be used to enrich and expand students' awareness and knowledge of current events	Teacher evaluation based on TEKS objectives	All	Social studies teachers, principal, AP	2006-07 school year	English and Spanish *Weekly Reader, Scholastic News, Time for Kids*- $500 – Campus - PTO	Teacher assessment and observation	Participation grades, lesson plans, purchase orders
M	Students will gain a deeper knowledge of their multi-cultural and historical past through cultural projects and activities	Teacher evaluation based on TEKS objectives	All	Social studies teachers	2006-07 school year	Social studies textbooks, internet, library, data projectors, distance learning	Participation in class projects	Teacher observation and assessment, lesson plans
M	Students will experience responsible citizenship through participation in voting situations relating to local issues		All	Social studies teachers, principal, AP	2006-07 school year	Brawner facilities	Teacher assessment and observation	Student council elections, public awareness, lesson plans
M	Science teachers will incorporate FOSS kits in lab exercises	Teacher evaluation based on TEKS objectives AEIS data	All	Teachers of science	2006-07 school year	$3,000 – Campus	AEIS scores	Lesson plans
R	Hire a Bilingual teacher	O – Enrollment Information	LEP	Principal	2006 - Fall	District Funds		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 2 – Brawner Intermediate faculty and staff will receive professional training to move students toward individual success.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD, HQ	Teachers will attend workshops/ seminars to update and enhance strategies to reach district/state objectives and initiatives	2005-06 district and campus AEIS	All	Classroom teachers, aides, principal, AP	2006-07 school year	GISD staff development days, GISD Summer Conferences, NJWPT, workshops/seminars - district, campus funds, Title I	FS	Certificates of completion
PD, HQ	All teachers of ESL students will attend conferences/workshops to improve teaching strategies in the classroom and receive ESL certification	Campus Roster	ESL	Classroom teachers	2006-07 school year	TOP Rater training		Certificates of completion
PD, HQ	Teachers will attend G/T conferences	Campus Roster	G/T	G/T Teachers	2006-07 school year	$1000 – GT		Certificates of completion
PD	Teachers will attend NJWPT	Teachers not previously trained	All	NJWPT Trainers	June 2006 through May 2007	(Goal #1)	NJWPT Evaluations	Certificates of Completion
PD, HQ	Teachers will attend CAMT to update and enhance teaching strategies in math	Campus Roster	All	Classroom teachers, principal	2006-07 school year	$3000 -Title I		Certificates of completion

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 2**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD, HQ	Teachers will attend CAST to update and enhance teaching strategies in science	AEIS scores	All	Science teachers	2006-07 school year	$3000 - Title I		Certificates of completion
	Teachers will use *Building Academic Background* Knowledge, *What Works in Schools; Translating Research into Action* and *Thinking for Results; Safer Schools and Higher Student Achievement* as professional studies	2005-2006 AEIS, discipline referrals and reports		Classroom teachers and staff, counselor, principal, AP	2006-07 school year	$10,000 Title I to purchase books for study		
M	Teachers will attend staff development to gain information on strategies to work with special populations including at-risk, ESL, economically disadvantaged, and students served through special education	At-risk criteria, ESL guidelines, special education assessments, and free/reduced lunch lists	AR ESL SE ED	Curriculum dept, principal, AP	2006-07 school year	Training provided by campus/district Sp Ed funds Title I	Campus identification	Record of attendance

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 2**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD, A	5th grade teachers will partner with other teachers in the district and personnel from the Dana Center to evaluate student needs in math.	AEIS 2005-06	All	Math teachers, principal, AP	2006-07 school year	District, Title I (subs)	Dialogue with all involved	Record of attendance
	Teachers will write and plan common lesson to ensure district scope and sequence is followed in math and all subjects	AEIS 2005-06	All	Principal, AP, teachers	2006-07 school year	Grade level TEKS for each subject. Planning time for teachers		Lesson plans
HQ	Campus personnel will interview and hire highly qualified personnel to meet the needs of all students	Vacancy on campus	All	Principal, AP, interview team	2006-07 school year		Interview forms	Application, referrals

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2, 3, 4, 5, 7**
Performance Objective:	**Goal 3 – Brawner Intermediate students in grades 4-5 will improve achievement across the curriculum through increased use of technology.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T	Campus technology committee to assess hardware, software, and training needs for teachers, staff, and students	FS	All	CLT, principal	2006-07 school year	Campus teachers	End of year assessment	Analysis of needs assessment
PD	Teachers and staff will receive continued training to be more proficient in the use of technology	FS	All	Campus technology committee, principal, AR	2006-07 school year	Technology instructional coordinator, campus teachers and staff, computer lab, data projectors, Smart Boards, United- Streaming	Post FS	Training sign-in sheets, lesson plans
PD	Teachers will be shown strategies to integrate technology into effective lesson plans to help a variety of learners	FS	All	Campus technology committee, principal, AR	2006-07 school year	Technology instructional coordinator, campus teachers, computer lab, data projectors, Smart Boards, United - Streaming		Training sign-in sheets, lesson plans
A	Students will become more proficient in use of technology through demonstrations and hands-on use of technology equipment	Based on TEKS objectives	All	Campus technology committee, principal, AR	2006-07 school year	Technology instructional coordinator, campus teachers, computer lab, data projectors, Smart Boards, United- Streaming, distance learning lab		Student products/ presentation requiring use of technology

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**4, 8**
Performance Objective:	**Goal 4-Brawner Intermediate students will be provided educational opportunities in a safe, secure environment, promoting positive attitudes, self-confidence, and resulting in regular attendance. Students will reach or exceed the state exemplary attendance level of 97%.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	Campus will meet all required district guidelines regarding safety, crisis management, and inspection of facilities	Facility inspections, faculty survey	All	Principal, crisis management team, custodian, nurse	2006-07 school year	Currently included in district - wide budget	Monthly reports, monthly safety training	Inspections and reports according to GISD policy, record of attendance
HQ	Campus will purchase additional hand - held radios		All	Principal, AP, campus crisis team	2006-07 school year	$4000		
HQ	Implement classroom social skills and safety programs to promote self-esteem and social awareness	Pre-study	All	Teachers, counselor, principal, DARE officer	2006-07 school year	Second Step words-of-the-month, DARE, Red Ribbon Week, motivational speakers $3000 – Title IV	Post-study, discipline reports	SDFSH yearly report, decrease in discipline referrals, positive school atmosphere
HQ	Establish mentor program with retired community members	Student/parent survey	All	Classroom teachers, counselor, AP	Sept. 2006-May 2007	Classroom materials	Assessment of student population, teacher referral	Lesson plans
HQ	Brawner student council will be active in the day to day operations of the school		All	Teachers sponsoring student council	Sept. 2006-May 2007	Meeting room		Documentation of participation and activities

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**4, 8**
Performance Objective:	**Goal 4**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	Students will be given opportunity to visit the office for positive reinforcement		All	Principal, AP, counselor, secretary, teacher	Sept. 2006-May 2007	Rewards - $500 Campus funds	Improvement in student behavior	Student signatures in the "Great Student" guest book when visiting the office
HQ	Behavior Celebration - a celebration designed to celebrate good behavior over a six-week period		All	Principal, counselor, secretary, grade level teachers	Sept. 2006-May 2007	Bus - $2000 - Title I	Improvement in student behavior	Conduct cards, teacher input, discipline referrals
HQ	Weekly announcements recognizing perfect attendance with no tardies	2005-06 AEIS	All	Principal, classroom teachers	2006-07 school year	Rewards – $500 Campus	Weekly	Attendance records
HQ	Attendance recognition for students with perfect attendance for the six - week period		All	Principal, office staff, classroom teachers	2006-07 school year	$500 per six weeks-campus		2006-07 six-week school year records
HQ	Individuals with perfect attendance will be recognized regularly in a school - wide assembly and local newspaper		All	Principal, secretary, classroom teachers	2006-07 school year	Certificates		Attendance records-97% or higher - 2006-07 AEIS

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**4, 8**
Performance Objective:	**Goal 4**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
HQ	Office clerk will make telephone calls home to check on absentees		All	Office clerk	2006-07 school year	Attendance reports		Attendance records, documentation of telephone calls
	Maintain current tardy notification and detention policy		All	Classroom teachers, ISS assistant, office clerk, secretary	2006-07 school year	N/A		Teacher grade books, attendance records
HQ	Our school's safe and secure environment, which promotes positive attitudes and self-confidence, will attract high-quality and highly qualified teachers		All	Principal, interview team	2006-07 school year	Human Resources Department		Improved test scores due to high -quality, highly-qualified teachers
PD	Continue membership in Effective Schools Project and attend Campus Leadership Team retreat in Kerrville	Campus Plan	All	Principal, CLT	Sept. 2005-Mar. 2006	$2300- Title I		Effective campus plan and improved implementation of campus and district goals
R	Students will participate in Miler's Club		All	Classroom and elective teachers	2006-07 school year		Meeting goals	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**4, 8**
Performance Objective:	**Goal 4**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	After school extra-curricular activities		All	Teachers	2006-2007 school year	Teachers, community members		Permission slips, record of attendance

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**4**
Performance Objective:	**Goal 5- Brawner Intermediate faculty and students will build and maintain a positive relationship with the Brawner community.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	Prepare and deliver 'Welcome' letters to all Brawner students		All	Principal, office staff, teachers	August 2006	$200 – Title 1	TS	Letter mailed
PI	Fourth grade 'Round-Up' to provide question and answer session for fourth grade parents and students to ease transition from elementary school to intermediate school		All – 4th grade	Principal, fourth grade teachers, counselor, student council	August 2006	Refreshments--$500 T-shirts – PTO	PS	Sign-in sheets
PI	Family nights to encourage social interaction as well as academic assistance –Welcome night, science fair, health fair, writing night, and math night	PS	All	Principal, teachers	2006-07 school year	Refreshments – $2500 –Title I	PS	Sign-in sheets
PI	Participate in McDonald's McTeacher Night and CiCi's school night		All	Principal, AP, faculty, and staff	2006-07 school year			Attendance chart from CiCi's, McDonald's
PI	Increase communication through school student newsletter and campus website		All	Principal, AP, teachers	2006-07 school year			Newsletter, website
PI	Translate school communications into other languages as needed		All	Interpreter, principal	2006-07 school year			School communications

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2**
Performance Objective:	**Goal 6- Brawner Intermediate will decrease the number of students served through Special Education and provide the least restrictive environment for all students served.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	Analyze factors accounting for the high percentage of students served through special education by looking at pre-referral/intervention procedures, instructional strategies used in the regular classroom for all students, and the Student Support Team process	Teacher obser/ Evaluations	SE LEP/ ESL All	Teachers, IS, counselor, principal	2006-07 school year	Time, personnel	Progress reports, mod sheets, daily work, IEP's	Report cards
	Improve self-esteem of special needs students through increased exposure to positive community role models and mentors	Teacher info, discipline reports	SE	Teachers, counselor, AP, principal	2006 - 07 school year	Time, personnel	Observations by teachers	Reduction of office referrals
T, A	Campus will review ARD committee minutes to ensure students are served in the least restrictive environment (LRE)	IEP's, minutes	SE	SE teachers	2006-07 school year	Time, personnel	Ongoing	ARD Minutes
	Campus will review whether students with disabilities are educated with nondisabled peers to the maximum amount possible	IEP's minutes	SE	SE teachers	2006-07 school year	Time, personnel	Ongoing	SE planning minutes
	Campus will review inclusionary practices	IEP's minutes	SE	SE teachers	2006-07 school year	Time, personnel	Ongoing	SE planning minutes

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Brawner Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**2**
Performance Objective:	**Goal 6**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Campus will continue to provide teachers with ongoing staff development and parent education activities as they relate to and support efforts toward increasing the number of students who are included and mainstreamed	AEIS report	SE	Principal, SE Dept.	2006 – 07 school year	Time, Personnel	SD lists	
	Campus will continue to monitor students who are monitored and provide support services	AEIS report	SE	Principal, SE Dept.	2006 - 07 school year	Time, Personnel	SD lists	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. A supportive community and staff are involved in our schools. Students are competent in technology. An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**All Oak Woods' students will meet or exceed 90% mastery on Reading, Writing and Math TAKS and on alternative assessments. All 5th grade students will meet or exceed 75% mastery on Science TAKS.**
Summative Evaluation:	**TAKS results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A, HQ, CP	1. Supplement reading curriculum with Social Studies, Science & Specialized reading instruction.	AEIS TEKS	AR GT SE ESL 4th	4th Lead Teacher	Aug 06-May07	Weekly Reader, Science books $1000	Benchmark, Quizzes	AEIS, Lessons Plans
A HQ	2. Provide instruction in Word Processing, cross-curricular writing, enrichment writing, vocabulary building	AEIS	AR GT SE ESL 4th	4th Lead Teacher	Aug 06-May 07	Dictionaries & purchased class sets in all classrooms $500	Writing Samples, Vocabulary quizzes	AEIS, Lesson Plans
M	3. TAKS Master Practice books for teaching format to be used in tutorials & classrooms.	AEIS TEKS	AR GT SE ESL 4th 5th	4th & 5th Lead Teachers, Instructional Specialist	Aug 06-May 07	TAKS Resource Material, Reading, Writing, Math and Science $500 SCE fund AMI, ARI money	Benchmarks	AEIS

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. A supportive community and staff are involved in our schools. Students are competent in technology. An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**All Oak Woods' students will meet or exceed 90% mastery on Reading, Writing and Math TAKS and on alternative assessments. All 5th grade students will meet or exceed 75% mastery on Science TAKS.**
Summative Evaluation:	**TAKS results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	4. Add additional Accelerated Reader books to heighten student interest, comprehension skills	AEIS	AR GT SE ESL 4th 5th	Librarian	Aug 06-May 07	Various Book vendors $5000 Library Funds, ESL funds	AR Star Diagnostic testing, AR quizzes	Students becoming independent readers, AR reports
A	5. Students take field trips to support and extend classroom learning.	TEKS	AR GT SE ESL 4th 5th	4th & 5th Lead Teachers	Aug 06-May 07	Museums, Universities, Opera House, Newspapers, etc… $1,600	Evaluation of field trips, student reports	Field Trip Request Form
M	6.Prepare compete in Daughters of the Republic of Texas Essay contest	TEKS	GT 4th	4th GT Teacher	Aug 06-May 07	Local Chapter of DRT	Student research papers	Results of contest

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. A supportive community and staff are involved in our schools. Students are competent in technology. An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**All Oak Woods' students will meet or exceed 90% mastery on Reading, Writing and Math TAKS and on alternative assessments. All 5th grade students will meet or exceed 75% mastery on Science TAKS.**
Summative Evaluation:	**TAKS results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	7. Students increase achievement with reading goals and objectives	IEP's SDAA TEKS	SE	Special Ed RLA teachers	Aug 06- May 07	Strategic Reading program books Stevenson & Specific Skills $700 Special Ed funds	Mastery of goals & objectives on IEP	SDAA results
A CP	8. Use software to teach / reinforce Reading and Math TEKS	AEIS TEKS	AR GT SE ESL 4th 5th	Classroom Teachers	Aug 06- May 07	software; computers	Software Assessments	AEIS
M HQ	9. Implement after school tutorials to increase student achievement	AEIS TEKS	ESL AR SE 4th 5th	Classroom Teachers	Aug 06- May 07	TAKS resources $1000	Benchmarks	AEIS

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. A supportive community and staff are involved in our schools. Students are competent in technology. An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**All Oak Woods' students will meet or exceed 90% mastery on Reading, Writing and Math TAKS and on alternative assessments. All 5th grade students will meet or exceed 75% mastery on Science TAKS.**
Summative Evaluation:	**TAKS results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A HQ	**10. Use Weekly Readers to increase reading comprehension**	**AEIS TEKS**	**AR SE GT ESL 4th 5th**	**4th ELA Teachers Special Ed Teachers**	**Aug 06-May 07**	**Weekly Readers $800**	**Quizzes**	**AEIS**
A	**11. Incorporate Novel Sets and audio / visual materials for novel sets. Update novel sets**	**AEIS TEKS**	**AR SE GT ESL 4th 5th**	**4th & 5th ELA Teachers Sp. Ed Teachers**	**Aug 06-May 07**	**Novel vendors and Media vendors $600**	**Novel quizzes; Reading Assessments**	**AEIS**
M	**12. Participate in Spelling Bee Study Booklets – 5 per classroom**	**TEKS**	**AR GT SE ESL 4th 5th**	**Spelling Bee Coordinator**	**Jan. 07**	**Ft. Worth Star Spelling Bee booklets $100**	**Spelling Bee competition**	**Selection of Winner**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. A supportive community and staff are involved in our schools. Students are competent in technology. An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**All Oak Woods' students will meet or exceed 90% mastery on Reading, Writing and Math TAKS and on alternative assessments. All 5th grade students will meet or exceed 75% mastery on Science TAKS.**
Summative Evaluation:	**TAKS results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M PI	**13. Provide AR incentives for students who meet 6 weeks goals.**	**AEIS**	**AR GT SE ESL 4th 5th**	**AR Committee, PTO**	**Aug 06– Mar. 07**	**Incentives $800 PTO Budget**	**Increased number of students reaching goals**	**AEIS**
A	**14. Continue participation in Future Problem solving competition**	**TEKS**	**GT 4th 5th**	**GT Teachers**	**Aug 06- May 07**	**FPS Materials $1000 GT Funds**	**Student Competition event**	**Selection of winners**
M	**15. Provide Math manipulatives to aid in problem solving activities correlated to TEKS / TAKS**	**AEIS** TEKS	**AR GT SE ESL 4th 5th**	**4th & 5th Lead Teachers, Sp. Ed. Teachers**	**Aug 06 – May 07**	**Manipulatives SpEd $1500 AMI / ARI**	**Benchmarks; TAKS test**	**Principal walk through; monitoring of lesson plans**
M	**16. Continue participation in Math Olympiad**	**TEKS**	**AR GT 4th**	**4th Math Teacher**	**Aug 06– Apr. 07**	**Math Olympiad Supplies $100**	**Math Olympiad competition**	**Selection of winners**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. A supportive community and staff are involved in our schools. Students are competent in technology. An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**All Oak Woods' students will meet or exceed 90% mastery on Reading, Writing and Math TAKS and on alternative assessments. All 5th grade students will meet or exceed 75% mastery on Science TAKS.**
Summative Evaluation:	**TAKS results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A HQ	**17. Students will develop knowledge of the Scientific processes using concrete manipulatives.**	**AEIS** TEKS	**AR GT SE ESL 4th 5th**	**4th & 5th Science Teachers**	**Aug 06 – May 07**	**Science Equipment and manipulatives, Volunteer Engineer $1600**	**Benchmarks; TAKS test**	**Meeting State Safety Standards**
M	**18. AIDS prevention on communicable diseases**	**TEKS**	**AR GT SE ESL 5th**	**5th Science/ Health Teacher**	**Spring 07**	**AIDS lesson; Hershey's $150**	**AIDS quiz**	
M	**19. Students will participate in the Science Olympiad to develop and enrich Science**	**TEKS**	**AR GT SE**	**5th Science**	**Aug 06-May 07**	**Science Olympiad Materials**	**Science Olympiad**	**Selection of winners**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. A supportive community and staff are involved in our schools. Students are competent in technology. An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**All Oak Woods' students will meet or exceed 90% mastery on Reading, Writing and Math TAKS and on alternative assessments. All 5th grade students will meet or exceed 75% mastery on Science TAKS.**
Summative Evaluation:	**TAKS results**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	**20. Students will be offered opportunity to participate in Campus and District Science Fair.**	**TEKS**	**AR GT SE ESL 4th 5th**	**Campus Science Fair Coordinator**	**Aug 06-May 07**	**Science Fair Materials and guidelines**	**Science Competition; Evaluation of projects**	**Selection of winners**
HQ M A CP	**21. At Risk students will receive TAKS tutorials in Math and Reading**	**AEIS TEKS**	**AR, 4th 5th**	**Principal, Instructional Specialist**	**Sept. 06 – Apr. 07**	**Certified Teachers hire on as TAKS tutorials $4725 ARI / AMI**	**Benchmarks**	**TAKS results**
M	**22. Staff will analyze strategies and service options including those designed to support students in general education classrooms in order to avoid over-identification of Special Education students.**	**PBMAS**	**SE**	**Principal, Special Education Staff, SAT Committee**	**August 2006-07**	**Tracking by Special Education Staff and Central Special Education Staff.**	**PBMAS Performance Based Monitoring Analysis System**	**Reduce over identification of Special Education Students.**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students. Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in technology.**
Performance Objective:	**All Oak Woods' student populations will receive TEKS based instruction in the areas of Social Studies, Art, Music and Physical Education.**
Summative Evaluation:	**TEKS based assessment of student expectation**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	**1. Student will develop greater awareness of Texas Geography through map studies.**	**TEKS**	**AR GT SE ESL 4th**	**4th Teachers**	**Aug 06 – May 07**	**Map of Month $100**	**Assessments**	**Lesson Plans**
M	**2. Students will learn about Texas History through teaching TEKS**	**TEKS**	**AR GT SE ESL 4th**	**4th Teachers**	**Aug 06- May 07**	**Social Studies Materials; TEKS $1000**	**Assessments**	**Lesson Plans**
M	**3. Enrich and expand students knowledge of famous people and events in America History**	**TEKS**	**AR GT SE ESL 4th**	**5th Social Studies Teachers**	**Aug 06 May 07**	**Interactive CD; Guest Speakers, Historical Tours of Downtown Granbury**	**Social Studies Quizzes**	**Lesson Plans**
A	**4.To enrich and expand students awareness and knowledge of current events.**	**TEKS**	**AR GT SE ESL 4th 5th**	**4th & 5th Lead Teachers**	**Aug 06- May 07**	**Internet; Newspaper United Streaming Distance Learning**	**Quizzes Social Studies Assessments**	**Lesson Plans**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students. Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in technology.**
Performance Objective:	**All Oak Woods' student populations will receive TEKS based instruction in the areas of Social Studies, Art, Music and Physical Education.**
Summative Evaluation:	**TEKS based assessment of student expectation**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	**5. To enrich and expand student's awareness and appreciation for Art.**	**TEKS**	**AR GT SE ESL 4th 5th**	**Art Teacher**	**Aug 06 – Apr. 07**	**Enter Lake Granbury Art Association Student Art Show and Ft. Worth Stock Show Art Show**	**Student participation in shows**	**Selection of winners**
M	**6. Students will gain a greater knowledge and appreciation of famous artists and their works.**	**TEKS**	**AR GT SE ESL 4th 5th**	**Art Teacher**	**Aug 06-May 07**	**Interactive websites & virtual tours of Art Museums**	**Outcome of artwork**	**Lesson Plans**
M	**7. Student Art Exhibit in halls and cafeteria at Oak Woods**	**TEKS**	**AR GT SE, ESL 4th 5th**	**Art Teacher**	**Aug 06-May 07**	**Materials for student Art work $950**	**Display of Art work**	**Monitor / walk through building**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students. Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in technology.**
Performance Objective:	**All Oak Woods' student populations will receive TEKS based instruction in the areas of Social Studies, Art, Music and Physical Education.**
Summative Evaluation:	**TEKS based assessment of student expectation**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	8. Continue Participation in the Sons of the American Revolution Poster Contest	**TEKS SS PS**	**AR GT SE ESL 5th**	**Art Teacher**	**Aug 06-May07**	**Art Materials**	**Student participation in contest**	**Selection of winners**
M PI	**9. Creation of reusable musical stage props for student programs.**	**TEKS**	**AR GT SE, ESL 4th 5th**	**Music Teacher**	**Aug 06-May 07**	**Materials $100**	**Program productions**	**Observe program**
M	**10.Students perform at least 2 programs per year.**	**TEKS PS**	**AR GT SE, ESL 4th 5th**	**Music Teacher**	**Aug 06-May 07**	**CD's, Cassettes, Piano repair $400**	**Student participation in program production**	**Lesson Plans**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students. Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in technology.**
Performance Objective:	**All Oak Woods' student populations will receive TEKS based instruction in the areas of Social Studies, Art, Music and Physical Education.**
Summative Evaluation:	**TEKS based assessment of student expectation**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	**11. Students will gain greater mathematical understanding of concepts through the use of music**	**AEIS TEKS**	**AR GT SE ESL 4th 5th**	**AR GT SE ESL 4th & 5th graders**	**Aug 06-May 07**	**CD Rom, Games, Recorders, Prizes Supplies, Rewards, Subscription to Music K-8 magazine $300**	**TAKS test**	**Lesson Plans**
I.S	**12. Students will gain greater appreciation of music history and literature.**		**AR, GT ESL 4th**	**AR, GT, ESL 4th graders**	**Aug 06 – May 07**	**CD Rom lessons, Music K – 8 subscription $110.00**	**Student participation**	**Lesson Plans**
M	**13. To maintain playground facility and gym -Upgrade lights in gym -Remove gravel from play area & put in contained area -Replace missing fence slats (green)**		**AR GT SE ESL 4th 5th**	**AR, GT, SE, ESL 4th & 5th graders**	**AEIS TEKS**	**Maintenance Support**	**Maintenance of facilities**	**Monitor/Observe**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students. Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in technology.**
Performance Objective:	**All Oak Woods' student populations will receive TEKS based instruction in the areas of Social Studies, Art, Music and Physical Education.**
Summative Evaluation:	**TEKS based assessment of student expectation**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
M	**14. Continue participation in school-wide FUN RUN in association with Red Ribbon Week Activities**	**Fitness of stdnt.**	**AR GT SE ESL 4th 5th**	**P.E. PTO, Teacher, Counselor**	**Oct. 07**	**Volunteers, Materials and Awards $100 - $200**	**Student performance**	**Monitor/ Observe**
M	**15. Continue participation in school-wide field day activities.**	**Fitness of stdnt.**	**AR GT SE ESL 4th 5th**	**P.E. Teacher, Other Special Area Teachers as Assistance**	**May 07**	**Volunteers Equipment Awards 1st, 2nd and 3rd place ribbons $300**	**Student performance**	**Monitor/ Observe**
M	**16. Continue participation in school-wide bowling unit and travel to the Granbury Bowling Alley**	**Fitness of stdnt.**	**AR GT SE ESL 4th 5th**	**P.E. Teacher, Classroom teachers to monitor**	**Nov. 07**	**PTO Travel - Buses**	**Student Performance**	**Monitor/ Observe**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools. Adequate facilities and equipment exist to meet the needs of our students. Student safety and well-being.**
Performance Objective:	**Oak Woods will provide a safe, orderly and well-maintained environment where student populations will develop and exhibit self-respect for others and an interest in lifelong learning.**
Summative Evaluation:	**Teacher observations, discipline report and school community input.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	1. Continue Character Education Program to promote development of good character in students	PS FS SS	AR GT SE ESL 4th 5th	Counselor	Aug 06-May 07	Materials $150	Student Survey	Monitor feedback
R	2. Student Council will organize student events, promote citizenship and serve as role models to all	FS	AR GT SE ESL 4th 5th	Student Council Sponsors	Aug 06-May 07	Materials	Student Survey	Monthly student council meetings
M CP	3. Continue the DARE program for Drug Awareness & School Safety	PL T	AR GT SE ESL 4th 5th	Counselor and DARE Officer	Aug 06-Apr 07	Supplies and workbooks	DARE Graduation and Teacher/Student Evaluation	Monitor feedback

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools. Adequate facilities and equipment exist to meet the needs of our students. Student safety and well-being.**
Performance Objective:	**Oak Woods will provide a safe, orderly and well-maintained environment where student populations will develop and exhibit self-respect for others and an interest in lifelong learning.**
Summative Evaluation:	**Teacher observations, discipline report and school community input.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	**4. Red Ribbon week to promote a drug free lifestyle**	**SS**	**AR GT SE ESL 4th 5th**	**Counselor**	**Aug 06-Oct 07**	**Supplies $400 Speaker Morris Brothers $900 PTO**	**Student/Staff participation**	**Surveys**
R	**5. "Reward Thursdays" – Students exhibiting positive behavior receive rewards from Counselors office.**	**Disc. Rec.**	**AR GT SE ESL 4th 5th**	**Counselor**	**Aug 06-May 07**	**Rewards $300**	**Weekly Behavior card used to measure student success**	**Monitor Behavior cards**
A	**6. Implement "The Book" discipline plan and continue the use of weekly behavior cards.**	**SS**	**AR GT SE ESL 4th 5th**	**Principal & Asst. Principal**	**Aug 06-May 07**	**Materials; tag board $150**	**Weekly Behavior cards sent home**	**Monitor Behavior Cards**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools. Adequate facilities and equipment exist to meet the needs of our students. Student safety and well-being.**
Performance Objective:	**Oak Woods will provide a safe, orderly and well-maintained environment where student populations will develop and exhibit self-respect for others and an interest in lifelong learning.**
Summative Evaluation:	**Teacher observations, discipline report and school community input.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	**7. Incentives for positive behavior**	**SS**	**AR GT SE ESL 4th 5th**	**Principal & Asst. Principal**	**Aug 06-May 07**	**Road Runner Bucks T.G.I.F. ABC committee**	**Rosters of Attendance**	**Monitor Celebrations**
R	**8. Motivational Speakers who promote self- esteem and social awareness**	**FS SS**	**AR GT SE ESL 4th 5th**	**Counselor Principal**	**Aug 06-May 07**	**Ie. Nanna Pudding Productions; Nancy Burks; $800**	**Program Evaluations by students & staff**	**Monitor Feedback**
PL	**9. Continue extra-curricular activities, chess club, to promote social awareness and fun**	**SS**	**AR GT SE ESL 4th 5th**	**Counselor and Principal**	**Aug 06-May 07**	**Material and supplies $300**	**Student participation**	**Monitor students**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools. Adequate facilities and equipment exist to meet the needs of our students. Student safety and well-being.**
Performance Objective:	**Oak Woods will provide a safe, orderly and well-maintained environment where student populations will develop and exhibit self-respect for others and an interest in lifelong learning.**
Summative Evaluation:	**Teacher observations, discipline report and school community input.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
R	**10. Continue Peer Mediator Program**	**SS FS**	**AR GT SE ESL 4th 5th**	**Counselor**	**Aug 06-May 07**	**Training workbooks $50**	**Conflict resolution success**	**Monitor success of mediators**
PI R	**11. Continue behavior incentive program, TGIF, Awesome behavior, Caught Doing Good Tickets, Student Greeters to provide positive reinforcement and promote positive social behavior**	**SS PS**	**AR GT SE ESL 4th 5th**	**Principal, Asst. Principal, PTO**	**Aug 06-May 07**	**Material and supplies $100**	**Positive Student Behaviors**	**Monitor student discipline referrals**
PD R	**12. Provide members of staff with training in Teaching Love and Logic**	**FS**	**AR GT SE ESL 4th 5th**	**Principal**	**Aug 06-May 07**	**Jim Fay Group**	**Positive Student Behaviors**	**Social Contracts, monitoring by admin.**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Alternative resources supplement tax revenues. An established, effective communication network exists.**
Performance Objective:	**All Oak Wood student populations and instructional staff will be in attendance 96% or greater during the school year.**
Summative Evaluation:	**Campus Attendance Report.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	**1. Promote perfect attendance each six weeks.**	**AEIS**	**AR GT SE ESL 4th 5th**	**PTO volunteer and Office attendance clerk.**	**Aug 06-May 07 End of 6 weeks**	**Campus and PTO funds $20.00 / Student Road Runner Bucks**	**Attendance Records**	**Attendance Records/Student Feedback**
PI	**2. Semester / All Year Perfect Attendance Awards at Awards Assemblies**	**AEIS PS**	**AR GT SE ESL 4th 5th**	**Principal**	**Jan 06-May 07 End of Semester**	**Certificates, lapel pins, cash prizes $1000 PTO supplements**	**Attendance Records**	**Student Feedback**
R	**3. Newspaper, communication via local newspaper listing students with perfect attendance. School publications, web-sites**	**AEIS**	**AR GT SE ESL 4th 5th**	**Attendance Clerk**	**Aug 06-May 07**	**Hood County News Newsletter Web-sites**	**Attendance Records**	**News in print**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**Alternative resources supplement tax revenues. An established, effective communication network exists.**
Performance Objective:	**All Oak Wood student populations and instructional staff will be in attendance 96% or greater during the school year.**
Summative Evaluation:	**Campus Attendance Report.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	**4. Phone calls to parents; letters home; truancy charges pursued**	**AEIS**	**AR GT SE ESL 4th 5th**	**Attendance Clerk; Principal**	**Aug 06-May 07**	**Supplies**	**Attendance Records**	**Check for improvement in Absenteeism**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**Oak Woods will provide all professional and paraprofessional staff with Staff Development in identified areas of need based on campus assessments.**
Summative Evaluation:	**TAKS Results, Benchmark Results and New Initiatives.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	**1. Staff members will receive training in areas of technology, Grade-quick, digital cameras, Rosetta Stone, AR, Distance learning; building web pages Smart Boards, Channel 7 Video Prod. United Streaming**	**FS**	**AR GT ESL SE**	**Principal and Tech team**	**Aug 06-May 07**	**Tech. Team members and equipment $100**	**Session Evaluations**	**Staff Development records, Principal walk thru**
PD	**2. Staff members will be trained in New Jersey Writing Project.**	**AEIS**	**AR GT ESL SE**	**Principal, Grade Level Leaders**	**Summer 06**	**Materials & Training $1,200 per person**	**Session Evaluations**	**Writing Samples**
PD AHQT	**3. Staff members trained in the area of understanding non-traditional students**	**DR**	**AR GT ESL SE**	**Counselor**	**Aug 06-May 07**	**Love & Logic Workshop Ruby Payne materials $150**	**Session Evaluations Review of discipline records**	**Discipline Records PEIMS report**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**Oak Woods will provide all professional and paraprofessional staff with Staff Development in identified areas of need based on campus assessments.**
Summative Evaluation:	**TAKS Results, Benchmark Results and New Initiatives**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	**5. Staff members attend CAST convention to attain Science TAKS info.**	**FS**	**AR GT ESL SE**	**Grade Level Leaders**	**Grade Level Leaders**	**CAST convention $700**	**Session Evaluations**	**Monitor of materials**
PD	**6. Staff members attend TAKS related workshops**	**FS AEIS**	**AR GT ESL SE**	**Principal Grade Level Leaders**	**Principal Grade Level Leaders**	**TAKS workshops**	**Evaluations**	**AEIS reports**
PD AHQT	**7. Staff attend training in areas of Special Needs children**	**PD**	**AR GT ESL SE**	**Principal Special Ed Teacher**	**Principal Special Ed Teacher**	**Workshops focusing on disabilities**	**Evaluations**	**Staff development records**
PD	**8. Training of Staff in areas to reduce over – identification of Special Ed students; and to ensure LRE (Least Restrictive Environment) of Special Ed students.**	**PBMAS**	**SE**	**Principal Sp. Ed. Staff All Staff**	**Principal Sp. Ed. Staff All Staff**	**Training provided by Central Special Ed staff**	**PBMAS**	**Staff Development Records**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Oak Woods Intermediate School Campus Improvement Plan
2006-2007

District Goal:	**An established, effective communication network exists. A supportive community and staff are involved in our schools.**
Performance Objective:	**Oak Woods will develop and utilize a variety of strategies to ensure communication with parents and community members regarding student achievements, meetings and training sessions.**
Summative Evaluation:	**School Community Input and Campus Assessment.**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Disseminate information to parents on a consistent basis.	**PS**	**AR GT ESL Sp Ed**	**Principal**	**Aug 06-May 07**	**Monthly calendars; 6-weeks newsletters; student planners; weekly notes home, marquee Web page $2000**	**Parent surveys and feedback**	**Parent surveys**
PI	**2. Provide parent training in:** **1. TAKS Math, Reading, Science** **2. TEKS** **3. Volunteering on Campus** **4. Campus Procedures** **5. Technology Applications** • **School Safety** • **Parenting Skills** • **Evacuation Procedures** **f) SSI**	**PS**	**AR GT ESL Sp Ed**	**Classroom Teachers, PTO President / Principal Classroom Teachers, Tech. Committee Counselor and Principal / TXU Rep.**	**Aug 06-May 07**	**Materials and supplies $1000**	**SBDM Evaluates programs**	**Parent surveys; Meeting agendas**

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

ACTON
MIDDLE SCHOOL

2006-07

CAMPUS PLAN



GRANBURY
INDEPENDENT
SCHOOL DISTRICT
HOOD COUNTY
GRANBURY, TEXAS

GRANBURY
INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

The mission of Granbury Independent School District, as a partner with our community, is to prepare all students to reach their full potential by providing educational opportunities in a safe and secure environment.

MISSION STATEMENT
ACTON MIDDLE SCHOOL

The mission of Acton Middle School is to offer all students the opportunity to be successful at school and become self-motivated, resourceful learners who can make informed choices.

****This is a working document. Since we are losing 9th grade and gaining 6th grade for the 2006-07 school year, the Campus Leadership Team will be working during the school year to re-vamp the Campus Improvement Plan, including goals for the 6th grade, and filling in the blanks in our plan.**

GRANBURY ISD STRATEGIC GOALS

- **Alternative resources supplement tax revenues.**
- **Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.**
- **An established, effective communication network exists.**
- **A supportive community and staff are involved in our schools.**
- **Students are competent in technology.**
- **Adequate facilities and equipment exist to meet the needs of our students.**
- **An adequate, trained staff exists to meet the needs of our students.**
- **Student safety and well being.**

ACTON MIDDLE SCHOOL GOALS

GOAL #1

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

GOAL #2

Acton Middle School will increase the average daily attendance to 96% at each grade level.

GOAL #3

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills and a continuation of a consistent discipline plan in order to pursue exemplary status.

GOAL #4

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

GRANBURY ISD
STRATEGIC GOALS

*Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.
*An established, effective communication network exists.
*A supportive community and staff are involved in our schools.
*Alternative resources supplement tax revenues.
*Students are competent in technology.

AMS GOAL #1

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Teachers will analyze TAKS data, monitoring student overall score performance and attendance, identifying and choosing appropriate materials to maintain TAKS scores at 90% or above (79.7%); Hispanic at 90% or above (59.5%); SCE at 90% or above; and increase Special Ed above last year.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Use planning period for monitoring student academic progress on a regular basis to achieve TAKS performance and to increase state accountability rating to exemplary status.	Ed Soft	SCE, Hisp	All teachers, instructional specialist, asst principals, counselors, and principal.	Aug 2006	Ed Soft	Academic performance and TAKS scores, AEIS report, and presentations at faculty meetings.	Faculty meeting minutes.
	Use daily planning period to assess and communicate student needs, performance, attendance, and curriculum development, including Special Programs from low to high achievers.	Grades and prog-ress reports	SCE, Hisp	All academic teachers, Brandon Wood, Patricia Yelverton, Jackie Thompson, Bobby Mabery	8/15/06	$500.00 from local CF funds, Benchmarks, TAAS data, incentives, Staff Development, Ed Soft, attendance reports confidential state lists	Daily planning periods August through May Documentation from daily planning periods, lesson plans.	Master Schedule with planning periods scheduled; and look at each 6 weeks grades.

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Teachers will analyze TAKS data, monitoring student overall score performance and attendance, identifying and choosing appropriate materials to maintain TAKS scores at 90% or above (79.7%); Hispanic at 90% or above (59.5%); SCE at 90% or above; and increase Special Ed above last year.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Provide diagnostic tools to assess student mastery (benchmark assessments), adding benchmarks to 6th, 7th and 8th grades. Use mini-benchmarks in math.	Ed Soft	SCE, Hisp	Holli Moore and , instructional specialist	September 2006 and on-going through-out the year	Local funds for paper and copies, benchmark testing materials	Benchmark test, six weeks tests	Results from Ed Soft.
	Develop guidelines and goals for students to achieve success in performance and attendance.	6 weeks results – grade and atten-dance	All	All academic teachers, Denise Watson, Brandon Wood, Patricia Yelverton	As needed, Fall, Spring, and March	$200.00 from local funds, Benchmarks, TAKS data, and PEIMS data.	TAKS and academic performance will maintain. Attendance will maintain at 96% or above.	PEIMS info
	Math incentives for mini benchmarks for lab students.	Teach-ers reports	All	Math teachers	End of each 6 weeks	$500 for incentives from local funds.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain TAKS scores in writing at or above 90% for the Hispanic population (73.3%) and for SCE.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
At Risk, ESL	1. Use TAKS materials to help students improve in areas of weakness. Check TAKS benchmark results of students in each area. Work in areas of weakness.	TAKS bench mark tests	All	All academic teachers.	Fall date, spring date, and April date.	$500.00 from SCE funds for supplies, TAKS released tests, & related material, Gourmet Press	Check lists showing individual student improvement in all areas of TAKS.	Accumulated info from Ed Soft, AEIS Report

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	All students will effectively utilize computers as learning tools, becoming competent in technology.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. To improve student performance through use of technology, making the students competent in technology.							
	a) Use available software programs to enrich student performance and upgrade as needed.		All	Maritia Sparks, Cindy Stewart, Department Heads.	Each 6 weeks.	Included in Technology budget, KID BIZ.	Student performance broadens and increases through STAR, and other TAKS software.	Data from Technology
ESL	b) Maintain software for ESL (Rosetta Stone)		ESL	ESL teachers and technology	August	$1250 from ESL funds	Student improvement	Computer lab use
	c) Make sure all teachers have computers and upgrade as needed.		All	Bobby Mabery	August	Included in Technology budget.	Inventory	Data from technology
	d) Algebra teachers implement Agile Mind for demonstration tool in the classroom.			Becky Evart	Ongoing through the year	$3556 in yearly support from general funds	Log of teacher usage	Data from technology

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain the school average on mastery of TAKS objectives in reading at 90% or above (92.4%); maintain Hispanic at 90% or above (80%); maintain SCE at 90% or above; and maintain Special Ed at 90% or above through comprehensive district curriculum that is aligned vertically and horizontally to meet the needs of all students.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Increase TAKS skills through 7th grade reading classes.							
	Target students including Hispanic and SCE who have been low performing on TAKS reading objectives, based on low TAKS performance.	Ed Soft	SCE, Hisp , At Risk	Reading teachers	Sept, Dec, & March, August	$885.00 from SCE reading supplies, TAKS preparation software, Gourmet Press Program, novel sets, Rosetta Stone, ($3000.00 Technology)	Students will meet required standards for the Benchmark, TAKS release test, and TAKS test.	Benchmark and test scores
	2. Teacher training .		All					
	a. Teacher training for New Jersey Writing Project.		All	Bobby Mabery and Curric Dept	Summer	$1000 stipend and $150 supplies/teacher from local funds as needed	Staff development sign-in sheets	Travel authorizations and stipends
	b. Teachers familiarized with "In The Middle" text and different books to show different instructional skills.		All	Bobby Mabery and Sharon Whitefield.	August – June	$300 for textbooks.	Classroom visits	Lesson plans and summer conference

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain the school average on mastery of TAKS objectives in reading at 90% or above (92.4%); maintain Hispanic at 90% or above (80%); maintain SCE at 90% or above; and maintain Special Ed at 90% or above through comprehensive district curriculum that is aligned vertically and horizontally to meet the needs of all students.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
At Risk, ESL	3. Utilize Bilingual Aide in sheltered instruction and ESL classes for tutorials for Spanish speaking students.	LEP/ ESL grades and TAKS scores	LEP/ ESL	Bobby Mabery	On-going throughout the year	Aide salary	Increase in ESL/LEP grades and TAKS scores	Master schedule
ESL	4. Update library to a recognized status to meet legislative mandate TEC 5533.021 and "to ensure that students, teachers, administrators, and staff are effective users of ideas and information."	State man-date	All	Bobby Mabery, Lyn Goodgion	August 2005 – June 2006	Local funds as available and supplement with PTO funds.	Compliance with state requirements	Library inventory
ESL	5. Request semi-annual audits of ESL folders from Curriculum Department.	Meet state guide-lines	ESL	Brenda Mabery and Debbie Richey	Fall and Spring	Curriculum Department	% of compliance on audit	Audit results

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in writing at or above 90% (86.1%); Hispanic at or above 90% (73.3%); SCE at or above 90%; and increase Special Ed above last year.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Emphasize practice in writing strategies and sentence construction, along with the use of spelling, capitalization, punctuation, and usage (make this a part of the grade).							
	Benchmark testing (pre and post)			Language Arts Department	First semester	$150.00 from local funds, TAKS release test and other available sample tests.	Spreadsheet of students and objectives to check off mastery.	
	Use writing lab and computers to practice composing and editing essays.			Language Arts Department	Ongoing through-out the year	$500.00 from local funds for supplies, computer lab, paper, and ink.	Essay printouts with evidence of a 3 or 4 holistic score in the writing lab.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in writing at or above 90% (86.1%); Hispanic at or above 90% (73.3%); SCE at or above 90%; and increase Special Ed above last year.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Interdisciplinary writing assignments - work with science and history.			Language Arts, Science, and History Departments.	Each 6 weeks	Science and History curriculum and teachers and portfolios of projects. $250 for supplies from local funds.	Lesson plans, timeline for projects, and essay results.	
	Move writing TAKS test score 1's and 2's to 3's					Language Arts Department		
	a) Writing samples and objective portion each 6 weeks			Language Arts Department	Each six weeks period.	$100.00 from local funds for paper and ScanTron	Test scores.	Ed Soft Reports
	b) Have tests graded by independent people.			Language Arts Department	Each six weeks period.	Allow substitutes for teachers.	Test scores.	
	Utilize writing curriculum and ideas created/gathered from workshops			Language Arts Department	Each six weeks.	$500 for supplies from local funds.	Benchmarks, student portfolios, TAKS exams	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in writing at or above 90% (86.1%); Hispanic at or above 90% (73.3%); SCE at or above 90%; and increase Special Ed above last year.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Make a total school project of capitalization, punctuation, and spelling.					No added expense expected.		
	a) Give teachers other than language arts teachers guidelines on how to grade capitalization, punctuation, and spelling.			Entire AMS faculty.	Beginning of the year.	$300 for supplies from local funds.	Graded papers with errors marked or corrected.	
	b) Use school wide heading for papers (published in student handbook).			Entire AMS faculty.		$300 for sample posters from local funds.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Strive toward achieving a school average on mastery of all TAKS objectives in math to 83% or above in 2006; 87% or above in 2007; and 90% or above in 2008 in all groups.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Work with the Charles A. Dana Center at UT Austin to introduce the Partnership for High Achievement.			All math teachers, Bobby Mabery, Curriculum Dept.	June 2006		Principal evaluation	Reports from PHA
	a) collaborate 2 lessons across the district in grades 5-8				1 in fall, 1 in spring			
	b) Teacher inservice to work with Dana Center instructors				8 times for lead teachers, 4 times for other math teachers			
	2. Emphasis in probability, statistics, measurement, and problem solving skills.						Benchmark scores and TAKS scores	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Strive toward achieving a school average on mastery of all TAKS objectives in math to 83% or above in 2006; 87% or above in 2007; and 90% or above in 2008 in all groups.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	a) Cover TAKS objectives through activities, packets, computers, and textbooks. Teachers will document TAKS objectives on lesson plans.			All math teachers	6 weeks mini bench-marks, & March	$885.00 from math SCE funds, Math curriculum funds, TAKS preparation software, calculators, batteries, computer software, manipulatives, release TAKS tests, new materials that address TEKS, and worksheets.	Check of lesson plans, Department meeting minutes.	
	3. Provide remediation in math (include study/organizational skills).					$500 for supp and $2300 for ScanTron from local funds.		
	a) Target SCE and Hispanic students who have been low on TAKS math objectives on past tests or benchmark tests.			Math teachers and math lab teachers.	May 1, 2005	$885.00 from SCE funds, TAKS Master rewards, and manipulatives (games).	List of students in TAKS class and objectives they mastered.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Strive toward achieving a school average on mastery of all TAKS objectives in math to 83% or above in 2006; 87% or above in 2007; and 90% or above in 2008 in all groups.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Reschedule students with low TAKS scores (not just failing) from an elective to a Lab class or study skills by teacher recommendation and parent approval. Increase lab availability in only 8th grade.			All math teachers and counselors	May 2005, and on going through the year.	$450 for supplies from local funds; Test grades, class work, and TAKS scores	List of students in Lab class and objectives they mastered.	
	c) Pizza party for those resource math students proficient in multiplication facts.			Julie Morris	Start beginning of the year, end by Friday before Spring Break	$300 from Principal's Fund	List of students based on performance data.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Strive toward achieving a school average on mastery of all TAKS objectives in math to 83% or above in 2006; 87% or above in 2007; and 90% or above in 2008 in all groups.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	d) Develop a math lab curriculum.			Julie Morris	Start beginning of the year, end by Friday before Spring Break	Queue, Inc., workbooks, Kamico, Gourmet Press, TAKS Master, and Sharpen Up on TAKS. $650 for replacement, $4000 for Agile Mind - local funds.	List of students based on performance data.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Add the use of calculators to math programs, helping the students be competent in technology.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Meet state requirements in algebra by use of graphing calculators.							
	Ongoing use of graphing calculators throughout the year.			Algebra teachers, and Stacie Brown.	October 1, 2005	$2800.00 in math supplies from local funds, $750.00 in G/T funds, and $885.00 in SCE funds - allocate part to this; Math curriculum funds, Graphing calculators and batteries.	Possession and use of calculators	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain science skills in preparation for exit-level test.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Emphasize practice in communicating data; drawing conclusions; and making inferences, generalizations, and predictions.			Language Arts and reading teachers	November – January, bench-mark	$1000 for supplies from local funds	TAKS "Benchmark" results and TAKS scores	6 Weeks test, TAKS 7th & 8th to 8th grade, 9th to 10th grade
	a) Administer TAKS benchmarks established by science department.			Connie Youngblood, Leslie Lee, Dirk Suitt, Debbie Singer, Scott Carpenter, Henry Brewerton, and Mike Cate.	October 1, 2006	$200.00 for paper from local funds, TAKS release test and Benchmark material.	Evaluation of results and student performance	Counselors break down with subgroups

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain science skills in preparation for exit-level test.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Incorporate "TAKS" style questions into unit tests for science.			Connie Youngblood, Leslie Lee, Dirk Suitt, Debbie Singer, Scott Carpenter, Henry Brewerton, and Mike Cate.	April 1, 2006	TAKS release test and TEKS. $650 for supplies from local funds	Copy of Unit test	Chapter and 6 weeks tests.
	c) Use TAKS style questions provided by texts on a weekly basis as bell work. 8th grade math and reading skills included in science.			Connie Youngblood, Leslie Lee, Dirk Suitt, Debbie Singer, Scott Carpenter, Henry Brewerton, and Mike Cate.		Transparency sheets and additional paper; possibly new overhead projectors, $500 for supplies from local funds.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain science skills in preparation for exit-level test.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	d) Update supplies and materials for "hands on" activities, problem solving and TEKS application.			Connie Youngblood, Leslie Lee, Dirk Suitt, Debbie Singer, Scott Carpenter, Henry Brewerton, and Mike Cate.	December 1, 2006	$8000.00 from local funds for science, consumable supplies and update equipment, equipment repair, TAKS/TEKS materials.	Copies of purchase orders and payment authorizations	
	e) Create and utilize and ESL resource center with an aide as seen at Wilmer Hutchins Middle School. (ESL aide available during ESL class.)			Salary of Aide		Salary of Aide		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain science skills in preparation for exit-level test.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	f) Utilize differentiated curriculum to meet needs of all students, including at-risk, G/T, SCE, and ESL.			Connie Youngblood, Leslie Lee, Dirk Suitt, Debbie Singer, Scott Carpenter, Henry Brewerton, and Mike Cate.	September 1, 2006	$885.00 from SCE funds, lists of special needs students from PEIMS data.	Curriculum and lesson plans	
	g) Align with Granbury Middle School on science fair and scope and sequence. Use strategies specific to program.					Package of information $150 from local funds.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain science skills in preparation for exit-level test.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	h) Update safety equipment to meet "state requirements". Check safety equipment. Do survey of equipment.			Connie Youngblood, Leslie Lee, Dirk Suitt, Debbie Singer, Scott Carpenter, Henry Brewerton, and Mike Cate.	September 1, 2006	$600.00 from local funds for science	Possession and use of safety equipment, copies of purchase orders and payment authorizations	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Emphasize practice in civil rights and responsibilities, American and economic systems, American and other political systems, geographical concepts, sociological and cultural factors, analyzing relationships in social studies, making generalizations/drawing inferences and conclusions, problem solving/decision making through the use of thinking maps.							
	a) Plan special events such as government week during an election year and a spring social studies enrichment day, commemorative days of historical events.			Lana Brotherton, Marilyn Hayworth, Shirley Magness, & Eric Rohani.	Monthly	$250.00 from local funds, use local resources such as guest speakers – Reenactors, etc.	Log of special events held, mock election results, TAKS scores, and evaluations of each activity.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) TAKS practice test, analysis, and evaluation.			Lana Brotherton, Marilyn Hayworth, Shirley Magness, & Eric Rohani.	Fall & Spring	$200.00 for paper from local funds, released TAKS test	Evaluation of objectives and summarize.	
	c) Short Benchmarks tests throughout the year.			Lana Brotherton, Marilyn Hayworth, Shirley Magness, & Eric Rohani.	Through-out the year	$200.00 for paper from local funds, Benchmark test	Benchmark test results	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	d) Assess and address needs of special populations; purchase TAKS materials to work on specific areas.			Lana Brotherton, Marilyn Hayworth, Shirley Magness, & Eric Rohani, Bilingual Aide.	On-going through-out the year	$885.00 in SCE funds, TAKS materials	Completed assignments in TAKS materials, Thinking Maps.	
	e) Use of Thinking Maps			Lana Brotherton, Marilyn Hayworth, Shirley Magness, & Eric Rohani, Bilingual Aide.	On-going through-out the year.	All social studies personnel are trained in Thinking Maps, $400 from local funds.	Students' Thinking Maps product.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	f) Increase supplies of "hands-on" activities and manipulatives.			Marilyn Hayworth	August 2006	$1500.00 from local funds and $885.00 in SCE funds for history.	Number of teaching materials on hand and copies of purchase orders and payment authorizations.	
	2. Address needs of G/T students through extended curriculum.							
	a) Provide Pre-AP Social Studies classes for those who qualify.	Develop criteria for placement of Pre-AP classes		Bobby Mabery, Denise Watson, Troy Green, Heather Dollins.	August 2006	Pre-AP curriculum, G/T certified teachers (money for certification if necessary), $650 for use of higher level thinking mob…	Master schedule with Pre-AP classes scheduled.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Educational trips offered to Texas History students who qualify.			Marilyn Hayworth	October & Spring	Jr. Historians Activity Fund	Travel authorizations and itinerary of trips.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	All ESL students scheduled in a separate ESL class and with teachers who have been adequately trained in second language learning techniques.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Increase staff with ESL certification (having more staff with ESL certification.)							
	a) Campus and school training to prepare teachers for EXCET ESL test.			Debbie Richey, Bobby Mabery, and Troy Green	Annually	$200.00 from ESL funds, presenters, fund for travel expenses and test expense.	Increase in number of ESL certified teachers and incr usage of ESL strategies.	
	b) Continue Sheltered Instruction, four teachers for the core subject areas to teach 7th & 8th grade ESL students, utilizing ESL Aide in classes.			Bobby Mabery	Fall 2006	$1250 for supplies from local funds.	Master Schedule with four teachers trained in SI, ESL students scheduled in teachers' classes. Compare improvement in test scores.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain the school average of the Hispanic student population's mastery of TAKS objectives in all areas at 90% or more (59.5%).
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Utilize an ESL class for training students to take TAKS tests (Reading, Writing, and Math).							
	a) Math activities: Tutorials over homework, conversion of units (cm-m, tsp.-c)			LPAC Committee and ESL teachers.	Each 6 weeks	$250.00 from ESL funds, software ordered and appropriate material for grade level and interest.	Improvement of students' knowledge of subject matter and grades. Growth by student.	
	b) Reading activities: Guessing Reading as prediction, free reading time, and Easy English News.			LPAC Committee and ESL teachers.	Each 6 weeks	$1500.00 from ESL funds, Scott Foresman ESL texts, student's texts from core classes, and app material for grade level and interest.	Improvement of students' knowledge of subject matter and grades. Growth by student.	LPAC Committee and ESL teachers.

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Maintain the school average of the Hispanic student population's mastery of TAKS objectives in all areas at 90% or more (59.5%).
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Writing activities: Various LEA activities			LPAC Committee and ESL teachers.	Each 6 weeks	$300.00 from ESL funds, ready to use ESL activities for the school year and appropriate material for grade level and interest.	Improvement of students' knowledge of subject matter and grades. Growth by student.	
	2. Create ESL math sheltered class to assess and remediate mathematic skills.			$250.00 from ESL funds, software ordered and appropriate material for grade level and interest.	Each 6 weeks	LPAC committee, Natalia Argueta, and counselors.	Improvement of students' knowledge of subject matter and grades. Growth by student.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Study Skills scheduled class included in both 7th and 8th grades.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. To increase study skills for students who have specific needs, including SCE students.							
	a) Students will have increased organization through weekly notebook organization check.			Study Skills teachers and classroom teachers.	Weekly	$205.00 from SCE funds, 3-ring binder and 1 set of dividers per student provided.	Increased organization and improved grades, teacher weekly evaluation.	
	b) Study Skills students will have weekly locker check to reinforce positive organization skill.			Study Skills teachers.	Weekly	$50.00 for paper from local funds, locker check sheet.	Increased organization and improved grades, teacher weekly evaluation.	
	c) Daily work on assignments from core classes with tutorials from teachers and peers.			Study Skills teachers.	Daily	Classroom teachers, and lesson plans. No additional cost expected.	3 week and 6 week grade checks will show improved grades.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Study Skills scheduled class included in both 7th and 8th grades.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	d) Mini lessons on time management, organizational skills, test taking, and accepting responsibility.			Study Skills teachers.	Weekly	"Getting Smarter", "I Need to Get Organized", "You and School Survival Guide", "Study Skills Connection".	Weekly grade check, 3-week grade check, 6-week grade check, and first semester grade check.	
	2. To increase completion of assignments for all classes.							
	a) Students will have a weekly check sheet to monitor completion of assignments.			Study Skills teachers and classroom teachers.	Weekly	$50.00 for paper for weekly check sheet.	Wkly grade ck, 3-wk grade ck, 6-wk grade ck, & first semester grade ck.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Study Skills scheduled class included in both 7th and 8th grades.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Study skills teachers will be responsible for distribution and collection of weekly check sheets from classroom teachers. Special training for teachers.			Study Skills teachers.	Weekly	$500 from local funds.	Wkly grade ck, 3-wk grade ck, 6-wk grade ck, & first semester grade ck.	
	c) Follow-up to insure completion of assignments indicated on zero-sheet.			Study Skills teachers.	Weekly	No additional cost expected.	Wkly grade ck, 3-wk grade ck, 6-wk grade ck, & first semester grade ck.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Acton Middle School Library will provide resources, support, and training to insure that all students learn how to learn and will meet or exceed recognized standards set by *School Library Programs: Standards and Guidelines*.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Increase and update collection of resources.					$14710 for materials from local funds		
	2. Promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as creators and users of ideas and information.			Lyn Goodgion				
	a) Collaborate with teachers, students, and community within the context of state curriculum standards and to promote initiatives that encourage learners to read, write, view, speak and listen for understanding and enjoyment.			Lyn Goodgion		No additional cost expected.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Acton Middle School Library will provide resources, support, and training to insure that all students learn how to learn and will meet or exceed recognized standards set by *School Library Programs: Standards and Guidelines*.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Provide instruction for staff and students.			Lyn Goodgion		No additional cost expected.		
	3. Demonstrate leadership in an effective school library program.							
	a) Advocate for library vision					No additional cost expected.		
	b) Manage staff, volunteers, partners					No additional cost expected.		
	c) Advocate for funding			Lyn Goodgion		No additional cost expected.		
	d) Demonstrate the value of research and data collection			Lyn Goodgion		No additional cost expected.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Acton Middle School Library will provide resources, support, and training to insure that all students learn how to learn and will meet or exceed recognized standards set by *School Library Programs: Standards and Guidelines*.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	e) Demonstrate the value of research and data collection			Lyn Goodgion		No additional cost expected.		
	f) Disseminate information about services and research			Lyn Goodgion		No additional cost expected.		
	4. Promote success of students by facilitating the access, use, and integration of technology, telecommunications, and information systems to enrich the curriculum.							
	a) Promote high standards of conduct in using the web.			Lyn Goodgion		No additional cost expected.		
	b) Employ existing and emerging technologies.			Lyn Goodgion		No additional cost expected.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.
Performance Objective:	Acton Middle School Library will provide resources, support, and training to insure that all students learn how to learn and will meet or exceed recognized standards set by *School Library Programs: Standards and Guidelines*.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Model information problem solving and provide formal and informal instruction about reference and research techniques.			Lyn Goodgion		No additional cost expected.		
	5. Work for universal literacy and defend intellectual freedom.							
	a) Provide for broad access to library resources.			Lyn Goodgion		No additional cost expected.		
	b) Be knowledgeable about learning differences and ethical and cultural interests.			Lyn Goodgion		No additional cost expected.		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

*An established, effective communication network exists.
*A supportive community and staff are involved in our schools.
*Alternative resources supplement tax revenues.

AMS GOAL #2

Acton Middle School
will increase the
average daily attendance to 96% at each grade level.

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School will increase the average daily attendance to 96% at each grade level.
Performance Objective:	All students present at school 96% of the time, using alternative resources to supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. To provide incentives and to improve overall attendance opportunities.						Increased student attendance to 96% or better, with less number of unexcused absences.	
	a) Identify students with high absenteeism, notifying parents/guardians of students whose absences exceed 3 days per six weeks.	PEIMS data.		Jackie Thompson	End of each 6 weeks	$100.00 for paper and forms from local funds,	Student attendance and copies of letters sent to parents/guardians.	
	b) Turn student names in to authorities at 3 or more unexcused absences in a 4-week period and write letters to parents. Utilize Resource Officer.			Jackie Thompson, Bobby Mabery, Brandon Wood, Patricia Yelverton	Weekly	$100.00 for paper from local funds, PEIMS data	Copies of reports and letters, list of names and follow-ups with city and county disposition.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School will increase the average daily attendance to 96% at each grade level.
Performance Objective:	All students present at school 96% of the time, using alternative resources to supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Utilize phone system to automatically call students who are absent during the day.			Jackie Thompson	Daily	$300 annual license from local funds.	All log with list of parents called.	
	d) Students in each grade level with perfect attendance for the 6 weeks will receive a reward.			Jackie Thompson, Bobby Mabery, and PTO volunteers.	End of each 6 weeks	$500 P.T.O. funds and volunteers, PEIMS data	List of Perfect Attendance for each 6 weeks period.	
	e) Drawings for students with perfect attendance for the 6 weeks, 3 gift cards (one for each grade level) at $25 each			Jackie Thompson	End of each 6 weeks	$450 from Principal's Fund	List of Perfect Attendance for each 6 weeks period.	Signature sheet for cards received by students
	f) Play music at lunch for the grade level with highest weekly attendance.			Jackie Thompson, assistant principals	Weekly	$250 from local funds.	Log of weekly attendance percentages per grade level.	
	g) Perfect attendance drawing for 7th graders each 6 weeks.			Jackie Thompson and 7th grade teachers	Each 6 weeks	$600.00 from local funds	List of students with perfect attendance.	List of students signing for money.

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Acton Middle School will increase the average daily attendance to 96% at each grade level.
Performance Objective:	Recognize attendance for teachers, using a supportive community involved in our school.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Improve teacher attendance, therefore improving student attendance.						Number of teacher absences will decrease and list of teachers with perfect attendance.	
	a) Offer incentives for individual perfect attendance (excluding school business and jury duty), as this will improve student attendance by example. Drawing for 3 $50 rewards from teachers with perfect attendance.			Bobby Mabery and Jane Ann Blasingame	End of each 6 weeks	AS400 Records of Staff Attendance. $900.00, CF funds.	List of teachers with perfect attendance, sign sheet for money.	
	b) Money given to all staff with perfect attendance for the whole year, $100 each.			Bobby Mabery and Jane Ann Blasingame	End of year	AS400 Records of Staff Attendance. Amount of money as needed from CF funds.	List of staff with perfect attendance, sign sheet for money.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

*An adequate, trained staff exists to meet the needs of our students.
*Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.
*Alternate resources supplement tax revenues.
*Student safety and well being.
*A supportive community and staff are involved in our schools.

AMS GOAL #3

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills
and a continuation of a consistent discipline plan in order to pursue exemplary status.

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
Performance Objective:	All gifted and talented students will have teachers who are adequately trained to address the needs of G/T students.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	To provide continued G/T/Pre-AP training for certification.						Increased number of G/T certified staff from 27 to include all teachers and administrators.	
	a) Attend G/T workshops, staff development days, university, and conventions.			Bobby Mabery and Campus Leadership Team.	Annually	$1000.00 from G/T fund, Appropriate budgeted funds	List of teachers with new certification and/or workshops attended.	
	Offer opportunities for training sessions to increase teacher effectiveness.							

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
Performance Objective:	All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Staff development on campus to include Gifted and Talented, technology, ESL strategies, vertical alignment of curriculum, discipline, and TAKS.			Bobby Mabery, Holli Moore and Leadership Team.	Staff develop-ment days per approved calendar.	$1500.00 from local funds for speakers, refreshments.	Sign-in sheets, teacher evaluations, use in classrooms, and list of staff development days with programs offered.	
	Participate in PHA through the Dana Center					Math teachers		
	Staff development on campus to include on-site observations by new teachers and off campus to include site visits, going to several centers and universities, taking EXCET tests, and going to conventions and TAKS Reading & Writing training.			Bobby Mabery, Holli Moore and Leadership Team.	Calendar	$1000.00 from local travel fund for registration fees and travel expenses. $1600.00 from local funds for TMSA expenses.	Sign-in sheets, teacher evaluations, and use in classrooms, and travel authorizations.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
Performance Objective:	All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Participate in the Effective School Project offered through Tarleton State University.			Bobby Mabery, Jane Ann Blasingame.	As programs are offered.	$600.00 from local funds for professional services, $2000.00 in administrative travel for CLT to attend Planning Retreat in Kerrville, Registration info from Tarleton State University	Travel authorizations with program descriptions.	Evaluation of school program.
	Provide training in strategies for identifying and eliminating gender and racial bias in materials, methods, and practices.			Holli Moore	Begin Fall of 2006, Staff Dev. days, faculty meetings through the year	No additional expenses expected. Previous years AEIS reports	Staff Development and faculty meeting records.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
Performance Objective:	All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Provide training to increase skills in identifying student needs: Disaggregation of scores TAKS talks Dyslexia Learning disabilities Emotional disturbance Gifted and Talented			Holli Moore	Begin Fall of 2006, Staff Dev. days, faculty meetings through the year	No additional expenses expected. Previous years AEIS reports. Special Education and Curriculum personnel.	Staff Development and faculty meeting records.	
	Provide training in Special Education (inclusion, confidentiality)			diagnostician	Begin Fall of 2006, Staff Dev. days, faculty meetings through the year	No additional expenses expected. Special Education personnel.	Staff Development and faculty meeting records.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
Performance Objective:	All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	All teachers trained in "Thinking Maps" to target learning strategies for all groups, including SCE and ESL students.			Bobby Mabery, and	October 2006	No additional expenses expected. Trained locally.	Al teachers have manuals, sign-in forms from training sessions, and lesson plans including Thinking Maps strategies.	
	Provide training in the use of parent volunteers and the value of parent contributions to enhance student learning.							
	a) One-on-one help with ESL students.			Bobby Mabery, Holli Moore, and	Begin Fall of 2006, Staff Dev. days, faculty meetings through the year	No additional expenses expected. PTO volunteers.	Staff Development and faculty meeting records.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
Performance Objective:	All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Benchmark testing.			Bobby Mabery, Holli Moore, and	Begin Fall of 2006, Staff Dev. days, faculty meetings through the year	No additional expenses expected. PTO volunteers.	Staff Development and faculty meeting records.	
	Provide adequate supplies and equipment to meet the needs of the students.				Begin Fall of 2006, and through-out the year.			

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.
Performance Objective:	Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Coordinate discipline plans and office policy.							
	Use "The Book" in every classroom for effective discipline classroom management.			All classroom teachers, Bobby Mabery, Brandon Wood, Patricia Yelverton	First day of school, August 2006.	$300 for notebooks from local maintenance funds; $100 for paper from paper funds	Notebooks from each teacher with student discipline entries. Compare the ratio of office referrals from 2005-06 to 2006-07. Teacher survey at end of 5th six weeks to allow for feedback.	
	1) Students sign the book for minor infractions.			All classroom teachers	First day of school, August 2006.	No additional expenses expected.	Notebooks from each teacher with student discipline entries.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.
Performance Objective:	Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	2) Before and After School Detention (BSD, ASD) assigned by teachers through parent notification as earned by students.			All classroom teachers, Dwana Barkman, Bobby Mabery, Brandon Wood, Patricia Yelverton, and Jane Ann Blasingame.	First day of school, August 2006.	ISS Aide to host class (arrange schedule so no extra salary required) $200 for printing ASD forms	ASD slips, ASD sign-in sheets	
	3) Use the card system for major offenses which need immediate administrative attention. If a student leaves the class with a card, he/she would take the class assignment also.			All classroom teachers, Bobby Mabery, Brandon Wood, Patricia Yelverton, and Jane Ann Blasingame.	First day of school, August 2006.	$50 for cardstock and laminating film from local maintenance funds	Notebooks from each teacher with student discipline entries.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.
Performance Objective:	Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	4) Administrators assign ISS as needed, depending on the nature of the offense.			Bobby Mabery, Brandon Wood, Patricia Yelverton, and Jane Ann Blasingame.	First day of school, August 2006.	$150 for Discipline slips from local maintenance funds, full set of books for ISS room (use textbook fund money if needed)	Discipline slips, ISS sign-in sheets	
	5) Use of AMS behavior modification/character building trait packet system in ISS instead of study hall/class assignments.			Dwana Barkman	First day of school, August 2006.	$100 for printing packets and paper for students from local maintenance funds	Completed ISS packets in student folders in ISS room.	
	6) Add BTC on campus as an intermediate step before off-campus BTC.			Bobby Mabery, Brandon Wood, Patricia Yelverton	First day of school, August 2006.	Salary for teacher to supervise class.	Class set up, daily logs of students in class.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.
Performance Objective:	Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	The leadership team will evaluate any proposal sent to them and accept and/or change.			Bobby Mabery and Leadership Team.	May, 2006	Leadership Team, Principal, Assistant Principals No additional cost expected.	Discipline Procedure incorporated into A.M.S. handbook. Compare the ratio of office referrals from 2005-06 to 2006-07.	Teacher survey at end of 5th six weeks to allow for effectiveness feedback.
	To decrease the number of office referrals, In -School Suspension, and suspensions, offer rewards for good behavior school-wide.							
	a) Pirate Pride Awards given each week to one student per grade level whose name is drawn from nominated students, recognizing students who have met Pirate Pride criteria.			Entire AMS staff, Sue Norton and PTO members.	First day of school, August 2006	$225 for printing Pirate Pride nomination slips from Principal's Fund; PTO funding for rewards.	Pirate Pride criteria, nomination slips, list of weekly award winners.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.
Performance Objective:	Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Teachers and Leadership Team to combine efforts to plan effective reward days.			Bobby Mabery and Leadership Team.	May, 2006	$2800.00 from local funds and CF funds, Leadership Team, Principal, and Assistant Principals	Written effective plan for rewards. List of award winners/awards.	
	b) Collect and analyze disciplinary data			Bobby Mabery, Brandon Wood, Patricia Yelverton	Yearly	AS400 discipline records. No additional cost expected.	Reduction of severe discipline referrals.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

*An established, effective communication network exists.
*An adequate, trained staff exists to meet the needs of our students.
*Alternative resources supplement tax revenues.
*Student safety and well being.
*A supportive community and staff are involved in our schools.

AMS GOAL #4

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	School wide promotion of drug awareness through the use of alternative resources to supplement tax revenues.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Increase awareness of drug related issues.							
	a) Red Ribbon Week.			Holli Moore and	October 1, 2006	Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed. (Total estimate of $950.00)		
	1) Students participate in Drug Awareness Door Decorating sponsored by Art Student Council.			Lyn Goodgion	October 1, 2006	Money/prizes for winning entries		
	b) Speakers to promote positive attitude for students' self-image.			Holli Moore and	October 1, 2006	Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed.	Student evaluations to log evidence of completion of activities.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	School wide promotion of drug awareness through the use of alternative resources to supplement tax revenues.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Classroom guidance activities to increase drug prevention, including DARE Program.			SRO Officer, Holli Moore and	October 1, 2006	Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed. Drug Free curricula.	Student evaluations to log evidence of completion of activities and to demonstrate awareness of drug prevention.	
	d) Incorporate character qualities into school activities, using Character Education program.			Holli Moore and	October 1, 2006	Replace televisions in classrooms as needed to give functional tv's for all classrooms.	Log of activities indicating character qualities incorporated.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	School wide promotion of good social behavior, good manners, and conflict resolution, using alternative resources to supplement tax revenues and supportive community members.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Increase awareness of appropriate behaviors.							
	a) Character Ed program for all students.			Holli Moore and	Each 6 weeks		List of Character Ed activities.	
	b) Pirate Pride Awards given each week to one student per grade level whose name is drawn from nominated students, recognizing students who have met Pirate Pride criteria.			Entire AMS staff, Sue Norton and PTO members.	First day of school, August 2006	$225 for printing Pirate Pride nomination slips from Principal's Fund; PTO funding for rewards.	Pirate Pride criteria, nomination slips, list of weekly award winners. Compare the ratio of office referrals from 2005-06 to 2006-07.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Provide opportunities to increase student communications.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Increase communication skills through curriculum-based support groups.							
	a) Target students for groups and provide groups for targeted students.			Holli Moore and	October 1, 2006	Input from students, parents, and teachers used for identification. Videos and group materials used to provide services for groups. No additional cost expected.	Formation of groups.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Provide opportunities to increase student communications.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	2. Utilize peer, student, and faculty for potential dropouts.						Prevention of dropouts, number of dropouts through PEIMS data.	
	a) Contact parents of potential dropout students and conference with them, making a plan to prevent the student from dropping out.			Bobby Mabery, Brandon Wood, Patricia Yelverton, Holli Moore and	Individual occur-rence	List of potential dropouts. No additional cost expected.	List of parents contacted.	
	a) Contact parents of students who who are absent using automated telephone for attendance downloaded from ProWeb.			Jackie Thompson	Individual occur-rence	Phone Master yearly agreement.	List of parents contacted.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Provide opportunities to increase student communications.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	3. Improve communication skills for students with special needs (low reading skills).						Improve students' achievements, TAKS scores go up.	
	a) Provide taped text in subject areas to accommodate individual special needs.			Volunteers, Lyn Goodgion, Julie Morris.	September 2006	Tapes, recorders, headsets, and tape recorders. Special Ed equipment funds as needed (some on hand).	Tapes in library inventory.	
	4. Provide to all middle school students information on curriculum choices, TEXAS and Teach for Texas grant programs, and higher education admission and financial aid opportunities and sources of such information.							
	a) Show Power Point video to AMS students, providing information on all areas to students.			Holli Moore and	Spring 2006	No additional expenses expected	Notices and log of video shown.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Provide opportunities to increase student communications.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Add a program for 6th grade and new student orientation in the evening before school starts to go through procedures and allow students and parents to ask questions.			Holli Howard and ,other teachers (comp time) and NJHS or Student Council members	August 2006, one week to 10 days before school starts	No additional expenses expected.	Notices of orientation	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Recognize good citizenship at Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. To provide parent/student awareness of positive behavior by students.					Jane Ann Blasingame and all teachers.		
	a) Mail positive notes home, send positive notes and good progress reports, e-mail and phone positive communications.			Jane Ann Blasingame and all teachers.	As appro-priate	$500.00 from G.I.S.D. postal funds and local funds, postcards, stationary, envelopes, and stamps.	Logs or copies of notes.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain communication between parents and Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Provide communication with parents concerning school events.					Bobby Mabery, Jane Ann Blasingame, Kathy Ramsour, and Cindy Stewart.		
	a) Parent Newsletter each 6 weeks to provide communication with parents concerning school events.			Bobby Mabery, Jane Ann Blasingame, Kathy Ramsour, and Cindy Stewart.	Each 6 weeks	$1080.00 from local funds for printing, District calendar and related supplies; $800.00 for postage from local funds.	Maintained folder of newsletters	
	b) Upcoming events posted on marquee.			Cindy Stewart, Denise Watson	Weekly	Marquee. No additional cost expected	Log of marquee messages.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain communication between parents and Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Important messages sent with report cards. Short messages can be printed on report cards. Other data will be sent home on separate flyers with report cards.			Denise Watson and all faculty.	6 weeks		Surveys will be answered; parents attend important events, and responses to messages and/or flyers.	
	d) Upgrade copiers to keep up with demand/usage.			Sharay Boynton.	August 2006	? If additional funds are required, add to budget from general operating allotment.	New copiers installed and in use.	
	2. Provide communication with parents concerning student achievement.							
	a) Send progress reports home to parents each 6 weeks, 3 weeks into the 6-week period.			Denise Watson, all teachers	Each 6 weeks	$100.00 from local funds for paper. Grade Quick	Copies of progress reports	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain communication between parents and Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Conduct parent-teacher conferences as needed for parents of students at risk of failing any subject to discuss what the school will do to help and what parents can do to help.			All faculty, Denise Watson, Bobby Mabery, Brandon Wood, Patricia Yelverton	Each 6 weeks	No additional expenses expected.	Failure reports, conference logs.	
	3. Maintain a web page to include current events, athletic events, fine arts dates, maps to schools, and faculty with individual pages and/or e-mail access. Teachers provide information.							
	a) Update all information on web site.			Greg Doss, Ton Potappel, and all staff	August 2006 and on-going	No additional expenses expected.	Parent feedback; use of maps, schedules, and data; e-mails received.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain communication between parents and Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Add additional pages and information as needed.			Greg Doss, Ton Potappel, and all staff	August 2006 and on-going	No additional expenses expected.	Parent feedback; use of maps, schedules, and data; e-mails received.	
	4. Increase opportunities for parent participation							
	a) Increase opportunities for participation through written invitation.			All faculty	Fall 2006 and on-going through-out the year.	No additional expenses expected.	Copies of invitations.	
	b) Increase opportunities for participation through follow-up phone calls.			All faculty	Fall 2006 and on-going through-out the year.	No additional expenses expected.	Copies of phone logs.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain communication between parents and Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Increase opportunities for participation through e-mail.			All faculty	Fall 2006 and on-going through the year.	No additional expenses expected.	Copies of e-mail.	
	d) Provide information to parents regarding G/T enrichment activities.			Pre-AP teachers	Fall 2006 and on-going through the year.	No additional expenses expected.	Copies of flyers and announcements.	
	5. Increase Hispanic population parent participation.							
	a) Translate materials and informational flyers sent home to Spanish.			Jane Ann Blasingame, Patricia Yelverton, Victor Sauceda, Virginia Cortez, and all staff.	August 2006 and on-going	No additional expenses expected.	Flyers in Spanish.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain communication between parents and Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	d) Translate Parent Newsletter into Spanish.			Jane Ann Blasingame, Patricia Yelverton, Victor Sauceda, Virginia Cortez, and all staff.	August 2006 and on-going	No additional expenses expected.	Parent Newsletters in Spanish.	
	e) Translate report card comments into Spanish.			Denise Watson, Patricia Yelverton, and Victor Sauceda	August 2006 and on-going	No additional expenses expected.	Report Card comments in Spanish.	
	f) Contact parents by Spanish speaking employees and invite them to school to get to know the campus, meet personnel, and become comfortable with the school environment.			Jane Ann Blasingame, Patricia Yelverton, Victor Sauceda, Virginia Cortez.	August 2006 and on-going	No additional expenses expected.	Call log of calls to parents, visitor sign-in sheets.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain communication between parents and Acton Middle School through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	g) Have a Cinco de Mayo celebration involving parents by having them present cultural information to students.			Victor Sauceda, Patricia Yelverton, Virginia Cortez, and all staff.	May 2007	No additional expenses expected.	Cinco de Mayo flyer.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	To have a safe environment in which to provide educational opportunities.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Campus will increase student/staff safety awareness.						Increased safety, fewer injuries/mishaps .	
	a) School-wide assemblies (Introduction of school personnel, present safety tips through skits, etc.) presented by Theater Arts classes, etc.	.		Crisis Management Coordinators/ Team Leaders: Bobby Mabery, Brandon Wood, Patricia Yelverton, Kim Spencer, Holli Moore, Becky Evart, Elaine Waterbury, and Kathy Ramsour.	August 22 (Introduc-tion Of school personnel)	Crisis Management Committee, Instructional materials No additional cost expected.	Various other assemblies throughout year List of assemblies.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	To have a safe environment in which to provide educational opportunities.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Bi-monthly meeting of Crisis Management Committee.			Crisis Management Coordinators/ Team Leaders: Bobby Mabery, Brandon Wood, Pat Yelverton, Holli Moore, Becky Evart, Elaine Waterbury, and Kathy Ramsour.	Monthly	$50.00 from CF funds for refreshments, Crisis Management Plan	Crisis Management Committee minutes/agenda and Crisis Management Plan with updates.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	To have a safe environment in which to provide educational opportunities.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Meet twice during year with Director of Facilities			Randy Leach and Crisis Management Coordinators/ Team Leaders: Bobby Mabery, Brandon Wood, Patricia Yelverton, Kim Spencer, Holli Moore, Becky Evart, Elaine Waterbury, & Kathy Ramsour.	Semi-annually.	$25.00 from CF funds for refreshments, Crisis Management Plan	Crisis Management Committee minutes/agenda and Crisis Management Plan with updates.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	To have a safe environment in which to provide educational opportunities.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	d) Implement violence intervention, conflict resolution and social skills strategies: • Continuecharacter education program • Investigate bullying program			Kim Spencer and Holli Moore, Bobby Mabery, Edwin Young, Marc Malloy, Character Education Committee.	Fall 2006.	Character education videos, possible local counseling funds for new programs; all classrooms equipped with functional tvs.	Staff Development and faculty meeting records.	
	e) Maintain a resource officer to provide safety for the students and address safety issues with the students. • Teach drug and alcohol prevention • Refusal skills • Avoiding gangs • Truancy • Hall monitor			Bobby Mabery, Troy Green, Hood County Sheriff's Dept.	August 2006	$28050.00 salary $1000 for desk, chair, & filing cabinet $300 for supplies	Resource officer in place. Log of officer's activities, including safety issues and classes taught.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Maintain and improve communication between faculty, staff, and administration through an established, effective communication network.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Provide opportunity for faculty feedback.							
	a) Develop surveys regarding concerns and interests of the school.			Bobby Mabery, Holli Moore, , Leadership Team	September 2006	$200.00 from local funds for paper, surveys	Copies of surveys and results of surveys.	
	b) Evaluate information provided from December and May surveys and distribute to administration and staff.			Bobby Mabery, Edwin Young, Marc Malloy, Kim Spencer, Holli Howard, and Jane Ann Blasingame.	September 2006, as surveys are needed and completed .	Surveys No additional cost expected.	Copies of survey evaluations, use of feedback to improve campus efficiency, morale, and student success.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Promote a spirit of camaraderie and boost school spirit.							
	a) Staff meal with families to get to know one another.			Bobby Mabery, Jane Ann Blasingame	August 2006	$500.00 Principal's Fund		Purchase orders and direct pays.
	c) Provide staff with items in school colors with school mascot (i.e. bags, note pads, etc.)			Bobby Mabery, Jane Ann Blasingame	August 2006 and on-going	$1000.00 Principal's Fund		Purchase orders and direct pays.
	2. Provide incentives for staff attendance.							
	a) Staff drawings for 3 $50 awards for perfect attendance each 6 weeks.			Bobby Mabery, Jane Ann Blasingame	End of each six weeks.	Principal's Fund $900.00, 3 $50.00 drawings per six weeks AS 400 Staff attendance records		Signatures for winners, staff records showing attendance.

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	c) Money given to all teachers with perfect attendance for the whole year, $100.00 each.			Bobby Mabery, Jane Ann Blasingame		$500.00, use CF funds	List of teachers with perfect attendance, sign sheet for money	
	e) Incorporate teacher/staff recognition program, ABCD, nominating those who go Above & Beyond the Call of Duty for school related achievement and dedication.			Brandon Wood and Patricia Yelverton	August 2005 and on-going	$100 for printing forms from local funds; PTO providing gift certificates for monthly drawing		Teacher survey at end of 5th 6 weeks to measure program effectiveness.
	3. Continue to incorporate new staff into leadership roles on campus.							
	a) Campus Leadership Team			Bobby Mabery, AMS staff	August 2006	No additional cost expected.		List of Campus Leadership Team members

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Department Heads			Bobby Mabery	August 2006	Department Head stipends		Master schedule showing department heads
	d) UIL literary and extra-curricular coaches			Bobby Mabery	August 2006 and spring 2007 for UIL literary	UIL stipends		Lists of coaches
	e) Committee members			Bobby Mabery, AMS staff	August 2006	No additional expenses		Lists of committees
	f) Attend workshops and staff development			Bobby Mabery, Jane Ann Blasingame	August 2006 and on-going through the year			Travel authorizations, purchase orders, registrations

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	g) New teacher orientation, providing information to new teachers on campus policies, equipment, personnel, etc.			Leslie Lee	August 2006, and monthly for 3-4 months	No additional expenses		
	4. Provide transition activities to assist students in moving from one campus to another.							
	a) 5th graders visit AMS campus.			Bobby Mabery, "feeder school" principals, , Holli Moore, Denise Watson, Jane Ann Blasingame.	Early May 2007	$500 in local funds for transportation		Transportation requests, flyers.

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Acton Middle School Campus Improvement Plan
2006-2007

Campus Goal:	The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.
Performance Objective:	Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	b) Send supply list and dress code to intermediate schools to send home in last report card of 5th graders.			Bobby Mabery, , Holli Moore, Denise Watson.	May 2007	No additional expenses		Supply lists and dress code.
	c) "Meet the Teacher" Night			All faculty.	September 9, 2006	No additional expenses		Flyers
	d) Add a program for 7th grade and new student orientation in the evening before school starts to go through procedures and allow students and parents to ask questions.			Holli Moore and , other teachers (comp time) and NJHS or Student Council members	August 2006, one week to 10 days before school starts	No additional expenses	Notices of orientation	Flyers

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

We, the members of the Acton Middle School Campus Improvement Team, respectfully submit the Campus Improvement Plan for your consideration. It has been a privilege to serve in this capacity.

Heather Dollins	**Administration**
Leslie Lee	**Teacher**
Greg Doss	**Teacher**
Lyn Goodgion	**Teacher**
Lana Brotherton	**Teacher**
Courtney Lever	**Teacher**
Connie Youngblood	**Teacher**
Brandon Wood	**Non-Teaching**
Amanda Warner	**Non-Teaching**
Diane Cohlmeyer	**Community**
Dixie Lee Hedgecock	**Community**
Mike Moore	**Business**
Mitzi Holt	**Business**
Judy Lewis	**Parent**
Cammy McCoy	**Parent**
Jone Snider	**Parent**

Granbury Middle School
2006-2007
Campus Plan



Granbury Independent
School District
Hood County
Granbury, Texas

GRANBURY INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

The mission of Granbury Independent School District, as a partner with our community, is to prepare all students to reach their full potential by providing educational opportunities in a safe and secure environment.

MISSION STATEMENT
GRANBURY MIDDLE SCHOOL

The mission of Granbury Middle School is to provide a safe instructional environment that develops good citizens by equipping students with the knowledge and skills necessary to achieve their potential as lifelong learners.

GRANBURY MIDDLE SCHOOL GOALS

GOAL # 1

Granbury Middle School will provide a safe and positive environment.

GOAL # 2

Granbury Middle School Students will achieve Academic Excellence.

GOAL # 3

Granbury Middle School will promote character education.

GOAL # 4

Granbury Middle School will cultivate parent and community involvement through effective communication.

GOAL # 5

Granbury Middle School will expect 96% attendance rate by all students.

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	**Granbury Middle School will provide a safe and positive environment.**
Performance Objective:	**Student behavior and academic progress will be monitored.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. 6th grade Academic Teams and 7th and 8th grade teachers will monitor student discipline records.			6th grade academic teams and 7th and 8th grade teachers	Aug 06 June 07	Teacher discipline $1000 discipline referral forms	Team Records	
	2. Conference will be held with students with academic or behavioral difficulties			Classroom teacher, Academic teams & Counselors	Aug 06 June 07	Grades & Discipline Reports	Log of Conferences	
	3. 6th grade Academic Teams and 7th and 8th grade teachers will conference with parents or guardians of students with academic or behavioral difficulties.			Counselors, Teachers, & Academic Teams	Aug 06 June 07	Academic Team and Student Assistance Team	Log of Conferences	
	4. The use of Lunch Detention, Campus & Teacher Detention, ISS, OCS, and BTC will be utilized through effective discipline steps			Assistant Principals, & Teachers	Aug 06 June 07	Discipline Referrals, Teacher In-service on Classroom Mgnt.	Log of Discipline Referrals	
	5. Behavior Checklist			Teachers, & Assistant Principals	Aug 06 June 07	Checklist	Log of Checklist	
	6. Positive Parent Contacts by all GMS Staff			GMS Staff	Aug 06 June 07	Teacher, telephones	Contact Long	
	7. Rewards & Incentives for positive behavior will be listed through Character Education			Jimmy Dawson	Aug 06 June 07	Certificates & Prizes PTO Funds	Log of Students	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	**Granbury Middle School will provide a safe and positive environment.**
Performance Objective:	**Student behavior and academic progress will be monitored.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	8. Staff training on classroom management/referral process.			Administrators	Aug 06-June 07	Staff Development, $300.00	Log of Discipline Referrals	
	9. Students are supervised and assigned designated areas			Jimmy Dawson	Aug 06-June 07	Staff Handbook	Log of Students Referred	
	10. End of year awards assembly			Jimmy Dawson	May 07	Certificates, Pins, Medals $1000.00 awards & supplies	List of Students	
	11. Student Handbooks issued to students			Maury Tarvin	Aug 06 June 07	Student Handbooks $1000.00	Log of Discipline Referrals	
	12. Assigned Personnel will carry radios			Maury Tarvin	Aug 06 May 07	Replacement Radios $700.00		
	13. Student Ids will be distributed to all students			Maury Tarvin	Aug 06 June 07	Ids & Print Cartridges $350.00		
	14. ZAP Policy			Teachers, & Assistant Principals	Aug 06 June 07	Lunch Detention	Log of Student's Missing Work	
	15. Behavior Intervention Book			Pate & Manning	Aug 06 June 07	Red 3- Ring Binders (2")	Log of Student Behavior	
	16. Tardy Policy			Assistant Principals	Aug 06 June 07	$500.00	Program Log	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	**Granbury Middle School will provide a safe and positive environment.**
Performance Objective:	**Students will receive safety and drug prevention education.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Red Ribbon			S Bishop	Oct 06	Prizes, Decorations 7 Guest Speakers, $1000.00 Safe & Drug Free Schools	Student/Teacher Evaluation	
	2. Surveys will be conducted from students regarding safety and drug use knowledge and views			Bishop & Whitefield	Aug 06 June 07	Texas A & M University Survey	Student/Teacher Evaluation	
	3. Safety and disaster drills will be conducted on a regular basis			Assistant Principals	Aug 06 June 07	Copies of Posted Evacuation Routes	Student/Teacher Evaluation	
	4. Students will receive instructions regarding appropriate behavior in the area of sexual harassment			Bishop & Whitefield	Aug 06 June 07	Sexual Harassment videos and curriculum	Log of incidents reported	
	5. Drug testing for extra curricular activity participants			Butler	Aug 06 June 07	Private Contract	Drug Test Results	
	6. Staff Training for in-depth knowledge of drugs & bulling			Bishop & Whitefield	Aug 06 June 07	Staff In-Service	Teacher Evaluation	
	7. Canine Dog detection will be utilized at the GMS Campus			Assistant Principals	Aug 07 June 07	Campus Security Budget $1000.	Log of Incidents	
	8. A police officer will attend athletic events at GMS			Jimmy Dawson	Aug 06 June 07	Athletic Budget	Safe & Drug Free School annual report	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	**Granbury Middle School will provide a safe and positive environment.**
Performance Objective:	**Students will receive safety and drug prevention education.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	9. Resource officer on campus			Assistant Principals				
	10. Student Safety in Bus Loading & Unloading Area			Assistant Principals	Aug 06 June 07	Log of incidents and problems in area		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will Receive Academic Excellence.
Performance Objective:	Students will gain/maintain 90% passing rate on Reading TAKS.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Teachers will use Lexile Reading Levels to help students practice reading skills at the appropriate skills at the appropriate level. EdSoft reports, TAKS data, and the Follett Library System will provide access to student levels and levels of books			Willmeth –DH ELA Staff Reading Teachers	Aug 07 June 07	Library Books, EdSoft, Follett, TAKS Reports, KidBiz	AEIS	
	2. Offer TAKS Enrichment Reading classes to 6th grade students to improve reading skills to designated students			Willmeth-DH ELA Staff	Aug 06 June 07	TAKS remediation materials, Computer Labs, KMACO Materials, UIL, Future Problem Solvers	AEIS	
	3. New Jersey Writing Program			S. Whitefield	Aug 06 June 07	Trained Teachers by District Budget	TAKS Results	
	4. Officer ESL classes to those students who qualify.			Lopez	Aug 06 June 07	Curriculum/AR Materials in Spanish/Books on tape/Vocabulary building software from ESL budget, Headphone Listening Centers, Rosetta Stone Culturally Diverse Text	Star Reading & TAKS Results and Lexile Levels	
	5. Identify strengths and weakness in student performance on 2006 TAKS reading objectives			Bishop	Aug 06 June 07	2006 TAKS results and AEISIT software	TAKS Results	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will Receive Academic Excellence.
Performance Objective:	Students will gain/maintain 90% passing rate on Reading TAKS.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	6. Require Reading for 7th grade			Willmeth-DH	Aug 06 June 07	Classroom Teachers and $1500. ELA Funds	Reading Records and test results for each student	
	7. Provide Benchmark Testing			Bishop	Aug 06 June 07	Released TAKS test/NCS forms	TAKS Results	
	8. After school tutoring			Willmeth –DH ELA staff	Aug 06 June 07	Title I Funds	TAKS & Benchmark Testing	
	9. Staff Development and Student Support Services			Willmeth-DH ELA Staff	Aug 06 June 07	Title I Funds ELA Travel $1000.0	TAKS & Star Reading Assessment	
	10. Students will have the opportunity to use alternate classroom setting for classes.			Reading & ELA Staff	Aug 06 June 07	Dry Erase Boards & Markers for Teacher Student Use. Title I Funds	Student Grades	
	11. Work with Technology Applications Teachers to incorporate technology into Reading Curriculum			Reading Department and TA Teachers 6th/8th grades	Aug 06 June 07	Reading Department and TA Teachers 6th/8th grades	Increased use & knowledge of technology	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Campus Mastery on TAKS will maintain 93% in Writing.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Identify strength and weakness in student performance on TAKS writing objectives			Willmeth –DH	Aug 06 June 07	2005 TAKS Results	TAKS Results	
	2. New Jersey Writing Program			Willmeth-DH Sisk	Aug 06 June 07	Curriculum	TAKS Results	
	3. Provide Benchmark Testing			Bishop & Curriculum	Aug 06 June 07	Released TAKS Test & NCS Forms	TAKS Results	
	4. Staff Development & student support services			Dawson	Aug 06 June 07	Title I Funds $1000. ELA Funds	Participation Log	
	5. Students will learn Writing TAKS Strategies during TAKS Tuesdays			All GMS Staff	Aug 06 June 07	General TAKS preps by DH	Percentage of Passing rates on TAKS prep	
	6. Students will have the opportunity to use alternate classroom setting for classes.			ELA Teachers request use of area for classes and check out Boards & Markers	Aug 06 June 07	Dry Erase Boards & Markers for teacher & students use.	Student Grade	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Campus Mastery on TAKS will be 83% in Math.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1.Identify strengths and weakness in student performance on 2006 TAKS Math objectives			Pate-DH	Aug 06 June07	2006 TAKS Results, EdSoft Data	TAKS Results, AEIS	
	2. Offer Math Lab classes for math to those students with previous low TAKS scores.			Pate-DH	Aug 06 June 07	TAKS Materials, Title I Funds	Six Weeks grades and TAKS results	
	3. Provide practice for TAKS test.			Pate-DH	Aug 06 June 07	Released TAKS Test	Comparison of results	
	4. Provide tutoring for math classes.			Pate-DH	Aug 06 June 07	Title I Funds	Six Weeks Math Grades	
	5. Use various Math software programs to provide individualized Math instruction			Pate-DH	Aug 06 June 07	Math Software	Test Results & student data records	
	6. Provide Benchmark testing			Bishop & Curriculum Dept	Aug 06 June 07	Released test/NCS forms	TAKS results & student improvement	
	7. Vertical & Horizontal Team In-Service			Pate-DH Secondary Curriculum Coordinator	Aug 06 June 07	Staff Development & Substitutes	Student Improvement	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Campus Mastery on TAKS will be 83% in Math.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	8. Provide Math Labs			Pate- DH	Aug 06 June 07	Comp ED Funds	TAKS Results & Student Improvement	
	9. Provide Math Staff Development			Pate-DH	Aug 06 June 07	$1000. Travel-Staff Development	TAKS Results & Student Improvement	
	10. Students will learn Math TAKS Strategies during TAKS Tuesdays			All GMS Staff	Aug 06 May 07	General TAKS Preps by DH	Percentage of passing rate on TAKS prep worksheets	
	11. Algebra teachers will utilized Agile Mind online activities			Pate-DH	Aug 06 June 07	$3556.00	Passing Rate	
	12. Attend ASCD Conference & Site Visit			Pate – DH	Aug 06 May 07	Title I Funds	Student Improvement	
	13. Work with Technology Applications Teachers to incorporate technology into the Math Curriculum			Math Department/TA Teacher (6th/8th Grade)	Aug 06 May 07	Math Department/TA Teacher (6th/8th Grade)	Increased use & knowledge of technology	
	14. Additional 7th Grade Math Teacher to reduce class sizes			Jimmy Dawson	Aug. 06 May 07	Title Funds	TAKS Results	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Campus Mastery on TAKS will gain 90% in Social Studies.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Identify strengths and weaknesses on 2006 TAKS Social Studies results through GMS assessment plan.			Perry – DH	Aug 06 June 07	2006 TAKS Results	AEIS/TAKS Results	
	2. Offer Study Skills			Perry – DH	Aug 06 June 07	TAKS Materials	Six Weeks Grades & TAKS Results.	
	3. Provide Tutoring for Social Studies Classes			Perry –DH	Aug 06 June 07	Campus Funds	Six Weeks Grades & TAKS Results	
	4. Incorporate historical literature studies into the Social Studies Curriculum			Perry – DH	Aug 06 June 07	Classroom/Library Books	TAKS Results	
	5. Create test in TAKS format			Perry – DH	Aug 06 June 07	Copy Paper & Copier	Copies of Exams & Student Success	
	6. Review TAKS Terms constantly			Perry-DH	Aug 06 June 07	Classroom Teacher	TAKS Results	
	7. New Jersey Writing Program			S Whitefield	Aug 06 June 07	Trained Teachers by District Budget	TAKS Results	
	8. Provide high quality SS instruction daily			Perry- DH	Aug 06 June 07	$2000.00 Social Studies Funds	Student Achievement & TAKS	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Campus Mastery on TAKS will gain 90% in Social Studies.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	9. Students will learn Social Studies TAKS strategies while in TAKS Tuesday.			All GMS Staff Perry- DH	Aug 06 June 07	General TAKS preps by DH	Percentage passing rates on TAKS prep	
	10 Social Studies department will meet once a month for vertical/horizontal alignment of curriculum.				Aug 06 June 07	All members of Social Studies Department	Increased TAKS results	
	11. Work with Technology Applications Teachers to incorporate technology into the SS Curriculum			Social Studies Department/TA teachers (6th/8th grade)	Aug 06 June 07	Social Studies Department and TA Teachers (6th/8thgrade)	Increased use and knowledge of technology	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Campus Mastery on TAKS will be 83% in Science.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Vertical & horizontal alignment of Science Curriculum & Staff Development			Vahlenkamp DH	Aug 06 June 07	TEKS Alignment-TexTeams Training	Six Weeks Grades	
	2. Offer Study Skills for Science			Vahlenkamp DH	Aug 06 June 07	Student Assessment	Six Weeks Grades	
	3. Provide tutoring after school for science classes.			Vahlenkamp-DH	Aug 06 June 07	Campus Funds	Six Weeks Grades	
	4. Use Advanced Technology during instruction			Vahlenkamp-DH	Aug 06 June 07	Campus Technology Funds $1200.00	Six Weeks Grades & TAKS Results	
	5. Teach Students to apply Advance Technology			Vahlenkamp-DH	Aug 06 June 07	Class & Campus Computer Labs	TAKS Results	
	6. Offer the students the opportunity to attend science club and extra curricular science activities			Vahlenkamp-DH	Aug 06 June 07	Fund Raisers for Science Club	Student Participation	
	7. Provide high quality hands-on instruction in Science			Vahlenkamp-DH	Aug 06 June 07	$3600. Science Supply & Title I Funds	Student Achievement	
	8. Students will learn Science TAKS Strategies while in TAKS Tuesday			Vahlenkamp-DH	Aug 06 June 07	General TAKS Preps by DH	Percentage passing rates on TAKS prep worksheets	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Campus Mastery on TAKS will be 83% in Science.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	9. Students will have the opportunity to use alternate classroom setting for instruction.			Science Teachers	Aug 06 June 07	Outdoor Learning Title I Funds –Dry Erase Boards, and Markers for teacher & student use.	Student Grades	
	10. Inclusion Classes			SPED Dept	Aug 06 June 07			
	11. Teach students to use a variety of scientific equipment through hands on learning			Vahlenkamp-DH, Science Department	Aug 06 June 07	Science Supply Funds	Student Grades & TAKS Scores	
	12. Work with Technology Applications Teachers to incorporate technology into the Science Curriculum			Science Department/TA Teacher (6th/8th)	Aug 06 June 07	Science Department and TA teachers 96th & 8th grades)	Increased use and knowledge of technology	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Granbury Middle School will provide enrichment for GT Students.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Offering Pre AP course in Science for each grade			Vahlenkamp DH	Aug 06 June 07	Pre AP trained teachers, curriculum/$400.00 GT Funds	PSAT Scores TAKS Scores Recommendations for AP Program	
	2. Offering Pre AP course in Language Arts for each grade			Willmeth DH	Aug 06 June 07	Pre AP trained teachers, curriculum/$400.00 GT Funds	Pre AP trained teachers, curriculum/$400.00 GT Funds	
	3. Offering Pre AP course in Social Studies for each grade			Perry DH	Aug 06 June 07	Pre AP trained teachers, curriculum/$400.00 GT Funds	Pre AP trained teachers, curriculum/$400.00 GT Funds	
	4. Offering Pre AP course in Math for each grade			Pate DH	Aug 06 June 07	Pre AP trained teachers, curriculum/$400.00 GT Funds	Pre AP trained teachers, curriculum/$400.00 GT Funds	
	5. Offering Academic UIL Literary Programs to 7th & 8th grade students			Ray	Aug 06 June 07	Personnel & UIL Materials & Supplies-$7400 stipends-$2600 supplies, awards & travel	UIL Results & Participation	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Students will be provides with exposure to Foreign Languages and culture.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Spanish will be offered as an elective for 8th grade to receive high school credit			Ward	Aus 06 June 07	Textbooks & Curriculum	Percentage of students successfully completing Spanish I	
	2. Spanish Club will be offered as a campus organization			Byles	Aug 06 June 07	Sponsor/PTO	Number of students in events	
	3. Campus will have a Cinco de Mayo program			Byles	May 07	Decorations, music, costumes from Spanish Club funds		
	6. Offer high quality supplies for Foreign Language Classes			Foreign Language Teachers	Aug 06 June 07	$1200.00 Supplies	.Number of students passing foreign language classes	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	**GMS will incorporate Sheltered Instruction classes for English Language Learners or ESL Students.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. All staff will attend in-service training on Sheltered Instruction & techniques & additional lesson plan mode documentation			Dawson	Oct 06	Curriculum Dept. Coordinators	Attendance Certificates & formal walk through by administrators	
	2. Sheltered Instruction classes in grades 6, 7 & 8			Whitefield, Dawson, Lopez	Aug 06 May 07	ESL Budget	Six weeks grades, TAKS, RPTE & TOP results	AYP Report
	3. Green folders with student accommodations will be given to all teachers of ESL Students			Whitefield & LPAC members	Aug 06 May 07	ESL Budget	Six weeks grades, TAKS, RPTE & TOP results	Green Folders & accommodations sheets
	4. Bilingual aide will be available for ESL support in SI classes and full time tutor			Dawson, Byles	Aug 06 May 07	ESL/Title I Funds	Schedule supervised by ESL teacher	
	5. LPAC meetings will be held regarding LEP students upon entry to monitor and to exit according to state regulations			Whitefield, Administrator and LPAC members	Aug 06 May 07		Follow State regulations	LPAC minutes

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	**GMS will incorporate Sheltered Instruction classes for English Language Learners or E.S.L. students**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	6. Supplies will be ordered based on the needs of ESL students to facilitate language acquisition			Lopez & Sheltered teachers	Aug 06 June 07	ESL Budget	Teachers will identify needed items	Funds spent
	7. ESL and SI teachers will implement strategies leaned from Professional Development			Dawson	Aug 06 June 07	ESL & Sheltered In-service workshops	Lesson Plans and Student Achievement	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	Granbury Middle School will incorporate Inclusion for Special Education Students.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Selected staff will attend summer institute on inclusion			Dumas DH	June 06	Institute tuition and material	Attendance & Completion certificates	
	2. Red folders will be used to monitor SPED students, success and modification, implementation in the regular classroom.			Dumas DH	Aug 06 May 07	$500. SPED Funds	Six Weeks Grades & TAKS results	Audit form from Ms. Dumas
	3. Inclusion in grades 7 & 8 only extended into areas of science and social studies			Dumas DH	Aug 06 May 07	SPED	Six Weeks Grades & TAKS Results	
	4. SPED will be given quality teaching supplies employee, & student travel, and staff development			Dumas DH	Aug 06 May 07	$9600. SPED Budget	Six Weeks Grades & TAKS Results	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	GMS Students will be exposed to a variety of Fine Arts.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Offer Band as an elective			Band Director	Aug 06 June 07	Curriculum, music, instruments, entry fees, & trave$21,700 Band Funds	Course completion by 25% of student population	
	2. Offer Jazz Band as elective.			Band Director	Aug 06 June 07	Curriculum, Music, & instruments	Course completion by 25% of student population	
	3. Offer Choir as an elective			Choir Director	Aug 06 June 07	Curriculum, Music, entry fees & travel. $14,700 Choir Budget	Course completion by 25% of student population	
	4. Offer Theatre Arts as an elective			Theatre Arts Instructor	Aug 06 June 07	Curriculum props, plays-$1500.00 Theatre Arts Funds	Course completion by 25% of student population	
	5. Offer Arts as an Elective			Hill	Aug 06 June 07	Curriculum & art supplies	Course completion by 20% of student population	
	6 Offer yearbook/Journalism as an elective			Bearce	Aug 06 June 07	Curriculum, materials & journalism activity funds	Course completion by 20% of student population	
	7. Provide music and theatrical performances for the student body and community			Walters, Johnson, Willson, Hill	Aug 06 June 07	Music & Scripts	Calendar of Events	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	GMS Students will be exposed to a variety of Fine Arts.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	8. Display art projects on campus and off campus venues			Hill	Aug 06 June 07	Lesson Plans, Display Case	Pictures of Displays	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	GMS Students will be provided with exposure to a variety of Technology.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Technology Applications required for 6th/8th grade students			Antley	Aug 06 June 07	Curriculum, Computer Lab, upgrades, & CATE Teacher	All 8th graders enrolled, Increase Tech skills	
	2. Have an open lab available for student use during each academic period.			Bearce & Antley	Aug 06 June 07	Computer Lab & up grades	Increase Tech. Skills	
	3. Technology Committee for Campus Tech Decisions & Needs			Tarvin	Aug 06 June 07	Campus Tech Funds	Campus proficiency in Tech Applications	
	4. Quality Supplies for students in Technology Classes			Anltey, Bearce	Aug 06 June 07	$1000. Computer Lit Supply Budget	Campus proficiency	
	5. Increase technology proficiency for staff			Tarvin	Aug 06 June 07	Campus Tech committee, Instructional technology/technology applications teachers	Increased technology use for communication with parents, staff & students	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will achieve academic excellence.
Performance Objective:	GMS Students will be exposed to a variety of life long activities in P. E.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Offer PE as an elective in grades 6, 7 & 8			Gattis DH	Aug 06 June 07	TEKS Curriculum written by Department Head; PE Uniforms	Course completion by 75% of student population	
	2. Offer PE Golf as an elective to grades 7 & 8.			Gattis DH	Aug 06 June 07	TEKS Curriculum written by Department Head; PE Uniforms	Course completion by 10% of student population	
	3. Offer PE Tennis as an elective in grades 7 & 8			Gattis DH	Aug 06 June 07	TEKS Curriculum written by Department Head; PE Uniforms	Course completion by 10% of student population	
	4. Offer Junior Varsity Drill Team in grade 8			Ward & Baker	Aug 06 June 07	Curriculum Determined by Drill Team Instructor	Course completion by 5% of student population	
	5. Offer quality supplies to students in all PE classes			Gattis DH	Aug 06 June 07	$2800.00 PE Supply Budget	Number of students participating	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will promote Character Education.
Performance Objective:	**Granbury Middle School will provide opportunities for students to grow, develop, and demonstrate positive character traits.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Educate students about Character Counts and the 6 pillars of character. Trustworthiness, Responsibility, Respect, Fairness, Caring, & Citizenship			Classroom Teachers	Aug 06 June 07	Staff Training & Speakers	Log of Completed activities	Speakers
	2. Character Counts Club a. Relay for Life b. Christmas for Children c. Ropes course				Aug 06 June 07	Fund Raisers $2000.00	Membership Log	
	3. NJHS Leadership			Whitefield	Aug 06 June 07	Fund Raisers	Membership Log	
	4. Providing Character Counts Curriculum so that students will learn one Character Counts Pillar each six weeks			Bishop	Aug 06 June 07	Copies of Curriculum, announcements & videos	Copy of Curriculum	
	5. Spanish Club will be offered as a campus organization			Byles	Aug 06 June 07	Fund Raiser $500.00	Number of Students in events	
	6. GMS 6th grade Teams and 7th & 8th grade departments will recognize 2 students from each grade each six weeks with a lunch with the Principal "First Mates"			Academic Teams	Aug 06 June 07	Pizza $500. CF Funds	List of Students Participating	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will promote Character Education.
Performance Objective:	Granbury Middle School will provide opportunities for students to grow, develop, and demonstrate positive character traits.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	7. Students involved in violent incidents at school will be provided with anger management education			Bishop & Whitefield	Aug 06 June 07	Counselors Budget	Safe & Drug Free Schools Annual Report, and Student will complete ISS Assignments	
	8. Students may earn Proud Pirate Rewards a Incentives through good behavior			Team Leaders	Aug 06 June 07	PTO Funds	List of qualifying students	
	9. Field trips will be provides to enhance student experiences			Academic Teams	Aug 06 April 07	PTO Funds $1000. Science Dept $1000. Social Studies Dept	Opportunities for all students	
	10. Investigate the possibility of sending teachers to Capturing Kids; Hearts Workshop with Flip Flippen			Dawson	Aug 06 June 07	Budget Year 07-08		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will promote Character Education.
Performance Objective:	**Granbury Middle School will provide pregnancy related services to 100% of its pregnant students.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Provide comprehensive Homebound for pregnant students			Bishop	Aug 06 June 07	Homebound teachers/Classroom assignments, Comp Ed Funds	Student Grades	
	2. Provide Special Education for pregnant students.			Bishop/Dumas	Aug 06 June 07	Homebound teacher/ARD committee/SPED	ARD/Student Grades	
	3. Investigate programs and funding for alternative education for pregnant students at the middle school level.			Whitefield & Dawson	Aug 06 June 07	TEA Grant Websites	Report with Recommendations	
	4. Brazos Pregnancy Center Presentation to students in grades 7 & 8. Send forms home at beginning of school			Bishop	Oct 06	Community Involvement $300.00 mailings	Student Parent Evaluation	Evaluation provided by center Parent Preview Teacher Preview

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	**Granbury Middle School will cultivate parent and community involvement through effective communication.**
Performance Objective:	**Granbury Middle School will continue to develop a working relation ship with our parents and our community.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. PTO will recruit parents to participate in and provide support for student activities			Dawson	Aug 06 June07	PTO/PTO Board	Log of volunteer hours	
	2. Offer campus organizations that sponsor benevolent activities			Dawson	Aug 06 June 07	Organizations Sponsors	Sponsor, Student Survey	
	3. Progress Reports will be mailed to parents tin the middle of each grading period			Martin	Aug 06 June 07	Supplies & Postage $1600.00 Comp Ed Funds	Copies of Reports	
	4. Positive parent contacts by teams			Academic Teams & Grade levels	Aug 06 June 07	Email & Phone	Increase of Parent Involvement	
	5. All staff will give an itemized progress report to each student in the middle of each grading period			Classroom Teachers	Aug 06 June 07	Grade Quick & Supplies	Detailed Grade Information	
	6. Meet your teacher nights in fall & spring			Dawson & Teachers	Aug 06 June 07	Title I Parent Involvement Funds	Parent Sign In	
	7. TAKS information night for Parent information on TAKS exam			Dawson & Teachers	Aug 06 June 07	Title I Parent Involvement Funds	Parent Sign In	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	**Granbury Middle School will cultivate parent and community involvement through effective communication.**
Performance Objective:	**Granbury Middle School will continue to develop a working relation ship with our parents and our community.**
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	8 Email newsletter and continued communication with parents though email			Dawson	Aug 06 June 07	Title I Parent Involvement Funds	Parent Community Feedback	
	9. Additional information to parents through report cards and progress reports			Dawson	Aug 06 June 07	Copies of Report Cards & Progress Reports		
	10 GMS website provides information to assist parents and community			Dawson	Aug 06 June 07	Technology Students	Hit Counter Report	
	11. Parental &: Community representatives assist in campus advisory committee			Dawson	Aug 06 June 07	Campus Funds		Parent Sign In

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Middle School Campus Improvement Plan
2006-2007

Campus Goal:	Granbury Middle School will expect 96% attendance rate by all students.
Performance Objective:	Granbury Middle School will increase its ADA from 95% to 96%.
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Provide positive incentives including, but not limited to end of ear recognition and six weeks incentive drawings for prizes. One major drawing per year.			Assistant Principals & PTO	Aug 06 May 07	Certificates & PTO	Comparison of attendance reports	
	2. Truancy charges filed against parents of students with excessive unexcused absences			Paschal	Aug 06 June 07	Attendance Records, Collaboration with Judge	Improved Attendance	
	3. Send notices to parents whose children are at risk for failure due to excessive absences			Paschal	Aug 06 June 07	Letters & Attendance Records $1000.00 mailings	Improved attendance	
	4. Phone contact with parents regarding student absences			Paschal	Aug 06 June 07	Attendance Records	Improved Attendance	
	5. Pursue Homebound services, referrals for chronically ill students			Dumas	Aug 06 June 07	SPED	Evidence of completion	
	6. Parent contacts through Phone Master			Paschal	Aug 06 June 07	Tech Training & $1000. Service agreement on Phone Master	ADA Accountability	
	7 Create peer accountability through courtesy calls to check absent students			Teachers	Aug 06 June 07	Available Phone	Increased Attendance & ADA	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

GRANBURY HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2006-2007

GRANBURY HIGH SCHOOL
MISSION STATEMENT

To provide a safe and caring environment where a highly qualified and dedicated staff prepare students for the future through pursuit of excellence in all areas of campus life.

GRANBURY HIGH SCHOOL

CAMPUS LEADERSHIP TEAM (CLT)

SCHOOL YEAR 2006-2007

Marsha Grissom	Principal	2nd Year	1st Term
Sharon Whitefield	GISD Representative	2nd Year	1st Term
Tammy Burns	Classroom Teacher	1st Year	1st Term
Nancy Peterson	Classroom Teacher	2nd Year	1st Term
Judy Gentry	Classroom Teacher	1st Year	1st Term
Gary Best	STUCO Representative	1st Year	3rd Term
Tammy Bodine	NHS Representative	1st Year	2nd Term
Jana Reid	Classroom Teacher	1st Year	2nd Term
Connie Sanderson	Non-Teaching Professional	1st Year	3rd Term
David Weyandt	Business	2nd Year	1st Term
Martha Weyandt	Parent	2nd Year	1st Term
Carmen Flores	Community	1st Year	1st Term
Terry Mayberry	Community	2nd Year	1st Term
Barry Clark	Business	2nd Year	1st Term
Jay Thomas	Parent	1st Year	1st Term

Note: Officers of the Student Council attended each meeting and provided input on all decisions.

GRANBURY HIGH SCHOOL

GOALS AND OBJECTIVES

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**Alternative resources supplement tax revenues**
Performance Objective:	**To help generate alternate funds for GHS**
Summative Evaluation:	**Amount of funds generated and quality of expenditure**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PI	a. Monitor resources generated by Booster Clubs and organizations to supplement budgeted fund in accordance with GISD policy.	CLT	NA	Principal	8/06-5/07	None	All funds raised are used to benefit students.	
T	b. Allocate school activity fund (Coke Fund) to benefit students and staff.	CLT	NA	CLT	6/06-5/07	$18,000 (Coke Fund)	All funds are used to benefit students and staff members.	
R	c. Work with district staff to identify and secure grants in support of instruction.	Appli-cation made.	NA	Principal CLT	7/06-5/07	None	Grant secured and used.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students**
Performance Objective:	**To insure alignment for each core area at GHS**
Summative Evaluation:	**Measure success via common assessments and TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
A	a. The percentage of students passing the TAKS will meet or exceed the following pass rates: At least 20% of examinees will score at the commended level.	AEIS FSD	NA	Principal	7/06-4/07		Students' scores from pilot exam.	
A	a.1. Necessary materials purchased for preparation	AEIS Ed Soft	NA	Department Chairs	9/06-4/07	$3,000 (local)	Identified materials received.	
PI	a.2. Counselors confer with parents of students failing TAKS and provide them prep materials.	AEIS Ed Soft	AR	Dean of Students Counselors	9/06-4/07	None	Failures identified.	
R	a.3. TAKS prep/remediation classes required for all students failing exams.	AEIS Ed Soft	AR	Dean of Students Department Chairs	7/06-4/07	$500 materials Salaries for FTE teacher (comp ed)	Students improve scores to passing level.	
R	a.4. Schedules of at-risk students are manipulated to ensure core courses taken during first and second trimester.	AEIS	AR	Dean of Students Counselors	6/06-3/07	None	Students are placed in core courses in first and second trimesters.	
PD	a.5. TAKS training will be conducted for all staff on at least two staff development days.	AEIS	NA	CLT Principal Dean of Students	6/06-3/07	$1,000 stipend for trainer (local)	TAKS training is conducted.	
HQ	b. Decrease the dropout rate.	AEIS CLT	AR	Principal	6/06-5/07		Dropout rate decreases.	

A	b.1. Constantly review student needs for enrollment in STARS and the Credit Retrieval Program (SOAR)	CLT SI	AR	Dean of Students Counselors SOAR Teacher	8/06-5/07	None	Dropout rate decreases.	
A HQ	b.2. Reduce Special Education dropouts to equal or below the overall rate by identifying ultra-high risk students and mentoring them.	FSD	SE	Dean of Students SE Dept. Chair Diagnostician	6/06-5/07	None	Dropout rate decreases.	
T A	b.3. Identify and recruit students who can be most successful in the VAC program.	AEIS DI	SE	Dean of Students SE Dept. Chair Diagnostician	6/06-5/07	None	Students enroll in VAC.	
T	b.4. Provide pregnancy related services to all eligible students.	CLT SC	AR	Counselors	8/06-5/07	$1,000 (Sp. Ed.)	All eligible students offered services.	
T	b.5. Provide extracurricular buses for student activities after school.	CLT SC SI	SS	Principal	8/06-5/07	$5,000 (local)	Buses provided.	
T HQ	c. Increase student preparation for future education success.			All Staff				
HQ	c.1. Increase for percentage of students on the recommended and distinguished achievement graduation plans.	AEIS			7/06-5/07	None		
HQ	c.2. Increase the AP enrollment 25% or more.	AEIS	GT AP	Counselors	8/06-5/07	None	Enrollment	
HQ	c.3. Increase the percent of 10-12 graders receiving credit for completing at least one advanced course.							
HQ	c.4. Increase the number of students taking AP exams.	AEIS	GT AP	All teachers	12/06-5/07	None	Students ordering exams increase.	
HQ	c.5. Increase the percentage of juniors and seniors taking at least one AP exam.	AP report/ AEIS	FT AP	AP teachers	12/06-5/07	None	Students completing exams.	
M	c.6. Increase the percentage of students passing AP exam.	AEIS	GT AP	AP teachers	4/06-6/07	None	Student preparation is improved.	

A HQ	c.7. Offer selected juniors the PSAT and sophomores the PLAN at GISD expense.	AEIS CLT SI	NA	Dean of Students Counselors	8/06-2/07	$5,000 (local)	All students contracted.	
HQ	c.8. Increase ACT/SAT scores by increasing prep course enrollment.	CLT SI	NA	Dean of Students Counselors	6/06-5/07	$300 training fees (local)	All students advised of course value.	
HQ	c.9. Increase ACT/SAT scores by purchasing prep software and encouraging use.	AEIS	NA		6/06-5/07	$4,500 licensing fee	All students provided access to software.	
HQ	c.10. Increase percentage of students taking ACT/SAT.	CLT AEIS	NA	Counselors	8/06-4/07	None	All students contacted in group session.	
M	c.11. Increase percentage of students scoring at or above the criterion score (SAT 1110; ACT composite 24)	SI AEIS	NA	Eng. Dept. Chair Math Dept. Chair	8/06-5/07	None	Software and class scores reflect improvement.	
R	c.12. Conduct vertical team meetings to coordinate plans and actions.	CLT SI	NA	Dept. Chairs Curriculum	8/06-5/07	$2,000 for subs, materials (local).	At least two meetings are conducted. (One regular and one AP)	
HQ	c.13. Review and refine CATE curriculum with emphasis on vocations and current and future technology.	CLT SI	NA	CATE Chair Teachers	8/06-5/07	$4,000 for summer conferences (CATE)	Courses identified for addition and deletion.	
R	d. Reduce the student failure rate.			All personnel			Examine data by 3 weeks, 6 weeks, and trimester	
R	d.1. Implementation of Sophomore Learning Academies.			Sophomore Core Teachers	8/06-5/07			
T	d.2. Offer core department tutorials before and after school each day.	FSD	AR	Dept. Chair	8/06-5/07	None	Tutorials are provided and students benefit.	
PI M	d.3. Incentives are offered for passing grades.	CLT SC	AR	SWORD Committee of Academic	9/06-4/07	None	Students take advantage of offerings.	

				Booster Club				
HQ	d.4. Maintain the exam exemptions policy based on attendance, grades, and discipline.	CLT SC SI	NA	Principal Asst. Prin. All teachers	9/06-5/07	None	Students strive to meet exemption requirements.	
T	d.5. National Honor Society members provide peer tutoring to other students.	SI SC	NA	NHS sponsors	9/06-5/07	None	Log of number of students receiving assistance.	
R	d.6. Achieve class size maximum of 28 students.	CLT SI	NA	Dean of Students PEIMS Clerk Counselors	6/06-4/07	None	Initial enrollment rosters for courses and sections.	
R	d.7. Maintain a reading program for all students. (Resource through AP)	CLT SI	NA	Eng. Dept. Chair SE Dept. Chair	8/06-5/07	None	Program is in effect.	
HQ	d.8. Achieve recognized standards for libraries as determined by Texas State Library and Archives Commission.	CLT FSD	NA	Principal Librarian	6/06-5/07	$12,000 (local)	Holdings are reviewed and culled.	
M	d.9. Selected failed students assigned to PLATO Credit Recovery Class.	SI TPC	AR ED ESL	Dean of Students Counselors	8/06-5/07	$1,000 PLATO program updates	Students are identified and assigned.	
T	e. Provide support systems to students with special needs.							
T	e.1. Assign Hispanic club member as mentors for LEP students.	AEIS SC	SI	Sponsors	8/06-5/07	None	Log of students assisted is maintained.	
PI A M	e.2. Priority to TAKS prep and remediation classes will be provided to LEP, 504, economically disadvantaged students.	AEIS CLT SI	SE ESL ED AR	Dean of Students Counselors Parents	7/06-3/07	None		
T	e.3. Expand/improve vocational programs for students who need direct job skills after HS.	CLT EI	AR ESL	Principal CATE Chair Dean of Students	10/06-5/07	As necessary for program changes.	Identification of targeted students and needs.	
M	e.4. Provide Sheltered Instruction to LEP students in all core classes.	AEIS CLT SI	ESL	Principal Dean of Students Sheltered teachers	6/06-5/07	$5,000 for instructional materials, textbooks, and training (Comp Ed, ESL)	All identified students in Sheltered Instruction.	

T	e.5. Plan and implement learning activities in support of Hispanic Heritage Month (9/15-10/15).	CLT	ESL	Spanish Teachers Club Sponsors	9/06-10/06	$2,000 materials for activities (local, ESL)	At least six events are planned.	
PI A	f. Improve student attendance to a minimum of 95.4%.			All personnel		Grant money Budget	Mailing progress reports. Mailing report cards.	
T	f.1. Regularly brief students on attendance expectation.	CLT	NA	Principal Asst. Principals	08/06-5/07	None	At least monthly briefings are provided.	
PI	f.2. Notify parents of absences by phone on day of absence.	CLT SI	NA	Asst. Principals Staff	8/06-5/07	None	Daily notification is made by Autocall or in person.	
PI	f.3. Teachers will call parents of students absent 3 or more consecutive days.	CLT SI	NA	All teachers	8/06-5/07	None	Calls are completed.	
T	f.4. Assistant Principals take disciplinary action on all students having unexcused absences.	CLT SI	NA	Asst. Principals	8/06-5/07	None	Disciplinary taken consistently.	
HQ	g. Provide personnel to support all compensatory education programs (CM, TAKS prep, Sheltered Instruction, PLATO lab, ISS)	CLT FSD AEIS	AR	Principal	8/06-5/07	Salaries for 7.6 FTE, plus $20,000 materials, software, etc. (Comp Ed)	Positions are filled with qualified personnel.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**An established, effective communication network exists.**
Performance Objective:	**To positively communicate GHS to parents and community**
Summative Evaluation:	**Parental and community input daily, weekly, and anytime**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T	a. The GHS web page will include events, activities, personnel information, awards, and other information of importance.	CLT SI	NA	Principal CATE teacher	8/06-5/07	One teacher period is made available to regularly update the site.	The site will be updated at least twice weekly.	
T	b. Open houses will include a presentation on school status and activities, counselor presentations, as well as student performances.	AEIS CLT	NA	Principal Counselors Dean of Students Asst. Principals All teachers	9/07-6/07	$200 for materials and refreshments (local)	Open houses will be conducted in September and March.	
T	c. Report cards will be mailed to parents each six weeks.	CLT SI	NA	Dean of Students PEIMS Clerk	9/06-6/07	$3,000 postage (local)	Parents receive grades/attendance.	
T	c.1. Progress Reports will be mailed to parents at every three-week interval between report cards.	CLT SI	NA	Dean of Students PEIMS Clerk	9/06-6/07	$3,000 postage (grant)	Parents receive grades/attendance.	
T	d. The community will be informed of GHS activities on Channel 7, KPIR, and Hood County News.	CLT	NA	Principal Coaches Sponsors	8/06-7/07	None	News is monitored on various media.	
T	e. A parent newsletter is published each trimester and put on the website.	CLT SI	NA	Principal CATE teacher	9/06-5/07	$1,000 postage (local)	Newsletters reach 100% of the parents.	
T	f. Counselors will provide students with information on college admissions, scholarships, financial aide, and grant programs.	SI	NA	Counselors	9/06-5/07	$500 for speakers and travel (local)	All senior students receive the information by March 2006.	
T	g. Develop and execute a Public Relations plan.	CLT	NA	Asst. Principals Dean of Students	9/06	None	Plan is completed.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**A supportive community and staff are involved in our schools.**
Performance Objective:	**To be a positive ambassador for GHS with other community entities**
Summative Evaluation:	**Comments from outside entities**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T	a. Work with law enforcement and judicial personnel on truancy and refer all students meeting criteria for court resolution.	AEIS CLT	AR	Principal Asst. Principals Attendance Clerk	8/06-5/07	Police, Sheriff, Juvenile Probation, Resource Officer, $0	Truants ID'd and charges filed in a timely manner.	
PI	b. Reward academic excellence with Academic Blanket/Jacket.	CLT SC SI	NA	Principal ABC	8/06-10/06	Academic Booster Club (ABC), $5,000 (local)	Roster of eligible students generated.	
T	c. Two open houses and a college night are hosted at GHS each school year.	CLT TPC	NA	Admin. Staff Counselors Teachers	9/06-4/07	Faculty, $500 (local)	Events hosted.	
PI	d. Use parent volunteers in support of specific events (e.g., 1st day, awards).	CLT SI	NA	Principal Club Officers	9/06-5/07	Faculty, ABC, ACBC, parents, community members	Events identified.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**Students are competent in technology.**
Performance Objective:	**Give students appropriate technology skills they will need beyond high school**
Summative Evaluation:	**Grades, employment opportunities, and higher education input**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T	a. Provide each department computer projection capabilities for two classrooms.	SI	NA	Principal Dept. Chairs	8/06-6/07	$10,000 (local)	Teachers identified.	
T	b. Replace computers in one classroom or lab.	SI	NA	Technology CATE Chair Principal	7/06-5/07	$30,000 (local/CATE)	Obsolete or non-functional equipment identified.	
T	c. Review and update technology curriculum offerings.	SI	NA	CATE Chair Principal Dean of Students	10/06-1/07	None	Courses identified to add or delete.	
T	d. Provide access to computer labs for tutorials before and after school.	SI	ESL AR ED	Principal Lab Personnel	8/06-5/07	$5,000 for teacher/aide overtime. (local)	Lab made available.	
T	e. Purchase software for TAKS prep instruction.	AEIS SI	NA	Dept. Chairs Technology	8/06-6/07	$4,000 (local)	Software identified and purchased.	
T	f. Train two teachers in the Region XI ESC Master Technology Teacher program or equivalent.	SI CLT	NA	CATE Chair	8/06-5/07	$3,000 (local)	Teachers identified and enrolled.	
T	g. Purchase digital camera for each department.	SI CLT	NA	Dept. Chairs CATE Chair	8/06-5/07	$4,000 (local)	Cameras are used by students and teachers.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**Adequate facilities and equipment exist to meet the needs of our students.**
Performance Objective:	**To provide facilities that promote quality instruction**
Summative Evaluation:	**Input from Facilities Director, teaching staff, and guidelines from State**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T	a. Install lowered ceiling and drop-in fixtures in the photography room.	CLT SI	NA	Principal Facilities Director Maintenance	2006-2007	$10,000 (local)	Project approved and scheduled.	
T	b. Install ceiling fans in computer labs.	SI	NA	CATE Chair Maintenance	2006-2007	$1,000 (CATE)	Project approved and scheduled.	
T	c. Install JROTC obstacle course.	SI	NA	JROTC Colonel Facilities Director	2006-2007	$500 (activity fund)	Project approved and scheduled.	
T	d. Assist development of long-term facility needs through Superintendent and Board.	SI	NA	Principal CLT Dept. Chairs	2006-2007	None	Plan developed and approved.	
T	e. Replace carpet and tile where needed.	CLT SI	NA	Facilities Director Maintenance	2006-2007	Per GISD Maintenance	Project approved and scheduled.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**An adequate, trained staff exists to meet the needs of our students.**
Performance Objective:	**To prepare staff to deliver quality instruction**
Summative Evaluation:	**TAKS**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PD	a. Train selected staff members to provide Sheltered Instruction for LEP students.	CLT SI	ESL AR	Principal Curriculum	8/06-5/07	$5,000 for reference materials	Teachers trained in all core course areas.	
PD	b. Provide training on TAKS examination preparation.	AEIS	NA	Principal Dean of Students Curriculum	8/06-5/07	$1,000 for materials (local)	Training is conducted.	
PD	c. Provide staff development on "Capturing Kids Hearts" strategies.	CLT SC	NA	Principal Asst. Principals Counselors Teachers	9/06-5/07	$14,000 (grant budget)	Continuous training.	
PD	d. Provide staff training in inclusion, accommodations, and modifications for special program students (e.g., sp. Ed., 504, ESL).	SI FSD	SE ESL ED AR	CLT Sp Ed Staff ESL Staff	8/06-5/07	None	Training completed.	
PD	e. Provide staff development on strategies influencing security and safety (e.g., conflict resolution, mentoring, student drug use).	CLT SC SI	NA	Principal Asst. Principals SRD Security	2006-2007	$1,500 for materials and trainers (local)	Training ongoing.	
PD	f. Provide appropriate technology training on software, equipment, and instructional materials.	SI	NA	CATE Chair	2006-2007	None	Training ongoing.	
PD	g. Provide staff development on strategies to differentiate test-taking skills for students and test making skills for staff.	AEIS	NA	Principal Asst. Principals CLT Curriculum All Teachers Dept. Chairs	2006-2007	$4,000 for materials and trainers.	Training ongoing.	

PD	h. Provide staff development on effective discipline techniques to utilize in the classroom to reduce the number of office referrals.	Data on file from 05-06.	All	Principal Asst. Principals Dept. Chairs	2006-2007	None	Examine data at the close of each six weeks.	
PD	i. Provide training for reading strategies.	AEIS	NA	Principal Teachers	2006-2007	$2,000 (grant budget)	Training completed during Summer 2006.	
PD	j. Provide Big 6 training for teachers.	AEIS	NA	Principal Librarian	2006-2007	$2,000 (grant budget)	Training completed on August 10, 2006.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury High School Campus Improvement Plan
2006-2007

District Goal:	**Student safety and well being.**
Performance Objective:	**To provide a safe and healthy learning environment**
Summative Evaluation:	**Facility Director, staff, and Federal and State guidelines**

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
T	a. Continue the random drug testing for students, which is mandatory for students in extracurricular activities and other volunteer students.	CLT SI SC DI	NA	Asst. Principals Director of Athletics	2006-2007	$18,000 (local)	Tests administered to randomly selected students.	
T	b. Administer a voluntary drug survey to students.	CLT SC DI	NA	Principal Asst. Principals STUCO	2006-2007	$1,500 (local)	All students complete the survey.	
T	c. Renew the drug dog contract for at least three visits per month.	CLT SC SI	NA	Principal Asst. Principals	2006-2007	$5,500 (local)	Contract secured.	
T	d. Randomly use hand-held metal detectors at school activities and during high alert periods.	CLT SC SI	NA	Asst. Principals SRO	2006-2007	None	Detectors are in use as deemed necessary.	
T	e. Continue the Crimestopper program.	CLT SC	NA	Asst. Principals SRO	2006-2007	$1,000 (Crimestopper fund)	Announcements are made as deemed necessary.	
PD	f. Conduct conflict resolution training for all staff.	CLT	NA	Asst. Principals	2006-2007	$1,000 for trainers (local)	Training is scheduled and conducted.	
T	g. Communicate emergency evacuation plan to students and staff at the start of each school year.	FSD CLT	NA	Principal	2006-2007	None	Plan communicated.	
PD	h. Train the staff and Crisis Management Team on plans.	FSD CLT	NA	Asst. Principals Facilities Director	2006-2007	None	Training conducted.	

T	i. Continue and expand the student mentoring program.	CLT SC DI	NA	Principal Counselors	2006-2007	$1,000 training and materials (local)	Program expanded and referrals increase.	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #1: Alternate Resources Supplement Tax Revenues

Campus Goal: Obtain alternative funding of benefit to at-risk students.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Obtain community sponsorships (for scholarships)	$ 500 (fundraiser) HOPE – DRT	Staff, CLT	Fall, '06 and Spring, '07	Budget Needs	Receipt of donation	Yes	At-Risk	Budget Amendments
2. Obtain community mentorships (sponsoring graduation receptions; student gifts/lunches, etc.)	None (Acton Baptist Church – AGAPE – Stonewater Church)	Staff, CLT	12/06 & 6/07 and, throughout the school year	Budget Needs	Notification from benefactors	Yes	At-Risk	Evidence of Events

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #1: Students will participate in an academically challenging curriculum that employs effective instructional strategies ensuring scholastic success.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Alignment of American History with American Literature.	Staff Development Days (No Costs)	History/ English Teachers	8/06 thru 6/07	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
2. Alignment of mathematics with Microsoft Excel (BCIS).	Staff Development Days (No Costs)	Math / Business Teachers	8/06 thru 6/07	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
3. Alignment of mathematics with economics.	Staff Development Days (No Costs)	Math / Business Teachers	8/06 thru 6/07	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
4. Alignment of economics with government.	Staff Development Days (No Costs)	Social Studies Teacher	8/06 thru 6/07	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
5. Horizontally align English I, II, III, & IV.	Staff Development Days (No Costs)	English Teachers	8/06 thru 6/07	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
6. TAKS/TEKS, standards aligned.	Staff Development $600/teacher/SCE	Teaching Staff	8/06 thru 6/07	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
7. Integrate & coordinate between grade levels & subject areas.	Staff Development Days (No Costs)	Teaching Staff	8/06 thru 6/07	TEKS / TAKS Review	Staff Development sign-in sheets	Yes	At-Risk	Amended Syllabi
8. Opportunities for collaboration among teachers and staff.	Staff Development Days (No Costs)	Staff	8/06 thru 6/07	TEKS / TAKS Review	Staff Development sign-in sheets	Yes	At-Risk	Staff Meeting Agendas
9. Pre-Assess students, analyze data, prescribe “IEPs” for TAKS.	(Additional $300 in paper / copy costs)	Principal/ Teachers	8/06 thru 6/07	TEKS / TAKS Review	Completion of database	Yes	At-Risk	TAKS Scores
10. Additional staff development (ESC, TAAE, etc.)	$600 travel expenses / teacher	Teachers	8/06 thru 6/07	Review of TAKS Scores	Maintain database	Yes	At-Risk	TAKS Scores

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #2: STARS will achieve Acceptable rating in the Alternative Education Accountability System.

1. TAKS – 45% 2. Completion Rate – 75% 3. Dropout Rate – 10% 4. At Risk – 70%

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Improved study skills.	PLATO Maintenance & upgrading software ($2,100 SCE)	Principal	9/06	Past Grades	# of graduates; course completions	Yes	At-Risk	Purchase Order
2. Maintain individualized instruction.	None	Teachers	8/06 – 6/07(Daily)	Student Transcript	# of credits earned	Yes	At-Risk	Student Schedules
3. Mastery learning for earning more credits.	None	Teachers	8/06 – 6/07(Daily)	Student Transcript	# of credits earned	Yes	At-Risk	Course Completion Certificates
4. TAKS Breakout Sessions.	None	Principal; Teachers	Fall, 06; Spring, 07	Student Transcript	Percent passing TAKS	Yes	At-Risk	Student Schedules
5. Reporting of absences on progress report.	None	Secretary	8/ 06 – 6/07(every three weeks)	Attendance Records	Data generated from daily attendance / attendance rate	Yes	At-Risk	Attendance Reports (every 6 weeks)
6. Incentives for perfect attendance.	$200 per month (Campus Fund)	Principal	8/06-5/07	Attendance Records	Data generated from monthly attendance	Yes	At-Risk	Attendance Reports
7. Provide Pregnancy Related Services (PRS) offered: CEHI; Counseling, School services; Parenting/Child development courses; job readiness; case mgmt.	$4,428 per student (SCE)	Principal; Secretary And Counselor	8/06 –6/07 (Immediately after statement from physician)	Identify PRS Student(s)	Number of students receiving services; Verification of Pregnancy; PRS Entry date; CEHI Instructor's log; Date of delivery; Physician's statement; Exit Date	Yes	At-Risk	PRS Documentation
8. Maintain flexible scheduling	None	Principal	8/06-6/07	Student Transcripts	Number of graduates	Yes	At-Risk	Student Schedules
9. Increase Completion Rate	Campus SCE Budget	Staff	8/06-6/07	AEIS	% Completion Rate for 2005-06	Yes	At-Risk	PEIMS Report

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #3: Students will be able to transfer school skills to job skills and higher education learning.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Students will be taught a variety of learning strategies, time management, and personal skills to enhance their learning.	$250 supplies and materials (SCE)	Teachers	8/06 – 6/07	At-Risk Identifi-cation	Course completions; schedule of assembly	Yes	At-Risk	Student Transcripts; Course Completion Certificates
2. Emphasize success through motivational exercises; Excellence in the Workplace; Leadership	$150 supplies and materials (SCE)	Teachers	8/06 – 6/07	Survey	Student participation; surveys	Yes	At-Risk	Surveys
3.Military Career Day – Armed Forces' reps on campus for student information	No Costs	Military Recruiters	Fall, 06 & Spring, 07	Survey	Evidence of project completion; log of student participation	Yes	At-Risk	Surveys; Sign-in sheets
4. Weatherford College Field Trip – Visit college / reps	$300 Travel (SCE)	Teachers	Fall, 06 & Spring, 07	Survey	Evidence of student participation	Yes	At-Risk	Student Roster of attendees
5. Career Inventory Testing	No cost (use on-line career inventory)	Counselor	Fall, 06 & Spring, 07	Grades 9-12	Student participation; results of tests	Yes	At-Risk	Student Test Reports
6. Update technology equipment, calculators	$2,500 (SCE)	Principal	Fall, 06	Per Sched.	Evidence of purchase	Yes	At-Risk	Purchase Order

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #3: An established, effective communication network exists

Campus Goal: Maintain efficient and appropriate communication with parents and students.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Progress Reports sent to parents/guardians every three weeks.	Printing/Postage ($500 – SCE)	Principal Secretary Teachers	8/06 – 6/07 (every 3 weeks)	Survey	Printing & mailing of progress reports	Yes	At-Risk	Three-week reports
2. Open House- Meet Staff/AEIS Reports	Invitations; refresh-ments ($200-SCE)	Principal Secretary	9/06 & 3/07	Survey	Roster of parents/students attending	Yes	At-Risk	Sign-in sheets
3. Follow procedure for Referrals for Special Education Services.	Printing – Sp Ed	Principal Teachers Diagnost.	8/06- 6/07	Referral	Tracking of referrals in referral logs	Yes	At-Risk	ARD
4. Develop Individual Transition Plans for Special Education students.	Printing – Sp Ed	Diagnost. Teachers Principal	8/06 – 6/07	Referral	Completion of report, distribution and scheduling	Yes	At-Risk	ITP
5. Provide hands-on training to ensure utilization of current technology to enhance communication both internally & externally.	None	Principal Staff	8/06 – 6/07	Trans-cripts	Documentation for technology training; Sign-in sheets; certificates of completion	Yes	At-Risk	Student Schedules
6. All “at-risk” students will be identified, monitored, & supported to their highest levels of academic success.	At-risk identification code sheets	Principal Teachers	8/06 – 6/07 (on student entry)	PEIMS	Documentation of those at-risk students	Yes	At-Risk	At-Risk I.D. Sheets

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #4: A supportive community and staff are involved in our schools.

Campus Goal: Develop activities to increase awareness in the community.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Parent Involvement – Open House, Meet the Teacher Night	$200-(SCE) - Invitations/ Refreshments	Principal Staff	9/06 & 3/07	Survey	Completed parent surveys; sign-in sheets	Yes	At-Risk	Sign-in Sheets
2. Support Groups – AGAPE -- Stonewater	Financial (in-kind) contributions	CLT Staff	8/06 – 6/07	Budget	Receipt of donations	Yes	At-Risk	Evidence of donation
3. Community Involvement – Acton Baptist Church (Over 55 group) – Career Awareness.	None	CLT Staff	Fall, 06 & Spring, 07	Budget	Participation; contribution	Yes	At-Risk	Evidence of donation
4. Career Day: Guest speakers from community; Military Recruiters – Survey of Career Interests	None	Principal Counselor	Fall, 06	Survey	Student participation (surveys)	Yes	At-Risk	Sign-in Sheets
5. Develop Individual Transition Plan for Special Education Students.	Correspondence	Diagnost. Principal Counselor	8/06 - 6/07	Referral	Scheduling of students and completion of ITP's	Yes	At-Risk	ITP
6. Student recognition ceremonies. Graduation.	Certificates - $150 paper (SCE); $500 for diplomas & covers	Secretary Teachers Principal	8/06 – 6/07 (Weekly); & 12/05and 6/06	Student Survey	Number of courses students complete and number of graduates	Yes	At-Risk	Course Completion Certificates
7. Tutoring Program – Acton Elementary	None	English Teachers Principal	Fall, 06 & Spring, 07	Acton Elem. Student Needs	Number of participants; individual evaluations	Yes	At-Risk	Sign-in sheets; Course Completion Certificates

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal # 5: Students are competent in technology.

Campus Goal: Students will be able to use a variety of technological tools to enhance their future success as students and workers.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/ Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Schedule Bus. Computer Info Systems so that students learn how to use the computer properly before having to use for other classes.	None	Principal	8/06- 6/07	Grad Plan	Scheduling of students in BCIS	Yes	At-Risk	Student Schedules
2. Students will use technology to access, retrieve, interpret, & evaluate visual & auditory information.	None	Teachers	8/06 – 6/07	Grad Plan	Evidence of requirements completed; syllabi revisions	Yes	At-Risk	Student Schedules; Course Syllabi
3. Add licenses / software; Extend service contracts with PLATO.	$2,100 (SCE)	Principal	9/06	Survey	Evidence of Purchase Order to renew service contracts; additional software	Yes	At-Risk	Purchase Order
4. Staff development in uses of technology. Attend training opportunities	Staff development days; $3,000 in travel expenses	Principal Teachers	8/06 – 6/07	Survey	Staff surveys; sign-in sheets	Yes	At-Risk	Sign-in Sheets
5. Upgrade one-fifth of student computers and all teacher computers	$10,000 (SCE)	Principal	9/06	Replace. Schedule	Evidence of purchase; receipt of equipment	Yes	At-Risk	Purchase Order

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #6: Adequate facilities and equipment exist to meet the needs of our students.

Campus Goal: Improved facilities and equipment.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Replace one-fifth of student computers	$10,000 (SCE)	Principal	9/06	Outdated Equipment	Evidence of purchase of computers	Yes	At-Risk	Purchase Order
2. Purchase additional calculators for TAKS Math	$1,000 (SCE)	Math Teachers	9/06	Additional students	Evidence of purchase of calculators	Yes	At-risk	Purchase order

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #7:An adequate, trained staff exists to meet the needs of our students.

Campus Goal: Enhanced student instruction and support services.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Training for Video Conferencing	No Cost	Principal Technology	8/06 – 6/07	Survey	Successful completion of training (sign-in sheets)	Yes	At-Risk	Sign-in Sheets
2. Continue Summer Workshops; TAAE Conf.; PLATO Conference; other TAKS training opportunities	$3,000 (SCE) Professional Development	Principal Teachers	8/06 – 6/07	Survey	Sign-in sheets; conference certificates	Yes	At-Risk	Sign-in Sheets
3. 5 FTE's provide accelerated instruction to students who are at-risk.	$225,000 SCE (See attached budget summary)	Business Office	8/06 – 6/07	At-Risk Campus	Salary / Contracts through Business Office; Time and Effort Worksheets	Yes	At-Risk	Contract; Salary Receipts
4. Sheltered Instruction and Technology training	No Cost (Summer Conference)	Curriculum	8/06 and 6/07	At-Risk Campus	Sign-in sheets; conference certificates	Yes	At-Risk	Sign-in Sheets

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #8: Student Safety and Well Being

Campus Goal: STARS Academy will be a safe and drug free environment.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Develop a comprehensive crisis management plan.	Manuals	Staff	8/06 – 6/07	Safety Committee	Crisis Management Plan is in place and all staff members	Yes	At-Risk	Safety Mgmt. Plan
2. Develop & implement Suicide Prevention Program.	Training $500 (SCE)	Counselor	8/06	Survey	Survey	Yes	At-Risk	Counselor log
3. Develop crisis response packet for staff and students	Staff Development fees (GISD)	Counselor	8/06	Survey	Sign-in sheets; attendance by students	Yes	At-Risk	Sign-in sheets
4. Provide students with Violence Prevention & Intervention Strategies through selected films.	Safe & Drug Free Schools funds;	Counselor Health Teacher	8/06 – 6/07	Survey	Student surveys	Yes	At-Risk	Counselor log
5. School Safety Program.	Breakout Sessions	Staff	8/06 – 6/07	Survey	Student surveys	Yes	At-Risk	Sign-in sheets
6. Drug Dog will continue to visit campus.	$2,000 – (Local Funds)	Principal	8/06 – 6/07	Student Surveys	Documentation of visits	Yes	At-Risk	Payment Authorization
7. Monthly Fire Drills	No Costs	Principal	8/06 – 6/07	Fire Marshall	Documentation of drills	Yes	At-Risk	Annual Report
8. Severe Weather / Tornado Drills	No Costs	Principal	9/06 & 3/07	Safety Plan Require-ments	Documentation of drills	Yes	At-Risk	Monthly Report

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 1	**Alternative Resources to Supplement Tax Revenues**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
NA	1. Organize a grant committee on the BTC campus to pursue any and all Federal and State grants			Counselor	11/1/06	Staff development on grant writing $200.00	Federal and State grants that are issued to BTC	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 2	**A Comprehensive District Curriculum is Aligned Horizontally and Vertically to meet the needs of all students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
NA	1. Continue 80% mastery of all written academic daily assignments		All	Classroom Teacher	8/15/06	* Daily assignment sheets * After school detention * Phone calls to parents	Daily Grades	
	2. Continue to provide tutoring for one-on-one or small group instruction		All	Counselor	8/15/06	Tutors Saturday School $1,500.00	Daily/Weekly Grades	
	3. Continue to provide all students a reading and math entry level test that will be evaluated to attain student level of ability		All	Janice Richardson	8/15//06	Computers STAR Test WRAT	Alignment of Curriculum to students' ability will increase their success in the classroom (grades)	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 2	**(Continued) A Comprehensive District Curriculum is aligned Horizontally and Vertically to meet the needs of all students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	4. Continue to provide all students (gifted, low SES, ESL, Hispanic, African American, At-Risk, Special Education and Regular Education) a District-wide scope and sequence content in all core curriculum classes that will allow them to increase scores in all State-mandated tests		All	* Principal at BTC and from Home Campus * Home Campus Teachers * BTC Teachers	8/15/06	* Curriculum Department * Special Education Department (ARD's) * Ed Soft, Phone Calls, E-mail, Proper paperwork that follows student, Inspiration Software * Textbooks $2,000.00	* State mandated test scores * Report Card Grades	
	5. Continue to provide all teachers the Accelerated Reader Program for their students		All	Misty Walters	8/15/06	AR Reading Material AR Reading Software $199.00	AR Reading Test Scores *1/2 day on Friday off when points are made	
	6. Continue to provide all students' benchmark tests in all core Curriculum content areas in order to measure student progress		All	Core Curriculum Teachers	8/15/06	*Ed Soft Software *Paper *Green Sheets	Benchmark Test Scores	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 2	**(Continued) A Comprehensive District Curriculum is aligned Horizontally and Vertically to meet the needs of all students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	7. Continue to provide students with an art program that will allow them the opportunity to express their emotions		All	Teachers/Staff	8/15/06	Art Supplies Staff Development	* Number of office referrals are reduced * Number of counselor referrals are reduced	
	8. Continue to provide instruction in Plato in alignment with GHS and STARS Academy		All	Teachers	8/15/06	$1,250.00		
	9. Continue to provide Pregnancy Related Services (PRS) offered: CEHL, Counseling, School services; Parenting/Child Development courses, job readiness, case management		All	All Staff	8/15/06	$4,428 per student Comp Ed Funds	Number of students receiving Services. Verification of Pregnancy	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 3	**An Established Effective Communication Network Exists**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
NA	1. Continue to meet with home campus staff to align curriculum			Debbie Perkins	8/15/06	* Phone * Computer * Ed Soft; E-mail * Cumulative Folder	* Paperwork and communication is consistent * Chart communication	
	2. Continue daily phone calls to students not in attendance			Teachers All Staff	8/15/06	* Phone Calls *Attendance form to principal daily	* Increase attendance to 95%	
	3. Continue to follow up on excessive absences with letter and if necessary, file truancy			Mary McCullough Teachers	8/15/06	*Phone call * Letter * Juvenile Prob	Increase Attendance to 95$	
	4. Continue Parent Meetings every six weeks			Counselor	8/1506	*Speakers *Letters sent home $150.00	90% of parents attend meeting	
	5. Continue Parent-Teacher meeting once a semester if needed			Teachers	8/15/06	*Phone call *Letter	Number of students failing a class decreases	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 3	**An Established Effective Communication Network Exists**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	6. Continue to participate in District decision making by staff members serving on Superintendent's Advisory Committee			2 Teachers 1 Paraprofessional	8/15/06	2 Teachers 1 Paraprofessional	100% Attendance at meetings	
	7. Continue to maintain unity and effectiveness with students and parents by discussing needs and accomplishments in weekly staff meetings			Principal	8/15/06	Campus staff meeting notification	Staff meeting agenda sent to Mrs. VanDorn's office	
	8. Continue to provide parents with information regarding their child's progress and needs through daily behavior chart			Teachers	8/15/06	Parent Conference Charts Phone Calls $500.00	Decrease in the number of office referrals	
	9. Continue to hold Intake Meetings to fully inform student and parent of BTC Rules and Procedures.			Principal	8/15/06	Intake Packets Phone Calls BTC Rules and Procedures Packet	Intake Agreements & signatures Placed in student folder	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 3	**An Established Effective Communication Network Exists**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	10. Continue Exit Review Meetings with student, parent and home administrator to review student's progress and the return to the home campus			Debbie Perkins	8/15/06	* Phone Calls * Leaver Documentation * Exit Form * Home Campus Administrator * Behavior Check List Form	Reduce recidivism rate at BTC	
	11. Continue to provide S.A.T. conferences for students and parents for excessive absences, academic concerns or behavioral grades			Classroom Teachers	8/15/06	Phone Calls		
	12. Continue Saturday School for students who are behind in schoolwork or who need to make up absence days.			Principal will assign	8/15/06	2 Teachers $1,500.00	Report card grades will reflect improvement	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 4	**A Supportive Community and Staff are Involved in our Schools**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
NA	1. Continue providing students at BTC a mentor to decrease percentage of students returning to BTC		All	Counselor	8/15/06	* Mentor Packets * Phone Calls * Letters * Meal for Appreciation $300.00	Number of mentors that serve the BTC students increases	
	2. Continue to bring in community agencies to educate students in social skills areas		All	Counselor	8/15/06	Letters	Decrease member of school office referrals, as well as community arrests	
	3. Continue to work with law enforcement agencies, truant officer and juvenile probation			Principal	8/15/06	Phone Calls Letters	Decrease in number of arrests of BTC students	
	4. Continue meeting with Campus Leadership Committee to design and implement Campus Improvement Plan			Principal	8/15/06	Phone Calls Letters Meal $150.00		

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 4	**A Supportive Community and Staff are Involved in our Schools**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	5. Continue to seek community resources for counseling with families, which develops a sense of belonging and a family atmosphere		All	Counselor	8/15/06	MH/MR STAR Council Family Care Mission Granbury CRCG Committee	Increase in the number of family referrals	
	6. Continue to provide referrals for families is financial need		All	Principal	8/15/06	*Christmas for Children *School Supplies *Health Care *Transit Transportation $700.00	Increase in the number of families that received assistance	
	7. Expand community service program for students		All	Counselor	8/15/06	Grant writer	Money received from State and Federal funds	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 5	**Students are Competent in Technology**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
NA	1. Continue to utilize technology assisted instruction and other computer technology equipment at the BTC to improve academic and social skills		All	Tom Peterson	8/15/06	KIDSBIZZ $6,250.00	Provide additional elective credits on the BTC campus	
	2. Continue the use of parents' resource video library			Counselor	8/15/06	* Boys Town Parent Video *Parenting Skills Video	Increase the number of parenting videos being checked out to parents	
	3. Continue to utilize multi-sensory instructional materials		All	Teachers	8/15/06	* Tapes/Cassettes *Tape Recorder *Books on Tape *Books in Spanish *Spanish Books on Tape	Increase the number of instructional materials on campus	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 5	**(Continued) Students are Competent in Technology**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	4. Students will continue to use Inspiration software for writing assignments		All	Eng Teacher All Teachers	8/15/06	* Computer * Inspiration software	Writing scores on State mandated tests will increase	
	5. Provide a minimum of four computers for each classroom			Principal	8/15/06	Purchase of 4 computers $4,000.00	Each classroom has a minimum of three computers	
	6. Students will learn how to log onto the Internet		All	All Teachers	8/15/06	Computers	All students will demonstrate their ability to log onto the Internet and implement usage	
	7. Students will take benchmark tests online		All	All Teachers Curriculum Dept	8/15/06	Computer Ed Soft	All benchmark tests will be taken online	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 5	**(Continued) Students Are Competent in Technology**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	8. Students will interact with computer software in social skills curriculum		All	Mrs. Perkins	8/15/06		Students will actively participate in this program and work will be turned in to Level 3 Teacher	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 6	**Adequate facilities and Equipment Exist to Meet the Needs of Students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
NA	1. Continue to provide forms that are used for student progress		All	Debbie Perkins	8/15/06	* Green Sheet * Orange Sheet * Assignment Sheet * Assignment Folders * Graduation Plans	All student progress is documented	
	2. Continue to provide classroom equipment for students that will enable them to be successful both academically and socially		All	Principal	8/15/06	Computers Desks Crates Pencil Sharpener Trash cans Binders Maps/Globes Paper $1,000.00	* All student classrooms will be fully equipped * Inventory will be completed by classroom teacher	
	3. Continue to provide physical education equipment to meet the needs of the students		All	P.E. Teacher	8/15/06	Volleyball Tennis Basketball Badminton Kickball $250.00	All students will be able to participate in the 5 sports	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 6	**(Continued) Adequate facilities and Equipment Exist to Meet the Needs of Students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	4. Provide classroom teachers equipment that will enable the teacher to provide a positive learning environment			Principal	8/15/06	* Desk * Computer * Chair * Filing Cabinets * Shelves * Tables * Masonite Board * Cabinets * Bulletin Board * Clocks * Hole Punch * Phone $ 400.00 * Radio (Hand Held) *Cubicles $1,750.00	All items provided for each classroom (checklist)	
	5. Provide additional office space for part-time secretary/office worker			Principal	8/15/06	New Facility	Space is provided	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 6	**(Continued) Adequate facilities and Equipment Exist to Meet the Needs of Students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	6. Provide office equipment of additional part-time secretary			Principal	8/15/06	* Desk * Chair * Filing Cabinet * Shelves * Computer * Tables * Clock	Equipment in office	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 7	**Adequate Trained Staff Exists to Meet the Needs of GISD Students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	1. Continue staff development to enhance strategies for District and State reading, math, social studies, science, and language arts objectives and initiatives.			Principal	8/15/06	* Membership Professional Organization * Workshops Region XI * Summer Conf. * Vertical and horizontal alignment with curriculum and home campus * Boys Town * ESP $ 600.00	Certificates of Participation	
	2. Continue Staff Development for special education, 504, ESL, Texas Behavior Support Initiative and sheltered instruction that will allow different methods of presentation and modifying at work.			Principal	June 2007	Workshops statewide and Region XI	*Certificate of Participation * Increase scores in State and local tests	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 7	**(Continued) Adequate Trained Staff Exists to Meet the Needs of GISD Students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	3. Continue to provide all staff the opportunity to attend conventions for disciplinary alternative schools and conferences			Principal	8/15/06	* Dues * Registration * Travel * Lodging $4,250.00	Certificates of Participation	
	4. Continue to meet the needs of changing student population with flexible staffing			Debbie Perkins	8/15/06	* Substitutes * Training of subs * Part-time employees	Decrease the number of office referrals when substitutes are used	
	5. Continue to provide special education instruction with full-time certified special education teacher			Principal	8/15/06	Certified Special Education Teacher $45,000.00	Special Ed Teacher on campus full time	
	6. Continue to provide counseling services with full-time certified counselor, who will continue to monitor student progress at their home campus through email, telephone, or campus visits			Principal	8/15/06	Certified Counselor $45,000.00	Counselor on campus full time	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 7	**(Continued) Adequate Trained Staff Exists to Meet the Needs of GISD Students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	7. Provide a full time certified math teacher to meet student academic needs			Principal	8/15/06	* Certified Math Teacher * Educational Supplies $45,000.00	* Full time certified math teacher on campus * State mandated test scores increase	
	8. Continue to provide a full-time certified science teacher to meet student academic needs			Principal	8/15/06	* Certified science teacher * Educational supplies $45,000.00	* Full time certified science teacher on campus * State mandated test scores increase	
	9. Provide a full-time certified teacher to meet student academic needs			Principal	8/15/06	* Certified elementary teacher * Educational Supplies $45,000.00	* Full time certified English teacher on campus * State mandated test scores increase	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 7	**(Continued) Adequate Trained Staff Exists to Meet the Needs of GISD Students**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	10. Provide a part-time certified reading specialist to meet student academic needs			Principal	8/15/06	* Certified reading specialist * Educational supplies 20,000.00	* Part time certified reading specialist on campus * State mandated test scores increase	
	11. Provide a part-time secretary to assist in the handling of paperwork with the increase in student population			Principal	8/15/06	Part-time secretary $10,000.00	Part-time secretary on campus	
	12. Provide packet to substitutes on rules and procedures at BTC			Staff	8/15/06	Rules and Procedures packet with additions and deletions	Packets finished and ready to distribute	
	13. Provide staff training in behavioral and academic strategies			Principal	8/15/06	Staff Development Flip Flippin $4,500.00	Teachers have more time to work with teaching of students and not in paperwork	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 8	**Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
NA	1. Continue to hold student and parent orientation meeting (Intake) prior to student enrollment			Principal	8/15/06	* Intake Packet * Conference Room	* All families participate * Office referrals decrease	
	2. Continue daily assessment of student behavioral process through evaluation by staff		All	Teachers	8/15/06	Daily evaluation charts	Office Referrals Decrease	
	3. Continue weekly assessment of student behavioral progress through evaluation of staff			Principal	8/15/06	Weekly staff meeting	Office Referrals Decrease	
	4. Continue to integrate social skills in daily program		All	Teachers	8/15/06	Boys Town Curriculum	Office Referrals Decrease	
	5. Continue to decrease off-task behaviors and eliminate undesired communication between students in Level 1 and Level 2		All	Levels 2 & 3 Teachers	8/15/06	Partitions	Office Referrals Decrease Daily Grades Increase	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 8	**(Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	6. Continue to provide a counseling program for students that are assigned to the BTC for substance abuse		All	Counselor	8/15/06	SASSI Forms $130.00	All students are actually counseled	
	7. Continue to provide an environment conducive for studying, increase student ability to remain on task and independent		All	Principal	8/15/06	Teacher/student ratio of 1 to 10 (12 at most)	Student ratio stays under 12	
	8. Continue to hold exit review meetings to determine completion of success criteria before being dismissed from BTC		All	Debbie Perkins	8/15/06	* Exit Packet * Conference Room * Parent/Student * All Staff	Recidivism rate drops at BTC	
	9. Continue to provide immediate response to volatile situations		All	Principal	8/15/06	* Hand-held radio * Surveillance camera in room * Emergency buttons * Entrance Security	Decrease number of office and police referrals	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 8	**(Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	10. Continue to provide parking lot monitoring security in afternoon upon request			Principal	8/15/06	Security Officer	Decrease in security calls to police	
	11. Continue to discourage drug possession on campus with periodic searches by sniff dogs			Principal	8/15/06	Drug dogs	Decrease in the number of times drugs are brought on campus	
	12. Continue to meet all required district guidelines regarding safety, crisis management and inspection of facilities			Principal	8/15/06	District-wide safety, crisis management and inspection of facilities materials	All safety, crisis management and inspection of facilities manuals turned in to facilities manager	
	13. Continue to screen students through metal detector and wands upon entering the BTC campus		All	Misty Walters Debra Perkins	8/15/06	* Hand-held metal detectors * Walk=through metal detector	Decrease attempts by the students to bring weapons on campus	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

BEHAVIOR TRANSITION CENTER
2006-2007

District Goal: 8	**(Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC**
Performance Objective:	
Summative Evaluation:	

SW COMP.	Action(s) Implementations	Needs Assess.	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	14. Provide a suicidal prevention program for students		All	Counselor	8/15/06	* Suicide prevention program * Staff development	This is a Pro-Active Program	
	15. Provide an anger management program for students		All	Counselor	8/15/06	* Anger Management Program * Staff training	Pro-Active Program	
	16. Continue to provide adequate alarm warning of fire or tornado			Principal	8/15/06	Alarm System	Reduce student exit time	

SW Comp.: R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality
Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged
Committees: PC=Parent/Community, RR=Reading Renaissance, T=Technology, C=Celebrations, TRSI=Texas Rural Systemic Initiative Teacher Partners

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: August 28, 2006
For: Action

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: August 17, 2006
RE: Budget & Salary Schedules Adoption

SUMMARY:

Budgets for General Operating, Debt Service and Food Service have been presented and discussed in budget workshops. The Budgets were prepared using the salary schedules and recommendations provided by TASB.

It is law that budgets be adopted prior to the start of the fiscal year, which is September 1, 2006.

RECOMMENDATION:

That the Board adopt the budgets and salary schedules as presented by Administration.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Mr. William Harris
Mrs. Sharay Boynton
Mr. Troy Green

Date Submitted: August 17, 2006

GRANBURY ISD
2006-07 BUDGETS



199 - GENERAL FUND
599 - DEBT SERVICE FUND
240 - FOOD SERVICE FUND

To be adopted 8/28/06

GRANBURY ISD
2006-2007 PROPOSED BUDGET
GENERAL OPERATING - Revenue

DESCRIPTION	2005-06 BUDGET	% OF TOTAL REVENUE	2006-07 PROPOSED	INCREASE/ (DECREASE)	% OF TOTAL REVENUE
5711 - CURRENT YEAR TAXES	36,500,000	80.80%	37,550,000	1,050,000	71.86%
5713 - PRIOR YEAR TAXES	500,000	1.11%	850,000	350,000	1.63%
5719 - PENALTIES & INTEREST	100,000	0.22%	300,000	200,000	0.57%
5729 - LEA REIMBURSEMENTS	215,000	0.48%	215,000	0	0.41%
5735 - OUT OF DISTRICT TUITION	10,000	0.02%	0	(10,000)	0.00%
5736 - SUMMER SCHOOL TUITION	25,000	0.06%	25,000	0	0.05%
5737- DRIVERS ED TUITION	40,000	0.09%	40,000	0	0.08%
5738 - HIGH SCHOOL PARKING FEES	20,000	0.04%	22,000	2,000	0.04%
5739 - GED REGISTRATION FEES	0	0.00%	0	0	0.00%
5751 - FOOD SERVICE INDIRECT REV	29,000	0.06%	29,000	0	0.06%
5752 - ATHLETIC RECEIPTS	120,000	0.27%	120,000	0	0.23%
5753 - COMMUNITY ED RECEIPTS	36,000	0.08%	36,000	0	0.07%
5755 - GEA 7 REVENUE	60,000	0.13%	75,000	15,000	0.14%
5755 - OTHER ENTERPRISING INCOME	100,000	0.22%	71,800	(28,200)	0.14%
5759 -TEXTBOOK REVENUE	10,000	0.02%	10,000	0	0.02%
5742 - INTEREST INCOME	600,000	1.33%	1,200,000	600,000	2.30%
5743 - RENTAL OF LAND	18,000	0.04%	1,000	(17,000)	0.00%
5743 - BLDG/FIELD USE FEE	50,000	0.11%	60,000	10,000	0.11%
5769 - MISC. LOCAL REVENUE	71,800	0.16%	100,000	28,200	0.19%
5771 - TIER I CED REVENUE		0.00%		0	0.00%
5811 - PER CAPITA REVENUE	1,956,245	4.33%	1,956,245	0	3.74%
5812 - FOUNDATION REVENUE	2,424,568	5.37%	6,980,641	4,556,073	13.36%
5829-ADDITIONAL STATE REVENUE		0.00%	197,000	197,000	0.38%
5853 - TECHNOLOGY REVENUE	186,309	0.41%	173,662	(12,647)	0.33%
5831 - TRS ON-BEHALF PAYMENTS	1,875,834	4.15%	1,949,416	73,582	3.73%
5932 - MAC REVENUE	10,000	0.02%	10,000	0	0.02%
5939 - MEDICAID REVENUE	140,000	0.31%	200,000	60,000	0.38%
5919 - FEDERAL INDIRECT REVENUE	30,000	0.07%	30,000	0	0.06%
5948 - JROTC REVENUE	47,000	0.10%	51,000	4,000	0.10%
5765 - DONATIONS		0.00%		0	0.00%
TOTALS	45,174,756	100.00%	52,252,764	7,078,008	100.00%

GRANBURY ISD - GENERAL OPERATING

SUMMARY OF DISTRICT Expenditures

2006-2007

FUNCTION	2005-06 BUDGET	% OF BUDGET	2006-07 PROPOSED	INCREASE/ (DECREASE)	% OF BUDGET
11 - INSTRUCTION	26,305,381	56%	29,212,344	2,906,963	56%
12 - INST. RESOURCES & MEDIA	2,020,059	4%	1,218,870	(801,189)	2%
13 - CURRICULUM & STAFF DEV	646,966	1%	907,471	260,505	2%
21 - INSTRUCTIONAL LEADERSHIP	533,010	1%	397,406	(135,604)	1%
23 - SCHOOL LEADERSHIP	2,683,446	6%	3,098,290	414,844	6%
31 - GUIDANCE/COUNSELING	1,564,861	3%	1,779,525	214,663	3%
33 - HEALTH SERVICES	305,564	1%	325,954	20,391	1%
34 - TRANSPORTATION	2,327,386	5%	2,680,976	353,590	5%
36 - CO-CURRICULAR/EXTRA	1,516,635	3%	1,660,669	144,034	3%
41 - GENERAL ADMINISTRATION	2,169,057	5%	2,368,775	199,717	5%
51 - PLANT MAINTENANCE	5,717,818	12%	6,448,956	731,138	12%
52 - SECURITY & MONITORING SVS	298,667	1%	423,045	124,378	1%
53 - DATA PROCESSING	52,000	0%	1,278,329	1,226,329	2%
61 - COMMUNITY EDUCATION	237,798	1%	198,918	(38,880)	0%
71 - DEBT SERVICE	0	0%	0	0	0%
81 - FACILITIES CONST & ACQUIS	260,000	1%	250,000	(10,000)	0%
TOTAL	46,638,647	100%	52,249,528	5,610,881	100%

GRANBURY ISD
DEBT SERVICE FUND (FUND 599)
PROJECTED BUDGET
2006-07

REVENUE				
5711	TAXES, CURRENT	4,375,000		
5712	TAXES, PRIOR YEARS	175,000		
5719	PENALTIES & INTEREST	75,000		
5742	INTEREST INCOME	170,000		
5800	TIER III	0		
	TOTAL REVENUE		4,795,000	
EXPENDITURES				
FUNCTION 71				
6511	BOND PRINCIPAL	3,477,859		
6521	BOND INTEREST	2,308,972		
6599	OTHER DEBT FEES	6,000		
	TOTAL EXPENDITURE		5,792,831	
	NET INCOME (LOSS)			(997,831)

2005-06 Tax Rate $.22

8/31/06 Fund Balance Projection $1,143,394

2006-27 Tax Rate $.154

GRANBURY ISD
FOOD SERVICE FUND (FUND 240)
PROJECTED BUDGET
2006-2007

	2006-07		
REVENUE			
5742 INTEREST INCOME	25,000		
5751 LOCAL FOOD SERVICE REVENUE	1,502,525		
5829 STATE MATCHING FUNDS	18,500		
5921 BREAKFAST PROGRAM REVENUE	290,824		
5922 LUNCH PROGRAM REVENUE	865,468		
5923 USDA DONATED COMMODITIES	107,881		
TOTAL REVENUE			2,810,198
EXPENDITURES			
FUNCTION 35			
6100 SALARIES & BENEFITS	948,126		
6200 CONTRACTED SERVICES	238,793		
6300 SUPPLIES & MATERIALS	1,353,838		
6400 OTHER OPERATING EXPENSE	19,941		
6600 CAPITAL OUTLAY	178,952		
TOTAL FUNCTION 35		2,739,650	
FUNCTION 51			
6200 CONTRACTED SERVICES	37,672		
TOTAL FUNCTION 51		37,672	
TOTAL EXPENDITURES			2,777,322
NET EFFECT TO FUND BALANCE 8/31/2006			32,876

Granbury ISD
2006–2007 Hiring Schedule for Classroom Teachers and Librarians

Years Exp	10-Month Salary	
	Bachelors Degree	Master's Degree
0	$38,500	$40,660
1	$38,880	$41,040
2	$39,180	$41,340
3	$39,480	$41,640
4	$39,780	$41,940
5	$40,080	$42,240
6	$40,380	$42,540
7	$40,680	$42,840
8	$40,980	$43,140
9	$41,280	$43,440
10	$41,580	$43,740
11	$42,108	$44,268
12	$43,188	$45,348
13	$44,268	$46,428
14	$45,348	$47,508
15	$46,428	$48,588
16	$47,508	$49,668
17	$48,588	$50,748
18	$49,344	$51,504
19	$50,100	$52,260
20	$50,856	$53,016
21	$51,612	$53,772
22	$52,368	$54,528
23	$52,908	$55,068
24	$53,448	$55,608
25	$53,988	$56,148
26	$54,528	$56,688
27	$55,068	$57,228
28	$55,608	$57,768
29	$56,148	$58,308

Salary schedules are developed for one year only. Future salaries cannot be predicted from this schedule.

Granbury Independent School District 2006-2007 R N Salary Schedule		
YEARS OF CREDITABLE EXPERIENCE	Salary	D R
0	27,320	146.10
1	27,910	149.25
2	28,490	152.35
3	29,080	155.51
4	30,320	162.14
5	31,560	168.77
6	32,800	175.40
7	33,950	181.55
8	35,040	187.38
9	36,070	192.89
10	37,040	198.07
11	37,960	202.99
12	38,840	207.70
13	39,650	212.03
14	40,430	216.20
15	41,160	220.11
16	41,860	223.85
17	42,510	227.33
18	43,130	230.64
19	43,720	233.80
20	44,270	236.74

2006–2007 Proposed Manual Trades Classification & Structure
Granbury ISD

Pay Grade

1

Bus Attendant
Custodian
Food Service Worker/Cook

	Minimum	Midpoint	Maximum
Hourly	***$7.50***	***$9.38***	***$11.26***
175 Days	10,500	13,132	15,764
177 Days	10,620	13,282	15,944
190 Days	11,400	14,258	17,115
240 Days	14,400	18,010	21,619

2

Custodian, Night - HS
Food Service Cashier

	Minimum	Midpoint	Maximum
Hourly	***$7.95***	***$9.94***	***$11.93***
177 Days	11,257	14,075	16,893
240 Days	15,264	19,085	22,906

3

Asst. Food Service Manager
Lead Custodian, Night

	Minimum	Midpoint	Maximum
Hourly	***$8.74***	***$10.93***	***$13.12***
186 Days	13,005	16,264	19,523
240 Days	16,781	20,986	25,190

4

Lead Custodian, Day - Elem & Intermediate
Food Service Manager - Campus <700 students
Lead Custodian, Night - GHS
Groundskeeper
Security Guard

	Minimum	Midpoint	Maximum
Hourly	***$9.62***	***$12.02***	***$14.42***
175 Days	13,468	16,828	20,188
186 Days	14,315	17,886	21,457
240 Days	18,470	23,078	27,686

5

Bus Driver
Lead Custodian, (Sq Ft 110k - 300k)
Food Service Manager - Campus >700 students
General Maintenance Worker
Irrigation Specialist
Mechanic Helper

	Minimum	Midpoint	Maximum
Hourly	***$10.58***	***$13.22***	***$15.86***
175 Days	14,812	18,508	22,204
186 Days	15,743	19,671	23,600
240 Days	20,314	25,382	30,451

6

Catering Manager
Lead Custodian, Night - (Sq Ft 300k+)
Equipment Mechanic
Food Service Manager, HS
Lead Bus Driver

	Minimum	Midpoint	Maximum
Hourly	***$11.63***	***$14.54***	***$17.45***
177 Days	16,468	20,589	24,709
185 Days	17,212	21,519	25,826
240 Days	22,330	27,917	33,504

2006–2007 Proposed Manual Trades Classification & Structure
Granbury ISD

Pay Grade

7

Carpenter
Lead Custodian, Day - (Sq Ft 300k+)
Head Groundskeeper
Pesticide Application Specialist

	Minimum	Midpoint	Maximum
Hourly	***$12.79***	***$15.99***	***$19.19***
240 Days	24,557	30,701	36,845

8

Transportation Mechanic

	Minimum	Midpoint	Maximum
Hourly	***$14.07***	***$17.59***	***$21.11***
240 Days	27,014	33,773	40,531

9

Electrician
HVAC Technician
Plumber

	Minimum	Midpoint	Maximum
Hourly	***$15.48***	***$19.35***	***$23.22***
240 Days	29,722	37,152	44,582

10

Maintenance Supervisor - General
Maintenance Supervisor - Electrical/AC
Head Transportation Mechanic

	Minimum	Midpoint	Maximum
Hourly	***$18.89***	***$23.61***	***$28.33***
240 Days	36,269	45,331	54,394

2006–2007 Proposed Clerical/Technical Classification & Structure
Granbury ISD

Pay Grade

1

Extended Day Aide

	Minimum	Midpoint	Maximum
Hourly	***$7.62***	***$9.53***	***$11.44***
187 Days	11,400	14,257	17,114
197 Days	12,009	15,019	18,029
217 Days	13,228	16,544	19,860
226 Days	13,777	17,230	20,684

2

Aide, BTC
Aide, Classroom
Aide, Computer Lab
Aide, ESL
Aide, ISS and Dyslexia
Aide, Library
Aide, P.E.
Aide, Special Ed - Transition/Resource
Aide, Title I / Content Mastery

	Minimum	Midpoint	Maximum
Hourly	***$9.00***	***$11.25***	***$13.50***
187 Days	13,464	16,830	20,196
197 Days	14,184	17,730	21,276
217 Days	15,624	19,530	23,436
226 Days	16,272	20,340	24,408

3

Aide, Special Ed - Autism
Aide, Special Ed - Life Skills
Aide, Special Ed - PPCD
Clerk, Attendance - MS
Clerk, Mail
Clerk, Office
Clerk/Receptionist, MS
Receptionist, HS
Secretary, Asst. Principal HS/Dean
Secretary, Counselor - HS

	Minimum	Midpoint	Maximum
Hourly	***$9.77***	***$12.21***	***$14.65***
187 Days	14,616	18,266	21,916
197 Days	15,398	19,243	23,088
217 Days	16,961	21,197	25,432
226 Days	17,664	22,076	26,487

4

Clerk, Attendance - HS
Clerk, Curriculum/Testing
Clerk, Food Service
Clerk, PEIMS/Scheduling - MS
Clerk, Special Ed Data
Clerk, Transportation

	Minimum	Midpoint	Maximum
Hourly	***$10.60***	***$13.25***	***$15.90***
187 Days	15,858	19,822	23,786
197 Days	16,706	20,882	25,058
217 Days	18,402	23,002	27,602
226 Days	19,165	23,956	28,747

5

Clerk, PEIMS/Scheduling - HS
Clerk, Route
Clerk, Special Ed PEIMS/Medical
Deaf Ed Interpreter
Receptionist, Annex
Receptionist, Aramark
Secretary, BTC
Secretary, STARS
Special Ed Language Interpreter
Technology Help Desk/Receptionist

	Minimum	Midpoint	Maximum
Hourly	***$11.50***	***$14.38***	***$17.26***
187 Days	17,204	21,512	25,821
197 Days	18,124	22,663	27,202
217 Days	19,964	24,964	29,963
226 Days	20,792	25,999	31,206

2006–2007 Proposed Clerical/Technical Classification & Structure
Granbury ISD

Pay Grade

6

General Business Clerk, AP
General Business Clerk, PR
Secretary, Facilities
Secretary, Food Service
Secretary, Maintenance
Secretary, Principal - Elementary
Secretary, Principal - Intermediate
Secretary, Principal - MS
Secretary, Technology
Secretary, Transportation
Substitute Coordinator

		Minimum	Midpoint	Maximum
Hourly		***$12.48***	***$15.60***	***$18.72***
187	**Days**	18,670	23,338	28,005
197	**Days**	19,668	24,586	29,503
217	**Days**	21,665	27,082	32,498
226	**Days**	22,564	28,205	33,846

7

Secretary, Curriculum
Secretary, Human Resources
Secretary, Principal - HS
Secretary, Special Education

		Minimum	Midpoint	Maximum
Hourly		***$13.54***	***$16.93***	***$20.32***
187	**Days**	20,256	25,327	30,399
197	**Days**	21,339	26,682	32,024
217	**Days**	23,505	29,390	35,276
226	**Days**	24,480	30,609	36,739

8

Clerk, Accounts Payable
Clerk, Inventory

		Minimum	Midpoint	Maximum
Hourly		***$14.70***	***$18.37***	***$22.04***
187	**Days**	21,991	27,482	32,972
197	**Days**	23,167	28,951	34,735
217	**Days**	25,519	31,890	38,261
226	**Days**	26,578	33,213	39,848

9

Clerk, Payroll
Secretary, Assistant Superintendent
Secretary, Athletic Director

		Minimum	Midpoint	Maximum
Hourly		***$15.94***	***$19.93***	***$23.92***
187	**Days**	23,846	29,815	35,784
197	**Days**	25,121	31,410	37,698
217	**Days**	27,672	34,598	41,525
226	**Days**	28,820	36,033	43,247

10

HR Certification Officer
Secretary, Superintendent/Board

		Minimum	Midpoint	Maximum
Hourly		***$18.82***	***$23.52***	***$28.22***
187	**Days**	28,155	35,186	42,217
197	**Days**	29,660	37,068	44,475
217	**Days**	32,672	40,831	48,990
226	**Days**	34,027	42,524	51,022

2006–2007 Proposed Clerical/Technical Classification & Structure
Granbury ISD

Pay Grade

EDSL

Extended Day Site Leader

		Minimum	Midpoint	Maximum
Hourly		***$10.92***	***$13.65***	***$16.38***
187	**Days**	16,336	20,420	24,504
197	**Days**	17,210	21,512	25,815
217	**Days**	18,957	23,696	28,436
226	**Days**	19,743	24,679	29,615

LVN

LVN

		Minimum	Midpoint	Maximum
Hourly		***$12.86***	***$16.08***	***$19.30***
187	**Days**	19,239	24,056	28,873
197	**Days**	20,267	25,342	30,417
217	**Days**	22,325	27,915	33,505
226	**Days**	23,251	29,073	34,894

2006–2007 Proposed Technology Classification & Structure
Granbury ISD

Pay Grade

1

Computer Technician
TV Station Assistant

	Minimum	Midpoint	Maximum
Hourly	***$12.00***	***$15.00***	***$18.00***
187 Days	17,952	22,440	26,928
197 Days	18,912	23,640	28,368
217 Days	20,832	26,040	31,248
226 Days	21,696	27,120	32,544

2

Computer Support Specialist

	Minimum	Midpoint	Maximum
Hourly	***$15.00***	***$18.75***	***$22.50***
187 Days	22,440	28,050	33,660
197 Days	23,640	29,550	35,460
217 Days	26,040	32,550	39,060
226 Days	27,120	33,900	40,680

3

Sr. Computer Support Specialist

	Minimum	Midpoint	Maximum
Hourly	***$18.75***	***$23.44***	***$28.13***
187 Days	28,050	35,066	42,082
197 Days	29,550	36,941	44,333
217 Days	32,550	40,692	48,834
226 Days	33,900	42,380	50,859

GRANBURY ISD

EXTRA DUTY PAY SCHEDULES 2006/2007

DEPARTMENT HEADS:

GRANBURY HIGH SCHOOL

100.00 per teacher supervised

Department:		Extra Pay	Days
English			0
Foreign Language			0
Mathematics			0
Science			0
Social Studies			0
Health/PE			0
Career Technology			0
Fine Arts			0
Special Education		0	2
Lead Transition Teacher		0	2
GHS TOTALS	**90**	**9,000.00**	

CROSSLAND 9TH GRADE CENTER

100.00 per teacher supervised

Department:		Extra Pay	Days
English			
Foreign Language			
Mathematics			
Science			
Social Studies			
Health/PE/CATE/Fine Arts			
Special Education			
CNC TOTALS:	**30**	**3,000.00**	

GRANBURY MIDDLE SCHOOL

100.00 per teacher supervised

Department:		Extra Pay
English/LA/Foreign Language		
Mathematics		
Science		
Social Studies		
Health/PE		
Fine Arts		
Special Education		
GMS TOTALS:	**60**	**6,000.00**

ACTON MIDDLE SCHOOL

100.00 per teacher supervised

Department:		Extra Pay
English/LA/Foreign Language		
Mathematics		
Science		
Social Studies		
Health/PE		
Fine Arts		
Special Education		
AMS TOTALS:	**48**	**4,800.00**

OAK WOODS INTERMEDIATE

800.00 for each Grade Level Chair

Grade Level Chairs

Department:	Extra Pay
4th Grade	800.00
5th Grade	800.00
Special Programs: (Art, Music, PE, G/T, 504,Library and Special Ed)	800.00
OIS TOTALS:	**2,400.00**

BRAWNER INTERMEDIATE

800.00 for each Grade Level Chair

Grade Level Chairs

Department:	Extra Pay
4th Grade	800.00
5th Grade	800.00
Special Programs: (Art, Music, PE, G/T, 504, Library , Special Ed & Bilingual)	800.00
BIS TOTALS:	**2,400.00**

MAMBRINO

800.00 for each Grade Level Chair

Grade Level Chairs

Department:	Extra Pay
PK (1) & Kindergarten (5)	800.00
1st Grade	800.00
2nd Grade	800.00
3rd Grade	800.00
4th Grade	800.00
5th Grade	800.00
Special Programs: (Music, PE, Art, G/T, 504, Library and Special Ed)	800.00
MAMBRINO TOTALS:	**5,600.00**

ACTON ELEMENTARY

800.00 for each Grade Level Chair

Grade Level Chairs

Department:	Extra Pay
P-K & Kindergarten	800.00
1st Grade	800.00
2nd Grade	800.00
3rd Grade	800.00
Special Programs: (Special Ed, Music, PE, 504 & Library)	800.00

AES TOTALS: 4,000.00

BACCUS ELEMENTARY

800.00 for each Grade Level Chair

Grade Level Chairs

Department:	Extra Pay
P-K & Kindergarten	800.00
1st Grade	800.00
2nd Grade	800.00
3rd Grade	800.00
Special Programs (SpecialEd,Music,PE,Hosts & Library)	800.00

BACCUS TOTALS: 4,000.00

EMMA ROBERSON ELEMENTARY

800.00 for each Grade Level Chair

Grade Level Chairs

Department:	Extra Pay
P-K & Kindergarten	800.00
1st Grade	800.00
2nd Grade	800.00
3rd Grade	800.00
Special Programs: (Special Ed, Music, PE, Library and Bilingual)	800.00

640

ERE TOTALS: 4,000.00

GRANBURY ISD
UIL - EXTRA DUTY PAY SCHEDULE

GRANBURY HIGH SCHOOL & CROSSLAND 9TH GRADE CENTER

All stipends are based upon full district representation in all contests and in any District meet where a complete entry is not fielded, the stipend will be subject to reduction accordingly.

Event	No. of Positions	Extra Pay	Meet Attendance Amount
Campus Coordinator	1	1,000.00	
6AAAA District Meet Coordinator	1	400.00	
Cross-Examination Debate	1	Speech/Debate Sponsor	75.00
Lincoln-Douglas Debate	1	Speech/Debate Sponsor	75.00
Extemporaneous Informative Speaking	1	Speech/Debate Sponsor	75.00
Extemporaneous Persuasive Speaking	1	Speech/Debate Sponsor	75.00
Poetry Interpretation	1	400.00	75.00
Prose Interpretation	1	400.00	75.00
Editorial Writing	1	400.00	75.00
Feature Writing	1	400.00	75.00
Headline Writing	1	400.00	75.00
News Writing	1	400.00	75.00
Accounting	1	400.00	75.00
Calculator Applications	1	400.00	75.00
Computer Applications	1	400.00	75.00
Computer Science	1	400.00	75.00
Current Issues and Events	1	400.00	75.00
Literary Criticism	1	400.00	75.00
Mathematics	1	400.00	75.00
Number Sense	1	400.00	75.00
Ready Writing	1	400.00	75.00
Science	1	400.00	75.00
Spelling and Vocabulary	1	400.00	75.00
Social Studies	1	400.00	75.00
One-Act Play	1	1,500.00	75.00
GHS & CNC TOTALS:	**25**	**10,100.00**	**6,900**

UIL - EXTRA DUTY PAY SCHEDULE

Competing in Quad County Middle School District

Event	No. of Positions	Extra Pay	Assisting with District Meet
District Meet Director	1	400.00	
Campus Coordinator	1	200.00	
Art	1	400.00	50.00
Calculator Applications	1	400.00	50.00
Dictionary Skills	1	400.00	50.00
Earth & Life Science	1	400.00	50.00
Impromptu Speaking	1	400.00	50.00
Listening	1	400.00	50.00
Maps, Graphs & Charts	1	400.00	50.00
Mathematics	1	400.00	50.00
Keyboarding	1	400.00	50.00
Modern Oratory	1	400.00	50.00
Number Sense	1	400.00	50.00
One-Act Play +100	1	400.00	50.00
Oral Reading	1	400.00	50.00
Ready Writing	1	400.00	50.00
Social Studies	1	400.00	50.00
Spelling	1	400.00	50.00
*Pantomimes	1	400.00	50.00
*Improvisation	1	400.00	50.00
AMS & GMS TOTALS - EACH:	20	7,800.00	900.00

* Quad County Meet Events not in UIL C&CR

GRANBURY ISD
OTHER - EXTRA DUTY PAY SCHEDULE

GRANBURY HIGH SCHOOL

(The number of positions listed are per campus.)

Responsibility:	No. of Positions	Extra Pay	Days
Academic Decathalon Sponsor	1	1,500	
Band Director/District Coordinator	1	5,200	30
Assistant Band Director	1	3,500	15
Color Guard Instructor	1	2,000	
Cheerleader Sponsor - Varsity	1	2,500	10
Cheerleader Sponsor - Jr.Varsity	1	1,500	10
Choral Director/District Coordinator	1	5,200	20
1st Asst. Choir Director	1	2,500	10
Drama/Theater Arts Sponsor	1	2,000	
Asst. Drama/Theater Arts Sponsor	1	1,500	
Speech/Debate Sponsor	1	2,500	
Drill Team Sponsor	1	2,500	10
Newspaper Sponsor	1	1,000	
Odyssey of the Mind Sponsor	1	500	
Student Council Sponsor	1	1,000	4
Asst.Student Council Sponsor	1	500	4
Yearbook Sponsor	1	1,000	5
Registration	1		5
Instructional Specialist	1		15
GHS TOTALS:	**19**	**36,400**	**138**

OTHER - EXTRA DUTY PAY SCHEDULE

CROSSLAND 9TH GRADE CENTER

Responsibility:	No. of Positions	Extra Pay	Days
Cheerleader Sponsor	1	1,000	4
Assistant Choir Director	1	1,600	
Yearbook Sponsor	1	1,000	
Science Fair Building Coordinator	1	400	
Instructional Specialist	1		15
CNC TOTALS:	**5**	**4,000**	**19**

(The number of positions listed are per campus.)

ACTON MIDDLE SCHOOL

Responsibility:	No. of Positions	Extra Pay	Days
Assistant Band Director	1	3,500	10
Assistant Band Director	1	3,500	15
Cheerleader Sponsor	1	1,000	4
Assistant Choir Director	1	1,600	
Assistant Choir Director	1	1,600	
Yearbook Sponsor	1	1,000	
Geography Bee Sponsor	1	400	
Spelling Bee Sponsor	1	400	
Math Counts Sponsor	1	400	
Science Fair Building Coordinator	1	400	
Instructional Specialist			15
AMS TOTALS:	**10**	**13,800**	**44**

OTHER - EXTRA DUTY PAY SCHEDULE

GRANBURY MIDDLE SCHOOL Responsibility:	No. of Positions	Extra Pay	Days
Assistant Band Director	1	3,500	10
Assistant Band Director	1	3,500	15
Cheerleader Sponsor	1	1,000	4
Asst. Choir Director	1	1,600	
Asst. Choir Director	1	1,600	
Yearbook Sponsor	1	1,000	
Geography Bee Sponsor	1	400	
Spelling Bee Sponsor	1	400	
Math Counts Sponsor	1	400	
Science Fair Building Coordinator	1	400	
Instructional Specialist	1		15
GMS TOTALS:	**11**	**13,800**	**44**

SPECIAL TEACHING ASSIGNMENTS - EXTRA DUTY PAY SCHEDULE

Deaf Education Teacher Stipend	1	6,000
	1	6,000
	1	6,000
Bilingual Teacher Stipend	1	3,000
	1	3,000
	1	3,000
	1	3,000
Lead Speech Pathologist	1	3,000
BTC Teacher/Counselor Stipend	1	2,500
SPECIAL ASSIGNMENT TOTALS:	9	35,500

GRANBURY ISD

ATHLETIC STIPEND SCHEDULE

2006/2007

GRANBURY HIGH SCHOOL CROSSLAND 9TH GRADE CENTER	TEAM	STIPEND	EXTRA DAYS
Campus Coordinator of Boys' Athletics		$3,000	0
Campus Coordinator of Girls' Athletics		$3,000	15
FOOTBALL			
Head Coach	Varsity	$24,147	15
Defensive Coordinator	Varsity	$4,700	15
Offensive Coordinator 1	Varsity	$4,700	15
Assistant 1/Split Coordinator	Varsity	$3,200	10
Assistant Coach/Equipment Manager	Varsity/ JV	$3,700	10
Assistant Coach/Video Manager	Varsity/ JV	$3,700	10
Assistant Coach	Varsity/ JV	$3,200	10
Assistant Coach	Varsity/ JV	$3,200	10
Assistant Coach	Varsity/ JV	$3,200	10
Assistant Coach	Varsity/ JV	$3,200	10
CNC Football Coach	(from AMS)	$3,200	10
CNC Football Coach	(from AMS)	$3,200	10
CNC Football Coach	(from GMS)	$3,200	10
CNC Football Coach	(from GMS)	$3,200	10
VOLLEYBALL			
Head Coach		$5,200	10
Assistant Coach 1	Varsity/JV	$2,500	10
Assistant Coach	Varsity/JV	$1,600	10
Assistant Coach	Varsity/JV	$1,600	10

*High School football and volleyball coaches will always work all of these days. Total # of days for other coaches will be determined by the first day of school and UIL regulations for first day of practice for students. Additionally, extra days in other sports are for holiday practices throughout

GRANBURY HIGH SCHOOL CROSSLAND 9TH GRADE CENTER	TEAM	STIPEND	EXTRA DAYS
BASKETBALL - BOYS			
Head Coach		$5,200	5
Assistant Coach 1	Varsity/JV	$2,500	5
Assistant Coach	Varsity/JV	$1,600	5
Assistant Coach	Varsity/JV	$1,600	5
Assistant Coach	Varsity/JV	$1,600	5
BASKETBALL - GIRLS			
Head Coach		$5,200	5
Assistant Coach 1	Varsity/JV	$2,500	5
Assistant Coach	Varsity/JV	$1,600	5
SOCCER - BOYS			
Head Coach		$5,200	5
Assistant Coach 1	Varsity/JV	$2,500	5
Assistant Coach	Varsity/JV	$1,600	5
SOCCER - GIRLS			
Head Coach	Varsity/JV	$5,200	5
Assistant Coach 1	Varsity/JV	$2,500	5
Assistant Coach	Varsity/JV	$1,600	5
TRACK - GIRLS			
Head Coach	Varsity/JV	$5,200	5
Assistant Coach 1	Varsity/JV	$2,500	5
Assistant Coach	Varsity/JV	$1,600	5
Assistant Coach	Varsity/JV	$1,600	5
TRACK - BOYS			
Head Coach	Varsity/JV	$5,200	5
Assistant Coach 1	Varsity/JV	$2,500	5
Assistant Coach	Varsity/JV	$1,600	5
Assistant Coach	Varsity/JV	$1,600	5
CROSS COUNTRY			
Head Coach		$5,200	5
Assistant Coach	Varsity/JV	$2,500	5
GOLF - GIRLS			
Head Coach	Varsity/JV	$5,200	7
Assistant JV Coach	Junior Varsity	$1,500	0
GOLF - BOYS			
Head Coach	Varsity/JV	$5,200	7
Assistant JV Coach	Junior Varsity	$1,500	7

GRANBURY HIGH SCHOOL CROSSLAND 9TH GRADE CENTER	TEAM	STIPEND	EXTRA DAYS
TENNIS			
Head Coach		$5,200	10
Assistant Coach	Varsity/JV	$3,000	10
BASEBALL			
Head Coach		$5,200	5
Assistant Coach 1	Varsity/JV	$2,500	5
Assistant Coach	Varsity/JV	$1,600	5
Assistant Coach	Varsity/JV	$1,600	5
SOFTBALL			
Head Coach		$5,200	5
Assistant Coach 1		$2,500	5
Assistant Coach		$1,600	5
SWIMMING			
Head		$5,200	5
Assistant Coach 1	Varsity/JV	$3,000	5
WEIGHT LIFTING/POWER LIFTING			
Head Coach		$4,100	5
Assistant Coach		$1,600	5
Assistant Coach		$1,600	5
TRAINERS			
Athletic Trainer		$6,900	22
Athletic Trainer		$6,900	22
GRANBURY HIGH SCHOOL & CROSSLAND 9TH GRADE CENTER ATHLETIC STIPEND TOTALS:		**227,647**	**475**

ACTON MIDDLE SCHOOL	TEAM	STIPEND	EXTRA DAYS
Campus Coordinator of Boys' Athletics		$600	3
Campus Coordinator of Girls' Athletics		$600	2
FOOTBALL			
Head Coach	8th	$2,800	5
Assistant Coach	8th	$1,600	5
Assistant Coach	8th	$1,600	5
Head Coach	7th	$1,600	5
Assistant Coach	7th	$1,600	5
Assistant Coach	7th	$1,600	5
VOLLEYBALL			
Head Coach	8th	$2,800	5
Assistant Coach	8th	$1,600	5
Head Coach	7th	$1,600	5
Assistant Coach	7th	$1,600	5
BASKETBALL - BOYS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
BASKETBALL - GIRLS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
TRACK - GIRLS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
TRACK - BOYS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
ACTON MIDDLE SCHOOL ATHLETIC STIPEND TOTALS:		50,000	55

GRANBURY MIDDLE SCHOOL	TEAM	STIPEND	EXTRA DAYS
Campus Coordinator of Boys' Athletics		$600	3
Campus Coordinator of Girls' Athletics		$600	2
FOOTBALL			
Head Coach	8th	$2,800	5
Assistant Coach	8th	$1,600	5
Assistant Coach	8th	$1,600	5
Head Coach	7th	$1,600	5
Assistant Coach	7th	$1,600	5
Assistant Coach	7th	$1,600	5
VOLLEYBALL			
Head Coach	8th	$2,800	5
Assistant Coach	8th	$1,600	5
Head Coach	7th	$1,600	5
Assistant Coach	7th	$1,600	5
BASKETBALL - BOYS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
BASKETBALL - GIRLS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
TRACK - GIRLS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
TRACK - BOYS			
Head Coach	8th	$2,800	
Assistant Coach	8th	$1,600	
Head Coach	7th	$1,600	
Assistant Coach	7th	$1,600	
GRANBURY MIDDLE SCHOOL ATHLETIC STIPEND TOTALS:		$50,000	55