



TE_xES | Texas Examinations of Educator Standards

Preparation Manual



o64 Superintendent: District Profile Packet

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064 SUPERINTENDENT
DISTRICT PROFILE PACKET

This is an all-day, two-session test.

S A M P L E

D I S T R I C T P R O F I L E P A C K E T

This booklet contains a sample District Profile Packet about a hypothetical Texas school district, Cook ISD. It contains materials that are of the type you will receive on the day of the test. The booklet is to be used in conjunction with the test items shown in Section III (Approaches to Responding to Items, Morning Session) and Section IV (Sample Items, Morning Session) of the Superintendent preparation manual.

In the actual test administration, the documents will be presented separately in a large envelope, or *packet*. Note that these documents will not be bound as in this preparation manual. This will enable you to compare documents more easily and to work with the documents as you choose.

The sample District Profile Packet included in this preparation manual illustrates the types of documents you may see in the morning session of the Superintendent test. Because every packet provides information about a different hypothetical Texas school district, the documents contained in District Profile Packets will vary.

District Profile: Cook ISD

Use the materials in the District Profile Packet to answer the questions in this test.

The District Profile Packet contains materials about a hypothetical Texas school district, Cook ISD. It is early February of the 1999–2000 school year, and the former superintendent has recently resigned. The new superintendent has been working in the district approximately three weeks.

NOTE: Some of the documents in the District Profile Packet are meant to reflect types of materials produced by the state and do not necessarily reflect current reporting formats. It is important that you use only the materials in the packet to answer the questions. For example, the standards for AEIS given in the packet are the ones that should be used, rather than current standards that may be different.

Overview

1998–99 Statistics: Cook Independent School District

Accreditation status:	Accredited	Total staff:	670
Total number of schools:	9	Total teachers:	330
Total students:	5,163	Tax information:	
African American:	6%	Taxable value per pupil:	\$112,172
Hispanic:	38%	Equalized total tax rate:	\$1.29
White:	56%	Maintenance & Operations:	\$0.73
Other:	0%	Interest & Sinking Fund:	\$0.56
Economically disadvantaged:	34%		

CISD Student Information for Selected Campuses

Cook High School (9–12)			
Total students:	1,354		
African American:	63	5%	
Hispanic:	477	35%	
White:	805	59%	
Other:	9	1%	
Economically disadvantaged:	274	20%	

West Elementary (PreK–3)			
Total students:	459		
African American:	32	7%	
Hispanic:	223	49%	
White:	199	43%	
Other:	5	1%	
Economically disadvantaged:	306	67%	

Sam Houston Elementary (PreK–3)			
Total students:	610		
African American:	31	5%	
Hispanic:	91	15%	
White:	488	80%	
Other:	0	0%	
Economically disadvantaged:	82	13%	

Contents of Background Packet

1. Strategic Plan
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 - B. SBDM District Goals: 1999–2000 Objectives Update
 - C. Cook ISD Board of Trustees District Goals for 1999–2000

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 - Citizens Advisory Panel Reports on CISD Facilities
 - After Victorious Season Sentinels' Coach Credits Players, District Support
 - OPINION COLUMN—Who's in Charge Here?
 - EDITORIAL—Enemies of the Children
 - Funding Makes a Difference to Girls' Volleyball
 - Samson Tools Coming to Town
 - EDITORIAL—What's the Score on TAAS Scores?

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 - Business/School Partners Initiative
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 - Praise for Trustees
 - Frontier Intermediate SBDM Team
 - Mums at Sam Houston Elementary School
 - Woodbridge Special Education Center

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6. AEIS Campus Report
 - Cook High School

7. Campus Improvement Plans
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 - B. Sam Houston Elementary School
 - C. West Elementary School

8. Campus Report for Performance-Based Accreditation
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Cook High School
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 - A. Turner Middle School
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Strategic Plan

Strategic Plan for Excellence

SBDM District Goals: 1999–2000
Objectives Update

Cook ISD Board of Trustees District
Goals for 1999–2000

Strategic Plan for Excellence

Cook Independent School District
Cook, Texas



1996–2000

MISSION STATEMENT

Cook Independent School District assumes the responsibility for preparing its students to become responsible, productive citizens in our society.

To be successful, the district must:

- develop partnerships between home, school and community.
- provide a positive environment conducive to learning.
- set challenging expectations and provide highly motivating experiences.
- inspire students to become lifelong learners.
- provide the opportunities and resources for students to develop intellectually, physically, emotionally, and socially.

We believe:

- in the total development of the student.
- public education is a partnership among students, parents, educators, and the community.
- all students can learn when challenged according to their ability.
- all students can be successful if given appropriate amounts of time and a variety of teaching strategies to match individual students' learning styles.
- the uniqueness of each individual should be addressed through the learning process.
- a positive learning climate promotes student success.

STRATEGIC EDUCATION PLAN

The new Strategic Plan for Excellence was developed for the period 1996–2000 by a committee representing the school and community. Students, teachers, administrators, support staff, parents, and community members participated. Priorities were established based on the results of a comprehensive survey of students, parents, staff, and administrators. Current school district data were used including student progress assessment, students at-risk, academic excellence indicators, budget and other resources.

Long range goals were selected to establish the direction for the district. The plan will be evaluated annually each spring by the District Planning and Decision Making Team, who will update or develop objectives for each goal for the coming academic year based on student needs. Annual objectives will be reported to and approved by the Board of Trustees.

COOK ISD PRIORITIES FOR 1996–2000

Goal 1

Given the resources, encouragement, and opportunity, all students will develop to their full academic potential.

Goal 2

Instruction will be designed to ensure all students' success in a global society.

Goal 3

Instruction will develop essential life skills for all students to succeed as responsible citizens.

Goal 4

Programs will be designed to ensure that all students will meet or exceed the established learning outcomes.

Goal 5

Improved support services will be made available to all students for continued improvement of student achievement.

**COOK INDEPENDENT SCHOOL DISTRICT
COOK, TEXAS**

**DISTRICT PLANNING AND DECISION MAKING
TEAM**

STRATEGIC PLAN FOR EXCELLENCE

**DISTRICT GOALS:
1999–2000 OBJECTIVES UPDATE**



**Recommended to the Board of Trustees
May 13, 1999**

New Super-

Believe it or not these have still not been approved by the board. They issued their own district goals in July which don't quite fit the strategic plan. Individual campuses are largely developing their own goals.

-Outgoing Super

Sticky Notes

COOK INDEPENDENT SCHOOL DISTRICT

SPRING 1999

The Cook Independent School District wishes to acknowledge with deep appreciation the individual and collective contributions made by the members of the District Planning and Decision Making Team. Their cooperation, assistance, and support in updating the objectives of the Strategic Plan for Excellence will provide the opportunity for the youth of our community to receive a quality education that will prepare them for the 21st Century.

**District Planning and Decision Making
Team Members:**

Cook High School
Assistant Principal
Counselor
SBDM Team Chair

Turner Middle School
SBDM Team Chair

Frontier Intermediate School
SBDM Team Chair

Green Valley Intermediate School
SBDM Team Chair

Sam Houston Elementary
SBDM Team Chair

West Elementary
SBDM Team Member

Sierra Vista Elementary
SBDM Team Member

Woodbridge Special Education Center
SBDM Team Chair

Central Office Staff

Superintendent
Assistant Superintendent
Business Manager
Administrative Assistant

Principals

Cook High School
Turner Middle School
Frontier Intermediate
Green Valley Intermediate
Sam Houston Elementary
West Elementary
Sierra Vista Elementary

Special Programs

Director, Voc./Fed. Programs
Special Education Director

Student Representatives

High School
High School
Middle School
Middle School
Frontier Intermediate
Green Valley Intermediate

Parent Representatives

Cook High School
Turner Middle School
Frontier Intermediate
Green Valley Intermediate
Sam Houston Elementary
West Elementary
Sierra Vista Elementary
Woodbridge Special Education Center

Community Representatives

Vice President, Cook State Bank
President, Cook Chamber of Commerce
Representative, Mayor's Office
Director, Texas Industries, Inc., Cook
Division

Teachers

Cook High School
Turner Middle School
Frontier Intermediate
Green Valley Intermediate
Sam Houston Elementary
West Elementary
Sierra Vista Elementary
Woodbridge Special Education Center

Two Board Members

COOK INDEPENDENT SCHOOL DISTRICT
District Planning and Decision Making Team
DISTRICT GOALS
1999–2000 Objectives

Goal 1

Given the resources, encouragement, and opportunity, all students will develop to their full academic potential.

Objectives

1. Increase the criterion- and norm-referenced scores to reach or exceed state goals within 5 years.
2. Decrease annually the achievement gap between educationally disadvantaged students and other populations as defined in each campus improvement plan while improving the achievement of all students.
3. Assure that at least 99% of the students who enter the 7th grade graduate from high school.

Goal 2

Instruction will be designed to ensure all students' success in a global society.

Objectives

1. Offer foreign languages on all campuses.
2. Continue using the curriculum and evaluation standards of the National Council of Teachers of Mathematics and the National Science Education Standards.
3. Implement the CISD Technology Plan as outlined in the 1996 District Technology Plan.
4. Integrate technology throughout all areas of the curriculum.
5. Teach geography skills in grades K-12.

Goal 3

Instruction will develop essential life skills for all students to succeed as responsible citizens.

Objectives

1. Develop an interpersonal skills curriculum and integrate it into the curriculum.
2. Review, update, and implement at-risk plan.
3. Teach students to be responsible citizens in a democratic society.
4. Implement cultural awareness curriculum in grades K-12.
5. Expand vocational education in the district.

Goal 4

Programs will be designed to ensure that all students will meet or exceed the established learning outcomes.

Objectives

1. Implement mastery learning at all grade levels.

Goal 5

Improved support services will be made available to all students for continued improvement of student achievement.

Objectives

1. Increase the availability of tutoring programs and encourage flexibility of participation at all grade levels.
2. Expand extracurricular activities to reflect student interests and to increase student participation.
3. Expand drug-free programs in schools and communities.
4. Implement campus-wide citizenship programs through counselor guidance.
 1. manners
 2. social skills
 3. proper etiquette
 4. respect for self and others
 5. ethics
5. Provide expanded and uninterrupted school library services.
6. Enhance the Adult Literacy Program in CISD.
7. Improve the Effective Parenting Education Program in CISD.
8. Provide adequate transportation services for after-school activities and for prevention of overcrowding on buses.

COOK INDEPENDENT SCHOOL DISTRICT
COOK, TEXAS



**COOK ISD BOARD OF TRUSTEES
DISTRICT GOALS FOR 1999–2000**

ADOPTED JULY 10, 1999

COOK ISD BOARD OF TRUSTEES

DISTRICT GOALS FOR 1999–2000

GOAL 1 - STUDENTS

Students are prepared with the knowledge and skills for the challenges of the 21st century.

GOAL 2 - PARENT AND COMMUNITY INVOLVEMENT

Opportunities are provided for parental and community involvement in the educational process of the child.

GOAL 3 - LEARNING ENVIRONMENT

The district discipline management plan is revised to ensure a safe and orderly learning environment.

GOAL 4 - STAFF DEVELOPMENT AND TRAINING

Staff development and training opportunities are provided for district employees cost effectively.

GOAL 5 - FACILITIES

Maximum use of facilities to meet the needs of growth and restructuring is accomplished in a way that will maintain the current tax rate.

GOAL 6 - FUNDING

Funding to meet our goals and objectives is accomplished in a way that strives to maintain the tax rate as the lowest in the county.

News Articles

Superintendent Resigns

Citizens Advisory Panel Reports on
CISD Facilities

After Victorious Season Sentinels'
Coach Credits Players, District Support

OPINION COLUMN—Who's in Charge Here?

EDITORIAL—Enemies of the Children

Funding Makes a Difference to Girls' Volleyball

Samson Tools Coming to Town

EDITORIAL—What's the Score on TAAS Scores?



Cook Tribune-Express

"Serving the Region Since 1873"

Friday Morning

Cook, Texas

City Edition

Superintendent Resigns

Cook—During a hastily convened press conference at the Cook Community Center December 19, Dr. Kenneth Johnson announced his intention to resign as superintendent of CISD, effective January 19.

The announcement came after weeks of rumors that Johnson had accepted a position as superintendent of schools in Jefferson City, Kansas. Today Johnson would say only that the position is one of several offers he is "seriously considering."

In a brief statement, the superintendent expressed regret at leaving but said his mind is made up.

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"Among the countless people I have worked with throughout the Cook schools and community during the past year and a half," said Johnson, "I particularly want to thank the many dedicated members of the District Planning and Decision Making Team for their efforts and support. I regret that our progress was limited."

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Since Dr. Charles Hernandez retired in early 1997 after 15 years as CISD superintendent, Johnson is the second superintendent in three years to leave CISD after only a brief stint in the job. Superintendent Joanne Rogers left in 1998 after only twelve months, citing "irreconcilable differences" with the board. When asked if the board had anything to do with his resignation, Dr. Johnson replied "no comment."

The news of Dr. Johnson's impending departure was greeted with dismay by many in the community. Andrea Cortez, president of the district PTA council, called the resignation "a major setback for the students and families of CISD." Blaming the school board for "refusing to work productively with Dr. Johnson," Cortez called on local citizens to make their voices heard in the next board election by "voting in some people who have the kids' best interests at heart."



Cook Tribune-Express

"Serving the Region Since 1873"

Wednesday Morning

Cook, Texas

City Edition

Citizens Advisory Panel Reports on CISD Facilities

COOK—At last night's regularly scheduled board meeting, the trustees of Cook ISD heard from the Citizens Advisory Panel charged with conducting a comprehensive needs assessment of the district's educational facilities.

Appointed last spring at the urging of outgoing superintendent Dr. Kenneth Johnson, the panel spent ten months studying the need for repairs, upgrades, and additional classroom space before presenting its final report to the board.

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Betty Jo Havens, the Citizens Advisory Panel chairperson, said the aging Woodbridge Special Education Center requires "major renovations and may not be worth saving." Citing the educational advantages of "mainstreaming" students with disabilities, Havens said that federal laws require students to be educated in "the least restrictive environment possible." The panel's report suggests that the board consider closing the Woodbridge Center and placing students in specially equipped classrooms in other district schools.

The Woodbridge Center is designed to serve disabled students in prekindergarten through grade 12, but current enrollment includes only students in grades 4 through 11. During a brief discussion following the report, a board member observed that only four district schools—serving intermediate and secondary students—would need to make classroom adaptations if the Center closed, limiting the cost of renovations.

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The panel's report also recommends new physical education facilities for the district's three elementary schools and new classroom wings for Turner Middle School and Frontier Intermediate.



Cook Tribune-Express

"Serving the Region Since 1873"

Wednesday Morning

Cook, Texas

City Edition

After Victorious Season Sentinels' Coach Credits Players, District Support

COOK—In its final game of the year, Cook High School's varsity football team kept up its momentum, rolling over the Rangers in a decisive 44-10 rout. Quarterback Harvey Maples completed five touchdown passes in his best game of the year, three of them to wide receiver Orrin Wilmot, who seemingly could do no wrong last night.

Maples and Wilmot, however, downplayed their roles, calling the win "a total team effort." "Sure, we're the most visible guys," said Maples, "but Will Thomas and Hank Lopez made some huge blocks, and Charlie Soames had that fantastic interception. Everybody did a great job."

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Head Coach Jimmy Garland expressed extreme satisfaction with the team's improvement over last year. "What can I say? This is a bunch of totally hardworking, totally unselfish guys. They made this season happen, and I'm grateful to them.

"I'd also like to express the team's thanks for the unbelievable support we've received from the district. Just look at this beautiful new stadium we're standing in. The school board has been behind us 110% when we've needed new equipment or whatever, and that makes us feel so great. Look at the new uniforms. Morale has never been higher. That kind of support makes winning—and even losing, for that matter—a heck of a lot easier."



Cook Tribune-Express

"Serving the Region Since 1873"

Monday Morning

Cook, Texas

City Edition

OPINION COLUMN

Who's In Charge Here?

by a District Parent

Our school district is a mess.

My family discovered this when we moved across town last summer. Although the distance between our children's old and new schools is barely 15 miles, it might as well be 15,000. Our son, Gregory, transferred from Green Valley Intermediate School to Frontier Intermediate. Our daughter, Ashley, transferred from West Elementary to Sierra Vista. Same district, right? Same school system, right? No big deal, right? Wrong. It's a very big deal. Here are just a few of the reasons why.

School communications: We always knew what programs and activities were going on at Green Valley and at West. We don't have a clue about Frontier or Sierra Vista. We've received no school newsletters, no classroom updates, no "notes from the principal."

Homework: Gregory used to spend between one and two hours a night on homework. Now he spends about that amount of time *per week*. Not only that, but he receives higher grades for much lower quality work. And gets mad at us if we insist that he put more effort in.

Curriculum: This is our most serious concern. What the kids are learning this year seems totally unrelated to what they learned last year. At Green Valley, Gregory's class worked in cooperative groups on science and social studies and literature projects; that never happens at Frontier. Green Valley has a wonderful art program; all they do at Frontier is crafts. At West Elementary, Ashley participated in the Talented and Gifted program, but there's nothing comparable at Sierra Vista. In second grade, Ashley was reading independently in "chapter books;" this year she reads only the books assigned to her reading group. Math instruction at West was hands-on and exploratory; at Sierra Vista it's all drill-and-practice. The library program at West was a dynamic instructional program; at Sierra Vista, the kids go to the library for 30 minutes on Mondays for a weekly "book exchange."

I could go on, but I won't. Instead, I'll finish by posing a few questions to our district administrators: Has the district made any attempt to coordinate programs from one grade to the next? From one school to another? Is anyone responsible for keeping track of whether one year's curriculum prepares students for the next year's? Does anybody know (or care) whether some instructional methods are more effective than others? Are there any districtwide policies or standards of quality?

Who's in charge here, anyway?



Cook Tribune-Express

"Serving the Region Since 1873"

Thursday Morning

Cook, Texas

City Edition

EDITORIAL

Enemies of the Children

The Cook School Board is bad for our children.

The resignation of District Superintendent Dr. Kenneth Johnson after only a year and a half on the job is only the latest blow to our children's welfare. Dr. Johnson has not done any finger pointing, but everyone knows exactly why he is leaving: The Board has blocked every single initiative he and the District Planning and Decision Making Team have proposed.

The majority of four on this Board is interested in power, pure and simple. These people want to decide how and where the money is spent. These people want to dispense political plums to their friends. Clearly, such a Board could not tolerate a Superintendent whose budget and hiring decisions were based on the children's best interests. Dr. Johnson had to go.

The fall 1996 Board election resulted in disaster for our schools and our children. It's time for the citizens of Cook to stand up and say, "Enough."



Cook Tribune-Express

"Serving the Region Since 1873"

Wednesday Morning

Cook, Texas

City Edition

Funding Makes A Difference to Girls' Volleyball

COOK—Over the past three years, the Lady Sentinels have developed from a gangly colt of a team into a thoroughbred racehorse, and Donna Estrada, their coach, says she knows why.

"First of all, we did some long-term planning and team-building," says Estrada, "and that has really paid off. Our skills are better and our bench is deeper. But let's face facts. When I was hired back in 1988, nobody cared about us. We had the worst practice hours, the oldest equipment, the fewest fans, and worst of all, no money.

"However, in the last three years there has been a tremendous increase in funding for all sports programs, and it's really made a difference. We have new facilities and equipment, plus additional trainer and assistant coaching positions. I think the school board has done a tremendous job of ensuring that appropriate levels of funding are allocated to sports. And a lot of people agree with me—attendance at district sports events, including Lady Sentinels volleyball games, has never been higher."



Cook Tribune-Express

"Serving the Region Since 1873"

Wednesday Morning

Cook, Texas

City Edition

Samson Tools Coming to Town

COOK—The local economy, which has been experiencing steady, diversified growth over the past four years, received yet another shot in the arm yesterday when Samson Tools, a major manufacturer of industrial equipment, announced plans to build a large assembly plant in Cook this summer.

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The company's personnel director said that the fully automated plant will require about 100 local workers with high school diplomas or the equivalent.

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Construction of the \$6 million facility will begin in May at the newly purchased site on Pomeroy Boulevard. After four years of local tax abatement, the plant is expected to add significantly to school tax revenues. Samson Tools is the third large business to move to Cook in the past two and a half years.



Cook Tribune-Express

"Serving the Region Since 1873"

Wednesday Morning

Cook, Texas

City Edition

EDITORIAL

What's the Score on TAAS Scores?

Let's give credit where credit is due. CISD district averages in TAAS Reading, Writing, and Math scores have still managed to remain above the state averages, and Math scores have actually made substantial gains above the state. And hats off to the students, parents, teachers, and principal of Sam Houston Elementary School, where the performance of third graders on the most recent round of TAAS exams earned a "recognized" rating for the school. Two other schools in the district—West Elementary and Green Valley Intermediate—also deserve praise for scores that show substantial improvement since last year and compare favorably with state averages.

But that's only half the story. The district averages in Reading and Writing were virtually stagnant compared with last year's averages or compared with gains made across the state. Also, at three other CISD schools—Sierra Vista Elementary, Frontier Intermediate, and Turner Middle School—Reading and Writing scores declined for the third year in a row. Frontier and Turner retained "acceptable" ratings only by the skin of their teeth, while Sierra Vista actually sank to "low-performing"—a dark moment in the history of a district that has never before received such a rating.

Cook High School also received a rating of "low performing" this year. According to the high school principal, this rating is based on "an anomalous rise in dropout rates" rather than unacceptable performance on the TAAS. While technically accurate, this statement pointedly ignores the fact that Reading and Writing scores at Cook High show a three-year pattern of gradual decline—less dramatic perhaps than declines at other schools but equally telling, especially in light of the shameful 7.6% dropout rate among economically disadvantaged students at the school.

So what's the real story on TAAS scores in Cook ISD? Good news at three schools, creeping mediocrity at another, bad news at three more. For a district that has long prided itself on high-quality education, this ratio is clearly not "acceptable." It's time to ask district leaders, as well as those four principals, what they intend to do about it.

Sticky Notes

District PTA Council Welcome

Business/School Partners Initiative

Frontier and Sierra Vista Parents' Calls and Letters

Milk and Ice Cream Contract

Vandalism at the High School

Woodbridge Parents on Board Agenda

New Super-

The district PTA Council president called to welcome you and invite you to participate in their next executive planning session. They are looking forward to a strong, collaborative relationship with you like they had with your predecessors.

-Shawn (your executive secretary)

Sticky Notes

New Super-

The coordinator for the Business/School Partners Initiative for the secondary schools called about the Summer Jobs Program. She anticipates even broader participation by local businesses this year.

-Shawn (your executive secretary)

Sticky Notes

New Super-

Our office has received about three dozen calls and letters from Frontier and Sierra Vista parents ever since that opinion column appeared in the paper. I put them all in a folder on your desk.

-Jimmy (your administrative assistant)

Sticky Notes

New Super-

The president of the Cook Dairy Company called. Says he ran into the board president last week and was assured his company would get the milk and ice cream contract. He's wondering why his company's name didn't appear in the board agenda for this upcoming meeting.

-Jimmy (your administrative assistant)

Sticky Notes

New Super-

There was more vandalism at the high school last night. They messed up the decorations for the Cheerleaders Banquet. Like the last times, no serious damage and no sign of break-in. They were probably hiding in the building when it was locked up. We're investigating it.

-Luanne (your security chief)

Sticky Notes

New Super-

Some Woodbridge parents called. They want to talk with the board at the next board meeting about the recommendation to close Woodbridge. There's no place on the board agenda for citizen input. What should I tell the parents?

-Jimmy (your administrative assistant)

Sticky Notes

Letters

High School Scheduling

Middle School Boys Basketball Coach

Praise for Trustees

Frontier Intermediate SBDM Team

Mums at Sam Houston Elementary School

Woodbridge Special Education Center

Dear Superintendent:

I wish to complain about Ms. Jensen, the ninth grade counselor at Cook High. My son, Danny, and I have spent much of this year dealing with Ms. Jensen to try to resolve an absurd series of scheduling problems. I want this letter to go into Ms. Jensen's file because there simply can be no excuse for all the aggravation and trouble we have had in dealing with her this year.

When Danny got his schedule on the first day of school, he saw that it included chorus but not keyboarding, the course he had requested. Nearly a week after school started, he was finally able to meet with Ms. Jensen, who said that too many students had signed up for keyboarding and that anyone who could not fit into the keyboarding classes had been assigned to chorus instead. Well, Danny had no interest whatsoever in chorus, so he finally took care of the problem himself. He talked to Mr. Grady, the French teacher, about being a student aide for him, and that worked out well.

Then, within a few weeks after school started, it became apparent that Mr. Wiley, Danny's math teacher, was intolerable. He was a poor teacher who could not explain things well and he was unwilling to set aside time after class to help students who needed assistance. My son has always had to work extra hard to keep up in math, and we soon realized that this situation would never work for him. So he went to Ms. Jensen to ask to change his math class to one being taught during the same period by another math teacher. The counselor said that was impossible because of the school's block scheduling with instructional teams. If Danny changed math teachers, he would have classes split across two instructional teams, and that is not allowed. Danny and I were not happy to hear that, but we felt that we had no choice but to accept it.

Then, the very next week, we learned that Danny's schedule was being changed, along with those of hundreds of other students, to "even out" teachers' class loads. The changes meant that a large number of students would now have cross-team schedules. Danny ended up being reassigned to another teacher's math class, and of course I was relieved that he would no longer be in Mr. Wiley's class. However, I was also extremely upset and disappointed to realize that while Ms. Jensen was quite willing to break up instructional teams to give teachers better schedules, she was completely unwilling to even consider it for the benefit of a student. This just didn't seem right.

Now it's the beginning of second semester, and I just received a phone call from my son's French teacher. He informed me that he and Ms. Jensen are preparing to change the schedules for many of his students beginning next Monday. He says that he agreed in the summer to teach an extra class and give up a planning period in order to help with some scheduling problems, but now he has decided he needs his planning period. So now it appears that my son may have to give up some of his favorite teachers who he has been with all year. I would like to know how this can happen! This is already February!

Why does the high school principal allow Ms. Jensen and other staff to disrupt student schedules because she can't schedule well or because they want a planning period? Ms. Jensen blames the software that does the scheduling. She also blames the School Board for not budgeting enough teacher positions even though they knew there would be more students this year. If my son's schedule changes again now, I want you to know that I will protest in person to the Board. This is very unfair to a student who is trying to do his best in high school so he will be well-prepared for college.

Please, please do not allow any more scheduling changes to be made at the High School! I know that this would have a terrible effect on my son, and I am sure that many other students would be negatively affected as well.

Thank you.

Sincerely,

Parent

Principal
Turner Middle School

Dear Principal:

I want to let you know how unhappy I am with the way Coach Thompson is dealing with the less talented players on the basketball team. I have been noticing for some time that there are about half a dozen players on the eighth grade team who are just not being treated fairly. What happened at last Friday's game is a good example. There was 1:45 left in the game and Turner was ahead 62-46 when Coach Thompson suddenly seemed to realize that some boys had not yet played. He yelled out for any boys who had not yet played to stand up, and five boys stood. Then he hollered to another coach to be sure to get those five boys in. Most of the boys never made it into the game until there was less than 30 seconds left to play and they were told to just run out the clock. That isn't even really playing!

I feel that Coach Thompson handled this situation with his less talented players very badly. First, I don't see why he felt a need to humiliate these boys by making them stand up in front of their peers and fans to signal that they hadn't yet played in the game. I think this shows real insensitivity on the Coach's part. Second, I believe it is completely unfair to make these boys work hard, attend all team practice sessions, keep their grades at 70 or above, and then barely even allow them to play. I find myself asking, why are these kids working so hard when all they get to do is sit around watching others take part in a game they've been left out of? How can they maintain any team spirit when they're hardly even treated as if they're part of the team?

I want to let you know that my concern is also for the parents of the less talented players. These parents take great pains to see that their sons make it on time to every practice and game. Many attend every game, including out-of-town games. I think it is an insult to these parents that their sons are allowed to play so rarely. Both the sons and the parents deserve better, and Coach Thompson needs to know this.

It seems to me that Coach Thompson's behavior reflects priorities that are just plain wrong. I know that winning is important, but it shouldn't be everything, especially for a team of eighth graders. I believe that for boys this age, there are other equally important things, like showing every player respect and giving every player a chance to get in the game and do his personal best.

You have probably guessed by now that I am a parent of one of the "less talented" players on the eighth grade team. I want you to know, however, that I am writing for all those who don't get enough playing time, and for their parents as well. I know most of these players and their parents, and I can assure you they feel the same as I do. I have confidence that you, as the Middle School principal, can turn this around. Many thanks for your help in this matter.

Sincerely,

Parent

cc: District Board

Dear Superintendent:

I am a lifelong resident and taxpayer of Cook and I want to warn you about some ugly rumors about the CISD Board of Trustees. Last week's editorial in the Cook Tribune-Express called the trustees "enemies of the children." This outrageous statement couldn't be farther from the truth!! You're new to the district and I know it takes awhile to figure out what's really going on. Well I'm here to tell you that this district never had it so good!! Three years ago our school sports were nowhere. Now thanks to the very same four board members the editorial insulted, the kids are doing great, especially in varsity football. My oldest boy and I were both defensive linemen for the Sentinels and even though my kids are all grown now I like to go to as many games as I can. I don't ever remember having such a great team!

Last weekend I had the pleasure of personally thanking those four board members when I ran into them fishing up at Lake Wyola. And I told them what I thought of that editorial! I also saw for myself how dedicated they are. Here it was a weekend and they were talking about plans to expand the high school gym for our basketball team. I personally thanked them for the new high school stadium and for keeping my taxes low for three years running!! These outstanding trustees should be praised—not insulted—for all they have done for our schools and I told them so!! And now I'm telling you.

I wish you best of luck with your new job and I advise you to ignore these lies about the decent hardworking trustees of CISD.

Sincerely,

Citizen and Devoted Sentinels Fan

Dear Superintendent,

As parent members of the site-based decision-making team at Frontier Intermediate, we are writing to express our deep concern about the poor functioning of our team. We have been hoping for some time that the team would straighten itself out, but unfortunately that has not happened. We do not like the idea of going over the head of the Principal to complain to you, but we care about the school and the SBDM team and feel that we have no choice at this point but to come to you with our concerns.

We believe that the main problem with our SBDM team is weak leadership. Since we became team members at the beginning of the school year, we have felt increasingly frustrated with the Principal's apparent inability to get everyone on the team moving in the same direction. Meetings are very democratic, but unfortunately they also have little or no focus. We talk about one topic, then move on to another, and then another. Everyone has ideas, everyone means well, but no decisions ever seem to get made and nothing ever gets done. In fact, here it is late January already, and we have still not even managed to set priorities yet for what we'd like to accomplish this school year!

We have made various suggestions to the Principal for improving the team's functioning, and although he has listened politely, he has taken no steps to implement any of our suggestions. For example, some months ago we suggested that detailed meeting agendas be distributed before each meeting, along with any background information that members may need in order to participate effectively. Many meetings still have no agenda at all, or a very sketchy agenda at best, and background information is never distributed for review before a meeting. We also suggested that each meeting focus on one or two major issues and that these issues be resolved before moving on to other issues. The Principal has also failed to implement this suggestion, and meetings continue to be held in a more or less "free-for-all" format, with discussions going in circles and ultimately getting us nowhere. At this point, the team's problems, and in particular its lack of direction, seems to be wearing down many of the members and sapping their energy for the task. Meetings have been occurring less and less frequently, while individual members are, with increasing frequency, arriving late, leaving early, or not showing up at all.

When we first joined the team, we had high expectations for returning Frontier to the good school it was only a few years ago. Given all the district's problems in recent years, perhaps we were somewhat naive and unrealistic. However, we still believe that with good leadership, the SBDM team really could make a difference. Most members of the team seem to have a sincere desire to see the group work effectively, but this appears to be impossible under the current circumstances. We have put a great deal of time and energy into trying to carry out our team responsibilities during the past months, but we are no longer sure that it is worthwhile to keep trying. Neither of us wishes to quit the SBDM team, but both of us plan to do just that if no changes are made soon.

We urge you to try to work with the Principal to make the Frontier SBDM team the productive body it ought to be. Many thanks for any assistance you can offer.

Sincerely,

Two Parent Members of the Frontier Intermediate School SBDM Team

Dear Superintendent:

My daughter is a third grader at Sam Houston Elementary School, and I am writing to protest a "tradition" that has gotten out of hand in this school district.

As you no doubt know, it has long been customary for high school girls to celebrate homecoming by wearing "mums" to school the day of the big game. When I was in high school, these corsages were fairly simple and inexpensive--a couple of chrysanthemums, some ribbon, and that was it. Over the years, the mums have gotten more and more elaborate, and the custom has spread. Several years ago girls at the middle school started wearing them, and now even the girls at the intermediate and elementary schools are "expected" to show up with mums on homecoming day.

I strongly object to this trend. In the first place, I think it is not age-appropriate for little girls to be celebrating a high school event. It has no real meaning for them now, and when they get to high school mums won't seem special anymore. The practice also creates social tensions. One of my daughter's classmates showed up with a mum that cost more than \$100! I, for one, certainly cannot afford to buy my daughter such a luxury item. I'm sure that you will agree that girls whose families cannot afford mums of this magnitude should not be put in the position of feeling like social outcasts.

Thank you for taking this matter seriously.

Sincerely,

Parent

New Superintendent-

I had hoped to address this matter but was too preoccupied on other fronts.

-Outgoing Superintendent

Sticky Notes

Board of Trustees
Cook Independent School District

Dear Members of the Board:

We fare parents of children enrolled in the Woodbridge Special Education Center. Several of us also serve on Woodbridge's strong, active SBDM team. We are writing in response to the enclosed article appearing in the *Cook Tribune-Express* January 12. The article describes a report presented by the Citizens Advisory Committee for Facilities Planning at the January 11 meeting of the board.

Please be advised that we strongly disagree with the committee's recommendation to close Woodbridge Special Education Center. According to the article, the Committee's proposal to "decentralize" special education would transfer the 46 severely disabled students currently enrolled at WSEC to self-contained special education classrooms in other district schools. We oppose this plan for the following reasons.

First, and most important, we believe that WSEC is good for our children, many of whom have multiple physical and mental disabilities. The Center offers full handicap access, therapy facilities, specially trained staff who provide intensive one-on-one services, a hydro pool, a complete cafeteria designed to meet students' special dietary needs, and sports areas for Special Olympics and other group activities.

Second, we believe that this approach to "mainstreaming" would have detrimental effects for our children. Access to the specialized care, services, and activities currently available at WSEC would almost certainly be curtailed. Transitioning to a totally unfamiliar environment is also likely to cause emotional trauma for many of the students who think of WSEC as a second home.

Third, according to the article, the committee justifies its recommendation by citing the high cost of repairs and renovations needed to upgrade WSEC facilities. Yet a substantial investment would be required to create specially equipped classrooms in the other schools. We would rather see district funds used to upgrade WSEC, which was designed specifically to serve the needs of students with disabilities. We also are concerned that the board intends to save money by making only minimal renovations to classrooms in other schools. One board member already has proposed excluding elementary schools from proposed changes, since no elementary-age students are currently enrolled at Woodbridge. This observation strikes us as extremely shortsighted. Families with young, profoundly disabled children could move into the district at any time. What would the board propose to do with them?

Finally, we believe the decision-making process surrounding this issue contradicts the district's obligation to promote inclusive, site-based management. Why have parents of WSEC students been excluded from this dialogue? Why were parents of WSEC students not included in the Citizens Advisory Panel? In all candor, we question the motives of district leaders in organizing the process this way. What are the board's real priorities? There has been much discussion of late about financial constraints. We appreciate the legitimacy of this concern, but we are determined not to let the district solve its money problems at our children's expense.

We would like to meet with members of the board and other district leaders as soon as possible to discuss these issues. Thank you for your attention.

Sincerely,

Concerned Parents of Woodbridge Students

Texas School Report Cards

Sam Houston Elementary—Recognized

West Elementary—Acceptable

**STATE OF TEXAS
1998-99 SCHOOL REPORT CARD**

**SCHOOL NAME: SAM HOUSTON EL
DISTRICT NAME: COOK ISD
SCHOOL ENROLLMENT: 610**

**SCHOOL ACCOUNTABILITY RATING: RECOGNIZED
DISTRICT ACCREDITATION STATUS: ACCREDITED
GRADE SPAN: EE-03**

	State Average	District Average	School Group (Median)	School (All Students)	African American	Hispanic	White	Asian/Pacific Islander	Native American	Economically Disadvantaged												
TAAS Percent Passing (for all grades tested at this school)																						
Reading	78.4%	79.7%	91.9%	85.8%	66.7%	61.7%	94.3%	—	—	61.7%												
	Spring 1999	79.3%	87.5%	82.1%	69.2%	76.5%	84.6%	N/I	N/I	63.6%												
Writing	82.0%	83.2%	93.2%	—	—	—	—	—	—	—												
	Spring 1998	83.2%	93.2%	—	—	—	—	—	—	—												
Mathematics	65.9%	70.9%	87.5%	85.8%	69.8%	67.2%	93.4%	N/I	N/I	61.7%												
	Spring 1999	62.5%	74.0%	78.2%	65.2%	60.0%	80.7%	N/I	N/I	60.0%												
All Tests Taken	60.7%	64.6%	83.1%	73.2%	55.6%	50.0%	82.8%	—	—	61.7%												
	Spring 1998	58.2%	71.2%	71.0%	59.5%	58.8%	72.6%	N/I	N/I	45.5%												
<u>Attendance Rate</u>																						
	1997-98	94.9%	97.0%	96.6%	96.6%	96.6%	96.8%	*	—	96.5%												
	1996-97	94.9%	96.5%	95.9%	96.2%	95.7%	96.0%	N/I	N/I	95.7%												
<u>TAAS Percent Exempted (for all grades tested at this school)</u>																						
Reading (Spring 1999)	5.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	—	—	0.0%												
Percent LEP exemptions	7.3%	5.4%	5.4%	8.5%	6.9%	17.7%	5.0%	—	—	20.0%												
Percent Special Ed. exemptions																						
Writing (Spring 1999)	5.2%	1.5%	0.0%	—	—	—	—	—	—	—												
Percent LEP exemptions	7.0%	4.8%	5.9%	—	—	—	—	—	—	—												
Percent Special Ed. exemptions																						
Mathematics (Spring 1999)	5.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	—	—	0.0%												
Percent LEP exemptions	6.9%	4.3%	4.7%	2.4%	3.4%	3.8%	1.8%	—	—	5.0%												
Percent Special Ed. exemptions																						
<u>Average Cost per School</u>																						
	w/in State	w/in District	School	Expenditures are dollar amounts budgeted to be spent during the 1998-99 school year. Total dollar amounts have been divided by the number of students in the school. The district amounts are the average of the school amounts in the district. District central office amounts are not included in the district averages.																		
Instruction	\$2,611	\$2,398	\$2,055																			
Administration	\$246	\$235	\$238																			
Other School Costs	\$606	\$853	\$746																			
Total School Budget	\$3,464	\$3,487	\$3,039																			
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Number of Students</td> <td style="width: 33%; text-align: center;">School</td> </tr> <tr> <td></td> <td style="text-align: center;">per Teacher</td> <td style="text-align: center;">District</td> </tr> <tr> <td></td> <td style="text-align: center;">15.7</td> <td style="text-align: center;">15.6</td> </tr> <tr> <td></td> <td style="text-align: center;">17.0</td> <td style="text-align: center;">17.0</td> </tr> </table>												Number of Students	School		per Teacher	District		15.7	15.6		17.0	17.0
	Number of Students	School																				
	per Teacher	District																				
	15.7	15.6																				
	17.0	17.0																				

A more complete report on your school, the Academic Excellence Indicator System (AElS) report, is available from your school or from the Texas Education Agency.

#5A

LEGEND

* Fewer than 5 students — No students ? Outside reasonable range n/a Not available or not applicable n/i Not included for year shown

**STATE OF TEXAS
1998-99 SCHOOL REPORT CARD**

**SCHOOL NAME: WEST EL
DISTRICT NAME: COOK ISD
SCHOOL ENROLLMENT: 459**

**SCHOOL ACCOUNTABILITY RATING: ACCEPTABLE
DISTRICT ACCREDITATION STATUS: ACCREDITED
GRADE SPAN: EE-03**

	State Average	District Average	School Group (Median)	School (All Students)	African American	Hispanic	White	Asian/Pacific Islander	Native American	Economically Disadvantaged
TAAS Percent Passing (for all grades tested at this school)										
Reading	Spring 1999 78.4%	79.7%	77.6%	74.5%	73.3%	69.9%	76.6%	—	—	67.6%
	Spring 1998 76.5%	79.3%	79.3%	73.2%	70.0%	61.3%	74.6%	N/I	N/I	67.2%
Writing	Spring 1999 82.0%	83.2%	85.1%	—	—	—	—	N/I	N/I	—
	Spring 1998 79.0%	83.2%	86.0%	—	—	—	—	—	—	—
Mathematics	Spring 1999 65.9%	70.9%	69.0%	77.0%	75.0%	73.2%	82.7%	—	—	71.2%
	Spring 1998 60.5%	62.5%	61.3%	69.8%	70.2%	65.0%	75.7%	N/I	N/I	66.7%
All Tests Taken	Spring 1999 60.7%	64.6%	62.7%	67.6%	67.8%	66.7%	69.4%	—	—	67.6%
	Spring 1998 55.6%	58.2%	56.9%	62.3%	64.0%	56.9%	67.6%	N/I	N/I	61.5%
Attendance Rate										
1997-98	95.1%	94.9%	96.3%	96.8%	96.9%	96.8%	96.6%	—	*	96.7%
1996-97	94.9%	95.4%	96.5%	96.6%	95.3%	96.5%	96.6%	N/I	N/I	96.1%

TAAS Percent Exempted (for all grades tested at this school)										
Reading (Spring 1999)	5.3%	1.3%	1.4%	0.0%	0.0%	0.0%	0.0%	—	—	0.0%
Percent LEP exemptions	7.3%	5.4%	9.1%	4.6%	6.9%	5.0%	3.5%	—	—	6.8%
Percent Special Ed. exemptions	5.2%	1.5%	1.2%	—	—	—	—	—	—	—
Writing (Spring 1999)	7.0%	4.8%	9.4%	—	—	—	—	—	—	—
Percent LEP exemptions	5.3%	1.3%	1.2%	0.0%	0.0%	0.0%	0.0%	—	—	0.0%
Percent Special Ed. exemptions	6.9%	4.3%	8.7%	1.7%	0.0%	1.7%	1.8%	—	—	1.4%

Average Cost per School		School	Number of Students	
w/in State	w/in District		State	District
\$2,611	\$2,398	\$2,072	15.7	15.6
\$246	\$235	\$198		
\$606	\$853	\$639		
\$3,464	\$3,487	\$2,908		

Expenditures are dollar amounts budgeted to be spent during the 1998-99 school year. Total dollar amounts have been divided by the number of students in the school. The district amounts are the average of the school amounts in the district. District central office amounts are not included in the district averages.

A more complete report on your school, the Academic Excellence Indicator System (AEIS) report, is available from your school or from the Texas Education Agency.

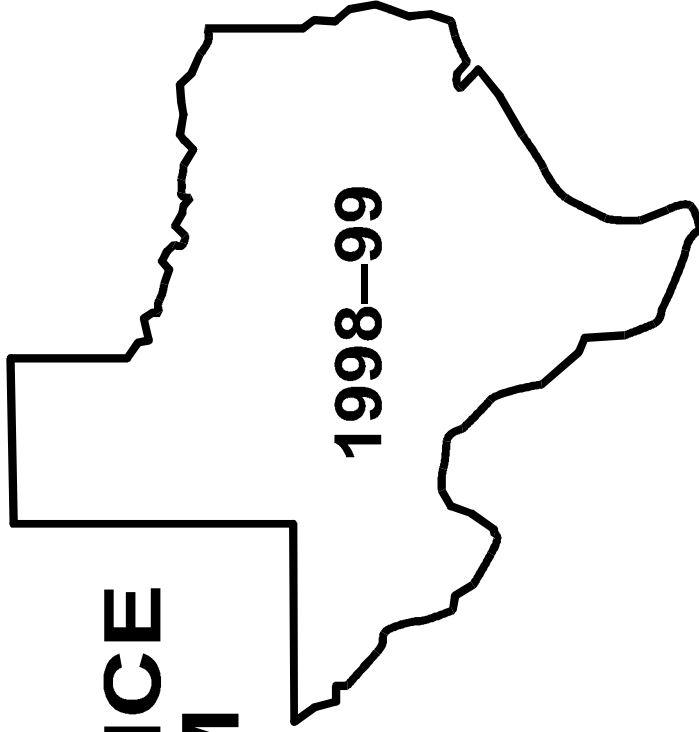
LEGEND

* Fewer than 5 students — No students ? Outside reasonable range n/a Not available or not applicable n/i Not included for year shown

AEIS Campus Report

Cook High School

ACADEMIC EXCELLENCE INDICATOR SYSTEM



Campus Report

CAMPUS NAME: COOK HIGH SCHOOL
DISTRICT NAME: COOK I SD
ACCOUNTABILITY RATING: LOW PERFORMING

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 1998–99 Campus Performance
 Accountability Rating: Low Performing

District Name: Cook ISD
 Campus Name: Cook High School

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing													
Grade 10													
Reading	1999 76.4%	81.0%	82.1%	81.0%	70.4%	64.4%	89.5%	-	*	84.3%	76.8%	61.4%	39.5%
	1998 77.7%	82.3%	81.7%	82.3%	72.0%	63.8%	93.0%	n/i	n/i	82.4%	82.3%	61.7%	30.3%
Writing	1999 86.3%	91.3%	91.4%	91.3%	78.6%	83.7%	95.7%	-	*	91.7%	90.9%	74.4%	57.9%
	1998 82.5%	91.8%	86.2%	91.8%	84.8%	83.3%	96.1%	n/i	n/i	93.0%	90.3%	87.2%	41.9%
Math	1999 60.2%	70.6%	65.6%	70.6%	40.6%	51.9%	81.7%	-	*	70.1%	71.1%	55.6%	25.0%
	1998 58.4%	64.4%	62.2%	64.4%	34.0%	46.8%	73.3%	n/i	n/i	70.3%	56.5%	34.1%	15.4%
All Tests	1999 55.1%	62.5%	60.1%	62.5%	33.2%	41.5%	73.3%	-	*	67.9%	55.2%	31.8%	10.0%
	1998 53.5%	66.7%	57.3%	66.7%	37.2%	45.3%	79.5%	n/i	n/i	66.9%	66.3%	48.0%	14.3%
TAAS % Passing													
Sum of 3-8 & 10													
Reading	1999 78.4%	79.7%	82.1%	81.0%	70.4%	64.4%	89.5%	-	*	84.3%	76.8%	61.4%	39.5%
	1998 76.5%	79.3%	81.8%	82.3%	72.0%	63.8%	93.0%	n/i	n/i	82.4%	82.3%	61.7%	30.3%
Writing	1999 82.0%	83.2%	89.9%	91.3%	78.6%	83.7%	95.7%	-	*	91.7%	90.9%	74.4%	57.9%
	1998 79.0%	83.2%	85.5%	91.8%	84.8%	83.3%	96.1%	n/i	n/i	93.0%	90.3%	87.2%	41.9%
Math	1999 65.9%	70.9%	65.9%	70.6%	40.6%	51.9%	81.7%	-	*	70.3%	71.1%	55.6%	25.0%
	1998 60.5%	62.5%	62.8%	64.4%	34.0%	46.8%	73.3%	n/i	n/i	70.1%	56.5%	34.1%	15.4%
All Tests	1999 60.7%	64.6%	60.5%	62.5%	33.2%	41.5%	73.3%	-	*	67.9%	55.2%	31.8%	10.0%
	1998 55.6%	58.2%	57.8%	66.7%	37.2%	45.3%	79.5%	n/i	n/i	66.9%	66.3%	48.0%	14.3%
TAAS % Exempted													
Sum of 3-8 & 10													
Reading LEP	1999 5.3%	1.3%	?	-	-	-	-	-	-	-	-	-	-
Sp. Ed. (ARD)	7.3%	5.4%	7.4%	4.4%	3.5%	4.4%	4.6%	-	*	6.0%	2.1%	6.8%	27.6%
Writing LEP	1999 5.2%	1.5%	?	-	-	-	-	-	-	-	-	-	-
Sp. Ed. (ARD)	7.0%	4.8%	7.3%	4.4%	3.5%	4.4%	4.6%	-	*	6.0%	2.1%	6.8%	27.6%
Math LEP	1999 5.3%	1.3%	?	-	-	-	-	-	-	-	-	-	-
Sp. Ed. (ARD)	6.9%	4.3%	7.2%	4.7%	3.5%	4.4%	4.6%	-	*	6.4%	2.1%	6.8%	29.3%

T E X A S E D U C A T I O N A G E N C Y

Section I — Page 2
Total Enrollment: 1,354
Grade Span: 09 – 12
School Type: Secondary

District Name: Cook ISD
Campus Name: Cook High School

Academic Excellence Indicator System
1998–99 Campus Performance
Accountability Rating: Low Performing

<u>Indicator:</u>	<u>State</u>	<u>District</u>	<u>Campus Group</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pac. Is.</u>	<u>Male</u>	<u>Female</u>	<u>Econ. Disadv.</u>	<u>Special Educ.</u>
<u>End-of-Course Exam (May 1999)</u>												
<u>Biology I (% Taking)</u>												
Grade 9	36.0%	4.4%	16.0%	4.4%	7.7%	8.8%	1.6%	-	4.6%	4.2%	6.8%	0.0%
Grade 10	40.6%	81.8%	71.0%	81.8%	66.7%	76.7%	84.4%	*	83.1%	80.0%	64.1%	40.7%
Grade 11	4.9%	0.4%	3.8%	0.4%	3.4%	1.1%	0.0%	*	0.0%	0.9%	0.0%	2.2%
Grade 12	1.5%	0.0%	0.2%	0.0%	0.5%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
1998-99 Campus Performance
Accountability Rating: Low Performing

Section I — Page 3
 Total Enrollment: 1,354
 Grade Span: 09 – 12
 School Type: Secondary

District Name: Cook ISD
 Campus Name: Cook High School

<u>Indicator:</u>	<u>State</u>	<u>District</u>	<u>Campus Group</u>	<u>Campus</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pac. Is.</u>	<u>Male</u>	<u>Female</u>	<u>Econ. Disadv.</u>	<u>Special Educ.</u>
<u>% Attendance</u>													
1997/98	95.1%	94.9%	94.4%	92.7%	93.6%	91.1%	93.6%	*	95.2%	92.8%	92.5%	89.3%	89.6%
1996/97	94.9%	95.4%	94.5%	93.8%	92.9%	92.4%	94.7%	n/i	n/i	93.7%	93.8%	91.8%	91.4%
<u>Dropout Rate</u>													
1997/98	2.6%	2.7%	2.2%	4.5%	0.0%	7.8%	2.6%	*	0.0%	4.1%	4.9%	7.6%	5.9%
1996/97	2.8%	1.8%	2.3%	2.4%	3.7%	2.9%	2.1%	n/i	n/i	2.5%	2.3%	5.4%	2.6%
<u>% Adv. Courses</u>													
1997/98	13.2%	10.4%	13.3%	10.4%	6.1%	4.0%	14.1%	*	37.5%	8.6%	12.5%	1.4%	0.5%
1996/97	12.2%	7.3%	11.3%	7.4%	5.1%	3.8%	9.7%	n/i	n/i	5.1%	9.8%	1.9%	0.0%
<u>TAAAS/TASP Equiv.</u>													
Class of 1998	53.9%	63.7%	56.5%	63.7%	47.2%	43.5%	75.2%	-	*	65.6%	61.9%	41.9%	66.7%
Class of 1997	47.7%	48.0%	51.0%	48.0%	35.6%	20.0%	61.3%	n/i	n/i	52.1%	44.5%	27.8%	*
<u>SAT/ACT Results</u>													
% at/Above Crit.													
Class of 1998	17.4%	21.1%	13.8%	21.1%	11.3%	2.9%	30.2%	-	*	19.0%	23.1%	n/a	n/a
Class of 1997	17.2%	13.3%	13.3%	13.3%	3.3%	1.4%	19.3%	n/i	n/i	11.5%	14.9%	n/a	n/a
% Tested													
Class of 1998	64.8%	72.3%	65.8%	72.3%	67.0%	54.4%	82.0%	-	*	71.4%	73.1%	n/a	n/a
Class of 1997	64.2%	58.7%	62.9%	58.7%	68.5%	36.6%	69.0%	n/i	n/i	54.8%	62.3%	n/a	n/a
<u>Mean SAT Score</u>													
Class of 1998	885	919	884	919	818	788	944	*	*	900	935	n/a	n/a
Class of 1997	884	865	873	865	753	750	890	n/i	n/i	856	872	n/a	n/a
<u>Mean ACT Score</u>													
Class of 1998	20.1	20.3	20.2	20.3	18.2	17.3	21.5	-	-	20.3	20.3	n/a	n/a
Class of 1997	20.1	19.4	20.2	19.4	19.9	18.0	19.9	n/i	n/i	19.4	19.3	n/a	n/a

District Name: Cook ISD
 Campus Name: Cook High School

STUDENT INFORMATION

	Count	Percent	Campus Group	District	State
Total Students:	1,354	100.0%	79,833	5,163	3,670,196
Students by Grade:					
Early Childhood Education	0	0.0%	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	2.1%	3.0%
Kindergarten	0	0.0%	0.0%	6.8%	7.4%
Grade 1	0	0.0%	0.0%	7.1%	8.2%
Grade 2	0	0.0%	0.0%	7.1%	7.9%
Grade 3	0	0.0%	0.0%	8.3%	7.9%
Grade 4	0	0.0%	0.0%	8.4%	7.9%
Grade 5	0	0.0%	0.0%	8.1%	7.8%
Grade 6	0	0.0%	0.0%	8.0%	7.9%
Grade 7	0	0.0%	0.8%	8.9%	7.9%
Grade 8	0	0.0%	0.8%	8.1%	7.7%
Grade 9	480	35.5%	30.4%	9.6%	8.8%
Grade 10	350	25.8%	26.3%	6.8%	6.6%
Grade 11	277	20.5%	21.9%	5.4%	5.6%
Grade 12	247	18.2%	19.8%	4.8%	5.0%
Ethnic Distribution:					
African American (a)	63	4.7%	11.9%	5.5%	14.3%
Hispanic (a)	477	35.2%	19.5%	37.5%	36.1%
White	805	59.4%	64.8%	56.4%	47.1%
Asian/Pac. Islander (a)	8	0.6%	3.6%	0.3%	2.3%
Native American (a)	1	0.1%	0.2%	0.1%	0.2%
Mobility (1997–98) (a)					
Economically Disadvantaged (a)	235	17.5%	19.2%	17.2%	21.8%
Limited English Proficient (LEP) (a)	274	20.2%	22.3%	33.5%	46.3%
Number of Students per Teacher	27	2.0%	3.3%	3.9%	12.4%
	15.2	n/a	15.3	15.6	15.7
Graduates (Class of 98):					
Total (Includes Special Education)					
African American	240		13,232	240	163,191
Hispanic	5		1,395	5	19,224
White	79		2,107	79	47,892
Asian/Pacific Islander	153		9,159	153	90,711
Native American	3		546	3	5,023
Special Education Graduates	0		25	0	341
Graduates With Advanced Seals	27		1,120	27	12,798
	104		4,797	104	61,350

(a) Indicates this variable was used to assign campuses to demographic groups.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
1998-99 Campus Profile

Section II — Page 2
Total Enrollment: 1,354
Grade Span: 09 – 12
School Type: Secondary

District Name: Cook ISD
Campus Name: Cook High School

STAFF INFORMATION

	Count	Percent	Campus Group	District	State
Professional Staff:	100.9	100.0%	93.5%	61.7%	62.0%
Teachers	89.0	88.2%	82.1%	49.3%	52.1%
Professional Support	7.0	6.9%	7.4%	9.1%	6.5%
Campus Administration	4.9	4.8%	4.1%	2.8%	2.5%
Educational Aides:	0.0	0.0%	6.5%	4.3%	9.2%
Total Staff:	100.9	100.0%	6,350.6	669.5	449,420.7
Total Minority Staff:	9.8	9.7%	10.6%	24.5%	34.8%
Teachers by Ethnicity and Sex:					
Females	52.8	59.4%	59.7%	81.0%	78.2%
Males	36.2	40.6%	40.3%	19.0%	21.8%
African-American	2.8	3.1%	4.2%	0.8%	8.2%
Hispanic	5.0	5.6%	4.0%	7.0%	14.6%
White	81.2	91.2%	91.4%	91.9%	76.6%
Asian/Pacific Islander	0.0	0.0%	0.3%	0.3%	0.4%
Native American	0.0	0.0%	0.2%	0.0%	0.2%
Teachers by Years of Experience:					
Beginning Teachers	8.8	9.9%	5.6%	8.7%	6.7%
1-5 Years Experience	16.1	18.1%	21.7%	22.8%	26.2%
6-10 Years Experience	16.9	19.0%	17.6%	20.8%	18.8%
11-20 Years Experience	33.8	38.0%	33.1%	31.9%	30.5%
Over 20 Years Experience	13.3	15.0%	22.1%	15.8%	17.8%
Average Years Experience of Teachers:					
Average Years Experience of Teachers with District:		11.8 yrs.	12.9 yrs.	11.2 yrs.	11.5 yrs.
Average Teacher Salary by Years of Experience:		5.9 yrs.	8.0 yrs.	6.3 yrs.	7.8 yrs.
Beginning Teachers	\$24,597		\$26,261	\$24,643	\$27,006
1-5 Years Experience	\$27,151		\$28,034	\$26,621	\$28,317
6-10 Years Experience	\$32,412		\$32,975	\$31,929	\$33,189
11-20 Years Experience	\$37,677		\$38,919	\$37,528	\$39,016
Over 20 Years Experience	\$44,922		\$43,098	\$43,214	\$43,769
Average Actual Salaries (excluding supplements):					
Teachers	\$33,688		\$34,845	\$32,892	\$34,452
Professional Support	\$41,682		\$41,369	\$39,520	\$41,913
Campus Administration	\$50,590		\$51,950	\$50,880	\$52,690

Campus Improvement Plans

Cook High School

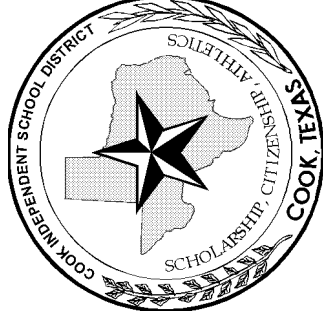
Sam Houston Elementary School

West Elementary School

Cook Independent School District Cook, Texas

1999–2000 Campus Improvement Plan

COOK HIGH SCHOOL



Campus Improvement Plan Prepared by:
Principal

2 Counselors

2 SBDM Team Members

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Goal 1: Improve student performance as related to Board Goal 1—preparing students for the challenges of the twenty-first century.

Campus Objective 1: All students will be expected to meet or exceed educational standards on criterion- and norm-referenced tests.

Campus TAAS scores will exceed the prior year:

Reading—Increase percent of students passing from 81% to 90%

Writing—Increase percent of students passing from 91.3% to 95%

Math—Increase percent of students passing from 70.6% to 90%

All Tests—Increase percent of students passing to 90%

*Approved by SBDM Team
September 7, 1999*

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
Analyze and interpret data	Principal and SBDM Team	Current budget (for all areas)	June 1999–May 2000	Data analysis completed, interpreted, and disseminated
Give TAAS pre-test and analyze student performance	English and math departments		November 1999	Data analysis completed, interpreted, and disseminated
Hold staff development sessions and promote TAAS skills across the curriculum	Principal		Ongoing	Data analysis completed, interpreted, and disseminated
Communicate with the middle school to insure better transition and entrance standards	Department chairpersons		Ongoing	TAAS results
Utilize cooperative learning and learning styles techniques	All staff		Ongoing	TAAS results TTAS observations
Revise curriculum to include tech prep emphasis	All departments		June 1999–May 2000	TAAS results
Continue to develop math strategies as begun by the Math Task Force	Math teachers		June 1999–May 2000	TAAS results

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Campus Objective 2: Assure that at least 99% of the students who enter 9th grade graduate from high school.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
<p>Implement interdisciplinary teams for incoming ninth graders</p> <p>Continue to steer students into the "Recommended Plan" for graduation</p> <p>Encourage increased enrollment in Advanced Placement classes</p> <p>Implement Vocational Education for the Handicapped (Building & Grounds Maintenance class)</p> <p>Increase administrative support for transition and teaming efforts</p>	<p>Principal, SBDM team, counselors</p> <p>Counselors</p> <p>Counselors, all departments</p> <p>Administrators, VEH teacher, counselors</p> <p>Central Office</p>		<p>June 1999–May 2000</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 1999–May 2000</p> <p>June 1999–May 2000</p>	<p>TAAS results</p> <p>TAAS results</p> <p>Number of students in Advanced Placement classes</p> <p>Number of students in VEH class</p> <p>Student progress as outlined in IEP and evaluated in ARD meetings</p>

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Campus Objective 3: Improve student performance as reflected by semester grades.

Reduce overall failure rate of students at each grade level:

1st Semester	2nd Semester
9–45.1% to 30%	9–42.4% to 30%
10–34.5% to 25%	10–24.8% to 22%
11–28.7% to 20%	11–24.1% to 20%
12–22.8% to 15%	12–18.4% to 15%

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
Communicate with the middle school to ensure better transition and entrance standards Utilize cooperative learning and learning styles techniques Revise curriculum for all courses Continue to develop math strategies as begun by the Math Task Force Implement interdisciplinary teams for incoming ninth graders beginning in the 1999–2000 school year	Department chairmen All staff All staff Math teachers Principal, SBDM team, and counselors	Current budget (for all areas)	Ongoing Ongoing June 1999–May 2000 Ongoing June 1999–May 2000	Ninth grade passing rates for fall and spring semesters Passing rates for fall and spring semesters Passing rates for fall and spring semesters Passing rates for fall and spring semesters Ninth grade passing rates for fall and spring semesters

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Campus Objective 4: Increase the percent of students scoring 3 or above on Advanced Placement tests.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
Continue to expand Advanced Placement courses and programs	All departments	Advanced Placement funds	June 1999–May 2000	Number of students taking Advanced Placement tests

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Campus Objective 5: Reduce the dropout rate from 4.5% to 2%

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
Add an on-campus GED program	Principal, SBDM team	Current budget (for all areas)	June 1999–May 2000	Dropout rate
Utilize Attendance Officer	Counselor, assistant principals		June 1999–May 2000	Dropout rate
Implement flexible schedules for students with special needs	Principal, SBDM team		June 1999–May 2000	Dropout rate
Utilize class-within-a-class programs for special education students	Special education teachers, assistant principal		June 1999–May 2000	Dropout rate
Continue Buddy Program for special education students	Special education staff		June 1999–May 2000	Dropout rate
Develop career pathways to align course selection with occupational choices	Career and Technology department		Ongoing	Dropout rate
Develop and utilize Attendance and Dropout prevention Task Force	Principal		August 1999–May 2000	Dropout rate

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Goal 2: Decrease the achievement gap among different student populations.

Campus Objective: Increase the percentage of students scoring above criterion on college admissions tests while reducing the achievement gap among student groups by 10%.

African American—11.3%

Hispanic—2.9%

White—30.2%

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
Emphasize SAT/ACT preparation in junior and senior level academic courses Continue to offer and refine SAT/ACT preparation classes Increase counseling and awareness programs on college entrance exams Continue to develop Advanced Placement courses and pre-AP courses	Counselors and staff SAT preparation teacher(s) Counselors All departments	Current budget (for all areas)	June 1999–May 2000 June 1999–May 2000 Ongoing June 1999–May 2000	College entrance exam results and number tested for identified populations College entrance exam results and number tested for identified populations College entrance exam results and number tested for identified populations College entrance exam results and number tested for identified populations

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Goal 3: Ensure a safe and orderly learning environment (related to Board Goal 3).

Campus Objective: Improve student discipline.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
Provide an alternative learning environment for students with repeated disciplinary problems	Administrators and O'Donnell Alternative School	Current budget (for all areas)	Ongoing	Results of student, staff, and parent survey
Increase communication with law enforcement and other community agencies	Principal and staff		Ongoing	Results of students, staff, and parent survey
Continue the use of drug dogs for random searches	Principal		Ongoing	Results of student, staff, and parent survey
Increase personal health programs which promote healthy lifestyles, including drug awareness and anti-smoking campaign	All staff, health teachers, Student Council, health services		May 1999–June 2000	Results of student, staff, and parent survey
Survey students, parents, and teachers to better gauge perceptions and areas for improvement	Administrators and assigned committees		January 2000	Results of student, staff, and parent survey
Request district support in installing two-way communications in classrooms through a long range plan	District		June 1999	Results of student, staff, and parent survey
Create committee within site-based structure to review safety, security, and gang awareness issues	SBDM team		August 1999	Results of student, staff, and parent survey

COOK HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 1999–2000

Goal 4: Increase awareness of cultural diversity.

Campus Objective: Create opportunities to explore cultural diversity.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Evaluation
Plan and host Culture Fest Explore ways to integrate cultural awareness into curriculum Provide staff development for cultural awareness Expand course offerings to reflect cultural and ethnic diversity	Cultural Awareness Committee Cultural Awareness Committee Cultural Awareness Committee Curriculum Committee, teachers, administrators	Current budget Campus budget Campus budget Campus budget	Ongoing Ongoing Ongoing Ongoing	Attendance at Culture Fest Lesson plans Evaluation of staff development Course selection guide

Campus Improvement Plan

1999–2000



Sam Houston Elementary School
Cook Independent School District
Cook, Texas

Nurturing Each Individual, Building a Community

**Sam Houston Elementary School
Campus Improvement Plan
1999–2000**

Site-Based Decision Making Team

- Principal
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher

Library Media Specialist
Counselor

- Parent
- Parent
- Parent

Community Representative
Community Representative

Sam Houston Elementary School

Mission Statement

The mission of Sam Houston Elementary School is to meet the individual needs of students in a developmentally appropriate manner. As a member of a supportive learning community, each student will be given opportunities to develop academic, social, emotional, and physical skills. These opportunities, together with parent and community involvement, will allow students to become responsible, productive citizens. We believe that all students can learn and that all students have a right to be happy, successful, and creative.

SAM HOUSTON ELEMENTARY SCHOOL

GOALS AND OBJECTIVES

Goal 1: ACADEMIC FOCUS: STUDENTS WILL ACHIEVE THEIR FULL EDUCATIONAL POTENTIAL

OBJECTIVE 1: Ninety percent (90%) of all students will master the Reading and Math objectives on the Texas Assessment of Academic Skills (TAAS).

OBJECTIVE 2: All students will be promoted to the next grade level having mastered the targeted academic skills.

OBJECTIVE 3: Students will conduct experiments based on the inquiry model and the scientific process.

Goal 2: SCHOOL CLIMATE AND CITIZENSHIP: MAINTAIN A POSITIVE, ORDERLY ATMOSPHERE CONDUCTIVE TO STUDENT LEARNING AND FREE FROM THE THREAT OF PHYSICAL HARM.

OBJECTIVE 1: The school-wide discipline management plan will be reviewed, revised, and implemented.

OBJECTIVE 2: Student attendance will be above 97% average daily attendance.

Campus Improvement Plan 1999–2000

Goal 1: ACADEMIC FOCUS: STUDENTS WILL ACHIEVE THEIR FULL EDUCATIONAL POTENTIAL

Campus Objective 1: Ninety percent (90%) of all students will master the Reading and Math objectives on the Texas Assessment of Academic Skills (TAAS).

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1. All students in grades 1–3 will take reading mastery tests at least twice during the school year.	Classroom Teachers	Classroom Teachers, Counselor	Prior to end of each semester	Teachers will be aware of reading levels and will develop appropriate lessons.
2. Reading incentive programs will be implemented to inspire readers and develop higher order thinking skills.	Faculty/Staff Library Media Specialist	Library books, Community Library	Monthly	Students will be motivated to read more. Greater circulation of library books.
3. Library and art programs will integrate learning units into the curriculum when appropriate.	Librarian and Art Teacher working with Class Teachers	Class and special areas Teachers	Ongoing	Student learning will be reinforced in all areas with integrated learning.
4. Students will write in math journals.	Teachers, Math Strategist		Weekly	Students will be able to communicate about mathematical concepts in writing. Improved TAAS math scores.

Goal 1: (continued)

Campus Objective 1: (continued)

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
5. Independent math activities and learning centers will be developed for 2nd and 3rd grade students.	Learning Lab Teachers, Math Strategist	Readily available materials from Learning Lab, classrooms, and from math strategist budget	Begin Jan. 2000	2nd and 3rd grade students' math skills will be reinforced and extended.
6. Parent involvement study groups will be held to discuss ways parents can help their children in math.	Teachers, Math Strategist	Evenings	Once a year for each grade	Students will better understand mathematical concepts. Improved TAAS scores.
7. Students will use computers to engage in higher order thinking skills or simulation programs.	Homeroom Teachers, Computer Teacher	Budget	When appropriate	Students will learn through advanced technology. Larger percentage of students using computers.
8. Tutorial programs will be held each day before school begins.	Teachers	\$1,200.00	Daily	Students will receive more individual instruction. Improved TAAS scores.

Goal 1: (continued)

Campus Objective 2: All students will be promoted to the next grade level, having mastered the targeted academic skills.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1. Review research on grade level retention.	Principal/Staff Review	\$30.00	Ongoing	Teachers will have an increased understanding of the implications of retention and have a base for developing alternative strategies.
2. Parent conferences at school will be held at least once a year.	Homeroom Teacher	Provide assistance to teachers in scheduling conferences	By end of 2nd six weeks	Increased communication and understanding.
3. Assessment data will be reviewed by each classroom teacher, and individual growth plans will be developed for students with special learning needs. Special Education teacher data will be shared with relevant teachers.	Classroom Teachers, Special Education Teacher	Provide time for staff to meet	Provide data to teachers in the beginning of the year. Provide growth plan as needed.	All staff will be fully aware of all assessment information on children they are working with. Growth plans will reflect efforts of staff to meet student needs.
4. All students will participate in computer-aided instruction.	Computer Teacher	Budget	Ongoing	Students will expand their learning by using advanced technology. All students will demonstrate facility in using specified computer applications.

Goal 1: (continued)

Campus Objective 3: Students will conduct experiments based on the inquiry model and the scientific process.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1. Students will conduct hands-on, inquiry-based scientific experiments.	Classroom Teachers, Parents or Guest Helpers	Instructional supplies from grade level monies.	Ongoing	Students will have a better understanding of predicting outcomes based upon the scientific method. Improved scores on achievement tests.
2. Computers, calculators, and/or laser disc technologies will be used in science lessons for materials presentation, data collection, and simulations.	Classroom Teachers	Budget, PTA funds, Adopt-A-School Donations	Ongoing	Students will have a better understanding of technology and scientific concepts. Improved scores on achievement tests.

Goal 2: SCHOOL CLIMATE AND CITIZENSHIP: MAINTAIN A POSITIVE, ORDERLY ATMOSPHERE CONDUCTIVE TO STUDENT LEARNING AND FREE FROM THE THREAT OF PHYSICAL HARM.

Campus Objective 1: The school-wide discipline management plan will be reviewed, revised, and implemented.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
<p>1. The Discipline Management Committee will evaluate alternative discipline strategies through research. This information will be presented to the faculty as a whole.</p>	<p>Discipline Management committee</p>	<p>Discipline Management committee</p>	<p>ASAP</p>	<p>Faculty will have a better understanding of alternative discipline strategies to meet the needs of today's students.</p>
<p>2. A discipline plan that contains school rules, procedures, and statement of philosophy will be developed, disseminated, and implemented.</p>	<p>Discipline Management committee, guest speakers, and Staff</p>	<p>Discipline Management committee, Staff</p>	<p>ASAP</p>	<p>Plan presented to staff as recommended by Discipline Management Committee. Faculty and students will understand and implement school rules and procedures. Fewer discipline problems in school.</p>
<p>3. Parenting groups will be held at least once a year to discuss positive parenting practices and social skills training.</p>	<p>Counselors</p>	<p>Budget</p>	<p>ASAP</p>	<p>Parents will have a better understanding of parenting practices. Fewer discipline problems in school.</p>

Goal 2: (continued)

Campus Objective 2: Student Attendance will be above 97% average daily attendance.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
<p>1. Telephone calls will be made to parents of students who are absent three consecutive days if the school receives no notification from the parent regarding the reason for the absence.</p>	<p>Principal, Counselor, Attendance Clerk, Teachers</p>		<p>As needed</p>	<p>Students' attendance will improve. The school will be aware of the reason for absences.</p>
<p>2. Attendance awards will be given to students with perfect attendance each six weeks.</p>	<p>Principal, Counselor, Classroom Teachers</p>	<p>Adopt-A-School/PTA funds</p>	<p>Each six weeks</p>	<p>Attendance will improve and/or be maintained at high levels throughout the school year.</p>
<p>3. Families with students who are habitually absent and that do not respond favorably to school efforts to improve attendance will be referred to the district's attendance officer and/or proper judicial authorities for further action.</p>	<p>Principal, Attendance Officer</p>		<p>As needed</p>	<p>Better attendance and less habitual absenteeism.</p>



Campus Improvement Plan

WEST ELEMENTARY SCHOOL

"A Community of Lifelong Learners"
1999–2000



Cook Independent School District
Cook, Texas



#7C



**COOK INDEPENDENT SCHOOL DISTRICT
COOK, TEXAS**

WEST ELEMENTARY SCHOOL

CAMPUS IMPROVEMENT PLAN

Presented to the Cook I.S.D. School Board, November 1999.

Prepared by the Site-Based Decision Making Team, West Elementary School.

Members:

<i>Principal</i>	<i>Library Media Specialist</i>
<i>GT Teacher</i>	<i>P.E. Teacher</i>
<i>Teacher</i>	<i>Special Ed. Coordinator</i>
<i>Teacher</i>	<i>Computer Specialist</i>
<i>Teacher</i>	<i>Parent</i>
<i>Teacher</i>	<i>Parent</i>
<i>Teacher</i>	<i>Parent</i>
<i>Teacher</i>	<i>Parent</i>
<i>Teacher</i>	<i>Community Member</i>
<i>Teacher</i>	<i>Community Member</i>
<i>Nurse</i>	<i>Community Member</i>

CAMPUS
MISSION STATEMENT

At West Elementary School, we believe that every student can learn and be successful in the classroom and that it is the school's responsibility to help all students develop academically, socially, emotionally, and physically. We believe that all students have the capacity to become responsible citizens and productive, lifelong learners. We believe that by working collaboratively with parents and the community, West Elementary can help all students achieve happiness and success.

**CAMPUS IMPROVEMENT PLAN
1999–2000
WEST ELEMENTARY**

**GOAL 1: The percentage of all students passing the TAAS Reading and Math Components will increase to the 90th percentile.
Objective 1:** Through collaboration with the district's Math Coordinator, the teachers at West Elementary will:

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1A. Increase amount of problem-solving activities within the classroom: * Use daily problem-solving activities to enhance curriculum. * Increase staff development in problem solving for teachers.	Math Coordinator	Budgeted Funds	Monthly	Increased ability to use problem-solving strategies. Improved TAAS results.
1B. Increase use of math manipulatives to enhance instruction: * Obtain math manipulatives needed for teachers to teach necessary concepts.	Math Coordinator	Curriculum Budget	September	Increased use of manipulatives to teach basic math concepts.
* Math lab - stress concept building with heavy emphasis on use of manipulatives. * Curriculum will be written in unit form, emphasizing regular use of manipulatives.	Consultant	Budgeted Funds	August–May	Improved TAAS results.
1C. Provide math assistance in Spanish to Spanish-speaking students as necessary.	Math Coordinator and Grade Level Teachers	Budgeted Funds	August–May	Improved TAAS results among Hispanic students.
1D. Inclusion of weekly writing activities during the student's math instruction: * Math journals (students will keep math journals in which they verbalize math knowledge throughout the school year).	Math Coordinator and Grade Level Teachers	Budgeted Funds	Weekly September–May	Increased integration of math and language arts. Improved writing skills.
1E. Revise the math curriculum: * Curriculum will be written in unit form, emphasizing problem solving and use of manipulatives for each unit.	Math Coordinator Representatives of grade levels Chapter Math Teacher from K–3rd		Ongoing	Improved achievement in math grades and on TAAS.

GOAL 1: The percentage of all students passing the TAAS Reading and Math Components will increase to the 90th percentile.
Objective 2: Through various programs and activities an increased emphasis on reading instruction will be stressed through:

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
2A. Paperback Parties (distribution of books to students) will take place three times during the school year.	Teacher	PTO Funds	September–May	Increase in the enjoyment and frequency of reading, leading to improved student achievement.
2B. Faculty and staff will record additional Books-On-Tape for students and parents. Spanish as well as English recordings will be made.	Library Media Specialist	Budgeted Funds	September–May	Increased participation of parents in their child's reading. Improved achievement scores.
2C. Through cooperative planning, the Library will begin flexible scheduling.	Principal, Library Media Specialist, Teachers	Curriculum Budget	August	Increased circulation in Library. Improved achievement scores.
2D. Phonics instruction will be initiated.	Principal, Reading Coordinator, 1st Grade Teachers	Curriculum Budget	August–May	Increased ability to sound out words. Increased reading frequency. Improved reading comprehension.
2E. Library Media Specialist will organize two Book Fairs, one Fall, one Spring, for reading enhancement. Books written in Spanish as well as in English will be included.	Library Media Specialist	Budgeted Funds	Fall and Spring	Increased number of Library books being checked out and read.
2F. Incentive programs will be held for 2nd and 3rd grade readers.	Library Media Specialist	Budgeted Funds	January–March	Increased circulation of Library books.
2G. Library Media Specialist will bring in a storyteller and balladeer for the enhancement of reading. Stories and songs in Spanish will be included.	Library Media Specialist	Budgeted Funds	Spring	Greater understanding of the importance of reading as a lifetime enjoyment.
2H. Special reading activities will be implemented to highlight the positive attributes of our multi-cultural society.	Classroom Teachers, Library Media Specialist	Budgeted Funds	Throughout the year	Challenging activities will be made available to all students as appropriate. Students will use library for independent research projects.

GOAL 1: The percentage of all students passing the TAAS Reading and Math Components will increase to the 90th percentile.
Objective 3: Staff development will be made available for teachers to meet the diverse educational needs of students.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
3A. The teachers of West Elementary will develop goals and objectives for each of the five (5) local campus staff development days.	Teachers - Administrators	Instructional Budget	August–September	Improved teacher morale. Greater commitment to improving TAAS scores.
3B. Teachers will be provided the opportunity to attend professional workshops to enhance student achievement.	Administrators	Budgeted Funds	September–May	More sharing of innovative instructional techniques and strategies.
3C. An atmosphere conducive to change and risk-taking in the area of teaching strategies will be promoted.	Administrators		Ongoing	Increased use of innovative teaching strategies.
3D. Multi-sensory teaching approaches will be used to meet individual differences.	Teachers - Administrators	Instructional Budget	Ongoing	Improved grades and TAAS scores.
3E. Clinics will be conducted on teaching students from diverse backgrounds.	Teachers - Administrators	Budgeted Funds	September–May	Greater understanding of diversity. Improved achievement by all students.

GOAL 1: The percentage of all students passing the TAAS Reading and Math Components will increase to the 90th percentile.
Objective 4: Because of the special needs of the students at West Elementary School, the faculty and staff will work toward the initiation of 15 to 1 student/teacher ratio (Pre-K through 2nd) to meet the educational goals of the campus.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
4A. Meet with the Superintendent to discuss 15 to 1 student/teacher ratio.	Principal		May 98	Increased awareness by Superintendent of the needs of West students.
4B. Pursue possibility of 15 to 1 student/teacher ratio in 1st grade.	Principal and 1st Grade Teachers		August 98	More one-on-one instruction. Increased individual attention to students with specific needs. Improved achievement.
4C. Include 15 to 1 goal in Campus Improvement Plan.	Faculty and Staff		Fall	Increased awareness by Board of the needs of West Students.
4D. Pursue and/or implement pilot of 15 to 1 student/teacher ratio.	Faculty	School District	2nd Semester	Improved achievement and learning of students. Improved ability to work one-on-one with students.

GOAL 2: Parental involvement will be strengthened through awareness of student progress and activities.
Objective 1: West Elementary School will provide translations in both English and Spanish languages to better communicate with parents.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1A. Office staff will prepare and translate correspondence to non-English-speaking families.	Secretary and Staff		August–May	Improved communication with families.
1B. Translators will attend parent-teacher conferences as necessary.	Faculty and Staff		August–May	Improved communication with non-English-speaking parents.
1C. Translators will attend PTO meetings to facilitate communication with non-English-speaking families.	Faculty and Staff		August–May	Improved communication with non-English-speaking families. Increased attendance at PTO meetings of non-English-speaking parents. Improved academic performance by Hispanic students.

GOAL 2: Parental involvement will be strengthened through awareness of student progress and activities.
Objective 2: Parenting workshops will be held to give parents the opportunity to develop effective parenting skills.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
2A. The counselor will offer a series of workshops to parents in both the Fall and the Spring semesters. Translators will attend to assist non-English-speaking participants.	Counselor and School Staff Social Worker	Grant money	Fall and Spring	Increased parental understanding of importance of education. Increased student participation in class due to parent education.
2B. The school social worker will work as liaison between the school and the home to increase parent participation in the learning process. Spanish translators will be provided as necessary.	Principal and School Staff Social Worker	Grant money	Ongoing	Increase in independent student reading. Greater parental understanding of the importance of reading.

GOAL 2: Parental involvement will be strengthened through awareness of student progress and activities.
Objective 3: Parents will receive information regarding their child's progress throughout the year.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
3A. Teacher will have parent conferences in which the child's test scores, grades, and study habits will be discussed.	Teachers		September–October	Informed and involved parents. Improved student achievement.
3B. Each grade level will have a parent Open House prior to the first report card. Teachers will share their goals and objectives for the school year.	Principal, Teachers		September–October	Improved communication with parents. Increased understanding of teacher expectations. Improved student achievement.
3C. The faculty and staff will communicate with parents by phone, letters, and notes to keep them informed of their child's progress during the school year.	Entire staff	Budgeted Funds	September–May	Better communication with parents about education.

GOAL 2: Parental involvement will be strengthened through awareness of student progress and activities.
Objective 4: Parents and community members will be encouraged to become more involved in the programs at West Elementary School.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
4A. The PTO will be strengthened by soliciting membership during the first two (2) months of school. Special efforts will be made to encourage participation by non-English-speaking families.	Principal Executive Committee PTO		September–October	Increased parent involvement. Increased attendance at PTO meetings by non-English-speaking families.
4B. At each grade level Open House, parents will be asked by the homeroom teachers to work in our parent volunteer program. Spanish-speaking parents will be encouraged to participate.	Principal - Teachers		Ongoing	Increase in number of parent volunteers, including Spanish-speaking volunteers.
4C. Business will be solicited to become Adopters of our school through the Adopt-A-School program.	Asst. Principal and Adopt-A-School Coordinator		Ongoing	Additional funds or supplies for student needs and/or programs. Increased number of adopting businesses.

GOAL 3: Student academic progress will increase through effective use of technology.

Objective 1: Students will develop keyboarding skills to facilitate becoming proficient readers and writers.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1A. Keyboarding skills will be taught.	Computer Lab Teacher	Grant money	October	Ability to type their own stories. <div style="border: 2px solid black; padding: 5px;"> <p><i>New Superintendent-</i> We haven't made as much progress on Goal 3 as we had hoped. Our computer teacher had a technology grant lined up, but the board blocked it. They said they were afraid other district schools would request district funds to bring their technology programs up to the level of West's. -West Principal</p> <p style="text-align: right;">Sticky Notes</p> </div>

GOAL 3: Student academic progress will increase through effective use of technology.

Objective 2: Students will increase reading skills by using CD ROM stories and other reading related programs.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
2A. Reading skills will improve through use of various computer programs.	Computer Lab Teacher Classroom Teachers	Grant money	August–May	Improved reading and language skills. Development of ability to write stories.

GOAL 3: Student academic progress will increase through effective use of technology.
Objective 3: Students will enhance various math skills and computation skills by using varied computer programs.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
3A. Enhancement of math skills through programs combining stories and math problem solving.	Computer Lab Teacher	Grant money	August–March	Math test scores will improve. Integration of math and language arts curricula.

GOAL 3: Student academic progress will increase through effective use of technology.
Objective 4: During the 1999–2000 school year, West will work toward computer assisted portfolio assessment to monitor student achievement in reading and math.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
4A. Computer Assisted Portfolio Assessment.	Computer Lab Teacher	Grant money	August–May	As students demonstrate comprehension of program, stories are collected to serve as a portfolio. Teachers and parents can see skills develop and can plan future learning activities to meet needs of the individual student.

GOAL 4: Teachers and administrators will promote positive social behavior that projects high expectations for all students.

Objective 1: The teachers and administrators will provide students with opportunities to feel successful in the school environment.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1A. Examples of outstanding student work will be displayed in classrooms and in the hallways.	Teachers	Instructional Budget	Ongoing	Improved self-esteem and appreciation by students of their own work.
1B. Students exhibiting good citizenship will be recognized by having their names placed on the bulletin board outside the office and becoming eligible for a monthly prize drawing.	Counselor	Budgeted Funds	Monthly	Increased number of students being recognized. Greater awareness of the importance of good citizenship. Fewer discipline problems in the school.
1C. The Buddy Program will continue. Parents or community members will be "buddied up" with a student with special needs.	Counselor	Budgeted Funds	September–May	Improved self-esteem.

GOAL 4: Teachers and administrators will promote positive social behavior that projects high expectations for all students.

Objective 2: Teachers, administrators, and students will consistently demonstrate acceptable social behavior.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
2A. Faculty and staff will investigate the purchase of social skills activities to teach identified social skills.	Principal and Lead Teacher	Budgeted Funds	Fall	Development of social skill lesson plans and activities for the 2nd semester.
2B. Faculty and staff will teach identified social skills during the 2nd semester of school.	Faculty and Staff		Spring	Improved attitudes and social behavior. Fewer discipline problems in school.

GOAL 4: Teachers and administrators will promote positive social behavior that projects high expectations for all students.
Objective 3: The teachers and administrators will work toward promoting inclusionary practices to meet student needs while maintaining a full continuum of services.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
3A. All teachers will attend training in behavior management strategies.	Principal and Behavioral Specialist	Budgeted Funds	September–January	Increased awareness and use of behavior management skills. Fewer discipline problems in school.
3B. Collaborative Teaching pilot program will take place in one first grade classroom.	Special Education Teacher First Grade Teacher	Special Ed. grant money for training	August–May	Enhanced instruction in least restrictive environment. Greater collaboration between SPED teachers and classroom teachers.
3C. Collaborative Teaching pilot will be expanded to one second grade classroom.	Special Education Teacher Second Grade Teacher	Special Ed. grant money for training	August–May	Enhanced instruction in least restrictive environment. Greater collaboration between SPED teachers and classroom teachers.
3D. Math Specialist will work in regular classrooms with at-risk students.	Math Specialist Classroom Teachers	Budgeted Funds	August–May	Enhanced instruction in least restrictive environment. Greater collaboration between SPED teachers and classroom teachers.
3E. Collaborative Teaching staff will present an informative overview of the pilot program at a designated faculty meeting.	Special Education Teacher Principal		Fall and Spring	Increased awareness of inclusionary programs. Greater percentage of SPED students spending time in regular classrooms.

GOAL 5: The percentage of average daily attendance of students will increase to the 97th percentile for the 1999–2000 school year.
Objective 1: Increased emphasis on daily attendance will be stressed by the faculty of West Elementary School through various recognition activities.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
1A. Perfect Attendance certificates will be given each 6-week period.	Faculty	Budgeted Funds	Each 6 weeks	Increased percentage of attendance. Increased awareness of the importance of being at school.
1B. At the end of the year, Attendance Awards will be given to students who meet the criteria for recognition.	Attendance Clerk and Faculty	Budgeted Funds	May	Increased percentage of attendance.

GOAL 5: The percentage of average daily attendance of students will increase to the 97th percentile for the 1999–2000 school year.

Objective 2: Attendance procedures will be a part of the Student/Parent Handbook distributed at the beginning of school. These procedures will include notification of absences to parents by telephone, by letter, and by home visitation.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
2A. Attendance policy sent home at the beginning of school.	Principal	Budgeted Funds	August	Increased parent understanding of importance of attendance. Increased percentage of attendance.
2B. Ongoing notification of absences.	Attendance Clerk Teachers Principal		August–May	Increased percentage of attendance.
2C. School social worker will make home visits to address attendance issues.	Principal Teachers	CIS Funding	August–May	Greater parent understanding of importance of students being at school. Increased parent awareness of the relationship between time-on-task and student achievement. Increased percentage of attendance.

GOAL 5: The percentage of average daily attendance of students will increase to the 97th percentile for the 1999–2000 school year.
Objective 3: Continued absences will be addressed by the principal through the use of the CISD Attendance Officer.

Activity/Strategy	Person Responsible	Resource Allocation	Timeline	Expected Outcomes of Evaluation
3A. CISD Attendance Officer will make home visits and/or proceed with filing truancy charges.	Principal and Cook ISD Attendance Officer	School District	August–May	Increased parental awareness of attendance guidelines. Increased student attendance. Improved achievement.

Campus Report for Performance-Based Accreditation

Sierra Vista Elementary

**CAMPUS REPORT
FOR PERFORMANCE-BASED
ACCREDITATION**

District: Cook Independent School District

Campus: Sierra Vista Elementary School

**Peer Review Accreditation Team
Texas School Improvement Initiative (TSII)**

October 2–6, 1999

I. SITE-BASED DECISION MAKING AND CAMPUS PLANNING

This section contains findings and recommendations related to the quality and effectiveness of campus planning and site-based decision making in bringing about improved outcomes for all students.

A. IMPLEMENTATION OF SITE-BASED DECISION MAKING

Site-Based Decision Making Plans and Policy

The campus self-evaluation submitted by Sierra Vista Elementary School to the peer review team described the 1996 implementation of a site-based decision making model (SBDM). The campus self-evaluation described the composition of the school's SBDM team, but it did not indicate that the team was involved in the areas of planning, curriculum/instruction, budgeting, staffing, staff development, and school organization. Roundtable discussions at the campus confirmed the existence of a site-based decision making team consisting of two teachers, two parents, one counselor, two community members, two students, and the building principal.

Site-Based Decision Making Procedures and Activities

The campus self-evaluation does not describe decision making procedures or activities at the school. Interviews with staff revealed some inconsistencies regarding the responsibilities of the SBDM team. There was some indecisiveness among members as to whether or not they were involved in certain aspects of the decision making process. The peer review team found indications of SBDM goal setting activities but little evidence of self-evaluation or other key activities of SBDM.

The peer review team determined that involvement of the campus SBDM team in substantive school-related issues has not occurred to the extent that it should. The team further observed that decisions on school-related issues were being generated in various other teams established by the central office administration and the building administration with little or no input from the SBDM team or the staff as a whole.

Quality of Collaborative Process

The factors described have inhibited development of an effective collaborative process. Although the composition of the SBDM team is theoretically adequate to address campus needs, incomplete delineation of the team's decision making authority and inadequate training for team members have blocked proper implementation of the process. The peer review team noted that meeting agendas and notes have not been utilized as a method of documenting the shared decision making process at Sierra Vista Elementary.

Summary Recommendations

The peer review team recommends that Sierra Vista Elementary make the following changes to improve the SBDM process on this campus:

- Provide training for all SBDM members as soon as possible.
- Adhere to the authorized process for selecting all members of the team, including teachers, non-instructional staff, parents, and community members.
- Implement the decision making authority of the SBDM in all areas of responsibility, including goal setting, curriculum/instruction, staffing, staff development, resource allocations, and school organization.
- Provide focus and direction for the SBDM process through agendas, minutes, and systematic communication with all faculty and staff regarding campus decisions.

B. IMPLEMENTATION OF CAMPUS IMPROVEMENT PLAN

Development

Sierra Vista Elementary developed a campus improvement plan to target specific needs identified by the campus needs assessment. The campus SBDM team was involved in the creation of this plan, but there was a lack of collaboration with other staff and community members in the planning process. Interviews conducted by the peer review team also revealed that some team members were only vaguely aware of the contents of the plan.

The peer review team recommends that the process of campus planning be expanded to involve more members of the campus staff with representation from the teaching staff of all grades and special programs. Members of the community and parents of students attending school on this campus should be included for the valuable insights and resources they can contribute to the campus planning process.

The peer review team also determined that minimal alignment exists between the campus and district improvement plans. The team recommends that alignment of the campus and district plans be re-examined by the respective teams and focused on critical issues of student achievement.

Needs Assessment

According to the documents submitted by campus staff to the visiting team, needs assessments were based on results of the Texas Assessment of Academic Skills (TAAS). The assessments, however, included only partial analysis of the AEIS indicators.

The peer review team recommends that the campus needs assessment be expanded to include analysis of:

- the most current student performance on all AEIS indicators
- the needs of special student populations
- surveys that reflect perceived needs of staff, parents, and community members
- a systematic comparison of locally assigned grades and student performance on the TAAS
- the need for additional training and staff development for campus instructional staff
- potential advantages of innovative teaching techniques in science and math

Goal Setting

The campus improvement plan reflects the following goals:

- to involve the community, especially parents, in all aspects of the school
- to lower the disparity in TAAS scores among identified student groups

- to improve all students' academic performance on the reading section of TAAS
- to improve all students' academic performance on the mathematics section of TAAS

The peer review team found that the goals included in the campus plan are appropriate to address the current needs stated in the plan.

Resource Allocations

Resource allocations are listed in the plan, but cost factors are not indicated for all strategies.

The peer review team recommends that the campus include cost factors or projections to facilitate budgetary planning.

Implementation Schedules

Timelines in the campus improvement plan are frequently stated as "on-going." The peer review team recommends that the plan be adapted to include specific measurable checkpoints and incremental timelines to ensure that progress toward the accomplishment of goals and activities is frequently monitored and assessed.

Evaluation Methods

The only measurable method of evaluation specified in the campus plan is the spring 2000 TAAS. Interviews conducted by the peer review team confirmed that TAAS is the primary tool with which the staff plans to measure student achievement.

The peer review team recommends that the team compare TAAS results to individual student grades assigned by campus teachers. The team further recommends that the team develop a method of measuring progress toward accomplishment of each specific goal stated in the campus plan.

Summary Recommendations

Based on information gathered from campus interviews and roundtable discussions, the peer review team determined that the current campus improvement plan is viewed by many teachers to be ineffective, inappropriate, and irrelevant. The team recommends that:

- the campus planning processes include widespread collaborative efforts enhanced by the presence and involvement of strong leadership efforts.
- the campus planning processes include wide representation by teachers, special program teachers, support staff, parents, and community members.
- targeted staff development focusing on effective planning processes and consensus building be provided to all staff members.

II. IMPLEMENTATION OF INITIATIVES

This section states major campus initiatives and contains findings of the Peer Review Team pertaining to the implementation, appropriateness, and effectiveness of initiatives, as evidenced through campus interviews and observations.

A. TAAS SUMMER SCHOOL—JULY, 1999

Quality of Initiative and Effectiveness of its Implementation

The summer school program was developed to help students who had not mastered TAAS reading and mathematics. The teacher/student ratio was approximately 1:10 or less. Student awards were given to promote self-esteem.

The roundtable discussions and faculty/staff interviews indicated that there is a focused campus-wide concern to address the needs of students not mastering TAAS. Further observations and interviews indicated that the number of students attending summer school was limited due to poor motivation and transportation problems.

Recommendation(s)

The peer review team recommends that the SBDM team re-examine the planning process for the upcoming summer school session and consider mandating attendance for those students who did not pass TAAS and/or students with borderline qualifications for promotion to the next grade level. Successful completion of summer school according to established guidelines should be considered a prerequisite for grade-level promotion. The team also should consider utilizing Title 1 funds to provide transportation for students who might otherwise be unable to participate.

B. STAFF DEVELOPMENT IN READING AND MATH

Quality of Initiative and Effectiveness of Implementation

Several training sessions focusing on reading and math for selected teachers have been conducted. These have included "Step Up to the TAAS," Reading Workshop, Math Manipulatives, and Problem Solving.

The peer review team determined through campus interviews that the purpose and outcome of staff development efforts had not been communicated to all teachers. The quality of the staff development initiative also has been limited by lack of campus-wide focus and participation.

Recommendations

The peer review team recommends that staff development initiatives be based upon data-driven student needs and perceived staff needs. Furthermore, the team recommends that staff development include all teachers on the campus to build unity of purpose in defining the instructional focus at Sierra Vista Elementary School.

III. SIGNIFICANT FACTORS IMPACTING STUDENT PERFORMANCE

This section contains findings identifying other significant factors, positive or negative, impacting student performance. These factors may include effective school correlates, health and safety, guidance, and any other issues which significantly affect excellence and equity in student achievement.

The visiting peer review team found that Sierra Vista Elementary School has a cadre of dedicated, caring professional educators who have as their paramount concern the well-being and education of the children attending school on this campus. Further, the team found, based on interviews and the roundtable discussion, a general desire on the part of the professional staff to improve student achievement. The peer review team has identified several factors which are undermining the staff's desire to promote higher levels of student achievement.

A. INSTRUCTIONAL LEADERSHIP

Quality of Campus Leadership

Based on interviews and discussions with members of the campus staff, the peer review team has identified a lack of strong instructional leadership on this campus. Repeatedly, team members were told that the quality of the campus leadership has declined over the past three years. Collaboration in campus decisions also has decreased during this period. When team members asked who provided instructional leadership for the campus, staff mentioned the principal but also cited various members of the district staff. Without a common understanding of who provides leadership for the campus staff, there is a lack of unity of vision, purpose, and direction in attaining campus-wide improvement.

Recommendations

The peer review team strongly recommends that this campus be provided with the highest level of leadership due to the urgent need for improvement in student achievement. The leader must be provided with strong support from district-level administrators. Training in the most current methodologies in the areas of instruction and leadership must be provided. Site-based decision making processes, including consensus building procedures, must be targeted as a training priority.

B. COMMUNICATION

The peer review team has identified a critical lack of communication at Sierra Vista Elementary School. Campus staff reported that communication among colleagues on the campus seldom crosses grade-levels. Collaborative planning and curriculum alignment are severely constrained by failures in communication.

Recommendations

Multiple levels of communication need to be established. The peer review team recommends that the campus SBDM team, in conjunction with campus representatives to the district team, provide a vital link in these chains. To increase levels of commitment and understanding of the campus needs and priorities, all stakeholders must be provided with vital information which impacts improvement efforts.

C. INSTRUCTIONAL FOCUS

Due in part to communication problems and lack of leadership, Sierra Vista Elementary School lacks a clear instructional focus. Interviews and discussions with the campus staff revealed that staff members do not agree that student achievement is the highest priority of the campus. Past efforts to promote staff collaboration have not included instructional and curricular issues, but rather have focused on management details. Meanwhile, key issues of instruction have been resolved in isolation and in some instances without the knowledge of all stakeholders of the campus.

Curriculum is poorly aligned across grade levels and there is no program offered for gifted and talented (G/T) students.

Recommendations

Collaborative planning is needed to enrich classroom instruction, realign campus curriculum, and develop G/T options. Once quality leadership is in place and effective communication is occurring, Sierra Vista can begin to clarify its instructional focus and strengthen its commitment to educational excellence.

D. STUDENT DISCIPLINE

Development of a complete school discipline plan, training on implementation of the plan, and consistent use of the plan by all staff will ensure quality discipline management for the school. Discipline procedures used should not cause loss of student dignity.

E. SAFETY ISSUES

A cyclone fence surrounds the campus and teachers in portables are instructed to keep their doors locked. Teachers do follow this rule. The main building has multiple entry ways that are kept locked at all times. Only one entrance is open to the public. However, visitors do not always sign in at the main office as required. Visitors should be required to wear badges at all times.

F. FACILITIES

While all facilities are well maintained, all special programs (music, art, computers, science lab, special education resource room) and some regular classes are conducted in portables.

Physical education is conducted in the cafeteria during inclement weather. A gymnasium is recommended to provide students with appropriate facilities.

Principal's Six-Week Attendance Report

Cook High School

PRINCIPAL'S SIX-WEEK ATTENDANCE REPORT

Cook Independent School District

Cook High School

SCHOOL NUMBER: 009 SIX WEEKS: 2 SCHOOL YEAR: 99-00

GRADE	E		W LOSSES	MEMBER- SHIP
	BOYS	GIRLS		
	777	722	41	
09	7	6	30	492
10	2	6	15	418
11	1	1	12	278
12	4	1	6	235
PRESENT BALANCE	791	736	104	1423

CURRENT SIX WEEKS ONLY							
DAYS TAUGHT	AGGREGATE ATTENDANCE ELIGIBLE	AGGREGATE ATTENDANCE INELIGIBLE	AGGREGATE ABSENCES	AGGREGATE MEMBERSHIP	AVERAGE DAILY ATTENDANCE (ADA)	AVERAGE DAILY MEMBERSHIP (ADM)	% OF ATTEND
28.0	12600.0		1512.0	14112.0	450	504	89.3
28.0	10780.0		980.0	11760.0	385	420	91.7
28.0	7308.0		588.0	7896.0	261	282	92.6
28.0	6188.0		420.0	6608.0	221	236	93.6
SIX-WEEK TOTALS	36876.0		3500.0	40376.0	1317	1442	91.3

← TOTALS WITHOUT EC AND EK →

Principal Appraisals

Cook High School

Sam Houston Elementary School

SECTION IV—STUDENT MANAGEMENT

ITEM RATED	NA	1	2	3	4	5
Ensures that all students have an equitable opportunity to achieve		✓				
Oversees equitable enforcement of all school rules					✓	
Encourages involvement of parents in fostering student achievement			✓			

ITEM RATED	NA	1	2	3	4	5
Implements effective discipline management plan					✓	
Ensures appropriate supervision to all school-sponsored activities					✓	

SECTION V—PERSONNEL MANAGEMENT

ITEM RATED	NA	1	2	3	4	5
Determines staffing needs and implements effective hiring process					✓	
Involves staff in decision making process					✓	
Promote sensitivity of staff to needs/interests of diverse students				✓		

ITEM RATED	NA	1	2	3	4	5
Conducts staff meetings on a regular basis					✓	
Promotes professional development			✓			
Conducts evaluation of staff				✓		

SECTION VI—ADMINISTRATIVE EFFECTIVENESS

ITEM RATED	NA	1	2	3	4	5
Gathers information				✓		
Analyzes information				✓		
Establishes/uses priorities				✓		
Establishes/follows policies, rules, and procedures						✓
Designs plans and programs					✓	
Determines resource requirements						✓

ITEM RATED	NA	1	2	3	4	5
Seeks resources					✓	
Prepares budgets					✓	
Disseminates information				✓		
Structures activities for efficient and effective outcomes					✓	
Delegates responsibility, authority and resources					✓	
Coordinates activities and tasks					✓	

SECTION VII—CAMPUS IMPROVEMENT

ITEM RATED	NA	1	2	3	4	5
Oversees development of campus improvement plans					✓	
Monitors programs					✓	

ITEM RATED	NA	1	2	3	4	5
Uses program outcomes for improvement & recognition of success				✓		
Uses AEIS data to improve programs			✓			

SECTION VIII—SCHOOL CLIMATE

ITEM RATED	NA	1	2	3	4	5
Fosters team building among staff				✓		
Facilitates effective resolution of conflicts				✓		
Fosters an atmosphere of mutual respect				✓		

ITEM RATED	NA	1	2	3	4	5
Provides recognition for excellence and innovation					✓	
Encourages open communication				✓		
Ensures the safety and welfare of all staff & students					✓	

SECTION IX—COMMUNITY RELATIONS

ITEM RATED	NA	1	2	3	4	5
Demonstrates awareness of school/community needs and initiates activities to meet them			✓			
Suggests appropriate solutions for common problems				✓		

ITEM RATED	NA	1	2	3	4	5
Promotes effective techniques for community and parent involvement				✓		
Projects a positive image to the community					✓	

SECTION X—FACILITIES MANAGEMENT

ITEM RATED	NA	1	2	3	4	5
Complies with district policies and state/federal laws						✓
Maintains fiscal control and budgets resources						✓

ITEM RATED	NA	1	2	3	4	5
Monitors use and care of equipment and facilities					✓	
Addresses priorities and completes task/obligations by practicing effective time management						✓

SUMMARY COMMENTS BY THE EVALUATOR:

The principal deserves credit for the overall level of student achievement at Cook High School, which continues to exceed state performance averages as measured by TAAS, SAT, and ACT scores. This year, however, slight declines in TAAS scores were evident. Even more disturbing was a surge in dropout rates, triggering the AEIS rating of "low-performing." Equity is a serious concern both for Hispanics and economically disadvantaged students: the dropout rates for these student groups were triple the rate for white students, and serious discrepancies exist in the performance of different student groups on TAAS and SAT/ACT exams. The principal should work with the Cook High School SBDM Team to develop comprehensive goals and objectives for addressing these problems.

The principal should concentrate efforts in the areas of instructional leadership, professional development for teaching staff, campus improvement, and community outreach.

10A

SUMMARY COMMENTS BY THE PRINCIPAL:

I am proud that Cook students continue to surpass state averages on the TAAS, SAT, and ACT. Maintaining these achievement levels is no small challenge, and the faculty and staff of Cook High School have worked hard to ensure students' success. I am also proud of overseeing the most successful and comprehensive sports program this school has ever had, which has greatly enhanced student and faculty morale this year, as well as increased community support for the district.

I too, recognize the need to keep scores from faltering. The surge in dropout rates is also troubling. Like many other principals, however, I recognize that anomalies from year to year are not unusual, and I expect to see the rates settle back down, especially given the high student morale this year.

Equity remains a high priority for Cook High School, as seen in Goal 4 of this year's campus improvement plan. I agree that Cook High School teachers could benefit from more professional development, but I have had limited resources to work with in this area. I look forward to working with other district leaders to make such a program a reality.

I acknowledge that I have read this evaluation, conferred with my evaluator, and received a copy of the evaluation.

Signed Superintendent
Evaluator

12/13/99
Date

Signed Principal, High School
Principal

12/14/99
Date

SECTION IV—STUDENT MANAGEMENT

ITEM RATED	NA	1	2	3	4	5
Ensures that all students have an equitable opportunity to achieve			✓			
Oversees equitable enforcement of all school rules						✓
Encourages involvement of parents in fostering student achievement				✓		

ITEM RATED	NA	1	2	3	4	5
Implements effective discipline management plan					✓	
Ensures appropriate supervision to all school-sponsored activities					✓	

SECTION V—PERSONNEL MANAGEMENT

ITEM RATED	NA	1	2	3	4	5
Determines staffing needs and implements effective hiring process					✓	
Involves staff in decision making process						✓
Promote sensitivity of staff to needs/interests of diverse students			✓			

ITEM RATED	NA	1	2	3	4	5
Conducts staff meetings on a regular basis					✓	
Promotes professional development						✓
Conducts evaluation of staff					✓	

SECTION VI—ADMINISTRATIVE EFFECTIVENESS

ITEM RATED	NA	1	2	3	4	5
Gathers information					✓	
Analyzes information					✓	
Establishes/uses priorities					✓	
Establishes/follows policies, rules, and procedures						✓
Designs plans and programs					✓	
Determines resource requirements						✓

ITEM RATED	NA	1	2	3	4	5
Seeks resources					✓	
Prepares budgets						✓
Disseminates information					✓	
Structures activities for efficient and effective outcomes					✓	
Delegates responsibility, authority and resources						✓
Coordinates activities and tasks						✓

SECTION VII—CAMPUS IMPROVEMENT

ITEM RATED	NA	1	2	3	4	5
Oversees development of campus improvement plans						✓
Monitors programs						✓

ITEM RATED	NA	1	2	3	4	5
Uses program outcomes for improvement & recognition of success						✓
Uses AEIS data to improve programs				✓		

SECTION VIII—SCHOOL CLIMATE

ITEM RATED	NA	1	2	3	4	5
Fosters team building among staff						✓
Facilitates effective resolution of conflicts					✓	
Fosters an atmosphere of mutual respect					✓	

ITEM RATED	NA	1	2	3	4	5
Provides recognition for excellence and innovation					✓	
Encourages open communication					✓	
Ensures the safety and welfare of all staff & students						✓

SECTION IX—COMMUNITY RELATIONS

ITEM RATED	NA	1	2	3	4	5
Demonstrates awareness of school/community needs and initiates activities to meet them					✓	
Suggests appropriate solutions for common problems					✓	

ITEM RATED	NA	1	2	3	4	5
Promotes effective techniques for community and parent involvement				✓		
Projects a positive image to the community						✓

SECTION X—FACILITIES MANAGEMENT

ITEM RATED	NA	1	2	3	4	5
Complies with district policies and state/federal laws						✓
Maintains fiscal control and budgets resources						✓

ITEM RATED	NA	1	2	3	4	5
Monitors use and care of equipment and facilities					✓	
Addresses priorities and completes task/obligations by practicing effective time management					✓	

SUMMARY COMMENTS BY THE EVALUATOR:

The principal deserves high praise for promoting exceptional levels of student achievement at Sam Houston Elementary, the only school in CISD to receive the state's "recognized" rating this year.

The principal has demonstrated strong leadership in many areas, but a major challenge remains to be addressed. The AEIS data show a substantial gap—in some cases more than 30 percentage points—between the performance of minority and white students. For this reason, I have assigned ratings of "1" or "2" to appraisal criteria that concern equal opportunity, ethnic sensitivity, and multicultural programming.

I salute the principal for her excellent management skills. I am confident she will successfully bring those same skills to bear this year on the very important issue of equity in education.

10B

SUMMARY COMMENTS BY THE PRINCIPAL:

It is most gratifying to receive this acknowledgment for the strides we have made this year in raising student performance levels at Sam Houston Elementary School. I also am pleased with the recognition for continuing efforts in the areas of instructional management and administrative effectiveness.

I completely agree that equity should be our top priority in the coming year. Progress in this area has been slower than I would have liked. I will be meeting very soon with the campus SBDM team to develop additional strategies for reducing the achievement gap and improving outreach efforts to Hispanic and African American families.

I acknowledge that I have read this evaluation, conferred with my evaluator, and received a copy of the evaluation.

Signed Superintendent 12/13/99
Evaluator Date

Signed Principal, Sam Houston 12/14/99
Principal Date

1999–2000 Salary Schedule

COOK INDEPENDENT SCHOOL DISTRICT
1999-2000 SALARY SCHEDULE

CLASSROOM TEACHER, FULL-TIME SCHOOL NURSE,
FULL-TIME LIBRARIAN, AND FULL-TIME COUNSELOR

Years Experience	Annual Salary
0	\$ 24,340
1	\$ 24,910
2	\$ 25,490
3	\$ 26,060
4	\$ 27,270
5	\$ 28,480
6	\$ 29,790
7	\$ 30,920
8	\$ 31,980
9	\$ 32,990
10	\$ 33,930
11	\$ 34,840
12	\$ 35,690
13	\$ 36,480
14	\$ 37,250
15	\$ 37,960
16	\$ 38,640
17	\$ 39,280
18	\$ 39,880
19	\$ 40,460
20+	\$ 40,980

Minutes from a Board of Trustees Meeting

**MINUTES
COOK INDEPENDENT SCHOOL DISTRICT
DISTRICT #000123
TEX COUNTY, TEXAS
BOARD OF TRUSTEES MEETING**

JANUARY 11, 2000

The Cook Independent School District Board of Trustees held a regular meeting on January 11, 2000 in the Central Administration Building, 5000 Main St., Cook, Texas. The meeting was called to order by President Marcum at 7:00 P.M. All members of the board were present.

Consent Items

Mr. Maples moved to approve the recommendation to accept the following items on the consent agenda:

- A. Approval of minutes of regular board meeting December 14, 1999
- B. Approval of the District Finance Report
- C. Approval of bids for food and paper products

The motion was seconded by Mr. Sanchez and carried unanimously.

Facilities Report

Betty Jo Havens, chairperson of the Citizens Advisory Panel for Facilities Assessment, summarized the recommendations contained in the panel's final report. No action was taken.

Board Discussions

Mr. Stone expressed concern that other board members may be discussing Board of Trustee business outside of board meetings. President Marcum reminded members not to do this. No action was taken.

Policy FDB (Local)

Mr. Maples moved to approve Policy FDB (Local) as amended. The motion was seconded by Mr. Carson and carried in a 4 to 3 vote with Mr. Maples, Mr. Dunlop, Mr. Carson, and President Marcum voting yes; Mr. Stone, Mr. Sanchez, and Mrs. Jamieson voting no.

Annual Salaries

Mr. Stone moved that new employees be given the option of taking their annual salary over thirteen months. The motion was seconded by Mr. Sanchez. The motion failed with Mr. Stone, Mr. Sanchez, and Mrs. Jamieson voting yes; Mr. Maples, Mr. Dunlop, Mr. Carson, and President Marcum voting no.

Closed Meeting

A closed meeting was held under Texas Government Code, Section 551.074 for consideration of personnel and personnel related matters. The meeting began at 8:14 P.M.

MINUTES OF BOARD MEETING—PAGE 2

Reopening of Meeting to the Public

The meeting was reopened to the public at 8:40 P.M. Mr. Sanchez moved to approve personnel actions as recommended by the administration. The motion was seconded by Mrs. Jamieson and carried unanimously. Mr. Dunlop moved to accept Superintendent Kenneth Johnson's resignation. The motion was seconded by Mr. Carson and carried 3 to 0, with Mr. Maples, Mr. Dunlop, and Mr. Carson voting yes. Mr. Stone, Mr. Sanchez, and Mrs. Jamieson abstained.

Adjournment

The meeting adjourned at 9:05 P.M.

Secretary

Board President

Regular Board Meeting Agenda

N O T I C E

This notice is posted February 5, 2000, pursuant to the Texas Open Meetings Act.

[TEXAS GOVERNMENT CODE SECTION 551]

**COOK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING**

Notice is hereby given that a regular meeting of the Cook Independent School District Board of Trustees will be held on the 11th day of February, 2000, at 7:00 P.M. in the Central Administration Building, 5000 Main St., Cook, Texas.

The subjects to be discussed or considered or upon which any formal action may be taken are as follows:

Agenda

1. Call to order, Establishment of a Quorum, and Pledge of Allegiance
2. Approve and/or correct the minutes of the previous regular meeting
3. Recognition of visitors
4. Administrative reports
 - A. Superintendent's Office
 1. Budget status report
 2. Consideration and approval of the following two items:
 - a. Direct deposit of district employees' payroll checks
 - b. Change of pay day for employees who are paid monthly
 3. Presentation of preliminary report on the Discipline Management Plan
 4. Report on the Induction/Mentoring Program for new professional employees
 - B. Business Office
 1. Consideration and approval of District Finance Report
 2. Consideration and approval of the sale of delinquent property
 3. Consideration and approval of an Agreement for Financial Advisory Services
 4. Review of documentation for food service bids. Consideration and approval of food service bids for milk and ice cream
 5. Consideration and approval of a resolution to sell surplus school buses

Closed Meeting under Texas Government Code, Section 551.074

1. Consideration of personnel and personnel-related matters
 - A. Resignations
 - B. Appointments
 - C. Retirements

Reopening of Meeting to the Public

1. Action on items discussed in Closed Meeting
2. Adjournment

**Notice of Regular Meeting of the
COOK INDEPENDENT SCHOOL DISTRICT**

Notice is hereby given that on the 11th day of February, 2000, the Board of Trustees of the Cook Independent School District will hold a regular meeting at 7:00 p.m., in the Central Administration Building, 5000 Main St., Cook, Texas. The subjects to be discussed are listed on the agenda which is attached to and made a part of this Notice.

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

- 551.071 Private consultation with the board's attorney.
- 551.072 Discussing purchase, exchange, lease, or value of real property.
- 551.073 Discussing negotiated contracts for prospective gifts or donations.
- 551.074 Discussing personnel or to hear complaints against personnel.
- 551.075 To confer with employees of the school district to receive information or to ask questions.
- 551.076 Considering the development, specific occasions for, or implementation of, security personnel or devices.
- 551.082 Considering discipline of a public school child, or complaint or charge against personnel.
- 551.083 Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
- 551.084 Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting;
or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

On this 5th day of February 2000, this Notice was mailed to news media who had previously requested such Notice and an original copy was posted on the bulletin board in the School District Administration Building at 4:00 p.m. on said date.

Cook ISD Superintendent

Independent Auditor's Report

Taylor, Cadena & Company

A LIMITED LIABILITY PARTNERSHIP

800 SAN JACINTO AVENUE
COOK, TEXAS
NOVEMBER 21, 1999**Independent Auditor's Report**

Unqualified Opinion on General Purpose Financial Statements Submitted Together with Combining,
Individual Fund, and Account Group Financial Statements and Supporting Schedules as
Supplementary Data

Board of Trustees
Cook Independent School District
5000 Main Street
Cook, Texas

Members of the Board:

We have audited the accompanying general purpose financial statements of Cook Independent School District (the District) as of and for the year ended August 31, 1999, as listed in the accompanying table of contents. These general purpose financial statements are the responsibility of the District's administration. Our responsibility is to express an opinion on them based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the general purpose financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the general purpose financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall general purpose financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the general purpose financial statements referred to above present fairly, in all material respects, the financial position of the District at August 31, 1999, and the results of its operations and the cash flow of its proprietary fund types and nonexpendable trust funds for the year then ended in conformity with generally accepted accounting principles consistently applied.

Our audit was made for the purpose of forming an opinion on the general purpose financial statements taken as a whole. The combining statements and schedules listed in the accompanying table of contents are presented for purposes of additional analysis and are not a required part of the general purpose financial statements of the District. This information, except for that portion marked unaudited on which we express no opinion, has been subjected to the auditing procedures applied in the audit of the general purpose financial statements and, in our opinion, is fairly presented in all material respects in relation to the general purpose financial statements taken as a whole.

We have also issued a report dated November 21, 1999, on the District's compliance with laws and regulations.

Taylor, Cadena & Company

Taylor, Cadena & Company, LLP
November 21, 1999

Taylor, Cadena & Company

A LIMITED LIABILITY PARTNERSHIP

800 SAN JACINTO AVENUE
COOK, TEXAS
NOVEMBER 21, 1999**Independent Auditor's Report**Compliance Report Based on an Audit of General Purpose Financial Statements Performed in
Accordance with Government Auditing StandardsBoard of Trustees
Cook Independent School District
5000 Main Street
Cook, Texas

Members of the Board:

We have audited the general purpose financial statements of the Cook Independent School District (the District) as of and for the year ended August 31, 1999, and have issued our report thereon dated November 21, 1999.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the general purpose financial statements are free of material misstatement.

Compliance with laws, regulations, contracts and grants applicable to the District is the responsibility of the District's administration and trustees.

As part of obtaining reasonable assurance about whether the general purpose financial statements are free of material misstatement, we performed tests of the District's compliance with certain provisions of laws, regulations, contracts and grants. However, the objective of our audit of the general purpose financial statements was not to provide an opinion on overall compliance with such provisions. Accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance that would be reportable under *Government Auditing Standards*.

This report is intended for the information of the District's administration and trustees, the Texas Education Agency and the United States Department of Education. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

*Taylor, Cadena & Company*Taylor, Cadena & Company, LLP
November 21, 1999

Cook Independent School District
Schedule of Findings and Questioned Costs for the
Year Ended August 31, 1999

Program	Finding/Noncompliance	Questioned Costs
ESEA Chapter 1, Regular: #441 #551 #661	In March 1999, the District purchased a van for \$16,705. In the previous two years, amounts were charged to these grants as a lease purchase totaling \$13,150. However, the van was not placed into service until 1999. The \$9,605 charged to the 1999 Project (#551) was refunded with an amended final report dated November 20, 1999. The \$3,545 relating to the 1998 Project (#441) was reclassified in an amended final report dated November 20, 1999.	\$16,705

Statement of Corrective Action Planned - Current Year Disclosures

The above referenced reports have been amended.

Statement of Corrective Action Taken - Prior Year Disclosures

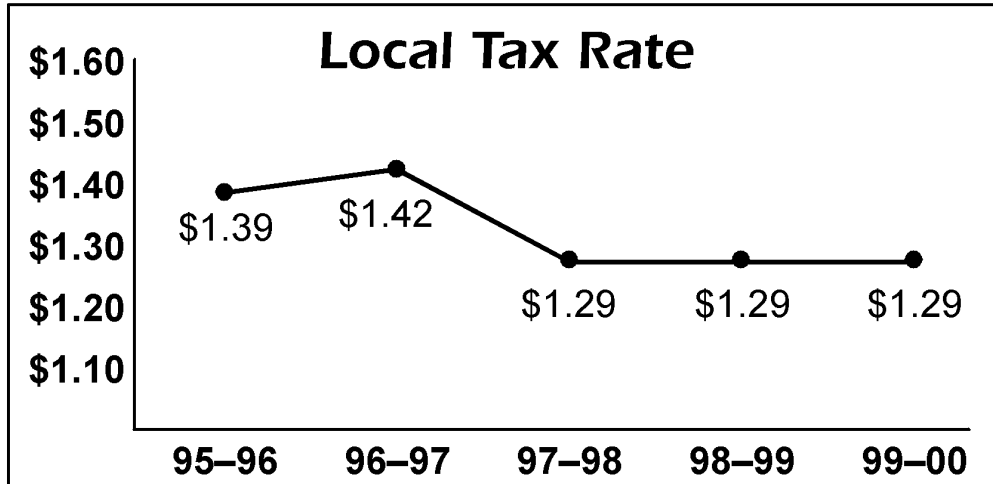
Not Applicable

Cook ISD 1999–2000 Budget



COOK INDEPENDENT SCHOOL DISTRICT

1999-2000 BUDGET



	98-99	%	99-00	%
Local	\$ 9,439,767	33.7	\$ 10,248,043	34.4
State	\$ 16,916,513	60.5	\$ 17,695,748	59.4
Federal	\$ 1,616,324	5.8	\$ 1,847,031	6.2
Total	\$ 27,972,604	100	\$ 29,790,822	100

	98-99	99-00
Operating		
Instruction	\$ 2,503	\$ 2,506
Campus Admin.	\$ 237	\$ 237
Central Admin.	\$ 301	\$ 301
Other	\$ 1,500	\$ 1,519
Non-Operating	\$ 909	\$ 917
Total	\$ 5,450	\$ 5,480

SPECIAL NOTICE!
CISD Property Tax Exemptions

(These exemptions are granted upon application.)

Residential Homestead \$ 5,000

Over 65 Homestead \$ 10,000
(Once a person receives an over-65 homestead exemption, he/she automatically qualifies for a tax rate ceiling on school taxes.)

Disabled Homeowners \$ 10,000

Disabled Veterans \$ 1,500-3,000
(Depending on percent disability)

Agricultural/Open Space Land
(At discretion of Tax Appraiser)

Facilities Review – Preliminary Results



To: New Superintendent

From: Chairperson, Citizens Advisory Panel

Subject: Facilities Review—Preliminary Results

The attached summary includes information about the major needs of each district school. As you will see, all facilities require some work. However, most appear to be in good to excellent condition overall. The exception is the Woodbridge Special Education Center, which requires major renovations and is a constant maintenance problem. Based on current evidence, panel members agree that the facility may not be worth maintaining.

Cook Independent School District**Facilities Overview****TOTAL INSTRUCTIONAL FACILITIES = 8**

Campus: **Cook High School (Includes O'Donnell Alternative School)**

Program: Grades 9 - 12 (O'Donnell serves Grades 7 - 12)

1998-99 Population: 1,361 Students

Date Constructed:	1979	
Major Renovations:	1989—Classroom wing and library expansion 1996—Network wiring 1997—Sports stadium	
Core Capacity:	Regular classrooms	55
	Special education	2
	Vocational	7
	Cafeteria	450 capacity
	Library	3,900 square feet
	Gymnasium	Large 14,500 square feet Small 8,000 square feet
	Band/chorus room	3,500 square feet
Additions:	Portable classrooms	9
Scheduled Major Maintenance:	Roof repair Site drainage	
Major Facility Needs:	Classroom wing, 10 rooms Handicapped access ramps Handicapped access toilets 30 parking spaces	
Other Observations:	Inadequate teacher work area	

Campus: **Turner Middle School**

Program: Grades 7 - 8

1998-99 Population: 851 Students

Date Constructed:	1956	
Major Renovations:	1961—Gymnasium expansion and band hall 1966—2 classroom wings 1975—Classroom wing 1979—2 science labs 1996—Network wiring	
Core Capacity:	Permanent classrooms	43
	Special education	2
	Vocational	2
	Cafeteria	300 capacity
	Library	2,400 square feet
	Gymnasium	7,250 square feet
Additions:	Portable classrooms	4
Scheduled Major Maintenance:	Roof repair	
Major Facility Needs:	Elevator for handicapped access Handicapped access ramps Handicapped access toilets	
Other Observations:	Inadequate administrative area, computer labs, locker area, student and faculty toilets, teacher work area	

Campus: Frontier Intermediate School

Program: Grades 4 - 6

1998-99 Population: 821 Students

Date Constructed:	1967	
Major Renovations:	1984—Classroom wing 1996—Network wiring	
Core Capacity:	Permanent classrooms	38
	Special education	2
	Cafeteria	250 capacity
	Library	2,500 square feet
	Gymnasium	7,100 square feet
Additions:	Portable classrooms	8
Scheduled Major Maintenance:	Roof repair	
Major Facility Needs:	Classroom wing, 10 rooms Handicapped access ramps Handicapped access toilets	
Other Observations	Undersized nurse's area No computer room	

Campus: Green Valley Intermediate School

Program: Grades 4 - 6

1998-99 Population: 435 Students

Date Constructed:	1958	
Major Renovations:	1996—Network wiring	
Core Capacity:	Permanent classrooms	25
	Special education	1
	Cafeteria	200 capacity
	Library	2,250 square feet
	Gymnasium	6,000 square feet
Additions:	Portable classrooms	0
Scheduled Major Maintenance:	Window replacement Roof repair	
Major Facility Needs:	Handicapped access ramps Handicapped access toilets	

**Cook ISD
Facilities Overview**

Campus: West Elementary School

Program: Grades PreK - 3

1998-99 Population: 459 Students

Date Constructed:	1966	
Major Renovations:	1974—Classroom wing 1996—Network wiring	
Core Capacity:	Permanent classrooms	28
	Special education	1
	Cafeteria	350 capacity
	Library	2,000 square feet
Additions:	Portable classrooms	0
Scheduled Major Maintenance:	Roof repair Window replacement	
Major Facility Needs:	Handicapped access toilets PE facility	
Other Observations:	No computer room, science room, teacher work room	

Campus: Sam Houston Elementary School

Program: Grades K - 3

1998-99 Population: 610 Students

Date Constructed:	1958	
Major Renovations:	1967—Classroom wing 1996—Network wiring	
Core Capacity:	Permanent classrooms	32
	Special education	2
	Cafeteria	300 capacity
	Library	2,200 square feet
Additions:	Portable classrooms	4
Scheduled Major Maintenance:	Exterior painting	
Major Facility Needs:	PE facility Handicapped access ramps Handicapped access toilets	
Other Observations:	No computer room, science room, art room Undersized nurse's area	

Campus: **Sierra Vista Elementary School**
 Program: Grades PreK - 3
 1998-99 Population: 580 Students

Date Constructed:	1967	
Major Renovations:	1974—Classroom wing and Cafeteria 1979—Library 1996—Network wiring	
Core Capacity:	Permanent classrooms Special education Cafeteria Library	25 2 400 capacity 2,100 square feet
Additions:	Portable classrooms	10
Scheduled Major Maintenance:	Roof repair Ceiling repair	
Major Facility Needs:	Classroom wing, 10 rooms PE facility Handicapped access toilets Handicapped access ramps	
Other Observations:	No computer room, science room, art room Inadequate boys' toilets	

**Cook ISD
Facilities Overview**

Campus: **Woodbridge Special Education Center**
 Program: Grades PreK - 12 (current students are in grades 4-11)
 1998-99 Population: 46 Students

Date Constructed:	1931	
Major Renovations:	1964—Gymnasium 1979—Library 1996—Network wiring	
Core Capacity:	Permanent classrooms Cafeteria Library	15 200 capacity 1,200 square feet
Additions:	Portable classrooms	0
Scheduled Major Maintenance:	Ceiling replacement/repair	
Major Facility Needs:	Roof replacement Window replacement Repair of deteriorated exterior glass block walls Repair of interior faces of exterior walls Main entrance stairway repair or replacement	
Other Observations:	Cost of repairs vs. move to new facility needs to be evaluated	

Interdepartmental Memoranda Curriculum Priorities

Math Curriculum Coordinator

Science Curriculum Coordinator

Language Arts Curriculum Coordinator



Interdepartmental Memorandum

TO: Superintendent

FROM: Math Curriculum Coordinator

SUBJECT: Math Priorities

Thank you for your inquiry about our curricular planning processes and 1999-2000 priorities. The District Math Curriculum Team (DMCT) is made up of teachers, parents, and community members representing every district school including the Woodbridge Center. We meet monthly to do long-range planning, to review the progress of special projects, and to discuss implementation of curricular issues such as alignment, scope and sequence, and interdisciplinary instruction. Attached you'll find a copy of our mission statement as well as a description of our 1999-2000 goals, programs, and special projects for individual campuses. These were developed last spring based on the end-of-year needs assessments that the DMCT conducted at each campus.

You'll notice that one project is missing from the document. While Math TAAS scores made a districtwide gain of 8.4% last year, the DMCT was extremely disappointed in the results at Turner Middle School. As you know from reviewing the AEIS data, Turner made a campuswide gain in Math of 2%, but showed losses among all student groups except whites. All other district schools made excellent gains in Math among all student groups. Because of their poor showing, we conducted a more comprehensive needs assessment at Turner this fall and developed a special project which is being piloted for the remainder of the school year. I'll forward you a copy of that project.

If you have additional questions about the DMCT or any of the activities outlined in these documents, please don't hesitate to ask.



Interdepartmental Memorandum

TO: Superintendent

FROM: Science Curriculum Coordinator

SUBJECT: Science Priorities

Here is the list of the district's science priorities you requested during our meeting earlier this week. As I mentioned in that meeting, the district Excellence in Science Committee did a major overhaul of the science curriculum four years ago, putting a much greater emphasis on lab and field activities. Parents, students, community members, and faculty at all campuses were involved in this process. In recent years we have continued to modify the curriculum to reflect the integrated, hands-on approach to science that is advocated by the National Science Teachers Association, the American Association for the Advancement of Science, and the National Research Council. We believe our district science curriculum strongly reflects the National Science Education Standards.

Our biggest problem in recent years has been funding. A lab- and field-based approach to science requires adequate professional development, equipment, and supplies. The Excellence in Science Committee has identified the following areas of need for the district:

- 1) Repair and upgrade lab equipment at the high school, middle school, and the two intermediate schools.
- 2) Bring funding levels for supplies back up to at least where they were three years ago. We have five- and six-member student teams doing biology and chemistry investigations due to limited supplies. This is clearly substandard.
- 3) Provide adequate professional development in integrated, hands-on science techniques to teachers at the three elementary schools and the Woodbridge Center. Some West Elementary teachers took courses at the local college on their own last fall. I'm working with that school now setting up mentorships among the staff. We'll need to start from scratch at the other schools. A district-sponsored professional development program in science would sure make the process a whole lot easier.
- 4) Establish science rooms at the three elementary schools and the Woodbridge Center.



Interdepartmental Memorandum

TO: Superintendent

FROM: Language Arts Curriculum Coordinator

SUBJECT: Language Arts Priorities

Thank you for asking for a list of our priorities. I just wanted to mention that, despite what the newspapers say, TAAS Reading scores did make a slight gain this year districtwide, even though they dipped at some campuses. TAAS Writing scores stayed the same. We were hoping for better gains, but it's not the catastrophe the papers portray.

I have been reviewing several packaged language arts curricula for possible districtwide adoption for next year. Some include computer Integrated Learning Systems (ILS) that look really excellent.

Here are our priorities:

- 1) Put a dynamic new district language arts curriculum in place for next year.
- 2) Provide a professional development workshop one afternoon this spring to prepare district teachers to use the new curriculum in the fall.
- 3) If we go with a package with an ILS, we'll need to get computer labs up and running at Turner, Frontier, and the three elementary schools. I know that may seem unlikely given the fiscal climate; however, network wiring was installed at all campuses three to four years ago, so the infrastructure is already in place.

Report on Title 1998–99 I Program

Cook Independent School District Report on 1998–99 Title I Program

Program Overview

Title I operates in all district schools. The goal of Title I programs is to improve reading and mathematics skills for students identified as having needs in these areas, thereby enabling all students to meet state performance standards.

At the beginning of AY 1998–99, each campus established goals for the Title I program. Following is a summary of the goals and outcomes for each campus.

Individual Campus Goals and Outcomes

Cook High School

Total Student Enrollment: 1,354

Students in Title I Program: 315

Students in Title I After School Program: 85

Grade Levels	Subject Areas	Evaluation Measures	Goal	Outcome
9-12	All	*Promotion	80%	74%
9-12	Reading	*Report Card Grade	80%	78%
9-12	Reading	*End of Year Test	80%	79%
9-12	Math	*Report Card Grade	80%	81%
9-12	Math	*End of Year Test	80%	72%

*Student will score 70 or higher

Turner Middle School

Total Student Enrollment: 851

Students in Title I Program: 107

Students in Title I After School Program: 30

Grade Levels	Subject Areas	Evaluation Measures	Goal	Outcome
7–8	All	*Promotion	70%	62%
7–8	Reading	*Report Card Grade	70%	62%
7–8	Reading	*End of Year Test	70%	51%
7–8	Math	*Report Card Grade	70%	63%
7–8	Math	*End of Year Test	70%	48%

*Student will score 70 or higher

18

Green Valley Intermediate

Total Student Enrollment: 435

Students in Title I Program: 87

Students in Title I After School Program: 42

Grade Levels	Subject Areas	Evaluation Measures	Goal	Outcome
4-6	All	*Promotion	100%	100%
4-6	Reading	*End of Year Test	90%	91%
4-6	Math	*End of Year Test	90%	93%

*Student will score 70 or higher

Frontier Intermediate

Total Student Enrollment: 821

Students in Title I Program: 106

Students in Title I After School Program: 28

Grade Levels	Subject Areas	Evaluation Measures	Goal	Outcome
4-6	All	*Promotion	80%	86%
4-6	Reading	*End of Year Test	80%	63%
4-6	Math	*End of Year Test	80%	70%

*Student will score 70 or higher

Sierra Vista Elementary

Total Student Enrollment: 580

Students in Title I Program: 141

Students in Title I After School Program: 24

Grade Levels	Subject Areas	Evaluation Measures	Goal	Outcome
PK-K	EE	*School Identification Inventory	90%	68%
PK-K	EE	*Curriculum Assessment Test	90%	74%
1-3	All	*Promotion	90%	92%
1-3	Reading	*Report Card Grade	90%	78%
1-3	Reading	*End of Year Test	90%	62%
1-3	Math	*Report Card Grade	80%	74%
1-3	Math	*End of Year Test	80%	65%

*Student will score 70 or higher

West Elementary

Total Student Enrollment: 459

Students in Title I Program: 127

Students in Title I After School Program: 50

Grade Levels	Subject Areas	Evaluation Measures	Goal	Outcome
PK-K	EE	*School Identification Inventory	90%	92%
PK-K	EE	*Curriculum Assessment Test	90%	88%
1-3	All	*Promotion	100%	98%
1-3	Reading	*Report Card Grade	90%	92%
1-3	Reading	*End of Year Test	90%	89%
1-3	Math	*Report Card Grade	90%	97%
1-3	Math	*End of Year Test	90%	91%

*Student will score 70 or higher

Sam Houston Elementary

Total Student Enrollment: 610

Students in Title I Program: 79

Students in Title I After School Program: 36

Grade Levels	Subject Areas	Evaluation Measures	Goal	Outcome
K	EE	*School Identification Inventory	90%	96%
K	EE	*Curriculum Assessment Test	90%	97%
1-3	All	*Promotion	100%	97%
1-3	Reading	*Report Card Grade	90%	90%
1-3	Reading	*End of Year Test	90%	82%
1-3	Math	*Report Card Grade	90%	96%
1-3	Math	*End of Year Test	90%	86%

*Student will score 70 or higher

Interdepartmental Memoranda from:

Director of Personnel

Assistant Superintendent

Director of Finance



Cook Independent School District

Interdepartmental Memorandum

TO: Superintendent
FROM: Director of Personnel
SUBJECT: Salary Issues

1. CISD teachers have not received a raise during the past two years other than the state's mandatory minimum salary adjustment based on years of experience. Your predecessor proposed a small teacher raise but was blocked. The board majority says we're above the state minimum and offer six steps more than the minimum requirement, which is true. However, we're also well below state averages and the teachers are quite aware of this.

I think the salary situation has something to do with our poor success rate in recruiting minority teachers. We're just not competitive. Also, the strong teacher morale we enjoyed for years is definitely starting to erode, and we're starting to see the effects of that on the kids. Of course, I'm aware that there are other factors contributing to that as well.

2. If you do decide to propose a pay increase for the upcoming year, here are our options.

- Teachers:
 - a) Give the same percentage increase across the board.

OR

- b) Give the same increment (lump sum) increase across the board.

Note: Sometime in the future, do we want to consider using a variable increment weighted to favor/attract newer teachers?

- Non-professional staff:

Do we propose an increase for them too? If so, do we give them the same increase as the teachers?

I will schedule a meeting to discuss these issues.



Cook Independent School District

Interdepartmental Memorandum

TO: Superintendent

FROM: Asst. Superintendent

SUBJECT: High School Dropout Rate/Peer Review Accreditation Team Visit

In regard to your inquiry, during their Dropout Visit in October the state Peer Review Accreditation Team discussed the following list of factors affecting the dropout rate at Cook High School. I'll get you a copy of their full report.

Positive factors:

- Class-within-a-class programs begun this year by the special education department to increase support for special education students in their content area classes
- Strong business-school partnerships in Cook
- Strong summer jobs program

Negative factors:

- No evidence of an on-campus GED program (even though it is listed in the Campus Improvement Plan as an activity for 1999-2000)
- Poor parental outreach/involvement
- No Pregnancy Education and Parenting Program (PEPP)
- No evidence of a task force working on dropout prevention strategies (this is also an activity listed in the Campus Improvement Plan)

The Peer Review team recommended Cook HS implement programs to address negative factors as soon as possible.



Cook Independent School District

Interdepartmental Memorandum

TO: Superintendent
FROM: Director of Finance
SUBJECT: Fund Balance Variance Last Year

Attached please find a copy of the fund balance sheet you asked to review indicating last year's revenues, expenditures and variances. So far we're looking at similar figures for 1999-2000.

Let me know if you have any questions.

Cook Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balances -
Budget (Budgetary Basis) and Actual
All Governmental Fund Types and Expendable Trust Funds
Year Ended August 31, 1999

DATA CONTROL CODES	REVENUES	ALL FUNDS		
		BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
5700	Local Revenues	\$ 9,439,767	\$ 10,080,106	\$ 640,339
5800	State Program Revenues	16,916,513	16,537,474	(379,039)
5900	Federal Program Revenues	1,616,324	1,441,924	(174,400)
5030	Total Revenues	\$ 27,972,604	\$ 28,059,504	\$ 86,900
	EXPENDITURES:			
0011	Instruction	\$ 13,708,926	\$ 13,192,572	\$ 516,354
0021	Instructional Administration	335,648	302,010	33,638
0022	Instructional Resources and Media Services	600,568	573,008	27,560
0023	School Administration	1,228,738	1,225,201	3,537
0025	Curriculum and Personnel Development	264,167	244,458	19,709
0031	Guidance and Counseling	1,264,733	1,236,845	27,888
0032	Student Attendance	30,997	28,311	2,686
0033	Health Services	294,491	263,160	31,331
0034	Pupil Transportation - Regular	2,403,045	2,379,643	23,402
0036	Co-curricular Activities	685,832	594,353	91,479
0037	Food Services	1,181,933	1,181,508	425
0041	General Administration	1,180,192	1,168,951	11,241
0042	Debt Services	4,163,592	4,093,676	69,916
0051	Plant Maintenance and Operation	3,493,175	3,313,803	179,372
0052	Facilities Acquisition and Construction	32,000	25,585	6,415
0075	Data Processing	180,882	155,894	24,988
0081	Community Services	24,812	24,530	282
6050	Total Expenditures	\$ 31,073,731	\$ 30,003,508	\$ 1,070,223
	OTHER RESOURCES AND USES:			
7990	Other Resources	\$ 1,216,411	\$ 1,216,411	\$ -
8990	Other (Uses)	(500,272)	(437,440)	(62,832)
7000	Total Other Resources and (Uses)	\$ 716,139	\$ 778,971	\$ (62,832)
1200	Excess (Deficiency) of Revenues and Other Resources Over Expenditures and Other Uses	\$ (2,384,988)	\$ (1,165,033)	\$ 1,219,730
0100	Fund Balance - September 1 (Beginning)	2,941,638	2,941,638	-
1300	Increase (Decrease) in Fund Balance	-	-	-
3000	Fund Balance - August 31 (Ending)	\$ 556,650	\$ 1,776,605	\$ 1,219,955

Site-Based Decision Making Team Agendas

Turner Middle School

Green Valley Intermediate School



**Turner Middle School
Cook Independent School District**

SITE-BASED DECISION MAKING TEAM
Regular Meeting

Agenda

1. Welcome by Principal
2. Introduction of New Members
3. Approval of Minutes from Last Meeting
4. Report on plans for spring fling
5. Report on revised menu plans for school cafeteria
6. Rearranging equipment in teachers' lounge
7. Responsible use of key to supply room
8. Items Not on the Agenda
9. Adjourn



**Green Valley Intermediate School
Cook Independent School District**

**Site-Based Decision Making Team
Agenda**

1. Welcome by the principal
2. Introductory remarks (SBDM Committee Chairperson)
3. Reading/approval of minutes from last month's meeting (SBDM Team Secretary)
4. Presentation and discussion of school issues (Principal)
 - Plans for SBDM budget workshop
 - Professional development: cooperative learning seminars
5. Reports by Task Forces (Task Force Leaders)
 - Multicultural Program
 - Title I Program
 - Parent Volunteers Program
 - Business/School Partners Initiative
 - Peer Mediation Progress Report
6. School art fair update
7. Spotlight on Excellence
 - Interdisciplinary course development (Dept. Chairs)
 - Partners in Cultural Understanding Project (Parent/Community Facilitators)
 - TAAS tutors program (Ms. Swanson)
 - Proposal for Summer Computer Institute (Mr. Hernandez)
8. Non-agenda items
9. Adjourn (refreshments)

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