

COMBINED MEETING:
CAMPUS IMPROVEMENT COMMITTEE
AND
DISTRICTWIDE EDUCATIONAL IMPROVEMENT COMMITTEE
MEETING MINUTES
May 17, 2010
12:00 p.m.

The Districtwide Educational Improvement Committee and Campus Improvement Committees met May 17, 2010 at 12:00 p.m. in the Elementary multipurpose room. Members present are identified on the attached list. Assistant Superintendent, Mark Beaty, called the meeting to order at 12:05 p.m.

Mark Beaty began with an overview of the agenda. The following items were discussed:

- a. Goals for the 2009-2010 school year – no changes from last year.
- b. Federal programs - Mr. Beaty presented the federal programs and funding for the district. Included in the presentation was Title I, Title I Part A Stimulus Funding, Title I Part C (migrant), Title II Part A, Title II part D, Title II Part D Stimulus Funding, Title III LEP, Title IV, and other special programs which include the following:

- Bilingual/ESL
- Career and Technology
- Dyslexia
- Advance Academics / Gifted & Talented
- Optional Extended Day
- Prekindergarten
- State Compensatory Education
- Special Education

Following the presentation, the meeting was open for discussion.

- c. The Parental Involvement Policy was presented. After discussion, Stacey Spradlin moved that the Parental Involvement Policy remain the same. The motion was seconded by Randy Hicks and passed unanimously.
- d. Brett Stegall, Director of Instruction, discussed comprehensive needs assessment. Surveys are being conducted for students, staff, and parents.
- e. In closing, Mr. Beaty discussed the School Messenger program.

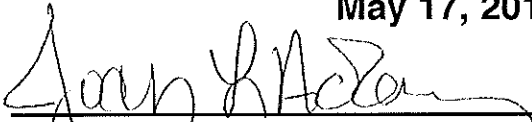
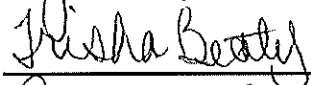
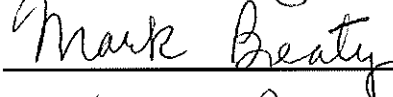


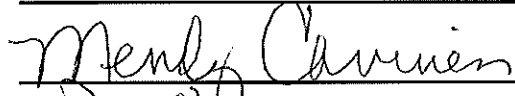
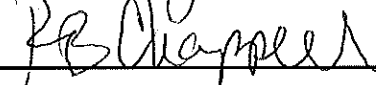
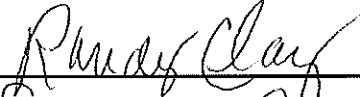
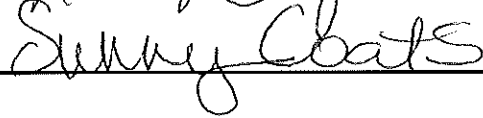
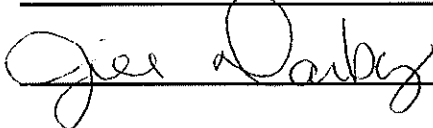


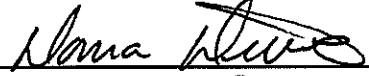


Meeting adjourned at 12:41 p.m.



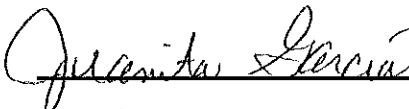
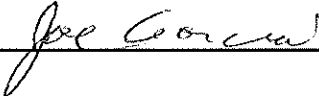
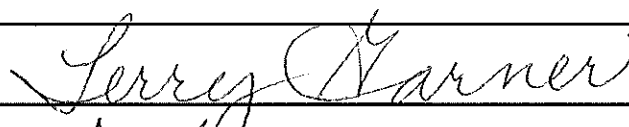
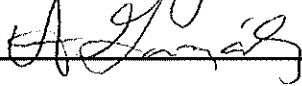
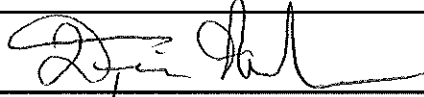
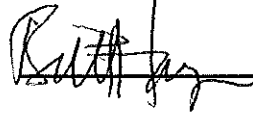
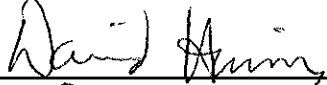
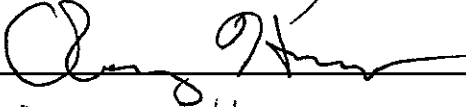
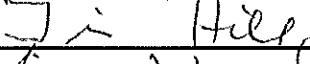
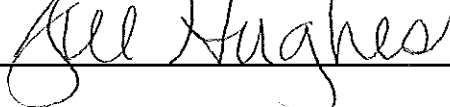
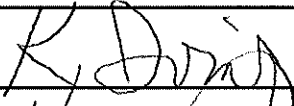

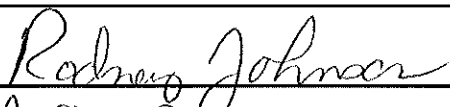
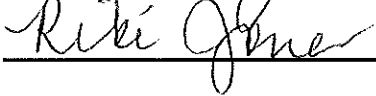
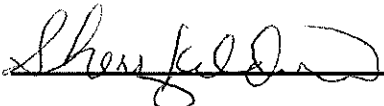
Doug Harriman, Chair

DEIC /CIC Combined Meeting
May 17, 2010

54 total

Adams, Joan		DEIC	Commu
Beaty, Trish		DEIC	Staff
Beaty, Mark		DEIC	Staff
Bowers, Sherry		DEIC/CIC	Staff
Bullock, Teresa		CIC	Staff
Carson, Becky		DEIC	Staff
Caviness, Mendy		CIC	Staff
Chappell, Robert		DEIC/CIC	Staff
Chappell, Lee		CIC	Parent -
Childers, Marla		CIC	Staff
Clay, Randy		DEIC	Staff
Coats, Sunny		CIC	Staff
Cruz, Tony		CIC	Parent -
Darby, Jill		CIC	Staff
Davila, Veronica		CIC	Busines
Davis, Seth		DEIC	Staff
Deleon, Dora		CIC	Staff
Driver, Donna		CIC	Staff
Elam, Ann		CIC	Staff
Exline, Kathi		CIC	Staff
Flores, Nelda		DEIC	Staff
Freeman, Kyle		CIC	Commu
Friesen, Anna		CIC	Parent -

**DEIC /CIC Combined Meeting
May 17, 2010**

Garcia, Juanita		CIC	Staff
Garcia, Joe		DEIC	Staff
Gardener, Karen		DEIC	Commun
Garner, Terry		CIC	Staff
Gonzalez, Arely		CIC	Staff
Haralson, Elaine		CIC	Staff
Haralson, Dennis		DEIC	Commun
Harper, Britt		CIC	Commun
Harriman, Doug		DEIC	Staff
Henning, David		CIC	Parent
Hicks, Randy		CIC	Staff
Hill, Tim		CIC	Staff
Hughes, Jill		DEIC	Staff
Hughes, Greg		CIC	Parent -
Ivins, Kimberly		CIC	Staff
Jackson, Karen		CIC	Staff
James, Donna		DEIC/CIC	Staff
Johnson, Rodney		DEIC/CIC	Staff
Jones, Riki		CIC	Staff
Jones, Le'Ann		CIC	Staff
Jones, Joy		CIC	Staff
Jones, Betty		CIC	Staff
Kildow, Sherry		DEIC	Staff

**DEIC /CIC Combined Meeting
May 17, 2010**

Kissick, Andrea	<u>Andrea Kissick</u>	CIC	Staff
Long, Theresa		DEIC	Commu
Lopez, Aine	<u>Aine Lopez</u>	DEIC	Staff
Moore, Kathy	<u>Kathy Moore</u>	DEIC/CIC	Staff
Moring, Cary	<u>Cary Moring</u>	DEIC/CIC	Staff
Navarro, Erika		CIC	Parent -
Overton, Suzanne		CIC	Staff
Owens, Patsey	<u>Patsey Owens</u>	DEIC	Staff
Peters, John	<u>John Peters</u>	CIC	Parent
Phillips, DeeDee		CIC	Staff
Pierce, Amanda	<u>Amanda Pierce</u>	CIC	Staff
Redekopp, Joanna	<u>Joanna Redekopp</u>	CIC	Parent -
Redekopp, Aganetha	<u>Aganetha Redekopp</u>	CIC	Parent -
Reves, David	<u>David Reves</u>	DEIC/CIC	Staff
Rich, Kathy		DEIC/CIC	Staff
Royston, Audra		CIC	Parent -
Russell, Nikki	<u>Nikki Russell</u>	CIC	Staff
Saavedra, Rebecca	<u>Rebecca Saavedra</u>	CIC	Staff
Sage, Judy	<u>Judy Sage</u>	DEIC/CIC	Staff
Sellers, Rosilyn	<u>Rosilyn Sellers</u>	DEIC	Staff
Sellers, Daylan	<u>Daylan Sellers</u>	DEIC	Staff
Shanklin, Pam	<u>Pam Shanklin</u>	CIC	Staff
Shirley, Tim	<u>Tim Shirley</u>	CIC	Staff

DEIC /CIC Combined Meeting
May 17, 2010

Sloan, Shara	<u>Shara Sloan</u>	CIC	Staff
Spradlin, Stacey	<u>Stacey Spradlin</u>	CIC	Staff
Stegall, Amy	<u></u>	CIC	Staff
Strickland, Matt	<u></u>	CIC	Staff
Swinnea, Matt	<u>Matt Swinnea</u>	CIC	Staff
Waller, Tami	<u>Tami Waller</u>	CIC	Staff
Ward, Ted	<u></u>	CIC	Busines
Weishuhn, Michele	<u></u>	CIC	Parent
Wieler, Martha	<u>Martha Wieler</u>	CIC	Parent
Wright, Sheryl	<u>Sheryl Wright</u>	DEIC	Staff

**Seminole ISD
District Improvement Plan
Goals and Objectives**

Goal 1 Seminole ISD will be an Exemplary District.

Objective 1

90% of the students from all AEIS subgroups in grades 3-11 will pass all portions of the TAKS or the Alternative Assessment and continue to meet AYP.

Objective 2

95% or more of the students in grades 3-11 will participate in state assessments or alternative assessments.

Objective 3

The district will maintain a completion rate that is at or above the state average for all AEIS subgroups.

Objective 4

The districtwide attendance rate will meet or exceed the state's base indicator rate for all students.

Objective 5

The SISD average SAT/ACT scores will meet or exceed the state average scores on SAT/ACT.

Objective 6

The percentage of students taking College Admissions Tests (SAT/ACT) will meet or exceed the state percentage.

Objective 7

Seminole ISD will meet or exceed TEA expectations in its DAEP (CAPs).

Goal 2 Instruction will be provided by highly qualified professional staff.

Goal 3 Technology will be integrated into instructional, administrative, and community programs.

Goal 4 The district will ensure a safe environment conducive to student learning.

Objective 1

The district will implement programs to improve responsible behavior, decision making skills, and self-esteem.

Objective 2

All campuses will annually review and implement the district's Student Code of Conduct.

Goal 5 The district will collaborate efforts with parents/guardians to increase student learning and success.

AEIS-Academic Excellence Indicator System
TAKS-Texas Assessment of Knowledge and Skills
SAT-Scholastic Aptitude Test
ACT-American College Test
AYP-Adequate Yearly Progress

SEMINOLE ISD
SITE BASED DECISION MAKING AGENDA
MAY 17, 2010

- I. MEETING CALLED TO ORDER
- II. OBJECTIVES OF MEETING
- III. DISCUSSION OF PROGRAMS (EVALUATION, FUNDING AND PROPOSED IMPLEMENTATION OF PROGRAMS)
 - A. TITLE I PART A
 - B. TITLE I, PART A STIMULUS FUNDING
 - C. TITLE I PART C (MIGRANT) *
 - D. TITLE II PART A (TEACHER AND PRINCIPAL TRAINING)
 - E. TITLE II PART D (TECHNOLOGY)
 - F. TITLE II PART D STIMULUS FUNDING
 - G. TITLE III LEP (LIMITED ENGLISH PROFICIENT)
 - H. TITLE IV (SAFE AND DRUG FREE SCHOOLS)
 - I. STATE FISCAL STABILIZATION FUNDS.
 - J. OTHER PROGRAMS FOR DISCUSSION (OPTIONAL)
- IV. STUDENT PROGRAMS(REVIEW AND ASSESS EFFECTIVENESS)
 - A. BE/ESL
 - B. CTE (CAREER / TECHNOLOGY EDUCATION)
 - C. DYSLEXIA
 - D. G/T-ADVANCED ACADEMICS
 - E. OPTIONAL EXTENDED YEAR
 - F. PRE-KINDERGARTEN
 - G. STATE COMPENSATORY EDUCATION (AT-RISK)
 - H. SPECIAL EDUCATION
- V. EVALUATION AND REVISION OF PARENT INVOLVEMENT POLICY
- VI. MEETING ADJOURNED

*PAC COMMITTEE WILL EVALUATE AND PLAN THE MIGRANT PROGRAM

Federal Programs

Program Intent/Purposes/Descriptions

Consolidated Application

Title I, Part A

The purpose and intent of the Title I, Part A Program is to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards [Texas Essential Knowledge and Skills (TEKS)] and to meet the challenging state performance standards [Texas Assessment of Knowledge and Skills (TAKS)] developed for children. Title I, Part A provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education which will enable all children to meet the state student performance standards.

Title II, Part A, Teacher and Principal Training and Recruiting Fund (TPTR)

The purpose and intent of the Title II, Part A, Teacher and Principal Training and Recruiting Fund is to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools, and hold local education agencies and schools accountable for improving student academic achievement.

Title II, Part D, Enhancing Education Through Technology

The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary and secondary schools. It is designed to assist every student—regardless of race, ethnicity, income, geographical location, or disability—in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

Title III Language Instruction for Limited English Proficient and Immigrant Students

Eligible immigrant students are defined in Title III as pupils enrolled in kindergarten through grade 12 who (1) are foreign-born, and (2) have been enrolled in any United States school for three school years or less. The purpose of the program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Title IV, Safe and Drug-Free Schools and Communities

The purpose of the Safe and Drug-Free Schools and Communities program is to support programs that prevent violence in and around schools: prevent the illegal use of alcohol, tobacco, and drugs: involve parents: and coordinate with related federal, state, community efforts and resources to promote safe and drug-free schools and communities.

Title VI, Part B, Section 6211, Rural Education Achievement Program (REAP)

The purpose of REAP Section 6211 is to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Campus Policy for Parent Involvement in Seminole ISD

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and the services provided by the Title I, Part A program. The parent involvement policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel work together to achieve such a policy.

CAMPUS PARENT INVOLVEMENT POLICIES AND PRACTICES

REQUIREMENTS AND HOW ACHIEVED

- 1. Requirement:** Involving parents in the planning, review, and improvement of Title I, Part A Programs
How Achieved: *Parents are encouraged to attend meetings and to contribute their ideas to plan, review, and improve the Title I, Part programs. Notices of meetings will be posted and/or sent home with students prior to the meeting and in the language of the parent. Interpreters will be provided at all meetings.*
- 2. Requirement:** Providing parents of participating children timely information about Title I, Part A programs
How Achieved: *Parents receive information about the Title I Part A programs from the handbook and from meetings.*
- 3. Requirement:** Providing a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
How Achieved: *The handbook provides information about the curriculum, academic assessment, and proficiency levels. Parents are encouraged to visit with teachers and/or administrators for further explanation or clarification of any of these important areas.*

District Policy for Parent Involvement in Seminole ISD

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and the services provided by the Title I, Part A program. The parent involvement policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel work together to achieve such a policy.

PARENT INVOLVEMENT POLICIES AND PRACTICES

REQUIREMENTS AND HOW ACHIEVED

- 1. Requirement:** Involve parents in the joint development of the plan.
How Achieved: *Notices of meetings, meeting agendas, and minutes reflect parent participation. An interpreter is provided if requested by the parent.*
- 2. Requirement:** Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
How Achieved: *School personnel are primarily responsible for these areas. Coordination, assistance, and support is achieved by providing a site and scheduling meetings to be as convenient as possible for parents to attend by scheduling some Title I meetings at a time when parents are coming to school for other activities such as Open House and/or Parent Meetings.*
- 3. Requirement:** Build the district's and parents' capacity for strong parental involvement.

- *Review your child's records when needed;*
- *Volunteer at school;*
- *Participate in parent organizations ranging from booster clubs to committees that assist the Board of Trustees in formulating education goals and objectives;*
- *Familiarize yourself with federally funded programs such as Title I that provide important educational support services for the school;*
- *Attend Board meetings to learn more about the operations of the district;*
- *Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy; and*
- *Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs, within the guidelines of law.*

◆ Comprehensive Needs Assessment

- Formerly driven almost exclusively by quantitative data
 - TAKS/AYP
 - Demographic subgroups
 - Highly Qualified
- New Point of Emphasis and Accountability for State and Federal Compliance Programs
 - More in depth look at quantitative as well as qualitative data.
 - Student Achievement
 - Demographics
 - **School Culture and Climate**
 - Curriculum, Instruction, and Assessment
 - School Context and Organization
 - Teacher Quality
 - Family and Community Involvement
 - Technology
 - Close link between CNA and fiscal operations of school

Survey Information

Certified Staff

- *Job satisfaction
- *Coworkers
- *Administrators
- *Instructional Program
- *Methods to increase Student Achievement Levels
- *Open Ended Responses:
Strengths, Areas in Need of Improvement, and Specific
Suggestions to Improve Student Achievement

Auxiliary

Students

Parents