



NATALIA INDEPENDENT SCHOOL DISTRICT

P.O. Box 548, 8th & Pearson St.

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Board of Trustees

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Vice President

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Transportation Director

The Board of Trustees will hold a Regular Meeting on Monday, October 10, 2016, at 6:30 PM in the Natalia Jr. High Cafeteria, Natalia Junior High School.

AGENDA

1. Call to Order, Pledge of Allegiance, Prayer, Welcome and Recognition of Visitors
2. Roll Call, Establish Quorum
3. Acceptance of Agenda
4. Approval of Minutes
 - A. Regular Board Meeting - September 12, 2016 3
5. Public Comments
6. Presentations - Dr. Hensley Cone, Superintendent of Schools
Presenter: Dr. Hensley Cone
 - A. Student of the Month - Elementary
 - B. Teacher of the Month -ECC
 - C. Staff of the Month - Food Service
 - D. Recognition of Campuses for Student Attendance
 - E. Recognition of Campus with Top Staff Attendance
 - F. Principal Resolution and Recognition Award 6
7. Consider and take possible action regarding District and Campus Improvement Plans 8
8. Consider and take possible action on the purchase of above \$25,000.00
 - A. Suburban 154
 - B. Truck 157
 - C. Air Conditioning Unit in Jr. High Gym 159
9. Consider and take possible action on TASB Update 105 - 2nd Reading 160
10. Consider and take possible action on TASB Update 106 - 1st Reading 206
11. Consider and take possible action on transferring hiring authority from Superintendent back to Natalia ISD School Board
12. Academic Updates
 - A. Curriculum and Instruction - D. Stewart 212
 - B. Special Programs - L. Buenrostro 214
13. Business Manager Report- C. Garcia
 - A. Asset Report 221
 - B. Tax Report 222
 - C. Cafeteria Report 223
 - D. Financial Report 224
 - E. Check Register 232
14. Consider and take possible action declaring each Thursday as College Spirit Day to emulate dress code regulation(s) that occur on Natalia ISD Spirit Day(Fridays).

"Building Lives, Utilizing Education"



15. EXECUTIVE SESSION: The Board of Trustees will convene in closed session pursuant to Texas Government Code, Chapter 551 Pursuant to Section 551.071 and 551.074 of Texas Gov't. Code, deliberations regarding,
 - A. Pursuant to Texas Government Code section 551.074 discussion regarding board member duties, roles and responsibilities.
 - B. Pursuant to Texas Government Code section 551.071 consultation with attorney regarding board member duties, roles and responsibilities
16. The Board Returns to Open Session,
 - A. Consider and Take Possible Action Regarding board member duties, roles, and responsibilities.
17. Announcements,
 - A. Fall Festival October 25, 2015 5:30- 7:00p.m.
 - B. Regular Board Meeting November 14, 2016
 - C. Elementary events/ Family Reading Night - November 3, 2016 5:00 -7:00pm

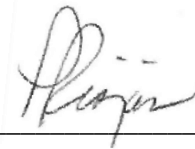
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If during the course of the meeting covered by this Notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this Notice, then such closed session as authorized by Section 551.001 et. Seq. of the Texas Government code (Open Meetings Act) will be held by the Board after the commencement in open session of the meeting covered by this Notice. Such closed session may concern any or all of the subjects and be conducted for any and all purposes permitted by Sections 551.071 through and including Section 551.084 of the Texas Open Meetings Act, including, but not limited to, private consultation with the Board's attorney on any or all subjects or matters authorized by law. Should any action, decision or vote be required in the opinion of the Board with regard to any matter considered in such closed session, then such action, decision or vote shall be either at the open meeting covered by this Notice, upon the adjournment of this closed session, or at a subsequent public meeting of the Board, upon notice thereof, the Board shall determine.



Eric Smith
NISD Board President

Posted: _____



Date & Time: Friday, October 7, 2016
@5:00p.m.

THE STATE OF TEXAS	X	NATALIA INDEPENDENT SCHOOL DISTRICT
COUNTY OF MEDINA	X	REGULAR MEETING, BOARD OF TRUSTEES

1. Board President Eric Smith called the Regular Board meeting to order on Monday, September 12, 2016, at 6:30 p.m. Pledge of Allegiance was recited; and Eric Smith led in prayer and welcomed the visitors.

2. Roll Call, Establish Quorum

Present: Eric Smith – President
 Paul Almendarez – Vice President
 Jack Bradley –Secretary
 Gloria Vasquez – absent
 Fernando Garza
 Tiffany Rodriguez
 Andrew Besa

3. Motion was made by Jack Bradley and seconded by Paul Almendarez to accept the agenda as presented. Motion carried 6 – 0

4. Motion was made by Fernando Garza and seconded by Andrew Besa to approve minutes as presented :

- A. Regular Board Meeting, Monday, August 8th, 2016
- B. Special Board Meeting, Monday, August 15th, 2016
- C. Special Board Meeting, Monday, August 22nd, 2016
- D. Special Board Meeting, Monday, August 22nd, 2016

Motion carried 6-0

5. Into Executive Session at 6:33p.m.

A. Personnel including but not limited to Administrative Appointments pursuant to Government Code 551.074

- 1. Transportation Coordinator
- 2. Director of Food Services

6. Matters from Executive Session – out of executive session at 7:24p.m.

A. Personnel including but not limited to Administrative Appointments pursuant to Government Code 551.074

- 1. Possible Action Regarding Routine Personnel including but not limited to Administrative Appointments. Presenter: Dr. Cone

2. Director of Food Services – Joey Moczygemba was recommended: Motion was made by Jack Bradley, seconded by Andrew Besa to approve as presented. Motion carried 6-0
 3. Transportation Coordinator – Samuel Bluemel was recommended: Motion was made by Andrew Besa to approve as presented, seconded by Tiffany Rodriguez. Motion carried 6-0
 4. Introductions
7. Business for Possible Board Action
- A. Consider and take possible action regarding cancellation of Election. Presenter: Ms. Garcia
 1. Receipt and Acceptance of Certification of Unopposed Status for School Trustee Candidates Jack Bradley (Full Term) and Eric Owens (Full Term) for the November 8, 2016 Trustee Election.
Motion was made by Tiffany Rodriguez to approve action as presented, seconded by Fernando Garza. Motion carried 5-1, with Jack Bradley abstaining.
Recibo y Aceptacion del Certificado de Status de Candidates Sin Oposicion para Los Miembros Directivos Escolares Jack Bradley (Perfodo Complete) y Eric Owens (Periodo Completo) para la Eleccion de Miembros Directivos de Noviembre 8, 2016.
 2. Order of Cancellation of the November 8, 2016 Trustee Election and to declare School Trustee Candidates Jack Bradley (Full Term) and Eric Owens (Full Term) elected to Office
Orde de Cancelacion de la Eleccion de Miembros directivos de Noviembre 8, 2016 y para Declarar que los Candidatos para Miembros Directivos Escolares Jack Bradley (Perfodo Complete) y Eric Owens (Perfodo Completo) son elegidos para el Cargo.
Motion was made by Tiffany Rodriguez to approve action as presented, seconded by Fernando Garza. Motion carried 5-1, with Jack Bradley abstaining.
 - B. Consider and taken action on the number of Random Student Drug and Alcohol test to be administered each month pursuant to FNF (LOCAL) Presenter: Dr. Cone
Motion was made by Andrew Besa to approve action as presented, seconded by Paul Almendarez. Motion carried 6-0
 - C. Consider and take possible action regarding NISD 2016-2017 TTESS Evaluators. Presenter: Dr. Cone - Motion was made by Fernando Garza to approve action as presented, seconded by Andrew Besa. Motion carried 6-0
 - D. Consider and take possible action regarding NISD 2016-2017 TTESS Timeline. Presenter: Dr. Cone - Motion was made by Eric Smith and seconded by Tiffany Rodriguez to approve action as presented. Motion carried 6-0
 - E. Consider and take possible action regarding Team of 8 Training - November 28, 2016 from 6:00 - 9:00pm – Motion was made by Eric Smith and seconded by Fernando Garza. Motion carried 6-0
8. Reports
- A. Organizational Structure. Presenter: Dr. Cone
 - B. Academic Report. Presenter: Mr. Stewart
 - C. Financial Report. Presenter: Ms. Garcia
 1. Concession Stand Project Update

2. Check Register
3. Financial Report
9. Announcements
 - A. NISD Board Recognition Dinner - Viola's Ventanas, September 24th @ 6:30 p.m.
 - B. Fall Festival - Tuesday, October 25, 2016
10. Public Comments
11. Motion was made by Andrew Besa and seconded by Jack Bradley to adjourn meeting. Motion carried 6-0 Meeting was adjourned at 8:22 p.m.

Eric Smith, NISD President

Jack Bradley, NISD Secretary

National Principals Month Resolution

~~Suggested language for state resolutions~~

Expressing support for the nation's principals by designating the month of October in the year 2016 as "**National Principals Month.**"

Whereas the **Natalia ISD** has declared the month of October 2016 as "**National Principals Month**" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals, working with the U.S. Congress, to designate "**National Principals Month**" and resolutions thereof;

Whereas the vision, dedication, and determination of a principal provides the mobilizing force behind any school reform effort;

Whereas principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people, the most valuable resource;

Whereas principals will play a vital role in successful implementation of the Every Student Succeeds Act (ESSA);

Whereas principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives for schools to achieve educational excellence;

Whereas **Natalia ISD** honors such exemplary elementary and middle level public, private, and independent school leaders committed to serving students from prekindergarten to grade eight (pre-K–8) in their profession;

Whereas **Natalia ISD** recognizes outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students, as well as their exemplary contributions to the profession;

Whereas to honor and recognize the contribution of all school principals and assistant principals at all grade levels to the success of students in Texas elementary and secondary schools; and to encourage residents of Texas to observe "**National Principals Month**" with appropriate ceremonies and activities that promote awareness of school leadership's role in ensuring that every child has access to a high-quality education.

Be it resolved –

in honor of the service of all elementary, middle level, and high school principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the month of October 2016 is hereby designated in Texas to be "**National Principals Month.**"

Natalia Independent School District

Natalia High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Science
Top 25% Closing Performance Gaps



Mission Statement

In our relentless pursuit of academic excellence, Natalia High School maintains high expectations for all students that makes learning the priority.

Vision

Natalia High School is a campus focused on potential. With our focus on growth, we can celebrate past distinctions of achievement as well as future growth toward fulfillment. Developing potential is a process, not a product. Natalia High School is committed to seeking out and growing the very best in each student's intellect and contributions to this community and beyond, with the support of educators, families, and community.

Value Statement

P-Pride

R-Respect

I-Integrity

D-Determination

E-Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Natalia High School serves students enrolled in 9th - 12th grades in Natalia ISD.

Enrollment: 310 (84 - 9th grade), (67 - 10th grade), (86 - 11th grade), (73 - 12th grade).

Ethnic Distribution: African American - 1.3%; Hispanic - 79%; White - 18%; Asian - .3%; Pacific Islander - .6%; Two or More Races - 1.0%

Economically Disadvantaged: 84%

At-Risk: 68.4%

English Language Learners: 3.9%

Student Enrollment by Program:

- Bilingual/ESL Education - 3.9%
- Career & Technical Education - 87.9%
- Gifted & Talented Education - 4.8%
- Special Education - 10.65%

Demographics Strengths

Class size averages are considered a demographic strength:

- Mathematics classes averaged 16.2, compared to 18.1 from the State
- Science classes averaged 13.9, compared to 19.1 from the State
- Social Studies classes averaged 18.1, compared to 19.6 from the State

Demographics Needs

Post-secondary attainment and its barriers for at-risk and economically disadvantaged students must be understood and addressed by all staff.

Professional development and supports are needed in order to better meet the needs of English Language Learners and Special Education students.

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Student Achievement

Student Achievement Summary

STAAR Percent at Phase in Satisfactory Standard or above

	Natalia	State
Algebra I	64%	77%
Biology	91%	87%
English I	56%	60%
English II	63%	64%
US History	89%	91%

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Our Retest rates

Student Achievement Strengths

Three state distinctions earned:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25% Closing Performance Gaps

40% students Eng II and 26% Students in Algebra 1 met progress measures

Student Achievement Needs

STAAR Postsecondary Readiness

College and Career Readiness

School Culture and Climate

School Culture and Climate Summary

A spirit of potential and achievement is ready to be further activated. Parents, students and staff are anxious to work hard and work together to strengthen the successes and address the challenges at Natalia High School.

School Culture and Climate Strengths

The school and community identify as one to a high degree.

There are longstanding traditions that build history, pride and a sense of community.

Students exhibit family values of hard work and respect.

14 School Culture and Climate Needs

Consistent staffing and leadership are needed. Natalia High School has had four different Principals in four years, as well as four different Counselors in four years. 18% of teachers were new to Natalia High School in 2015-2016; in 2016-2017, 28% of teachers will be new to the campus. Relationships and trust, which are built together over time, between staff and students and their families are critical to success.

Staff surveys have noted safety concerns with campus accessibility, and with emergency preparedness.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff are highly qualified and certified in the subjects they teach.

Retention of quality staff is a priority of Natalia High School, as reflected in the 18%-28% of new teachers to the campus over the past two years.

Staff Quality, Recruitment, and Retention Strengths

Along with being highly qualified, many teachers are certified in multiple areas adding layers of experience and skills to the campus.

Staff take on multiple duties and spend many off-duty hours sponsoring and supporting students.

Staff Quality, Recruitment, and Retention Needs

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Clear and consistent instructional and professional expectations from the campus and district levels are needed. Many programs and strategies have been initiated over the past few years and, due to numerous transitions, these have not been followed through upon.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teaching has been primarily TEKS based and teachers have worked together to stay focused on student needs and achievement.

Curriculum, Instruction, and Assessment Strengths

In spite of staff and leadership changes, teachers have maintained regular student assessments, coordinated instruction and planning and raised scores on state assessments.

Teachers and staff seek out additional resources to supplement curriculum and instructional tools.

Curriculum, Instruction, and Assessment Needs

19 Clear and consistent instructional and professional expectations from the campus and district levels are needed. Many programs and strategies have been initiated over the past few years and, due to numerous transitions, these have not been followed through upon.

Family and Community Involvement

Family and Community Involvement Summary

Family and community are very proud of their schools and students.

There is a desire for greater communication and involvement with the school.

Family and Community Involvement Strengths

Traditions and community/school pride.

A desire to know what is going on at the school.

A commitment to support students and schools in any way possible.

17 Family and Community Involvement Needs

Clear and consistent systems of communication and opportunities for engagement between family/community and school have broken down with years of major transitions.

Systems need to be rebuilt.

School Context and Organization

School Context and Organization Needs

Campus safety audit and updated emergency plan in line with district guidelines.

Increased parental involvement in campus planning.

Increased communication and shared activities with Natalia Junior High and Elementary/Early Childhood campuses.

Technology

Technology Needs

Update computer lab in 200 hallway.

Assess possibility of on-to-one technology for students.

Assess how to provide additional tech support and training to teachers.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

21 Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Support Systems and Other Data






- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st century student needs.

Performance Objective 1: In Algebra I we will have 75% of our students meet State standards.

Summative Evaluation: STAAR reports

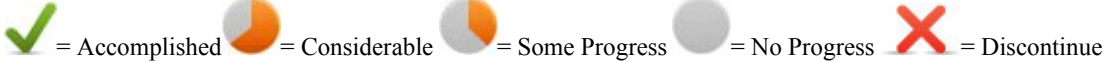
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) We will do mastery checks as formative assessments every three weeks.		EOC teachers Principal	Reports from Eduphoria and district designed benchmarks				
Funding Sources: 199-Local							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) Students will participate in an Accelerated Math EOC class for preparing them to meet State standards. Utilize Think Through Math and Khan Academy	3, 8	math teacher, principal, counselor	# of students who meet standards in December, March/April, and May				
Funding Sources: 199-Local							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 3) Math teachers will provide school tutorials for students outside of school hours, including Saturday school.	3, 8	math teachers	# of students passing Algebra I EOC				
Funding Sources: 199-SCE - \$10000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st century student needs.

Performance Objective 2: In Biology I we will have 95% of our students meet State standards.

Summative Evaluation: STAAR reports


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will be given an opportunity to receive remediation through the computer software programs and out of school hour tutorials.</p> <p>Utilize Khan Academy</p>	8	biology teacher	# of students who meet state standard				
Funding Sources: 199-Local							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Science teachers will be given an opportunity to attend the CAST science conference.</p>	1, 4	science teachers, principal	attendance at conference, implementing new lessons and strategies.				
Funding Sources: 255-Title II - \$250.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Biology teacher will attend an EOC Review workshop at Region 20 to enhance knowledge of the Biology I EOC.</p>	4	principal, Biology teacher	attendance and evidence of better EOC scores				
Funding Sources: 199-Local							
							

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Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st century student needs.

Performance Objective 3: In English EOC we will have 70% of our students meet State standards.

Summative Evaluation: STAAR reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) We will do mastery checks as formative assessments every three weeks.	2	EOC teachers Principal	Reports from Eduphoria and district designed bench marks				
Funding Sources: 199-Local							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) Students will participate in an Accelerated EOC remediation class to help them meet State standards. Utilize Apex Learning	2	English teachers	# of students who meet passing standards				
Funding Sources: 199-Local							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 3) In the English I class we will use Measuring Up as a resource to enhance student preparation for English I EOC exam.	8, 9	English I teacher, principal, District instructional facilitator	EOC scores				
							

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Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st century student needs.

Performance Objective 4: In US History we will have 95% of our students meet State standards.

Summative Evaluation: STAAR reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) Students will participate in after school or Saturday school tutorials. Utilize Khan Academy	3	US History teacher	# of students meeting state standards on EOC				
Funding Sources: 199-Local							

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Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st century student needs.

Performance Objective 5: We will ensure that all our students participate in a coherent sequence of CTE classes.

Summative Evaluation: PEIMS data, schedules , performance in College and Career Readiness portion of System Safeguards






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 1) Incoming freshmen will adhere to an endorsement plan or four year plan where CTE classes are taken in a coherent sequence.	3	counselor, principal, CTE teachers	schedules, endorsement plans				
Funding Sources: 199-Local							

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Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st century student needs.

Performance Objective 6: We will raise postsecondary readiness scores from 42% to 52%, or new passing percent required by the state to reach Quartile1.






Summative Evaluation: Performance level in Indicator 1 of 2017 Index 4: Postsecondary Readiness Calculation Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Three week benchmarks based on department and district developed assessments</p>		EOC Teachers, Principal, Counselor	Students scoring at or above what would be Final level 2 on two or more STAAR/EOC tests				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st century student needs.

Performance Objective 7: We will address the unique needs of our campus sub-populations in order to support student success.

Summative Evaluation: Number of students identified and performance of state assessments.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) We will promptly and correctly identify students who qualify as Special Ed, 504/Dyslexia, GT and/or English Language learners.</p>		Counselor, Principal, District Diagnostician	# of students identified				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) We will hold required and timely meetings to develop appropriate educational plans/supports for identified students.</p>		Counselor, Principal	Meeting notes and individual student plans				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) We will utilize resources in addition to TEKS based curriculum in order to support the unique learning needs of our identified students.</p> <p>Utilize Lexia, A+, Study Island, Eduphysics, Brain Pop, Sapling Learning, Book Share</p>		Counselor, Principal	# of students utilizing additional resources and evidence of success rate within those resource programs				
<p>Funding Sources: 199-Local</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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Goal 2: To establish partnerships with the community which are mutually beneficial and demonstrate a shared appreciation for the District's vision.

Performance Objective 1: Conduct a Natalia School Traditions Share Fair to promote and strengthen school/community relations.


Summative Evaluation: Number of participants and attendees

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Students and staff will organize and structure a traditions share fair.	6	Principal and Counselor	# of people from the community and other campuses who participate				
		Funding Sources: 199-Local					
							

Goal 2: To establish partnerships with the community which are mutually beneficial and demonstrate a shared appreciation for the District's vision.

Performance Objective 2: We will conduct two Open House Nights per school year.


Summative Evaluation: Number of signatures of attendees.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) October's Open House will be in conjunction with the first report card.	6	counselor, principal, and teachers	# of parents signed in				
Funding Sources: 199-Local							
Critical Success Factors CSF 5 CSF 6 2) Spring Open House night will be in conjunction with the dissemination of report cards.	6	principal, counselor, teachers	# of parents signed in				
Funding Sources: 199-Local							
							

Goal 2: To establish partnerships with the community which are mutually beneficial and demonstrate a shared appreciation for the District's vision.

Performance Objective 3: In cooperation with the city of Natalia students will participate in city-wide activities.


Summative Evaluation: # of activities, # of school organizations involved

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Students will participate in the Veteran's Day Celebration, Christmas Tree Lighting Ceremony, and Blue Bonnet Festival.	6	Teachers, sponsors, principal	# of students and organizations participating				
Funding Sources: 199-Local							
							

Goal 2: To establish partnerships with the community which are mutually beneficial and demonstrate a shared appreciation for the District's vision.

Performance Objective 4: Will conduct two parent information meetings regarding Graduation Planning and College Readiness.


Summative Evaluation: Number of signatures of attendees.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 1) College Readiness meeting in the Fall semester and Graduation Planning meeting in the Spring semester		Counselor, Principal	Number of signatures and attendees				
Funding Sources: 199-Local - \$200.00							
							

Goal 3: To support a tenured faculty and staff who, through cultivated teamwork, create a meaningful and supportive environment.

Performance Objective 1: Natalia High School will reduce the number of teacher resignations by 30%.






Summative Evaluation: Number of returning teachers

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) New teachers will be mentored through partnering with their department chair and receiving orientation sessions with the Principal.</p>	1, 3, 4, 5	Principal, department chair, mentee	number of teachers returning				
Funding Sources: 199-Local							
							

Goal 3: To support a tenured faculty and staff who, through cultivated teamwork, create a meaningful and supportive environment.

Performance Objective 2: We will utilize the T-TESS rubric and growth model to train and support teachers individually and in their Professional Learning Communities (PLCs).

Summative Evaluation: Agendas, T-TESS evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Teachers participate in Professional Learning Communities and individually focused T-TESS goal attainment.</p>	2, 4, 8	Principal	Agendas, T-TESS evaluations				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: To support a tenured faculty and staff who, through cultivated teamwork, create a meaningful and supportive environment.

Performance Objective 3: Provide group and individual ways to boost staff morale.






Summative Evaluation: Staff surveys.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) "It's Your Week"--Staff member celebrated each week		Principal, Counselor	Staff responses				
Critical Success Factors CSF 6 CSF 7 2) "Wednesday Refuels"--Last Wednesday of each month themed snack and visit time after school		Counselor, Principal	# of participants				

Goal 4: To offer extensive curricular, co-curricular, and extra-curricular programs in order to maximize students' opportunities to participate and succeed.

Performance Objective 1: We will expand dual credit offerings to sophomores who qualify.






Summative Evaluation: number of students enrolled in dual credit classes.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Freshmen will be given an opportunity to challenge the TSI in order to qualify for dual credit.</p>	2	counselor	# of freshmen who qualify for dual credit classes				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: To offer extensive curricular, co-curricular, and extra-curricular programs in order to maximize students' opportunities to participate and succeed.

Performance Objective 2: Re-establish and maintain National Honor Society and Student Council chapters to provide leadership and service opportunities to students.






Summative Evaluation: Active chapters; # of students involved; # of students participating in leadership activities (conferences, workshops, etc.)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Annual dues paid; selections and orientations provided; leadership participation opportunities offered</p>		Principal and Counselor	Active chapters; # of students involved; # of students participating in leadership activities (conferences, workshops, etc.)				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: To offer extensive curricular, co-curricular, and extra-curricular programs in order to maximize students' opportunities to participate and succeed.

Performance Objective 3: Increase TSI and SAT participation and passing rates from 32.4% to 50%.

Summative Evaluation: Score of 50% (100 points, or more) on Indicator 4 of 2017 Index 4 of Postsecondary Readiness Calculation Report.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 1) Seek funding to pay for first time administration of TSI and SAT tests		Principal, Counselor	Funding approved				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 2) Orient students and parents to TSI and SAT process and advantages		Counselor, Principal	Sign-in sheets from orientation sessions				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 3) Provide practice materials and online resources prior to test administrations Khan Academy, TSI and ACT online practice		Counselor, Principal	# of students utilizing available resources				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 4) facilitate application process for taking TSI and SAT for as many students as possible		Counselor, Principal	# of students taking tests and receiving passing scores				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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Goal 5: To develop students whose actions reflect their respect for all in the community and at school.

Performance Objective 1: We will incorporate an anti-bullying program.






Summative Evaluation: difference between pre-and post-survey responses

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) All school assembly will give students a perspective on bullying. 2) District on-line Bullying reporting tool		Counselor, SRO, Principal	Pre- and post-surveys				
	6	Counselor	number of reports				
							

Goal 5: To develop students whose actions reflect their respect for all in the community and at school.

Performance Objective 2: Students will participate in various city-wide activities, such as Veteran's Day, Christmas Tree Lighting Ceremony, and the Blue Bonnet Festival.


Summative Evaluation: agendas, videos, and sign in sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Students will participate in various city-wide activities.</p>	6	organization sponsors	# of organizations participating in activities.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Students will be given an opportunity to do can food drives, community clean up, and coordinate an Easter egg hunt for the Primary students.</p>	6	principal, counselor, sponsors	# of students participating in the projects				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: To develop students whose actions reflect their respect for all in the community and at school.

Performance Objective 3: Students in National Honor Society and FFA will do community service hours.


Summative Evaluation: Log of hours accumulated.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Students will log hours doing community service projects.	6	sponsors	# of hours accumulated.				
							

Goal 5: To develop students whose actions reflect their respect for all in the community and at school.

Performance Objective 4: Investigate the development of P.R.I.D.E. character traits.






Summative Evaluation: Development of clearly articulated P.R.I.D.E. traits and process for student recognition

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Meet once each nine weeks with student leaders to discuss and define P.R.I.D.E. character traits</p>		Principal, Counselor	Clearly articulated traits, meeting agendas and sign-in sheets				
<p>Critical Success Factors CSF 6</p> <p>2) Meet once each nine weeks with student leaders to discuss and develop process for student recognition based on P.R.I.D.E. traits</p>		Principal, Counselor	Clearly developed process for student recognition, meeting agendas and sign-in sheets				
							

Goal 6: Develop comprehensive school safety plan in coordination with district and community entities.

Performance Objective 1: Scheduled, planned and practiced emergency drills

Summative Evaluation: Completion of scheduled events

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Monthly fire drills</p>		Principal, principal's Secretary	Completion of monthly fire drills				
<p>Critical Success Factors CSF 6</p> <p>2) Two shelter-in-place emergency drills: one each semester</p>		Principal, SRO	Completion of drills				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Develop comprehensive school safety plan in coordination with district and community entities.

Performance Objective 2: Clear and posted signage for emergency situations

Summative Evaluation: Evidence of clear and posted signage

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Assess campus emergency signage postings and needs		Principal, SRO, Maintenance Director	Fully posted emergency signage for all campus areas				

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State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	We will do mastery checks as formative assessments every three weeks.
1	1	2	Students will participate in an Accelerated Math EOC class for preparing them to meet State standards. Utilize Think Through Math and Khan Academy
1	1	3	Math teachers will provide school tutorials for students outside of school hours, including Saturday school.
1	2	1	Students will be given an opportunity to receive remediation through the computer software programs and out of school hour tutorials. Utilize Khan Academy
1	2	2	Science teachers will be given an opportunity to attend the CAST science conference.
1	2	3	Biology teacher will attend an EOC Review workshop at Region 20 to enhance knowledge of the Biology I EOC.
1	3	1	We will do mastery checks as formative assessments every three weeks.
1	3	2	Students will participate in an Accelerated EOC remediation class to help them meet State standards. Utilize Apex Learning
1	3	3	In the English I class we will use Measuring Up as a resource to enhance student preparation for English I EOC exam.
1	4	1	Students will participate in after school or Saturday school tutorials. Utilize Khan Academy
1	5	1	Incoming freshmen will adhere to an endorsement plan or four year plan where CTE classes are taken in a coherent sequence.
1	6	1	Three week benchmarks based on department and district developed assessments
2	4	1	College Readiness meeting in the Fall semester and Graduation Planning meeting in the Spring semester
4	1	1	Freshmen will be given an opportunity to challenge the TSI in order to qualify for dual credit.
4	3	1	Seek funding to pay for first time administration of TSI and SAT tests
4	3	2	Orient students and parents to TSI and SAT process and advantages
4	3	3	Provide practice materials and online resources prior to test administrations Khan Academy, TSI and ACT online practice
4	3	4	facilitate application process for taking TSI and SAT for as many students as possible

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State Compensatory

Budget for Natalia High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611800001024000	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
19911611900001024000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$13,332.00
19911612900001024000	6129 Salaries or Wages for Support Personnel	\$10,108.00
19912612900001024000	6129 Salaries or Wages for Support Personnel	\$8,889.00
6100 Subtotal:		\$42,329.00
6300 Supplies and Services		
19931633900001024000	6339 Testing Materials	\$500.00
19911639900001024000	6399 General Supplies	\$2,000.00
19931639900001024000	6399 General Supplies	\$300.00
19932639900001024000	6399 General Supplies	\$400.00
6300 Subtotal:		\$3,200.00
6400 Other Operating Costs		
19911649900001024000	6499 Miscellaneous Operating Costs	\$500.00
6400 Subtotal:		\$500.00

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Campus Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		199-11-6118-00-001-024000	\$10,000.00
Sub-Total					\$10,000.00
255-Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$250.00
Sub-Total					\$250.00
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1	Kahn Academy		\$0.00
1	5	1	Carl Perkins Grant		\$0.00
1	7	3			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	4	1			\$200.00
3	1	1			\$0.00
Sub-Total					\$200.00

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Grand Total	\$10,450.00
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Natalia Independent School District
Natalia Junior High
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



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Mission Statement

Natalia Junior High School is committed to providing a 21st century student-centered learning environment that encourages academic and personal excellence through the continuous development of responsible behaviors and attitudes of all students, staff, and community members involved.

Core Beliefs

Leadership: Exemplifying and influencing positive attitudes and behaviors

Excellence: Continuously performing to our maximum potential

Dedication: Demonstrating a personal commitment to accomplishing our goals

Respect: Treating others how we would want to be treated

Comprehensive Needs Assessment

Demographics

Demographics Summary

Natalia Junior High School serves students enrolled in 6th - 8th grades in Natalia ISD.

Enrollment: 240 (88 - 6th grade), (79 - 7th grade), and (73 - in 8th grade.)

Ethnic distribution: African American - 1 (0.4%); Hispanic - 196 (81.7%); White - 39 (16.3%); Pacific Islander - 1 (0.4%); Two or More Races - 3 (1.3%)

Economically Disadvantaged: 157 (65.4%)

At-Risk: 140 (58.3%)

English Language Learners (ELL): 12 (5.0%)

Gifted & Talented: 16 (6.7%)

Special Education: 32 (13.3%)

*** Source: 2014-2015 Texas Academic Performance Report

Demographics Strengths

Class size averages are considered a demographic strength:

- English Language Arts classes averaged 16.4, compared to 17.2 from the State
- Mathematics classes averaged 12.9, compared to 18.1 from the State

- Science classes averaged 16.1, compared to 19.1 from the State
- Social Studies classes averaged 14.2, compared to 19.6 from the State

*** Source: 2014-2015 Texas Academic Performance Report

Demographics Needs

Professional development is needed in dealing with students in economically disadvantaged situations. When comparing the ethnicity of students to teachers, there is a 81.7% Hispanic student population to a 16.3% White student population, and a 43.1% Hispanic teacher population to a 47.1% White teacher population.

There is a significant difference in the average years experience of teachers with the District - 4.0% compared to the State's 7.5%.

The campus has a high percentage of students receiving special education services: 13.3% compared to the State's 8.5%.

The campus is in need of a consistent discipline management plan. There was a 5.7% rate of students with Disciplinary Placements in 2013-2014 when compared to the State's 1.5%.

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We continue to have a high rate of At-Risk students. Therefore, we need to keep teachers updated with the latest, research-based professional development for the 21st century child, especially children of poverty.

We need to recruit and retain highly qualified teachers keeping the demographics of our student body in mind.

*** Source: 2014-2015 Texas Academic Performance Report

Student Achievement

Student Achievement Summary

STAAR Percent at Level II: Satisfactory

2016

6th grade

Reading 51%

Mathematics 69%

7th grade

Reading 59%

Mathematics 60%

Writing 43%

53

8th grade

Reading 85%

Mathematics 74%

Science 45%

Social Studies 59%

Student Achievement Needs

STAAR Percent at Level III: Advanced

2016

6th grade

Reading 5%

Mathematics 8%

7th grade

Reading 10%
Mathematics 17%
Writing 3%

8th grade

Reading %
Mathematics 74%
Science 3%
Social Studies 4%

System Safeguards (State Target - 60%)

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	<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>	<u>Science</u>	<u>Social Studies</u>
All Students			N	N	N
Hispanic			N	N	N
White	N				
Economically Disadvantaged	N		N	N	N

Federal Safeguards (Federal Target - 87%)

	<u>Reading</u>	<u>Mathematics</u>
All Students	N	N
Hispanic	N	N
White	N	N
Economically Disadvantaged	N	N

We need to:

- analyze student achievement data regularly in order to provide targeted instruction, intervention, and re-learning opportunities
- make collaborative decisions for students needs and accurate placement
- use web-based supports with fidelity, and use data from these supports to determine individualized instruction for students
- align grading philosophy to grading practices

School Culture and Climate

School Culture and Climate Summary

The campus has had 5 principals within the last 7 school years:

- 2016-2017: Demetrio D. Garcia
- 2015-2016: Demetrio D. Garcia
- 2014-2015: Demetrio D. Garcia
- 2013-2014: Jesse Vela
- 2012-2013: Joseph Justice, Jesse Byars
- 2011-2012: Henry Booth

School Culture and Climate Needs

We see a need to:

- use Project Wisdom as a guide to teach character, decision-making, social skills, etc.
- affirm, award, and reward faculty, staff, and students for successes and improvements in all areas
- offer a mid-year and end-of-year survey to determine the effectiveness and safety of our school culture and climate
- have administrative staff and teachers continuously visible in the hallways, common areas, classroom doors during passing periods, and school events
- use our campus core beliefs during conversations as a guide to make best decisions for all students
- provide open communication while remaining transparent

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Natalia Junior High School are Highly Qualified in the fields that they are assigned to.

Staff Quality, Recruitment, and Retention Needs

Teaching staff needs professional development and certification and/or supplemental endorsements in ESL and Gifted & Talented.

We need to:

- implement ways to reflect, affirm, acknowledge, and celebrate faculty and staff as a means to retain teachers
- recruit from a diversified group of individuals that meets our student demographic demands, when hiring is needed
- have District support to provide strong administrative support, consistency, and communication

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers have recommitted to utilizing the TEKS Resource System, a customizable online curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS). TEKS Resource System's high quality curriculum and assessment components assist Natalia Junior High School in meeting the high standard of rigor and relevance required in the TEKS and in STAAR assessments.

In addition, all students have 2 math classes (1 regular math and one enrichment), and 2 language arts classes (1 reading and 1 writing). Also, 8th grade students who scored at an accelerated level on 7th grade Math STAAR in 2015 were given the choice to take Algebra I for high school credit. If students are taking Algebra I, they have an 8th grade math class as their second math class.

Curriculum, Instruction, and Assessment Strengths

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The District will continue the implementation of PowerWalks in accordance with the new teacher evaluation system (T-TESS). The District now has a full-time Instructional Facilitator and an Assistant Superintendent of Curriculum & Instruction.

Curriculum, Instruction, and Assessment Needs

We need to:

- continue to provide training and professional development (with follow-up) for new programs and initiatives
- provide a variety of updated resources for all teachers
- provide assistance in creating rigorous assignments, lessons, and assessments
- implement Writer's Workshop (or a writing curriculum framework) with fidelity, and provide constant professional support and feedback
- have administrative staff perform frequent walk-throughs and observations to improve instruction
- continuously reflect on data from common assessments to guide classroom instruction

Family and Community Involvement

Family and Community Involvement Summary

Natalia Junior High School continues to improve open lines of communication with parents to provide information on student's lives and the impact on academic success.

Family and Community Involvement Strengths

The District website continue to provide information to the families and community of Natalia. The use of PeachJar eflyers and Blackboard Connect are also utilized to strengthen ties between family and community involvement.

Family and Community Involvement Needs

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There is a significant need to increase the level of parental involvement at Natalia Junior High School. In addition, communication needs to increase between home and school to provide parents with information on student success, academics, and behavior.

School Context and Organization

School Context and Organization Needs

Natalia Junior High School needs greater parental involvement on their SBDM committee.

We need to:

- have, at minimum, monthly faculty meetings for communication and reflections
- implement a consistent discipline-management plan that enforces rules and offers consequences
- continue to review our Emergency Operation Plan and keep faculty and staff updated with it

Technology

Technology Needs

We need to:

- have continuous professional development on emerging technology to better engage our students
- utilize the technology resources that have been provided to us
- develop a plan to replace aging technology on our campus

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Highly qualified staff data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals






Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st-century student needs.

Performance Objective 1: Natalia Junior High School will offer all students a challenging high quality curriculum and will provide an effective delivery system to ensure 85% of all students pass every portion of the STAAR by 2016-2017.

Summative Evaluation: 2017 STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement a reading program that will assist students in meeting requirements for all STAAR assessments.</p>	<p>* ELAR Teachers * Principal</p>	<p>* Improvement in Reading levels * Increased STAAR scores</p>				
Funding Sources: 199-Local - \$4500.00, 199-Local - \$3500.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Evaluate student reading/math levels utilizing universal screening process.</p>	<p>* ELAR Teachers * Math Teachers * Principal</p>	<p>* Improvement in Reading levels * Increased STAAR scores</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Increase amount of time students utilize curriculum enhancement software programs.</p>	<p>* All classroom Teachers * Principal</p>	<p>* Improvement in Reading levels * Increased STAAR scores</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Use supplemental resources such as TEKS Resource Management System, Discovery Education, Edmodo, Khan Academy, Kahoot, and technology/internet to support instruction.</p>	<p>* All content area teachers * Special Education teachers * Instructional paraprofessionals * Librarian * Principal</p>	<p>* Increased STAAR scores * Teacher feedback * Student feedback</p>				
Funding Sources: 199-Local - \$1000.00						

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<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Campus Technology Committee members will attend the annual TCEA Convention to stay abreast of effective implementation of technology resources into daily instruction to better impact student achievement. Committee members will bring back information and provide professional development to all classroom teachers.</p>	<p>* Campus Tech Committee Members * Principal</p>	<p>* Classroom walk-throughs * PDAS Observations</p>				
<p>Funding Sources: 199-Local - \$1000.00</p>						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Principal will attend TEPSA Summer Conference or TASSP Summer Conference as professional development opportunity to add additional tools and strategies needed to become a more effective campus instructional leader in order to better impact student achievement. Principal will conduct professional development sessions on half-days within the school year based upon information received at this conference.</p>	<p>* Principal * Instructional Facilitator</p>	<p>* Classroom walk-throughs * PDAS observations * Sign-in sheets</p>				
<p>Funding Sources: 199-Local - \$750.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						




Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st-century student needs.

Performance Objective 2: During the 2016-2017 school year, continue implementation of strategies to align 100% of classroom instruction to TEKS.

Summative Evaluation: Teacher lesson plans that are aligned to TEKS, TEKS Resource System, and the unit Instructional Focus Documents (IFD).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Conduct a "reboot" training session on the use of the TEKS Resource System for teachers to better address the needs of our student population.</p>	<p>* All classroom teachers</p> <p>* All instructional paraprofessionals</p> <p>* Principal</p>	<p>* Sign-in sheets</p> <p>* Certificates from training</p>				
Funding Sources: 199-SCE - \$500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Use data from TEKS Resource System Unit Assessments to drive instructional decisions.</p>	<p>* All core content teachers</p>	<p>* Data Boards show greater passing rates</p> <p>* Increase in STAAR scores</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Provide teachers with common planning periods to utilize the Professional Learning Community framework to gain instructional strategies and increase collaboration.</p>	<p>* All classroom teachers</p> <p>* Instructional Facilitator</p> <p>* Principal</p>	<p>* Active participation in content sessions.</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Implement curriculum and instruction support sessions.</p>	<p>* Instructional Facilitator</p> <p>* All classroom teachers</p> <p>* Principal</p>	<p>* Support for teachers to create lesson plans aligned to TEKS, TEKS Resource System, and IFD.</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Provide professional development in Writer's Workshop or writing curriculum framework.</p>	<p>* Instructional Facilitator</p> <p>* Principal</p> <p>* All classroom teachers</p>	<p>* Increase in Writing STAAR scores</p>				
Funding Sources: 199-Local - \$2500.00						

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 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st-century student needs.

Performance Objective 3: Teachers will consistently analyze student assessment data to plan and guide instruction as well as to implement instructional intervention plans.

Summative Evaluation: Sign-in sheets from Professional Learning Communities
Walk-through observations
Individual Intervention Plans (IIP)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All teachers will analyze benchmark data.</p>	<p>* All classroom teachers * Principal</p>	<p>* Notes from PLC meetings * Use of data walls and/or binders is evident in classrooms</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will implement a tutorial process to accelerate student learning based on data from benchmark testing.</p>	<p>* All classroom teachers</p>	<p>* Notes from PLC meetings * Lesson plans from tutorial sessions * Increase in benchmark assessment scores</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Math and Reading teachers will use data from Star360 to build tiered Reading and Math instruction.</p>	<p>* Math and Reading teachers * RtI Facilitator</p>	<p>* Star 360 data * Increase in STAAR scores</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>4) Provide intervention 2 times a week for students who are in bottom 15% of population needing assistance in math and reading.</p>	<p>* RtI Facilitator * All core content teachers</p>	<p>* Evidence of growth on end-of-year universal screeners * Increase in STAAR scores</p>				






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<p align="center"> State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 </p> <p>5) Purchase supplemental resources such as workbooks and products from Forde-Ferrier, Mentoring Minds, and Measuring Up to support classroom instruction.</p>	<p>* Instructional Facilitator * Principal</p>	<p>* Increase in STAAR scores * Classroom walk-throughs</p>				
<p>Funding Sources: 199-Local - \$3500.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: To provide a curriculum that fosters academic growth from grade level to grade level and is commensurate with 21st-century student needs.

Performance Objective 4: By May 2017, STAAR scores in Reading, Math, and Writing for students in At-Risk situations, students receiving Special Education services, students identified as Economically Disadvantaged, and English Language Learners will increase by 10% as compared to 2016 STAAR scores.

Summative Evaluation: STAAR test results from 2017






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide content-specific professional development for LEP, GT, Special Education, Dyslexia, and ESL populations.</p>	<p>* Instructional Facilitator * Principal</p>	<p>* Classroom walk-through data * T-TESS Observations * Increase in STAAR scores</p>				
<p>Funding Sources: 199-SCE - \$2000.00</p>						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Provide mandatory and optional tutoring before and after school.</p>	<p>* All classroom teachers * Principal * Parents</p>	<p>* Decrease in failure rate * TxGradebook grade reports</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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Goal 2: To establish partnerships with the community which are mutually beneficial and demonstrate a shared appreciation for the district's vision.

Performance Objective 1: During the 2015-2016 school year, data will be gathered to determine the level of parent involvement in order to establish a baseline level of participation.

Summative Evaluation: Baseline data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Collect sign-in sheets from Open House and other campus activities in which parents participate.</p>	<p>* All classroom teachers * Principal</p>	<p>* Sign-in sheets</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue extended hours and special events during the weeks that the Scholastic Book Fair is held on our campus.</p>	<p>* Librarian</p>	<p>* Increase in sales</p>				
<p>Funding Sources: 199-Local - \$500.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide additional opportunities for parents to attend functions and events, including band concerts, Open House, Geography Bee, Book Fair, Art Show, and Awards Assemblies.</p>	<p>* All classroom teachers * Principal</p>	<p>* Sign-in sheets</p>				
<p>Funding Sources: 199-Local - \$500.00, 199-Local - \$1000.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Utilize Blackboard Connect to provide parents with reminders of upcoming school events and other important information</p>	<p>* Front Office staff * Counselor * Principal</p>	<p>* Sign-in sheets * Increase in parent involvement</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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Goal 3: To support a tenured faculty and staff who, through cultivated teamwork, create an environment where all students take pride in their learning.

Performance Objective 1: Foster a culture of collaboration and professional trust among all staff.

Summative Evaluation: Sign-in sheets and agendas from meetings
Professional Learning Community notes and agendas

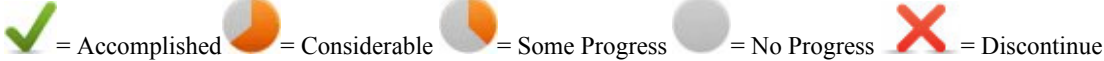
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews				
			Nov	Jan	Mar	June	
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Continue Professional Learning Communities.	* All classroom teachers * Counselor * Principal	* Minutes/notes from meetings * Sign-in sheets					
Critical Success Factors CSF 2 CSF 7 2) Continue conducting staffing meetings prior to ARD Committee Meetings as needed.		* Special Education teachers * Special Education Facilitator * All classroom teachers * Principal	* Minutes/notes from meetings * Sign-in sheets				

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Goal 4: To offer extensive offerings in curricular, co-curricular, and extra-curricular programs and to maximize students' opportunities to participate.

Performance Objective 1: 80% of students will participate in either a curricular, co-curricular or extra-curricular program.

Summative Evaluation: Increased student participation.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) All teachers will encourage students to participate in curricular, co-curricular, and extra-curricular programs.</p>	* All classroom teachers	* Student participation rosters from curricular, co-curricular, and extra-curricular programs.				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Provide professional development for teachers in a variety of ways to increase best practices associated with College and Career Readiness and Gifted and Talented.</p>	* All classroom teachers * Instructional Facilitator * Principal	* Sign-in sheets				
Funding Sources: 199-Local - \$1000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Provide services for students identified as GT that include a rigorous curriculum enriched with strategies and choices that are applicable to everyday living, such as project-based instruction.</p>	* All classroom teachers * Instructional Facilitator * Principal	* Classroom observations * Classroom walk-through data * Student projects				
						

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Goal 5: To develop students whose actions reflect their respect for all in the school community.

Performance Objective 1: Students will increase attendance to 96% while gaining character through recognition and rewards.

Summative Evaluation: Increased student attendance

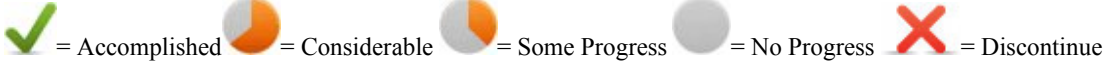
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement an attendance program that increases student attendance through recognition and rewards.</p>	<ul style="list-style-type: none"> * All classroom teachers * Attendance Clerk * Campus Secretary * Principal * Counselor 	* Increase student attendance rate to 96%				
Funding Sources: 199-Local - \$1000.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Written communication will be issued from the school to parents informing them of excessive absences and/or tardies, preceded by phone calls from the Attendance Clerk.</p>	<ul style="list-style-type: none"> * Attendance Clerk * Campus Secretary * Counselor * Principal 	<ul style="list-style-type: none"> * Attendance records * Increase in attendance rate 				
Funding Sources: 199-Local - \$500.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Continue communicating to parents and students the importance of good attendance using BlackBoard Connect, District website, marquee, email, announcements, and written communication.</p>	<ul style="list-style-type: none"> * All classroom teachers * Attendance Clerk * Campus Secretary * Counselor * Principal 	* Increase in student attendance rate				
						

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Goal 5: To develop students whose actions reflect their respect for all in the school community.

Performance Objective 2: Decrease the number of discipline referrals from the previous school year.

Summative Evaluation: Discipline Report from PEIMS

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 CSF 7 1) Implement the Restorative Practices framework to reinforce campus values.	* All classroom teachers * Counselor * Principal	* Decrease in the number of discipline referrals * PEIMS reports				
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Teachers, Counselor, and Principal will be visible in the hallways during every passing period.	* All classroom teachers * Counselor * Principal	* Decrease in discipline referrals				
Critical Success Factors CSF 6 3) Adopt an Anti-Bullying curriculum that includes Suicide Prevention Awareness	* All classroom teachers * Counselor * Principal Funding Sources: 199-Local - \$1500.00	* Decrease in discipline referrals * Decrease in bullying incidents				
Critical Success Factors CSF 1 CSF 6 4) Establish an anti-bullying committee to continuously educate, provide awareness, and proactively provide safe ways of reporting bullying incidents.	* All classroom teachers * Principal	* Decrease in discipline referrals * Decrease in bullying incidents				
Critical Success Factors CSF 1 CSF 4 CSF 6 5) Continue the use of Project Wisdom as a part of daily morning announcements.	* Counselor * Campus Secretary * Attendance Clerk * Principal Funding Sources: 199-SCE - \$1000.00	* Decrease in discipline referrals * Decrease in bullying incidents * Decrease in student failure rates				
						

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State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a reading program that will assist students in meeting requirements for all STAAR assessments.
1	1	2	Evaluate student reading/math levels utilizing universal screening process.
1	1	3	Increase amount of time students utilize curriculum enhancement software programs.
1	1	4	Use supplemental resources such as TEKS Resource Management System, Discovery Education, Edmodo, Khan Academy, Kahoot, and technology/internet to support instruction.
1	1	6	Principal will attend TEPSA Summer Conference or TASSP Summer Conference as professional development opportunity to add additional tools and strategies needed to become a more effective campus instructional leader in order to better impact student achievement. Principal will conduct professional development sessions on half-days within the school year based upon information received at this conference.
1	2	1	Conduct a "reboot" training session on the use of the TEKS Resource System for teachers to better address the needs of our student population.
1	2	2	Use data from TEKS Resource System Unit Assessments to drive instructional decisions.
1	2	3	Provide teachers with common planning periods to utilize the Professional Learning Community framework to gain instructional strategies and increase collaboration.
1	2	4	Implement curriculum and instruction support sessions.
1	2	5	Provide professional development in Writer's Workshop or writing curriculum framework.
1	3	1	All teachers will analyze benchmark data.
1	3	2	Teachers will implement a tutorial process to accelerate student learning based on data from benchmark testing.
1	3	3	Math and Reading teachers will use data from Star360 to build tiered Reading and Math instruction.
1	3	4	Provide intervention 2 times a week for students who are in bottom 15% of population needing assistance in math and reading.
1	3	5	Purchase supplemental resources such as workbooks and products from Forde-Ferrier, Mentoring Minds, and Measuring Up to support classroom instruction.
1	4	1	Provide content-specific professional development for LEP, GT, Special Education, Dyslexia, and ESL populations.
3	1	1	Continue Professional Learning Communities.
4	1	3	Provide services for students identified as GT that include a rigorous curriculum enriched with strategies and choices that are applicable to everyday living, such as project-based instruction.
5	2	1	Implement the Restorative Practices framework to reinforce campus values.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Conduct a "reboot" training session on the use of the TEKS Resource System for teachers to better address the needs of our student population.
1	2	2	Use data from TEKS Resource System Unit Assessments to drive instructional decisions.
1	2	3	Provide teachers with common planning periods to utilize the Professional Learning Community framework to gain instructional strategies and increase collaboration.
1	2	5	Provide professional development in Writer's Workshop or writing curriculum framework.
1	3	1	All teachers will analyze benchmark data.
1	3	2	Teachers will implement a tutorial process to accelerate student learning based on data from benchmark testing.
1	3	4	Provide intervention 2 times a week for students who are in bottom 15% of population needing assistance in math and reading.
1	3	5	Purchase supplemental resources such as workbooks and products from Forde-Ferrier, Mentoring Minds, and Measuring Up to support classroom instruction.
1	4	1	Provide content-specific professional development for LEP, GT, Special Education, Dyslexia, and ESL populations.
3	1	1	Continue Professional Learning Communities.
4	1	3	Provide services for students identified as GT that include a rigorous curriculum enriched with strategies and choices that are applicable to everyday living, such as project-based instruction.
5	2	1	Implement the Restorative Practices framework to reinforce campus values.

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State Compensatory

Budget for Natalia Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-041-024-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
199-13-6112-00-041-024-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,200.00
6100 Subtotal:		\$5,200.00
6200 Professional and Contracted Services		
199-11-6239-00-041-024-000	6239 ESC Services	\$50.00
6200 Subtotal:		\$50.00
6300 Supplies and Services		
199-11-6399-00-041-024-000	6399 General Supplies	\$500.00
199-13-6399-00-041-024-000	6399 General Supplies	\$400.00
6300 Subtotal:		\$900.00
6400 Other Operating Costs		
199-13-6411-00-041-024-000	6411 Employee Travel	\$200.00
199-11-6412-00-041-024000	6412 Student Travel	\$500.00
199-93-6492-00-041-024-000	6497 Fees - Locally Defined	\$3,000.00
199-11-6499-00-041-024-000	6499 Miscellaneous Operating Costs	\$500.00
199-13-6499-00-041-024-000	6499 Miscellaneous Operating Costs	\$100.00
6400 Subtotal:		\$4,300.00

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2016-2017 Campus Leadership Team

Committee Role	Name	Position
Administrator	Demetrio D. Garcia	Principal
Classroom Teacher	Tara Cortinas	Teacher
Classroom Teacher	Kelly Cruz	Teacher
Classroom Teacher	Felicia Williams	Teacher
District-level Professional	Terry Howard	District Instructional Facilitator
Non-classroom Professional	Melanie Easterling	Counselor
Paraprofessional	Raquel Cruz	Paraprofessional

Campus Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development		\$500.00
1	4	1	Professional Development		\$2,000.00
5	2	5	Project Wisdom curriculum		\$1,000.00
Sub-Total					\$3,500.00
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Renaissance Learning Enterprise		\$4,500.00
1	1	1	Study Island		\$3,500.00
1	1	4	Resource subscriptions		\$1,000.00
1	1	5	Travel		\$1,000.00
1	1	6	Travel		\$750.00
1	2	5	Writer's Workshop curriculum or Writing curriculum framework		\$2,500.00
1	3	5	Workbooks		\$3,500.00
2	1	2	Refreshments		\$500.00
2	1	3	Refreshments		\$500.00
2	1	3	Student incentives		\$1,000.00
3	1	1	Professional Development		\$1,000.00
4	1	2	Professional Development		\$1,000.00
5	1	1	Incentives		\$1,000.00
5	1	2	Postage		\$500.00
5	2	3	Anti-Bullying curriculum		\$1,500.00
Sub-Total					\$23,750.00
Grand Total					\$27,250.00

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Natalia Independent School District
Natalia Elementary
2016-2017 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for ELEM (2nd - 5th grade) - 309 total students

Gender: Male = 156 (50%); Female = 153 (50%)

Ethnicity: Hispanic 254 (82%); White = 49 (16%); African American= 1 (Less than 1%); Two Races = 4 (1%); American Indian = 1 (Less than 1%)

ELL: 19 (6%); SPED: 26 (8%); Migrant = **Not available**; 504 services= 19 (6%); GT= 21 (7%)

At risk: **Not available**

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Economically disadvantaged: **Not available**

Demographics Strengths

N/A

Demographics Needs

N/A

Student Achievement

Student Achievement Summary

- Writing Program
- Reading Readiness - Address reading readiness for each grade level and on each grade level
- Curriculum considerations for subgroups - meeting needs of special populations (SPED, ESL, 504, Migrant)
- Special Education Curriculum/Social Skills Curriculum
- Strong Tier I instruction for all students to meet academic achievement
- 2nd grade -In this grade, the strength was comprehension. Only a small % were able to read either story. (2 of 4 classes)
- 3rd grade -Majority of students were able to read and comprehend the story. The weakness continues to be graphophonemic knowledge (spelling) (2 of 4 classes)

Student Achievement Strengths

- Student achievement data is disaggregated for RTI, ESL, GT Special Education, Gender, Ethnicity, Economically Disadvantaged
- Results of Texas State Accountability:
 - In Index 1, met standard 62/60.
 - In Index 2 – met standard 48/32.
 - In index 3 – met standard 31/28.
 - In Index 4 – met standard 31/12.
- Distinction Designation - Top 25 Percent Student Progress
- In system safeguards - participate rate was 100%
- 2nd grade Math - 63% above on universal screener, 3% on urgent intervention
- 3rd grade Math - 72% above on universal screener, 3% on urgent intervention
- Students are showing strong comprehension skills on TPRI and Universal screeners which showed in an increase of STAAR scores.
- Majority of students starting each year with necessary math skills as shown in the math universal screener score

Student Achievement Needs

- Texas State Accountability:
- In Index 1, Student Achievement – performed worst in writing - all students (38%); Hispanic (38%); White (43%); Eco Dis (36%)
- In Index 1, Student Achievement - performed low in Science sub groups - SPED (38%); Eco Dis (55%)
- In Index 1, Student Achievement - performed low in sub groups - All subjects SPED (39%); ECo Dis (57%); ELL (56%)
- In Index 1, Student Achievement - performed low in sub groups - Math SPED (37%); Reading SPED (37%)
- In system safeguards –9 out of 16 = 56%
- low in writing all students (38%); Writing Hispanics (38%), Writing Eco Dis (38%), Science Hispanics (59%), Science Eco Dis (55%), Reading SPED (37%); Math SPED (37%)
- PBMAS Report:
- Performed low in ESL - Math - 42.5%; ESL - Reading (55%)
- Performed low in TELPAS Reading - Beginning - proficient level - 14%
- NCLB -Writing - 38.4%
- Migrant - Math - 30%
- SPED - Math (26%); Reading (36%); Science (27%); Writing (24%)
- 4th grade Math - 54% above benchmark, 18% on urgent intervention
- 5th grade Math - 54% above school benchmark, 18% on urgent intervention
- 2nd grade Reading - 36% school benchmark, 31% on urgent intervention
- 3rd grade Reading - 43% above school benchmark, 23% on urgent intervention
- 4th grade - 43% on universal screener, 21% on urgent intervention
- 5th grade - 36% on universal screener, 34% on urgent intervention

School Culture and Climate

School Culture and Climate Summary

- Safety Concerns - openness of campus
- Support a positive school climate
- increase participation in curricular and co-curricular activities for all grade levels

School Culture and Climate Strengths

- Variety of opportunities to participate in curricular and co-curricular activities (UIL, Choir, Robotics, chess)
- Professional atmosphere at district level
- Majority of teachers feel cared about by colleagues
- Initiating new attendance and continuing PBIS initiative

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School Culture and Climate Needs

- Positive support by administration
- Meeting **material needs**
- Professional atmosphere throughout campus
- Address campus safety - accessibility of buildings/rooms

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Provide opportunity for specific academic or behavior PD. Specific to needs of Teachers.
- Provide additional support/time for completion of paperwork.

Staff Quality, Recruitment, and Retention Strengths

- All faculty are highly qualified.
- ESL students are in classrooms with ESL certified teachers (or in the process of becoming certified)
- GT students are being serviced by GT certified teachers.
- Decrease in Faculty and staff turnover rate from 26% (14/15) to 19%(15/16)
- ECC and Elementary combined to be one campus Pre-K 3 thru 5th
- Additional Administrative support due to addition of Assistant Principal.

86 Staff Quality, Recruitment, and Retention Needs

- Not all teachers who have ESL students are certified. –IN THE PROCESS- by June 2017
- Additional time needed for RTI planning, Vertical Alignment, Data Analysis.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Utilization of Curriculum Management System and TCMPC- to provide Natalia ISD with curriculum, instruction, and **assessment tools** and resources
- Maintaining and improving Fundamental 5 practices to increase rigor, **teacher involvement** and student performance/participation
- Differentiation – **utilizing resources including teacher guides**, CMS, and curriculum to incorporate differentiated approaches and methods
- **Use of research based interventions** that align with TEKS to accommodate student needs
- Incorporation of data driven professional development provided by Region 20 and district curriculum personnel

Curriculum, Instruction, and Assessment Strengths

- Curriculum is aligned with TEKS through **STAAR data analysis**
- Curriculum is ~~scaffolded appropriately per grade level~~
- CIP decisions are made based on data gathered from Eduphoria,, Lead4ward, benchmarks, STAAR results and Renaissance Learning screeners
- Core content of math and ELAR instruction in the mornings for 3rd and 5th grade
- Student learning needs are addressed through the collection of data from various sources to ensure student success
- ~~Horizontal alignment is accomplished through grade level collaboration~~ Continuing to utilize collaborative lesson planning
- Integration of Motivation Math, Reading and Science to increase rigor and consistency across grade levels
- Continuity of curriculum resources - TEKSing Towards STAAR(grades 3-5), STEMscopes, TCI, SS Weekly, Go Math, Texas Treasures

Curriculum, Instruction, and Assessment Needs

- Curriculum to address increased rigor to meet expectations on universal screeners (2nd - 3rd grade)
- Curriculum to address increased rigor to meet expectations on STAAR(grades 3, 4, 5)
- 1:1 technology in classrooms
- Increase % of students meeting advanced level
- Implementation of research based interventions

Family and Community Involvement

Family and Community Involvement Summary

- Increase parental involvement - in academic opportunities (reading centers, academic nights)
- Support healthy family relationships
- Form positive partnerships with community members
- English/Spanish material

Family and Community Involvement Strengths

- NES provides various parental activities throughout the school year: Grandparents Day, Volunteer opportunities, Parent Involvement activities, JRFH, Academic Nights, Coffee Talks, 5K Run/Walk
- Parents are invited, encouraged, and sign up for committee membership in Attendance, SBDM, SHAC
- NES maintains a positive and supportive relationship with the City of Natalia, Natalia PD, and South Texas Rural
- Monthly information is disseminated to parents

∞

Family and Community Involvement Needs

- Parental participation (especially in decision making opportunities) is low.
- Forms in home language and translator is needed for school functions
- Maintain positive relationships with a variety of community organizations that support positive, healthy relationships
- Encourage healthy family relationships/activities

School Context and Organization

School Context and Organization Summary

- Center time/intervention implemented with fidelity
- Strengthen Tier I instruction to reduce intervention needs (achievement gap)

School Context and Organization Strengths

- According to staff, grade levels preferred self contained
- RTI time is provided during the school day - Kinder through 5th grade

School Context and Organization Needs

- Develop a strong organization for Tier I instruction, Tier II interventions
- Address behavior concerns 2nd - 5th gade

Technology

Technology Summary

- Effective technology practices are needed to enhance curriculum and instruction
- Reliable copy machines
- Upgrade needed for some projectors and Pro-boards.
- Staff Development- Bi-monthly/Monthly Technology Training.

Technology Strengths

- NES has the following technology: printers, copy machines, promethean boards in all classrooms, projectors in all the classrooms, scanners, Elmos, Activotes, 14 slates, 2 Computer labs with 22 laptops& headphones.
- Every core classroom has a minimum of 8 iPads.
- NES utilizes the following software/ programs: Lexia, Accelerated Reading, Accelerated Math, Eduphoria, STEMscopes, NataliaIRC(CMS), Google, Discovery Education.
- CTF provides training for Eduphoria, AWARE 9test maker), iPads, STEMscopes, Renaissance learning, Slate, Promethean

Technology Needs

- Upgrades on some projects and Pro-Boards
- Maintenance and supplies for copy machines
- Purchase additional Elmos
- Additional headphone to replace broken ones

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback






Support Systems and Other Data

- Study of best practices
- Other additional data

Goals

Goal 1: Increase the number of students who obtain satisfactory level on state assessments


Performance Objective 1: There will be a 20% overall increase of students meeting Level II on STAAR Writing (from 38% in 2015-2016 school year to 58% meeting satisfactory level in 2016-2017 school year).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Teachers and administration will meet with horizontal/vertical teams every three weeks to review pacing guide, alignment, Fundamental 5 strategies (high yield strategies), and assessments.	1, 2, 8	Administration Teachers	Assessment Data, Lesson Plans, Walkthroughs, Observations, Meeting Minutes, Grades, Local Assessments, state assessments				
Funding Sources: 199-Local, 211-Title I							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Implement consistent reading and writing instructional practices and strategies from PK - 5th grade	1, 2, 4	Administration, Teachers	Lesson Plans, Walkthroughs, PLC meeting minutes, Data Meetings, observations, ELAR staff development for all reading and writing teachers, local and state assessments				
Funding Sources: 199-Local, 211-Title I							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 3) Quality professional learning communities in all content areas (focusing on math, reading, and writing)	1, 4, 8	Administration, Teachers	PLC Meeting Agendas, Minutes, Data Meeting Agendas, Minutes, Walkthroughs, Lesson Plans, state assessment, universal screeners				
Funding Sources: 199-Local, 211-Title I							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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Goal 1: Increase the number of students who obtain satisfactory level on state assessments


Performance Objective 2: There will be a 20% overall increase of students meeting satisfactory level on STAAR for subgroups - SPED, ESL, Migrant, Hispanic, White, Economically Disadvantaged

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Disaggregate previous year's state assessment data, district assessments, and unit assessments using a consistent protocol to identify student needs, instructional targets in needs of improvement	1, 2, 4, 8	Administration, Teachers	PLC Agendas, Meetings, Walkthroughs, Observations, Lesson Plans, Horizontal and Vertical team meetings agenda, PD in Data Disaggregation, state assessment				
Funding Sources: 199-Local, 211-Title I							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Provide appropriate collaborative practices and trainings to support teachers in meeting educational needs of those general education students who receive special education, ESL, and migrant services		Administration, Teachers	Professional Development Certificates PLCS (for general education and special education teachers); ESL professional development (such as SIOP), RTI professional development - on reading and math strategies; local and state assessments				
Funding Sources: 199-Local, 211-Title I							
							

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Goal 2: Increase the number of students obtaining advanced level on state assessment

Performance Objective 1: There will be a 10% overall increase of students obtaining advanced level on Index 4 (from 26% in 2015-2016 school year to 36% in 2016-2017 school year)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Disaggregate previous year's state assessment data, district assessments, and unit assessments using a consistent protocol to identify student needs, instructional targets in needs of improvement	1, 2, 9	Teachers, Administration	PLC Meetings/Minutes; PD on Data Disaggregation Certificates, Digital Data Wall				
Funding Sources: 199-Local, 211-Title I							
Critical Success Factors CSF 1 CSF 2 2) Use differentiated instruction to meet the educational needs of all students - through response to intelligences - using project based learning, state performance standard projects	1, 2, 9	Administration, Teachers, GT Teachers	Lesson Plans, Walkthroughs, Assignments, unit tests, state assessment, GT Showcase (for all students); Science Fair				
Funding Sources: 199-Local, 211-Title I							
							

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Goal 3: NES will promote parental involvement that has a positive impact on closing achievement gap


Performance Objective 1: Increase opportunities for parents to be involved and informed about school information and academic support

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 1) Provide opportunities for parents to be informed and involved- newsletters, webpage, meetings (Coffee Talk), Academic Nights - including translating forms to spanish	1, 2, 6, 10	Administration, Counselor, Teachers	Meeting Agenda, Minutes, Newsletters, Webpage, Spanish Materials				
Funding Sources: 211-Title I, 199-Local							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 2) Provide information/meetings/trainings that will inform/support parents of academic skills and expectations - newsletters, webpage, training sessions, podcasts	1, 6	Administration, Counselor, Teachers, Technology Facilitator	Newsletters, Webpage, Attendance Sign In Sheets				
Funding Sources: 199-Local, 211-Title I							

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Goal 3: NES will promote parental involvement that has a positive impact on closing achievement gap

Performance Objective 2: Increase parental volunteer opportunities - in the academic setting

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 1) Provide parental volunteer opportunities - tutoring, reading to students, parental involvement days	1, 6	Administration, Counselor, Teachers	Parent Sign Up Sheets, Lesson Plans				
Funding Sources: 211-Title I, 199-Local							
Critical Success Factors CSF 5 CSF 6 2) Recognize parent volunteers	1, 6	Administration, Counselor, Teachers	Volunteer Certificates, Volunteer Sign In Sheets				
Funding Sources: 211-Title I							
							

Goal 4: NES will recruit and retain highly motivated competent staff through training and effective practices.

Performance Objective 1: Reduce the faculty and staff turnover rate to less than 15%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide onsite staff development and ongoing training for teachers in areas of need (to include but not limited to classroom management, high yielding strategies, technology)</p>	1, 3, 4	Administration, District Facilitator, Teachers	Certificates, Student Achievement/Assessment Scores				
Funding Sources: 211-Title I							
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Increase number of team building activities that have positive effect on climate and student performance - PLCs, social gatherings, staff development led by teachers</p>	1, 5	Administration, Counselor, Teachers	Meeting Agendas, Certificate, Student Performance/Assessment Results				
Funding Sources: 199-Local							
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Monthly recognition of teachers and staff (accomplishments, innovation, achievements, and other contributions)</p>	1, 5	Administration, Counselor, Teachers, Staff	Certificates				
Funding Sources: 199-Local							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and administration will meet with horizontal/vertical teams every three weeks to review pacing guide, alignment, Fundamental 5 strategies (high yield strategies), and assessments.
1	1	2	Implement consistent reading and writing instructional practices and strategies from PK - 5th grade
1	1	3	Quality professional learning communities in all content areas (focusing on math, reading, and writing)
1	2	1	Disaggregate previous year's state assessment data, district assessments, and unit assessments using a consistent protocol to identify student needs, instructional targets in needs of improvement
1	2	2	Provide appropriate collaborative practices and trainings to support teachers in meeting educational needs of those general education students who receive special education, ESL, and migrant services
2	1	1	Disaggregate previous year's state assessment data, district assessments, and unit assessments using a consistent protocol to identify student needs, instructional targets in needs of improvement
3	1	1	Provide opportunities for parents to be informed and involved- newsletters, webpage, meetings (Coffee Talk), Academic Nights - including translating forms to spanish
3	1	2	Provide information/meetings/trainings that will inform/support parents of academic skills and expectations - newsletters, webpage, training sessions, podcasts
3	2	1	Provide parental volunteer opportunities - tutoring, reading to students, parental involvement days

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Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and administration will meet with horizontal/vertical teams every three weeks to review pacing guide, alignment, Fundamental 5 strategies (high yield strategies), and assessments.
1	1	2	Implement consistent reading and writing instructional practices and strategies from PK - 5th grade
1	1	3	Quality professional learning communities in all content areas (focusing on math, reading, and writing)
1	2	1	Disaggregate previous year's state assessment data, district assessments, and unit assessments using a consistent protocol to identify student needs, instructional targets in needs of improvement
1	2	2	Provide appropriate collaborative practices and trainings to support teachers in meeting educational needs of those general education students who receive special education, ESL, and migrant services
2	1	1	Disaggregate previous year's state assessment data, district assessments, and unit assessments using a consistent protocol to identify student needs, instructional targets in needs of improvement
3	1	1	Provide opportunities for parents to be informed and involved- newsletters, webpage, meetings (Coffee Talk), Academic Nights - including translating forms to spanish
3	1	2	Provide information/meetings/trainings that will inform/support parents of academic skills and expectations - newsletters, webpage, training sessions, podcasts
3	2	1	Provide parental volunteer opportunities - tutoring, reading to students, parental involvement days

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Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00

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3	2	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Natalia Independent School District
Natalia Early Childhood Center
2016-2017 Campus Improvement Plan

Mission Statement

Natalia ISD, in partnership with the community , commits to provide a safe and challenging environment that promotes productive and successful life-long learners.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment = 224

Ethnicity: Hispanic = 155 (83%); White = 39 (17%)

Special Programs: GT = 0%; ELL = 22 (10%); SPED = 11 (5%); 504 = 2 (1%)

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Demographics Strengths

N/A

Demographics Needs

N/A

Student Achievement

Student Achievement Summary

- Kinder - We noticed strong rhyming abilities and letter identification. (2 of 4 classes)
- 1st grade - We noticed strong comprehension overall. They were unable to read the stories but showed they were obtaining necessary skills. (3 of 4 classes)
- Writing continues to be a weakness from early grades on up. On TPRI, our students struggle to master basic spelling skills. Our writing score for 2016 was 38%.
- Consistent ELAR alignment/development
- Continued support in reading and writing strategies for special populations (ELL, SPED, Migrant)

Student Achievement Strengths

- 1st grade math - 61% above school benchmark, 4% on urgent intervention
- Students are showing strong comprehension skills on TPRI and Universal screeners which showed in an increase of STAAR scores
- Majority of students starting each year with necessary math skills as shown in the math universal screener score

Student Achievement Needs

- According to TPRI data/universal screener - phonemic awareness is a consistent struggle (K-1st)
- According to TPRI data/universal screener - letter recognition is a concern (K-1st)
- 1st grade math - **30% above school benchmark**, 38% on urgent intervention
- Reading Readiness (still developing on many early literacy skills and TPRI screening)
- Writing shown in the 4th grade STAAR score 38%
- Meeting the needs of Special populations (SPED, 504, ELL)

School Culture and Climate

School Culture and Climate Summary

- Continue to form positive relationship and support from administration
- Support a positive school climate
- Positively recognize individuals for their efforts and practices
- Continue family atmosphere at ECC

School Culture and Climate Strengths

- Safe, closed campus from outside threats
- Professional atmosphere at district level
- Majority of teachers feel cared about by colleagues
- Initiating new attendance and continuing PBIS initiative
- Family atmosphere at ECC

School Culture and Climate Needs

- Positive support by administration
- Positive recognition

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Provide opportunity for specific academic or behavior PD. Specific to needs of Teachers.
- Provide additional support for teachers completion of paperwork.

Staff Quality, Recruitment, and Retention Strengths

- All faculty are highly qualified.
- ESL students are in classrooms with ESL certified teachers (or in the process of becoming certified)
- GT students are being serviced by GT certified teachers.
- Decrease in Faculty and staff turnover rate from 26% (14/15) to __%(15/16)
- ECC and Elementary combined to be one campus Pre-K 3 thru 5th
- Additional Administrative support due to addition of Assistant Principal.

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- Not all teachers who have ESL students are certified. –IN THE PROCESS- by June 2017
- Additional time needed for RTI planning, Vertical Alignment, Data Analysis.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Utilization of Curriculum Management System and TCMPC- to provide Natalia ISD with curriculum, instruction, and assessment tools and resources
- Maintaining and improving Fundamental 5 practices to increase rigor, teacher involvement and student performance/participation
- Differentiation – utilizing resources including teacher guides, CMS, and curriculum to incorporate differentiated approaches and methods
- Use of research based interventions that align with TEKS to accommodate student needs
- Incorporation of data driven professional development provided by Region 20 and district curriculum personnel

Curriculum, Instruction, and Assessment Strengths

- Curriculum is aligned with TEKS through data analysis
- Curriculum is scaffolded appropriately per grade level
- CIP decisions are made based on data gathered from Eduphoria,, Lead4ward, benchmarks, STAAR results and Renaissance Learning screeners
- Core content of math and ELAR instruction in the mornings for 3rd and 5th grade
- Student learning needs are addressed through the collection of data from various sources to ensure student success
- Horizontal alignment is accomplished through grade-level collaboration. Continuing to utilize collaborative lesson planning
- Integration of Motivation Math, Reading and Science to increase rigor and consistency across grade levels
- Continuity of curriculum resources - TEKSing Towards STAAR(grades 3-5), STEMscopes, TCI, SS Weekly, Go Math, Texas Treasures

Curriculum, Instruction, and Assessment Needs

- Curriculum to address increased rigor to meet expectations on universal screeners (2nd - 3rd grade)
- Curriculum to address increased rigor to meet expectations on STAAR(grades 3, 4, 5)
- 1:1 technology in classrooms
- Increase % of students meeting advanced level
- Implementation of research based interventions

Family and Community Involvement

Family and Community Involvement Summary

- Increase parental involvement - in academic opportunities (reading centers, academic nights)
- Support healthy family relationships
- Continue to form positive partnerships with community members
- Continue to have school information translated in to spanish for parents
- Continue to use webpage, twitter to send share information with community

Family and Community Involvement Strengths

- ECC provides various parental activities throughout the school year: Grandparents Day, Volunteer opportunities, Parent Involvement activities, Book Fair Nights, Academic Nights, Coffee Talks, 5K Run/Walk
- Parents are invited, encouraged, and sign up for committee membership in Attendance, SBDM, SHAC
- ECC maintains a positive and supportive relationship with the City of Natalia, Natalia PD, Lion's Club, Brown Chevrolet, Chaparral Ford, Natalia Baptist Church, and Medina Valley State Bank
- Monthly information is disseminated to parents

Family and Community Involvement Needs

- Parental participation (especially in decision making opportunities) is low.
- Forms in home language and translator is needed for school functions
- Maintain positive relationships with a variety of community organizations that support positive, healthy relationships
- Continue to encourage active participation in school activities.
- Continue to communicate with parents using various forms of communication

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School Context and Organization

School Context and Organization Summary

- Strengthen Tier I instruction to reduce intervention needs (achievement gap)
- Develop a master schedule that supports student learning

School Context and Organization Strengths

- According to staff, grade levels preferred self contained
- RTI time is provided during the school day - Kinder through 5th grade
- Math and Reading classes are 120 minutes each – with RTI time built in

School Context and Organization Needs

- Develop a strong organization for Tier I instruction, Tier II interventions
- Address behavior concerns PreK3-1st grade
- Consistent time for announcements

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Technology

Technology Summary

- Effective technology practices are needed to enhance curriculum and instruction
- Reliable copy machines
- Upgrade needed for some projectors and Pro-boards.
- Staff Development- Bi-monthly/Monthly Technology Training.

Technology Strengths

- ECC campus has the following technology:
- Printers for every grade level
- Projector in Library
- 3-5 Computers/Laptops in every core class.
- Computer Lab 24 desktops with headphones
- Ipad for every teacher
- 5-6 ipads in every core classroom
- Software: Accelerated Reading, Accelerated Math, STEMscopes, Discovery Education
- CTF provides training of iPad, promethean, Renaissance Learning, STEMscopes

Technology Needs

- 2/3 computers for library
- Slates for classroom use
- Elmo/high quality camera (1 per grade level)

Comprehensive Needs Assessment Data Documentation


The following data were used to verify the comprehensive needs assessment analysis:

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Goals

Goal 1: Increase the number of students who are reading independently


Performance Objective 1: There will be a 25% increase of all students who will read independently by MOY and then an additional 25% increase by EOY

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Teachers will be provided with ELAR staff development that will enable them to provide high quality ELAR instruction and intervention activities for RTI.	1, 2, 4, 9	Administration, teachers	Lesson Plans, Walkthroughs, Observations, Training Certificates, Sign In Sheets Staff Development - RTI Strategies, ELAR Training (Early Literacy, Balanced Literacy)				
Funding Sources: 211-Title I							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Teachers will meet with horizontal/vertical teams every three weeks to review scope and sequence, alignment, strategies, and assessments	1, 2, 4, 8	Administration, teachers	Lesson Plans, Walkthroughs, Observations, Meeting Minutes, Grades, Local & State Assessments				
Funding Sources: 199-Local, 211-Title I							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Implement consistent reading and writing instructional practices and strategies from PK - 5th grade	1, 2, 8	Administration, general education teachers, special education teacher	Lesson Plans Walkthroughs Observations Local and State Assessments				
Funding Sources: 199-Local, 211-Title I							
4) Implement an Accelerated Reading Program that is individualized and based on student interest.	1	Administration, Teachers	Grades, AR Reading, Local and State Assessments, TPRI, STAR Assessment Reading Logs				
Funding Sources: 211-Title I							
							

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Goal 1: Increase the number of students who are reading independently






Performance Objective 2: There will be a 20% increase in reading performance on reading universal screener (from 30% to 50% in the 40th percentile on universal screener at EOY)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Kindergarten-1st grade will implement Renaissance Learning	1, 2	Administration, General Education Teachers, RtI Teacher	STAR Assessments, AR Records				
				Funding Sources: 211-Title I			
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Classrooms will implement instructional strategies to support early literacy	1, 2	Administration, General Education Teachers, RtI Teacher	TPRI, Benchmarks, Unit assessments, Teacher-generated assessments, RtI committee minutes				
				Funding Sources: 211-Title I			
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Utilize research based interventions that will address specific individual academic and behavioral needs in all Tiers	1, 2	Administration, teachers, RtI teacher, Special Education teacher, counselor	RtI folders, progress monitoring data, daily grades/assessments, behavioral documentation/contracts				
				Funding Sources: 211-Title I			
							

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Goal 2: Increase the number of students who obtain satisfactory level on writing






Performance Objective 1: There will be a 20% overall increase of students mastering accuracy on writing conventions and skills (as indicated on running records and formal assessments)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Implement consistent reading and writing instructional practices and vocabulary development strategies from PK - 5th grade	1, 2	Administration, Teachers, RTI Teachers	Walkthroughs, Lesson Plans, Observations, PLC Minutes and Agendas, Data Meetings				
Funding Sources: 199-Local, 211-Title I							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) ECC and ELEM teachers will meet as vertical teams every 9 weeks to review data, pacing guide, alignment, strategies, and assessments	1, 2, 8, 9	Principal, Teachers, RTI Teacher	PLC Meeting Agenda and Minutes; Walkthroughs, formal and informal assessments, fluency checks, running records, observations				
Funding Sources: 211-Title I, 199-Local							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Teachers will use data from running records, fluency checks, and formal assessments to monitor progress - creating a digital data wall	1, 2	Administration, Teachers, RTI Teachers	Digital Data Wall, Fluency checks, informal and formal assessments				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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Goal 2: Increase the number of students who obtain satisfactory level on writing


Performance Objective 2: There will be a 20% overall increase of students who receive ESL services scoring Advanced High on TELPAS assessment in Writing

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Differential instructional strategies to meet the needs of all students identified as ESL.	1	Principal, teachers	Increase in TELPAS rating				
Funding Sources: 211-Title I							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1	1, 2, 10	Principal, teachers, LPAC Coordinator	Walkthroughs, Lesson Plans, TELPAS results				
2) Disaggregate previous year's TELPAS data and local assessments to identify student needs and instructional targets	Funding Sources: 211-Title I						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1	1, 2, 10	Principal, Special Programs Director, Curriculum Facilitator, Teachers	PLC Meeting Minutes and Agendas, LPAC Meetings, Certificates, TELPAS assessment results				
3) Provide appropriate collaborative practices and training to support teachers in meeting educational needs of those general education students who receive ESL services	Funding Sources: 199-Local						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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Goal 3: Increase opportunities for students to perform at an advanced level






Performance Objective 1: Increase advanced academic opportunities at the ECC campus

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Provide professional development on gifted and talented and differentiated instruction to meet the educational needs of all students	1, 2, 10	Principal, Special Programs Director, Teachers, GT Teachers	GT Training, Differentiated Instruction Training certificates, Walkthroughs, Lesson Plans, assessment results				
Funding Sources: 199-Local							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Provide co curricular opportunities to allow students to participate in at the early grades - such as Chess, Science Fair, project based learning	1, 2	Principal, Teachers, GT Teachers, Chess Sponsor	Lesson Plans, Walkthroughs, Student Participating in projects				
Funding Sources: 199-Local							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Use differentiated instruction to meet the educational needs of all students - through response to intelligences - using project based learning, state performance standard projects	1, 2, 10	Principal, Teachers, GT Teachers	GT Training, PD Certificates, Walkthroughs, Lesson Plans, Observations, student performance projects				
Funding Sources: 199-Local							
							

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Goal 4: ECC will promote parental involvement that has a positive impact on closing achievement gap

Performance Objective 1: NECC will promote involvement from parents and other community members that has a positive impact on promoting achievement and healthy positive relationships.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Parent information meetings to be held periodically throughout the school year. (to include back to school nights, Meet the Teacher Night, Report card pick up night, Family Math and Science nights, Grade level music programs, grandparent's day, parent involvement day, Read Across America, classroom parties, Field trips, fall festival, and classroom parent volunteers</p>	1, 2, 6	Administration and teachers	Agendas, sign in sheets, and newsletters.				
Funding Sources: 211-Title I							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) 3. Monthly administration newsletters and weekly grade level newsletters will be sent home as well as posted on the school web site.</p>	1, 2, 10	principal, grade levels and campus technology coordinator.	Sign in sheets and parent participation sheets.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Parents will be given an opportunity to become committee members.</p>	1, 2	Principal, Counselor, Teachers, and Parents.	Agendas and sign in sheets				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will be provided with ELAR staff development that will enable them to provide high quality ELAR instruction and intervention activities for RtI.
1	1	2	Teachers will meet with horizontal/vertical teams every three weeks to review scope and sequence, alignment, strategies, and assessments
1	1	3	Implement consistent reading and writing instructional practices and strategies from PK - 5th grade
1	2	1	Kindergarten-1st grade will implement Renaissance Learning
1	2	2	Classrooms will implement instructional strategies to support early literacy
1	2	3	Utilize research based interventions that will address specific individual academic and behavioral needs in all Tiers
2	1	1	Implement consistent reading and writing instructional practices and vocabulary development strategies from PK - 5th grade
2	1	2	ECC and ELEM teachers will meet as vertical teams every 9 weeks to review data, pacing guide, alignment, strategies, and assessments
2	1	3	Teachers will use data from running records, fluency checks, and formal assessments to monitor progress - creating a digital data wall
2	2	2	Disaggregate previous year's TELPAS data and local assessments to identify student needs and instructional targets
2	2	3	Provide appropriate collaborative practices and training to support teachers in meeting educational needs of those general education students who receive ESL services
3	1	1	Provide professional development on gifted and talented and differentiated instruction to meet the educational needs of all students
3	1	2	Provide co curricular opportunities to allow students to participate in at the early grades - such as Chess, Science Fair, project based learning
3	1	3	Use differentiated instruction to meet the educational needs of all students - through response to intelligences - using project based learning, state performance standard projects

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Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will be provided with ELAR staff development that will enable them to provide high quality ELAR instruction and intervention activities for RtI.
1	1	2	Teachers will meet with horizontal/vertical teams every three weeks to review scope and sequence, alignment, strategies, and assessments
1	1	3	Implement consistent reading and writing instructional practices and strategies from PK - 5th grade
1	2	1	Kindergarten-1st grade will implement Renaissance Learning
1	2	2	Classrooms will implement instructional strategies to support early literacy
1	2	3	Utilize research based interventions that will address specific individual academic and behavioral needs in all Tiers
2	1	1	Implement consistent reading and writing instructional practices and vocabulary development strategies from PK - 5th grade
2	1	2	ECC and ELEM teachers will meet as vertical teams every 9 weeks to review data, pacing guide, alignment, strategies, and assessments
2	1	3	Teachers will use data from running records, fluency checks, and formal assessments to monitor progress - creating a digital data wall
2	2	2	Disaggregate previous year's TELPAS data and local assessments to identify student needs and instructional targets
2	2	3	Provide appropriate collaborative practices and training to support teachers in meeting educational needs of those general education students who receive ESL services
3	1	1	Provide professional development on gifted and talented and differentiated instruction to meet the educational needs of all students
3	1	2	Provide co curricular opportunities to allow students to participate in at the early grades - such as Chess, Science Fair, project based learning
3	1	3	Use differentiated instruction to meet the educational needs of all students - through response to intelligences - using project based learning, state performance standard projects

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Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4	Renaissance Learning (AR Reading, STAR Reading)		\$0.00
1	2	1	Renaissance Learning, Computer Accessibility, printer		\$0.00
1	2	2			\$0.00
1	2	3	Renaissance Reading, Tier III strategies		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1	ESL paraprofessional		\$0.00
2	2	2			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00

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	Grand Total \$0.00
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Natalia Independent School District

District Improvement Plan

2016-2017



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Mission Statement

Natalia Independent School District, in partnership with the community, is committed to providing a safe and challenging environment that promotes productive and successful life-long learners.

Vision

NISD will prepare students to be productive, successful citizens.

Core Beliefs

Collaboration

Integrity

Commitment

Perseverance

Innovation

Professionalism

Enthusiasm

Comprehensive Needs Assessment

Demographics

Demographics Summary

Natalia ISD is a 3A rural public school district with 1,070 students located 35 miles south west of San Antonio, Texas along the I-35 corridor. We have 4 campuses serving students from PreK- 12 th grade. Natalia ISD has maintained roughly the same number of students over the last five years. Student demographic population trends have remained steady at roughly 80% for Hispanic students and 17% for White students. Our economically disadvantaged population has continued to grow.

Demographics Strengths

The following strengths have been identified:

- **Decrease in Students Held in Disciplinary Placements:** Disciplinary placements have dropped from 6.1% to 2.4% in three years.
- **Consistently Low Limited English Population:** LEP populations remain at 4.6% comparing to 17.5% in the state.
- **Class Sizes:** Class sizes have remained lower than state average over the last three years.
- **Lower Teacher/Student Ratios:** Overall ratio of students per teacher has been 2% lower than the state average over the past three years.

Demographics Needs

The following needs are listed in priority order by subject area:

- Writing across each measurable student group has decreased from 54% of students meeting Level II satisfactory in 2015 to 39% of students meeting Level II in 2016 STAAR/EOC.
- Special Education and ELL students as comparable groups score on average 20% fewer students passing at the satisfactory Level II on all STAAR/EOC exams for the 2016 school year.
- Accessing and successfully completing College entrance exams such as TSI and SAT/ACT participation is lower compared to the State of

Texas average for the class of 2015.

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Student Achievement

Student Achievement Summary

Natalia ISD was rated **Improvement Required** by the Texas Education Agency for the 2013-2014 academic year. Natalia ISD was above the target scores in Indexes 1 through 3 but did not meet the target in Index 4: Post Secondary Readiness. On the System Safeguards report, Natalia ISD met 85% of the indicators. One of the four campuses, Natalia Jr. High, was rated **Improvement Required** in Index 2: Student Progress. The remaining three campuses **Met Standard**.

	State Target Score	Natalia ISD Score
Index 1: Student Achievement	60	63
Index 2: Student Progress	22	37
Index 3: Closing Performance Gaps	28	33
Index 4: Post Secondary Readiness	60	59

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Natalia ISD is currently listed as Improvement Required by the State of Texas Accountability for 2016 based on failing to meet Index 4 Post Secondary Readiness.

Student Achievement Strengths

The following strengths have been identified:

Natalia ISD "Met Standard" in three of the four performance indices for the 2015-2016 school year. These indexes included Student Achievement, Student Progress and Closing Performance Gaps.

- **Natalia ISD met standard in:** Student Achievement (index one) with 63 points exceeding the target score by a margin of 3 points.

- **Natalia ISD met standard in:** Student Progress (index 2) with 37 points exceeding the target score by a margin of 15 points.
- **Natalia ISD met standard in:** Closing Performance Gaps (index three) with 33 points exceeding the target score by a margin of 5 points

Campus Distinction Designations for 2016

NES- Top 25% in Student Progress

NHS- ELA/Reading; Science; Top 25% in Closing Performance Gaps

Student Achievement Needs

The following needs have been identified by priority order:

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- **Failure to meet SYSTEM SAFEGUARDS:** Failed to increase Phase-In 2 Level II reading scores from Special Education sub-population (31%) above 60% passing rate in order to meet System Safeguards.
- **Failure to meet SYSTEM SAFEGUARDS:** Failed to increase Phase-In 2 Level II math scores from Special Education sub-population (26%) above 60% passing rate in order to meet System Safeguards.
- **Failure to meet SYSTEM SAFEGUARDS:** Failed to increase Phase-In 2 Level II writing scores from ALL students and campus groups (39%) above 60% passing rate in order to meet System Safeguards.
- **Failure to meet SYSTEM SAFEGUARDS:** Failed to increase Phase-In 2 Level II reading scores from ELL sub-population (51%) above 60% passing rate in order to meet System Safeguards.

Failure to Meet Standard: Natalia ISD failed to meet Index 4 Post secondary readiness for 2016 by 1 point with a score of 59 and the target was 60.

Failure to Meet Standard: Natalia Junior High Failed to Meet Index 1 Student Achievement by 3 points with a score of 57 and the target was 60.

STAAR Index 1: Student Achievement (ALL scores reported are under phase 2 for 2016 and phase 1 for 2015)

- **Mathematics:** 65% at Phase-in 2 Level II Satisfactory for all grades. Decrease from 72% in 2015.

- **Science:** 65% at Phase-in 2 Level II Satisfactory for all grades. Decrease from 69% in 2015
- **Writing:** 39% at Phase-in 2 Level II Satisfactory for all grades. Decrease from 54% in 2015
- **Social Studies:** 74% at Phase-in 2 Level II Satisfactory for all grades. Increase from 71% in 2015
- **Reading:** 64% at Phase-in 2 Level II Satisfactory for all grades. Decrease from 67% in 2015

STAAR Index 2: Student Progress

- **Mathematics:** 37% met or exceeded progress. Increase from 30% in 2015.

STAAR Index 3: Closing Performance Gaps

- **Closing the performance gap:** 33 points scored for 2016 a decrease of 2 points from 2015 of 35 points. The Target both years was 28.

STAAR Index 4: Postsecondary Readiness (possible 25 points per category)

- **STAAR Post Secondary:** Scored 7 points 2016; increase from 6.8 points in 2015.
- **Graduation Rate: Scored** 24 points 2016; increase from 22.9 points 2015.
- **Graduation Plan: Scored** 19.6 points 2016; decrease from 21.8 points 2015.
- **Postsecondary :** Scored 8 points 2016; decrease from 9.3 points 2015.

District Culture and Climate

District Culture and Climate Summary

Natalia ISD is a community of educators who pride themselves on working hard as a team to increase student academic success. There have been several changes in leadership and the new focus is creating a climate and culture around collaboration, post secondary success and aligned lessons that produce successful outcomes for the students.

District Culture and Climate Strengths

The District has an established Mission Statement.

Natalia Independent School District, in partnership with the community, is committed to providing a safe and challenging environment that promotes productive and successful life-long learners.

District Culture and Climate Needs

Natalia ISD is focusing on building common practices that are placed in digital format to guide the operation of the school district. At times, information is lost as employees resign and leave the school district based on a lack of systemic structuring to capture protocol for each position.

Clear and concise communication is also a concern when dealing with concerns. There is often a lack of clear expectations and a problem solving process to increase employee effectiveness. This year we will begin a process of creating a streamlined employee policy book.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Natalia ISD has a long standing reputation of hiring and recruiting exceptionally talented and capable employees. The central administration and campus administrators conduct interview processes to select highly qualified candidates. Teachers that are hired as first or second year participate in The New Teacher Support Program that assists teachers in finding their teaching identify through professional development, coaching from a mentor, and research-based education strategies.

Staff Quality, Recruitment, and Retention Needs

- Approximately 53% of our staff feels that our district needs to establish a process to determine the professional development of administrators.
- Approximately 49% of our staff feels that our district needs to establish a process to determine the professional development of teachers.
- Approximately 52% of our staff feels that our district needs to establish a process to determine the professional development needs of support personnel.
- Approximately 55% of our staff feels that our district needs to establish a process to determine the professional development needs of other staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district is currently using several programs to increase student success. There are a lot of resources being used and the funds to commit to these programs has been allocated.

Curriculum, Instruction, and Assessment Strengths

Teachers are participating in PLC's to address their curriculum needs in terms of planning. Lesson plans are common and typically are taken from the CMS system. This is a locally created system to catalogue lessons and ensure that all teachers are able to access instructional resources.

Curriculum, Instruction, and Assessment Needs

There is a lack of fidelity in using an aligned curriculum throughout the district. In previous District Improvement Plans there has been a need to look at using the TEKS resource system, a State adopted curriculum. This has been a goal since 2013, but has yet to see full implementation. There is also a lack of program review that would highlight effective and ineffective curriculum resources purchased with District as well as Campus funds.

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Family and Community Involvement

Family and Community Involvement Summary

Currently community support is excellent at campus events, especially athletics and for elective performances. Meet the teacher nights also draw a large crowd. However we are seeking to improve our local business and community organizations to take a larger roll in assisting the campuses with outside resources for students and families.

Family and Community Involvement Strengths

Parental and community support of students involved in extra-curricular activities is present and high attendance at these events highlights the importance within the community to support the students of NISD.

Family and Community Involvement Needs

134 As a district we are seeking to improve our informational session held to get the appropriate information to parents. As we seek to increase college and post secondary success it is imperative to include parents/guardians into the decision making process. To do so will require increasing the information given to parents in a timely manner.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data






- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Natalia ISD will establish and maintain rigorous academic standards of achievement that foster individual growth to prepare all students for success in a 21st Century society.

Performance Objective 1: All Teachers will exhibit aligned lesson plans to the Texas Essential Knowledge and Skills by June 2017.

Summative Evaluation: Lesson Plan audit, campus walk through, district walkthrough data as well as Teacher and Principal reflection within T-TESS and T-P ESS.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) NISD teachers will use the TEKS Resource System (TCMPC) as a curricular framework</p>	1, 3	Assistant Superintendent of C & I, District Instructional Facilitator	TCMPC User Login Report, teacher observations, lesson plans				
Funding Sources: 199-Local							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) NISD will provide all teachers with vertical alignment professional development from Region 20 service center providers.</p>	4	Assistant Superintendent, District Instructional Facilitator, Campus Administrators	Teacher Unit Plans and Lesson Plans				
Funding Sources: 255-Title II - \$5250.00							
<p>3) Creation and Adoption of District Lesson Plan template focused on the Backwards by design model.</p>	1	Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers					
Funding Sources: 199-Local							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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Goal 1: Natalia ISD will establish and maintain rigorous academic standards of achievement that foster individual growth to prepare all students for success in a 21st Century society.

Performance Objective 2: All Teachers in core areas will commit to 100 percent participation in Professional Learning communities to increase collaborative planning as well as data driven decisions that capture all three forms of data; Teaching, Learning and Nominal Data.

Summative Evaluation: Lesson plan audits as well as T-TESS data to reflect active participation in the PLC process.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Creation of Campus norms for PLC and place those norms in writing. Creation of a PLC calendar at each campus.		Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers, Campus Secretary	Effective Calendar of dates and times of schedule PLC meetings either Monthly, Quarterly or for the school year.				
	Funding Sources: 199-Local						
2) Effectively using the Collaborative Planning process focused on planning a units.		Campus Administrators and Teachers.	Lesson Plans, T-TESS evaluation				
	Funding Sources: 199-Local						
3) Creation and Implementation of a process to regularly review student work products to identify teaching practice as well as evidence of student mastery.		Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers	Evidence of the meetings, agendas district and campus walkthroughs.				
	Funding Sources: 199-Local						
4) Display of Data in a common area (data wall, data room, etc...)		Campus Administrators and Teachers	Presence of the Data being displayed.				
	Funding Sources: 199-Local						
							

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Goal 1: Natalia ISD will establish and maintain rigorous academic standards of achievement that foster individual growth to prepare all students for success in a 21st Century society.

Performance Objective 3: Natalia ISD will meet or exceed the 2017 State of Texas average percentage of Special Population groups of students meeting at the satisfactory level II phase 3 scoring for the 2017 Spring STAAR/EOC exams.

Summative Evaluation: 2017 STAAR/EOC Result as well as results from PBMAS 2017.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) NISD will provide district-wide and campus professional development on differentiation using accommodations and/or modifications to increase student performance.</p>	3, 4	Assistant Superintendent, Special Programs Director, Special Education Facilitator, District Instructional Facilitator, Campus Administrators	Teacher Observations and Lesson Plans with increased accommodations and modifications				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) NISD will implement effective inclusion support to increase academic success to the general curriculum for students with disabilities.</p>	3	Campus Administrators, Special Education Facilitator	Teacher Observations, lesson plans, ARD Meetings				
<p>3) Identify and implement a comprehensive k-12 writing literacy plan.</p>		Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers	Comprehensive and adopted k-12 writing literacy plan.				
Funding Sources: 199-Local							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Increase classroom interventions in reading for ELL and Migrant population in grades K-12.</p>	3, 4	Assistant Superintendent, Special Programs Director, District Instructional Facilitator, Campus Administrators, Teachers	ELL reading STAAR scores increase from 51% of ELL students meeting phase 2 STAAR reading scores in 2016 to 65% of ELL students meeting phase 3 scores in 2017 STAAR reading.				

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<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>5) Professional development for all teachers servicing ELL students to improve instructional strategies used for mono-lingual and ELL within Tier 1 instruction.</p>	2, 3, 4	Assistant Superintendent, Director of Federal Programs and Grants, District Instructional Facilitator, Campus Administrators	Teacher observation, Lesson plans, Evidence during walk-thrus				
Funding Sources: 199-SCE, 255-Title II							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide professional learning focused on student performance in Reading and Writing to support the needs of:</p> <p>* Dyslexia * ELL * Migrant * Special Education</p>	2, 3, 4	District Instructional Facilitator, Special Education Facilitator, Special Programs Director, Campus Administrator, Teachers	Increase in student performance on curriculum based assessments; increase passing performance on unit/semester exams				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 1: Natalia ISD will establish and maintain rigorous academic standards of achievement that foster individual growth to prepare all students for success in a 21st Century society.

Performance Objective 4: Natalia ISD will meet or exceed the State of Texas average percentage of students meeting at the satisfactory level II phase 3 scoring for the 2017 Spring STAAR/EOC exams.

Summative Evaluation: Math(76%) Reading(73%) Writing(69%) Science(79%) Social Studies(77%)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Improve fidelity of alignment in math courses to increase both rigor and student success on STAAR/EOC math spring 2017.		Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers	Lesson plans, walk through data, T-TESS, STAAR/EOC Scores.				
2) Improve fidelity of alignment in Reading courses to increase both rigor and student success on STAAR/EOC reading spring 2017.		Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers	Lesson plans, walk through data, T-TESS, STAAR/EOC Scores.				
<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy</p> 3) Improve fidelity of alignment in Writing/ELAR courses to increase both rigor and student success on STAAR/EOC Writing/ELAR spring 2017.		Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers	Lesson plans, walk through data, T-TESS, STAAR/EOC Scores.				
4) Improve fidelity of alignment in Science courses to increase both rigor and student success on STAAR/EOC Science spring 2017.		Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers	Lesson plans, walk through data, T-TESS, STAAR/EOC Scores.				


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5) Improve fidelity of alignment in Social Studies courses to increase both rigor and student success on STAAR/EOC Social Studies spring 2017.	Assistant Superintendent, District Instructional Facilitator, Campus Administrators, Teachers	Lesson plans, walk through data, T-TESS, STAAR/EOC Scores.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Natalia ISD will establish and maintain rigorous academic standards of achievement that foster individual growth to prepare all students for success in a 21st Century society.

Performance Objective 5: All of the Core Teachers will utilize the TEKS Resource System as a planning tool to improve alignment.


Summative Evaluation: TEKS Resource Log in data, T-TESS evaluations, lesson plan audit.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 100% Teaching staff effectively using components of TEKS resource system.		Assistant Superintendent, District Instructional Facilitator, Campus Administrators	Lesson plans, TEKS resource log in data report				
							

Goal 2: Natalia ISD will establish and maintain meaningful parent and community engagement.

Performance Objective 1: Increase parent/guardian attendance at campus events non- extracurricular related.

Summative Evaluation: Increase parents/guardian involvement in campus events related to instruction and academic success as well as favorable results in final climate survey feedback from parents/guardians.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) High school Parental Information night for college and career readiness that focuses on deadlines and requirements for students upon graduation.		HS Principal, HS Counselor, HS Teachers	Agenda and event				
2) Transition nights for parents/guardians of fifth graders going to sixth as well as 8th graders going to 9th grade.		HS Principal, MS Principal, EL Principal, HS Counselor, MS Counselor, EL Counselor.					
<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> 3) Fall festival		Superintendent, Campus Administrators, Teachers, other staff members who volunteer	completion of the event.				
							

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Goal 3: Natalia ISD will recruit, develop, and retain highly effective staff to provide authentic student-centered learning and instruction.

Performance Objective 1: Retain 90 percent of all teachers rated at the Proficient level for 2016-2017 in T-TESS for the 2017-2018 school year.


Summative Evaluation: Audit of Human resource resignations and hires.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Create a district culture that focuses on collaboration and values staff members through effective operational procedures.		Superintendent, Campus Principals, faculty and staff.					
							

Goal 3: Natalia ISD will recruit, develop, and retain highly effective staff to provide authentic student-centered learning and instruction.

Performance Objective 2: Increase Participation rate in Region 20 area and outside areas to recruit highly effective certified teachers to 4 events a year.


Summative Evaluation: Audit of human resources files and folders. Attendance at recruiting events.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Attend 4 teacher and staff recruiting events.		Superintendent, Business Manager, Campus Principals					
							

Goal 3: Natalia ISD will recruit, develop, and retain highly effective staff to provide authentic student-centered learning and instruction.

Performance Objective 3: Recruit teachers who already have and develop current NISD teachers whom possess a Graduate level degree in their content to increase subject matter expertise in the classroom by June 2017.

Summative Evaluation: Auditing the staffing credentials in Human resources and fostering a partnership with an IHE by June 2017.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Create Job descriptions that increase the likely hood of attracting teachers with master degree or other graduate degree in a content area.		Superintendent, Business Manager, Human resources professionals.					
2) Identify an IHE to build a partnership to cost share current faculty and staff to receive graduate level degree in a content area to increase subject matter expertise.							
							

Goal 3: Natalia ISD will recruit, develop, and retain highly effective staff to provide authentic student-centered learning and instruction.

Performance Objective 4: Create and publish and a Human Resources Administrative Procedures Manual to establish hiring expectations.

Summative Evaluation: Publication and training on the Human Resources Administrative Procedures Manual

Goal 4: Natalia ISD will foster a positive climate and culture based on the safety and well-being of all stakeholders involved.

Performance Objective 1: Build a District culture around collaboration and high expectations through implementation of a quality PLC process.


Summative Evaluation: PLC calendar and meeting agendas will highlight the success of collaboration and high expectations.

Goal 4: Natalia ISD will foster a positive climate and culture based on the safety and well-being of all stakeholders involved.

Performance Objective 2: Establish clear expectations and time frames for communication amongst faculty and staff to increase employee effectiveness in assigned duties.

Summative Evaluation: Written policies on staff communication as well as regular updates on State, District and Campus policies and procedure updates monthly.


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Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Annually administer, review, and take actions based upon the results of the Workplace Survey.		Superintendent	Workplace survey results Actions taken based upon survey				
2) Complete the TASB Staffing Review and take actions based upon the results.		Superintendent	January Board Presentation 2016-2017 Staffing and Budget Plan				
3) Refine job descriptions and align employee evaluation to their respective job description.		Human Resources	Updated and posted job descriptions				
							

Goal 4: Natalia ISD will foster a positive climate and culture based on the safety and well-being of all stakeholders involved.

Performance Objective 3: Comprehensive guidance program focused on wellness both physically and academically.

Summative Evaluation: Guidance lessons from Campus Counselors and other campus level professionals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement quality guidance program at each campus.		Director of Federal Programs and Grants, Campus Principals, Campus Counselors.					
2) Implement anti-bullying curriculum into the guidance plan.		Assistant Superintendent, Director of Federal Programs and Grants, Campus Principals, Campus Counselors.					
3) Implement quality Online safety training for all students in Elementary and Middle School.		District Instructional Facilitator, Campus Principals, Campus Counselors.					
4) Implement the worth the wait curriculum in HS Science courses		Assistant Superintendent, Campus Principals, Campus Counselors, District Nurse, Teachers.					
							

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Goal 4: Natalia ISD will foster a positive climate and culture based on the safety and well-being of all stakeholders involved.

Performance Objective 4: Update and implement the Emergency Procedures Manual through the collaboration of school and community emergency management personnel.

Summative Evaluation: Publication and training records based upon the updated Emergency Procedures Manual.

Goal 5: Natalia ISD will establish and maintain an efficient and effective management of resources and operations to maximize learning and performance for all students and staff.

Performance Objective 1: Create, publish, and implement a Business Office Administrative Procedures Manual.

Summative Evaluation: Publication of the manual and training evidence.

Goal 5: Natalia ISD will establish and maintain an efficient and effective management of resources and operations to maximize learning and performance for all students and staff.

Performance Objective 2: Carry out an internal audit and adjust practices based upon findings.

Summative Evaluation: Audit Report and adjustments to Business Office Administrative Procedures Manual.

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State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	NISD teachers will use the TEKS Resource System (TCMPC) as a curricular framework
1	3	1	NISD will provide district-wide and campus professional development on differentiation using accommodations and/or modifications to increase student performance.
1	3	2	NISD will implement effective inclusion support to increase academic success to the general curriculum for students with disabilities.
1	3	4	Increase classroom interventions in reading for ELL and Migrant population in grades K-12.
1	3	5	Professional development for all teachers servicing ELL students to improve instructional strategies used for mono-lingual and ELL within Tier 1 instruction.
1	3	6	Provide professional learning focused on student performance in Reading and Writing to support the needs of: * Dyslexia * ELL * Migrant * Special Education
1	4	3	Improve fidelity of alignment in Writing/ELAR courses to increase both rigor and student success on STAAR/EOC Writing/ELAR spring 2017.

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Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	4	Increase classroom interventions in reading for ELL and Migrant population in grades K-12.
1	3	5	Professional development for all teachers servicing ELL students to improve instructional strategies used for mono-lingual and ELL within Tier 1 instruction.
1	3	6	Provide professional learning focused on student performance in Reading and Writing to support the needs of: * Dyslexia * ELL * Migrant * Special Education
1	4	3	Improve fidelity of alignment in Writing/ELAR courses to increase both rigor and student success on STAAR/EOC Writing/ELAR spring 2017.

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District Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
Sub-Total					\$0.00
255-Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Region 20 Services		\$5,250.00
1	3	5			\$0.00
Sub-Total					\$5,250.00
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Access to The TEKS Resource System		\$0.00
1	1	3	0		\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	3	Professional Development		\$0.00
Sub-Total					\$0.00
Grand Total					\$5,250.00

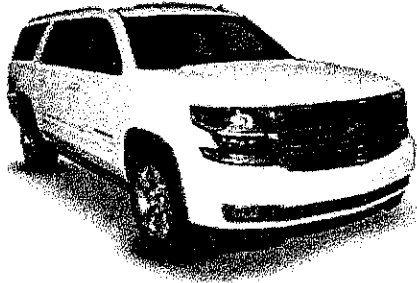
153



DATE: 10/7/2016

BROWN CHEVROLET CO. INC.
 340 IH 35 NORTH
 DEVINE, TEXAS 78016
 (830) 665-4435
 Toll free (800) 725-4444

To: Natalia ISD

Qty	Description	Vin #	Unit Price
1	2017 Chevrolet Suburban LS	Order # TVCD2M	\$42,375.00
			
	This vehicle will be special ordered for you and should be available for delivery in 4 to 6 weeks		
		Subtotal	\$42,375.00
		Sales Tax	
		Grand Total	\$42,375.00

Quotation prepared by: Richard Ramirez
 This is a quotation on the goods named, subject to the conditions noted below:
 Payment terms: Due upon delivery of goods
 (Quote expires 30 days after proposal end date)

TO ACCEPT THIS QUOTATION, SIGN HERE AND RETURN _____



RONNIE HARRELL
BROWN CHEVROLET COMPANY INC

ATTENTION ALL USERS: When using Order Workbench (OWB), please DO NOT disable pop-up windows functionality. OWB uses pop-up windows to display business critical alerts, confirmations and warning messages while in transactions. For assistance, contact the OWB Help Desk at 1-888-337-1010.

jvm009 Logout

Main > Order Vehicles > Configure a New Vehicle: Summary

PLAN & FORECAST ORDER VEHICLES MANAGE INVENTORY LOCATE VEHICLES DELIVER VEHICLES REPORTS & TOOLS

Configure a New Vehicle: Summary



BAC: 114899 BFC: 1 Name: BROWN CHEVROLET COMPANY INC

You have successfully submitted your configuration as a preliminary order. Go to View My Preliminary Orders to view the following order: TVCD2M

RELATED LINKS

- View My Allocation and Constraints
- View Stored Configurations
- US On-Line Order/Reference Guide

Review the vehicle configuration information in order to ensure that it is correct. If you need to make a change click "Back" to return to the Configure a New Vehicle: Select Options screen. Click "Submit as Preliminary Order" to submit this configuration as a preliminary order. Click "Save in Stored Configurations" in order to store this configuration. Click "Cancel" to cancel the entire configuration.

Note: A submitted preliminary order is at Event Code 1100 (Preliminary Order Accepted).

Customer Information

[View Customer Version](#) ▼

Business Name:
NATALIA ISD
PO BOX 548
NATALIA TX 78059
Phone: 830-663-4416
Email: HENSLEY.CONE@NATALIAISD.NET

Model Information

Model Year: 2017 Division: CHEVROLET TRUCK Allocation Group: SUBURB
Model: CC15906 - Suburban: 2WD Order Type: SRE-Retail Sold
DAN: UPDATE
Stock No: UPDATE Quantity: 1
MSRP: \$49,915.00 MSRP W/DFC: \$51,110.00

Preferred Equipment Group †

PEG: 1LS

Color

Primary Color: GAZ - Summit White

Trim

H0U: Jet Black, Premium cloth seat trim

Options

- | | |
|---|--|
| A95: Seats, front bucket with Premium Cloth | L83: Engine, 5.3L V8 EcoTec3 with Active Fuel Management, Direct Injection and Variable Valve Timing |
| AG2: Seat adjuster, front passenger 6-way power | MYC: Transmission, 6-speed automatic, electronically controlled |
| AQQ: Remote Keyless Entry, extended-range | N33: Steering column, Tilt-Wheel |
| ARN: Seat, third row manual 60/40 split-folding bench, fold flat | PZX: Wheels, 18" x 8.5" (45.7 cm x 21.6 cm) aluminum with high-polished finish |
| AT6: Seats, second row 60/40 split-folding bench, manual | RC4: Tire, spare P265/70R17 all-season, blackwall |
| AU3: Door locks, power programmable | RKX: Tires, P265/65R18 all-season, blackwall |
| B30: Floor covering, color-keyed carpeting | SAF: Tire carrier, lockable outside spare, winch-type mounted under frame at rear |
| B58: Floor mats, color-keyed carpeted first and second row, removable | TB4: Liftgate, rear manual |
| BTV: Remote vehicle start | TG5: Audio system feature, single-slot CD/MP3 player |
| BVE: Assist steps, Black | |
| C49: Defogger, rear-window electric | |
| C6A: GVWR, 7300 lbs. (3311 kg) | |

CE1: Wipers, front intermittent, Rainsense	U2K: SiriusXM Satellite Radio
CJ4: Climate control, tri-zone automatic	U2L: Radio, HD
DL8: Mirrors, outside heated power-adjustable, manual-folding and color keyed	UD7: Rear Park Assist
FE9: Emissions, Federal requirements	UDD: Driver Information Center, 4.2" diagonal multi-color
G80: Differential, heavy-duty locking rear	UE1: OnStar Guidance Plan
GU4: Rear axle, 3.08 ratio	UK3: Steering wheel controls, mounted audio and cruise controls
I05: Audio system, Chevrolet MyLink Radio with 8" diagonal color touch-screen	UQ3: Audio system feature, 6-speaker system
K34: Cruise control, electronic with set and resume speed	UTJ: Theft deterrent, electrical, unauthorized entry
KC4: Cooling, external engine oil cooler, heavy-duty air-to-oil	UVC: Rear Vision Camera
KG4: Alternator, 150 amps	V54: Luggage rack side rails, roof-mounted
KI4: Power outlet, 110-volt	VK3: License plate front mounting package
KNP: Cooling, auxiliary transmission oil cooler, heavy-duty air-to-oil	VV4: OnStar 4G LTE
	Z92: Trailering equipment
	ZY1: Paint scheme, solid application

† North American Order Workbench is intended solely for business use by GM Dealers. Pricing shown is for illustration purposes only. Refer to GMPricing.com for official GM Price schedules. GM pricing is subject to change by GM at anytime, without notice.

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SUPER DUTY

2016 F350 SRW 4X4 CREW CAB
XL 172" WB STYLEIDE
6.7L POWER STROKE V8 DIESEL
6-SPEED AUTO TRANS

EXTERIOR
OXFORD WHITE
INTERIOR
STEEL CLOTH

STANDARD EQUIPMENT INCLUDED AT NO EXTRA CHARGE

EXTERIOR

- GRILLE - BLACK
- LOCKING REMOVABLE TAIL GATE W/LIFT ASST.-NA W/BOX DLT
- PICKUP BOX, TIE DOWN HOOKS -NA W/BOX DLT
- SPARE TIRE AND WHEEL LOCK -NA W/BOX DLT
- TOW HOOKS

INTERIOR

- 60/40 FOLD-UP REAR BENCH SEAT
- AIR COND, MANUAL FRONT
- AM/FM STEREO W/CLOCK
- BLACK VINYL FLOOR COVERING
- DAY/NIGHT REARVIEW MIRROR
- TEL/TELESCOPE 5TH COLUMN
- VINYL SUN VISORS

FUNCTIONAL

- FIXED INTERNAL WIPERS
- HILL START ASSIST
- MANUAL LOCKING HUBS
- MANUAL TELESCOPING TT MIRRORS, MANUAL GLASS
- MANUAL WINDOWS / LOCKS
- MONO BEAM COIL SPRING FRT SUSPENSION W/STAB BAR
- TRAILER SWAY CONTROL
- TRAILER TOW PKG

SAFETY/SECURITY

- 4 WHEEL ABS
- AIRBAGS - SAFETY CANOPY
- DRIVER/PASSENGER AIR BAGS
- MYKEY
- SECURELOCK PASS ANTI THEFT
- SOS POST CRASH ALERT SYS

WARRANTY

- 3YR/36,000 BUMPER / BUMPER
- 5YR/60,000 POWERTRAIN
- 5YR/60,000 ROADSIDE ASSIST

INCLUDED ON THIS VEHICLE

OPTIONAL EQUIPMENT/OTHER

OPTIONAL EQUIPMENT/OTHER	(MSRP)
PREFERRED EQUIPMENT PKG.L10A	
6.7L POWER STROKE V8 DIESEL	6,430.00
6-SPEED AUTO TRANS	NO CHARGE
LT3M5/75R17E BSW ALL-TERRAIN	165.00
3.55 ELECTRONIC LOCKING AXLE	390.00
POWER EQUIPMENT GROUP	1,105.00
GOOSENECK HITCH KIT	250.00
F34 OFF-ROAD PACKAGE	295.00
SKID PLATES	
MOLDED BLACK CAB STEPS	370.00
11200# GVWR PACKAGE	
ELECTRONIC SHIFT ON THE FLY	185.00
50 STATE EMISSIONS	NO CHARGE
SPARE TIRE AND WHEEL	NO CHARGE
TRAILER BRAKE CONTROLLER	270.00
5TH WHEEL HITCH PREP PACKAGE	370.00
TELESCOPING TT MIRR-PWR/HTD	
CENTER HIGH MOUNT STOP LAMP	NO CHARGE
JACK	
STEERING WHEEL AUDIO CONTROLS	70.00
CAST ALUMINUM WHEELS-17"	600.00
HEAVY DUTY SERVICE SUSPENSION	125.00
CLOTH 40/20/40 SEAT	315.00
AUX AUDIO INPUT JACK	
SYNC VOICE ACTIVATED SYSTEMS	295.00
XL APPEARANCE PACKAGE	945.00
CRUISE CONTROL	
AM/FM STEREO CD/CLK	

PRICE INFORMATION

	(MSRP)
BASE PRICE	\$29,800.00
TOTAL OPTIONS/OTHER	14,230.00
TOTAL VEHICLE & OPTIONS/OTHER	44,030.00
DESTINATION & DELIVERY	1,195.00

SOLD TO Griffith Ford, Inc. 3000 East Main Street Uvalde TX 78901	52V 730	RAMP ONE RA80	TRAILER NO. 52V 730
SHIP TO: IF OTHER THAN SOLD TO		RAMP TWO	FINAL ASSEMBLY PLANT KENTUCKY

TOTAL MSRP \$55,305.00

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Sub Zero Air Conditioning and Heating L.L.C
 TACLB 26734E
 PO Box 615
 Devine, TX 78016
 (830) 663-9953
 subzerotx@gmail.com



ESTIMATE

ADDRESS
 Natalia Isd

SHIP TO
 Natalia Isd

ESTIMATE # 16-225
DATE 09/09/2016

ACTIVITY	QTY	RATE	AMOUNT
15 HVAC This is an estimate to install new 15 ton American standard straight cool split systems in the middle school gym . (this is my recommended choice to cool space correctly Ductwork will be engineered and grills will be selected that can blow across gym and be quiet as possible *mod# tta180h300a(cond) / twe180e300a (a/h) /bayht325(heatkit *25kw heatkit *hail-guards to protect coil * Platform will be built to hold unit up and keep return air noise to a minimum All ductwork will be 1.5 inch duct board and will be suspended and hung from ceiling with outlets as high as possible (need to have electrician supply power for unit) (need to have a concrete pad poured for unit)	2	18,658.00	37,316.00

Regulated by the Texas Department of Licensing and Regulation
 P.O. Box 12157. Austin, Tx 78711
 1-800-803-9202

TOTAL **\$37,316.00**

Accepted By

Accepted Date

Explanatory Notes

TASB Localized Policy Manual Update 105

District: Natalia ISD

ATTN (NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Update 105 includes revisions throughout the policy manual based on the passage of the Every Student Succeeds Act (ESSA), signed into law December 10, 2015, which replaces the previous version of the law—the No Child Left Behind Act (NCLBA)—and reauthorizes the Elementary and Secondary Education Act (ESEA).

AIA (LEGAL) ACCOUNTABILITY
ACCREDITATION AND PERFORMANCE INDICATORS

Existing detail from the Administrative Code has been added regarding the requirement for a district that has received an accreditation status of accredited-warned, accredited-probation, or not accredited-revoked to post notice of the status in various locations and otherwise communicate the notice. See NOTICE OF STATUS beginning on page 3.

Other changes are to better reflect statute and to add existing statutory detail regarding PERFORMANCE RATINGS.

AIB (LEGAL) ACCOUNTABILITY
PERFORMANCE REPORTING

Beginning on page 5, new requirements from ESSA regarding the FEDERAL REPORT CARD replace outdated provisions from the NCLBA. ESSA requires a district that receives Title I funding to prepare and disseminate an annual report card—for the district and each school served by the district—that includes information on student state assessment performance and any other information that the district determines is appropriate.

AIC (LEGAL) ACCOUNTABILITY
INVESTIGATIONS AND SANCTIONS

Amendments to the Administrative Code effective February 29, 2016, address the procedures a BOARD OF MANAGERS will follow when ordering the election of members of the board of trustees and explain the transition to the elected board after the period of appointment for the board of managers. See pages 9–10.

Other changes are to better reflect statute.

AID (LEGAL) ACCOUNTABILITY
FEDERAL ACCOUNTABILITY STANDARDS

As a result of the new accountability system outlined in ESSA effective with the 2017–18 school year, TASB Policy Service has deleted the outdated NCLBA provisions and noted that during the transition year, districts shall be evaluated in accordance with standards established by TEA and the U.S. Department of Education.

As of the publication of this update, no additional guidance was available for inclusion in this legally referenced policy.

Explanatory Notes

TASB Localized Policy Manual Update 105

BBE (LEGAL) BOARD MEMBERS
AUTHORITY

Citations in the text have been updated at FEDERAL LAW IMMUNITIES, on page 3, based on changes from ESSA.

BDAE (LEGAL) OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF DEPOSITORY

As established during the last legislative session, the TEXAS BULLION DEPOSITORY may receive deposits of bullion or specie from or on behalf of a district, and the district may use the bullion depository instead of a depository bank. See pages 3–4.

BJCD (EXHIBIT) SUPERINTENDENT
EVALUATION

The commissioner rules on administrator appraisals that were cited in this exhibit have been repealed. The new commissioner rules, effective July 1, 2016, are applicable to principal and campus administrator appraisals only; therefore, this exhibit is recommended for deletion.

BJCF (LOCAL) SUPERINTENDENT
NONRENEWAL

The first paragraph of this policy on superintendent nonrenewal affirms that decisions will not be based on protected employee characteristics. Recommended changes better align the list of protected characteristics with those in legal precedent regarding freedom from discrimination, harassment, and retaliation.

The following changes are recommended to the list of REASONS for nonrenewal to make the list parallel with the nonrenewal reasons in DFBB(LOCAL) (Term Contracts):

- A new item 18, listing behavior that presents a danger of physical harm to a student or other individuals.
- Revisions at item 24 to include the failure to maintain, in addition to failure to fulfill, superintendent certification, unless granted a waiver by the commissioner.
- A new item 26, listing any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
- Deletion of an item that referred to fulfilling the requirements of a deficiency plan under an emergency or special assignment permit.

In addition, the NOTICE OF PROPOSED NONRENEWAL provision was simplified to refer to the requirements in law, and a provision was added to explain the board procedures if a superintendent does not request a hearing (see NO HEARING).

References to school property have been changed to "district" property throughout.

Explanatory Notes

TASB Localized Policy Manual Update 105

BQ (LOCAL) PLANNING AND DECISION-MAKING PROCESS

ESSA expands on the previous NCLBA requirement regarding parental involvement to require districts to conduct outreach to "family members" of district students as well as to parents. Recommended changes at PARENT AND FAMILY ENGAGEMENT PLAN incorporate this terminology. See also EHBD, below.

The first paragraph of this policy has been recommended for revision to refer to board approval and review of the district's "vision" in addition to the mission and goals, as all three items are considered critical areas of development in the Framework for School Board Development found in the district's policy manual at BBD(EXHIBIT).

Other recommended changes at ADMINISTRATIVE PROCEDURES AND REPORTS are to better align the text with the state law requirement for the board to ensure development of administrative procedures in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. A sentence has been added to the policy to affirm that the district will involve site-based decision making in development of the procedures, as required by law.

CH (LEGAL) PURCHASING AND ACQUISITION

New Administrative Code rules from the Texas Ethics Commission effective December 24, 2015, and June 22, 2016, have been added at DISCLOSURE OF INTERESTED PARTIES, beginning on page 3, and include detail on the requirement for a district to obtain a disclosure of interested parties form from a business entity if the contract with the entity requires board action or has a value of at least \$1 million. The rules explain that if the board has delegated to staff the authority to execute the contract and the board does not participate in the selection of the entity, the contract is not considered to require board action. In addition, the rules include definitions of "contract," "controlling interest," "signed," and "value" and clarify the definition of "business entity."

CLB (LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT MAINTENANCE

Revisions to INTEGRATED PEST MANAGEMENT (IPM) PROGRAM, beginning on page 1, are based on amendments to the Administrative Code effective December 21, 2015. The rules revised the TRAINING requirements for IPM coordinators, deleted from the DUTIES of an IPM coordinator the requirement to conduct facility inspections, and clarified the activities required of a LICENSED APPLICATOR.

Other changes are to better reflect statute and to add existing statutory provisions regarding required NOTICE, on page 4, and provisions on incidental pesticide use application, at INCIDENTAL USE, on page 5.

CLB (LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT MAINTENANCE

As mentioned above at CLB(LEGAL), state rules on INTEGRATED PEST MANAGEMENT (IPM) PROGRAMS were revised effective December 21, 2015. As a result of the rule changes, there are several recommended changes to this local policy.

- References to the relevant laws were updated and moved to the beginning of the policy where the IPM guidelines are first mentioned.
- A statement has been added that requires the IPM COORDINATOR to provide training to district employees, as necessary, to ensure other staff members understand IPM guidelines.

Explanatory Notes

TASB Localized Policy Manual Update 105

- At NO UNAUTHORIZED APPLICATION, a statement has been added to clarify that if the IPM coordinator is a licensed applicator, the coordinator may apply pesticides in accordance with law.

CLE (LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
FLAG DISPLAYS

Policy Service has added an existing statutory provision effective with the 2016–17 school year stating that the board shall require the prominent display of the U.S. and Texas flags in classrooms during the pledges of allegiance to the flags. A district is not required to spend federal, state, or local funds to acquire the flags, but may raise money or accept gifts, grants, and donations.

See CLE(LOCAL), below, for policy text to address the board's obligation.

CLE (LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
FLAG DISPLAYS

This local policy is recommended for inclusion in the district's policy manual to provide evidence that the board requires the prominent display of the U.S. and Texas flags in classrooms during the pledges of allegiance to the flags, as required by state law. See CLE(LEGAL), above.

CNA (LEGAL) TRANSPORTATION MANAGEMENT
STUDENT TRANSPORTATION

New ESSA provisions on TRANSPORTATION OF STUDENTS IN FOSTER CARE have been added on page 4. A district receiving Title I, Part A funds must collaborate with the state or local child welfare agency to develop and implement clear written procedures on transportation solutions to allow children in foster care to remain in their school of origin when in the child's best interest. **Please note that these procedures must be developed by December 10, 2016.**

ESSA also made minor revisions to the statutory wording at TRANSPORTATION OF HOMELESS STUDENTS, on pages 3 and 4.

Provisions from the NCLBA on transporting students to a higher performing school were deleted. Other revisions throughout are to better track existing statutory language.

CPC (LEGAL) OFFICE MANAGEMENT
RECORDS MANAGEMENT

To provide further guidance to districts, considerable detail has been added from existing statute to this legally referenced policy on records management, including:

- DEFINITIONS for "custodian," "essential record," "permanent record," "records control schedule," "records management," "records management officer," "records retention schedule," and "retention period";
- The board's duty to establish a RECORDS MANAGEMENT PROGRAM that enables the board, custodians, and the records management officer (RMO) to fulfill statutory responsibilities for records management and preservation;
- The RMO's duty to prepare and file with the Texas State Library and Archives Commission (TSLAC) a RECORDS CONTROL SCHEDULE that includes a retention period for each record;
- TSLAC's acceptance or rejection of the schedule and other required documents at TSLAC REVIEW;

Explanatory Notes

TASB Localized Policy Manual Update 105

CQ (LEGAL) TECHNOLOGY RESOURCES

Material from the recently passed CYBERSECURITY INFORMATION SHARING ACT has been added, beginning on page 10. Effective December 18, 2015, the Act is intended to improve cybersecurity in the United States through enhanced sharing of information about cybersecurity threats. Under the Act, a district may, for a cybersecurity purpose, share with or receive from a non-federal entity or the federal government a cyber threat indicator or defensive measure. The Act does not create a duty to share information.

In addition, we have:

- Based on ESSA, updated citations at CHILDREN'S INTERNET PROTECTION ACT (page 1) and ESEA FUNDING (page 3);
- Added existing statutory definitions related to the Stored Wire and Electronic Communications and Transactional Records Access Act (pages 8–10) and updated the cited case law to provide further guidance on the term "electronic storage" (page 9); and
- Revised provisions throughout to better track existing statutory language.

CQA (LEGAL) TECHNOLOGY RESOURCES DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Several REQUIRED INTERNET POSTINGS have been added to this legally referenced policy.

- Item 1 references the requirement for a district that has received an accreditation status of accredited-warned, accredited-probation, or not accredited-revoked to post notice of the status on the district's home page with a link to the notification.
- Item 2 references the board's duty to post the district's Texas Academic Performance Report on the district's website.
- Item 4 references a district's obligation to post, by August 8 of each year, the community engagement ratings and compliance statuses for the district and each campus.
- Item 5 references the ESSA requirement for a district to post its annual federal report card.
- Item 22 references the requirement for a district to post information from TEA explaining the advantages of the distinguished level of achievement and each endorsement.
- Item 24 references the new ESSA requirement for a district that receives Title I, Part A funds to post on the district and each campus website information on state assessments and district-wide assessments.

D (LEGAL) PERSONNEL

To align with new commissioner rules on appraisal of principals and campus administrators, Policy Service has revised the subtitle of DNB to Evaluation of Campus Administrators.

Explanatory Notes

TASB Localized Policy Manual Update 105

DBA (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CREDENTIALS AND RECORDS

ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified," prompting Policy Service to remove those provisions and make other conforming adjustments to this legally referenced policy on credentials and records. ESSA requires a school that receives Title I funds to provide a parent notice when the parent's child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification or licensure requirements for the grade level and subject area in which the teacher has been assigned. See **FEDERALLY REQUIRED NOTICE WHEN TEACHER LACKS CREDENTIALS** on page 1.

State parental notice provisions regarding inappropriately certified or uncertified teachers have been moved here without revision from **DK(LEGAL)**. See **STATE-REQUIRED NOTICE WHEN TEACHER LACKS CREDENTIALS**, beginning on page 1.

New provisions from ESSA at **FEDERAL REQUIREMENTS FOR TEACHERS AND PARAPROFES- SIONALS**, on page 4, include the requirement for teachers and paraprofessionals working in Title I, Part A programs to meet applicable state certification and licensure requirements. The **FEDERAL REQUIRE- MENTS FOR SPECIAL EDUCATION TEACHERS** under ESSA require state certification as a special ed- ucation teacher, with no waiver of requirements, and a bachelor's degree.

At **FORMER EMPLOYEES**, on page 7, a revision from amended Administrative Code rules effective Jan- uary 7, 2016, allows a scanned version of an original service record to be considered official if one em- ploying district sends it directly to another employing district.

DBA (LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CREDENTIALS AND RECORDS

As mentioned above at **DBA(LEGAL)**, ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified." As a result, we recommend deletion of the text on parent noti- fication where a regular teacher is not "highly qualified." Provisions excepting notification when a highly qualified home campus teacher of a secondary student assigned to DAEP was the teacher of record have also been deleted from the policy, as these provisions were based on TEA's interpretation of the former federal "highly qualified" requirements.

Please note: State law requires a district to notify a parent if his or her child is in a classroom for which the district has assigned an inappropriately certified or uncertified teacher for more than 30 consecutive instructional days during the school year. See **DBA(LEGAL)** for this and federally required notice provi- sions.

DBAA (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CRIMINAL HISTORY AND CREDIT REPORTS

Existing statutory provisions on the criminal penalties for **UNAUTHORIZED DISCLOSURE OF CHRI** (criminal history record information) have been added on page 5.

Explanatory Notes

TASB Localized Policy Manual Update 105

DFBB (LOCAL) TERM CONTRACTS
NONRENEWAL

The first paragraph of this policy on nonrenewal affirms that decisions will not be based on protected employee characteristics. Recommended changes better align the list of protected characteristics with legal precedent regarding freedom from discrimination, harassment, and retaliation.

Several of the nonrenewal REASONS are recommended for revision.

- Based on the deletion by ESSA of federal "highly qualified" requirements, item 30 has been revised to refer to the failure to maintain licensing and certification requirements for the employee's assignment, including completion of continuing education requirements.
- Item 29 was adjusted to refer to the failure to fulfill requirements for state licensure or certification, including passing certification or licensing exams.
- HB 1842 from the 84th Legislative Session deleted state law that permitted a campus intervention team to make decisions about staff retention at a reconstituted campus and that prohibited, in most instances, the retention of the principal and educators at a repurposed campus. Following the changes in law, TEA instructed campuses that were previously identified for improvement to develop turnaround plans in accordance with HB 1842. As a result, we recommend deletion of references to the previous laws and have updated item 11 to address when an employee is not retained at a campus in accordance with the provisions of a campus turnaround plan.
- Item 31 has been updated to delete the reference to special assignment permits, which are no longer issued, and to refer more broadly to the failure to complete certification or permit renewal requirements.

A clarification at HEARING PROCEDURES explains that a record of the hearing shall be made so that a certified transcript can be prepared, if required.

DFFA (LOCAL) REDUCTION IN FORCE
FINANCIAL EXIGENCY

Based on the deletion by ESSA of federal "highly qualified" requirements, we recommend deletion of this term as an item to be considered under Qualifications for Current or Projected Assignment at CRITERIA FOR DECISION.

DFFB (LOCAL) REDUCTION IN FORCE
PROGRAM CHANGE

Based on the deletion by ESSA of federal "highly qualified" requirements, we recommend deletion of this term as an item to be considered under Qualifications for Current or Projected Assignment at CRITERIA FOR DECISION.

DGC (LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES
IMMUNITY

Citations in the text have been updated at TEACHERS (COVERDELL ACT) based on changes from ESSA.

Explanatory Notes

TASB Localized Policy Manual Update 105

DI (LEGAL) EMPLOYEE WELFARE

Changes to this legally referenced policy are to add detail regarding labeling and relabeling of hazardous chemical containers and to better reflect statute.

DK (LEGAL) ASSIGNMENT AND SCHEDULES

As mentioned above at DBA(LEGAL), ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified." As a result of that change, Policy Service has deleted the Note referencing highly qualified notice.

In addition, the details on state parental notice requirements regarding inappropriately certified or uncertified teachers have been moved without revision to DBA(LEGAL). [See STATE-REQUIRED NOTICE WHEN TEACHER LACKS CREDENTIALS at that code.]

DMA (LEGAL) PROFESSIONAL DEVELOPMENT REQUIRED STAFF DEVELOPMENT

Details on the required SUICIDE PREVENTION staff development training have been added based on new Administrative Code rules effective April 17, 2016. Districts must provide the training to new educators during new employee orientation and to currently employed educators by September 30, 2016. Certain training provided to educators after September 1, 2013, may satisfy the requirements for current educators.

The requirement for a district that receives Title I funds to have a strategy to address professional development was deleted by ESSA and has been deleted from this legally referenced policy.

Amendments to the Administrative Code effective December 27, 2015, are reflected at TEXAS ADOLESCENT LITERACY ACADEMIES, beginning on page 4. A teacher who is required to attend an adolescent literacy academy based on campus performance ratings must complete the training by December 31 of the calendar year in which the campus received the unacceptable performance rating. The district must maintain records of attendance in accordance with the district's record retention policy.

DNA (LEGAL) PERFORMANCE APPRAISAL EVALUATION OF TEACHERS

New commissioner rules on teacher appraisal, effective July 1, 2016, have been added to this legally referenced policy. The rules include implementation details on the Texas Teacher Evaluation and Support System (T-TESS), including requirements for teacher ORIENTATION AND ANNUAL REVIEW and certification of APPRAISERS, and a description of the specific elements of the APPRAISAL PROCESS. A teacher may submit a written response or rebuttal within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation regarding an appraisal. See TEACHER RESPONSE AND REBUTTAL on page 11. A teacher may make a REQUEST FOR A SECOND APPRAISAL at specific points in the process. Additional information on T-TESS may be found on TEA's website at: <https://teachfortexas.org>.

As with the former state-recommended appraisal system, the Professional Development and Appraisal System (PDAS), and prior law on locally developed appraisal systems, teachers who meet certain eligibility criteria and who agree in writing may be appraised less than annually. See LESS-THAN-ANNUAL, beginning on page 5.

Explanatory Notes

TASB Localized Policy Manual Update 105

Please note: TASB Policy Service released a survey in April 2016 to help districts update their local policy on teacher appraisal. If your district has not yet completed the survey, please contact your policy consultant.

DNB (LEGAL) PERFORMANCE APPRAISAL
EVALUATION OF CAMPUS ADMINISTRATORS

New commissioner rules on appraisal of principals and other campus administrators, effective July 1, 2016, have been added to this legally referenced policy. The rules include implementation details on the TEXAS PRINCIPAL EVALUATION AND SUPPORT SYSTEM (T-PESS), including specific APPRAISAL PROCEDURES such as development of a CALENDAR, creation of an APPRAISAL REPORT, consideration of ADDITIONAL DOCUMENTATION, APPRAISER QUALIFICATIONS, and ORIENTATION.

Additional information on T-PESS may be found on TEA's website at:

http://tea.texas.gov/Texas_Educators/Educator_Evaluation_and_Support_System/Texas_Principal_Evaluation_and_Support_System/.

Districts still have the option of developing a local principal appraisal process in accordance with law. See ALTERNATIVES TO T-PESS on page 5.

For the APPRAISAL OF CAMPUS ADMINISTRATORS OTHER THAN PRINCIPALS, the rules permit use of a modified version of the T-PESS or a locally developed system in accordance with law.

Please note: TASB Policy Service released a survey in April 2016 to help districts update their local policy on appraisal of principals and other campus administrators. If your district has not yet completed the survey, please contact your policy consultant.

DPB (LEGAL) PERSONNEL POSITIONS
SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified," prompting Policy Service to remove from this legally referenced policy the text that referred to parental notice regarding highly qualified status previously required by law.

EEB (LEGAL) INSTRUCTIONAL ARRANGEMENTS
CLASS SIZE

The state class-size limits for kindergarten through grade 4 do not apply in any 12-week period during which the district's ADA has been adjusted due to a significant percentage of migratory children. New and revised definitions from ESSA provide guidance on whether a student is considered a "migratory child" based on a "qualifying move" and whether the student or student's parent is a "migratory agricultural worker" or a "migratory fisher."

EHAB (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ELEMENTARY)

As reflected at GRADE 6 FINE ARTS, SBOE rules were amended effective August 24, 2015, to clarify expectations for fine arts requirements for grade 6 classrooms on elementary campuses. A district that has a self-contained grade 6 class at an elementary school must provide instruction to the sixth-grade students in all of the Middle School 1 TEKS for art, dance, music, and theatre.

Explanatory Notes

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EHAC (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

SBOE rules were amended effective August 24, 2015, to align the secondary instruction requirements for middle school students with changes to the TEKS for fine arts and to comply with state law requiring students enrolled in GRADES 6–8 to complete at least one fine arts course during those grade levels. Reflected on page 2, the FINE ARTS REQUIREMENT as clarified by the rules requires a district to offer and maintain evidence that students have the opportunity to take courses in at least three of the four fine arts disciplines. Upon approval of the commissioner, a district is only required to offer an opportunity for a student to take courses in two of the fine arts disciplines.

EHBA (LEGAL) SPECIAL PROGRAMS
SPECIAL EDUCATION

An existing provision on district TRANSPORTATION obligations when a parent enrolls a student receiving special education services in a private school has been moved to EHBAC(LEGAL).

EHBAB (LEGAL) SPECIAL EDUCATION
ARD COMMITTEE AND INDIVIDUALIZED EDUCATION
PROGRAM

Amended commissioner rules effective December 2, 2015, have been added to this legally referenced policy on admission, review, and dismissal (ARD) committees and individualized education programs (IEPs). If a parent is unable to speak English, WRITTEN NOTICE of any ARD committee meetings or the district's refusal to schedule an ARD committee meeting requested by a parent must be provided in the parent's native language, unless it is clearly not feasible to do so, or must be provided orally if the parent's native language is not written. See page 4.

Likewise, the rules explain the requirement for a district to provide a student's IEP in the parent's native language. See TRANSLATION OF IEP INTO NATIVE LANGUAGE, beginning on page 7. A written translation must accurately translate all the text and be a complete and comparable rendition. A translated audio recording must also be a complete translation, and a district may provide a recording of the meeting at which the parent was assisted by an interpreter to satisfy this requirement. Oral translations are required if the parent's native language is not written.

A district must give a parent a written copy of the student's IEP, translated as required by law, at no cost to the parent.

EHBAC (LEGAL) SPECIAL EDUCATION
STUDENTS IN NONDISTRICT PLACEMENT

An existing provision on district TRANSPORTATION obligations when a parent enrolls a student receiving special education services in a private school has been moved to this code from EHBA(LEGAL).

EHBAD (LEGAL) SPECIAL EDUCATION
TRANSITION SERVICES

Citations in the text at GRADUATION, on page 2, have been updated based on changes to the Administrative Code effective September 16, 2015.

Explanatory Notes

TASB Localized Policy Manual Update 105

EHBAE (LEGAL) SPECIAL EDUCATION PROCEDURAL REQUIREMENTS

As clarified by amended commissioner rules effective December 2, 2015, when a district provides prior written notice to a parent of a proposal to initiate or change or a refusal to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free and appropriate public education (FAPE), the notice must be in the parent's native language or other mode of communication. See PRIOR NOTICE AND CONSENT on page 3.

EHBD (LEGAL) SPECIAL PROGRAMS FEDERAL TITLE I

At PARENT AND FAMILY ENGAGEMENT PLAN, ESSA expands on the previous NCLBA requirement regarding parental involvement to require districts to conduct outreach to "family members" of district students as well as parents. Districts must implement programs, activities, and procedures for the involvement of parents and family members in order to receive funds under Title I, Part A. ESSA adds new provisions regarding engaging families, including involving parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board to adequately represent served families for the purpose of developing, revising, and reviewing the parent and family engagement policy, which will be incorporated into the district plan. [See BQ(LOCAL) for additional guidance regarding parent and family engagement plans.]

ESSA maintains the NCLBA requirement that educational services and other benefits for students in PRIVATE SCHOOLS be equitable in comparison to services and other benefits for public school children participating under Part A, but adds several new required services: instructional services, counseling, mentoring, and one-on-one tutoring.

EHBD (LOCAL) SPECIAL PROGRAMS FEDERAL TITLE I

ESSA maintains the previous NCLBA comparability of services requirement under which a district that receives Title I, Part A funds must ensure that each campus receives comparable state and local resources, regardless of whether any specific campus receives Title I, Part A funds. TEA's *Title I, Part A Comparability of Services Guidance Handbook* requires all districts that receive Title I, Part A funds to have a district salary schedule and written policy ensuring comparable services among campuses. This local policy is recommended for inclusion in the district's policy manual to better address the policy requirement, and it requires the district to provide written assurance to TEA regarding the listed areas of service.

The *Handbook* may be accessed on TEA's website under [Title I, Part A Comparability of Services Guidance Handbook](#).

Please note: If the district has more than one campus at any grade level (e.g., two kindergarten–grade 5 campuses), please contact your policy consultant for an adjustment to this policy.

EHBE (LEGAL) SPECIAL PROGRAMS BILINGUAL EDUCATION/ESL

ESSA has replaced the term "Limited English Proficient" with "English Learner," as reflected at TITLE III REQUIREMENTS on page 1. Please note that state law continues to use a variety of terms, including "student of limited English proficiency" and "English language learner."

Explanatory Notes

TASB Localized Policy Manual Update 105

EHBG (LEGAL) SPECIAL PROGRAMS
PREKINDERGARTEN

New commissioner rules effective April 6, 2016, have been added at HIGH-QUALITY PREKINDERGARTEN GRANT PROGRAM, beginning on page 3. The rules explain ELIGIBILITY FOR FUNDING, define which students are QUALIFYING STUDENTS, include details on CURRICULUM REQUIREMENTS and TEACHER REQUIREMENTS, and describe the required FAMILY ENGAGEMENT PLAN.

EHDD (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT
COLLEGE COURSE WORK/DUAL CREDIT

Revised Higher Education Coordinating Board rules on dual credit, effective August 7, 2015, have been added beginning on page 3. At STUDENT ELIGIBILITY, we have added a reference to the relevant Administrative Code provision that includes the detailed requirements.

EHDE (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT
DISTANCE LEARNING

A citation in the text at OLS ELIGIBILITY has been updated based on the renumbering of the referenced statutory provision effective August 6, 2015.

EIF (LEGAL) ACADEMIC ACHIEVEMENT
GRADUATION

New commissioner rules effective April 19, 2016, provide additional details regarding the INDIVIDUAL GRADUATION COMMITTEE (IGC) process. An IGC must convene on or before June 10 and must make a decision to award a diploma no later than August 31 for the student to be considered as a graduate for that school year. If the IGC makes a decision after August 31, the student will be reported in the subsequent year. The rules also establish a procedure for a principal to identify alternate members of the IGC when a required teacher or parent is unavailable to serve. On page 4, PEIMS REPORTING and DOCUMENTATION requirements are also addressed. The IGC process does not apply to a student receiving SPECIAL EDUCATION services.

Existing statutory provisions regarding publication of TEA information on the distinguished level of achievement and endorsements have been added at HIGH SCHOOL PGP on pages 6 and 7.

EKB (LEGAL) TESTING PROGRAMS
STATE ASSESSMENT

An existing statutory provision requiring a district that receives Title I, Part A funds to provide parents information on their child's performance on state assessments has been moved without revision from DBA(LEGAL) to this legally referenced policy. See PARENTS RIGHT-TO-KNOW UNDER ESEA on page 12.

In addition, citations have been updated based on ESSA and a table of contents added for ease of reference.

Explanatory Notes

TASB Localized Policy Manual Update 105

FB (LEGAL) EQUAL EDUCATIONAL OPPORTUNITY

ESSA made minor changes to the existing requirement for districts to designate a LIAISON for homeless children. ESSA specifies that the liaison must be able to carry out the required duties of the position. ESSA also requires a district to provide additional notification regarding the duties of the liaison. A district must now inform homeless children and parents and guardians of homeless children of the liaison's duties in addition to informing school personnel, service providers, and advocates. See page 6.

FD (LEGAL) ADMISSIONS

Revisions to this legally referenced policy are to address wording changes from ESSA to the definition of HOMELESS STUDENTS and to include other relevant federal provisions defining homeless persons referred to in state law.

Other changes are to better reflect statute.

FDB (LEGAL) ADMISSIONS INTRADISTRICT TRANSFERS AND CLASSROOM AS- SIGNMENTS

Provisions throughout this legally referenced policy have been revised to better track existing statutory language.

FDC (LEGAL) ADMISSIONS HOMELESS STUDENTS

This legally referenced policy on homeless students has been revised significantly based on changes from ESSA.

We have moved to the beginning of the policy the existing requirement for a district to make school placement and enrollment decisions for HOMELESS CHILDREN in accordance with the child's best interest, added an existing definition of "UNACCOMPANIED YOUTH," and incorporated a change from ESSA to explain that the "SCHOOL OF ORIGIN" includes the receiving school at the next grade level for a feeder school.

Other revisions from ESSA at SCHOOL STABILITY provide guidance on how a district determines a child's "best interest" for placement and enrollment decisions. A district must presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. A district shall also consider the impact of moving schools on achievement, education, health, and safety. If the district determines that it is not in the child's best interest to attend the school of origin or the requested school, the district must provide a written explanation in a form that is understandable to the parent or student, including information regarding the dispute resolution process.

Existing provisions at SCHOOL PLACEMENT, on page 3, have been updated to better match statutory wording and reflect that TEA must affirm that districts will adopt policies and practices to ensure that homeless children are not stigmatized or segregated. See FDC(LOCAL) below for text to satisfy this policy requirement.

Existing provisions regarding RECORDS, updated with minor changes from ESSA, have been added to the policy, also on page 3.

Explanatory Notes

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Two new ESSA provisions have been added. At PRIVACY, the text clarifies that a district must treat information about the living situation of a homeless child as a student education record; a district cannot designate the information as directory information under FERPA. Regarding HOMELESS CHILDREN WITH DISABILITIES, on page 4, a district must coordinate homeless services with other special education services provided by the district or other districts.

Please note: The TASB *Regulations Resource Manual*, available on myTASB, includes an FAQ for district staff with information regarding dispute resolution procedures, including state timeline expectations for processing a dispute, and a sample dispute resolution form for use by a parent, guardian, or unaccompanied youth who disagrees with the district's eligibility, school selection, or enrollment decision. TASB developed these materials in collaboration with TEA, Education Service Center (ESC) Region 10, and the Texas Homeless Education Office (THEO). See FDC(EXHIBIT).

FDC (LOCAL) ADMISSIONS HOMELESS STUDENTS

As described at FDC and FFC(LEGAL), ESSA made several changes to the McKinney-Vento Homeless Assistance Act. Recommended revisions to this local policy incorporate those changes.

Text at LIAISON FOR HOMELESS STUDENTS addresses the new requirement for a district to adopt policies and practices to ensure that the liaison participates in professional development activities. In addition to requiring the liaison to receive professional development, the local policy text requires the liaison to provide appropriate staff members with relevant professional development and to review with campus admissions personnel the laws and procedures applicable to homeless students. These statements address new duties for the liaison added by ESSA. See FFC(LEGAL), below.

To satisfy the requirement to adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated, a statement has been added to that effect at ADMISSIONS. See FDC(LEGAL), above. Recommended text also clarifies that campus admissions staff must notify the liaison regarding the admission of a homeless student.

Text at ENROLLMENT IN SCHOOL OF ORIGIN has been updated to reflect the presumption that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth, and to update the factors that the district considers in making this decision.

Revisions at DISPUTE RESOLUTION PROCESS include the requirement for the district to provide notices regarding enrollment in writing and in a form that is understandable to the parent or student. These notices must include information on the right to appeal. A new sentence reflecting recommended best practice from TEA requires the district to expedite local timelines in the district's complaint process, when possible, for prompt dispute resolution.

Please note: Further details on the dispute resolution procedures are included in FDC(EXHIBIT) in the TASB *Regulations Resource Manual*, available on myTASB. The materials include an FAQ for district staff with information regarding dispute resolution procedures, including state timeline expectations for processing a dispute, and a sample dispute resolution form for use by a parent, guardian, or unaccompanied youth who disagrees with the district's eligibility, school selection, or enrollment decision. TASB developed these materials in collaboration with TEA, ESC Region 10, and THEO.

FDE (LEGAL) ADMISSIONS SCHOOL SAFETY TRANSFERS

Citations to the NCLBA have been deleted and provisions have been revised throughout to better track existing statutory language.

Explanatory Notes

TASB Localized Policy Manual Update 105

FFC (LEGAL) STUDENT WELFARE STUDENT SUPPORT SERVICES

ESSA imposes additional responsibilities regarding the LIAISON FOR HOMELESS STUDENTS. In appointing a liaison, the district must designate someone who can carry out the duties required by law. A district must also adopt policies and practices to ensure that the liaison participates in professional development and other activities. See FDC(LOCAL), above, for local policy text to satisfy this policy requirement.

New DUTIES require the liaison to ensure that:

- The notice of educational rights of homeless children is disseminated in locations frequented by parents and guardians of homeless children and unaccompanied youths and is in a form understandable to them;
- Other district staff who provide services under the McKinney-Vento Act receive professional development and other support; and
- Unaccompanied youth are enrolled in school, have the same academic opportunities as other students, and are informed of assistance they can receive regarding application for federal student financial aid.

A liaison may affirm that a homeless child or the child's family meets the U.S. Department of Housing and Urban Development homeless eligibility standard for purposes of qualifying for the department's programs. See DETERMINATION OF HOMELESS STATUS on page 2.

Changes at NOTICE require districts to inform homeless children and parents and guardians of homeless children of the duties of the homeless liaison.

Regarding children in the conservatorship of the state, ESSA requires a district receiving Title I, Part A funds to designate a district contact to collaborate with the local child welfare agency if the agency designates a contact to work with the district. See CHILD WELFARE CONTACT on page 3.

Please note: The TASB *Regulations Resource Manual*, available on myTASB, includes an FAQ for district staff with information regarding dispute resolution procedures, including state timeline expectations for processing a dispute, and a sample dispute resolution form for use by a parent, guardian, or unaccompanied youth who disagrees with the district's eligibility, school selection, or enrollment decision. TASB developed these materials in collaboration with TEA, ESC Region 10, and THEO. See FDC(EXHIBIT).

FL (LEGAL) STUDENT RECORDS

A new provision from ESSA has been added on page 18 and clarifies that a district must treat information about the living situation of a HOMELESS STUDENT as a student education record; a district cannot designate the information as directory information.

Another change from ESSA appears at CONSENT TO RELEASE, beginning on page 20. The change explains that an 18-year-old student or the student's parent may submit a written request that the district not release the student's name, address, and telephone listing to military recruiters or institutions of higher education without prior written consent. A district may withhold access to the contact information based on the written consent request process, but may not implement an opt-in procedure.

Explanatory Notes

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FNA (LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION

At FEDERAL FUNDS, a citation to the NCLBA has been deleted and the text revised to better track existing statutory language.

FNCF (LEGAL) STUDENT CONDUCT
ALCOHOL AND DRUG USE

An outdated provision from the NCLBA addressing programs and activities funded under the federal Safe and Drug-Free Schools and Communities Act has been deleted. Other changes are to better track existing statutory language.

FNCG (LEGAL) STUDENT CONDUCT
WEAPONS

At FEDERAL FIREARMS PROVISION, we have added two existing statutory provisions from the Gun-Free Schools Act:

- A definition of "SCHOOL," which includes any setting that is under the control and supervision of a district for the purpose of district student activities; and
- The EXCEPTION for a firearm that is lawfully stored inside a locked vehicle on school property or used as part of a district activity for which the district has adopted appropriate safeguards to ensure student safety.

Citations have been updated based on ESSA.

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

A student younger than six years of age who has been expelled to a DAEP under the Gun-Free Schools Act must be provided educational services in the DAEP. This has been clarified at STUDENTS YOUNGER THAN SIX on page 4.

A revision at TERM OF REMOVAL, on page 5, explains that a period of DAEP placement may not exceed one year unless the district determines that the student is a threat to the safety of other students or to district employees. Previously the law also allowed an extended placement if it was in the best interest of the student, but that criterion was removed from statute.

Other changes are to better reflect statute.

FOD (LEGAL) STUDENT DISCIPLINE
EXPULSION

At FEDERAL FIREARMS OFFENSE, beginning on page 2, we have made the following revisions to the provisions on the Gun-Free Schools Act:

- Revisions to the text to better match statutory wording;
- Updated citations based on ESSA; and

Explanatory Notes

TASB Localized Policy Manual Update 105

- The addition of a definition of "SCHOOL," which includes any setting that is under the control and supervision of a district for the purpose of district student activities.

GBA (LEGAL) PUBLIC INFORMATION PROGRAM
ACCESS TO PUBLIC INFORMATION

Material from the recently passed Cybersecurity Information Sharing Act has been added on page 11. Effective December 18, 2015, the Act is intended to improve cybersecurity in the United States through enhanced sharing of information about cybersecurity threats. If for purposes of cybersecurity a district shares or receives a cyber threat indicator or defensive measure, the information is exempt from disclosure.

See also CQ(LEGAL), above.

GKC (LEGAL) COMMUNITY RELATIONS
VISITORS TO THE SCHOOLS

Minor, nonsubstantive revisions at MILITARY RECRUITERS' ACCESS TO STUDENTS are based on ESSA.

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, Policy Service's recent migration to Word 2013 causes some margin notes to appear as a tracked change where no change has taken place.

For further assistance in understanding changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Policy.Service@tasb.org

800-580-7529

512-467-0222

REASONS

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of **Constitutional** rights ~~guaranteed by the Constitution~~, or based unlawfully on race, color, religion, sex, **gender**, national origin, **age**, disability, or **any other basis prohibited by law**.~~age~~. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress ~~to-~~**ward**~~towards~~ the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on ~~District~~**school** property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]

13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job.
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or **the** community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
- 18. Behavior that presents a danger of physical harm to a student or other individuals.**
- ~~18-19.~~ Assault on a person on **Districtschool** property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
- ~~19-20.~~ Use of profanity in the course of performing any duties of employment, whether on or off **Districtschool** premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
- ~~20-21.~~ Falsification of records or other documents related to the District's activities.
- ~~21-22.~~ Falsification or omission of required information on an employment application.
- ~~22-23.~~ Misrepresentation of facts to the Board or other District officials in the conduct of District business.
- ~~23.~~ Failure to fulfill **or maintain** requirements for Superintendent certification, **unless granted a waiver by:**
24. ~~Failure to fulfill the commissioner requirements of educationa deficiency plan under an Emergency Permit or a Special Assignment Permit.~~
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

~~26-27.~~ Any reason constituting good cause for terminating the contract during its term.

NOTICE OF
PROPOSED
NONRENEWAL

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent ~~by hand or certified mail, return receipt requested,~~ written notice of the proposed nonrenewal **in accordance with law.** ~~This notice shall contain the hearing procedures and shall be delivered not later than the 30th day before the last day of the contract term.~~

REQUEST FOR
HEARING

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

HEARING
PROCEDURE

Unless the Superintendent requests that the hearing be open, ~~The~~ hearing shall be conducted in closed meeting ~~unless the Superintendent requests that it be open,~~ with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until **called** ~~it is their turn~~ to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the **presiding officer's** ~~Board President's~~ control and ~~in general~~ shall **generally** follow the steps listed below:

1. After consultation with the parties, the **presiding officer** ~~Board President~~ shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.

4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.
5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

BOARD DECISION

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

NO HEARING

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

~~DISTRICT MISSION,
GOALS, AND
OBJECTIVES AND
CAMPUS OBJECTIVES~~

The Board shall approve and periodically review the District's **vi-
sion**, mission, and goals to improve student performance. The **vi-
sion**, mission, goals, and the approved District and campus objec-
tives shall be mutually supportive and shall support the state goals
and objectives under Education Code, Chapter 4. [See
AE(EXHIBIT)]

DISTRICT
IMPROVEMENT
PLANNING PROCESS

The District's planning process to improve student performance
includes the development of the District's educational goals, the
legal requirements for the District and campus improvement plans,
all pertinent federal planning requirements, and administrative pro-
cedures. The Board shall approve the process under which the
educational goals are developed and shall ensure that input is
gathered from the District-level committee. [See BQA]

**PARENT AND
FAMILY
ENGAGEMENT**~~PARE
NTAL
INVOLVEMENT
PLAN~~

The Board shall ensure that the District and campus improvement
plans, as applicable, address all elements required by federal law
for receipt of Title I, Part A funds, including elements pertaining to
parent and family engagement, ~~parental involvement~~. The Dis-
trict-level and campus-level committees shall involve parents **and
family members of District students** in the development of such
plans and in the process for campus review and improvement of
student academic achievement and campus performance. [See
EHBD]

ADMINISTRATIVE
PROCEDURES AND
REPORTS

The Board shall ensure that administrative procedures **are devel-
oped**~~meet legal requirements~~ in the areas of planning, budgeting,
curriculum, staffing patterns, staff development, and school organi-
zation; adequately reflect the District's planning process; and in-
clude implementation guidelines, time frames, and necessary re-
sources. **The District-level and campus-level committees shall
be involved in the development of these procedures.** [See
BQA and BQB]

The Superintendent shall report periodically to the Board on the
status of the planning process, including a review of the related
administrative procedures, any revisions to improve the process,
and progress on implementation of identified strategies.

EVALUATION

The Board shall ensure that data are gathered and criteria are de-
veloped to undertake the required biennial evaluation to ensure
that policies, procedures, and staff development activities related to
planning and decision-making are effectively structured to positive-
ly impact student performance.

INTEGRATED PEST
MANAGEMENT
PROGRAM

The District is committed to following integrated pest management **(IPM) guidelines as required by Chapter 1951 of the Occupations Code and Title 4, Chapter 7 of the Administrative Code guidelines** in all pest control activities that take place on District property.

DEFINITION

IPM DEFINITION

~~As provided in the Texas Administrative Code, integrated pest management (IPM)~~ is a pest management strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under IPM, whenever economical and practical, multiple control tactics shall be used to achieve best control of pests. These tactics shall possibly include, but are not limited to, the judicious use of pesticides.

STANDARDS

~~The In accordance with Part 4, Title 7 of the Administrative Code and Chapter 1951 of the Occupations Code, the~~ District's IPM program shall govern the District's use of pesticides, herbicides, and other chemical agents for the purpose of controlling pests, rodents, insects, and weeds in and around District facilities.

IPM COORDINATOR

~~IPM COORDINATOR~~

The Superintendent shall designate the IPM coordinator(s), who shall be registered with the Texas Department of Agriculture. The IPM coordinator(s) shall receive training in accordance with law **and shall provide training to District employees, as necessary.**

APPLICATION TIME
FRAME

The IPM coordinator(s), in addition to the responsibilities set out in CLB(LEGAL), shall coordinate with appropriate District administrators or other designated and trained employees regarding pesticide or herbicide applications in accordance with law. The IPM coordinator(s) shall determine when an emergency situation exists and an exception to the 48-hour notice requirement may be made.

NO UNAUTHORIZED
APPLICATION

If the IPM coordinator is a licensed applicator, the IPM coordinator may apply pesticides in accordance with law. No other employee or other person or entity shall be permitted to apply a pesticide or herbicide at a ~~District school~~ facility without the prior approval of the IPM coordinator and other than in the manner prescribed by law and the District's IPM program.

The U.S. and Texas flags shall be prominently displayed in each classroom to which a student is assigned during the time that the pledges of allegiance to those flags are recited.

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- ~~Records Management Officer, as prescribed by Local Government Code 203.023~~
- Records Administrator, as prescribed by Local Government Code 176.001 and 176.007 [See BBFA and CHE]
- Officer for Public Information, as prescribed by Government Code 552.201–.205 [See GBAA]
- Public Information Coordinator, as prescribed by Government Code 552.012 [See BBD]

**LOCAL GOVERNMENT
RECORDS ACT
“LOCAL
GOVERNMENT
RECORD”**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

**RECORDS
MANAGEMENT
OFFICER**

The Superintendent shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

NOTIFICATION

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

**RECORDS
CONTROL
SCHEDULES**

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.

WEBSITE POSTINGS

The District’s records management program shall address the length of time records will be posted on the District’s website when the law does not specify a posting period.

**RECORDS
DESTRUCTION
PRACTICES**

**ALL LOCAL
GOVERNMENT
RECORDS SHALL BE
CONSIDERED
DISTRICT PROPERTY
AND ANY
UNAUTHORIZED
DESTRUCTION OR
REMOVAL SHALL BE
PROHIBITED.
DOCUMENT
DESTRUCTION
PRACTICES**

The District shall follow its records **control schedules, records management program, and all applicable laws** regarding ~~records document~~ destruction. However, the District shall preserve ~~records documents~~, including electronically stored information, and suspend routine record destruction practices **where appropriate and in accordance with** ~~as applicable according to~~ procedures developed by the records management officer. **Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. ÷**

- ~~1. In the event of pending or reasonably anticipated litigation;~~
- ~~2. In the event of an investigation by a federal agency or department or any bankruptcy case; or~~
- ~~3. In the event of a public information request.~~

Notification shall be given to appropriate staff **when** ~~of any applicable obligations to suspend~~ routine record destruction practices **must be suspended and when they may be resumed.**

**TRAINING
THE RECORDS
MANAGEMENT
OFFICER SHALL
RECEIVE
APPROPRIATE
TRAINING
REGARDING THE
LOCAL GOVERNMENT
RECORDS ACT AND
SHALL ENSURE THAT
CUSTODIANS OF
RECORDS, AS
DEFINED BY LAW,
AND OTHER
APPLICABLE
DISTRICT STAFF ARE
TRAINED ON THE
DISTRICT'S RECORDS
MANAGEMENT
PROGRAM,
INCLUDING THIS
POLICY AND
CORRESPONDING
PROCEDURES.
WEBSITE POSTINGS**

~~The District's records management program shall address the length of time documents will be posted on the District's website when the law does not specify a posting period.~~

~~PARENT
NOTIFICATION~~

~~The District shall notify parents of students in classrooms in which the regular teacher is not “highly qualified,” as required by law.~~

~~However, notification shall not be required when:~~

- ~~1. The home campus teacher of a secondary school student assigned to a disciplinary alternative education program (DAEP) is considered the teacher of record;~~
- ~~2. The home campus teacher:
 - ~~— Is highly qualified,~~
 - ~~a. Assigns and evaluates the student’s coursework,~~
 - ~~a. Provides substantially the same coursework and uses the same grading standards as in the regular classroom,~~
 - ~~a. Has final authority on the coursework grades and the final grade for the course, and~~
 - ~~a. Is regularly available for face-to-face consultation with the student and the DAEP teacher; and~~~~
- ~~2. The DAEP teacher meets all applicable SBEC certification requirements.~~

UPDATING
CREDENTIALS

All employees who have earned certificates, endorsements, or degrees of higher rank since the previous school year shall file with the **District Superintendent**:

1. An official college transcript showing the highest degree earned and date conferred.
2. Proof of the certificate or endorsement.

CONTRACT
PERSONNEL

The Superintendent or designee shall ensure that contract personnel possess valid credentials before issuing contracts.

**SOCIAL SECURITY
NUMBER**

~~SOCIAL SECURITY
NUMBER~~

The District shall not use an employee’s social security number as an employee identifier, except for tax purposes [see DC]. In accordance with law, the District shall keep an employee’s social security number confidential.

REASONS

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, **gender**, national origin, **age**, disability, or **any other basis prohibited by law**~~age~~. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
- ~~11.~~ ~~A decision by a campus intervention team that the employee not be retained at a reconstituted campus. [See AIC]~~
- ~~12.~~11. The employee is not retained at a campus ~~that has been repurposed~~ in accordance with **the provisions of a campus turnaround plan**~~law~~. [See AIC]
- ~~13.~~12. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on **District school** property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
- ~~14.~~13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.

- ~~15-14.~~ Failure to meet the District's standards of professional conduct.
- ~~16-15.~~ Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
- ~~17-16.~~ Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
- ~~18-17.~~ Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
- ~~19-18.~~ Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job.
- ~~20-19.~~ Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, ~~or the~~and community, impairs or diminishes the employee's effectiveness in the District.
- ~~21-20.~~ Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
- ~~22-21.~~ Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
- ~~23-22.~~ A significant lack of student progress attributable to the educator.
- ~~24-23.~~ Behavior that presents a danger of physical harm to a student or to other individuals.
- ~~25-24.~~ Assault on a person on ~~District~~school property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
- ~~26-25.~~ Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
- ~~27-26.~~ Falsification of records or other documents related to the District's activities.

- ~~28-27.~~ Falsification or omission of required information on an employment application.
- ~~29-28.~~ Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
- ~~30-29.~~ Failure to fulfill requirements for **state licensure or certification**, including passing certification **or licensing** examinations required by state **or federal law or by the District**, for the employee's assignment.
- ~~31-30.~~ Failure to ~~achieve or~~ maintain **licensing and certification requirements, including the completion of "highly qualified" status as** required **continuing education hours**, for the employee's assignment.
- ~~32-31.~~ Failure to **complete certification or permit renewal requirements, or failure to** fulfill the requirements of a deficiency plan, under an Emergency Permit, ~~a Special Assignment Permit~~, or a Temporary Classroom Assignment Permit.
- ~~33-32.~~ Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
- ~~34-33.~~ Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
- ~~35-34.~~ Any reason constituting good cause for terminating the contract during its term.

RECOMMENDATIONS
FROM
ADMINISTRATION

Administrative recommendations for renewal or proposed nonrenewal of ~~term professional employee~~ contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

SUPERINTENDENT'S
RECOMMENDATION

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

~~The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.~~

NOTICE OF
PROPOSED
NONRENEWAL

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all ~~of~~ the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal ~~at~~ a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

REQUEST FOR
HEARING

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

HEARING
PROCEDURES
~~PROCEDURES~~

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made **so that a certified transcript can be prepared, if required.**

BOARD DECISION

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

NO HEARING

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

**PLAN TO REDUCE
PERSONNEL COSTS**

~~PLAN TO REDUCE
PERSONNEL COSTS~~

If the Superintendent determines that there is a need to reduce personnel costs, the Superintendent shall develop, in consultation with the Board as necessary, a plan for reducing costs that may include one or more of the following:

- Salary reductions [see DEA];
- Furloughs, if the District has received **from the commissioner of education** certification ~~from the Commissioner~~ of a reduction in funding under Education Code 42.009 [see CBA and DEA];
- Reductions in force of contract personnel due to financial exigency, if the District meets the standard for declaring a financial exigency as defined by the **commissioner** ~~Commissioner~~ [see CEA and provisions at REDUCTION IN FORCE DUE TO FINANCIAL EXIGENCY, below];
- Reductions in force of contract personnel due to program change [see DFFB]; or
- Other means of reducing personnel costs.

A plan to reduce personnel costs may include the reduction of personnel employed pursuant to employment arrangements not covered at APPLICABILITY, below.

- See DCD for the termination at any time of at-will employment.
- See DFAB for the termination of a probationary contract at the end of the contract period.
- See DFCA for the termination of a continuing contract, **if applicable**.
- See DCE for the termination at the end of the contract period of a contract not governed by Chapter 21 of the Education Code.

**REDUCTION IN FORCE
DUE TO FINANCIAL
EXIGENCY**

APPLICABILITY

~~REDUCTION IN FORCE
DUE TO FINANCIAL
EXIGENCY~~

~~APPLICABILITY~~

The following provisions shall apply when a reduction in force due to financial exigency requires:

1. The nonrenewal or termination of a term contract;
2. The termination of a probationary contract during the contract period; or
3. The termination of a contract not governed by Chapter 21 of the Education Code during the contract period.

DEFINITIONS

Definitions used in this policy are as follows:

DATE ISSUED: ~~7/3/2016~~ 5/14/2015
UPDATE ~~105~~ 102
DFFA(LOCAL)-A

ADOPTED:

1 of 5

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

1. "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.
2. "Discharge" shall mean termination of a contract during the contract period.

GENERAL GROUNDS

~~GENERAL GROUNDS~~

A reduction in force may take place when the Superintendent recommends and the Board adopts a resolution declaring a financial exigency. [See CEA] A determination of financial exigency constitutes sufficient reason for nonrenewal or sufficient cause for discharge.

EMPLOYMENT AREAS

~~EMPLOYMENT AREAS~~

When a reduction in force is to be implemented, the Superintendent shall recommend the employment areas to be affected.

Employment areas may include, for example:

1. Elementary grades, levels, subjects, departments, or programs.
2. Secondary grades, levels, subjects, departments, or programs, including career and technical education subjects.
3. Special programs, such as gifted and talented, bilingual/ESL programs, special education and related services, compensatory education, or migrant education.
4. Disciplinary alternative education programs (DAEPs) and other discipline management programs.
5. Counseling programs.
6. Library programs.
7. Nursing and other health services programs.
8. An educational support program that does not provide direct instruction to students.
9. Other District-wide programs.
10. An individual campus.
11. Any administrative position, unit, or department.
12. Programs funded by state or federal grants or other dedicated funding.
13. Other contractual positions.

The Superintendent's recommendation may address whether any employment areas should be:

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

1. Combined or adjusted (e.g., “elementary programs” and “compensatory education programs” can be combined to identify an employment area of “elementary compensatory education programs”); and/or
2. Applied on a District-wide or campus-wide basis (e.g., “the counseling program at [named elementary campus]”).

The Board shall determine the employment areas to be affected.

CRITERIA FOR
DECISION

The Superintendent or designee shall apply the following criteria to the employees within an affected employment area when a reduction in force will not result in the nonrenewal or discharge of all staff in the employment area. The criteria are listed in the order of importance and shall be applied sequentially to the extent necessary to identify the employees who least satisfy the criteria and therefore are subject to the reduction in force. For example, if all necessary reductions can be accomplished by applying the first criterion, it is not necessary to apply the second criterion, and so forth.

1. Qualifications for Current or Projected Assignment: Certification, multiple or composite certifications, bilingual certification, licensure, endorsement, ~~highly qualified status~~, and/or specialized or advanced content-specific training or skills for the current or projected assignment.
2. Performance: Effectiveness, as reflected by:
 - a. The most recent formal appraisal and, if available, consecutive formal appraisals from more than one year [see DNA]; and
 - b. Any other written evaluative information, including disciplinary information, from the last 36 months.

If the Superintendent or designee at his or her discretion decides that the documented performance differences between two or more employees are too insubstantial to rely upon, he or she may proceed to apply the remaining criteria in the order listed below.

3. Extra Duties: Currently performing an extra-duty assignment, such as department or grade-level chair, band director, athletic coach, or activity sponsor.
4. Professional Background: Professional education and work experience related to the current or projected assignment.
5. Seniority: Length of service in the District, as measured from the employee’s most recent date of hire.

**SUPERINTENDENT
RECOMMENDATION**

~~SUPERINTENDENT
RECOMMENDATION
BOARD VOTE
BOARD VOTE~~

The Superintendent shall recommend to the Board the nonrenewal or discharge of the identified employees within the affected employment areas.

After considering the Superintendent's recommendations, the Board shall determine the employees to be proposed for nonrenewal or discharge, as appropriate.

If the Board votes to propose nonrenewal of one or more employees, the Board shall specify the manner of hearing in accordance with DFBB(LOCAL).

If the Board votes to propose discharge of one or more employees, the Board shall determine whether the hearing will be conducted by a TEA-appointed hearing examiner [see DFD] or will be a local hearing under Education Code 21.207 [see DFBB].

**NOTICE
NOTICE**

The Superintendent or designee shall provide each employee written notice of the proposed nonrenewal or discharge, as applicable. The notice shall include:

1. The proposed action, as applicable;
2. A statement of the reason for the proposed action; and
3. Notice that the employee is entitled to a hearing of the type determined by the Board.

**CONSIDERATION FOR
AVAILABLE
POSITIONS**

~~CONSIDERATION FOR
AVAILABLE POSITIONS~~

An employee who has received notice of proposed nonrenewal or discharge may apply for available positions for which he or she wishes to be considered. The employee is responsible for reviewing posted vacancies, submitting an application, and otherwise complying with District procedures.

If the employee meets the District's objective criteria for the position and is the most qualified internal applicant, the District shall offer the employee the position until:

1. Final action by the Board to end the employee's contract, if the employee does not request a hearing.
2. The evidentiary hearing by the independent hearing examiner, the Board, or other person designated in DFBB(LOCAL), if the employee requests a hearing.

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

HEARING REQUEST

An employee receiving notice of proposed nonrenewal of a term contract may request a hearing in accordance with DFBB.

**NONRENEWAL:
TERM CONTRACT**

~~HEARING REQUEST~~

An employee receiving notice of proposed discharge from a contract governed by Chapter 21 of the Education Code may request a hearing. The hearing shall be conducted in accordance with DFD or the nonrenewal hearing process in DFBB, as determined by the Board and specified in the notice of proposed discharge.

~~DISCHARGE:~~

~~NONRENEWAL:
CHAPTER 21
TERM CONTRACT
CONTRACT~~

~~DISCHARGE:~~

An employee receiving notice of proposed discharge during the period of an employment contract not governed by Chapter 21 of the Education Code may request a hearing before the Board or its designee in accordance with DCE.

~~NON-
CHAPTER
CHAPTER 21~~

~~CONTRACT
CONTRACT~~

FINAL ACTION

If the employee requests a hearing, the Board shall take final action after the hearing in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

**HEARING
REQUESTED**

~~FINAL ACTION~~

If the employee does not request a hearing, the Board shall take final action in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

~~REQUESTED
HEARING
REQUESTED
REQUESTED~~

REDUCTION IN FORCE
PROGRAM CHANGE

DFFB
(LOCAL)

APPLICABILITY

~~APPLICABILITY~~

This policy shall apply when a reduction in force due to a program change requires the nonrenewal of a term contract. A program change may be due to, for example, a redirection of resources; efforts to improve efficiency; a change in enrollment; a lack of student response to particular course offerings; legislative revisions to programs; or a reorganization or consolidation of two or more individual schools, departments, or school districts.

DEFINITIONS

Definitions used in this policy are as follows:

1. "Program change" shall mean any elimination, curtailment, or reorganization of a program, department, school operation, or curriculum offering, including, for example, a change in curriculum objectives; a modification of the master schedule; the restructuring of an instructional delivery method; or a modification or reorganization of staffing patterns in a department, on a particular campus, or **District-wide**~~Districtwide~~.
2. "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.

~~GENERAL GROUNDS~~

A reduction in force may take place when the Superintendent recommends and the Board approves a program change. A determination of a program change constitutes sufficient reason for nonrenewal.

EMPLOYMENT AREAS

~~EMPLOYMENT AREAS~~

When a reduction in force is to be implemented, the Superintendent shall recommend the employment areas to be affected.

Employment areas may include, for example:

1. Elementary grades, levels, subjects, departments, or programs.
2. Secondary grades, levels, subjects, departments, or programs, including career and technical education subjects.
3. Special programs, such as gifted and talented, bilingual/ESL programs, special education and related services, compensatory education, or migrant education.
4. Disciplinary alternative education programs (DAEPs) and other discipline management programs.
5. Counseling programs.
6. Library programs.
7. Nursing and other health services programs.
8. An educational support program that does not provide direct instruction to students.

9. Other ~~District-wide~~~~Districtwide~~ programs.
10. An individual campus.
11. Any administrative position, unit, or department.
12. Programs funded by state or federal grants or other dedicated funding.
13. Other contractual positions.

The Superintendent's recommendation may address whether any employment areas should be:

1. Combined or adjusted (e.g., "elementary programs" and "compensatory education programs" can be combined to identify an employment area of "elementary compensatory education programs"); and/or
2. Applied on a ~~District-wide~~~~Districtwide~~ or campus-wide basis (e.g., "the counseling program at [named elementary campus]").

The Board shall determine the employment areas to be affected.

**CRITERIA FOR
DECISION**

~~CRITERIA FOR
DECISION~~

The Superintendent or designee shall apply the following criteria to the employees within an affected employment area when a program change will not result in the nonrenewal of all staff in the employment area. The criteria are listed in the order of importance and shall be applied sequentially to the extent necessary to identify the employees who least satisfy the criteria and therefore are subject to the reduction in force. For example, if all necessary reductions can be accomplished by applying the first criterion, it is not necessary to apply the second criterion, and so forth.

1. Qualifications for Current or Projected Assignment: Certification, multiple or composite certifications, bilingual certification, licensure, endorsement, ~~highly qualified status~~, and/or specialized or advanced content-specific training or skills for the current or projected assignment.
2. Performance: Effectiveness, as reflected by:
 - a. The most recent formal appraisal and, if available, consecutive formal appraisals from more than one year [see DNA]; and
 - b. Any other written evaluative information, including disciplinary information, from the last 36 months.

If the Superintendent or designee at his or her discretion decides that the documented performance differences between

REDUCTION IN FORCE
PROGRAM CHANGE

DFFB
(LOCAL)

two or more employees are too insubstantial to rely upon, he or she may proceed to apply the remaining criteria in the order listed below.

3. Extra Duties: Currently performing an extra-duty assignment, such as department or grade-level chair, band director, athletic coach, or activity sponsor.
4. Professional Background: Professional education and work experience related to the current or projected assignment.
5. Seniority: Length of service in the District, as measured from the employee's most recent date of hire.

**SUPERINTENDENT
RECOMMENDATION**

The Superintendent shall recommend to the Board the nonrenewal of the identified employees within the affected employment areas.

~~SUPERINTENDENT
RECOMMENDATION
BOARD VOTE~~

After considering the Superintendent's recommendations, the Board shall determine the employees to be proposed for nonrenewal, as appropriate. If the Board votes to propose nonrenewal of one or more employees, the Board shall specify the manner of hearing in accordance with DFBB(LOCAL).

NOTICE
~~NOTICE~~

The Superintendent or designee shall provide each employee written notice of the proposed nonrenewal. The notice shall include a statement of the reason for the proposed action and notice that the employee is entitled to a hearing of the type determined by the Board.

**CONSIDERATION FOR
AVAILABLE
POSITIONS**

An employee who has received notice of proposed nonrenewal may apply for available positions for which he or she wishes to be considered. The employee is responsible for reviewing posted vacancies, submitting an application, and otherwise complying with District procedures.

~~CONSIDERATION FOR
AVAILABLE POSITIONS~~

If the employee meets the District's objective criteria for the position and is the most qualified internal applicant, the District shall offer the employee the position until:

1. Final action by the Board to end the employee's contract, if the employee does not request a hearing.
2. The evidentiary hearing by the independent hearing examiner, the Board, or other person designated in DFBB(LOCAL), if the employee requests a hearing.

HEARING REQUEST
~~HEARING REQUEST~~

An employee receiving notice of proposed nonrenewal of a term contract may request a hearing in accordance with DFBB.

REDUCTION IN FORCE
PROGRAM CHANGE

DFFB
(LOCAL)

FINAL ACTION

**HEARING
REQUESTED**

If the employee requests a hearing, the Board shall take final action after the hearing in accordance with DFBB and shall notify the employee in writing.

~~FINAL ACTION
REQUESTED
HEARING
REQUESTED
REQUESTED
REQUESTED~~

If the employee does not request a hearing, the Board shall take final action in accordance with DFBB and shall notify the employee in writing.

As required by law in order to receive Title I, Part A funds, the District shall provide to TEA written assurance regarding comparability of services across the District in teachers, administrators, and other staff, as well as in the provision of curriculum materials and instructional supplies.

For information on the District salary schedule, see DEA(LOCAL).

LIAISON FOR
HOMELESS
STUDENTS

The Superintendent shall ~~designate~~~~appoint~~ an appropriate staff person as the District liaison for ~~homeless~~ students **who are homeless.** [See FFC]

The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless.

ADMISSIONS

The District shall not stigmatize or segregate a student who is homeless.

The principal **and campus admissions staff** shall notify the ~~homeless~~ liaison **for homeless students** within one school day of admission of a **student who is homeless** ~~student.~~

ENROLLMENT IN
SCHOOL OF ORIGIN

In determining **the best interest** ~~feasibility~~ of **the student for the purpose of continuing the student's education in the school of origin, as defined by law, the District shall presume that keeping the** ~~educating a homeless~~ student in his or her school of origin **is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The District shall also** ~~, the District shall~~ consider the best interests of the student with regard to **the impact of moving schools on the student's achievement, education, health, and safety, including** such relevant factors as **:**

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. **The student's eligibility and** ~~Student's~~ need for **any specialized services and supports** ~~special instruction~~, such as Section 504, ~~or~~ special education and related services, **or bilingual or English as a second language services;**
6. Length of anticipated stay in a temporary shelter or other temporary location, **if applicable;**
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; **and**
9. School placement of siblings.

CONTINUATION OF
TRANSPORTATION

Services, including transportation, that the District is required to provide shall not be considered in determining **the student's school of attendance feasibility**.

The District shall provide transportation to a **student who is** homeless ~~student assigned to~~ **and from** attend the school of origin, as provided by law. If such a student ceases to be homeless **and if requested by the parent, guardian, or unaccompanied youth**, the District shall continue to provide transportation to and from the school of origin through the end of the school year. ~~upon request from the parent or guardian.~~ [See CNA]

DISPUTE RESOLUTION
PROCESS

~~If~~ **in the District determines** ~~event~~ that **it is not in the student's best interest to attend the school of origin or the requested school, the District shall provide a written explanation, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth, of the reasons for the decision, including the right to appeal.**

If the ~~homeless~~ student, ~~or his or her~~ parent, or guardian, has a complaint about **eligibility, school selection** ~~admission, placement,~~ or **enrollment decisions made** ~~services provided~~ by the District, that person shall use the complaint resolution procedures set out in FNG(LOCAL), beginning at Level Two. **The District shall expedite local timelines in the District's complaint process, when possible, for prompt dispute resolution.**

Pending final resolution of the dispute, the District shall immediately enroll the homeless student in the school in which enrollment is sought and permit the student to attend classes, receive the requested services, and participate fully in school activities.

When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students within one school day. At all times **during the dispute resolution process**, the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian.

[See FNG(LOCAL) for all other complaints.] ~~in the dispute resolution process. Throughout the dispute resolution process, the homeless student shall be permitted to attend classes, receive the requested services, and participate fully in school activities.~~

Explanatory Notes

TASB Localized Policy Manual Update 106

District: Natalia ISD
EHBAF (LEGAL) SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

This legally referenced policy addressing video and audio monitoring of certain special education classrooms or other special education settings has been revised to incorporate newly adopted commissioner of education rules, effective August 15, 2016.

In addition to a local policy requirement [see the note for EHBAF(LOCAL), below], the newly adopted subchapter of the Texas Administrative Code provides the following clarifications:

- Defines parent, staff member, and trustee, as these individuals are authorized by Education Code 29.022 to request the installation and operation of video and audio equipment in these settings;
- Identifies the self-contained classrooms and other special education settings subject to video surveillance by referencing instructional arrangements/settings defined in TEA's *Student Attendance Accounting Handbook*;
- Prohibits a district from using federal or state special education funds to implement Education Code 29.022;
- Requires the equipment, once installed, to be operational during the regular school year and extended school year services;
- Defines the term "incident," for purposes of filing a complaint with the district and requesting access to view certain video recordings; and
- For allegations of noncompliance with Education Code 29.022 or the commissioner rules, requires the use of the district's local grievance procedures or dispute resolution channels other than the federal procedures for resolving special education disputes.

EHBAF (LOCAL) SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

As described above at EHBAF(LEGAL), new commissioner rules effective August 15, 2016, provide guidance on implementation of Education Code 29.022, which addresses video surveillance of certain special education settings. The rules require each school board to adopt written policies that include 13 items, as addressed in this recommended policy.

Many of the required policy statements are restatements of the statutory requirements. The following list highlights where the policy makes additional clarification of legal provisions or addresses choices available to the district.

- The rules require the policy to include the procedures for requesting video surveillance and for responding to a request. As a result, the recommended text requires a parent, trustee, or staff member to submit requests to the campus principal using a form provided by the district. After a request has been made and before installation of the cameras, the principal must provide a response to the requestor within ten business days and provide advance written notice to campus staff and to parents of students in the classroom or setting about the surveillance. Further details can be included in administrative regulations.
- The rules require operation of the cameras at all times during the instructional day when students are in the classroom or setting. The local policy text defines "instructional day" to be the portion of the school day during which instruction is taking place in the classroom or setting.

Explanatory Notes

TASB Localized Policy Manual Update 106

- A district may choose whether to post notice of surveillance at the entrance of any classroom or setting in which cameras are placed. As a best practice recommendation, the local policy text includes a requirement to post such notice.
- The policy clarifies that contractors or district personnel do not violate confidentiality restrictions by incidentally viewing a recording when carrying out job duties related to installation, operation, or maintenance of video equipment, or retention of video recordings. In addition, because the rules require the board to designate the human resource staff members who may view a recording in response to a complaint or an investigation of an incident, the recommended policy text designates these individuals as the superintendent, a principal, assistant principal or other campus administrator, and any supervisory positions in the human resource offices.
- The rules require the policy to include the procedures for reporting alleged incidents and filing complaints. The recommended text requires a person alleging that an incident occurred to complete a form provided by the district within 48 hours, if possible. Authorized district staff shall promptly view the recording and notify the person within ten business days whether the alleged incident was on the surveillance footage. Complaints are handled under the district's existing grievance policies.

Please contact the district's policy consultant if any adjustments need to be made to the enclosed local policy, including the time to respond to a request or incident report.

Please note: In late August, Policy Service will publish additional sample forms in Update 52 to the *Regulations Resource Manual*, available in the myTASB Policy Service Resource Library, to help district administrators implement this law. Until then, superintendents and policy contacts can access the forms through the Video Cameras in Special Education Classrooms [Policy Alert](#), also on myTASB.

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, Policy Service's recent migration to Word 2013 causes some margin notes to appear as a tracked change where no change has taken place.

For further assistance in understanding changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Policy.Service@tasb.org

800-580-7529

512-467-0222

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings.

REQUESTS AND
NOTICE

The District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms and settings as required by law to promote student safety in those settings. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

A parent, Trustee, or staff member making a request for video surveillance under this policy shall submit the request to the campus principal on a form provided by the District, and the principal shall provide a response to the requestor within ten District business days. The principal shall provide advance written notice to staff on the campus and to parents of the students assigned to the classroom or setting that video and audio surveillance will be conducted in the classroom or setting. The Superintendent shall develop administrative regulations as necessary to implement these request, response, and notice provisions.

INSTALLATION AND
OPERATION

When the District has installed video cameras in a classroom or other setting as required by law, the District shall operate the cameras during the instructional day at all times when students are in the classroom or other setting. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom or other setting.

A campus shall continue to operate and maintain any video cameras placed in the classroom or other setting for as long as the classroom or other setting continues to satisfy the requirements in Education Code 29.022(a).

Video cameras must be capable of recording video and audio of all areas of the classroom or setting, except that no video surveillance shall be conducted of the inside of a bathroom or other area used for toileting or diapering a student or removing or changing a student’s clothes.

The District shall post notice at the entrance to a classroom or other setting in which video cameras are placed stating that video and audio surveillance is conducted in that classroom or setting.

RETENTION OF
RECORDINGS

Video recordings shall be retained for at least six months after the date of the recording but may be retained for a longer period in accordance with the District's records management program or as required by law. [See CPC]

CONFIDENTIALITY OF
RECORDINGS

Video recordings made in accordance with this policy shall be confidential and shall only be accessed or viewed by the individuals and in the limited circumstances permitted by law. Contractors and District personnel with job duties related to the installation, operation, or maintenance of video equipment, or the retention of video recordings, who incidentally view recordings when performing regular job duties such as ensuring the proper functioning of the equipment or pulling specific footage shall not be considered in violation of the confidentiality provisions.

The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an incident documented by a recording for which a complaint has been reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;
3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a complaint or an investigation of an incident; and
4. Appropriate TEA or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term "human resource staff member" shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District's human resources office. If an individual listed in items 2 through 4 above believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LOCAL)

REPORTING AN
INCIDENT

A person alleging that an incident, as defined by law, has occurred in a classroom or other setting in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District's video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

COMPLAINTS

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable.

**Natalia ISD School Board Academic Update
October 10, 2016
Office of Curriculum and Instruction**

I. Instruction Updates

- a. Lesson Plan Template Committee
- b. TEKS resource system
- c. AVID Presentation to campus leaders
- d. Held initial RPM with Elementary and ECC Principal and Assistant Principal for 1st grade reading and 4th grade writing.
- e. Performed campus walks, debriefed with Campus Principals
- f. Completed DIP and CIP process
- g. Applied for NHS to be an SAT testing Site

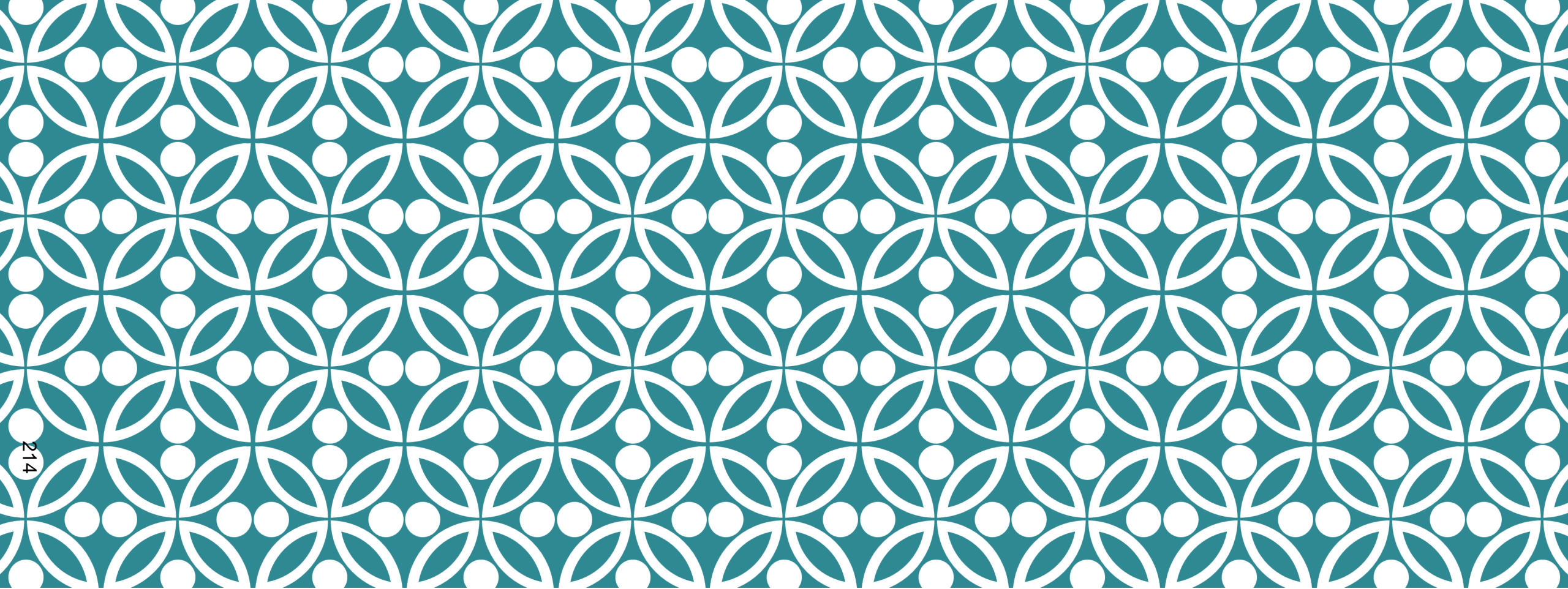
II. Accountability Updates

- a. Increase in the students coded (2 and 3) in a coherent sequence of courses in CTE
- b. Analyzed systems safe guards and implementing plans to address deficiencies.
- c. Workshop with Principals to use CIP as a tool to attach accountability to goal attainment.

III. Coming Soon.....

- a. Instructional Rounds October 12, 2016
- b. RPM with Middle School Principal
- c. Second half of TEKS resources system reboot
- d. GT Nominations at ECC
- e. Course Catalog for HS.
- f. SAT testing for current Juniors and Seniors

State Standards	Curriculum			Assessment	Technology
Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) TEKS Clarification Document (TCD) Enhanced TEKS Clarification Document (ETCD – Math only)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessment(s) (PA), Assessment Item Bank, & Formative Spiral Item Bank (Math only)	TEKS Resource System Website
<ul style="list-style-type: none"> Approved and updated by the State Board of Education (SBOE) Defines what students in Texas should know and be able to do for each grade level/course Supported by Texas Education Agency (TEA) Included in the Texas Education Code 	Scope: <ul style="list-style-type: none"> Outlines what is taught (TEKS) for each grade level/course Defines the rigor and content of the TEKS Includes the TEKS specificity (examples/details) Highlights Readiness and Supporting Standards Targets expectations (TEKS) within and across grade levels/courses 	Sequence: <ul style="list-style-type: none"> Groups (bundles) the TEKS into curricular units Includes a suggested sequence and duration for each unit Offers a sequence that ensures all TEKS are addressed within the year and STAAR®-assessed standards (TEKS) are presented prior to the state assessment 	<ul style="list-style-type: none"> Bridges curriculum, assessment, and instruction Explains the details of each curricular unit including: <ul style="list-style-type: none"> An overview Performance Assessment(s) Overarching Concepts, Understandings, and Questions Unit Concepts, Understandings, and Questions Misconceptions Vocabulary Bundled TEKS with targeted specificity English Language Proficiency Standards (ELPS) 	Performance Assessment(s) <ul style="list-style-type: none"> Offers evidence of student progression toward and/or attainment of identified TEKS Assessment Item Bank <ul style="list-style-type: none"> Provides a collection of selected-, numerical-, and constructed-response items aligned to specific units and TEKS Formative Spiral Item Bank <ul style="list-style-type: none"> Provides a collection of mostly constructed-response items Aligns items to previously taught grade level TEKS and current grade level TEKS in order to spiral concepts May include multiple content TEKS in a single item 	<ul style="list-style-type: none"> Provides online delivery and district customization of curriculum and assessment components and content-specific resources Provides video and quick guide support for districts and/or teachers Provides a district-managed platform that includes the following tools: <ul style="list-style-type: none"> Bookmarking, quick search, and calendar features Teacher Website Builder Design Templates Assessment Creator Administrator Walkthrough Tool District-level communication and resource sharing
Teachers use the TEKS to: <ul style="list-style-type: none"> Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) 	Teachers use the VADs, TCDs/ETCDs to: <ul style="list-style-type: none"> Clarify grade level/course expectations Understand the vertical depth and complexity of the TEKS within and across grade levels/courses Identify potential gaps in students' understanding and plan for appropriate intervention 	Teachers use the YAGs & TVDs to: <ul style="list-style-type: none"> View the TEKS taught within the year in a single snapshot Organize and plan long-term high-quality instruction Collaborate with peers to share and allocate instructional resources Pace instruction and customize sequencing as appropriate Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment 	Teachers use the IFDs to: <ul style="list-style-type: none"> Determine what content should be taught in each grading period Organize and plan medium- to short-term high-quality instruction Determine unit learning objectives and focused learning experiences Select instructional resources and materials that are aligned with the specified TEKS Maintain focus on the TEKS while planning and implementing instruction 	Teachers use the assessment components to: <ul style="list-style-type: none"> Determine student progression toward and/or attainment of identified TEKS Determine the ability of students to apply the learning in a new context Determine which students need intervention and accelerated instruction 	Teachers use the technology tools to: <ul style="list-style-type: none"> Access TEKS Resource System components and district-customized components Create district/individual instructional calendars, teacher websites, and assessments Provide and receive feedback regarding system components
Content Specific Resources					



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NATALIA ISD

**LEP PROGRAM
OVERVIEW**

THE GOAL OF BILINGUAL EDUCATION

- ❖ The goal of bilingual education is to enable English Language Learners to become competent in listening, speaking, reading and writing in the English language through the development of literacy and academic skills in the primary language and English.
- ❖ The program must emphasize mastery of English language skills, as well as math, science and social studies.
- ❖ Emphasize the importance of implementing the English Language Proficiency Standards (ELPS)



PROGRAM DATA

2014-2015 **73** students in grades K-12

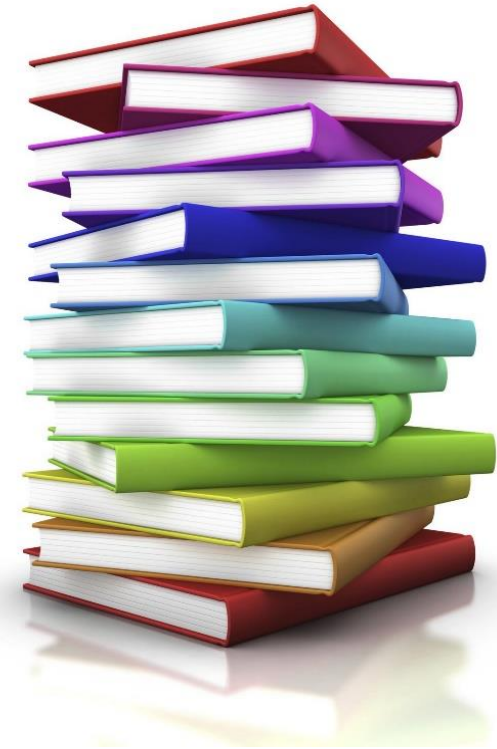
2015-2016 **84** students in grades K-12

2016-2017 **74** students in grades K-12

ECC/ELEM- 44 Students

JH-19 Students

HS- 11 Students



PROGRAM IMPLEMENTATION

- ❖ We currently have 19 teachers with their ESL Certifications

12 teachers ELEM/ECC

5 teachers JHS

2 HS

- ❖ Program Needs

Provide training for teachers

Encourage and assist teachers to get certification in ESL



RESOURCES FOR STUDENTS

- ❖ Student's are provided with support in the classroom through the English Language Proficiency Standards built into the TEKS lessons (vocabulary rich)
- ❖ Students will have their personal bilingual dictionary at the secondary level (JH and HS)
- ❖ Students will use the Lexia online program for blended reading approach to vocabulary
- ❖ Tutoring after school for academic support



RESOURCES FOR TEACHERS



- ❖ ESC 20 Professional Learning:

 - 50 Strategies for English Language Learners

 - English Language Development for English Language Learners

 - Sheltered Instruction in the Science Classroom

 - Making Vocabulary Meaningful for ELL in Secondary Math Class

- ❖ Teachers will be provided online professional learning through the ***Edivate***

 - program supported by the Region 20 Service Center

- ❖ Teachers will use Gateway as a support for Sheltered students

GOAL

- ❖ District goal is to increase English Language Learners (ELL) STAAR scores from 51% of ELL students meeting phase 2 STAAR reading scores in 2016 to 65% of ELL students meeting phase 3 scores in 2017 STAAR reading.
- ❖ Encourage and assist teachers to get certification in ESL



Assets & Accounts

Account Type	ACC#	Location	Opening Amt	Maturity	Rate %	Interest Earned	Value/Current Balance
Savings	9905375	Security State Bank			0.10%		\$4,662,974.09
GOF	14605	Security State Bank			0.10%		\$337,884.18
Payroll	14699	Security State Bank			0.10%		\$75,379.22
Student Activity	3215792	Security State Bank			0.10%		\$79,260.69
Band Booster	3208346	Security State Bank			0.10%		\$4,064.51
I&S Saving	7336233	Security State Bank			0.10%		\$307,141.66
I&S Checking	14648	Security State Bank			0.10%		\$53.91
CD--12M	28448	Security State Bank	\$1,000,000.00	4/11/2017	0.49%	\$325.83	\$1,011,313.15
CD--12M	28217	Security State Bank	\$250,000.00	1/17/2017	0.45%	\$805.32	\$250,805.32
CD--12M	18775	Community National Bank	\$250,000.00	5/24/17	0.40%	\$252.82	\$250,000.00
CD--6M	9600000297	Prosperity Bank	\$250,000.00	01/15/2017	0.45%	\$311.01	\$250,000.00
CD--6M	8047	Atascosa National Bank	\$250,000.00	10/10/2016	0.20%	\$247.95	\$250,000.00
						Total	\$7,478,876.73

Tax Report
9/30/2016

% of Taxes
Collected

2015 Taxes M&O	\$2,024,119.84	95%
2015 Taxes I&S	243,068.65	95%
Current Taxes Collected M&O	\$ 4,701.39	
YTD Taxes Collected M&O	\$ 1,929,442.12	
Current Taxes collected I&S	\$ 564.55	
YTD Taxes Collected I&S	\$ 231,699.23	
Delinquent Taxes Collected M&O	\$ 2,502.94	
Delinquent Taxes Collected I&S	\$ 399.34	
Penalty & Interest M&O	\$ 926.10	
Penalty & Interest Collected I&S	\$ 111.19	
Uncollected Balance for M&O Current	\$ 83,382.06	
Uncollected Balance for I&S Current	\$ 10,013.00	
Uncollected Balance for M&O Delinquent	\$ 178,281.14	
Uncollected Balance for I&S Delinquent	\$ 25,174.56	
Total Uncollected Taxes Current & Delinquent M&O	\$ 261,669.00	
Total Uncollected Taxes Current & Delinquent I&S	\$ 35,188.41	

Child Nutrition Monthly Tracking

	Aug 2015	Sept 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016
NET CLAIM REIM TOTAL	\$18,368.03	\$70,035.99	\$67,386.19	\$54,281.84	\$46,174.35	\$58,973.84	\$64,990.76	\$54,816.26	\$67,357.14	\$67,498.92	\$5,911.47
ADDITIONAL REVENUE	\$3,488.55	\$6,490.00									
TOTAL REVENUE	\$21,856.58	\$76,525.99									
NUMBER OF DAYS	6	21	21	16	14	18	20	17	21	21	2
LUNCHES / DAY	794	819									
BREAKFASTS / DAY	579	661									
	Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	Jun 2017
NET CLAIM REIM TOTAL	\$27,705.43	\$83,670.44									
ADDITIONAL REVENUE	\$5,130.30	\$7,887.27									
TOTAL REVENUE	\$32,835.73	\$91,557.71									
NUMBER OF DAYS	8	21	19	17	12	20	20	18	18	22	1
LUNCHES / DAY	804	850									
BREAKFASTS / DAY	770	921									
MONTHLY ADD REVENUE	\$10,979.15	\$15,031.72									
TOTAL ADD REVENUE	\$26,010.87										

		2016-17	2016-17	2016-17	2016-17	Encumbered	2016-17	2015-16	
	Account Number	Obj	Original Budget	Changes	Revised Budget	FYTD Activity	Amount	FYTD %	FYTD %
199	GENERAL FUND								
00									
	199 R 00 57--	- LOCAL REVENUE	2,198,500.00		2,198,500.00	21,399.50	-1,489.00	0.91	1.02
	199 R 00 58--	- STATE REVENUE	8,200,244.00		8,200,244.00	1,107,000.05		13.50	14.83
	199 R 00 ----	-	10,398,744.00		10,398,744.00	1,128,399.55	-1,489.00	10.84	11.65
	199 R -- ----	- Revenue	10,398,744.00		10,398,744.00	1,128,399.55	-1,489.00	10.84	11.65
00									
	199 E 00 89--	- OTHER USES	20,000.00		20,000.00				
	199 E 00 ----	-	20,000.00		20,000.00				
11	INSTRUCTION								
	199 E 11 61--	- PAYROLL COST	4,990,393.00		4,990,393.00	392,401.73		7.86	7.96
	199 E 11 62--	- CONT SERVICES	469,752.00		469,752.00	560.76	13,238.03	2.94	2.66
	199 E 11 63--	- SUPPLIES	327,200.00	-900.00	326,300.00	390.00	55,192.31	17.03	13.88
	199 E 11 64--	- OTHER COST	28,450.00	900.00	29,350.00	675.06	750.91	4.86	-0.19
	199 E 11 66--	- CAPITAL OUTLAY	40,000.00		40,000.00		7,898.00	19.75	6.28
	199 E 11 ----	- INSTRUCTION	5,855,795.00		5,855,795.00	394,027.55	77,079.25	8.05	8.05
12	INST. RESOURCES & MEDIA SVCS								
	199 E 12 61--	- PAYROLL COST	23,080.00		23,080.00	1,925.31		8.34	3.00
	199 E 12 62--	- CONT SERVICES	2,000.00		2,000.00				
	199 E 12 63--	- SUPPLIES	19,350.00		19,350.00		2,449.64	12.66	14.11
	199 E 12 64--	- OTHER COST	100.00		100.00				
	199 E 12 ----	- INST. RESOURCES & MEDIA S	44,530.00		44,530.00	1,925.31	2,449.64	9.82	4.92
13	CURRICULUM DEV.& INST.STF DEV								
	199 E 13 61--	- PAYROLL COST	139,779.00		139,779.00	12,026.61		8.60	12.21
	199 E 13 62--	- CONT SERVICES	12,450.00		12,450.00				
	199 E 13 63--	- SUPPLIES	5,300.00		5,300.00		1,185.00	22.36	
	199 E 13 64--	- OTHER COST	8,200.00		8,200.00		852.73	10.40	
	199 E 13 ----	- CURRICULUM DEV.& INST.STF	165,729.00		165,729.00	12,026.61	2,037.73	8.49	10.89

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	Account Number	Obj	2016-17	2016-17	2016-17	2016-17	Encumbered	2016-17	2015-16
			Original Budget	Changes	Revised Budget	FYTD Activity	Amount	FYTD %	FYTD %
199	GENERAL FUND								
21	INSTRUCTIONAL LEADERSHIP								
	199 E 21 61--	- PAYROLL COST	92,860.00		92,860.00	17,390.35		18.73	4.37
	199 E 21 62--	- CONT SERVICES	2,800.00		2,800.00				
	199 E 21 63--	- SUPPLIES	12,300.00		12,300.00		528.00	4.29	
	199 E 21 64--	- OTHER COST	6,000.00		6,000.00				
	199 E 21 ----	- INSTRUCTIONAL LEADERSHIP	113,960.00		113,960.00	17,390.35	528.00	15.72	3.72
23	SCHOOL LEADERSHIP								
	199 E 23 61--	- PAYROLL COST	551,137.00		551,137.00	47,207.64		8.57	8.88
	199 E 23 62--	- CONT SERVICES	1,200.00		1,200.00	378.00		31.50	
	199 E 23 63--	- SUPPLIES	11,100.00		11,100.00		211.39	1.90	3.88
	199 E 23 64--	- OTHER COST	4,600.00		4,600.00		558.82	12.15	42.48
	199 E 23 66--	- CAPITAL OUTLAY	500.00		500.00				
	199 E 23 ----	- SCHOOL LEADERSHIP	568,537.00		568,537.00	47,585.64	770.21	8.51	8.92
31	GUIDANCE & COUNSELING								
	199 E 31 61--	- PAYROLL COST	222,053.00		222,053.00	23,391.82		10.53	10.19
	199 E 31 62--	- CONT SERVICES	48,000.00		48,000.00				0.26
	199 E 31 63--	- SUPPLIES	18,100.00		18,100.00		3,206.64	17.72	10.73
	199 E 31 64--	- OTHER COST	2,850.00		2,850.00		100.00	3.51	
	199 E 31 ----	- GUIDANCE & COUNSELING	291,003.00		291,003.00	23,391.82	3,306.64	9.17	6.74
32	SOCIAL WORK SERVICES								
	199 E 32 61--	- PAYROLL COST				-3.64			
	199 E 32 ----	- SOCIAL WORK SERVICES				-3.64			
33	HEALTH SERVICES								
	199 E 33 61--	- PAYROLL COST	45,541.00		45,541.00	3,787.11		8.32	5.21
	199 E 33 62--	- CONT SERVICES	500.00		500.00				
	199 E 33 63--	- SUPPLIES	2,000.00		2,000.00				
	199 E 33 64--	- OTHER COST	6,000.00		6,000.00				
	199 E 33 ----	- HEALTH SERVICES	54,041.00		54,041.00	3,787.11		7.01	5.01

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			2016-17	2016-17	2016-17	2016-17	Encumbered	2016-17	2015-16
	Account Number	Obj	Original Budget	Changes	Revised Budget	FYTD Activity	Amount	FYTD %	FYTD %
199		GENERAL FUND							
34		PUPIL TRANSPORTATION							
	199 E 34 61--	- PAYROLL COST	282,050.00		282,050.00	15,565.10		5.52	7.95
	199 E 34 62--	- CONT SERVICES	50,000.00		50,000.00	1,224.00	5,518.36	13.48	
	199 E 34 63--	- SUPPLIES	65,000.00		65,000.00		3,515.56	5.41	1.19
	199 E 34 64--	- OTHER COST	30,000.00		30,000.00				
	199 E 34 ----	- PUPIL TRANSPORTATION	427,050.00		427,050.00	16,789.10	9,033.92	6.05	3.40
36		COCURR./EXTRACURR.ACTIVITIES							
	199 E 36 61--	- PAYROLL COST	374,421.00		374,421.00	27,271.61		7.28	7.93
	199 E 36 62--	- CONT SERVICES	42,700.00		42,700.00	1,218.00	1,883.00	7.26	5.71
	199 E 36 63--	- SUPPLIES	82,850.00		82,850.00	2,982.00	12,178.89	18.30	5.13
	199 E 36 64--	- OTHER COST	101,300.00		101,300.00	7,643.00	20,490.00	27.77	9.04
	199 E 36 66--	- CAPITAL OUTLAY	24,000.00		24,000.00		6,240.00	26.00	32.97
	199 E 36 ----	- COCURR./EXTRACURR.ACTIVIT	625,271.00		625,271.00	39,114.61	40,791.89	12.78	9.11
40		ADMIN SUPPORT SERVICES							
	199 E 40 61--	- PAYROLL COST	20,744.00		20,744.00	1,982.12		9.56	
	199 E 40 ----	- ADMIN SUPPORT SERVICES	20,744.00		20,744.00	1,982.12		9.56	
41		GENERAL ADMINISTRATION							
	199 E 41 61--	- PAYROLL COST	450,973.00		450,973.00	29,530.22		6.55	7.23
	199 E 41 62--	- CONT SERVICES	225,500.00	-3,600.00	221,900.00	1,621.92	195.00	0.82	0.12
	199 E 41 63--	- SUPPLIES	28,200.00	3,600.00	31,800.00	92.50	9,529.90	30.26	11.15
	199 E 41 64--	- OTHER COST	54,500.00		54,500.00	1,758.00	3,994.64	10.56	1.72
	199 E 41 ----	- GENERAL ADMINISTRATION	759,173.00		759,173.00	33,002.64	13,719.54	6.15	4.71
51		PLANT MAINTENANCE & OPERATIONS							
	199 E 51 61--	- PAYROLL COST	682,369.00		682,369.00	57,652.40		8.45	8.09
	199 E 51 62--	- CONT SERVICES	488,500.00		488,500.00	2,991.41	9,927.00	2.64	1.73
	199 E 51 63--	- SUPPLIES	155,500.00		155,500.00		11,505.65	7.40	5.87
	199 E 51 64--	- OTHER COST	107,000.00		107,000.00				
	199 E 51 66--	- CAPITAL OUTLAY	102,500.00		102,500.00				
	199 E 51 ----	- PLANT MAINTENANCE & OPERA	1,535,869.00		1,535,869.00	60,643.81	21,432.65	5.34	5.00

			2016-17	2016-17	2016-17	2016-17	Encumbered	2016-17	2015-16
	Account Number	Obj	Original Budget	Changes	Revised Budget	FYTD Activity	Amount	FYTD %	FYTD %
199		GENERAL FUND							
52		SECURITY & MONITORING SERVICES							
	199 E 52 61--	- PAYROLL COST	6,788.00		6,788.00	3,321.66		48.93	5.12
	199 E 52 62--	- CONT SERVICES	68,000.00		68,000.00	1,550.00		2.28	0.50
	199 E 52 63--	- SUPPLIES	5,500.00		5,500.00				
	199 E 52 64--	- OTHER COST	1,600.00		1,600.00		283.05	17.69	
	199 E 52 ----	- SECURITY & MONITORING SER	81,888.00		81,888.00	4,871.66	283.05	6.29	2.00
53		DATA PROCESSING SERVICES							
	199 E 53 61--	- PAYROLL COST	145,777.00		145,777.00	12,141.81		8.33	7.12
	199 E 53 62--	- CONT SERVICES	73,500.00		73,500.00				
	199 E 53 63--	- SUPPLIES	2,500.00		2,500.00				
	199 E 53 ----	- DATA PROCESSING SERVICES	221,777.00		221,777.00	12,141.81		5.47	5.08
61		COMMUNITY SERVICES							
	199 E 61 63--	- SUPPLIES	2,200.00		2,200.00				
	199 E 61 ----	- COMMUNITY SERVICES	2,200.00		2,200.00				
		DEBT SERVICES							
	199 E 71 65--	- DEBT SERVICE	58,585.00		58,585.00				
	199 E 71 ----	- DEBT SERVICES	58,585.00		58,585.00				
93		PAYMENTS TO FISCAL AGENTS\MBRS							
	199 E 93 64--	- OTHER COST	7,000.00		7,000.00				
	199 E 93 ----	- PAYMENTS TO FISCAL AGENTS	7,000.00		7,000.00				
	199 E -- ----	- Expense	10,853,152.00		10,853,152.00	668,676.50	171,432.52	7.74	6.83
	199 - -- ----	- GENERAL FUND	-454,408.00		-454,408.00	459,723.05	-172,921.52	-63.12	-180.13

	Account Number	Obj	2016-17	2016-17	2016-17	2016-17	Encumbered	2016-17	2015-16
			Original Budget	Changes	Revised Budget	FYTD Activity	Amount	FYTD %	FYTD %
240		FOOD SERVICE							
00									
	240 R 00 57--	- LOCAL REVENUE	115,000.00		115,000.00	6,068.84		5.28	12.28
	240 R 00 58--	- STATE REVENUE	5,000.00		5,000.00				
	240 R 00 59--	- FEDERAL REVENUE	640,000.00		640,000.00	27,705.43		4.33	2.80
	240 R 00 ----	-	760,000.00		760,000.00	33,774.27		4.44	3.43
	240 R -- ----	- Revenue	760,000.00		760,000.00	33,774.27		4.44	3.43
35		FOOD SERVICES							
	240 E 35 61--	- PAYROLL COST	291,326.00		291,326.00	25,025.06		8.59	8.12
	240 E 35 62--	- CONT SERVICES	25,000.00		25,000.00		20.00	0.08	12.27
	240 E 35 63--	- SUPPLIES	369,250.00		369,250.00		1,689.61	0.46	7.84
	240 E 35 64--	- OTHER COST	4,000.00		4,000.00				
	240 E 35 ----	- FOOD SERVICES	689,576.00		689,576.00	25,025.06	1,709.61	3.88	7.40
51		PLANT MAINTENANCE & OPERATIONS							
	240 E 51 62--	- CONT SERVICES	110,400.00		110,400.00				
	240 E 51 ----	- PLANT MAINTENANCE & OPERA	110,400.00		110,400.00				
	240 E -- ----	- Expense	799,976.00		799,976.00	25,025.06	1,709.61	3.34	6.44
	240 - -- ----	- FOOD SERVICE	-39,976.00		-39,976.00	8,749.21	-1,709.61	-17.61	

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			2016-17	2016-17	2016-17	2016-17	Encumbered	2016-17	2015-16
	Account Number	Obj	Original Budget	Changes	Revised Budget	FYTD Activity	Amount	FYTD %	FYTD %
242		SUMMER FEEDING PROGRAM-DHS							
35		FOOD SERVICES							
	242 E 35 61--	- PAYROLL COST	5,700.00		5,700.00				
	242 E 35 ----	- FOOD SERVICES	5,700.00		5,700.00				
	242 E -- ----	- Expense	5,700.00		5,700.00				
	242 - -- ----	- SUMMER FEEDING PROGRAM-DH	-5,700.00		-5,700.00				

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		2016-17	2016-17	2016-17	2016-17	Encumbered	2016-17	2015-16
	Account Number Obj	Original Budget	Changes	Revised Budget	FYTD Activity	Amount	FYTD %	FYTD %
599	DEBT SERVICE							
00								
	599 R 00 57-- - LOCAL REVENUE	195,000.00		195,000.00	1,020.89		0.52	0.50
	599 R 00 58-- - STATE REVENUE	168,250.00		168,250.00				
	599 R 00 ---- -	363,250.00		363,250.00	1,020.89		0.28	0.22
	599 R -- ---- - Revenue	363,250.00		363,250.00	1,020.89		0.28	0.22
	599 - -- ---- - DEBT SERVICE	363,250.00		363,250.00	1,020.89		0.28	0.62

Account Number	Obj	2016-17 Original Budget	2016-17 Changes	2016-17 Revised Budget	2016-17 FYTD Activity	Encumbered Amount	2016-17 FYTD %	2015-16 FYTD %
Grand Revenue T		11,521,994.00		11,521,994.00	1,163,194.71	-1,489.00	10.08	10.43
Grand Expense T		11,658,828.00		11,658,828.00	693,701.56	173,142.13	7.44	6.58
Grand Totals		136,834.00		136,834.00	469,493.15	174,631.13	-343.11	-952.95
		Loss		Loss	Profit	Loss		

Number of Accounts: 1088

***** End of report *****

CHECK DATE	CHECK NUMBER	INVOICE DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
09/12/2016	37233	04/14/2016	CHAMPION, CHRISTOPHER	Baseball Game Official, Natalia vs. Cole, 4/19/16	110.00
				Totals for 37233	110.00
09/12/2016	37234	08/31/2016	ESTRADA, MARY	BUSINESS SERVICES / AUDIT PREP 8/22/16, 8/25/16, 8/30/16	810.96
09/12/2016	37234	09/12/2016	ESTRADA, MARY	CONTRACTED BUSINESS OFFICE / AUDIT PREP SERVICES 9/1/16, 9/6/16, 9/8/16	810.96
				Totals for 37234	1,621.92
09/12/2016	37235	09/09/2016	FONSECA, JUSTIN	CONTRACTED SECURITY SERVICES FOR THE MONTH OF SEPTEMBER 2016	50.00
				Totals for 37235	50.00
09/12/2016	37236	09/09/2016	ROGERS, JUSTIN	CONTRACTED SECURITY SERVICES FOR THE MONTH OF SEPTEMBER 2016	100.00
				Totals for 37236	100.00
09/12/2016	37237	08/15/2016	UNITED STATES TREASURY	74-6001761, 2014 TAX YEAR PENALTY	11,550.00
				Totals for 37237	11,550.00
09/15/2016	37238	08/26/2016	ANDERSON, STEVEN	JV Football Official, Natalia vs. John Paul II, 8/26/16	68.00
				Totals for 37238	68.00
09/15/2016	37239	08/17/2016	ARCHITECTURAL DIVISION 8	Replacing a total of 10 metal doors 3 at Ag Shop and 7 at HS and HS Gym	6,655.87
				Totals for 37239	6,655.87
09/15/2016	37240	08/17/2016	BETA TECHNOLOGY INC	CHEMICALS FOR FOOD SERVICE	1,018.00
				Totals for 37240	1,018.00
09/15/2016	37241	08/31/2016	BLUE BIRD PRODUCE	PRODUCE FOR AUG INV# 56196, 56244, 56293	3,364.49
				Totals for 37241	3,364.49
09/15/2016	37242	08/23/2016	BROWN, NAKIA	HS Volleyball Official, Natalia vs. Feast, 8/23/16	118.00
				Totals for 37242	118.00
09/15/2016	37243	08/25/2016	BSN SPORTS INC	Mouthpieces for JH Football	55.00
				Totals for 37243	55.00
09/15/2016	37244	08/30/2016	CAMACHO, JOE	HS Volleyball Game Official, Natalia vs. Castle Hills, 8/30/16	115.00
				Totals for 37244	115.00
09/15/2016	37245	08/23/2016	CDW GOVERNMENT LLC	SOFTWARE / CARRYING CASE FOR SUPERINTENDENT COMPUTER	112.42
09/15/2016	37245	08/16/2016	CDW GOVERNMENT LLC	Acer K242HQL BBMD 24" LED-backlit LCD - Black 2 3707919	460.00
				Totals for 37245	572.42
09/15/2016	37246	08/22/2016	COACHES VIDEO	Multi-Port to 1/2 Moon Connector for Sony Cameras	53.00
				Totals for 37246	53.00
09/15/2016	37247	08/31/2016	COMFORT CROSS COUNTRY	6th Ever End of Summer Meet Cross Country Race, 8/27/16	140.00
				Totals for 37247	140.00

CHECK DATE	CHECK NUMBER	INVOICE DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
09/15/2016	37248	08/26/2016	COMMERCIAL KITCHEN, INC.	seal for pass thru cooler	190.93
				Totals for 37248	190.93
09/15/2016	37249	08/31/2016	DELL MARKETING, L.P.	Dell Computer- Precisions Workstations T5810 XL	1,438.91
				Totals for 37249	1,438.91
09/15/2016	37250	08/31/2016	DEVINE I.S.D.	15th Annual South Texas Arabian Volleyball Round-Up	250.00
				Totals for 37250	250.00
09/15/2016	37251	08/23/2016	DISMUKE, GREGORY	HS Volleyball Official, Natalia vs. Feast, 8/23/16	118.00
				Totals for 37251	118.00
09/15/2016	37252	08/31/2016	DUTCH GLO CHEMICAL CO, IN	Custodians supplies	289.90
				Totals for 37252	289.90
09/15/2016	37253	08/23/2016	ELLIOT ELECTRIC SUPPLY	AC breaker for room 301 at Jr High	97.00
09/15/2016	37253	08/24/2016	ELLIOT ELECTRIC SUPPLY	Light switches for district	103.73
09/15/2016	37253	08/25/2016	ELLIOT ELECTRIC SUPPLY	Light bulb for district wide	278.40
				Totals for 37253	479.13
09/15/2016	37254	08/26/2016	ESPINOZA, JOHN	JV Football Official, Natalia vs. John Paul II, 8/26/16	68.00
				Totals for 37254	68.00
09/15/2016	37255	08/31/2016	FLOWERS BAKING CO OF SAN	BREAD FOR AUG 2016	311.17
				Totals for 37255	311.17
09/15/2016	37256	08/27/2016	FORT SAM HOUSTON I.S.D.	Cole Junior Varsity Tournament, 8/27/16	275.00
09/15/2016	37256	08/12/2016	FORT SAM HOUSTON I.S.D.	Cole High School Varsity Volleyball Tournament, August 12-13	350.00
				Totals for 37256	625.00
09/15/2016	37257	08/23/2016	GOLDEN RULE AIR CONDITION	Ac condensor unit replaced at Elementary gym	225.00
09/15/2016	37257	08/23/2016	GOLDEN RULE AIR CONDITION	AC repairs to room 206	189.00
09/15/2016	37257	08/29/2016	GOLDEN RULE AIR CONDITION	Repairs on two ac units at JR High campus	347.00
09/15/2016	37257	08/19/2016	GOLDEN RULE AIR CONDITION	HIGH SCHOOL COOLER REPAIR	984.00
				Totals for 37257	1,745.00
09/15/2016	37258	08/31/2016	HARRISON SUPPLY, INC	Monthly supplies INV# 199657 / 199710 / 199832 / 200178 / 200327 / 200414	402.47
				Totals for 37258	402.47
09/15/2016	37259	08/12/2016	HIGH SCHOOL MUSIC	Open PO for July/August	496.87
09/15/2016	37259	07/27/2016	HIGH SCHOOL MUSIC	Open PO for June	268.96
				Totals for 37259	765.83
09/15/2016	37260	08/30/2016	JOHNSTONE SUPPLY OF SA	Duct materials for ac unit at bus barn	366.05
09/15/2016	37260	08/25/2016	JOHNSTONE SUPPLY OF SA	CO2 cartridges to clear out clogged AC lines	131.92
				Totals for 37260	497.97
09/15/2016	37261	08/23/2016	JUMP IN BUSINESS CORP.	TORTILLAS FOR AUG	312.00
				Totals for 37261	312.00
09/15/2016	37262	08/31/2016	LABATT INST. SUPPLY	FOOD, NONFOOD, CATERING ETC. FOR AUG	18,900.33
				Totals for 37262	18,900.33

CHECK DATE	CHECK NUMBER	INVOICE DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
09/15/2016	37263	08/31/2016	LEARNING ZONE	CLASSROOM TEACHING SUPPLIES	251.76
				Totals for 37263	251.76
09/15/2016	37264	08/31/2016	LOWE'S PAY AND SAVE INC	Monthly supplies stmt 08/31/16	493.69
				Totals for 37264	493.69
09/15/2016	37265	08/19/2016	MORALES FEED & SUPPLY LLC	Monthly supplies	125.29
				Totals for 37265	125.29
09/15/2016	37267	08/09/2016	O'REILLY AUTO ENTERPRISES	Seal gasket and brake cleaner for Bus V22 5557114123	0.00
				CREDITS BACK \$34.94	
09/15/2016	37267	08/24/2016	O'REILLY AUTO ENTERPRISES	Relays for Bus T20 special needs route	165.30
09/15/2016	37267	08/09/2016	O'REILLY AUTO ENTERPRISES	Seal gasket and brake cleaner for Bus V22	70.06
09/15/2016	37267	08/25/2016	O'REILLY AUTO ENTERPRISES	Relays for Bus T20 special needs route	98.72
09/15/2016	37267	08/25/2016	O'REILLY AUTO ENTERPRISES	Relays for Bus T20 special needs route	63.81
				Totals for 37267	397.89
09/15/2016	37268	08/31/2016	OAK FARMS DAIRY	MILK FOR AUG \$5623.78 TOTAL - \$1144.92 PRODUCT CREDIT	4,478.86
				Totals for 37268	4,478.86
09/15/2016	37269	08/25/2016	PIIONEER ATHLETICS	Paint for the Football Field and Parking Lots	909.15
				Totals for 37269	909.15
09/15/2016	37270	08/30/2016	ESC REGION 13	NEW SECTION 504 COORDINATORS AND NEW DYSLEXIA COORDINATOR TRAINING	300.00
				Totals for 37270	300.00
09/15/2016	37271	08/29/2016	S&P COMMUNICATIONS	AIRTIMESA-4 12-010- 4 92-003F-4 41-603- 4 PROGRAM-4 AIRTIMESA- 4 FLDINSTALL- 98 TRAVELMILE- 4 TRAVELHR- 4 12-010- 1 CONFIGURE. TECH DEPT	209.12
				Totals for 37271	209.12
09/15/2016	37272	08/26/2016	SALAZAR, FRANK JR.	JV Football Official, Natalia vs. John Paul II, 8/26/16	68.00
				Totals for 37272	68.00
09/15/2016	37273	08/31/2016	SAPLING SYSTEMS, INC	DYNAMIC CHEMISTRY- 8 YEARS \$70.00 @ 85= \$5950.00	5,950.00
				Totals for 37273	5,950.00
09/15/2016	37274	08/31/2016	TASBO	TASBO TRAINING & WEBINARS FOR BUSINESS OFFICE INV# 279317, 279318, 279319	510.00
				Totals for 37274	510.00
09/15/2016	37275	08/15/2016	TASO-SAN ANTONIO FOOTBALL	UIL Football Scrimmage Fee, Natalia vs. Brackett, 8/12/16	125.00
				Totals for 37275	125.00
09/15/2016	37276	08/23/2016	TECHNOKIDS INC	Software Package Bundles for Technology Apps Classes	1,093.00
				Totals for 37276	1,093.00
09/15/2016	37277	08/26/2016	TRIPLE-S STEEL / INTSEL S	STEEL ORDER, VARIOUS PIECES, USED TO MAKE PROJECTS & EQUIPMENT FOR THE PROJECT CENTER & THE SHOP.	747.32
				Totals for 37277	747.32
09/15/2016	37278	08/31/2016	UNIFIRST HOLDINGS, INC.	MAINTANANCE & TRANSPORTATION UNIFORM SERVICE INV# 821 2946706, 2948867, 2953172, 2955331, 2957499, 2961915	1,449.90

CHECK DATE	CHECK NUMBER	INVOICE DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
				Totals for 37278	1,449.90
09/15/2016	37279	08/31/2016	URBAN METAL SHOP & GRAPHI	BAND TRAILER STICKER / ARTWORK	2,500.00
09/15/2016	37279	08/15/2016	URBAN METAL SHOP & GRAPHI	46 aluminum name plates for HS campus	385.25
				Totals for 37279	2,885.25
09/15/2016	37280	08/22/2016	USI EDUCATION & GOV'T SAL	LAMINATING FILM	100.70
				Totals for 37280	100.70
09/15/2016	37281	08/31/2016	WALSH, GALLEGOS, TREVINO,	FOR PROFESSIONAL SERVICES RENDERED THROUGH AUGUST 15, 2016	2,094.25
				Totals for 37281	2,094.25
09/15/2016	37282	08/31/2016	WHATABURGER	Team Meals for HS Volleyball, Football, and Cross Country INV# 1012722/1016403/1000666/1012729/9951251/9951271/1027467 / 9285231	1,335.72
				Totals for 37282	1,335.72
09/15/2016	37283	08/31/2016	WILLIAMS, ELIZABETH	HS Volleyball Game Official, Natalia vs. Castle Hills, 8/30/16	115.00
				Totals for 37283	115.00
09/15/2016	37284	08/31/2016	WOODSON TRUCKING/MATERIAL	Load of pea gravel for ECC play grounds	300.00
				Totals for 37284	300.00
09/15/2016	37312	09/15/2016	AGILE SPORTS TECHNOLOGIES	Hudl technology for ALL boys and girls sports HS/JH	2,399.00
				Totals for 37312	2,399.00
09/15/2016	37313	09/15/2016	ATSSB	ATSSB Membership Fees S. MENDEZ, V. DELGADO	100.00
				Totals for 37313	100.00
09/15/2016	37314	09/07/2016	BANDERA HIGH SCHOOL	2016 Bandera Cross Country Meet, 9/7/16	375.00
				Totals for 37314	375.00
09/15/2016	37315	09/15/2016	BUSTAMANTE, ERNESTO	Varsity Football Official, Natalia vs. Lytle, 9/2/16	113.00
				Totals for 37315	113.00
09/15/2016	37316	09/07/2016	CHAMPION, VICTORIA	JH Volleyball Official, Natalia vs. Poteet, 9/1/16	155.00
				Totals for 37316	155.00
09/15/2016	37317	09/15/2016	CHARLOTTE I.S.D.	Meals for JV Football - Please give check to the Charlotte Band Boosters	192.00
				Totals for 37317	192.00
09/15/2016	37318	09/15/2016	CMC LLC	Gametime Radio for the 2016-2017 Athletic Year	2,400.00
				Totals for 37318	2,400.00
09/15/2016	37319	09/07/2016	COACHES VIDEO	Replacement Camera's and Tripod for Boys and Girls Athletics. Replacing Over and Under Dual Mount and Adding 2 Camera's for Boys/Girls Basketball, Baseball/Softball	2,945.00
				Totals for 37319	2,945.00
09/15/2016	37320	09/15/2016	COTULLA I. S. D.	Cowboy Round-Up Marching Contest Entry Fee	100.00
				Totals for 37320	100.00

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09/15/2016	37321	09/09/2016	GRAVES, CHAD	ATHLETIC SEED MONEY FOR 2016-2017 FISCAL YEAR	800.00
				Totals for 37321	800.00
09/15/2016	37322	09/15/2016	HARLANDALE HIGH SCHOOL BA	Harlandale High School Marching Contest	225.00
				Totals for 37322	225.00
09/15/2016	37323	09/15/2016	HINCHER, LEE	Varsity Football Official, Natalia vs. Lytle, 9/2/16	113.00
				Totals for 37323	113.00
09/15/2016	37324	09/07/2016	HONDO I. S. D.	2016 Hondo Cross Country Meet, 9/10/16	480.00
				Totals for 37324	480.00
09/15/2016	37325	09/15/2016	KINSEL, KELLY	Varsity Football Timer, Natalia vs. Lytle, 9/2/16	65.50
				Totals for 37325	65.50
09/15/2016	37326	09/15/2016	LOPEZ, CHRISTOPHER	Varsity Football Official, Natalia vs. Lytle, 9/2/16	113.00
				Totals for 37326	113.00
09/15/2016	37327	09/15/2016	MERCER, DARREL	HS Volleyball Official, Natalia vs. Karnes City, 9/9/16	115.00
				Totals for 37327	115.00
09/15/2016	37328	09/15/2016	NORRIS, GREGORY	Varsity Football Official, Natalia vs. Lytle, 9/2/16	113.00
				Totals for 37328	113.00
09/15/2016	37329	09/15/2016	NUNEZ, HENRY	Varsity Football Official, Natalia vs. Lytle, 9/2/16	113.00
				Totals for 37329	113.00
09/15/2016	37330	09/15/2016	RODRIGUEZ, GILBERT	Varsity Football Security, Natalia vs. Lytle, 9/2/16	125.00
				Totals for 37330	125.00
09/15/2016	37331	09/15/2016	ROGERS, GERRY	HS Volleyball Security, Natalia vs. Karnes City, 9/9/16	62.50
09/15/2016	37331	09/15/2016	ROGERS, GERRY	JH Volleyball Security, Natalia vs. Poteet, 9/1/16	125.00
09/15/2016	37331	09/15/2016	ROGERS, GERRY	Varsity Football Security, Natalia vs. Lytle, 9/2/16	150.00
				Totals for 37331	337.50
09/15/2016	37332	09/09/2016	RUBBER STAMP CHAMP	HAND STAMPS FOR DISTRICT AND ATHLETIC EVENTS	129.50
				Totals for 37332	129.50
09/15/2016	37333	09/15/2016	RUIZ, DAVID	HS Volleyball Official, Natalia vs. Karnes City, 9/9/16	115.00
				Totals for 37333	115.00
09/15/2016	37334	09/15/2016	SAENZ, ROBERTO	Varsity Football Timer, Natalia vs. Lytle, 9/2/16	47.50
				Totals for 37334	47.50
09/15/2016	37335	09/07/2016	SHINN, JULIE	JH Volleyball Official, Natalia vs. Poteet, 9/1/16	155.00
				Totals for 37335	155.00
09/15/2016	37336	09/15/2016	SUB ZERO AIR CONDITIONING	AC repairs through out district INV# 16-1506,16-1522,16-1523,16-1524,16-1525,16-1526	2,991.41
				Totals for 37336	2,991.41
09/15/2016	37337	09/15/2016	TAMUCC-ATHLETICS	HS Cross Country Meet, 9/17/16	375.00

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				Totals for 37337	375.00
09/15/2016	37338	09/15/2016	TEXAS MUSIC EDUCATORS ASS	Texas Music Educators Association Membership Fees S. MENDEZ, V. DELGADO	290.00
				Totals for 37338	290.00
09/15/2016	37339	09/15/2016	TEXAS UNIVERSITY INTERSCH	UIL Music Region 11 Marching Contest	425.00
				Totals for 37339	425.00
09/16/2016	37341	06/23/2016	AMERICAN EXPRESS CORPORAT	2016 PEIMS Academy Workshop (P. Riojas, B. Wardwell, D. Loza) Registration	970.00
09/16/2016	37341	06/28/2016	AMERICAN EXPRESS CORPORAT	PEIMS Workshop for Courtyard Marriott hotel - July 25- 27, 2016 2 rooms	537.88
09/16/2016	37341	07/12/2016	AMERICAN EXPRESS CORPORAT	Special Board meetings June 30, July1, July 2, 2016 - For food and drinks; HEB, CHURCHS, DOS PRIMOS, LA PASADITA, BILL MILLERS.	192.24
09/16/2016	37341	07/12/2016	AMERICAN EXPRESS CORPORAT	Adobe Pro DC subscription- One year.	16.00
09/16/2016	37341	07/16/2016	AMERICAN EXPRESS CORPORAT	TASBO MEMBERSHIP	90.00
09/16/2016	37341	07/19/2016	AMERICAN EXPRESS CORPORAT	Carpet cleaning solution	47.94
				Totals for 37341	1,854.06
09/16/2016	37342	09/16/2016	GRAVES, CHAD	VOLLEYBALL SEED MONEY FOR 2016-2017 FISCAL YEAR	150.00
				Totals for 37342	150.00
09/16/2016	37348	07/20/2016	AMERICAN EXPRESS CORPORAT	Carpet cleaning solution	32.44
09/16/2016	37348	07/21/2016	AMERICAN EXPRESS CORPORAT	TEXAS TURFGRASS SUMMER CONFERENCE & HOTEL HYATT LOST PINES RESORT & SPA JULY 17-19,2016 M.GONZALEZ	675.59
09/16/2016	37348	07/22/2016	AMERICAN EXPRESS CORPORAT	HOTEL STAY FOR C. GARCIA TRAINING	151.89
09/16/2016	37348	07/22/2016	AMERICAN EXPRESS CORPORAT	TASA CONFERENCE FOR: P. ALMENDAREZ SEPTEMBER 22-25,2016	325.00
09/16/2016	37348	07/25/2016	AMERICAN EXPRESS CORPORAT	VATAT PROFESSIONAL DEVELOPMENT CONFERENCE	635.00
09/16/2016	37348	07/26/2016	AMERICAN EXPRESS CORPORAT	PEIMS Workshop for Courtyard Marriott hotel - July 25- 27, 2016 2 rooms	-14.28
09/16/2016	37348	07/26/2016	AMERICAN EXPRESS CORPORAT	TEXAS DEPT OF AGRICULTURE: EXAMINATION TEST OF NONCOMMERCIAL PESTICIDE APPLICATION: GENERAL STANDARDS	64.00
09/16/2016	37348	07/26/2016	AMERICAN EXPRESS CORPORAT	Texas Dept. Agriculture: 2 Test for Lawn & Ornamental (Lawn & Maintenance) June 1st, 2016	128.00
09/16/2016	37348	07/26/2016	AMERICAN EXPRESS CORPORAT	Texas Dept of Agriculture: Test for Pesticide Applicator,General Standards and Landscape Maintenance	128.00
09/16/2016	37348	07/27/2016	AMERICAN EXPRESS CORPORAT	HOTEL RESERVATION/TOTS & TECHNOLOGY CONFERENCE	507.92
09/16/2016	37348	07/30/2016	AMERICAN EXPRESS CORPORAT	TASBO: RENEWAL FOR PEIMS P. RIOJAS	110.00
09/16/2016	37348	07/31/2016	AMERICAN EXPRESS CORPORAT	HOTEL STAY FOR P. CLARKE 7/25/16 - 7/29/16 RADISSON HOTEL CORPUS CHRISTI	483.00
09/16/2016	37348	08/04/2016	AMERICAN EXPRESS CORPORAT	ASCD MEMBERSHIP/ AFFILIATE DUES FOR 2016-2017	378.00
09/16/2016	37348	08/12/2016	AMERICAN EXPRESS CORPORAT	Adobe Pro DC subscription- One year	16.00
09/16/2016	37348	08/17/2016	AMERICAN EXPRESS CORPORAT	Legal Notice in Pleasanton Express / Sealed Bid Proposals for new Concession Stand & Restroom Facility Project	65.31
09/16/2016	37348	08/19/2016	AMERICAN EXPRESS CORPORAT	REGION 13 TRAINING / HOTEL STAY	146.06
09/16/2016	37348	07/21/2016	AMERICAN EXPRESS CORPORAT	CREDIT FOR FRAUDULENT CHARGE 07/21/2016	-137.13
				Totals for 37348	3,694.80
09/16/2016	37349	09/16/2016	DE JESUS, CANDACE	STUDENTS MEALS AND SPONSOR MEALS UIL ROBOTICS TEAM	216.00
				Totals for 37349	216.00
09/22/2016	37350	09/22/2016	ALMENDAREZ, PAUL	TASA/TASB CONFERENCE MEMBER FEE: PERDEIM FOR : P.	108.00

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				ALMENDAREZ ON SEPT 22ND- DINNER, SEPT 23RD AND 24TH BREAKFAST,LUNCH AND DINNER AND SEPT 25TH- BREAKFAST & LUNCH FOR P. ALMENDAREZ.	
				Totals for 37350	108.00
09/23/2016	37351	09/23/2016	VIOLA'S VENTANAS	VIOLAS VENTANAS EMPLOYEE DINNER 75 PLATES	1,650.00
				Totals for 37351	1,650.00
09/23/2016	37352	09/23/2016	DENNY, NATASHA	MILEAGE REIMBURSEMENT FOR SWTJC / UVALDE RT 137.2 MILES X .55 STATE RATE	75.46
				Totals for 37352	75.46
09/23/2016	37353	09/23/2016	ESTRADA, MARY	BUSINESS CONSULTING SERVICES: 09/12/16, 09/14/16, 09/15/16	810.96
				Totals for 37353	810.96
09/23/2016	37354	09/23/2016	FONSECA, JUSTIN	CONTRACTED SECURITY SERVICES FOR THE MONTH OF SEPTEMBER 2016	50.00
09/23/2016	37354	09/23/2016	FONSECA, JUSTIN	Security, Natalia vs. Jourdanton VB and Natalia vs. Cotulla FB, 9/16/16	125.00
				Totals for 37354	175.00
09/23/2016	37355	09/23/2016	ROGERS, GERRY	DISTRICT SECURITY - PEP RALLY / PARADE 09/15/16	62.50
09/23/2016	37355	09/23/2016	ROGERS, GERRY	HS/JH Game Security	275.00
				Totals for 37355	337.50
09/23/2016	37356	09/23/2016	ROGERS, JUSTIN	CONTRACTED SECURITY SERVICES FOR THE MONTH OF SEPTEMBER 2016	75.00
				Totals for 37356	75.00
09/23/2016	37357	09/23/2016	S&P COMMUNICATIONS	SA DISPATCH AIRTIME 09/01/16-09/30/16	1,224.00
				Totals for 37357	1,224.00
09/26/2016	37358	09/26/2016	CITY OF NATALIA WATER	WATER SERVICE 07/15/16-08/15/16	1,550.25
				Totals for 37358	1,550.25
09/26/2016	37359	08/31/2016	EAST MEDINA COUNTY S.U.D.	BUS BARN (ACCT 192400) \$30.57 / 0 GAL. AG BLD (ACCT 215500) \$34.39 / 2000 GAL.	64.96
				Totals for 37359	64.96
09/30/2016	37360	09/30/2016	ALAMO CITY BUS, LLC	2006 IC International Bus VIN# 4DRBWAFR26A171978	15,645.00
				Totals for 37360	15,645.00
09/30/2016	37361	08/31/2016	A-1 SHINER FIRE & SAFETY,	AUGUST 2016ANNUAL FIRE ALARM INSPECTION AND MAINT. ANNUAL HOOD SYSTEM INSPECTION	2,417.44
				Totals for 37361	2,417.44
09/30/2016	37362	08/31/2016	BAND SHOPPE	PRINTED FLAGS / ELECTRICAL TAPE	162.70
				Totals for 37362	162.70
09/30/2016	37363	08/31/2016	CD TIRES	DISTRICT VEHICLE REPAIRS INV# 109302, 108986, 108842, 109377	1,477.00
				Totals for 37363	1,477.00
09/30/2016	37364	08/31/2016	COMMZOOM, LLC	INTERNET SRVC TO BUS BARN	166.94
				Totals for 37364	166.94

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09/30/2016	37365	09/30/2016	COTULLA I. S. D.	Meals for Cotulla marching competition	510.00
				Totals for 37365	510.00
09/30/2016	37377	08/01/2016	DEVINE LUMBER CO., INC.	air sponge / mold control	17.48
09/30/2016	37377	08/01/2016	DEVINE LUMBER CO., INC.	hose bibs	6.15
09/30/2016	37377	08/02/2016	DEVINE LUMBER CO., INC.	key cut, id tag, orb dbl robe hook, cutoff wheel, anchors, connectors	57.95
09/30/2016	37377	08/03/2016	DEVINE LUMBER CO., INC.	20x20x1 pleat m6 filter/ paint	1,040.26
09/30/2016	37377	08/03/2016	DEVINE LUMBER CO., INC.	spray paint, silicone, sealant, acrylic, rags, circuit breaker, outlet, wall plate, wire, batteries	190.72
09/30/2016	37377	08/03/2016	DEVINE LUMBER CO., INC.	metal wheel, metal, wire wheel assortment, bulb, glue	24.42
09/30/2016	37377	08/03/2016	DEVINE LUMBER CO., INC.	paint, edger pads	38.57
09/30/2016	37377	08/04/2016	DEVINE LUMBER CO., INC.	machine screws, dry wall plate	10.05
09/30/2016	37377	08/04/2016	DEVINE LUMBER CO., INC.	pipe compound, teflon tape, brass plug, backerboard, landscape timber	25.85
09/30/2016	37377	08/05/2016	DEVINE LUMBER CO., INC.	chain, padlock, hose, nozzle channellock	98.97
09/30/2016	37377	08/05/2016	DEVINE LUMBER CO., INC.	clamp, metal, inner tube, machine bolt	16.47
09/30/2016	37377	08/05/2016	DEVINE LUMBER CO., INC.	bell end, pvc elbow, adaptor, slip cross	6.34
09/30/2016	37377	08/08/2016	DEVINE LUMBER CO., INC.	adaptor, pvc, galv strt, brass, coupling, valve	36.38
09/30/2016	37377	08/08/2016	DEVINE LUMBER CO., INC.	paint, brush, roller cover, goof off, wash brush, drive guide	231.72
09/30/2016	37377	08/09/2016	DEVINE LUMBER CO., INC.	duplex outlet	9.57
09/30/2016	37377	08/09/2016	DEVINE LUMBER CO., INC.	masking tape, remover, goof off	48.04
09/30/2016	37377	08/09/2016	DEVINE LUMBER CO., INC.	elbow, adapter, coupling, tee, tube, copper	32.13
09/30/2016	37377	08/09/2016	DEVINE LUMBER CO., INC.	patch compound, tape, drywall screw, mask tape, caulk, compound	44.90
09/30/2016	37377	08/10/2016	DEVINE LUMBER CO., INC.	steel blade, razor, lubricant	27.95
09/30/2016	37377	08/10/2016	DEVINE LUMBER CO., INC.	tip cleaner, utility brush, thinner	20.27
09/30/2016	37377	08/11/2016	DEVINE LUMBER CO., INC.	lighter, bs paint, caulk, key cut	46.85
09/30/2016	37377	08/12/2016	DEVINE LUMBER CO., INC.	paint, primer, thinner	32.73
09/30/2016	37377	08/12/2016	DEVINE LUMBER CO., INC.	padlock, knee pad, chain, bulb	77.27
09/30/2016	37377	08/17/2016	DEVINE LUMBER CO., INC.	toggle bolt, washer, blade, lever, bit, lighter, hose	76.28
09/30/2016	37377	08/18/2016	DEVINE LUMBER CO., INC.	rod, tape, roller set, chip brush, paint, wall plate, outlet	97.40
09/30/2016	37377	08/18/2016	DEVINE LUMBER CO., INC.	tools, lubricant, hand cleaner, tag, key	28.56
09/30/2016	37377	08/18/2016	DEVINE LUMBER CO., INC.	floor tube	16.58
09/30/2016	37377	08/18/2016	DEVINE LUMBER CO., INC.	spray paint, brass barrel, washers	31.76
09/30/2016	37377	08/18/2016	DEVINE LUMBER CO., INC.	stencils	22.97
09/30/2016	37377	08/19/2016	DEVINE LUMBER CO., INC.	battery, outlet, holder, connector	51.71
09/30/2016	37377	08/22/2016	DEVINE LUMBER CO., INC.	screw, push mount	20.89
09/30/2016	37377	08/22/2016	DEVINE LUMBER CO., INC.	toilet auger	15.49
09/30/2016	37377	08/22/2016	DEVINE LUMBER CO., INC.	sealant, key	12.25
09/30/2016	37377	08/22/2016	DEVINE LUMBER CO., INC.	padlock, switch	14.25
09/30/2016	37377	08/22/2016	DEVINE LUMBER CO., INC.	pine siding, broom, motor treatment, mounting tape, screw	63.35
09/30/2016	37377	08/23/2016	DEVINE LUMBER CO., INC.	battery, covr	24.72
09/30/2016	37377	08/23/2016	DEVINE LUMBER CO., INC.	tape, mixer, cover	12.29
09/30/2016	37377	08/23/2016	DEVINE LUMBER CO., INC.	battery, turnbuckle	31.14
09/30/2016	37377	08/24/2016	DEVINE LUMBER CO., INC.	toilet repair kit, trowel, cleaning rags, bolt snap	34.84
09/30/2016	37377	08/24/2016	DEVINE LUMBER CO., INC.	pulley, link, snap	45.12
09/30/2016	37377	08/25/2016	DEVINE LUMBER CO., INC.	conduit, pipe, washer	44.53
09/30/2016	37377	08/25/2016	DEVINE LUMBER CO., INC.	blade, conduit, bleacher	69.61
09/30/2016	37377	08/25/2016	DEVINE LUMBER CO., INC.	spray paint	17.96
09/30/2016	37377	08/26/2016	DEVINE LUMBER CO., INC.	sealant	12.57
09/30/2016	37377	08/26/2016	DEVINE LUMBER CO., INC.	primer, spray paint	35.92

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09/30/2016	37377	08/26/2016	DEVINE LUMBER CO., INC.	CREDIT	-7.93
09/30/2016	37377	08/29/2016	DEVINE LUMBER CO., INC.	dust mask, carpenters pencil	32.82
09/30/2016	37377	08/30/2016	DEVINE LUMBER CO., INC.	paint, outlet, coveralls, repellent, dust mask	142.64
09/30/2016	37377	08/30/2016	DEVINE LUMBER CO., INC.	key, plywood, entry knob, sign, poly brush, roller cover, key	146.68
09/30/2016	37377	08/30/2016	DEVINE LUMBER CO., INC.	thermostat	21.99
09/30/2016	37377	08/30/2016	DEVINE LUMBER CO., INC.	Monthly supplies	40.54
09/30/2016	37377	08/31/2016	DEVINE LUMBER CO., INC.	screw, paste, valv, elbow, washer	17.13
09/30/2016	37377	08/31/2016	DEVINE LUMBER CO., INC.	cover frame, roller frame	17.47
09/30/2016	37377	08/31/2016	DEVINE LUMBER CO., INC.	enamel	27.99
09/30/2016	37377	08/31/2016	DEVINE LUMBER CO., INC.	sign	2.58
09/30/2016	37377	08/31/2016	DEVINE LUMBER CO., INC.	concrete, rope, anchor	80.04
09/30/2016	37377	08/31/2016	DEVINE LUMBER CO., INC.	CREDIT	-4.60
09/30/2016	37377	08/31/2016	DEVINE LUMBER CO., INC.	paint, brush, roller, painters tool	193.01
				Totals for 37377	3,631.59
09/30/2016	37378	08/31/2016	DEVINE NEWS, INC.	LEGAL PUBLICATIONS; ELECTIONS, FACILITY BIDS, TAX PAYMENTS	746.00
				Totals for 37378	746.00
09/30/2016	37379	09/30/2016	EMBASSY SUITES AUSTIN-CEN	ROOM & CITY TAX FOR 2 NIGHTS	275.60
				Totals for 37379	275.60
09/30/2016	37380	08/31/2016	ESC, REG 10	NHS APCALCAB AGUILAR / HEADLEE	490.00
				Totals for 37380	490.00
09/30/2016	37381	09/30/2016	FONSECA, JUSTIN	CONTRACTED SECURITY SERVICES FOR THE MONTH OF SEPTEMBER 2016, 2 DAYS	50.00
				Totals for 37381	50.00
09/30/2016	37382	08/31/2016	FRIO-NUECES CURRENT	LEGAL PUBLICATIONS FOR BID NOTICE	71.40
				Totals for 37382	71.40
09/30/2016	37383	08/31/2016	FUELMAN	FUEL FOR TRANSPORTATION & MAINTENANCE STMT: 08/01/16, 08/22/16, 08/29/16	2,531.19
09/30/2016	37383	08/31/2016	FUELMAN	DISTRICT FUEL CHARGES FOR W/E 09/05/2016	1,139.18
				Totals for 37383	3,670.37
09/30/2016	37384	08/31/2016	G&K SERVICES	CLEANING SUPPLIES INV# 1051852316 / 1051860663	444.18
				Totals for 37384	444.18
09/30/2016	37385	08/31/2016	GARZA/BOMBERGER & ASSOC.	PROFESSIONAL SERVICES BILLING: CONCESSION STAND / RESTROOMS	24,000.00
				Totals for 37385	24,000.00
09/30/2016	37386	08/31/2016	INTEGRATED SYSTEMS CORPOR	SKYWARD: SCHOOL BUSINESS SUITE SOFTWARE, FIXED ASSETS	4,800.00
				Totals for 37386	4,800.00
09/30/2016	37387	08/16/2016	JOHN DEERE FINANCIAL	2016 JOHN DEERE XUV 500 STOCK# 62000578- PRODUCT ID# 1M0560TBCGM010786 2016 AG-SPRAY 55 GALLON SPRAYER STOCK# 031305-PRODUCT ID# 13145	8,800.44
				Totals for 37387	8,800.44
09/30/2016	37388	09/30/2016	LOST MAPLES STATE NATURAL	Fees for Cross Country, 10/1/16	162.00
				Totals for 37388	162.00

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09/30/2016	37389	08/31/2016	MAILFINANCE	DISTRICT POSTAGE METER	139.00
				Totals for 37389	139.00
09/30/2016	37390	07/31/2016	NAPA AUTO PARTS	Monthly supplies, INV# 262-131096, 262-131111, 262-131112, 262-131442, 262-131476, 262-131553, 262-131801	256.14
09/30/2016	37390	08/31/2016	NAPA AUTO PARTS	Monthly supplies INV# 262-132098, 132678, 132712, 132779, 132850, 132920, 132923, 132924, 133038, 133134	1,352.50
				Totals for 37390	1,608.64
09/30/2016	37391	08/31/2016	NEOPOST USA INC.	DISTRICT POSTAGE FEE	39.46
				Totals for 37391	39.46
09/30/2016	37392	09/30/2016	ROGERS, GERRY	Traveling Security, Natalia vs. Poteet Football, 9/23/16	150.00
09/30/2016	37392	09/30/2016	ROGERS, GERRY	JV Football Security, Natalia vs. Poteet, 9/22/16	100.00
				Totals for 37392	250.00
09/30/2016	37393	09/30/2016	ROGERS, JUSTIN	CONTRACTED SECURITY SERVICES FOR THE MONTH OF SEPTEMBER 2016, 2 DAYS	50.00
				Totals for 37393	50.00
09/30/2016	37394	09/30/2016	SALDIVAR, HERMINIA	MEALS FOR 3 DAYS PER DIEM FOR OCT 3-5	108.00
				Totals for 37394	108.00
09/30/2016	37395	08/31/2016	SAN ANTONIO EXPRESS-NEWS	LEGAL PUBLICATION FOR BIDS	783.20
				Totals for 37395	783.20
09/30/2016	37396	09/30/2016	SAN ANTONIO MUSEUM OF ART	SAN ANTONIO MUSEUM OF ART WORKSHOP MRS. ARMENDARIZ	75.00
				Totals for 37396	75.00
09/30/2016	37397	08/31/2016	SPARKLETTS & SIERRA SPRIN	WATER COOLER SRVC	55.12
09/30/2016	37397	08/31/2016	SPARKLETTS & SIERRA SPRIN	WATER COOLER SRV	39.86
				Totals for 37397	94.98
09/30/2016	37398	08/31/2016	SYSCO CENTRAL TEXAS INC	FOOD, NONFOOD, ALACARTE FOR AUG	4,056.10
				Totals for 37398	4,056.10
09/30/2016	37399	08/31/2016	TASB RISK MANAGEMENT FUND	WORKER'S COMPENSATION CLAIMS LIABILITY 09/01/2015 - 09/01/2016	661.57
				Totals for 37399	661.57
09/30/2016	37400	09/30/2016	TEPSA	TEPSA MEMBERSHIP	378.00
				Totals for 37400	378.00
09/30/2016	37401	08/31/2016	TERMINIX COMMERCIAL	DISTRICT PEST CONTROL INV# 357772242 / 357990313	674.00
				Totals for 37401	674.00
09/30/2016	37402	09/30/2016	TEXAS A&M UNIVERSITY CORP	CTE CONFERANCE FEE.	75.00
				Totals for 37402	75.00
09/30/2016	37403	08/31/2016	TEXAS EDUCATION CONSULTAT	CONSULTING SERVICES	3,952.35
09/30/2016	37403	08/31/2016	TEXAS EDUCATION CONSULTAT	PROFESSIONAL & CONSULTING SERVICES	798.00
				Totals for 37403	4,750.35
09/30/2016	37404	08/31/2016	VEX ROBOTICS, INC.	2015-2016 VEX ROBOTICS PACKAGE	1,601.64

CHECK DATE	CHECK NUMBER	INVOICE DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
09/30/2016	37404	08/31/2016	VEX ROBOTICS, INC.	SHIPPING & HANDLING CHARGE	68.69
				Totals for 37404	1,670.33
09/30/2016	37405	08/31/2016	VISTAPRINT NETHERLANDS B.	VISTAPRINT: PEN/ BUSINESS CARDS J.RIZO	34.21
				Totals for 37405	34.21
09/30/2016	37406	08/31/2016	WELDERS SUPPLY COMPANY, I	CUST# 138600 WELDING SUPPLIES FOR AG DEPARTMENT	105.50
				Totals for 37406	105.50
09/30/2016	37407	09/30/2016	WILDENSTEIN, MARIA	In Home Training Services - September 2016	410.76
				Totals for 37407	410.76
09/30/2016	37408	09/30/2016	DEVINE I.S.D.	2015-2016 PAYMENT FOR TITLE III ALLOCATION	5,198.00
				Totals for 37408	5,198.00
09/30/2016	37409	09/30/2016	LA PRYOR ISD	2015-2016 PAYMENT FOR TITLE III ALLOCATION	2,446.00
				Totals for 37409	2,446.00
				Totals for checks	194,948.40

F U N D S U M M A R Y

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
162	MEDICAIDE	0.00	0.00	20,445.00	20,445.00
199	GENERAL FUND	12,211.57	950.00	108,469.00	121,630.57
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	4,750.35	4,750.35
240	FOOD SERVICE	0.00	0.00	34,528.48	34,528.48
350	Title III English Lang Acq	0.00	0.00	7,644.00	7,644.00
410	Inst. Material Allotment	0.00	0.00	5,950.00	5,950.00
*** Fund Summary Totals ***		12,211.57	950.00	181,786.83	194,948.40

***** End of report *****

19th Annual

Winter Governance & Legal Seminar

OMNI BAYFRONT HOTEL
CORPUS CHRISTI, TEXAS
FEBRUARY 25–27, 2016



“Best three days of the year!”

Introduction

The 19th Annual Winter Governance and Legal Seminar (WGLS) will offer focused training for both new and experienced board members. In addition, a strand of sessions will be offered to specifically address the needs of small and rural districts.

Seminar Benefits

- **Training:** Earn up to 14 hours of training credit.
- **Venue:** Smaller crowd and ease of movement between sessions.
- **Networking:** Meet trustees and administrators from across Texas.
- **Small District Strand:** Focused on districts with ADA below 850.
- **Student Panel:** Current high school students discuss their educational experiences.
- **Topics:** Timely and relevant to current tasks on the leadership team's to-do list.

"The smaller class size allows engaging conversation with schools of all sizes as well as interactive questions and answers from all presenters."

Amanda Brown, River Road ISD

Agenda

Thursday, February 25

Registration and Breakfast (Option 1)	7:30–8:15 a.m.
General Session	8:15–9:15 a.m.
Breakout Sessions	9:30–10:45 a.m.
In-Depth Sessions	9:30 a.m.–12:15 p.m.
Breakout Sessions	11 a.m.–12:15 p.m.
Lunch	12:30–1:30 p.m.
Breakout Sessions	1:30–2:45 p.m.
In-Depth Sessions	1:30–4:15 p.m.
Breakout Sessions	3–4:15 p.m.
Reception	4:30–5:30 p.m.

Friday, February 26

Registration and Breakfast (Option 2)	7:30–8:15 a.m.
General Session	8:15–9:15 a.m.
Breakout Sessions	9:30–10:45 a.m.
In-Depth Sessions	9:30 a.m.–12:15 p.m.
Breakout Sessions	11 a.m.–12:15 p.m.
Lunch	12:15–1 p.m.
Student Panel	1–1:45 p.m.
Breakout Sessions	1:45–3 p.m.
In-Depth Sessions	1:45–4:30 p.m.
Breakout Sessions	3:15–4:30 p.m.

Saturday, February 27

Coffee & Danish	6:30–7 a.m.
Information Sessions	7–8 a.m.
Breakfast	8:15–9:15 a.m.
General Session	9:15–10:30 a.m.

General Session Speakers



Thursday, February 25 Jaime Casap

Jaime Casap is the Chief Education Evangelist at Google, Inc. Jaime evangelizes the power and potential of the Web, technology, and Google tools as enabling and supporting capabilities in pursuit of creating powerful learning models.

Jaime works with educational organizations around the world, helping them find ways to continuously improve the quality of education by utilizing and enabling technology capabilities. He works across all the teams focused on education at Google, including the Google for Education Team, the Google Fiber Team, the Google Policy Team, the YouTube Team, and the Google Education Outreach Team.

In addition to his role at Google, Jaime serves on the Board of Directors for the Arizona Science Foundation, New Global Citizens, and Inquire Schools, and serves as an advisor to dozens of organizations focused on education, equity, and access. He is also an adjunct professor at Arizona State University, where he teaches classes and guest lectures.

Jaime double-majored in Political Science and Communications at the State University of New York-Brockport and earned a Masters in Public Policy from Arizona State University.

According to Jaime, what we need more than anything in education is a culture of innovation and iteration. New learning models supported and enabled by technology can create student-focused learning environments structured to help our students build lifelong learning knowledge, skills, and abilities.

You can reach and follow Jaime on Twitter at [@jcasap](https://twitter.com/jcasap).



Friday, February 26 Kelly McDonald

Kelly McDonald is a marketing and advertising expert and considered one of the nation's top experts in multicultural marketing and consumer trends. Her client experience includes brands such as Toyota, State Farm, Nike, Harley Davidson, Miller-Coors, and Sherwin-Williams.

Kelly was named #1 on the list of "26 Hot Speakers" by *Successful Meetings* magazine. *Advertising Age* has twice named her company one of the top ad agencies in the U.S. She has been featured on CNBC; in *Forbes*, *BusinessWeek*, and *Fast Company*; on CNNMoney.com; and on Sirius/XM Radio.

She is the author of two books. Her first, *How to Market to People Not Like You*, was #7 on the list of Bestselling Business Books of 2011. Her latest book is titled *Crafting the Customer Experience for People Not Like You*.

Kelly's keynote presentation will explore how now, more than ever, it's imperative that you understand the changing demographics of the communities and districts you serve and lead. Equally important is the need to understand that demographics are more than just race and ethnicity—they include gender, generational differences, sexual preference, linguistics, even life-stage and level of influence. Using the most recent census, which revealed findings that are both startling and profound, the presentation will focus on why changing demographics and diversity are actual opportunities and how they may affect your district and community for years to come.





Saturday, February 27
Patrick Briggs

Patrick Briggs is a proud 1991 and 1993 graduate of Prairie View A&M University, where he earned his Bachelor of Science in Biology and Master of Education in Educational Administration. He is currently pursuing his doctorate

in Administrator Leadership with an emphasis on Teaching and Learning from Walden University. Patrick currently serves as Texas State Director for AVID (Advancement Via Individual Determination). Before joining AVID, he spent 15 years as a teacher and administrator in Cypress-Fairbanks ISD in Texas.

Patrick's current research is on African American Male achievement. He serves on the "dream team" of AVID's African American Male Initiative, which works with predominantly African American schools to decrease the opportunity and expectation gaps by focusing on an asset model and Culturally Relevant Teaching for ALL populations of students. This successful pilot program led to the highly effective Culturally Relevant Teaching: Transforming Educators and Culturally Relevant Teaching: Empowering Students courses offered at AVID's Summer Institutes and Pathway Trainings. He is a co-author of the *Culturally Relevant Teaching Pathways* book that serves as the foundation of these courses.

In reality, Patrick believes that the "achievement gap" does not exist, but rather that there are opportunity and expectation gaps that adults must close for ALL students. His passion lies in helping all learners achieve at high levels so that ALL students are college- and/or career-ready upon completion of high school. He believes that ALL students deserve a high-quality education that will enable them to make life choices that will lead to success in any field of their choosing. His love is working with teachers—the most valuable resource in a school—to equip them with the tools and skills to help ALL students obtain success in school and life.

Call for Student Entertainment

Come play for us! We are looking for student performances for Thursday, February 25, and Friday, February 26.

If your district would like one of its groups to be considered, e-mail **kathy.dundee@tasb.org**.

Groups will be limited in size due to space restrictions. The time needed for setup and tear down and diversity of presentations submitted also will be considered. TASB will provide snacks and small honorariums for the student performers.



Student Voices: A Conversation about Education—Friday, February 26

Make plans to attend the fifth annual student panel immediately following lunch on Friday, 1–1:45 p.m.

A highlight of the conference, the high-school senior panelists will receive scholarship monies and a travel stipend for their participation. Come hear the stories of four remarkable students as they share their education experience.

Currently enrolled high school seniors* are invited to participate. Students can apply to be a member of the panel and receive a scholarship by going to the WGLS page at **tasb.org**. Application **deadline is 5 p.m. January 20**. The four students selected will each receive a \$1,000 scholarship.

Walsh, Gallegos, Treviño, Russo and Kyle, P.C., is sponsoring the panel and scholarships.

**Children of TASB employees are not eligible to participate.*



TASB Event Sponsors

New! Professional head shots!

On Saturday, February 27, from 7–7:30 a.m., TASB Media Services staff will be on hand to take professional head shots free of charge for those interested to use in press releases, campaign literature, and other publications.



Registration

Online registration **begins Wednesday, January 20, and closes Friday, February 12.** After February 12, attendees may register on site at the conference.

Before you register online, be sure to access the complete list of session offerings posted online to determine which sessions you will submit with your registration. **Registrations will not be processed without sessions selected.**

After reviewing session offerings, complete the session selection form and return it to your superintendent or designee so that he or she may complete your registration.

To speed up the process and to ensure accuracy, register through myTASB Event Registration, which automatically populates individual and district information from the TASB membership database.

If you need to register on site, complete the on-site registration form before coming to the conference to help speed up the process once you arrive.

To find either the session selection or on-site registration form, go to LTS.tasb.org and click on "Events" to find "Winter Governance and Legal Seminar."

Registration Fee Options

Registration Option 1: \$350—Thursday morning through Saturday afternoon, includes the following:

- Continental breakfast and lunch Thursday and Friday
- Breakfast Saturday
- Breaks all three days
- Program materials
- Up to 14 hours of continuing education credit

Registration Option 2: \$265—Friday morning through Saturday afternoon, includes the following:

- Continental breakfast and lunch Friday
- Breakfast Saturday
- Breaks both days
- Program materials
- Up to 8 hours of continuing education credit

Don't forget to preselect your sessions before going online to register.

"As a seasoned board member, I find it refreshing to be able to learn more and acquire new ideas relative to improving and expanding my trustee skill set."

James Fuller, Midland ISD

Special needs? Would you like us to address any special needs? If so, let us know by Wednesday, February 17 to allow time to make needed arrangements. Call us at 800-580-8272, extension 2461 or send an email to mandy.begley@tasb.org.

Questions?

Visit LTS.tasb.org for details, or contact TASB at **800.580.8272**:

- **Housing**—extension 2461, or e-mail mandy.begley@tasb.org
- **Registration**—e-mail registrar@tasb.org
- **Program, student panel, or student entertainment**—extension 2462, or e-mail kathy.dundee@tasb.org



Registration Cancellation

All registrations must be prepaid by check or credit card or include a district purchase order. If you sign up but are unable to attend, the following terms will apply:

- **For a full refund,** your cancellation must reach TASB by **Friday, February 12.**
- If your cancellation reaches TASB **after February 12 but by Thursday, February 18, 50 percent** of your registration fee will be refunded.
- **No refunds will be provided after February 18,** but another representative from your district or organization may attend in your place.

In the event you need to cancel, please use the TASB cancellation form located on the event page and e-mail or fax it to us by the dates specified. Registrations are not officially cancelled until receipt of the TASB cancellation form.

If TASB must cancel the event, TASB will not be responsible for any indirect, special, or consequential damages (including transportation, lodging, and meal costs) sustained by the registrant.

Hotel Reservation Information

Housing opens Wednesday, January 6.

TASB has secured a block of rooms at the Omni Bayfront Hotel at a rate of \$169 single or double. Please follow the procedures below to ensure a smooth reservation process. Housing for WGLS opens online at LTS.tasb.org (Click on "Winter Governance and Legal Seminar" under "Events.") at **8 a.m. on January 6.** All reservation questions must go through wgl@chmrooms.com. Requests will be time- and date-stamped by Convention Housing Management (CHM) and processed strictly in the order in which they are received.

Housing closes on Monday, January 25.

Deposits and Cancellations

A deposit of one night's room rate plus applicable tax is required for each reservation and **is due to CHM on or before Thursday, January 28.**

Payment must be made by check or credit card. If your deposit is not received by the due date, the reservation will be canceled and the room will be made available to other districts. **If you cancel after February 3, your deposit is nonrefundable.**

Convenient self-parking is available at the hotel for \$7 per day.

Check-In

- Present an original tax-exempt form for each room reserved at check-in (available through the CHM site).
- Provide a credit card for incidentals.
- If paying by district or personal check, provide the hotel with a check and an original tax-exempt form at check-in, OR mail a check to CHM prior to arrival.

Hotel check-in time is 3 p.m.



Photos from 2015 Winter Governance and Legal Seminar

