

Shiner ISD

District Improvement Plan

2011 – 2012



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TABLE OF CONTENTS

S.I.S.D. BOARD OF TRUSTEES AND SCHOOL ADMINISTRATION.....	i
S.I.S.D. DISTRICT LEVEL PLANNING COMMITTEE.....	ii
S.I.S.D. MISSION, SHARED BELIEFS, CONVICTIONS AND VALUES...iii	
S.I.S.D. STATEMENT OF VISION AND CORRELATES.....	iv
S.I.S.D. COMPREHENSIVE NEEDS ASSESSMENT.....	v
S.I.S.D. GOALS FOR STUDENT LEARNING.....	vi
S.I.S.D. ADMINISTRATIVE PROCEDURES.....	vii
S.I.S.D. DISTRICT IMPROVEMENT PLAN.....	1-19

APPENDICES

STATE AND NATIONAL EDUCATION GOALS.....	I
LEGAL AND LOCAL POLICIES ON SITE-BASED DECISION MAKING...II	
ACADEMIC EXCELLENCE INDICATOR SYSTEM REPORT.....	III
S.I.S.D. STATE COMPENSATORY EDUCATION PLAN.....	IV
S.I.S.D. COMPREHENSIVE NEEDS ASSESSMENT SURVEYS.....	V
S.I.S.D. CONTINUOUS IMPROVEMENT PLAN – SPECIAL EDUCATION MONITORING SYSTEM	VI

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SHINER INDEPENDENT SCHOOL DISTRICT

SHINER, TEXAS

DISTRICT PLAN FOR IMPROVED STUDENT PERFORMANCE

Revised 2011-2012

SHINER ISD BOARD OF TRUSTEES

Denise Overton – President
Dr. Maurice Wilkinson – Vice-President
Tim Kalich – Secretary
Andrew Schacherl
Dr. Dan Stafford
Julie Gamez
Rusty Mills

SCHOOL DISTRICT ADMINISTRATION

Trey Lawrence – Superintendent
Brad Oden – Middle/High School Principal
Sue Gottwald – Elementary School Principal
Michelle Kalina – Elementary School Counselor

District Description

1. What is the current student enrollment?
 - 581
2. How many and what type of campuses are in the district?
 - 1 high school(s)
 - _____ junior high school(s)
 - _____ intermediate school(s)
 - _____ middle school(s)
 - 1 elementary school(s)
 - 1 alternative school(s)
 - _____ other
3. In what county/counties is the district located?
 - Lavaca
4. Approximately how many square miles are encompassed by the district boundaries
 - 112.4
5. Approximately how many miles is it to the education service center?
 - 50

**SHINER INDEPENDENT SCHOOL DISTRICT
DISTRICT LEVEL PLANNING COMMITTEE
(Site-Based Decision Making Committee)**

Team Members

Trey Lawrence	Superintendent
Sue Gottwald, Chair	ES Principal
Janette Berkovsky, Secretary	District Technology Coordinator
Brad Oden	HS Principal
Michelle Kalina	ES Counselor
Erin Lyons	ES Teacher
Heather Boner	ES Teacher
Patty Jaehne	HS Teacher
Trudi Taylor	HS Teacher
Neely Yackel	Private, Non-Profit School
Lisa Stafford	GT Parent
Sherri Vincik	ES Parent

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Decision Making and Planning for Special Programs

Decision-Making Process

In accordance with TEC §11.251, each school district is required to have a district- and campus-level decision-making and planning process. That process will involve the professional staff of the district, parents, and community members in establishing and reviewing the district and campus educational plans, goals, performance objectives, and major classroom instructional programs.

As part of the on-site evaluation process, the peer review team will review the policies and administrative procedures established by the board of trustees. Through interviews, roundtable discussions, and document reviews, the team members also examine the district and campus staff participation in the decision-making process.

1. [TEC §11.251(b)] The board has adopted a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members in establishing and reviewing the district and campus educational plans, goals, performance objectives, and major classroom instructional programs.

Yes No NA

Comments:

2. [TEC §11.251(b), (c), and (e)] The district-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (two-thirds of the elected professional staff members must be classroom teachers); (2) parents (may not be an employee of the district); (3) community members (must reside in the district, be at least 18 years of age, and not be a parent of a student in the district); and (4) business representatives (need not live in the district; business need not be located in the district).

Yes No NA

Comments:

3. [TEC §11.251(e)(2)] The board of trustees has adopted a policy which provides procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

Yes No NA

Comments:

4. [TEC §11.251(d)] The board has ensured that (1) an administrative procedure is provided that clearly defines the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization and (2) the district-level decision-making and planning committee was actively involved in establishing the administrative procedure.

Yes No NA

Comments:

5. [TEC §11.252(d)] At least every two years, the district has evaluated the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance (biennial evaluation).

Yes No NA

Comments:

6. [TEC §11.252(e)] District policy and procedures are established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee.

Yes No NA

Comments:

7. [TEC §11.252(f)] The superintendent regularly consults the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

Yes No NA

Comments:

8. [TEC §11.251(b), (c), and (e)] The campus-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (two-thirds of the elected professional staff members must be classroom teachers); (2) parents (may not be an employee of the district); (3) community members (must reside in the district, be at least 18 years of age, and not be a parent of a student in the district); and (4) business representatives (need not live in the district; business need not be located in the district).

Yes No NA

Comments:

9. [TEC §11.253(e)] In accordance with the administrative procedures established by the board, the campus-level committee is involved in decisions in the areas of (1) planning, (2) budgeting, (3) curriculum, (4) staffing patterns, (5) staff development, and (6) school organization.

Yes No NA

Comments:

10. [TEC §11.253(g)] District policy and campus procedures are established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the campus-level committee.

Yes No NA

Comments:

Planning Process

In accordance with TEC §11.252, each school district is required to have a district improvement plan that is developed, evaluated, and revised annually. The purpose of the district improvement plan is to guide district and campus staff members in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under TEC §39.051.

As part of the on-site evaluation process, the peer review team will review the district and campus improvement plans and verify the implementation of the plan through interviews, roundtable discussions, and document reviews.

1. [TEC §11.251(f)] The district policy regarding decision making and planning provides that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

Yes No NA

Comments:

2. [TEC §11.252(a)] The district has a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level decision-making and planning committee.

Yes No NA

Comments:

3. [TEC §11.252(a)(1)] The district improvement plan includes provision for a comprehensive needs assessment that addresses district student performance on the academic excellence indicators and other appropriate measures of performance that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs.

Yes No NA

Comments:

4. [TEC §11.252(a)(2) and “To the Administrator Addressed” Letter dated June 8, 1998, re: CAP] The district improvement plan includes provisions for (1) measurable district performance objectives; (2) all appropriate academic excellence indicators; (3) for all student populations including students in special education programs (particularly one or more areas* of the CAP to reflect the district’s implementation of the special education corrective action plan); and (4) other measures of student performance that may be identified through the comprehensive needs assessment.

*The five areas are initial timelines, reevaluation timelines, related services, transition, and least restrictive environment.

Yes No NA

Comments:

5. [TEC §11.252(a)(3)] The district improvement plan includes provisions for strategies to improve student performance including the following: (1) instructional methods for addressing the needs of student groups not achieving their full potential; (2) methods for addressing the needs of students for special programs, such as suicide prevention, conflict

resolution, violence prevention, or dyslexia treatment programs; (3) dropout reduction; (4) integration of technology in instructional and administrative programs; (5) discipline management; (6) staff development for professional staff of the district; (7) career education; and (8) accelerated education.

Yes No NA

Comments:

6. [TEC §11.252(a)(5)] The district improvement plan includes provisions for resources needed to implement identified strategies.

Yes No NA

Comments:

7. [TEC §11.252(a)(7)] The district improvement plan includes provisions for timelines for ongoing monitoring of the implementation of each improvement strategy.

Yes No NA

Comments:

8. [TEC §11.252(a)(8)] The district improvement plan includes provisions for formative evaluation criteria to determine periodically whether strategies are resulting in intended improvement of student performance.

Yes No NA

Comments:

9. [TEC §42.152(c) – (q); 19 TAC §109.25(b), and TEA Financial Accountability System Resource Guide Module 9 §9.2.7] The district improvement plan includes (1) performance objectives, (2) funding sources, and (3) FTEs for SCE programs.

Yes No NA

Comments:

10. [TEC §11.253(d)(1)] Each campus improvement plan assesses the academic achievement of each student in the school using the AEIS.

Yes No NA

Comments:

11. [TEC §11.253(d)(2)] Each campus improvement plan sets campus performance objectives based on the AEIS, including objectives for special needs populations, as well as for students in special education programs.

Yes No NA

Comments:

12. [TEC §11.253(d)(4)] Each campus improvement plan determines (*identifies*) the resources needed to implement the plan.

Yes No NA

Comments:

13. [TEC §11.253(d)(7)] Each campus improvement plan measures progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

Yes No NA

Comments:

14. [TEC §11.253(d)(8)] Each campus improvement plan includes goals and methods for violence prevention and intervention on campus.

Yes No NA

Comments:

15. [TEC §11.253(d)(9)] Each campus improvement plan provides for a program to encourage parental involvement at the campus.

Yes No NA

Comments:

The Mission of Shiner ISD
is to help all Shiner students learn all
they need to know to successfully assume
the various roles of a productive American adult.

Shiner ISD Shared Beliefs, Convictions, and Values Related to School:

- ❖ Every person, child or adult, in the school is important, can learn and does or can make a positive difference in the world.
- ❖ School can positively impact each student toward a successful future.
- ❖ Learning is a life-long process.
- ❖ Education is both part of and preparation for a successful life.
- ❖ Education is a shared responsibility of the student, the home, the community, and the school.
- ❖ Everything we do at school must have meaningful purpose.
- ❖ Time is precious and must be allocated and used wisely.
- ❖ When school activities are challenging, engaging, and perceived to add value to their lives, students will stay in school and become life-long learners.
- ❖ Positive, caring interpersonal relationships are necessary for effective teaching and learning.

Shiner ISD Statement of Vision

Introduction: Shiner ISD's *vision* is a collective mental picture of a desired future condition of how we want things to be. We are convinced that when this vision becomes reality, we will accomplish our stated mission and give evidence to what we say we believe and value.

For more than twenty years, research has borne out that in effective schools where student achievement and general satisfaction are high, certain characteristics consistently exist. These characteristics have come to be known as the Correlates of Effective Schools. It is upon these correlates that our vision is based.

Correlate #1: Instructional Focus

The stated mission of Shiner ISD is understood and supported by all students, staff, parents, and community members and is the basis upon which all important decisions are made. The commitment to mission is enduring and drives not only planning efforts but also the implementation and evaluation of resulting plans. Mission, values and beliefs ensure consistency in all phases, programs, and people.

Because of the instructional focus inherent in the school's mission, basic skills in reading, writing and math are taught early and are continually emphasized. Teaching strategies include the thoughtful application of basic skills to real-life situations.

There is clear alignment between what should be taught, what is actually taught, and what is tested.

The instructional needs of all students, including those at risk of school failure, are determined and met. Discrepancies in assessment results among various student groups are negligible or non-existent.

Students, staff, parents, and community are generally excited and enthusiastic about the school's instructional programs and see them as adding value to their lives.

Correlate #2: Safe and Orderly Environment

There is an atmosphere of mutual respect and demonstrated caring between and among all adults and students. Individuals embrace personal values (including courage, kindness, self-control, forgiveness, honesty, etc.) which lead to corporate health. Positive interpersonal relationships are consistently forming and growing.

Shiner campuses are orderly but not oppressive. There are clearly written and accepted guidelines of conduct for students and staff and all understand that there are consequences for actions. All are safe from violence.

Buildings and grounds are clean, attractive, and free of physical hazards. Students and adults demonstrate pride in the appearance of facilities as well as in their own appearance. Up-to-date physical resources, including technology-related equipment and infrastructure, are available to promote real-world student competencies. As part of the vision of an environment conducive to learning, the construction of a new elementary, junior high and high school will be completed this year. The new facility includes a thirty-four classroom academic complex, four computer labs, science labs and a theater arts complex with a stage. Move-in to the new facility is planned for this year.

Because the school and classrooms are nurturing places, attendance is high and tardiness is low.

Correlate #3: Instructional Leadership

Shiner school leaders, especially campus principals, effectively define and communicate the school's mission to staff, students, parents, and the community. The principal leads the campus staff in the planning process and sees that plans are implemented and results evaluated. He/she ensures persistence of effort and consistency with declared values and beliefs.

More specifically, the principal:

- Is accessible for discussion of instructional matters
- Keeps lines of communication open to all
- Plans and implements meaningful staff development
- Promotes collegiality among his/her staff
- Involves staff, students, parents, and community in improvement planning
- Secures needed instructional resources
- Regularly schedules faculty meetings to discuss instruction, curriculum, and student achievement
- Frequently observes classroom activities and discusses lesson plans and teaching strategies with teachers

Leadership is shared with all who have expertise and the will to contribute, who have the competence and character to establish trust.

Correlate #4: High Expectations

The behavior of all instructional staff indicates that they believe all Shiner students can learn all they need to know to successfully assume the various roles of a productive American adult. These high expectations are consistently conveyed to students, parents and community. Grading scales and mastery standards are set at a level that promotes quality work and learning.

Because of the size and location of the school and because of the high quality of community, parents, staff and students expectations of student achievement include:

- high school students score above the national average on college entrance exams
- 100% of non-special education students pass TAKS/STAAR (or similar state assessment)
- the average daily attendance is 98% or higher
- graduation rate is 100%
- all students are technologically literate by current standard

Student academic achievements are praised, celebrated, paraded and featured through various media. Teachers and students take pride and enjoyment in quality work.

Correlate #5: Time and Opportunity to Learn

Because time is precious and learning is critical to productive American adult life, decisions are made to ensure ample time and opportunity to learn.

Learning time is extended and opportunities are varied for those who have need for such. More capable, talented students are offered opportunities to enrich their learning in regular class and by taking higher level classes. All students engage in learning experiences outside the classroom and all students are taught through “hands-on”, “real-world” applications. There are a variety of extra-curricular activities to meet the needs of all students and they are scheduled to avoid disruption of instructional time. Core curriculum basic skills, taught early, continually reinforced, built upon and applied, are preeminent.

Correlate #6: Monitored Progress

Shiner ISD is committed to accountability, assessment of student learning, and honest introspection.

Student learning is regularly, frequently and systematically assessed through a variety of means, both formal and informal.

Students are provided immediate feedback on assessments so that learning can be corrected or re-enforced.

Teachers use assessments for diagnostic and prescriptive purposes.

Assessment data are used in teachers' daily planning of lessons, in short term campus curriculum and instructional strategy decisions and in campus and district long range planning.

Because everything we do and ask students to do has meaningful purpose, its effect merits measure.

Correlate #7: Parent and Community Support

Because education is a shared responsibility, parents and other community members are afforded and assume significant roles in helping all Shiner students learn all they need to know.

Parent-teacher conferences are regularly scheduled, well attended and focus primarily on student learning.

Parents visit school and observe instructional programs as partners.

The community provides settings and opportunities for student learning outside the classroom.

Community folk serve as instructional resource persons in their areas of expertise and experience.

Teachers communicate with parents frequently and in various ways. Homework is a home/school coordinated activity with meaningful purpose.

Conclusion: Shiner ISD's Vision includes not only these desired future school conditions aligned with the correlates, but also certain resulting student qualities. We envision and expect that all district students will graduate and will have acquired the following qualities:

1. Realistic positive self-esteem as a person and as a learner
2. Cognitive knowledge and skills, progressing to high levels
3. Ability to solve problems, make decisions, accept responsibility, and positively interact and communicate with others
4. Self-directed, continuous learning
5. Contributing, involved citizenship/patriotism
6. Concern and respect for others, evidenced by positive actions toward others
7. Technological knowledge and skills

Comprehensive Needs Assessment

The Shiner District Planning Committee conducted a comprehensive assessment of needs related to student achievement, including facility needs. The process was composed of the following surveys:

- 1) High School students grades 8 and 11
- 2) Elementary students grades 6
- 3) High School and Elementary Parents
- 4) SISD Staff
- 5) Community members

The comprehensive needs assessment survey evaluated the following areas: Instructional Techniques / Methods, Educational Opportunities and Teaching, Safety, Communication, Facilities, Parental Involvement, Discipline, Extra Curricular Activities, and Technology. The results of this assessment are located in Appendix V.

The assessment of needs is ongoing. Each year, as new student achievement and other data becomes available, district and campus planning committees evaluate data to determine growth toward stated goals and objectives. Identified needs may change as an outgrowth of ongoing assessment, resulting in altered or redirected student performance objectives. Activities, initiatives, and strategies will also change as new or altered needs and objectives are established.

However, the district recognizes that, because we are a small school, changes in assessment data may occur from year to year and may not necessarily indicate a trend in need of address.

Needs Assessment – AEIS Data

Yearly, the Shiner ISD District Planning Committee analyzes student achievement and attendance data provided to the district through the Texas Education Agency's Academic Excellence Indicator System.

Student data analyzed includes:

- TAKS/STAAR passing percentages
- Attendance rates
- Drop-out rates
- Special Education TAKS/STAAR passing rates, SDAA scores, and exemptions
- SAT/ACT results

Student groups analyzed include:

- All students
- African American students
- Hispanic students
- White students
- Economically disadvantaged students
- At-risk students
- Special Education students

Needs Identified Through AEIS Data

Through the comprehensive study of Academic Excellence Indicator System data for spring 2011, evaluating Shiner student performance against state standards, local district expectations, and state and regional comparisons, the district planning team identified the following related needs:

TAKS/STAAR – Reading and English Language Arts

Need R1: Students in grades 7 are performing lower than SISD expectations in reading and ELA. SISD's target is that 90-100% of students will meet the TEA minimum passing standard in reading, as measured by TAKS/STAAR (or equivalent).

Need R2: Students who are of an ethnic minority (African American and Hispanic), or who are economically disadvantaged are generally not performing as well in reading on TAKS/STAAR as are all students, taken as a whole. Students in grades 7, 10, and 11 are performing lower than SISD expectations in reading and ELA. SISD's target is that 90-100% of students will meet the TEA minimum passing standard in reading, as measured by TAKS/STAAR (or equivalent).

TAKS/STAAR - Writing

Need W1: Students are performing at SISD expectations in writing. SISD's target is that 90-100% of students will meet the TEA minimum passing standard in writing, as measured by TAKS/STAAR (or equivalent).

Need W2: Students who are of an ethnic minority (African American and Hispanic) in Grade 4 are performing lower than SISD expectations in writing on TAKS/STAAR. SISD's target is that 90-100% of students will meet the TEA minimum passing standard in writing, as measured by TAKS/STAAR (or equivalent).

TAKS/STAAR Math

Need M1: Students in grades 7, 9 and 10 are performing lower than SISD expectations in math. SISD's target is that 90-100% of students, all grades will meet the TEA minimum passing standard in math, as measured by TAKS/STAAR (or equivalent).

Need M2: Students who are of an ethnic minority (African American and Hispanic), or who are economically disadvantaged are generally not performing as well in math on TAKS/STAAR as are all students, taken as a whole. Students in grades 3, 4, 6, 7, 8, 9, 10, and 11 are performing lower than SISD expectations in math. SISD's target is that 90-100% of students, all grades will meet the TEA minimum passing standard in math, as measured by TAKS/STAAR (or equivalent).

TAKS/STAAR Science

Need S1: Students are performing at SISD expectations in science. SISD's target is that 90-100% of students, all grades will meet the TEA minimum passing standard in math, as measured by TAKS/STAAR (or equivalent).

Need S2: Students who are of an ethnic minority (African American and Hispanic), or who are economically disadvantaged are generally not performing as well in science on TAKS/STAAR as are all students, taken as a whole. Students in grades 8, 10 and 11 are performing lower than SISD expectations in science. SISD's target is that 90-100% of students, all grades will meet the TEA minimum passing standard in science, as measured by TAKS/STAAR (or equivalent).

TAKS/STAAR Social Studies

Need SS1: Students are performing at SISD expectations in Social Studies. SISD's target is that 90-100% of students, all grades will meet the TEA minimum passing standard in Social Studies, as measured by TAKS/STAAR (or equivalent).

Need SS2: Students who are of an ethnic minority (African American and Hispanic), are performing as well in social studies on TAKS/STAAR as are all students, taken as a whole. Students are performing at SISD expectations in Social Studies. SISD's target is that 90-95% of students, all grades will meet the TEA minimum passing standard in social studies, as measured by TAKS/STAAR (or equivalent).

Student Attendance

Need A1: The SISD percent of attendance indicates an increase from 97.4% in 2008-2009 to 97.5% in 2009-2010. District-wide, economically disadvantaged students, and special education students are absent more than others. The district's target minimum attendance rate is 98%.

Advanced Courses

Need AC1: The SISD percent of advanced courses indicates an overall increase from the level 16.3% in 2008-2009 to 19.9% in 2009-2010. The district's goal is to maintain at least 25%.

AP Tested

Need AP1: The SISD percent of AP testing remained the same at a 2.8% in 2009-2010. Our goal is 10%.

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Shiner Independent School District Goals for Student Learning

By or before June of 2012, to demonstrate that they are learning all they need to know to successfully assume productive adult roles:

- Goal 1. Shiner Independent School District students will demonstrate success on all areas of the state assessment instrument (TAKS/STAAR and SDAA).
- Goal 2. Shiner Independent School District students will maintain high attendance rates and low dropout rates.
- Goal 3. Shiner Independent School District will provide a safe, disciplined, and drug free environment for students and staff members.
- Goal 4. Shiner Independent School District will provide a supportive and positive learning and teaching environment for students and staff members.
- Goal 5. Shiner Independent School District will encourage and provide opportunities for parental and community involvement.
- Goal 6. Shiner Independent School District will provide opportunities for students to develop career interests.
- Goal 7. Shiner Independent School District will integrate technology in all aspects of education.
- Goal 8. Shiner Independent School District will maintain a highly qualified staff.

Goal 1 Objectives:

District Objective 1.1: By or before June 2012, 95-100% of district non-special education students, grades K-11 students tested by means of standardized tests will meet TEA minimum passing expectations on the reading, writing, math, science, & social studies portions of TAKS/STAAR (or equivalent)

District Objective 1.2: By or before June 2012, 90-100% of district non-special education students, grades K-11 students tested by means of standardized tests, who are of an ethnic minority, who are economically disadvantaged, or who are deemed at-risk of not graduating will meet TEA minimum passing expectations on the reading, writing, science, social studies, and math portions of TAKS/STAAR (or equivalent)

District Objective 1.3: By or before June 2012, 50% of the district's special education students, grades K-11 students tested by means of standardized tests, who participate in standard, grade level TAKS/STAAR (or equivalent) will meet TEA minimum passing expectations on the reading, writing, science, social studies, and math portions of the test.

District Objective 1.4: By or before June 2012, 100% of Shiner students, grades PK – 11 will demonstrate appropriate reading, writing, math, science, and social studies competency as measured by selected instruments

Goal 2 Objectives:

District Objective 2.1: The attendance rate will increase to 98% and the dropout rate will remain at less than .5% for the 2011-2012 school year.

Goal 3 Objectives:

District Objective 3.1: There will be a positive progression among district students and adults toward mutual respect and demonstrated caring toward all others.

District Objective 3.2: There will be a yearly decline in the frequency and severity of student misbehavior.

District Objective 3.3: An intervention/management plan will be maintained to meet the needs of students and staff in all emergency situations.

Goal 4 Objectives:

District Objective 4.1: Procedures will be in place to provide support for both students and staff members.

Goal 5 Objectives:

District Objective 5.1: Shiner ISD will involve parents in the community in the process of educating their children and in school-related activities.

Goal 6 Objectives:

District Objective 6.1: SISD will prepare middle and high school students for success beyond high school.

Goal 7 Objectives:

District Objective 7.1: Technology will be used as detailed in the TEKS to improve the quality of the educational process.

*** See Goals of the District Technology Plan. ***

Goal 8 Objectives:

District Objective 8.1: All students in SISD will be taught by 100% highly qualified teachers who are assisted by 100% highly qualified paraprofessionals during 2011-2012. All new hires will meet highly qualified status prior to employment.

Shiner Independent School District
Administrative Procedures for
Planning, Budgeting, Curriculum, Staffing Patterns, Staff Development,
School Organization

A concert of effort from many players is required to maximally help all Shiner ISD students learn all they need to know to successfully assume the various roles of a productive American adult. In the critical areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization, roles and responsibilities of district personnel vary. Following is a general description of those respective roles and responsibilities.

PLANNING

Preface: By design and by board policy the campus plans are aligned with the district plan in order to insure a truly integrated process and product. The district superintendent serves as chairperson of the district committee and the campus principals serve on the district committee as well as on their own campus committee. The district plan contains goals and objectives which serve as a foundation (or umbrella) for campus planning. Campus plans, of course, have their own objectives, initiatives and strategies, etc. All plans are mutually supportive of the district's shared mission, vision and overall goals.

Superintendent and Central Office Staff – The superintendent serves as chairperson of the district planning committee. He/She is primarily responsible for the formation of the district plan. With considerable assistance from the district planning committee and others he/she conducts and/or oversees the comprehensive needs assessment, establishes goals and objectives to meet identified needs, identifies initiatives and strategies (including related issues), and evaluates both process and results.

Principals – Principals are key members of the district planning committee as well as chairs of their campus committees. In the campus planning process the principals have responsibilities similar to those of the superintendent in the district planning process. She/he directs and gives oversight to the campus process insuring that there is compatibility with the district plan. The principal, through localized-to-campus efforts, narrows the focus of the district plan to the needs of his/her students.

Teachers – Teachers serve on both the district planning committee and campus planning committees. They are therefore directly involved in the respective planning process. Non-committee teachers communicate with colleagues on committees stating perceived needs, solutions and planning targets. Non-committee teachers are also often involved in aspects of the planning process, i.e. gathering data to determine needs or to evaluate.

District Planning Committee – With the leadership of the superintendent, the district planning committee is responsible for formulating the district plan for improved student performance. The committee helps to gather and evaluate data in the assessment of needs as well as in the evaluation of planned student impact. As the committee meets periodically they help in the actual formulation of plan components or revisions or otherwise approve, disapprove, or alter planning work performed and presented by the superintendent. The district committee also conducts a bi-annual evaluation of the effectiveness of the planning process.

Campus Planning Committees – Led by campus principals, the campus committees are responsible for the campus plans in much the same way as the district committee is responsible for the district plan. They approve or disapprove work done by the principal, directly help in writing the plan, make recommendations, and communicate needs and suggestions from other sources.

BUDGETING

Preface: The budgeting process, although necessarily somewhat removed and constrained by other factors, should be integrated with other facets of school operation as much as is possible. The district and campus plans should drive the budget. Final budget approval rests with the local Board of Education.

Superintendent and Central Office Staff – The superintendent, by policy, is responsible for the preparation of the annual operating budget. He/She builds the budget based on the personnel, programs, and provisions stipulated in district and campus plans to meet the identified needs of district students.

Principals – Campus principals, working with their staff and committee, will submit campus budget requests to the superintendent. These budget requests must align with the campus plan and finance the initiatives thereof.

Teachers – Teachers provide budget-related information requested by principals or superintendent and make reasonable and legitimate requests related to their responsibility.

District Planning Committee – With the superintendent, assure that the financial resources stipulated in the district plan are properly reflected in the budget.

Campus Planning Committees – Working with the principal, properly align the campus budget requests with the campus plan.

CURRICULUM

Preface: The Texas Administrative Code, including the Texas Essential Knowledge and Skills (TEKS), mandates curriculum to a significant degree. The local district has limited discretion.

Superintendent and Central Office Staff – The superintendent, in the district planning process, may determine some elements of curriculum. Predominantly, however, curriculum decisions originate at the campus level and are approved by the superintendent.

Principals – Campus principals, working with their staff and committees, largely determine curriculum issues. Making certain that T.A.C. standards are met, the principal selects, arranges and aligns curriculum to meet students needs and in concert with the district and campus plans.

Teachers – Teachers' primary role and responsibility is to effectively teach curriculum to her/his students, utilizing proven and innovative strategies for delivery. Teachers may also recommend curriculum changes perceived to meet student needs.

District Planning Committee – As does the superintendent, the district committee may influence curriculum decisions through the planning process as student needs are targeted.

Campus Planning Committee – In the campus planning process, in order to meet a particular goal or objective, a campus committee may stipulate a curriculum component as an initiative or strategy.

STAFFING PATTERNS

Preface: The hiring and firing of staff is a function of the board at the recommendation of the superintendent. “Staffing Patterns” is a separate issue and deals with how staff is needed, assigned and arranged in the district and on the campus.

Superintendent and Central Office Staff – The superintendent hears and considers, within budget constraints, requests from campus principals or department directors to add, reassign, or rearrange staff. The superintendent will consider district and campus plans in staffing pattern decisions. The superintendent must consider staff certification. Staffing patterns may be determined through the planning process.

Principals – The principal, with advice from his committee and with superintendent approval, will largely determine staffing patterns on his campus. Staffing patterns must track provisions of the campus and district plans.

Teachers – Teacher may offer suggestions to principals in regard to staffing patterns on his/her campus. Also teachers must be flexible as staffing patterns change.

District Planning Committee – The district planning committee may determine elements of staffing patterns through the planning process.

Campus Planning Committees – The campus committees, through their advice to and work with campus principals, help to determine campus-staffing patterns in keeping with provisions of the campus plan.

STAFF DEVELOPMENT

Preface: Staff development is predominately campus-based and is related to achieving campus performance objectives. It must include technology training and training in conflict resolution and discipline strategies.

Superintendent – The superintendent may ordain and/or conduct a limited amount of district-wide staff development. She/he helps to insure that state and federal requirements for staff training are met. He/she serves as a facilitator for campus-based staff development, making sure that resources are available.

Principals – Based on district and campus plans and state and federal requirements, the principals work with campus SBDM committees to effectively train campus staff. This training can be accomplished through a variety of delivery systems including outside consultants, ESC staff on campus, campus staff traveling to points of delivery, local staff delivery, local administration delivery, telecommunications and other technologies, etc.

Teachers – Teachers may train other teachers and staff in areas of their expertise or experience. The power in the district is vested in those with the competence, commitment and charisma to effectively share. All teachers, usually on the receiving end, will view all staff development as an opportunity to grow, as value added, and will respond appropriately.

District Planning Committee – In developing the district plan the district planning committee may prescribe a limited amount of staff development.

Campus Planning Committee – Through the campus planning process the campus planning committee in conjunction with the principal is responsible for determining the preponderance of staff training. The principal and this committee assign the training that will equip staff to implement the initiatives of the plan.

SCHOOL ORGANIZATION

Preface: The school is currently organized on two campuses, each having a fully certified, full-time principal. The elementary campus includes grades pre-k through 6, and the junior high/high school, grades 7-12. The central office does not include any staff who is directly related to instruction, except for the superintendent. Each campus has a counselor. Region III is serving as our librarian for the entire district with an aide assigned to the library. The district has one nurse. Any changes in school organization would be made at the board level.

Superintendent and Central Office Staff – The superintendent makes recommendations to the board regarding changes in school organization based on financial constraints, perceived and validated needs, and/or requests from principals or others. The superintendent is responsible to the board and community for all that happens in the district.

Principals – As principals know of needed changes in organization, they convey those needs, with documented evidence, to the superintendent. Principals are responsible for all that transpires on their campus and answer directly to the superintendent.

Teachers – Teachers are responsible for the instruction of assigned curriculum, student supervision and control and other duties assigned by their principal. Teachers are under the direct supervision of their principal.

District Planning Committee – The district committee assists the superintendent in preparing, reviewing and revising the district plan for improved student performance. The committee, by statute assumes other responsibilities including the development, if any, of an appraisal process other than that developed by the commissioner, providing written comments on any waiver application, involvement in establishing administrative procedures, holding at least one public meeting per year, approving district-wide staff development, etc.

Campus Planning Committee – The campus committee assists the principal in the development, review and revision of the campus plan. The committee approves campus staff training activities, holds at least one public meeting per year, provides comments on campus-level waiver requests, and performs other duties prescribed by law.

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Shiner ISD

District Improvement Plan

2011-2012



Funding Sources

Goals & Objectives

Funding Sources

Shiner Independent School District
2011-2012

Program	Purpose	SSA	Entitlement
State Compensatory Education	Enhance & improve the regular education program to increase the academic achievement & to reduce the drop out rate of identified students in at-risk situations. Supplements Local Funds.	\$0	\$294,446
ESL	Address the needs of students whose home language is one other than English.	\$0	\$6,951
Special Education	Address the needs of students identified with disabling conditions.	\$201,442	\$357,669
Gifted and Talented	To identify and provide services for students identified as gifted/talented.	\$0	\$20,027
Career & Technology	Develop more fully the academic and occupational skills of all segments of the student populations, ultimately assisting to make the U.S. more competitive.	\$0	\$248,663
Title I, Part A	To enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state student performance standards developed for all children.	\$0	\$41,905
Title II, Part A	To increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers, principals, and assistant principals in schools.	\$0	\$20,011
Math and Science (Cont. Serv.)	Math and Science services (Part of Title II Part A)	\$3,641	0
Title III, Part A (LEP)	Language - English Proficiency	\$316	\$316
Education Jobs Grant	To save and create jobs for school level employees that provide educational services to students	\$0	\$118,192
Small, Rural School Achievement Program	To be used to carry out local activities authorized under one or more of the following programs: Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; Title IV, Part B; & Title V, Part A.	\$0	\$36,699
Vocational Education Basic Grant	Develop more fully the academic and occupational skills of all segments of the student population.	\$4,143	\$4,143

Ten Components of a Title I, Part A Schoolwide Program

Component 1: Comprehensive Needs Assessment

Component 2: Reform Strategies

Component 3: Instruction by Highly Qualified Teachers

Component 4: High-Quality Professional Development

Component 5: Strategies to Attract HQ Teachers

Component 6: Strategies to Increase Parental Involvement

Component 7: Transition

Component 8: Teacher Decision-Making Regarding Assessments

Component 9: Effective and Timely Assistance to Students

Component 10: Coordination and Integration

Shiner Independent School District

GOAL: 1 Shiner Independent School District students will demonstrate success on all areas of the state assessment instrument (TAKS/STAAR).

MEASURABLE PERFORMANCE OBJECTIVE: 1.1 By or before June, 2012, 95-100% of district non-special education students, grades K-11 students tested by means of standardized tests will meet TEA minimum passing expectations on the reading, writing, math, science, & social studies portions of TAKS /STAAR (or equivalent.) **COMPONENTS - 2,7,9**

SUMMATIVE EVALUATION: Academic Excellence Indicator System; TAKS/STAAR performance data

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or in addition to Texas Objectives of Public Education (TEC, Sec. 4.001(b), Shiner ISD will:				
1.1 (a) Reduce class size where needed and when feasible	Sept. 2011 - Aug. 2012	BOE, Supt., Campus Principals	State & Local Funds	employment records, operating budget, campus schedules - incremental gains in TAKS/STAAR results
1.1 (b) Support campus initiatives: Tutorials, TAKS/STAAR prep classes, staff development, instructional strategies, etc.	Sept. 2011 - Aug. 2012	Supt., BOE	Components of gen. oper. budget, staff time, ESC, OEY, SCE supplies, A/R, A/M Prior Year's TAKS/STAAR scores	campus plans & schedules, campus budgets, ESC & SISD staff development records, etc. incremental gains
1.1 (c) Provide Internet access and LAN, computers, comp. labs, interactive video, Success Maker, WEBCAT, TMSDS	Sept. 2011 - Aug. 2012	Supt., Campus Principals, and Tech Director	E-rate discounts, state allotment, & local funds	presence and use of hardware & software, incremental gains, student reports (SME)
1.1 (d) Align the curriculum in grades K-12	Sept. 2011 - Aug. 2012	Department Chairs and Grade Level teachers	Copy of the TEKS for every teacher, Regular Budget - Personnel	Incremental gains in TAKS/STAAR results

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 1 Shiner Independent School District students will demonstrate success on all areas of the state assessment instrument (TAKS/STAAR).

MEASURABLE PERFORMANCE OBJECTIVE: 1.1 By or before June, 2012, 95-100% of district non-special education students, grades K-11 students tested by means of standardized tests will meet TEA minimum passing expectations on the reading, writing, math, science, & social studies portions of TAKS/STAAR (or equivalent.)

SUMMATIVE EVALUATION: Academic Excellence Indicator System; TAKS performance data

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
<p>In conjunction with and/or in addition to Texas Objectives of Public Education (TEC, Sec. 4.001(b), Shiner ISD will:</p> <p>1.1 (e) Provide extra tutorial sessions for all students showing areas of weakness during and after school</p> <p>1.1 (f) Participate in Region III Science Cooperative</p> <p>1.1 (g) Mock TAKS/STAAR testing</p>	<p>Sept. 2011 - Aug. 2012</p> <p>Sept. 2011 - Aug. 2012</p> <p>Sept 2011 - Aug. 2012</p>	<p>Teachers</p> <p>Science Teachers</p> <p>Teachers & Counselors</p>	<p>Regular Budget - Personnel SCE, OEY, A/R, A/M</p> <p>State & Local Funds</p> <p>Released Tests</p>	<p>incremental gains in TAKS/STAAR results</p> <p>SSA at Region III</p> <p>Analysis of mock test data</p>

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 1 Shiner Independent School District students will demonstrate success on all areas of the state assessment instrument (TAKS/STAAR).

MEASURABLE PERFORMANCE OBJECTIVE: 1.2 By or before June, 2012, 90-100% of district non-special education students, grades K-11 students tested by means of standardized tests, who are of an ethnic minority, who are economically disadvantaged, or who are deemed at-risk of not graduating will meet TEA minimum passing expectations on the reading, writing, science, social studies, and math portions of TAKS/STAAR (or equivalent)
COMPONENTS: 3,4,5,7

SUMMATIVE EVALUATION: Academic Excellence Indicator System TAKS/STAAR performance data, disaggregated as appropriate.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In addition to those at objective 1.1:				
1.2 (a) Seek to employ highly qualified minority teaching staff.	Sept. 2011 - Aug. 2012	Supt., Principals, BOE	Gen. Operating budget, Special revenue funds	Applicant files and interviews, contracts with placement offices, employment records, incremental gains
1.2 (b) Provide staff training on teaching & relating to students of poverty.	Sept. 2011 - Aug. 2012	Supt., Principals	Title IV, REAP	Staff training records
1.2 (c) Provide E.S.L. services to LEP students	Sept. 2011 - Aug. 2012	Supt., Principals	TEA ESL allocation; Computer programs as appropriate	student identification records, class rolls, teacher certification records
1.2 (d) Provide additional services to 4 year-olds through Pre-K program to ensure transition into kindergarten.	Sept. 2011 - Aug. 2012	Elem. Principal, Pre-K Teacher	Personnel, local & state funds, tuition fees	Student and staff records Records of student services
1.2 (e) Employ highly qualified staff in all areas of curriculum	Sept. 2011 - Aug. 2012	Supt., Princ. BOE	SCE, local & state funds, Title I	Employment Records

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 1 Shiner Independent School District students will demonstrate success on all areas of the state assessment instrument (TAKS/STAAR).

MEASURABLE PERFORMANCE OBJECTIVE: 1.3 By or before June of 2012, 50% of the district's special education students, grades K-11 students tested by means of standardized tests, who participate in standard, grade level TAKS/STAAR (or equivalent) will meet TEA minimum passing expectations on the reading, writing, science, social studies, and math portions of the test. **COMPONENT 8**

SUMMATIVE EVALUATION: Academic Excellence Indicator System TAKS/STAAR performance data, disaggregated

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In addition to those at objective 1.1:				
1.3 (a) Improve RTI to utilize pre-referral options and work to reduce the number of Special Education referrals	Sept. 2011 - Aug. 2012	Principals, RTI Team	RTI Training, Staff, Principals, Supt.	RTI Documents, RTI data
1.3 (b) Improve tracking systems to ensure Proper evaluation & re-evaluation timelines as per RTI	Sept. 2011 - Aug. 2012	Principals	RTI Training - ESC & Sp. Ed. Co-op staff time, SCE	General operating guidelines- Sp. Ed. Co-op.
1.3 (c) Train district staff in Least Restrictive Environment, transition services issues, and other training as needed per RTI	Sept. 2011 - Aug. 2012	Principals	Staff Time & Effort, materials; Sp. Ed. Co-op Staff & LEA administrators	Agenda - Dist. Orientation & campus meetings
1.3 (d) Correlate student IEPs with TEKS	Sept. 2011 - Aug. 2012	Special Ed. Teachers	IEPs, TEKS, CLASS Program, Co-Op ARD Program	IEPs on file for each Special Education student.

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 1 Shiner Independent School District students will demonstrate success on all areas of the state assessment instrument (TAKS/STAAR).

MEASURABLE PERFORMANCE OBJECTIVE: 1.4 By or before June of 2012, 100% of Shiner students, grades PK - 11, will demonstrate appropriate reading, writing, math , science, & social studies competency as measured by selected instruments **COMPONENT 8**

SUMMATIVE EVALUATION: Varied, depending on students & needs. Include reading inventory, released TAKS/STAAR, TEA assigned measures, etc.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
<p>In addition to those at 1.1, 1.2, 1.3, the district will:</p> <p>1.4 (a) Adopt, adapt, devise appropriate measures of reading, math, writing, science & social studies competency on grade levels not tested by state assessment instruments.</p>	<p>Sept. 2011 - Aug. 2012</p>	<p>Supt., principals, Sp. Ed. Co-op staff</p>	<p>Brigance, ITBS, Mock TAKS/STAAR, Tex. Primary Reading Inventory, staff time & effort</p>	<p>Records of assessments, incremental gains</p>

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 2 Shiner Independent School District students will maintain high attendance rates and low dropout rates.

MEASURABLE PERFORMANCE OBJECTIVE: 2.1 The attendance rate will increase to 98% and the dropout rate will remain at less than .5% for the 2011-2012 school year. **COMPONENTS 6,9**

SUMMATIVE EVALUATION: Academic Excellence Indicator System (AEIS) student drop-out, completion data.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or in addition to Texas Objectives of Public Education (TEC, Sec. 4.001 (b)), Shiner ISD will:				
2.1 (a) Contact student or parent of student after 3 consecutive absences to express concern and to offer help in completing make-up work in a timely manner.	Sept. 2011 - Aug. 2012	Campus Office Personnel, Principals	Telephone and report forms	Increased attendance
2.1 (b) Conference with parents whose children who are at risk of dropping out of school	Sept. 2011 - Aug. 2012	Principals and Counselors	Regular budget - personnel	Low dropout rate on AEIS report
2.1 (c) Provide staff training in meeting the needs of students in at-risk situations, and students of poverty.	Sept. 2011 - Aug. 2012	Principals and teachers	SCE, REAP, ESC 3	District and ESC 3 records of staff training
2.1 (d) Provide curriculum, instruction, and staff training in Teen Leadership and other self-evaluating curriculum.	Sept. 2011 - Aug. 2012	Principals and teachers	Staff Time and Resources SCE and local \$1500	Staff training registrations, Campus schedules

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 2 Shiner Independent School District students will maintain high attendance rates and low dropout rates.

MEASURABLE PERFORMANCE OBJECTIVE: 2.1 The attendance rate will increase to 98% and the dropout rate will remain at less than .5% for the 2011-2012 school year.

SUMMATIVE EVALUATION: Academic Excellence Indicator System (AEIS) student drop-out, completion data.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
2.1 (e) Provide drug abuse prevention activities and training	Sept. 2011 - Aug. 2012	Supt., ESC staff, Principals & Campus Counselors	Drug-Free schools Co-op - Reg 3 ESC	Staff & student records of activities and training
2.1 (f) Provide Optional Extended Year Services	Sept. 2011 - Aug. 2012	Supt. and principals	OEY	Staff and student records
2.1 (g) Sp. Ed. Transition Services	Sept. 2011- Aug. 2012	Sp.Ed.Coop Staff, Principal, & Teachers	Sp. Ed. funds, ESC & Coop training, SCE	Staff training records
2.1 (h) Provide Saturday School and extra Tutoring	Sept. 2011 - Aug. 2012	Principals and teachers	General Instruction \$200	Saturday School Records
2.1 (i) Inform students of opportunities to complete GED requirements for graduation.	Sept. 2011 - Aug. 2012	Principal and Counselor	Regular budget - personnel	Completion of GED programs by students who have dropped out of school.

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 2 Shiner Independent School District students will maintain high attendance rates and low dropout rates.

MEASURABLE PERFORMANCE OBJECTIVE: 2.1 The attendance rate will increase to 98% and the dropout rate will remain at less than .5% for the 2011-2012 school year.

SUMMATIVE EVALUATION: Academic Excellence Indicator System (AEIS) student drop-out, completion data.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
2.1 (j) Provide information about Work Program to students at-risk of dropping out of school.	Sept. 2011 - Aug. 2012	Principal and Counselor	Regular budget - personnel	Work program participation
2.1 (k) Utilize the Leaver Data Process for drop outs	Sept. 2011 - Aug. 2012	Principal and attendance committee	SCE	PEIMS Lever Data
2.1 (l) Monitor attendance reports	Sept. 2011 - Aug. 2012	Campus Principal	RSCCC Attendance Reports	Campus Summary Attendance Reports

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 3 Shiner Independent School District will provide a safe, disciplined, and drug free environment for students and staff members.

MEASURABLE PERFORMANCE OBJECTIVE: 3.1 There will be a positive progression among district students and adults toward mutual respect and demonstrated caring toward all others. **COMPONENT 10**

SUMMATIVE EVALUATION: Correlate #2: "Safe and Orderly Environment" and PEIMS student discipline data.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or addition to Texas Objectives of Public Education (TEC, Sec 4.001(b), Shiner ISD will:				
3.1 (a) Provide staff training in building positive relationships	Sept. 2011 - Aug. 2012	BOE, Supt.	Gen. operating budget	Registrations, records of training, annual progressions
3.1 (b) Provide opportunities for staff to interact professionally & socially	Sept. 2011 - Aug. 2012	Supt., BOE, Principals	Planning time & effort Gen. operating budget	Records of co-operative efforts - annual progressions
3.1 (c) Provide Staff Development and implement classroom management techniques.	Sept. 2011 - Aug. 2012	Supt., BOE, Principals	Staff time	Record of Staff Development and Annual progressions
3.1 (d) Maintain membership in ESC 3 Safe and Drug Free Schools Coop.	Sept. 2011 - Aug. 2012	Supt., BOE	Title IV Part A	ESC 3 Records

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 3 Shiner Independent School District will provide a safe, disciplined, and drug free environment for students and staff members.

MEASURABLE PERFORMANCE OBJECTIVE: 3.2 There will be a yearly decline in the frequency and severity of student misbehavior.
COMPONENT 6

SUMMATIVE EVALUATION: Correlate #2: "Safe and Orderly Environment" and PEIMS student discipline data.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or addition to Texas Objectives of Public Education (TEC, Sec. 4.001(b), Shiner ISD will:				
3.2 (a) Effectively plan, communicate and administer a code of student conduct	Sept. 2011 - Aug. 2012	Supt., principals	printing, staff time, class time	Documents distributed, staff training records, yearly progress
3.2 (b) Provide for Teen Leadership classes, and other self-evaluating curriculum	Sept. 2011 - Aug. 2012	Supt., BOE, Principals, Teachers	Gen. operating budget, staff, materials, supplies, etc.	Existence of programs, yearly progress
3.2 (c) Provide Crisis Response Materials, Communication System and Training	Sept. 2011 - Aug. 2012	Central Office, principals	District Flipchart, Staff time & effort, local training, comm. system	Materials provided, record of training, incremental progress
3.2 (d) Maintain Drug Awareness Education Program	Sept. 2011 - Aug. 2012	Supt. Principals, Counselors	Community funding	Financial Records; Program Records
3.2 (e) Contact Drug Dog Services	Sept. 2011 - Aug. 2012	Principal; Supt.	Gen. Operating Budget	Financial Records, Search Records

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 3 Shiner Independent School District will provide a safe, disciplined, and drug free environment for students and staff members.

MEASURABLE PERFORMANCE OBJECTIVE: 3.3 An intervention/management plan will be maintained to meet the needs of students and staff in all emergency situations. **COMPONENT 7**

SUMMATIVE EVALUATION: Correlate #2: "Safe and Orderly Environment".

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In addition to those at 3.2 the district will:				
3.3 (a) Refer to parent/guardian custodial list before releasing students, if applicable.	Sept. 2011 - Aug. 2012	All staff.	Plan and list on file in the Principal's office.	Student release check list.
3.3 (b) Utilize the phone web for contacting staff members in the event of an emergency.	Sept. 2011 - Aug. 2012	All staff.	Copy of the phone web for all employees of SISD.	Phone web distributed to all staff members and used in emergencies.
3.3 (c) Utilize the district health plan for blood borne pathogens.	Sept. 2011 - Aug. 2012	Supt., Principals, and Nurse.	Current information on blood borne pathogens.	Current information on blood borne pathogens shared with all staff in a timely manner. Sign-in sheets for staff development.
3.3 (d) Intercom, Fire, Security System, Phone System, Elevator Security training for all staff	Sept. 2011 - Aug. 2012	Supt., Principals, and Tech. Coordinator.	Training instructions	Sign-in sheets.

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 3 Shiner Independent School District will provide a safe, disciplined, and drug free environment for students and staff members.

MEASURABLE PERFORMANCE OBJECTIVE: 3.3 An intervention/management plan will be maintained to meet the needs of students and staff in all emergency situations.

SUMMATIVE EVALUATION: Correlate #2: "Safe and Orderly Environment".

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In addition to those at 3.2 the district will:				
3.3 (e) Provide appropriate immunizations for staff members considered at risk for exposure to blood borne pathogens.	Sept. 2011 - Aug. 2012	Supt. and Nurse	Immunizations available, Local Funds	Records of vaccinations for at risk personnel.
3.3 (f) Develop a Mult-Hazard Emergency Operation Plan	Sept. 2011 - Aug. 2012	Supt. and Principal	Region III Training	Plan available to all employees
3.3 (g) Maintain a Wellness Plan	Sept. 2011 - Aug. 2012	Supt., Principal, & Nurse	Region III Training	Plan available to all employees
3.3 (h) Visitor Log using Visitor-TRAC	Sept. 2011 - Aug. 2012	Campus Principals & Secretaries	Visitor-TRAC system	Log of visitors

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 4 Shiner Independent School District will provide a supportive and positive learning and teaching environment for all students and staff members.

MEASURABLE PERFORMANCE OBJECTIVE: 4.1 Procedures will be in place to provide support for both students and staff members.
COMPONENTS 1,2,4

SUMMATIVE EVALUATION: AEIS Indicator System results, test performance data

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
4.1 (a) Provide staff training to meet the needs of students in special programs.	Sept. 2011 - Aug. 2012	Principals, Supt., ESC	Staff Dev. budget, REAP, Title II A	Staff Development Records
4.1 (b) Maintain intervention assistance teams as per RTI.	Sept. 2011 - Aug. 2012	Special Ed Coop Staff	RTI Training, Staff Time	RTI Documents, Team Lists, meetings
4.1 (c) Maintain and improve tracking systems to ensure proper evaluation and re-evaluation timelines as per RTI.	Sept. 2011 - Aug. 2012	Special Ed Coop Staff	RTI Training, Staff Time	Gen Operating guidelines, Tri-County Special Ed Coop
4.1 (d) Special Ed Transition Services	Sept. 2011- Aug. 2012	RTI Team ; Coop Staff	Sp. Ed Funds	Staff Training Records
4.1 (e) Support campus initiatives: tutorials, TAKS/STAAR Prep. classes, staff development, instructional strategies, etc	Sept. 2011- Aug. 2012	Supt., BOE, Principals, Teachers	Gen Operating Budget, Staff Time	Campus plans and schedules, Campus Budgets, Staff Dev. Records
4.1 (f) Provide ESL services to all LEP students	Sept. 2011 - Aug. 2012	Supt. & Principals ESL Staff	TEA ESL allocations	Student identification records, class rolls, teacher certification records, ESC contract

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 4 Shiner Independent School District will provide a supportive and positive learning and teaching environment for all students and staff members.

MEASURABLE PERFORMANCE OBJECTIVE: 4.1 Procedures will be in place to provide support for both students and staff members.

SUMMATIVE EVALUATION: AEIS Indicator System results, test performance data.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
4.1 (h) Update and implement the District's G.T. Plan to serve all G.T. students, and improve the district's G.T. evaluation process focusing on key areas at each step.	Sept. 2011 - Aug. 2012	G.T. Committee, Principals, Supt., BOE	TEA GT Funds	G/T Plan, District and campus reports
4.1 (i) Provide Dyslexia program and related staff training K-12.	Sept. 2011 - Aug. 2012	Principals, Supt., Staff, Counselors	Dyslexia program SCE Supplies	Academic progress for identified students, staff dev. records.
4.1(j) Utilize ESC Assistance	Sept. 2011 - Aug. 2012	Supt., Principals, Staff	SCE, GT Funds, local & state funds	ESC Records
4.1 (k) Increase staff awareness to help reduce the over-representation of economically disadvantaged and ethnic sub-groups in special education.	Sept. 2011 - Aug. 2012	Supt., Princ., Special Ed Co-op Staff	Fed. Funds	Evidence of Staff Awareness Decrease in sub-group special education numbers
4.1 (l) Implement the District's G.T. strategies in the classrooms.	Sept. 2011 - Aug. 2012	Supt., Princ., Staff	TEA GT Funds	Staff Development Records Program Evaluation

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 5 Shiner Independent School District will encourage and provide opportunities for parental and community involvement.

MEASURABLE PERFORMANCE OBJECTIVE: 5.1 Shiner ISD will involve parents in the community in the process of educating their children and in school-related activities. **COMPONENT 6**

SUMMATIVE EVALUATION: Parents actively involved in SISD students' education.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
5.1 (a) Recruit parents to serve on the district and campus decision making committees.	Sept. 2011 - Aug. 2012	Staff, faculty, administration, committee members	Recommendations and volunteers	Meeting minutes, sign-in sheets, communication with members
5.1 (b) Maintain frequent communication with parents concerning school activities/matters; surveys	Sept. 2011 - Aug. 2012	Superintendent, Principals, Faculty	Duplicating materials, Title I Funds	Copies of campus calendars, newspaper articles, school communication, survey results, website, school marquee
5.1 (c) Host Open House , Veteran's Day, Thanksgiving, and Public Schools Week activities	Sept. 2011 - Aug. 2012	Principals, Staff, Faculty, HS Stu-Co	Duplicating materials	Newspaper articles, sign-in sheets
5.1 (d) Provide workshops or seminars on educational topics such as parenting skills, college entrance requirements, college financial aid	Sept. 2011 - Aug. 2012	Counselor, Faculty, Community, Superintendent, Principals, Staff, Board, Parents	Victoria College, ESC 3, Counselors	Workshop evaluations, sign-in sheets
5.1 (e) Expand the volunteer program	Sept. 2011 - Aug. 2012	Superintendent, Principal, Faculty	Application, Handbook Volunteer Records	List of volunteers, sign-in sheets
5.1 (f) Establish an open-door policy to address parental concerns	Sept. 2011 - Aug. 2012	Superintendent, Principals, Faculty	Orientation, parent-teacher conferences	Survey, record of conferences

Notes See Campus Plans / SISD Parental Involvement Policy for appropriate campus-specific strategies and activities.

GOAL: 5 Shiner Independent School District will encourage and provide opportunities for parental and community involvement.

MEASURABLE PERFORMANCE OBJECTIVE: 5.1 Shiner ISD will involve parents in the community in the process of educating their children and in school-related activities. **COMPONENT 6**

SUMMATIVE EVALUATION: Parents actively involved in SISD students' education.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
5.1 (g) SISD will distribute to parents of Title I, Part A children a district-level written parental involvement policy; SISD will notify parents and community of the written parental involvement policy	Sept. 2011 - Aug. 2012	Superintendent, Principals, DIPC	Duplicating materials	Correspondence sent home with students, Board meeting agenda and minutes, SISD website
5.1(h) SISD homeless liaison shall ensure that parents/guardians of homeless youths are informed of their child's educational opportunities, provided the opportunity to meaningfully participate in their child's education, and informed of all transportation services, including transportation to the school of origin	Sept. 2011 - Aug. 2012	Principals, SISD homeless liaison	Designated homeless liaison	Correspondence sent home with students
5.1(i) SISD will follow policies and practices consistent with the Family Education Rights and Privacy Act	Sept. 2011 - Aug. 2012	Principals, faculty and staff	Duplicating materials	Staff and Student Handbooks

Notes See Campus Plans / SISD Parental Involvement Policy for appropriate campus-specific strategies and activities.

GOAL: 5 Shiner Independent School District will encourage and provide opportunities for parental and community involvement.

MEASURABLE PERFORMANCE OBJECTIVE: 5.1 Shiner ISD will involve parents in the community in the process of educating their children and in school-related activities. **COMPONENT 6**

SUMMATIVE EVALUATION: Parents actively involved in SISD students' education.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
5.1(j) SISD will notify parents of the option to make the request that the student's name, address, and telephone listing shall not be released to military recruiters without prior written parental consent	Sept. 2011 - Aug. 2012	Principals, counselors	Duplicating materials	Student Handbooks
5.1(k) SISD will notify the parent of a victim of a violent criminal offense while in or on the grounds of a public school that the student is allowed the option to transfer to a safe public school, including a charter school, within the district.	Sept. 2011 - Aug. 2012	Principals, counselors	Duplicating materials	Letter to parent
5.1(l) SISD will implement effective outreach to inform parents of limited English proficient children of how the parents can be involved in their children's education and be active participants in helping their children attain English proficiency,	Sept. 2011 - Aug. 2012	Principals, ESL Coordinator	Duplicating materials	Letter to parents

Notes See Campus Plans / SISD Parental Involvement Policy for appropriate campus-specific strategies and activities.

GOAL: 5 Shiner Independent School District will encourage and provide opportunities for parental and community involvement.

MEASURABLE PERFORMANCE OBJECTIVE: 5.1 Shiner ISD will involve parents in the community in the process of educating their children and in school-related activities. **COMPONENT 6**

SUMMATIVE EVALUATION: Parents actively involved in SISD students' education.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
5.1(l) continued: high achievement levels in core academic subjects, and meet state standards, including holding, and sending notice of opportunities for, regular meetings	Sept. 2011 - Aug. 2012	Principals, ESL Coordinator	Duplicating materials	Letter to parents
5.1(m) SISD will inform parents of limited English proficient children participating in a language instruction educational program funded by Title I, Part A and/or Title III, Part A, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child learn English, how the program will meet the child's needs, specific exit requirements, parental rights, and in the case of a child with a disability, inform parents how the program meets the objectives of the child's individualized education program [IEP]	Sept. 2011 - Aug. 2012	Principals, ESL Coordinator	Duplicating materials	Correspondence sent home with students,

Notes See Campus Plans / SISD Parental Involvement Policy for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 6 Shiner Independent School District will provide opportunities for students to develop career interests.

MEASURABLE PERFORMANCE OBJECTIVE: 6.1 SISD will prepare middle and high school students for success beyond high school.
COMPONENT 9

SUMMATIVE EVALUATION: Annual progression and success of students beyond high school.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
6.1 (a) Provide information on college programs, financial aide, admissions, scholarships, and grants in order to encourage students.	Sept. 2011 - Aug. 2012	Principals & Counselors	Higher Ed materials, promotions, Career Day, college day, grant information and applications	Availability of materials, applications etc. Records of guidance sessions, incremental gains, and scholarship awards. On-line links on web site.
6.1 (b) Provide vocational courses and Tech-prep experiences.	Sept. 2011 - Aug. 2012	Vocational Teachers, Principals, Counselors	Teachers with Tech Prep certification, principals	Master schedule, campus records
6.1 (c) Register students for PSAT, ACT, PLAN, THEA, ASVAB and SAT testing.	Sept. 2011 - Aug. 2012	Counselors, Parents, Students	Registration forms and results	AEIS Reports and student profile sheets
6.1 (d) Provide Career Interest Program for 8th graders	Sept. 2011 - Aug. 2012	HS Counselor, Technology Coord., 8th Gr. Tech Teacher	Texas Cares	Student Usage Report
6.1 (e) Offer Dual-Credit classes	Sept. 2011 - Aug. 2012	HS Principal & Counselor	Distance Learning equipment and T1 connection	Copies of registration & grades

Notes See Campus Plans for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 7 Shiner Independent School District will integrate technology in all aspects of education.

MEASURABLE PERFORMANCE OBJECTIVE: 7.1 Technology will be used as detailed in the TEKS to improve the quality of the educational process.
 *** See Goals of the District Technology Plan. *** **COMPONENT 9**

SUMMATIVE EVALUATION: Technology use as a tool in the preparation and presentation of academic material and curriculum.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
7.1 (a) Maintain a District Technology Plan	Sept. 2011 - Aug. 2012	Supt., Technology Director and Committee	ESC 3, ESC12 Technology Plan Website and listserv, Technology Committee	Written and approved technology plan
7.1 (b) Provide Internet access to each classroom	Sept. 2011 - Aug. 2012	Technology Director	Local funds, E-RATE, Local Technology Funds	Inventory list per classroom, visual observance of computers in classrooms
7.1 (c) Continue training in technology for all faculty members and students	Sept. 2011 - Aug. 2012	Principals, ESC 3, teacher trainers, technology director	Local funds	Workshop registrations , certification, and evaluations
7.1 (d) Integrate the use of technology in instruction and administrative programs.	Sept. 2011 - Aug. 2012	Staff, Administration	Local resources	Class and Administrative Records, Technology in lesson plans and checked by principals, check-out sheets for technology hardware used in classrooms, sign-up sheets for use of computer lab
7.1 (e) Provide opportunities for students to learn latest industry standard skills for technology used in business or higher education.	Sept. 2011 - Aug. 2012	Principals, Counselor, Technology Director, Technology Teachers	Knowledge of current industry standard skills, knowledge of University/College min. technology skills	Students enrolled in multimedia/technology classes and technology incorporated in teaching.

Notes See Campus Plans / Technology Plan for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 7 Shiner Independent School District will integrate technology in all aspects of education.

MEASURABLE PERFORMANCE OBJECTIVE: 7.1 Technology will be used as detailed in the TEKS to improve the quality of the educational process.
 *** See Goals of the District Technology Plan. ***

SUMMATIVE EVALUATION: Technology use as a tool in the preparation and presentation of academic material and curriculum.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
7.1 (f) Encourage all educators to master the SBEC Technology Application Standards (I-V)	Sept. 2011 - Aug. 2012	Supt., Principals, &Technology Director	SBEC Standards	Teacher STaR chart assessment
7.1 (g) Maintain a strong technology and telecommunications infrastructure	Sept. 2011 - Aug. 2012	Supt., Principals, &Technology Director	Local Technology funds, REAP Grant, Technology Plan, Infrastructure Diagram	Technology & Telecommunications usage reports and invoices
7.1 (h) Provide effective leadership and planning for technology integration	Sept. 2011 - Aug. 2012	Supt., Principals, &Technology Director	SBEC Standards, Technology TEKS	Technology Plan, Campus Plans, District Plan, Lesson Plans

Notes See Campus Plans / Technology Plan for appropriate campus-specific strategies and activities.

Shiner Independent School District

GOAL: 8 Shiner Independent School District will maintain a highly qualified staff.

MEASURABLE PERFORMANCE OBJECTIVE: 8.1 All students in SISD will be taught by 100% highly qualified teachers who are assisted by 100% highly qualified paraprofessionals during 2011-2012. All new hires will meet highly qualified status prior to employment.
COMPONENTS 3,4,5

SUMMATIVE EVALUATION: Personnel files, highly qualified worksheets, and principal attestations.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
8.1 (a) Recruitment activities will ensure highly qualified personnel in all positions.	Sept. 2011 - Aug. 2012	Superintendent	Local Funds, Title II, A	Job Vacancy postings, completed applications.
8.1 (b) Assist teachers when needed in maintaining and/or attaining certification necessary to assure all staff is highly qualified in their current assignment.	Sept. 2011 - Aug. 2012	Superintendent, Campus Principals	Local Funds, Title II, A	Professional Development records, current staff assignment list

Notes See Campus Plans for appropriate campus-specific strategies and activities.

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APPENDIX I



STATE AND NATIONAL EDUCATION GOALS

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Mission of the Public Education System of Texas:

To ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

TEC, Sec. 4.001(a)

Texas Public Education Academic Goals

To serve as a foundation for a well – balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

TEC, Sec. 4.002

Texas Objectives of Public Education

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEC, Sec. 4.001 (b)

APPENDIX II



LEGAL AND LOCAL POLICIES ON SITE-BASED DECISION MAKING



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PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

PLANNING AND
DECISION-MAKING
PROCESS

The Board shall adopt a policy to establish a District- and campus-level planning and decision-making process that will involve the professional staff of the District, parents of students enrolled in the District, business representatives, and community members in establishing and reviewing the District's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit the Board from conducting meetings with teachers or groups of teachers other than the District-level committee meetings.
2. Prohibit the Board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in District- or campus-level planning and decision making.
3. Limit or affect the power of the Board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g), .252(e)

EVALUATION

At least every two years, the District shall evaluate the effectiveness of the District's decision-making and planning policies, procedures, and staff development activities related to District- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

ADMINISTRATIVE
PROCEDURE

The Board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the Superintendent, central office staff, principals, teachers, District-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The Board shall ensure that the District-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the District and campus levels.

Education Code 11.251(d)

FEDERAL
REQUIREMENTS

The District policy must provide that all pertinent federal planning requirements are addressed through the District- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

REQUIRED PLANS

The Board shall ensure that a District improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

SHARED SERVICES
ARRANGEMENT
FOR DAEP
SERVICES

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the District improvement plan and each campus-level plan include the performance of the DAEP student group for the District. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

DISTRICT
IMPROVEMENT
PLAN

The District shall have a District improvement plan that is developed, evaluated, and revised annually, in accordance with District policy, by the Superintendent with the assistance of the District-level committee. The purpose of the District improvement plan is to guide District and campus staff in the improvement of student performance for all student groups, including students in special education programs under Education Code Chapter 29, Subchapter A, in order to attain state standards in respect to the student achievement indicators. *Education Code 11.252(a)* [See AIA]

The District improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the student achievement indicators, and other appropriate

- measures of performance, that are disaggregated by all student groups served by the District, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable District performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
 3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, such as suicide prevention; conflict resolution; violence prevention; or dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of the District.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
 4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities.
 - b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.

- d. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Time lines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

Education Code 11.252(a)

9. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
10. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

11. A policy addressing sexual abuse and other maltreatment of children that must include:
 - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA. These methods must include the staff training described at Education Code 38.0041(c) [see DMA];

- b. Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and
- c. Available counseling options for students affected by sexual abuse or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 38.0041

The District's plan for the improvement of student performance is not filed with TEA, but the District must make the plan available to TEA on request. *Education Code 11.252(b)*

CAMPUS-LEVEL
PLAN

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the student achievement indicator system.
2. Set the campus performance objectives based on the student achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

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 mission and goals to improve student performance. The mission, goals, and the approved District and campus objectives 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 procedures. 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.

PARENTAL
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 parental involvement. The District-level and campus-level committees shall involve parents 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 meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. 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 developed 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 positively impact student performance.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

COMMITTEE

The District's policy and procedures shall establish a District-level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the District, business representatives, and community members.

Education Code 11.251(b), .253(a)

PROFESSIONAL
STAFF

The Board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the District-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and District-level professional staff members.

Education Code 11.251(e)

PARENTS

Board policy shall provide procedures for the selection of parents to the District-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

BUSINESS
REPRESENTATIVES
AND COMMUNITY
MEMBERS

Board policy shall provide procedures for the selection of community members and business representatives to serve on the District-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee must include business representatives without regard to whether a representative resides in the District or whether the business the person represents is located in the District.

Community members must reside in the District and must be at least 18 years of age.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Education Code 11.251(b), (c), (e)

MEETINGS

The Board shall establish a procedure under which the District-level committee holds regular meetings. The Board or designee shall periodically meet with the District-level committee to review the committee's deliberations. *Education Code 11.251(b)*

PUBLIC MEETINGS

The District-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual District performance report from TEA for the purpose of discussing the performance of the District and the District performance objectives. *Education Code 11.252(e)*

COMMUNICATIONS

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the District-level committee. *Education Code 11.252(e)*

CONSULTATION

The Superintendent shall regularly consult the District-level committee in the planning, operation, supervision, and evaluation of the District educational program. *Education Code 11.252(f)*

RESPONSIBILITIES

DISTRICT PLAN

The District-level committee shall assist the Superintendent with the annual development, evaluation, and revision of the District improvement plan. *Education Code 11.252(a)* [See BQ]

DROPOUT
PREVENTION
REVIEW

The District-level committee shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or
 - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and place-

ments in disciplinary alternative education programs and expulsions under Chapter 37; and

5. The results of an evaluation of each school-based dropout prevention program in the District.

The District-level committee shall use the information in developing the District improvement plan.

Education Code 11.255

Note: See BF for information on the committee's role in requesting waivers.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

DISTRICT-LEVEL COMMITTEE	In compliance with Education Code 11.251, the District-Level Committee shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The committee shall serve exclusively in an advisory role except that the committee shall approve staff development of a Districtwide nature.
CHAIRPERSON	The Superintendent shall be the Board's designee and shall name the chairperson of the committee from among the committee's members. The Superintendent shall meet with the committee periodically.
MEETINGS	The chairperson of the committee shall set its agenda and shall schedule at least two meetings per year or at the call of the chairperson. All committee meetings normally shall be held outside of the regular school day.
DUTIES OF COMMITTEE	The committee shall perform duties as described in BQA(LEGAL).
COMMUNITY INPUT	The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Communications shall include, but not be limited to the following: <ol style="list-style-type: none">1. Articles in in-house publications regarding work of the committee.2. Periodic reports to the principals on the work of the committee that may be posted on campus bulletin boards.
COMPOSITION	The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining one-third shall be professional nonteaching District- and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.
PARENTS	The committee shall include two parents of students currently enrolled within the District, selected in accordance with administrative procedures. The Superintendent shall, through various channels, inform all parents of District students about the committee's duties and composition and shall solicit volunteers. [See BQA (LEGAL)]

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

COMMUNITY
MEMBERS

The committee shall include two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. All community member representatives must reside in the District.

BUSINESS
REPRESENTATIVES

The committee shall include two business people selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business member representatives need not reside in nor operate businesses in the District.

PROFESSIONAL
STAFF

The professional employees shall consist of representatives from each campus. Two representatives shall be nominated by and elected from classroom teachers assigned to the campus. One representative shall be nominated by and elected from nonteaching professional employees assigned to the campus. Campus principals shall also serve on the committee.

ELECTIONS

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the committee. [See also DGA]

The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the committee shall be held in the fall of each school year at a time determined by the Board or its designee. Nomination and election shall be conducted in accordance with this policy and administrative regulations.

TERMS

Representatives shall serve staggered three-year terms and shall be limited to two consecutive terms on the committee. After the initial election or selection, representatives shall draw lots, within each representative category, to determine the length of initial terms.

VACANCY

If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.

OTHER ADVISORY
GROUPS

The existence of the District-level committee shall not affect the authority of the Board or its designee to appoint or establish other

advisory groups or task forces to assist it in matters pertaining to District instruction.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

The District shall maintain policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. *Education Code 11.253(a)*

COMMITTEES

The District's policy and procedures shall establish campus-level planning and decision-making committees as provided by Education Code 11.251(b)–(e).

The committees shall include representative professional staff, parents of students enrolled in the District, business representatives, and community members.

Education Code 11.251(b), .253(b)

PROFESSIONAL
STAFF

The Board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the campus-level committees. If practicable, a committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and District-level professional staff members.

Education Code 11.251(e)

PARENTS

Board policy shall provide procedures for the selection of parents to the campus-level committees.

For purposes of establishing the composition of committees:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

BUSINESS
REPRESENTATIVES
AND COMMUNITY
MEMBERS

Board policy shall provide procedures for the selection of community members and business representatives to serve on the committee in a manner that provides for appropriate representation of the community's diversity.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

A committee must include business representatives without regard to whether a representative resides in the District or whether the business the person represents is located in the District.

Community members must reside in the District and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

MEETINGS

The Board shall establish a procedure under which campus-level committees hold regular meetings. *Education Code 11.251(b)*

PUBLIC MEETING

Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. *Education Code 11.253(g)*

COMMUNICATIONS

District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. *Education Code 11.253(g)*

CONSULTATION

A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. *Education Code 11.253(h)*

RESPONSIBILITIES

In accordance with the administrative procedures established under Education Code 11.251(b) [see BQ], the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. *Education Code 11.251(d)*

CAMPUS
IMPROVEMENT
PLAN

Each school year, a campus-level committee shall assist the campus principal with the development, review, and revision of the campus improvement plan. *Education Code 11.253(c)* [See CAMPUS-LEVEL PLAN at BQ(LEGAL)]

STAFF
DEVELOPMENT

The campus-level committee must approve the portions of the campus plan addressing campus staff development needs. *Education Code 11.253(e)*

DROPOUT
PREVENTION
REVIEW

A campus-level committee for a junior, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;

2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program;
 - b. Complete the program but do not take the high school equivalency examination; or
 - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in the District.

A campus-level committee shall use the information in developing the campus improvement plan.

Education Code 11.255

PRINCIPAL
PERFORMANCE
INCENTIVES

A performance incentive awarded to a principal shall be distributed to the principal's school. The campus-level committee shall determine the manner in which the performance incentive shall be distributed and used, in accordance with Education Code 39.264(a).
Education Code 21.357(c)

Note: See BF for information on the committee's role in requesting waivers.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

CAMPUS-LEVEL
COMMITTEE

A Campus-Level Committee shall be established on each campus to assist the principal. The committee shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal.

The committee shall serve exclusively in an advisory role except that each campus committee shall approve staff development of a campus nature.

DUTIES OF
COMMITTEE

The committee shall perform duties as described at BQB(LEGAL).

CAMPUS
PERFORMANCE
OBJECTIVES

Each principal shall be responsible for the development of campus performance objectives. These objectives shall be formulated annually in accordance with a schedule established by the District, shall support the District's educational goals and objectives, and shall be specific to the academic achievement of students served by the campus. The Board shall review and approve campus performance objectives.

WAIVERS

The principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver. [See BQB(LEGAL) and BF]

Except as prohibited by law [see BF], a campus may apply to the Board for a waiver of a local policy. An application for a waiver must state the achievement objectives of the campus and the reasons for requesting the waiver.

COMMUNICATIONS

The principal or designee shall ensure that the campus-level committee obtains broad-based community, parent, and staff input, and provides information to those persons on a systematic basis. Communication shall include, but not be limited to the following:

1. Articles in District or campus publications regarding work of the committee.
2. Periodic reports on the work of the committee that may be posted on campus bulletin boards.

COMPOSITION

The committee shall be composed of members who shall represent campus-based professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining one-third shall be professional nonteaching District- and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

PARENTS	The committee shall include at least two parents of students currently enrolled within the District, selected in accordance with administrative procedures. The principal shall, through various channels, inform all parents of campus students about the committee's duties and composition and shall solicit volunteers. [See BQB (LEGAL)]
COMMUNITY MEMBERS	The committee shall include at least two community members, selected in accordance with administrative procedures that provide for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. All community member representatives must reside in the District.
BUSINESS REPRESENTATIVES	The committee shall include at least two business representatives selected in accordance with administrative procedures that provide for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business member representatives need not reside in nor operate businesses in the District.
CLASSROOM TEACHERS	Classroom teachers shall be nominated and elected by all professional staff assigned to that campus.
CAMPUS-BASED NONTEACHING PROFESSIONALS	Other campus-based nonteaching professionals shall be nominated and elected by all professional staff assigned to that campus.
DISTRICT-LEVEL PERSONNEL	District-level personnel shall be nominated and elected by campus nonteaching professional staff.
ELECTIONS	An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the committee. Nominated employees shall give their consent to serve on the committee before they are eligible for election. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.
TERMS	Representatives shall serve staggered three-year terms and shall be limited to two consecutive terms on the committee. After the initial election or selection, representatives shall draw lots, within each representative category, to determine the length of initial terms.
VACANCY	A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

MEETINGS

The committee shall meet at the call of the principal. The principal shall set the agenda for each meeting. All meetings shall be held outside the regular school day.

Note: The following is an index of periodic reports that are addressed in the legal reference material of the policy manual. The list is not all-inclusive. This list does not address responsive reports (those that are required in response to a specific incident), reports required under special circumstances, or reports required under administrative procedures of an agency.

ELECTRONIC
SUBMISSION OF
REPORTS TO TEA

Notwithstanding any other law, the District shall submit only in electronic format all reports required to be submitted to TEA under the Education Code. *Education Code 7.060(c)*

REPORTS BY
DISTRICT

The District shall publish and/or distribute the following reports:

1. A written report to each parent of student performance, under Education Code 39.303. [See AIB]
2. At the beginning of the school year, a report to each teacher of students who took a state assessment, indicating whether each student performed satisfactorily or, if the student did not perform satisfactorily, whether the student met the standard for annual improvement, under Education Code 39.304. [See AIB]
3. At the beginning of the school year, a report to each student who took a state assessment, indicating whether the student performed satisfactorily or, if the student did not perform satisfactorily, whether the student met the standard for annual improvement, under Education Code 39.304. [See AIB]
4. Annually, the Board shall publish a report describing the educational performance of the District and of each campus in the District. [See AIB]
5. Annually, the District shall distribute information from a campus report card to the parent of each student at the campus, under Education Code 39.305. [See AIB]
6. Annually, at the last regular meeting of the Board held during a calendar year, the President shall announce, and the minutes must reflect, the name of each Board member who has completed the required training, who has exceeded the required hours of training, and who is deficient in the required training as of the date of the meeting. The President shall cause the minutes to reflect the information and shall make this information available to the local media. *Education Code 11.159; 19 TAC 61.1(j)* [See BBD]

7. An end-of year financial report, for distribution to the community under Education Code 11.1511(b)(11). [See BAA]
8. The annual financial management report, under Education Code 39.083. [See CFA]
9. Annually, a proposed budget shall be submitted to TEA on or before the date established in the *Financial Accountability System Resource Guide*, under Education Code 44.005. [See CE]
10. On or before the date set by the State Board of Education, a report of the revenues and expenditures for the preceding fiscal year shall be filed with TEA, under Education Code 44.007(c), (d). [See CFA]
11. Not later than the 150th day after the date the fiscal year ends, the Board President shall submit the annual financial statement to a daily, weekly, or biweekly newspaper published within the boundaries of the District, under Local Government Code 140.006. [See CFA]
12. Not later than the 150th day after the end of the fiscal year for which an audit was made, a copy of the annual audit report shall be filed with TEA, under Education Code 44.008(d). [See CFC]
13. At least once every three years, the District shall conduct a safety and security audit of the District's facilities and report the results of the safety and security audit to the Texas School Safety Center, under Education Code 37.108. [See CK]
14. Not later than March 1 of each year, the District police department shall submit a report containing information about motor vehicle stops during the previous calendar year to the governing body of each county or municipality served by the department, under Code of Criminal Procedure 2.134. [See CKE]
15. By September 1, districts involved in a school bus advertising program shall provide to the Texas Department of Public Safety written notification of the number of school buses operated by or for the District that display exterior advertising or another paid announcement, under 37 Administrative Code 14.65(a)(1), (b). [See CNB]
16. Annually, the District shall report to TEA the number of accidents in which its buses were involved in the past year, under Education Code 34.015(b). [See CNC]

17. By March 1 of each even-numbered year, a district that does not participate in the uniform group health insurance program (TRS ActiveCare) shall report its compliance with the comparability requirements to TRS, under Education Code 22.004(d). [See CRD]
18. At least every two years, before the beginning of the school year and in strict compliance with the time frames established by Railroad Commission rule, the District shall report to its natural gas supplier the results of a pressure test of natural gas piping systems in each District facility, under Utilities Code 121.504. [See CS]
19. Each month, a district that employs any retirees shall file a certified statement with TRS, under Government Code 824.6022. [See DC]
20. By April 1 of each year, the District shall transmit a report to TEA listing the instructional materials selected for use in the District, under 19 Administrative Code 66.104(g). [See EFAA]
21. Before November 1 of each year, the Board shall report to TEA the number of limited English proficient (LEP) students on each campus, under Education Code 29.053(b). [See EHBE]
22. Annually, the District shall report to TEA the strategies implemented by the District to increase community awareness of prekindergarten programs offered by the District, under Education Code 29.1534. [See EHBG]
23. Annually, a district that operates a high school equivalency (GED) program shall submit a progress report to TEA, under 19 Administrative Code 89.1417(a). [See EHBL]
24. Annually, the District shall report to TEA the number of students who have participated in a program to earn college credit in high school and the courses in which participating students have earned high school credit, under Education Code 28.009. [See EHDD]
25. The Superintendent shall report the results of reading instruments to the Commissioner and each student's raw score on the reading instrument to TEA, under Education Code 28.006(d). [See EKC]
26. The District shall use the student attendance accounting standards established by the Commissioner to make reports on student attendance and student participation in special

programs, under 19 Administrative Code 129.1023. [See FEB]

27. The District shall compile the results of the annual physical fitness assessment of students and provide summary results to TEA, under Education Code 38.103. [See FFAA]
28. On or before June 30 of each year, the District shall submit to the Texas Department of State Health Services (TDSHS) a report on the vision and hearing screening status of students who were screened during the reporting year, under Health and Safety Code 36.006. [See FFAA]
29. Not later than June 30 of each reporting year, the District shall submit to TDSHS an annual report of spinal screening performed during the school year, under 25 Administrative Code 37.148(n). [See FFAA]
30. A district located in Regional Education Service Centers 1, 2, 3, 4, 10, 11, 13, 15, 18, 19, or 20 shall submit to the University of Texas—Pan American Border Health Office an annual report on its students' risk assessment status for Type 2 diabetes, under Health and Safety Code 95.004(e). [See FFAA]
31. Annually, the District shall submit a report of the immunization status of students to TDSHS, under Education Code 38.002(c). [See FFAB]
32. Annually, the District shall report to the Commissioner information regarding each placement in a disciplinary alternative education program (DAEP) and each expulsion, under Education Code 37.020. [See FO]
33. Not later than the 30th day after the contract is executed and again not later than the 30th day after the contract is terminated, the District shall report to the Office of Federal-State Relations any contract between the District and a federal-level government relations consultant, under Government Code 751.016. [See GR]

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APPENDIX III



ACADEMIC EXCELLENCE INDICATOR SYSTEM (A.E.I.S.) REPORT AND A.E.I.S. RELATED PROJECTIONS

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2010-11 Academic Excellence Indicator System

District Name: SHINER ISD

District #: 143903

2011 Accountability Rating: Recognized

PBM Special Education Monitoring Results Status:

Completed: Routine Follow-up

Gold Performance Acknowledgments:

Attendance (2009-10)

College Admissions (Class of 2010)

College-Ready Graduates (Class of 2010)

Recommended High School Program (Class of 2010)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Writing

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Indicator:	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	88%	98%	*	> 99%	97%	*	*	*	*	> 99%	94%	> 99%	96%
	2010	92%	91%	95%	83%	88%	> 99%	*	*	*	*	*	89%	*	95%
Mathematics	2011	88%	85%	98%	*	89%	> 99%	*	*	*	*	> 99%	94%	> 99%	96%
	2010	87%	85%	89%	67%	> 99%	93%	*	*	*	*	*	79%	*	84%
All Tests	2011	83%	80%	95%	*	89%	97%	*	*	*	*	> 99%	88%	> 99%	92%
	2010	84%	82%	86%	67%	88%	93%	*	*	*	*	*	74%	*	79%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	83%	98%	*	88%	> 99%	*	*	*	*	*	94%	*	90%
	2010	86%	85%	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*	> 99%
Mathematics	2011	89%	86%	95%	*	88%	96%	*	*	*	*	*	87%	*	89%
	2010	89%	87%	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*	> 99%
Writing	2011	91%	90%	98%	*	88%	> 99%	*	*	*	*	*	94%	*	90%
	2010	92%	92%	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*	> 99%
All Tests	2011	78%	74%	93%	*	75%	96%	*	*	*	*	*	81%	*	80%
	2010	78%	76%	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*	> 99%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	85%	97%	*	> 99%	96%	*	*	*	*	> 99%	> 99%	*	*
	2010	86%	84%	92%	80%	86%	96%	*	*	*	*	> 99%	86%	*	50%
Mathematics	2011	86%	83%	97%	*	> 99%	96%	*	*	*	*	80%	92%	*	*
	2010	86%	85%	97%	> 99%	86%	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
Science	2011	86%	84%	95%	*	> 99%	93%	*	*	*	*	80%	92%	*	*
	2010	87%	86%	92%	80%	71%	> 99%	*	*	*	*	> 99%	86%	*	83%
All Tests	2011	76%	72%	95%	*	> 99%	93%	*	*	*	*	80%	92%	*	*
	2010	75%	73%	83%	60%	57%	96%	*	*	*	*	> 99%	71%	*	33%
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	83%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	> 99%	*	> 99%
	2010	86%	83%	92%	*	83%	92%	*	*	*	*	*	93%	*	67%
Mathematics	2011	83%	78%	93%	67%	> 99%	97%	*	*	*	*	75%	87%	*	83%
	2010	83%	78%	95%	*	67%	> 99%	*	*	*	*	*	86%	*	> 99%
All Tests	2011	76%	72%	91%	67%	> 99%	93%	*	*	*	*	75%	87%	*	83%
	2010	76%	71%	90%	*	67%	92%	*	*	*	*	*	86%	*	67%

Indicator:		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	85%	87%	*	71%	90%	*	*	*	*	*	75%	*	40%
	2010	86%	86%	93%	*	80%	97%	*	*	*	*	80%	93%	*	80%
Mathematics	2011	81%	79%	87%	*	71%	90%	*	*	*	*	*	75%	*	80%
	2010	82%	79%	86%	*	> 99%	91%	*	*	*	*	40%	64%	*	20%
Writing	2011	93%	94%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	*	> 99%
	2010	94%	95%	98%	*	> 99%	> 99%	*	*	*	*	80%	> 99%	*	> 99%
All Tests	2011	75%	72%	82%	*	71%	84%	*	*	*	*	*	69%	*	40%
	2010	75%	73%	83%	*	80%	91%	*	*	*	*	40%	64%	*	20%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	88%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
	2010	91%	90%	95%	> 99%	*	96%	*	*	*	*	> 99%	> 99%	*	71%
Mathematics	2011	80%	78%	93%	*	*	94%	*	*	*	*	67%	92%	*	71%
	2010	81%	79%	92%	86%	*	93%	*	*	*	*	67%	85%	*	71%
Science	2011	79%	78%	91%	*	*	94%	*	*	*	*	83%	83%	*	86%
	2010	78%	77%	85%	71%	*	89%	*	*	*	*	67%	69%	*	57%
Soc Studies	2011	95%	94%	98%	*	*	> 99%	*	*	*	*	83%	92%	*	> 99%
	2010	94%	93%	97%	> 99%	*	96%	*	*	*	*	> 99%	> 99%	*	86%
All Tests	2011	69%	67%	84%	*	*	89%	*	*	*	*	50%	75%	*	57%
	2010	69%	66%	82%	71%	*	86%	*	*	*	*	67%	69%	*	43%
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	89%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
	2010	92%	93%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
Mathematics	2011	72%	69%	93%	71%	*	97%	*	*	*	*	60%	92%	*	75%
	2010	72%	70%	85%	70%	60%	96%	*	*	*	*	80%	83%	*	63%
All Tests	2011	69%	67%	93%	71%	*	97%	*	*	*	*	60%	92%	*	75%
	2010	70%	69%	85%	70%	60%	96%	*	*	*	*	80%	83%	*	63%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	90%	93%	89%	> 99%	93%	*	*	*	*	> 99%	95%	*	90%
	2010	91%	90%	98%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	94%	*	90%
Mathematics	2011	75%	70%	82%	67%	75%	89%	*	*	*	*	> 99%	80%	*	50%
	2010	75%	71%	78%	38%	67%	93%	*	*	*	*	60%	44%	*	30%
Science	2011	76%	72%	93%	67%	> 99%	> 99%	*	*	*	*	> 99%	90%	*	80%
	2010	75%	71%	82%	63%	78%	90%	*	*	*	*	60%	63%	*	70%
Soc Studies	2011	93%	90%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
	2010	93%	89%	94%	75%	89%	> 99%	*	*	*	*	> 99%	81%	*	90%
All Tests	2011	65%	60%	80%	67%	75%	86%	*	*	*	*	> 99%	75%	*	50%
	2010	65%	58%	69%	25%	67%	83%	*	*	*	*	40%	38%	*	30%

Indicator:		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard															
^ Grade 11															
Eng Lang Arts	2011	94%	94%	96%	> 99%	89%	> 99%	*	*	*	*	80%	87%	*	88%
	2010	93%	92%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
Mathematics	2011	90%	89%	94%	89%	> 99%	93%	*	*	*	*	*	86%	*	87%
	2010	88%	86%	93%	> 99%	*	92%	*	*	*	*	67%	92%	*	82%
Science	2011	90%	88%	94%	78%	> 99%	> 99%	*	*	*	*	*	79%	*	80%
	2010	90%	89%	98%	> 99%	*	97%	*	*	*	*	> 99%	> 99%	*	94%
Soc Studies	2011	98%	97%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	*	> 99%	*	> 99%
	2010	97%	95%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
All Tests	2011	84%	81%	86%	67%	89%	93%	*	*	*	*	40%	60%	*	63%
	2010	81%	79%	93%	> 99%	*	92%	*	*	*	*	67%	92%	*	82%
TAKS Met 2011 Standard (Sum of All Grades Tested)															
(Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	96%	96%	93%	97%	*	*	*	88%	98%	93%	90%	91%
	2010	90%	89%	97%	93%	96%	98%	*	n/a	n/a	n/a	93%	96%	80%	93%
Mathematics	2011	84%	82%	93%	81%	90%	96%	*	*	*	> 99%	86%	88%	> 99%	84%
	2010	84%	82%	91%	73%	83%	97%	*	n/a	n/a	n/a	78%	81%	> 99%	75%
Writing	2011	92%	92%	99%	> 99%	93%	> 99%	*	*	*	*	> 99%	97%	*	93%
	2010	93%	93%	99%	86%	> 99%	> 99%	*	n/a	n/a	n/a	89%	> 99%	*	> 99%
Science	2011	83%	80%	93%	74%	96%	97%	*	*	*	*	90%	86%	*	83%
	2010	82%	81%	89%	76%	77%	94%	*	n/a	n/a	n/a	84%	78%	*	80%
Soc Studies	2011	95%	94%	99%	95%	> 99%	> 99%	*	*	*	*	93%	98%	*	> 99%
	2010	94%	93%	97%	91%	94%	99%	*	n/a	n/a	n/a	> 99%	93%	*	94%
All Tests	2011	76%	73%	89%	72%	85%	92%	*	*	*	88%	78%	80%	90%	74%
	2010	76%	74%	86%	68%	72%	93%	*	n/a	n/a	n/a	72%	76%	80%	66%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	29%	43%	23%	23%	51%	*	*	*	38%	29%	31%	30%	23%
	2010	32%	29%	36%	26%	22%	40%	*	*	*	75%	20%	25%	20%	16%
Mathematics	2011	29%	24%	33%	2%	19%	41%	*	*	*	29%	7%	17%	20%	11%
	2010	28%	25%	39%	13%	14%	49%	*	*	*	63%	17%	20%	20%	11%
Writing	2011	31%	29%	58%	50%	40%	64%	*	*	*	*	< 1%	47%	*	20%
	2010	32%	32%	63%	< 1%	78%	66%	*	*	*	*	22%	50%	*	36%
Science	2011	30%	25%	39%	9%	23%	47%	*	*	*	*	10%	29%	*	6%
	2010	28%	24%	31%	< 1%	13%	42%	*	*	*	*	12%	16%	*	10%
Soc Studies	2011	47%	39%	43%	15%	16%	55%	*	*	*	*	20%	22%	*	26%
	2010	45%	37%	37%	18%	7%	47%	*	*	*	*	< 1%	20%	*	15%
All Tests	2011	16%	12%	21%	< 1%	2%	28%	*	*	*	13%	< 1%	9%	< 1%	3%
	2010	15%	12%	19%	2%	8%	23%	*	*	*	63%	4%	10%	20%	4%

Indicator:		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	87%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*	> 99%
	2010	85%	87%	93%	92%	*	> 99%	*	*	*	*	93%	94%	*	> 99%
Mathematics	2011	77%	75%	89%	75%	*	> 99%	*	*	*	*	89%	89%	*	86%
	2010	75%	73%	78%	64%	*	93%	*	*	*	*	78%	68%	*	83%
Writing	2011	80%	77%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	81%	86%	*	*	*	*	*	*	*	86%	*	*	*
Science	2011	60%	62%	83%	83%	*	80%	*	*	*	*	83%	75%	*	80%
	2010	58%	62%	82%	*	*	83%	*	*	*	*	82%	71%	*	*
Soc Studies	2011	68%	71%	89%	80%	*	*	*	*	*	*	89%	80%	*	*
	2010	67%	69%	> 99%	*	*	*	*	*	*	*	> 99%	*	*	*
All Tests	2011	66%	65%	80%	58%	*	93%	*	*	*	*	80%	72%	*	79%
	2010	64%	62%	76%	64%	*	87%	*	*	*	*	76%	63%	*	78%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	97%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*	*
	2010	93%	86%	> 99%	*	*	*	*	*	*	*	> 99%	*	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 District Performance

District Name: SHINER ISD
District #: 143903

Indicator:	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	100.0%	100.0%	100.0%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	90.8%	90.3%	72.3%	91.7%	92.8%	-	*	-	100.0%	15.6%	84.8%	80.0%	80.0%
Not on TAKS	7.6%	8.5%	9.7%	27.7%	8.3%	7.2%	-	*	-	0.0%	84.4%	15.2%	20.0%	20.0%
TAKS(Acc) Only	2.4%	2.6%	1.3%	2.1%	1.7%	1.1%	-	*	-	0.0%	11.1%	2.2%	0.0%	4.4%
TAKS-M Only	3.1%	3.6%	6.6%	25.5%	6.7%	3.6%	-	*	-	0.0%	57.8%	13.0%	20.0%	15.6%
TAKS-Alt Only	0.9%	0.8%	1.0%	0.0%	0.0%	1.4%	-	*	-	0.0%	8.9%	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	0.8%	0.0%	0.0%	1.1%	-	*	-	0.0%	6.7%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	94.0%	94.9%	99.0%	100.0%	100.0%	98.6%	-	*	-	100.0%	100.0%	99.3%	100.0%	100.0%
Non-Acct System	4.6%	4.3%	1.0%	0.0%	0.0%	1.4%	-	*	-	0.0%	0.0%	0.7%	0.0%	0.0%
Mobile	4.6%	4.3%	1.0%	0.0%	0.0%	1.4%	-	*	-	0.0%	0.0%	0.7%	0.0%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	34,504	392	47	60	276	0	1	0	8	45	138	10	90
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.2%	90.0%	75.9%	90.4%	93.2%	-	*	-	100.0%	19.1%	85.7%	100.0%	80.4%
Not on TAKS	7.8%	8.7%	10.0%	24.1%	9.6%	6.8%	-	*	-	0.0%	80.9%	14.3%	0.0%	19.6%
TAKS(Acc) Only	2.3%	2.6%	1.1%	0.0%	1.9%	1.1%	-	*	-	0.0%	8.5%	0.8%	0.0%	2.2%
TAKS-M Only	3.3%	3.7%	7.1%	20.4%	5.8%	4.9%	-	*	-	0.0%	57.4%	12.0%	0.0%	13.0%
TAKS-Alt Only	0.8%	0.8%	0.5%	0.0%	0.0%	0.0%	-	*	-	0.0%	4.3%	0.0%	0.0%	0.0%
Combination	1.3%	1.7%	1.3%	3.7%	1.9%	0.8%	-	*	-	0.0%	10.6%	1.5%	0.0%	4.3%
By Acct Status														
Acct System	90.0%	90.6%	89.5%	77.8%	92.3%	91.6%	-	*	-	100.0%	38.3%	87.2%	100.0%	87.0%
Non-Acct System	8.6%	8.4%	10.5%	22.2%	7.7%	8.4%	-	*	-	0.0%	61.7%	12.8%	0.0%	13.0%
Mobile	4.4%	3.9%	2.9%	1.9%	1.9%	3.4%	-	*	-	0.0%	0.0%	0.8%	0.0%	0.0%
Non-Acct Test	4.2%	4.5%	7.6%	20.4%	5.8%	4.9%	-	*	-	0.0%	61.7%	12.0%	0.0%	13.0%
Not Tested	1.4%	1.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	34,290	380	54	52	263	0	1	0	8	47	133	5	92
TAKS Exit-Level Cumulative Pass Rate @														
Class of 2011	92%	91%	98%	100%	*	97%	*	n/a	n/a	n/a	*	100%	*	93%
Class of 2010	90%	91%	94%	80%	*	97%	*	n/a	n/a	n/a	*	89%	*	85%

Indicator:	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	48%	60%	*	*	67%	*	*	*	*	*	*	56%	
	2010	50%	49%	43%	*	*	43%	*	*	*	*	60%	40%	36%	
Mathematics	2011	42%	41%	58%	67%	57%	33%	*	*	*	*	50%	63%	58%	
	2010	45%	45%	62%	58%	67%	67%	*	*	*	*	55%	55%	63%	
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	70	99	*	*	79	*	*	*	*	*	*	92	
	2010	86	81	92	*	*	96	*	*	*	*	81	*	63	
Mathematics	2011	64	61	53	*	*	*	*	*	*	*	*	*	53	
	2010	70	67	92	*	*	82	*	*	*	*	102	*	92	
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	15%	3%	*	< 1%	4%	*	*	*	*	< 1%	< 1%	*	*
	2010	15%	16%	8%	20%	14%	4%	*	*	*	*	< 1%	14%	*	50%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*	*
	2010	92%	91%	97%	> 99%	> 99%	96%	*	*	*	*	> 99%	> 99%	*	83%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.8%	85.7%	*	-	-	*	-	-	-	-	-	-	-	*
	2009	84.7%	80.0%	*	-	-	*	n/a	n/a	n/a	*	-	-	-	-
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	31%	35%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	37%	33%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	17%	3%	*	< 1%	4%	*	*	*	20%	8%	*	*	
	2010	14%	15%	3%	< 1%	14%	< 1%	*	*	*	< 1%	< 1%	*	< 1%	
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	92%	> 99%	*	> 99%	> 99%	*	*	*	> 99%	> 99%	*	*	
	2010	92%	93%	> 99%	> 99%	> 99%	> 99%	*	*	*	> 99%	> 99%	*	> 99%	
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	12%	< 1%	*	*	< 1%	*	*	*	< 1%	< 1%	*	< 1%	
	2010	10%	11%	5%	< 1%	*	4%	*	*	*	< 1%	< 1%	*	29%	
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	94%	> 99%	*	*	> 99%	*	*	*	> 99%	> 99%	*	> 99%	
	2010	95%	95%	> 99%	> 99%	*	> 99%	*	*	*	> 99%	> 99%	*	> 99%	

Indicator:	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)														
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2011	20%	22%	7%	*	*	6%	*	*	*	*	33%	8%	*	29%
2010	20%	22%	8%	14%	*	7%	*	*	*	*	33%	15%	*	29%
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	88%	86%	98%	*	*	97%	*	*	*	*	> 99%	> 99%	*	86%
2010	88%	87%	97%	86%	*	> 99%	*	*	*	*	83%	92%	*	> 99%
English Language Learners Progress Indicator														
2010-11	80%	83%	83%	*	83%	*	*	*	*	*	*	83%	90%	83%
2009-10	79%	81%	88%	*	88%	*	*	*	*	*	*	88%	80%	88%
Attendance Rate @														
2009-10	95.5%	95.2%	97.5%	97.4%	96.9%	97.6%	*	*	-	98.3%	96.3%	97.2%	99.2%	97.3%
2008-09	95.6%	95.3%	97.4%	97.1%	97.6%	97.5%	-	n/a	n/a	n/a	96.1%	96.9%	98.1%	97.0%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)														
2009-10	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-	0.0%
2008-09	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)														
2009-10	1.7%	1.2%	0.4%	2.3%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*	0.0%
2008-09	2.0%	1.3%	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	*	0.0%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	1.7%	0.5%	3.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*	0.0%
2008-09	2.9%	1.9%	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	*	0.0%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	88.4%	94.7%	83.3%	*	96.7%	-	n/a	n/a	n/a	100.0%	100.0%	-	88.9%
Received GED	1.3%	2.1%	0.0%	0.0%	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Continued HS	7.2%	5.2%	0.0%	0.0%	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Dropped Out	7.3%	4.4%	5.3%	16.7%	*	3.3%	-	n/a	n/a	n/a	0.0%	0.0%	-	11.1%
Class of 2009														
Graduated	80.6%	85.4%	100.0%	*	*	100.0%	-	n/a	n/a	n/a	100.0%	100.0%	-	100.0%
Received GED	1.4%	1.6%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Continued HS	8.6%	7.6%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Dropped Out	9.4%	5.5%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	89.3%	100.0%	*	*	100.0%	-	n/a	n/a	n/a	100.0%	100.0%	-	100.0%
Received GED	1.9%	2.0%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Continued HS	2.1%	1.2%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Dropped Out	10.8%	7.5%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-	0.0%
Class of 2008														
Graduated	83.4%	86.2%	100.0%	100.0%	100.0%	100.0%	-	n/a	n/a	n/a	100.0%	100.0%	*	100.0%
Received GED	2.1%	2.3%	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	*	0.0%
Continued HS	2.4%	1.2%	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	*	0.0%
Dropped Out	12.2%	10.3%	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	*	0.0%

Indicator:	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	65%	71%	*	*	81%	*	*	*	*	*	33%	*	29%
Class of 2009	62%	60%	69%	*	*	74%	*	n/a	n/a	n/a	*	60%	*	< 1%
Mathematics														
Class of 2010	64%	62%	68%	*	*	78%	*	*	*	*	*	33%	*	< 1%
Class of 2009	60%	56%	65%	*	*	71%	*	n/a	n/a	n/a	< 1%	50%	*	< 1%
Both Subjects														
Class of 2010	52%	50%	62%	*	*	74%	*	*	*	*	*	33%	*	< 1%
Class of 2009	47%	44%	62%	*	*	65%	*	n/a	n/a	n/a	*	50%	*	< 1%

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	596	100.0%	4,912,385	100.0%
Students By Grade:				
Early Childhood Education	0	0.0%	13,652	0.3%
Pre-Kindergarten	31	5.2%	223,243	4.5%
Kindergarten	34	5.7%	373,832	7.6%
Grade 1	34	5.7%	387,655	7.9%
Grade 2	54	9.1%	379,680	7.7%
Grade 3	42	7.0%	375,232	7.6%
Grade 4	40	6.7%	373,915	7.6%
Grade 5	38	6.4%	372,341	7.6%
Grade 6	43	7.2%	361,552	7.4%
Grade 7	47	7.9%	357,262	7.3%
Grade 8	46	7.7%	354,139	7.2%
Grade 9	46	7.7%	390,370	7.9%
Grade 10	46	7.7%	343,450	7.0%
Grade 11	50	8.4%	314,263	6.4%
Grade 12	45	7.6%	291,799	5.9%
Ethnic Distribution:				
African American	69	11.6%	635,400	12.9%
Hispanic	84	14.1%	2,468,574	50.3%
White	430	72.1%	1,531,757	31.2%
American Indian	0	0.0%	23,457	0.5%
Asian	3	0.5%	168,913	3.4%
Pacific Islander	0	0.0%	6,106	0.1%
Two or More Races	10	1.7%	78,178	1.6%
Economically Disadvantaged	214	35.9%	2,909,554	59.2%
Limited English Proficient (LEP)	14	2.3%	830,795	16.9%
Students w/Disciplinary Placements (2009-10)	11	1.9%	92,810	1.9%
At-Risk	122	20.5%	2,275,179	46.3%
Graduates (Class of 2010):				
Total Graduates	36	100.0%	280,520	100.0%
By Ethnicity (incl. Special Ed.):				
African American	4	11.1%	36,988	13.2%
Hispanic	2	5.6%	119,365	42.6%
White	28	77.8%	108,577	38.7%
American Indian	1	2.8%	1,452	0.5%
Asian	0	0.0%	9,967	3.6%
Pacific Islander	0	0.0%	363	0.1%
Two or More Races	1	2.8%	3,808	1.4%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	5	13.9%	48,391	17.3%
Recommended H.S. Pgm./DAP	31	86.1%	232,129	82.7%
Special Education Graduates	4	11.1%	25,537	9.1%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	3.2%	2.3%	0.0%	10.7%
Grade 1	0.0%	4.7%	0.0%	8.9%
Grade 2	0.0%	2.8%	0.0%	4.1%
Grade 3	0.0%	2.0%	0.0%	1.8%
Grade 4	0.0%	1.1%	0.0%	0.9%
Grade 5	0.0%	1.3%	0.0%	1.3%
Grade 6	0.0%	0.7%	0.0%	1.2%
Grade 7	0.0%	1.0%	0.0%	1.4%
Grade 8	0.0%	1.2%	0.0%	2.1%

Data Quality: PID Errors (student)	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Underreported Students	0	0.0%	5,913	0.1%
	0	0.0%	8,667	0.4%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	17.0	19.0
Grade 1	16.4	18.9
Grade 2	17.7	18.8
Grade 3	19.6	18.8
Grade 4	19.2	19.0
Grade 5	17.5	21.4
Grade 6	19.9	20.7
Mixed Grades	-	23.9
Secondary: English/Language Arts	16.7	17.3
Foreign Languages	19.8	19.0
Mathematics	16.3	17.9
Science	17.9	19.0
Social Studies	18.9	18.6

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	78.3	100.0%	663,146.4	100.0%
Professional Staff:	52.0	66.4%	420,412.8	63.4%
Teachers	45.0	57.4%	334,876.4	50.5%
Professional Support	3.5	4.5%	59,958.9	9.0%
Campus Administration (School Leadership)	2.6	3.3%	18,757.3	2.8%
Central Administration	1.0	1.3%	6,820.1	1.0%
Educational Aides:	8.6	10.9%	62,981.3	9.5%
Auxiliary Staff:	17.7	22.6%	179,752.4	27.1%
Total Minority Staff:	6.7	8.6%	291,704.1	44.0%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	31,080.7	9.3%
Hispanic	0.0	0.0%	79,342.2	23.7%
White	44.0	97.8%	214,047.6	63.9%
American Indian	0.0	0.0%	1,390.2	0.4%
Asian	0.0	0.0%	4,439.7	1.3%
Pacific Islander	0.0	0.0%	357.3	0.1%
Two or More Races	1.0	2.2%	4,218.7	1.3%
Males	11.0	24.4%	77,669.1	23.2%
Females	34.0	75.6%	257,207.3	76.8%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,572.5	0.8%
Bachelors	38.5	85.7%	257,361.4	76.9%
Masters	6.4	14.3%	73,117.8	21.8%
Doctorate	0.0	0.0%	1,824.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	20,250.7	6.0%
1-5 Years Experience	4.0	8.9%	100,402.5	30.0%
6-10 Years Experience	12.0	26.7%	70,542.9	21.1%
11-20 Years Experience	15.0	33.4%	83,669.9	25.0%
Over 20 Years Experience	12.9	28.8%	60,010.5	17.9%
Number of Students per Teacher:	13.3	n/a	14.7	n/a

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	15.5 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	10.6 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$34,273	\$41,272
1-5 Years Experience	\$31,310	\$44,013
6-10 Years Experience	\$38,638	\$46,604
11-20 Years Experience	\$45,107	\$50,476
Over 20 Years Experience	\$48,701	\$58,691
Average Actual Salaries (regular duties only):		
Teachers	\$42,939	\$48,638
Professional Support	\$44,113	\$57,045
Campus Administration (School Leadership)	\$67,201	\$70,819
Central Administration	\$81,164	\$89,481
Turnover Rate for Teachers:	7.4%	11.9%
Instructional Staff Percent***:	66.0%	64.4%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,118.8
Educational Aides	0.0	238.7
Auxiliary Staff	3.9	669.6
Contracted Instructional Staff:	0.0	2,180.4

TAX INFORMATION (CALENDAR YEAR 2010)	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.040	n/a	\$1.064
Interest and Sinking Fund #	n/a	\$0.000	n/a	\$0.171

Total Rate (sum of above)	n/a	\$1.040	n/a	\$1.235
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$202,059,993	n/a	\$1,671,116,451,188	n/a
Value Per Pupil @@	\$339,027	n/a	\$350,222	n/a
Value by Category				
Business	\$78,807,719	32.1%	\$619,775,745,261	32.8%
Residential	\$91,293,704	37.1%	\$1,026,991,436,746	54.4%
Land	\$73,002,937	29.7%	\$120,237,548,492	6.4%
Oil and Gas	\$0	0.0%	\$112,804,066,882	6.0%
Other	\$2,735,976	1.1%	\$9,304,192,230	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2009-10 audited)	\$1,365,171	n/a	\$7,355,367,290	n/a
Percent of Total Budgeted Expenditures (2010-11)	n/a	28.3%	n/a	18.7%

ACTUAL REVENUE INFORMATION (2009-10)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$4,837,761	100.0%	\$8,764	\$5,282,087	100.0%	\$9,569	\$49,825,397,308	100.0%	\$10,328
Local Tax	\$2,006,898	41.5%	\$3,636	\$2,006,898	38.0%	\$3,636	\$20,702,046,899	41.5%	\$4,291
Other Local & Intermediate	\$167,247	3.5%	\$303	\$296,827	5.6%	\$538	\$2,065,867,106	4.1%	\$428
State +	\$2,663,616	55.1%	\$4,825	\$2,691,944	51.0%	\$4,877	\$21,076,094,948	42.3%	\$4,369
Federal	\$0	0.0%	\$0	\$286,418	5.4%	\$519	\$5,981,388,355	12.0%	\$1,240
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,070,736,634	n/a	\$222

ACTUAL EXPENDITURE INFORMATION (2009-10)

By Object:

Total Expenditures	\$4,642,374	100.0%	\$8,410	\$5,080,008	100.0%	\$9,203	\$55,685,905,234	100.0%	\$11,543
Payroll Costs	\$3,187,714	68.7%	\$5,775	\$3,363,099	66.2%	\$6,093	\$33,896,341,694	60.9%	\$7,026
Other Operating Costs	\$646,213	13.9%	\$1,171	\$906,483	17.8%	\$1,642	\$9,152,601,507	16.4%	\$1,897
Debt Service	\$648,918	14.0%	\$1,176	\$648,918	12.8%	\$1,176	\$5,190,318,470	9.3%	\$1,076
Capital Outlay	\$159,529	3.4%	\$289	\$161,508	3.2%	\$293	\$7,446,643,563	13.4%	\$1,544

ACTUAL EXPENDITURE INFORMATION (continued)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$3,833,927	100.0%	\$6,946	\$4,269,582	100.0%	\$7,735	\$42,460,965,640	100.0%	\$8,802
Instruction (11,95)	\$2,339,299	61.0%	\$4,238	\$2,460,941	57.6%	\$4,458	\$24,805,113,325	58.4%	\$5,142
Instructional-Related Services (12,13)	\$22,149	0.6%	\$40	\$46,122	1.1%	\$84	\$1,520,261,151	3.6%	\$315
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$633,472,153	1.5%	\$131
School Leadership (23)	\$214,507	5.6%	\$389	\$214,507	5.0%	\$389	\$2,350,497,427	5.5%	\$487
Support Services-Student (31,32,33)	\$133,412	3.5%	\$242	\$138,950	3.3%	\$252	\$2,031,024,489	4.8%	\$421
Student Transportation (34)	\$99,191	2.6%	\$180	\$99,191	2.3%	\$180	\$1,156,289,200	2.7%	\$240
Food Services (35)	\$0	0.0%	\$0	\$248,964	5.8%	\$451	\$2,223,522,112	5.2%	\$461
Cocurricular Activities (36)	\$294,518	7.7%	\$534	\$328,256	7.7%	\$595	\$1,115,331,069	2.6%	\$231
Central Administration (41,92 **)	\$234,455	6.1%	\$425	\$234,455	5.5%	\$425	\$1,299,666,358	3.1%	\$269
Plant Maintenance and Operations (51)	\$490,816	12.8%	\$889	\$492,616	11.5%	\$892	\$4,405,080,294	10.4%	\$913
Security and Monitoring Services (52)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$327,376,988	0.8%	\$68
Data Processing Services (53)	\$5,580	0.1%	\$10	\$5,580	0.1%	\$10	\$593,331,074	1.4%	\$123
Community Services (61)	\$0	n/a	\$0	\$0	n/a	\$0	\$210,691,106	n/a	\$44
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,070,736,634	n/a	\$222
Instructional Expenditure Ratio*** (11,12,13,31)		61.2%						65.3%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2009-10)									
By Program:									
Total Operating Expenditures	\$3,106,497	100.0%	\$5,628	\$3,247,309	100.0%	\$5,883	\$32,108,519,161	100.0%	\$6,656
Bilingual/ESL Education (25)	\$18,696	0.6%	\$34	\$18,696	0.6%	\$34	\$1,225,281,719	3.8%	\$254
Career & Technical Education (22)	\$233,551	7.5%	\$423	\$237,889	7.3%	\$431	\$1,056,766,918	3.3%	\$219
Accelerated Education (24,30)	\$218,904	7.0%	\$397	\$327,951	10.1%	\$594	\$4,301,585,763	13.4%	\$892
Gifted & Talented Education (21)	\$16,033	0.5%	\$29	\$16,033	0.5%	\$29	\$411,864,800	1.3%	\$85
Regular Education (11)	\$1,810,452	58.3%	\$3,280	\$1,829,111	56.3%	\$3,314	\$18,512,461,024	57.7%	\$3,837
Special Education (23)	\$572,670	18.4%	\$1,037	\$581,438	17.9%	\$1,053	\$5,172,429,398	16.1%	\$1,072
Athletics/Related Activities (91)	\$185,428	6.0%	\$336	\$185,428	5.7%	\$336	\$773,004,781	2.4%	\$160
High School Allotment (31)	\$50,763	1.6%	\$92	\$50,763	1.6%	\$92	\$304,454,407	0.9%	\$63
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$350,670,351	1.1%	\$73

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	14	2.3%	796,755	16.2%
Career & Technical Education	192	32.2%	1,032,602	21.0%
Gifted & Talented Education	32	5.4%	379,789	7.7%
Special Education	59	9.9%	432,763	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	18,300.9	5.5%
Career & Technical Education	5.0	11.0%	13,438.7	4.0%
Compensatory Education	0.0	0.0%	9,790.9	2.9%
Gifted & Talented Education	0.0	0.0%	6,480.8	1.9%
Regular Education	37.8	84.1%	245,670.2	73.4%
Special Education	2.2	4.9%	30,384.6	9.1%
Other	0.0	0.0%	10,810.4	3.2%

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: SHINER ISD

2010-11 District Performance Report

District #: 143903

For Current Year LEP Students

Indicator:	State	Region 03	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	48%	60%	*	*	*	*	*	*	*	*	*	*
	2010	50%	49%	43%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	41%	58%	*	*	*	*	*	*	*	*	*	*
	2010	45%	45%	62%	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator														
2010-11	80%	83%	83%	*	*	*	*	*	90%	*	90%	*	90%	90%
2009-10	79%	81%	88%	*	*	*	*	*	80%	*	80%	*	80%	80%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

'#' The \$0.171 includes 214 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.216.

'@@" Not used for School Funding calculations.

'***' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.

'+' For this district, state revenue includes \$195,464 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.

'****' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

APPENDIX IV



S.I.S.D. STATE COMPENSATORY PLAN

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SHINER ISD
Local Procedures &
Program Description Manual

State Compensatory Education
(Supplemental Intensive & Accelerated Instruction)

School Year 2011-2012

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TABLE OF CONTENTS

SECTION 1:	PROGRAM OVERVIEW
SECTION 2:	STUDENT ELIGIBILITY CRITERIA
SECTION 3:	STUDENT IDENTIFICATION PROCEDURES
SECTION 4:	PROVISION OF SERVICES
SECTION 5:	STUDENT EXIT PROCEDURES
SECTION 6:	PROGRAM EVALUATION
SECTION 7:	CAMPUS-LEVEL SERVICES
	A. ELEMENTARY
	B. HIGH SCHOOL
SECTION 8:	SUMMARY OF SCE FUNDS FOR HS STAFF
SECTION 9:	AT-RISK STUDENT PROFILE RECORD
SECTION 10:	AT-RISK MONITORING RECORD

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SECTION 1: PROGRAM OVERVIEW

Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Shiner ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school except at Shiner Elementary with 48% poverty schoolwide. The District has chosen to use their supplemental SCE funds to support the schoolwide program for upgrading the entire educational program. On the high school and middle school campuses (qualified by the TEA “feeder pattern”), the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all SISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, TEC and 77® SB 702 Enrolled – Bill Text).

General Use of Funds

Shiner ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent indirect costs and the 18% allowable to provide baseline services at the District’s AEP. The only exception to this ruling is where SCE funds are used to support one or more of the eight components at the one Title 1, Part A, schoolwide campus. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds on Title 1, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the eight Title 1, Part A Schoolwide Program Components at Shiner Elementary, so long as the campus continues to meet, at a minimum, the 50% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Section 2: Student Eligibility

Shiner ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42. U.S.C. §11302, and its subsequent amendments; or
13. Resided in the preceding school year or reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Section 3: Identification Procedures

Responsibilities – Campus Contact

The Superintendent, in consultation with each campus principal, shall appoint an At-Risk Contact at each campus. Responsibilities of each contact include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risks situations according to the criteria outlined by the State. Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-Risk);
- Retention rates;
- Performance on State assessments, inclusive of TAAS, EOC's, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release;

- LEP status
- DPRS referrals (current school year)
- Homeless status
- Residential facility placement data (preceding or current school year)

Section 4: Provision of Services

Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments
- Extended learning opportunities (e.g., before/during/&/or after-school tutoring)
- Counseling sessions
- Peer, teacher, community-member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Teen parenting sessions
- Training sessions for parents of identified students
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting session
- Class-size reduction measure

Monitoring

In addition to provision of services the campus contact in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic interviews with service providers
- Written progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists
- To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives DPRS
- As appropriate review impact of counseling services offered to identified students

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and /or the appropriate staff, will determine through periodic decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Retention status
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic review of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the campus's tables.

Section 7: Campus-Level Services

Based upon students' qualifying criteria, the following information outlines each campus' specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

A. Shiner Elementary School

Teachers	\$ 106,002
Supplies	\$ 500
Travel	\$ 50
Support Personnel	\$ 7,815
Health Services	\$ 0
Total	\$ 114,367

B. Shiner High School

Teachers	\$ 84,389
Supplies	\$ 500
Travel	\$ 50
Support Personnel	\$ 0
Health Services	\$ 0
Total	\$ 84,939

Other Services/Funds Utilized

In addition to the strategies utilized by the campuses, SISD draws on other fund sources to support services to address the needs of students identified in at-risk situation. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

2011-2012 Summary of SCE Funds for H.S.

Last Name	First Name	Position	Salary	% SCE	SCE amount
Berkovsky	Janette	High School Tech Cor.	\$ 57,555.66	4.00%	\$ 2,302.23
Bird	Leslie	HS Counselor	\$ 55,000.00	8.00%	\$ 4,400.00
Boner	Wendell	High School Teacher/Coa	\$ 36,340.00	14.00%	\$ 5,087.60
Cerny	Steven	Athletic Director	\$ 64,516.00	0.00%	\$ -
Hagens	Pattye	High School	\$ 45,570.00	14.00%	\$ 6,379.80
Jaehne	Patricia	High School	\$ 45,570.00	4.00%	\$ 1,822.80
Krupicka	Stephen	Band Director	\$ 58,110.37	0.00%	\$ -
Lawrence	Cindy	High School	\$ 40,140.00	4.00%	\$ 1,605.60
Machacek	Christina	High School	\$ 40,140.00	14.00%	\$ 5,619.60
McCarthy	Noel	High School Teacher/Coa	\$ 45,570.00	4.00%	\$ 1,822.80
Michalec	Shirley	High School	\$ 40,140.00	4.00%	\$ 1,605.60
Migl	Christie	High School	\$ 37,370.00	14.00%	\$ 5,231.80
Muehlstein	JoAnn	High School/Coach	\$ 45,570.00	14.00%	\$ 6,379.80
Neal	Ray	High School Teacher/Coa	\$ 45,570.00	4.00%	\$ 1,822.80
Oden	Cecelia	High School Teacher/Coa	\$ 45,570.00	4.00%	\$ 1,822.80
Oden	Bradley	HS Principal	\$ 69,000.00	0.00%	\$ -
Pohler	Bruce	High School/Ag.	\$ 50,070.00	4.00%	\$ 2,002.80
Rose	Sarah	Asst. Band Director	\$ 35,653.10	0.00%	\$ -
Sestak	JoAnn	High School	\$ 45,570.00	14.00%	\$ 6,379.80
Shimek	Anita	High School	\$ 45,570.00	14.00%	\$ 6,379.80
Siegel	Brandon	High School Teacher/Coa	\$ 38,340.00	4.00%	\$ 1,533.60
Stluka	Laura	High School	\$ 45,570.00	14.00%	\$ 6,379.80
Stluka	Thomas	High School	\$ 38,340.00	4.00%	\$ 1,533.60
Taylor	Trudi	High School Special Ed	\$ 40,140.00	0.00%	\$ -
Thurmond	John	High School	\$ 31,620.00	4.00%	\$ 1,264.80
Turek	Billy	Part time Teacher/Coach	\$ 22,785.00	14.00%	\$ 3,189.90
Williams	Teri	High School	\$ 42,460.00	0.00%	\$ -
Winkenwerder	Eric	High School	\$ 41,730.00	0.00%	\$ -
Winkenwerder	Michelle	High School Teacher/Coa	\$ 41,730.00	4.00%	\$ 1,669.20
Hights	Lenora	Aide-High School	\$ 14,925.00	0.00%	\$ -
Muehlstein	David	Aide - HS	\$ 11,745.00	0.00%	\$ -
High School Totals			\$ 1,317,980.14	5.78%	\$ 76,236.53
Counselor = 8% of the Day					
14% = tutoring and 100% of Activity Period is for tutoring					
4% = 30 min of every morning is set aside for tutoring					
Subtracted Out Extra Days and Coaching Stipends for the Coaches					

SHINER ISD At-Risk Student Profile

PEIMS ID#	STUDENT ID#	LAST NAME	FIRST NAME	MI	DOB	GRADE	SCHOOL YEAR	CURRENT YR ENROLL DATE

STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria		200 TAKS Scores		Core Subject Grade (7-12 only) Previous Semester		Core Subject Grades (7-12 only) Current Semester	
Readiness on TPRI Score (Pk-3 only)		TAKS – Reading		MATH		MATH	
		TAKS - Math		SCIENCE		SCIENCE	
Readiness TPRI Test Date (Pk-3 only)		TAKS - Writing		ELA		ELA	
		TAKS - Science		SOCIAL STUDIES		SOCIAL STUDIES	
		TAKS - SS					

<u>AT RISK CRITERIA</u>	<u>DOCUMENTATION</u>
Place a “Y” in the box for each question answered “Yes.” A “Yes” response to any question qualifies the student as “At-Risk.”	Check all that apply. Documentation for each applicable item must be kept in student’s At-Risk Folder.
1. Did not perform satisfactorily on Readiness Test? (PK-3 only – TPRI)	Copy of Readiness Test (PK-3)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record of failure list
3. Was not advanced from one grade to the next for one or more school years?	Grade Record
4. Did not perform satisfactorily on state assessment? Or has failed TAKS in prior year and Currently has passed; however, has not passed by the 110% Rule? (please circle)	Copy of TAKS reports (2002, 2003 only)
5. Is pregnant or is a parent?	Copy of Doctor’s report confirming pregnancy or records proving parenthood.
6. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause.
7. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion.
8. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or Other conditional release.
9. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout.
10. Is a LEP student?	Coy of LPAC profile indicating LEP status.
11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of law?	Copy of DPRS documentation confirming custody or referral.
12. Is homeless, as defined by 42 U.S.A.C. §11302, and its amendments?	Copy of records indicating homeless status.
13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home?	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Student is At-Risk (Please Circle): **Yes** **No** _____
Person Completing Form

Principal’s Signature

Date

MONITORING RECORD

DATE	MONITORED BY	INFORMATION REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
			YES	NO		

EXIT RECORD

DATE EXITED FROM SCE SERVICES:

REASON FOR EXITING STUDENT:

EXIT REVIEW CONDUCTED BY:

Principal's signature _____ Date: _____

APPENDIX V



S.I.S.D. COMPREHENSIVE NEEDS ASSESSMENT SURVEYS

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Shiner Elementary Student Survey – 2011 by Percent

	SA	A	D	SD
1. My schoolwork is challenging.	14	57	28	0
2. I feel my classes are preparing me for future education and work.	71	33	0	0
3. My school offers quality educational programs which prepare me for testing (TAKS, SAT, ACT).	52	48	0	0
4. I am regularly assigned homework that is meaningful.	38	57	4	0
5. My homework load is appropriate for the courses I am taking.	33	67	0	0
6. My parents oversee and stress the importance of homework.	43	57	0	0
7. My teachers emphasize higher-level thinking and problem solving skills.	43	57	0	0
8. Most of my teachers teach in a way that is clear and easy to understand.	48	48	4	0
9. My teachers make learning interesting by using a variety of activities.	38	62	0	0
10. My teachers tell me how well I am doing and how I can improve.	33	61	4	0
11. At the beginning of the semester, my teachers explain what I am expected to learn.	67	33	0	0
12. My teachers expect me to do high quality work.	48	52	0	0
13. My teachers are well-prepared and know what they are doing.	71	29	0	0
14. My teachers give me the extra help when I need it.	29	67	4	0
15. I get help from the counselor in selecting courses and programs.	14	67	19	0
16. The principal and the teachers get along.	48	52	0	0
17. Students help make decisions about matters that affect them.	19	62	14	0
18. The school continually seeks ways to improve its programs to promote student achievement.	47	53	0	0
19. I am satisfied with the variety of courses offered at my school.	33	62	4	0
20. We have enough materials and textbooks to help us with our studies.	38	52	9	0
21. I have regular access to computers for my schoolwork.	28	57	14	0
22. My school is clean and well-maintained.	57	43	0	0
23. Is there an adequate variety of food choices being offered in the cafeteria?	24	33	28	14
24. Is the food served in the cafeteria of good quality?	24	52	19	4
25. Are you receiving enough food in the cafeteria to fill you up?	14	43	28	14
26. There are adequate facilities to meet your needs in the following areas: A. Science Labs	38	57	4	0

	B. Computer Labs	42	52	4	0
	C. Band	52	48	0	0
	D. PE	43	57	0	0
	E. Library	43	48	9	0
	F. Classrooms	52	43	4	0
	G. Cafeteria	33	57	9	0
	School Safety				
27.	I feel safe on the bus.	24	62	9	4
28.	I feel safe at school.	43	57	0	0
29.	Appropriate care is provided when students become ill or injured at school.	33	52	9	4
30.	Most of the students in this school are well-behaved.	9	62	24	4
31.	Students clearly understand the rules at this school.	24	62	14	0
32.	Discipline problems are handled quickly and fairly.	28	72	0	0
33.	School rules are fair.	33	62	0	4
34.	Consequences for breaking school rules are the same for everyone.	52	48	0	0
35.	I respect my teachers and school administrators.	43	57	0	0
36.	Our school environment is good for learning.	33	57	4	0
37.	I can freely express my opinions or concerns to my teachers.	28	72	0	0
38.	I can talk to my teachers, counselor, or other adults at school when I need to.	24	67	4	0
39.	My teachers care about me and treat me with respect regardless of my grades.	9	67	19	4
40.	Students get along with each other at my school.	9	76	4	0
41.	I enjoy coming to school.	38	62	0	0
42.	My school has activities such as sports, clubs, and music that meet my interest and needs.	43	48	4	4
43.	Adults make it clear that bullying is not tolerated at school.	48	43	0	4
44.	If I tell an adult I am being bullied they will do something about it.	19	67	4	0
45.	Parents like to visit this school.	24	67	4	0
46.	All students are treated fairly regardless of race, gender, or disability.	52	48	0	0
	How many times have you seen or heard the following at school?	Never	1-5	5-10	10+

48.	A student pushing another student.	9	62	14	14
49.	A student hitting other students.	29	52	9	9
50.	A student being mean to other students.	4	53	52	10
51.	A student bullying other students.	14	57	14	14
52.	A student spreading mean rumors.	9	62	9	19
53.	Students fighting.	33	57	9	0
54.	A student with a gun.	95	5	0	0
55.	A student with a knife.	81	19	0	0
56.	A student with drugs.	86	14	0	0
57.	A student with alcohol.	95	5	0	0
58.	A student with tobacco.	90	10	0	0
59.	A student who is a gang member.	81	14	5	0
60.	A student threatening to hurt another student.	38	48	10	4
61.	A student stealing something.	57	33	10	0
62.	Racial conflict.	71	24	5	0
63.	Sexual harassment.	81	19	0	0

Shiner Elementary Technology Survey 2011

by number

	Yes	No
1. I have a computer in my home	20	1
2. I have access to the Internet at home	19	1
3. I use the Internet at home.	15	5
4. I use a computer in my homework.	13	7
I WOULD LIKE TO BE ABLE TO:		
5. Have a laptop computer assigned to me.	13	8
6. Use a computer instead of a textbook.	13	6
7. Communicate via e-mail from school.	11	9
8. Take high school/college classes through the Internet at school.	11	8
9. Access classroom assignments and information online.	19	2
I WOULD LIKE MY PARENTS TO BE ABLE TO:		
10. Contribute to the technology planning for the school.	14	7
11. Take advantage of technology training offered in the evenings at school.	11	10
12. Take high school/college classes in the evenings through the Internet and Distance Learning.	9	12
OVERALL IMPORTANCE OF TECHNOLOGY		
13. Up-to-date technology is important to the educational goals of SISD.	20	0
14. Skills that allow students to access the Internet are important.	21	0
15. The ability of the community to access and use the technology at the school is important.	17	3

HS/JH STUDENT SURVEY 2011-2012

Grade 8 Results

% of those responding

General		SA	A	D	SD
1.	My school work is challenging	7%	38%	45%	10%
2.	I feel my classes are preparing me for future education and work.	67%	26%	5%	2%
3.	My school offers quality educational programs which prepare me for testing.	51%	41%	8%	0%
4.	I am regularly assigned homework that is meaningful.	32%	59%	10%	0%
5.	My homework load is appropriate for the courses I am taking.	31%	64%	5%	0%
6.	My parents oversee and stress the importance of homework.	35%	48%	18%	0%
7.	My teachers emphasize higher-level thinking and problem solving skills.	33%	62%	5%	0%
8.	Most of my teachers teach in a way that is clear and easy to understand.	41%	54%	5%	0%
9.	My teachers make learning interesting by using a variety of activities	35%	50%	15%	0%
10.	My teachers tell me how I am doing and how I can improve.	44%	49%	7%	0%
11.	At the beginning of the semester, my teachers explain what I am expected to learn.	48%	43%	10%	0%
12.	My teachers expect me to do high quality work.	27%	59%	15%	0%
13.	My teachers are well prepared and know what they are doing.	64%	33%	2%	0%
14.	My teachers give me the extra help when I need it.	50%	48%	2%	0%
15.	I get help from counselors in selcting courses and programs.	18%	38%	33%	10%
16.	The principal and teachers get along well.	60%	38%	3%	0%
17.	Students help make decisions about matters that affect them.	23%	64%	10%	3%
18.	The school continually seeks ways to improve its programs and activities to promote student achievement.	44%	51%	5%	0%
19.	I am satisfied with the variety of courses offered at my school.	49%	41%	8%	3%
20.	We have enough materials and textbooks to help us with our studies.	44%	51%	5%	0%
21.	I have regular access to computers for my schoolwork.	41%	41%	12%	5%
22.	My school is clean and well maintained.	63%	37%	0%	0%
23.	Is there an adequate variety of food choices being offered in the cafeteria?	10%	25%	40%	25%
24.	Is the food served in the cafeteria of good quality?	5%	46%	20%	29%
25.	Are you receiving enough food in the cafeteria to fill you up?	14%	19%	36%	31%
26.	There are adequate facilities to meet your needs in the following areas.	SA	A	D	SD
	A. Science Labs	43%	50%	8%	0%
	B. Computer Labs	56%	44%	0%	0%
	C. Ag	46%	54%	0%	0%
	D. Building Trades	51%	46%	3%	0%
	E. Band	55%	38%	5%	3%
	F. Athletics	53%	37%	3%	8%
	G. Library	46%	54%	0%	0%
	H. Classrooms	45%	48%	8%	0%
	I. Cafeteria	41%	41%	10%	7%
	J. Parking	42%	45%	12%	0%

SCHOOL SAFETY		SA	A	D	SD
27.	I feel safe on the bus.	29%	54%	15%	2%
28.	I feel safe at school	48%	45%	7%	0%
29.	Appropriate care is provided when students become ill or injured at school.	36%	57%	2%	5%
30.	Most of the students in this school are well-behaved.	17%	56%	22%	5%
31.	Students clearly understand the rules at this school.	0%	56%	33%	11%
32.	Discipline problems are handled quickly and fairly.	24%	59%	15%	2%
33.	School rules are fair.	29%	54%	15%	2%
34.	Consequences for breaking school rules are the same for everyone.	39%	51%	10%	0%
35.	I respect my teachers and administrators.	52%	40%	7%	0%
36.	Our school environment is good for learning.	43%	52%	5%	0%
37.	I can freely express my opinions or concerns to my teachers.	28%	50%	20%	3%
38.	I can talk to my teachers, counselors, or other adults at school when I need to.	39%	51%	10%	0%
39.	My teachers care about me and treat me with respect regardless of my grades, involvement in sports, popularity, or family income.	40%	53%	8%	0%
40.	Students get along with each other at my school.	15%	50%	23%	13%
41.	I enjoy coming to school.	20%	44%	10%	27%
42.	My school has activities such as sports, clubs, and music that meet my interests and needs.	44%	51%	5%	0%
43.	Adults make it clear that bullying is not tolerated at school.	55%	38%	0%	7%
44.	If I tell an adult I am being bullied they will do something about it.	40%	48%	5%	7%
45.	Parents like to visit this school.	46%	46%	7%	0%
46.	All students are treated fairly regardless of race, gender or disability.	34%	56%	5%	5%

How many times have you seen or heard about the following at school?		Never	1-5	5-10	>10
48.	A student pushing other students.	10%	46%	22%	22%
49.	A student hitting other students.	15%	41%	24%	20%
50.	A student being mean to other students.	2%	27%	24%	46%
51.	A student bullying other students.	15%	27%	22%	37%
52.	A student spreading mean rumors.	5%	29%	24%	41%
53.	Students fighting.	12%	54%	20%	15%
54.	A student with a gun.	95%	2%	2%	0%
55.	A student with a knife.	68%	24%	5%	2%
56.	A student with drugs.	56%	37%	2%	5%
57.	A student with alcohol.	68%	29%	0%	2%
58.	A student with tobacco.	63%	24%	7%	5%
59.	A student who is a gang member.	78%	12%	5%	5%
60.	A student threatening to hurt another student.	38%	38%	15%	10%
61.	A student stealing something.	34%	49%	10%	7%
62.	Racial conflict.	61%	22%	10%	7%
63.	Sexual harassment.	76%	20%	2%	2%

8th Grade Student Technology Survey

% of those responding

Yes 90% No 10%

1. I have a computer in my home.

44% Desktop PC 53% Laptop PC 3% AppleYes 85% No 15%

2. I have access to the internet at home.

Yes 71% No 29%

3. I use the internet regularly at home.

Yes 30% No 70%

4. I use a computer in my homework.

I WOULD LIKE TO BE ABLE TO:Yes 83% No 17%

5. Have a laptop computer assigned to me.

Yes 80% No 20%

6. Use a computer instead of a textbook.

Yes 80% No 20%

7. Communicate via email from school.

Yes 53% No 48%

8. Take high school/college classes through the internet at school.

Yes 88% No 12%

9. Access classroom assignments and information online.

I WOULD LIKE MY PARENTS TO BE ABLE TO:Yes 53% No 47%

10. Contribute to the technology planning for the school.

Yes 42% No 58%

11. Take advantage of technology training offered in the evenings at school.

Yes 41% No 59%

12. Take high school/college classes in the evenings through the internet and distance learning.

OVERALL IMPORTANCE OF TECHNOLOGYYes 90% No 10%

13. Up -to-date technology is important to the educational goals of SISD.

Yes 98% No 3%

14. Skills that allow students to access the internet are important.

Yes 90% No 10%

15. The ability of the community to access and use the technology at the school is important.

HS/JH STUDENT SURVEY 2011-2012

Grade 11 Results

% of those responding

General		SA	A	D	SD
1.	My school work is challenging	5%	79%	16%	0%
2.	I feel my classes are preparing me for future education and work.	39%	55%	5%	0%
3.	My school offers quality educational programs which prepare me for testing.	46%	49%	3%	3%
4.	I am regularly assigned homework that is meaningful.	11%	74%	11%	5%
5.	My homework load is appropriate for the courses I am taking.	11%	76%	13%	0%
6.	My parents oversee and stress the importance of homework.	32%	58%	8%	3%
7.	My teachers emphasize higher-level thinking and problem solving skills.	24%	68%	8%	0%
8.	Most of my teachers teach in a way that is clear and easy to understand.	16%	74%	11%	0%
9.	My teachers make learning interesting by using a variety of activities	13%	55%	26%	5%
10.	My teachers tell me how I am doing and how I can improve.	18%	63%	18%	0%
11.	At the beginning of the semester, my teachers explain what I am expected to learn.	26%	66%	8%	0%
12.	My teachers expect me to do high quality work.	37%	58%	5%	0%
13.	My teachers are well prepared and know what they are doing.	26%	68%	3%	3%
14.	My teachers give me the extra help when I need it.	24%	61%	16%	0%
15.	I get help from counselors in selcting courses and programs.	34%	63%	3%	0%
16.	The principal and teachers get along well.	32%	66%	0%	3%
17.	Students help make decisions about matters that affect them.	13%	50%	26%	11%
18.	The school continually seeks ways to improve its programs and activities to promote student achievement.	16%	65%	19%	0%
19.	I am satisfied with the variety of courses offered at my school.	8%	57%	30%	5%
20.	We have enough materials and textbooks to help us with our studies.	14%	73%	14%	0%
21.	I have regular access to computers for my schoolwoork.	19%	76%	5%	0%
22.	My school is clean and well maintained.	27%	62%	11%	0%
23.	Is there an adequate variety of food choices being offered in the cafeteria?	0%	24%	32%	45%
24.	Is the food served in the cafeteria of good quality?	0%	34%	21%	45%
25.	Are you receiving enough food in the cafeteria to fill you up?	3%	24%	32%	42%
26.	There are adequate facilities to meet your needs in the following areas.	SA	A	D	SD
	A. Science Labs	32%	65%	0%	3%
	B. Computer Labs	38%	57%	5%	0%
	C. Ag	27%	62%	8%	3%
	D. Building Trades	32%	65%	0%	3%
	E. Band	28%	61%	8%	3%
	F. Athletics	38%	57%	5%	0%
	G. Library	32%	62%	3%	3%
	H. Classrooms	32%	57%	8%	3%
	I. Cafeteria	24%	59%	8%	8%
	J. Parking	22%	62%	11%	5%

SCHOOL SAFETY		SA	A	D	SD
27.	I feel safe on the bus.	8%	71%	11%	11%
28.	I feel safe at school	18%	74%	0%	8%
29.	Appropriate care is provided when students become ill or injured at school.	13%	61%	24%	3%
30.	Most of the students in this school are well-behaved.	8%	55%	24%	13%
31.	Students clearly understand the rules at this school.	8%	62%	31%	0%
32.	Discipline problems are handled quickly and fairly.	13%	68%	11%	8%
33.	School rules are fair.	11%	47%	24%	18%
34.	Consequences for breaking school rules are the same for everyone.	14%	59%	22%	5%
35.	I respect my teachers and administrators.	37%	58%	5%	0%
36.	Our school environment is good for learning.	13%	74%	13%	0%
37.	I can freely express my opinions or concerns to my teachers.	11%	59%	19%	11%
38.	I can talk to my teachers, counselors, or other adults at school when I need to.	24%	61%	13%	3%
39.	My teachers care about me and treat me with respect regardless of my grades, involvement in sports, popularity, or family income.	22%	59%	14%	5%
40.	Students get along with each other at my school.	8%	61%	24%	8%
41.	I enjoy coming to school.	8%	53%	21%	18%
42.	My school has activities such as sports, clubs, and music that meet my interests and needs.	34%	61%	3%	3%
43.	Adults make it clear that bullying is not tolerated at school.	18%	63%	11%	8%
44.	If I tell an adult I am being bullied they will do something about it.	16%	57%	24%	3%
45.	Parents like to visit this school.	8%	53%	28%	11%
46.	All students are treated fairly regardless of race, gender or disability.	24%	51%	19%	5%

How many times have you seen or heard about the following at school?		Never	1-5	5-10	>10
48.	A student pushing other students.	8%	45%	21%	26%
49.	A student hitting other students.	8%	58%	18%	16%
50.	A student being mean to other students.	3%	37%	24%	37%
51.	A student bullying other students.	8%	42%	18%	32%
52.	A student spreading mean rumors.	8%	21%	26%	45%
53.	Students fighting.	11%	53%	34%	3%
54.	A student with a gun.	89%	8%	0%	3%
55.	A student with a knife.	74%	21%	3%	3%
56.	A student with drugs.	34%	63%	0%	3%
57.	A student with alcohol.	39%	58%	0%	3%
58.	A student with tobacco.	39%	53%	0%	8%
59.	A student who is a gang member.	55%	34%	5%	5%
60.	A student threatening to hurt another student.	24%	47%	16%	13%
61.	A student stealing something.	26%	42%	21%	11%
62.	Racial conflict.	32%	50%	8%	11%
63.	Sexual harassment.	50%	34%	13%	3%

11th Grade Student Technology Survey

% of those responding

Yes 95% No 5%

1. I have a computer in my home.

41% Desktop PC 51% Laptop PC 9% Apple

Yes 95% No 5%

2. I have access to the internet at home.

Yes 87% No 13%

3. I use the internet regularly at home.

Yes 63% No 37%

4. I use a computer in my homework.

I WOULD LIKE TO BE ABLE TO:

Yes 74% No 26%

5. Have a laptop computer assigned to me.

Yes 87% No 13%

6. Use a computer instead of a textbook.

Yes 50% No 50%

7. Communicate via email from school.

Yes 67% No 33%

8. Take high school/college classes through the internet at school.

Yes 89% No 11%

9. Access classroom assignments and information online.

I WOULD LIKE MY PARENTS TO BE ABLE TO:

Yes 66% No 34%

10. Contribute to the technology planning for the school.

Yes 47% No 53%

11. Take advantage of technology training offered in the evenings at school.

Yes 34% No 66%

12. Take high school/college classes in the evenings through the internet and distance learning.

OVERALL IMPORTANCE OF TECHNOLOGY

Yes 90% No 10%

13. Up -to-date technology is important to the educational goals of SISD.

Yes 87% No 13%

14. Skills that allow students to access the internet are important.

Yes 79% No 21%

15. The ability of the community to access and use the technology at the school is important.

General	SA	A	D	SD
1. My child is prepared for the next grade or school level by the end of the year.	63%	35%	2%	0%
2. My school offers quality educational programs and a variety of courses.	45%	48%	7%	0%
3. My child has homework that helps him/her learn better.	31%	64%	4%	1%
4. The homework load is grade level/course appropriate.	28%	63%	7%	2%
5. I oversee and stress the importance of homework.	48%	48%	3%	1%
6. The school emphasizes higher-level thinking and problem solving skills.	36%	55%	8%	0%
7. Teachers tell me how well my child is doing in his/her class.	32%	48%	15%	5%
8. At the beginning of the school year or semester, my child's teacher(s) clearly tells me what he or she is expected to learn.	37%	50%	11%	3%
9. The school expects all students to do high quality work.	48%	45%	6%	2%
10. Teacher(s) provide extra help when my child needs it.	36%	54%	8%	3%
11. School activities are available to meet my child's interests and talents (for example, sports, clubs, music).	48%	48%	3%	3%
12. The school's programs meet the special needs of children (for example, learning disabled, gifted and talented, limited English).	29%	65%	4%	2%
13. My child's teachers are well-prepared and know what they are doing.	36%	60%	5%	0%
14. The school continually seeks ways to improve its programs and activities to promote student achievement.	37%	57%	5%	2%
15. The state-mandated test results and my child's grades are reported to me in an appropriate way.	43%	54%	3%	0%
16. I feel that curriculum and testing at SISD prepare students for the future.	45%	50%	4%	1%
17. My child feels safe at school.	42%	55%	2%	1%
18. If my child became ill or injured at school, he/she would get the care needed.	45%	51%	2%	2%
19. Most of the students at my child's school are well-behaved.	27%	65%	5%	3%
20. The school handles discipline problems quickly and fairly.	30%	59%	11%	1%
21. My child's school is orderly and supports learning.	41%	58%	0%	1%
22. I can freely express my opinions or concerns to the school staff.	31%	55%	10%	3%
23. I am comfortable coming to the school.	44%	51%	2%	3%
24. The parents and the school can talk with one another openly and with respect.	36%	55%	5%	4%
25. My child's teachers really care about and respect the students.	30%	66%	4%	0%
26. I feel my child is free from threats, bullying, and harassment at school.	28%	54%	13%	5%
27. Parents participate in important decisions about their children's education (for example, schedules, discipline, homework).	29%	60%	9%	2%
28. The school leadership supports efforts and decisions of the school staff regarding student learning.	31%	66%	2%	1%
29. My child's school encourages me to attend school events by scheduling them at appropriate times.	34%	57%	8%	1%
30. The school responds to parent concerns or suggestions in a timely manner.	28%	61%	8%	3%
31. The school welcomes and encourages parents to be involved in all kinds of ways (for example, PTO, classroom volunteers, tutoring their children at home).	34%	58%	3%	4%
32. I take part in and support school and classroom activities.	31%	63%	6%	1%
33. The school keeps me informed about what goes on at the school.	28%	58%	13%	2%
34. The school clearly tells me the school's goals and vision.	29%	60%	11%	1%
35. I talk to my child about school regularly.	56%	42%	2%	0%
36. Overall, I am satisfied with my child's school.	44%	53%	3%	0%

Shiner ISD High School Parent/Guardian Survey

General		SA	A	D	SD
37.	I would recommend my child's school to other parents.	44%	53%	2%	1%
38.	There is a positive atmosphere at SISD.	40%	57%	2%	1%
39.	There is mutual respect between teachers, principals, and students.	30%	61%	7%	2%
40.	I respect my child's teachers.	44%	55%	1%	1%
41.	I stress the importance of attendance and being on time for school to my child.	58%	42%	0%	0%
42.	The principal is available for discussion and maintains open communication with parents.	42%	56%	1%	2%
43.	SISD teachers are available for parent-teacher conferences.	36%	61%	2%	0%
44.	Student accomplishments and achievements are featured in community newspapers and other media adequately.	36%	60%	2%	1%
45.	My child's school is clean and well-maintained.	50%	50%	1%	0%
46.	At school, students have regular access to computers for their schoolwork.	39%	58%	2%	1%
47.	Students have enough supplies, materials, and textbooks to help them with their studies.	41%	52%	6%	1%
48.	There are enough resources available to the school to sustain its educational programs (for example, money, equipment, staff).	34%	60%	6%	1%
49.	My child feels safe on the bus.	29%	58%	7%	5%
50.	My child is transported to and from school safely.	35%	60%	3%	2%
51.	My child is transported to and from school in a timely manner.	36%	61%	2%	1%
52.	Appropriate accommodations are made for disabled students and visitors.	34%	63%	2%	1%
53.	There are adequate facilities to meet students' needs in the following areas:	SA	A	D	SD
	A. Science Labs	41%	57%	1%	1%
	B. Computer Labs	43%	55%	2%	0%
	C. Ag	41%	57%	2%	1%
	D. Building Trades	37%	61%	2%	0%
	E. Band	44%	55%	1%	0%
	F. Athletics	41%	56%	3%	1%
	G. Library	42%	54%	3%	0%
	H. Classrooms	41%	58%	1%	0%
	I. Cafeteria	38%	56%	3%	2%
	J. Parking	40%	56%	3%	1%

HS/JH Parent Technology Survey

1. I have a computer in my home.	Yes	<u>92.1%</u>	No	<u>7.9%</u>
<u>48.1%</u> Desktop PC	<u>46.3%</u> Laptop PC	<u>5.6%</u> Apple		
2. I have access to the internet at home.	Yes	<u>89.5%</u>	No	<u>10.5%</u>
3. I use a computer in my work.	Yes	<u>78.4%</u>	No	<u>21.6%</u>
4. I use the internet regularly at work.	Yes	<u>58.9%</u>	No	<u>41.1%</u>
5. I use the internet regularly at home.	Yes	<u>81.6%</u>	No	<u>18.4%</u>
6. I communicate with the school via email.	Yes	<u>72.0%</u>	No	<u>28.0%</u>
7. I use the Parent Portal to view my child's grades.	Yes	<u>67.1%</u>	No	<u>32.9%</u>
I WOULD LIKE MY CHILD TO BE ABLE TO:				
8. Have a laptop computer assigned to him/her.	Yes	<u>80.6%</u>	No	<u>19.4%</u>
9. Use a computer instead of a textbook.	Yes	<u>64.8%</u>	No	<u>35.2%</u>
10. Communicate via email.	Yes	<u>75.0%</u>	No	<u>25.0%</u>
11. Take high school/college classes through the internet at school.	Yes	<u>76.4%</u>	No	<u>23.6%</u>
12. Access classroom assignments and information online.	Yes	<u>90.3%</u>	No	<u>9.7%</u>
AS A PARENT, I WOULD LIKE TO BE ABLE TO:				
13. Contribute to the technology planning for the school.	Yes	<u>45.2%</u>	No	<u>54.8%</u>
14. / training offered in the evenings at school.	Yes	<u>44.4%</u>	No	<u>55.6%</u>
15. Take high school/college classes in the evenings through the internet and distance learning.	Yes	<u>43.1%</u>	No	<u>56.9%</u>
OVERALL IMPORTANCE OF TECHNOLOGY				
16. Up -to-date technology is important to the educational goals of SISD.	Yes	<u>96.0%</u>	No	<u>4.0%</u>
17. Skills that allow students to access the internet are important.	Yes	<u>97.3%</u>	No	<u>2.7%</u>
18. The ability of the community to access and use the technology at the school is important.	Yes	<u>93.3%</u>	No	<u>6.7%</u>
19. I would be willing to help with the expense of purchasing a laptop for my student to use in the classroom.	Yes	<u>54.2%</u>	No	<u>45.8%</u>

Shiner Elementary Parent/Guardian Survey 2011 by Percent

	SA	A	D	SD
1. My child is prepared for the next grade or school level by the end of the year.	57	43	.5	0
2. My school offers quality educational programs and a variety of courses.	44	51	6	0
3. My child has homework that helps him/her learn better.	46	53	1	0
4. The homework load is grade level course appropriate.	40	57	2	.6
5. I oversee and stress the importance of homework.	61	35	3	0
6. The school emphasizes higher-level thinking and problem solving skills.	47	51	4	0
7. Teachers tell me how well my child is doing in his/her class.	46	50	4	.6
8. At the beginning of the school year, my child's teacher(s) tells me what to expect.	52	45	2	.6
9. The school expects all students to do high quality work.	54	43	3	0
10. Teachers provide extra help when my child needs it.	49	48	2	.6
11. School activities are available to meet my child's interests and talents.	40	57	2	.6
12. The school's programs meet the needs of children.	39	49	10	1
13. My child's teachers are well prepared and know what they are doing.	55	44	.6	0
14. The school continually seeks ways to improve its programs and activities for st. achievement.	46	53	2	0
15. The state-mandated test results and my child's grades are reported to me appropriately.	55	43	2	0
16. I feel that curriculum and testing at SISD prepare students for the future.	68	29	2	.7
17. My child feels safe at school.	56	39	5	0
18. If my child becomes ill or injured at school, he/she would get the care needed.	51	44	3	3
19. Most of the students at my child's school are well-behaved.	41	54	5	0
20. The school handles discipline problems quickly and fairly.	38	55	6	0
21. My child's school is orderly and supports learning.	54	45	1	0
22. I can freely express my opinions or concerns the school staff.	42	53	4	.6
23. I am comfortable coming to school.	53	44	3	0
24. The parents and the school can talk with one another openly and with respect.	46	49	4	.7
25. My child's really cares about and respects the students.	53	43	3	.7
26. I feel my child is free from threats, bullying, and harassment at school.	32	53	14	2
27. Parents participate in important decisions about their children's education.	45	47	8	.6

28.	The school leadership supports efforts and decisions of the school staff regarding learning.	42	56	1	1
29.	My child's school encourages me to attend school events by scheduling them at good times.	41	49	7	3
30.	The school responds to parent concerns or suggestions in a timely manner.	43	52	3	2
31.	The school welcomes and encourages parents to be involved in all kinds of ways.	47	47	6	0
32.	I take part in and support school and classroom activities.	44	56	.6	0
33.	The school keeps me informed about what goes on in school.	44	54	2	.6
34.	The school clearly tells me the school's goals and vision.	46	49	4	0
35.	I talk to my child about school regularly.	56	41	.6	.6
36.	Overall, I am satisfied with my child's school.	54	44	2	0
37.	I would recommend my child's school to other parents.	56	37	6	0
38.	There is a positive atmosphere at SISD.	54	38	7	.6
39.	Here is mutual respect between teachers, principal, and the students.	49	44	7	0
40.	I respect my child's teachers.	64	36	.6	0
41.	I stress to my child the importance of attendance and being on time for school.	66	34	0	0
42.	The principal is available for discussion and maintains open communication with parents.	57	42	.6	0
43.	SISD teachers are available for parent-teacher conferences.	49	46	3	1
44.	Student accomplishments are featured in the community newspaper.	47	52	1	0
45.	My child's school is clean and well-maintained.	55	44	1	0
46.	At school, students have regular access to computers for their schoolwork.	45	52	3	0
47.	Students have enough supplies, materials to help them with their schoolwork.	52	46	1	1
48.	There are enough resources available to the school to sustain its educational programs.	43	53	4	0
49.	My child feels safe on the bus.	42	53	6	1
50.	My child is transported to and from school safely.	50	48	2	0
51.	My child is transported to and from school in a timely manner.	52	45	3	0
52.	Appropriate accommodations are made for disabled students and visitors.	41	53	6	0
53.	There are adequate facilities to meet students' needs in the following areas:				
	A. Science labs	52	39	6	3
	B. Computer Labs	45	53	2	0
	C. Band/Music	46	52	1	1
	D. Athletics	46	52	2	0

	E. Library	47	51	2	0
	F. Classrooms	48	47	5	0
	G. Playgrounds	45	50	3	2
	H. Cafeteria	42	52	5	1
	I. Parking	45	48	7	.6

All Staff	Question	SA	A	D	SD
1	Our school does a good job in preparing students for the next grade or school level.	78.00%	22.00%	0.00%	0.00%
2	Our school offers quality educational programs and a variety of courses based on the TEKS	66.67%	29.41%	3.92%	0.00%
3	My curriculum and instructional strategies emphasize higher-level thinking and problem solving skills.	68.63%	31.37%	0.00%	0.00%
4	I use a variety of teaching strategies and learning activities to help students learn	64.71%	33.33%	0.00%	1.96%
5	I give students and parents feedback on student progress and provide suggestions for improvement when needed.	56.00%	44.00%	0.00%	0.00%
7	I use the results of tests and other assessments to plan and adjust my instruction.	54.90%	45.10%	0.00%	0.00%
8	Teachers have a major role in standards-based curriculum development in our school.	62.75%	37.25%	0.00%	0.00%
9	At the beginning of the school year or semester, I clearly inform students and parents about what students are expected to know and be able to do.	66.67%	31.37%	1.96%	0.00%
10	Instructional time is flexible and organized to support student learning.	67.39%	28.26%	4.35%	0.00%
11	Our school's programs meet the special needs of the following students:				
A.	learning disabled	44.90%	46.94%	8.16%	0.00%
B.	gifted and talented	41.67%	47.92%	10.42%	0.00%
C.	limited English	34.69%	61.22%	4.08%	0.00%
12	I am teaching in my area of certification.	75.00%	25.00%	0.00%	0.00%
13	Effective changes in curriculum materials and instructional practices are coordinated and school wide.	56.00%	44.00%	0.00%	0.00%
14	I am satisfied with how well my students are achieving the TEKS.	55.10%	44.90%	0.00%	0.00%
15	I feel safe at school.	73.91%	21.74%	4.35%	0.00%
16	Most of the students in our school are well-behaved	58.82%	37.25%	3.92%	0.00%

	Question	SA	A	D	SD
17	Discipline problems at our school are handled quickly, fairly and appropriately.	58.82%	33.33%	7.84%	0.00%
18	Our school environment is orderly and supports learning.	64.71%	33.33%	1.96%	0.00%
19	I can freely express my opinions or concerns to the administrators.	60.78%	31.37%	7.84%	0.00%
20	There is open communication among administrators, teachers, other staff, and parents	50.98%	39.22%	5.88%	3.92%
21	Our school staff shows that they care about and respect students.	70.59%	27.45%	1.96%	0.00%
22	Administrators, teachers, and other staff treat each other with respect and maintain a positive work environment.	45.10%	47.06%	5.88%	1.96%
23	Staff development at our school is excellent and helps me grow professionally.	37.25%	58.82%	3.92%	0.00%
24	Our school invites parents to participate in important decisions about their children's education (for example, schedules, discipline, homework).	45.10%	47.06%	7.84%	0.00%
25	Teachers plan and help make decisions about matters that affect them (for example, staff development, school wide curriculum).	48.98%	46.94%	4.08%	0.00%
26	Administrators, teachers, and staff work together effectively to achieve our school's goals.	58.82%	35.29%	5.88%	0.00%
27	Relationships among the principal, teachers, and other school staff are cordial and based upon mutual respect.	50.98%	43.14%	5.88%	0.00%
28	I encourage and welcome parents to come to my classroom	45.10%	54.90%	0.00%	0.00%
29	Our school provides a variety of ways for parents to become involved at school.	42.00%	54.00%	4.00%	0.00%
30	Our school keeps parents informed of what goes on at the school.	54.90%	39.22%	5.88%	0.00%
31	Our school clearly communicates its goals and vision to staff, parents, and students.	59.18%	40.82%	0.00%	0.00%
32	I would send my own child to this school.	77.55%	22.45%	0.00%	0.00%
33	I am satisfied with my school's leadership.	64.00%	34.00%	2.00%	0.00%
34	Teaching staff assumes responsibility for discipline in their classrooms.	60.00%	40.00%	0.00%	0.00%

	Question	SA	A	D	SD
35	The principal maintains open lines of communication and responds to teachers, staff, students and parents	49.02%	45.10%	5.88%	0.00%
36	The principal expects and encourages teachers to work together for effective coordination of the instructional program within and between the grades.	60.00%	38.00%	2.00%	0.00%
37	There is good communication between grade levels and between the campuses regarding skills needed by students for success.	42.00%	52.00%	6.00%	0.00%
38	The principal ensures that test results are reviewed and interpreted with and for the faculty.	58.82%	41.18%	0.00%	0.00%
39	The principal is knowledgeable about instructional matters.	62.00%	36.00%	2.00%	0.00%
40	Is there an adequate variety of food choices being offered in the cafeteria?	17.65%	37.25%	35.29%	9.80%
41	Is the food served in the cafeteria of good quality?	17.65%	50.98%	21.57%	9.80%
42	Are you receiving enough food in the cafeteria to fill you up?	17.65%	35.29%	31.37%	15.69%
43	Our school is clean and well-maintained.	42.86%	44.90%	10.20%	2.04%
44	School activities meet students' interests and needs (for example, sports, clubs, music).	66.00%	32.00%	2.00%	0.00%
45	All school activities are supported by administrators.	56.00%	40.00%	4.00%	0.00%
46	I have access to computers that I need to teach effectively.	53.06%	46.94%	0.00%	0.00%
47	Supplies and materials are adequate and appropriate to support the skills I am required to teach.	53.06%	44.90%	2.04%	0.00%
48	Appropriate accommodations are made for disabled students and visitors.	60.00%	40.00%	0.00%	0.00%

Question		SA	A	D	SD
49	There are adequate facilities to meet students' needs in the following areas:				
A	Science Labs	23.40%	70.21%	6.38%	0.00%
B	Computer Labs	34.78%	63.04%	2.17%	0.00%
C	Ag	39.13%	56.52%	2.17%	2.17%
D	Building Trades	39.13%	58.70%	2.17%	0.00%
E	Band	42.55%	53.19%	4.26%	0.00%
F	Athletics	36.96%	50.00%	10.87%	2.17%
G	Library	33.33%	60.42%	6.25%	0.00%
H	Classrooms	29.17%	64.58%	6.25%	0.00%
I	Playgrounds	23.40%	59.57%	14.89%	2.13%
J	Cafeteria	20.83%	60.42%	14.58%	4.17%
K	Parking	39.58%	56.25%	4.17%	0.00%
TECHNOLOGY SURVEY					
		Y	N		
1	I have a computer in my home	91.30%	8.70%		
	Desktop PC (count)	23	0		
	Laptop PC (count)	32	0		
	Apple (count)	2			
2	I have access to the Internet at home.	89.13%	10.87%		
3	I use the Internet regularly at home.	78.26%	21.74%		

Question	Y	N
4 My classroom computer is adequate for work tasks.	88.37%	11.63%
5 I need more computers in my classroom.	30.23%	69.77%
6 The Parent Portal is used by parents of most of my students.	60.00%	40.00%
I would like my students to be able to:		
7 Have a laptop assigned to them.	41.86%	58.14%
8 Use a computer instead of a textbook	41.86%	58.14%
9 Communicate via e-mail.	48.84%	51.16%
10 Take high school / college classes through the Internet.	65.85%	34.15%
11 Access classroom assignments and information online.	86.05%	13.95%
I, AS A TEACHER, WOULD LIKE TO BE ABLE TO:		
12 Contribute to the technology planning for the school.	47.73%	52.27%
13 Take advantage of technology training offered in the evenings at school.	59.09%	40.91%
14 Take high school or college classes in the evenings through the Internet and Distance Learning.	54.76%	45.24%
OVERALL IMPORTANCE OF TECHNOLOGY		
15 Up-to-date technology is important to the educational goals of SISD.	100.00%	0.00%
16 Skills that allow students to access the Internet are important.	100.00%	0.00%
17 The ability of the community to access and use the technology at the school is important.	80.00%	20.00%
18 I am in favor of on-line TAKS testing (all testing done via the internet).	48.78%	51.22%

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APPENDIX VI



S.I.S.D. CONTINUOUS IMPROVEMENT PLAN – SPECIAL EDUCATION MONITORING SYSTEM

**2010-2011 Continuous Improvement Plan (CIP)
 Special Education Monitoring System**

LEA Name:		CDN:			Date:				
Performance Area Targeted	Indicator Description	Major Systems Targeted	Components	Strategies, Initiatives, and Activities	Start Date	Projected Completion Date	Resources Required and Person(s) Responsible	Evidence of Implementation	Evidence of Impact
Assessment_Performance	TAKS/TAKS-A Participation Rate	Academic_Support	Tutorials	Students will be provided before school, during school and/or after school tutorials.	11/1/2010	after each successful test date	Classroom teacher, principal, parent will be responsible for tutorials. Resources will include: teacher for small group or one-to-one tutorials, SuccessMaker software, Study Island software, released TAKS tests, teacher developed material based on weak areas in TEKS, Testing, teaching and remediation software provided by Region 3, Workshops provided by Region 3, and other materials deemed necessary by the classroom teacher.	Tutorial time sheets and running record of what has been used during tutorials.	Students will be evaluated weekly to determine progress being made. Modifications will be implemented if the student is not making necessary progress. TAKS scores will be the final evidence of the impact of the tutorials.
Assessment_Performance	TAKS-M Participation	Academic_Support	TAKS Remediation	Students will be carefully screened using released TSKS tests, and other researched based materials to make sure the TAKS-M is the appropriate test for that student.	11/1/2010	Test dates	The ARD committee will review all testing data and collectively make a decision on the appropriate test to administer to the individual student.	ARD committee notes and determination	Passing rate of the students.
Representation	African-American	Student_Support	Data Driven / Timely / Targeted Support	All African - American students academic progress will be automatically reviewed each six weeks	First six weeks of school	Last six weeks grading period.	The classroom teacher and the principal will review each students report card at the end of each six weeks grading period. If the students is not making appropriate progress he/she will be placed in tutorials for the weak areas.	Tutorial time sheets and record of the students week areas	Students will be evaluated weekly to determine progress being made. Modifications will be implemented if the student is not making necessary progress. Students not being referred for Special Education services.
LRE	12-21 Year-Olds	Student_Support	Effective Intervention Strategies	Students age 12 to 21 will closely monitored for success in the resource classroom. If the student is making appropriate progress effective intervention strategies will be implemented in the regular classroom for that student. They will be closely monitored using the RTI format to make sure they are making gains.	Beginning of the school year.	End of the school year	The regular classroom teacher, the special education teacher, the principal and the Special Education representative for the Dewitt-Lavaca Coop will be responsible for monitoring student success.	Classroom lesson plans, assessment instruments	Students success in regular classroom with use of instructional modifications.
Representation	African-American	Academic_Support	Computer-Assisted Instruction	All African - American students who are in need of additional academic support will use the SuccessMaker managed software program weekly.	10/1/2010	5/1/2011	Computer teacher will be responsible for ensuring the students have weekly access to the software program.	Documentation will be provided through weekly lesson plans.	Successful student achievement on grade level TEKS.
Representation	African-American	Student_Support	Response to Interventions (RTI)	Training for teachers on use of RTI as it should relate to African American students.	2/1/2011	5/1/2011	Training will be provided by the Region 3 service center and/ or the DeWitt-Lavaca Special Education Coop.	Sign in sheets for the trainings.	Fewer African-American students being referred for special education.
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