



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**DATE, TIME, LOCATION: MONDAY, OCTOBER 26, 2009, 6:30 PM
REGULAR MEETING OF THE BOARD OF TRUSTEES
ADMINISTRATION BUILDING BOARD ROOM
4544 INTERSTATE 10, BAYTOWN, TEXAS**

AGENDA

1. CALL TO ORDER/DECLARATION OF QUORUM
2. OPENING EXERCISES - Ashbel Smith Elementary School 3
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If, during the course of the meeting, any discussion of any item on the Agenda should be held in Closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapter D and E.

If you require special assistance or the provision of an auxiliary aid or device during this event, please contact Noemi Garcia in the Superintendent's Office at 281.420.4816 at least 48 hours prior to the event.



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

BYRON P. TERRIER
ASSISTANT SUPERINTENDENT
ADMINISTRATIVE SERVICES

October 26, 2009

TO: DR. TOBY YORK

FROM: BYRON TERRIER

SUBJECT: OPENING EXERCISES FOR OCTOBER 26, 2009, BOARD MEETING

The opening exercises for the October 26, 2009, Board Meeting will be given by the students of Ashbel Smith Elementary School.

The pledges will be led by Johana Chavez and Yaraaixa Torres.

The students will perform an autumn themed skit and song. Students participating are: Jessenia Aguilera, Hector Alvarez, Jennifer Huerta, Michael Curiel, Yaraaixa Torres, Ruth Patino, Elysia Ramirez, Catalyna Jimenez, and Joel Lopez.

The students are under the direction of teachers Ms. Katherine Stangle and Ms. Blair Purvis; principal Ms. Suzanne Raymundo.

/rn



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF PUBLIC HEARING TO DISCUSS THE SCHOOL FIRST (FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS) REPORT FOR FISCAL YEAR 2007-2008 FROM THE TEXAS EDUCATION AGENCY

RECOMMENDED ACTION: Overview the School FIRST (Financial Integrity Rating System of Texas) report and allow for public comment.

RATIONALE: The Texas Legislature created the School FIRST rating system in 2001 to improve the management of school district's financial resources. School districts are required to advertise and hold a public hearing to report their financial accountability rating to parents and taxpayers. The final report for fiscal year 2007-2008 was issued by the Texas Education Agency during August 2009. The district is required to hold a public hearing within two months of receiving the final report.

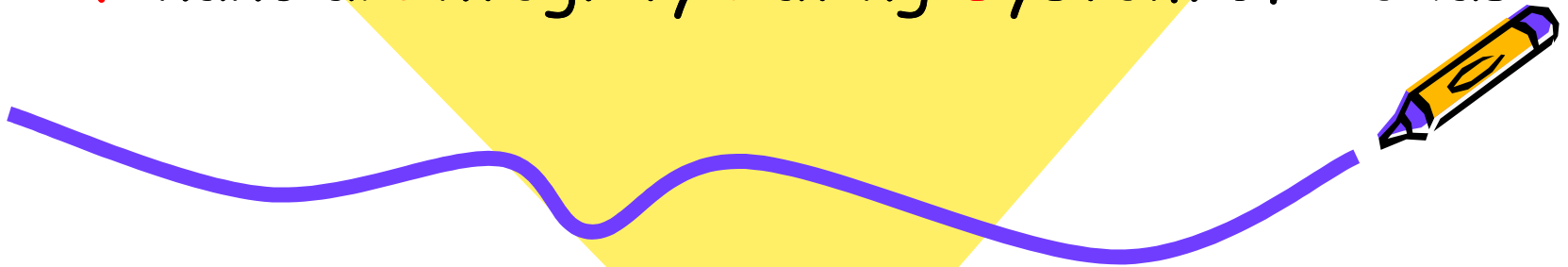
BUDGET PROVISIONS / ACTION REQUIRED: Not Applicable

RESOURCE PERSONNEL: Dr. Toby York
Mr. Pete Pape



Schools FIRST

Texas Education Agency's
Financial Integrity Rating System of Texas

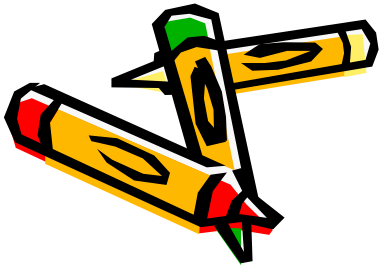


Schools FIRST

1. Seventh Year of Schools FIRST

2. Developed by TEA in response to SB 875 of the 76th Legislature in 1999

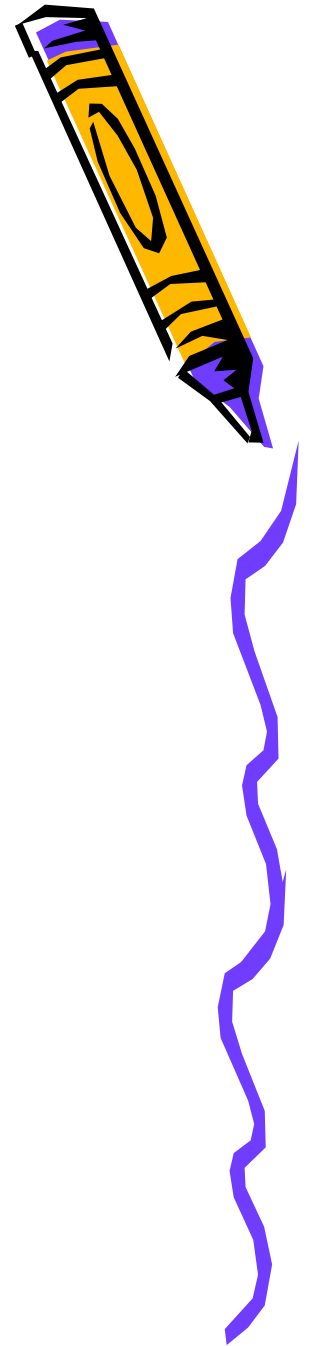
3. The Goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.



7

GOOSE CREEK CISD SUPERIOR ACHIEVEMENT RATING

7 Years
(83/85 Points)



Determination of Ratings

- If a District answers **No** to Indicators **1, 2, 3, or 4? Or to both 5 & 6?** Automatic Substandard Achievement

- Determined by number of **Indicators answered No and points earned**

- ≥ 75 & Yes to #7

Superior

- $\geq 65 < 75$ or

- ≥ 75 & No to #7

Above Standard

- $\geq 55 < 65$

Standard

- < 55 or No #1,2,3,4, or 5

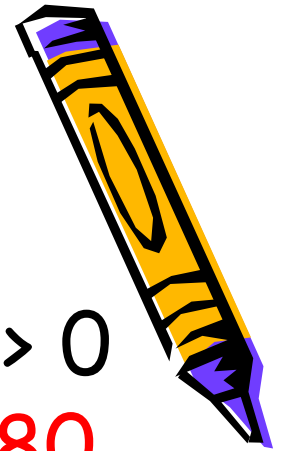
Substandard

- N/A

Suspended/Data Quality



24 INDICATORS



1. Total fund bal - Reserved fund bal > 0
in General Fund? **YES - \$68,884,480**

2. Total Unrestricted Net Asset Balance in
the Govt'l Activities Column > 0?
YES - \$80,839,954

3. No disclosure in Audit Financial
Statements or other sources regarding
default on Bond Obligations?

YES - Never Late On Bond Payments



24 INDICATORS continued

4. Audited Financial Statements filed timely?

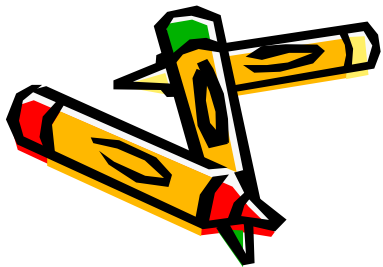
YES - All Audited Financials Filed On Time

5. Audited Financial Statements Unqualified?

YES - Unqualified Audit Opinion

6. No disclosure of material weakness in Audited Financial Reports?

YES - No Material Weakness Found



24 INDICATORS continued

7. Did the Districts Academic Rating Exceed Academically Acceptable?

YES - Academically Acceptable

8. 3-Year Average of Total Tax Collections (including delinquent) Greater than 98%?

YES - 3-Year Average Tax Collection Rate is 101.01% (Including Delinquents)

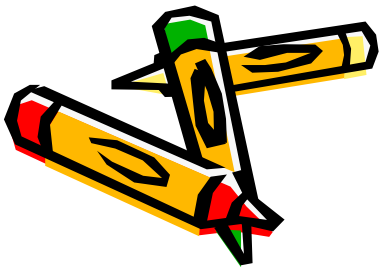


24 INDICATORS continued



9. Comparison of PEIMS data to Audited Financial data result in variance of $< 3\%$ of expenditures per fund? **YES - variance = 0**

10. Debt Related Exp $< \$250$ per student? (if 5 yr % change in students = or $> 7\%$ or tax collections/penny $> \$200,000 = \text{Yes}$) **YES -**
Revenue Collection Efficiency $> \$894,395 > \$200,000$

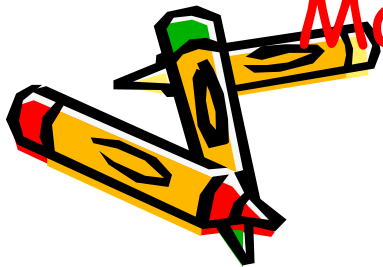


24 INDICATORS continued

11. No Disclosure in Audited Financial Report of material non-compliance?

YES - No Material Noncompliance Sited

12. District has Full Accreditation Status relative to Financial Management practices? **YES - Full Accreditation - No Monitor or Master Assigned**



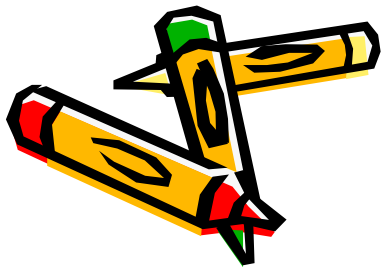
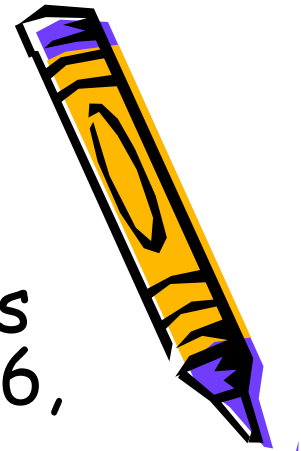
24 INDICATORS continued

13. Percentage of Operating Expenditures for Instruction > 65% (functions 11, 36, 93, 95) (phased in over 3 years, 55%-2006/07, 60%-2007/08, and 65%-2008/09?)

Yes- Operating Expenditures Were 57.26% Actual (2 of 3 points earned)

14. Percentage of Operating Expenditures for Instruction More Than or equal to 65% (functions 11, 12, 31, 33, 36, 93, 95)

No-Operating Expenditures were 62.49%
(2 of 3 points earned)



24 INDICATORS continued



15. Aggregate Budgeted Expenditures and Other Uses < Aggregate Total Revenue, Other Resources and Fund Balance?

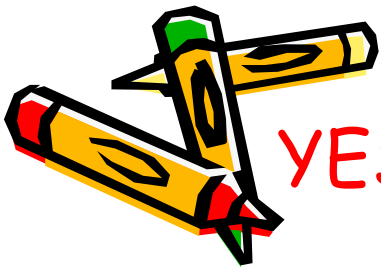
YES - Budget Rev > Expenditure

16. If the District's Aggregate Fund Balance in the General Fund & Capital Projects Fund < 0, Were construction projects adequately financed?

Yes - Both Fund Balances \$128,554,667

17. Ratio of Cash & Investments to Deferred Revenue (excl Net Deliq. Tax receivable) in General Fund > or = 1:1?

YES - 10.56 to 1



24 INDICATORS continued



18. Administrative Cost Ratio < Standard?

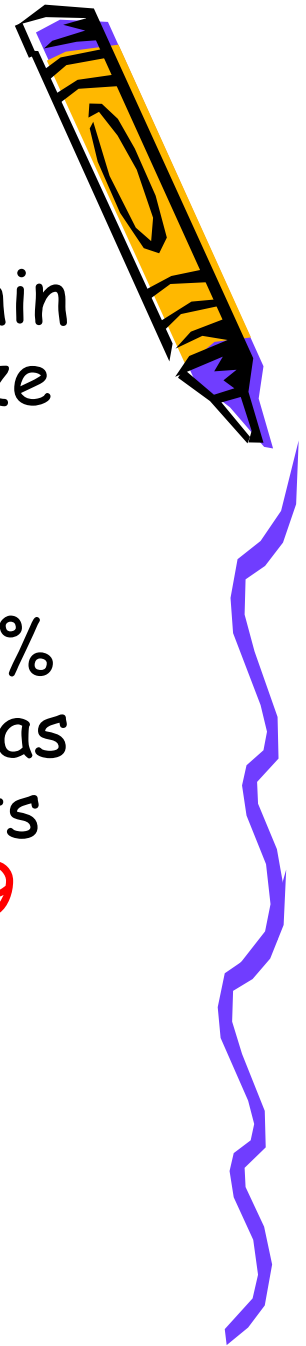
YES - 8.72% vs. 11.05% Standard

19. Ratio of Students to Teachers within ranges established for comparable size districts? (13.5:1 - 22:1)

YES - Student/Teacher 14.9201:1



24 INDICATORS continued



20. Ratio of Students to Total Staff within ranges established for comparable size districts? (7 : 1 - 14 : 1)

YES - Student to Staff = 7.7412

21. Total Fund Balance-General Fund > 50% and < 150% of Optimum Fund Balance as calculated in Audited Financial Reports

YES - Optimum Fund Bal \$76,527,539

50% = \$38,263,769

150% = \$114,791,309

Actual = \$68,884,480



24 INDICATORS continued



22. Decrease in Undesignated Unreserved Fund Balance <20% over 2 Fiscal Years (if 1.5 times Optimum Fund Balance < Total Fund Balance in General Fund or Total Revenue > Total Expenditures in General Fund, then answer Yes) **YES**

23. Aggregate Total Cash and Investments in General Fund > 0? **YES - Total Cash/Investments = \$71,606,459**

24. Total Investment Earnings > \$20/Student
YES - Investment Earnings = \$165.18/Student





GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

BYRON P. TERRIER
ASSISTANT SUPERINTENDENT
ADMINISTRATIVE SERVICES

October 26, 2009

TO: DR. TOBY YORK
FROM: BYRON TERRIER
SUBJECT: COMMUNITY MEMBER RECOGNITIONS

Since 2006, Roger and Kim Elswick, owners of the Community Toyota/Community Kia dealerships, have recognized the efforts of Goose Creek CISD juniors and seniors who had perfect attendance over the preceding year. These students are entered in a drawing for a new car. The drawing for the giveaway was conducted during halftime of the Lee vs. Sterling game. This year, the Elswicks added a second drawing for a free car for Goose Creek Memorial High School and Barbers Hill High School juniors and seniors who had perfect attendance over the preceding year. The drawing for the giveaway was conducted before the Memorial vs. Barbers Hill game.

The District would like to recognize Roger and Kim Elswick for their support and generosity during the last four years.

/rn

CITIZENS' PARTICIPATION

Citizens who have registered with the recording secretary may address the Board on matters other than the character of any student, staff, or Board member. The item addressed by the speaker may not have been posted in accordance with the Texas Open Meetings Law. Board members may only listen to the individual's statement and may not discuss the item with the patron or take action on any matter not on the agenda. Each individual heard shall be allotted no more than five minutes for the presentations; however, if more than six citizens register to address the Board, more time may be given by a majority vote of the Board.

Meeting of the Board of Trustees
GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Baytown, Texas

September 16, 2009

The Board of Trustees of the Goose Creek Consolidated Independent School District met in a **Board Workshop** on Wednesday, September 16, 2009, in the Board Room of the Administration Building, 4544 Interstate 10, 6:30 p.m., with the following Board members present:

PRESENT: Mr. Agustin Loreda, President; Mr. Ken Martin, Vice President; Ms. Jenice Coffey, Assistant Secretary; Mr. Robert Hoskins; Mr. Carl Burg; and Mr. Howard Sampson

ABSENT: Ms. Wilyne Laughlin

OPENING EXERCISES

Assistant Secretary Jenice Coffey asked for a Moment of Silence and led the prayer. The Pledges of Allegiance to the United States and Texas Flags was given by Vice President Ken Martin.

ITEM OF DISCUSSION

Discussion of 2009-2010 Board Goals

The Administration presented written, oral, and PowerPoint presentations on the 2009-2010 Board Goals. The Goals are:

Goal 1: The District will develop systematic management structures, including effectiveness measures to increase mathematics and science scores.

Goal 2: The District will develop systematic management structures, including effectiveness measures for the Bilingual and Special Education Departments.

Goal 3: The District will develop systematic management structures, including effectiveness measures for the Guidance and Counseling Department.

Goal 4: The District will develop systematic management structures, including effectiveness measures for the Maintenance, Operations, and Grounds Departments.

Goal 5: The District will enhance partnerships with Lee College in Career and Technical Education, Dual Enrollment, and Early College High School.

All five goals have a projected completion of June 2010.

Mr. Hoskins left the Workshop Session (after Goal 3 presentation) at approximately 8:07 p.m.

ADJOURNMENT

Board President Agustin Loredó adjourned the Workshop at approximately 9:07 p.m.

Meeting of the Board of Trustees
GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Baytown, Texas

September 28, 2009

REGULAR MEETING

The Board of Trustees and the Administrative Staff of the Goose Creek Consolidated Independent School District met in a Regular Meeting on Monday, September 28, 2009, in the Board Room of the Administration Building, 4544 Interstate 10, 6:31 p.m., with the following Board members present:

PRESENT: Mr. Agustin Loredo, President; Mr. Ken Martin, Vice President;
Ms. Wilyne Laughlin, Secretary; Ms. Jenice Coffey, Assistant Secretary;
Mr. Robert Hoskins; Mr. Carl Burg; and Mr. Howard Sampson

ABSENT: None

OPENING EXERCISE

Board Member Howard Sampson asked for a Moment of Silence and led the prayer.

Students from the Ross S. Sterling National Honor Society presented the Opening Exercises. The Pledges of Allegiance to the United States and Texas Flags were led by National Honor Society President Chanel Reinertsen and Vice President Matthew Melendez. The officers presented 212°, a PowerPoint presentation. The officers participating in this presentation were: Alicia Hollaway, Janelle Jagnanan, Matthew Melendez, Elida Ramirez, Chanel Reinertsen, Shannon Sartor, and Nygel Wallace. The students were under the direction of teachers Sandra Whitley and Beth Woods.

RECOGNITIONS AND ACKNOWLEDGEMENTS

The Board of Trustees honored three Lamar Elementary staff members with Bell Awards for saving the life of a seven-year-old student in August 2009. The Lamar teachers honored were Alicia Locke and Charlotte Read and school nurse Patricia Conejo.

CITIZENS PARTICIPATION

No one registered to address the Board of Trustees.

DISPOSITION OF MINUTES

September 14, 2009, Regular Board Meeting

Mr. Burg moved and Mr. Martin seconded the motion **THAT THE BOARD APPROVE THE SEPTEMBER 14, 2009, REGULAR BOARD MEETING MINUTES AS PRESENTED.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

ITEMS OF DISCUSSION

8067. CONSIDERATION OF PLACEMENT OF TEXAS HISTORICAL COMMISSION MARKER BY THE T. J. FORD FOUNDATION AT THE FORMER VICTORIA WALKER SCHOOL SITE

Mr. Hoskins moved and Ms. Laughlin seconded the motion **THAT THE BOARD APPROVE THE PLACEMENT OF THE TEXAS HISTORICAL COMMISSION MARKER BY THE T.J. FORD FOUNDATION AT THE FORMER VICTORIA WALKER SCHOOL SITE.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

8068. CONSIDERATION OF CONSULTING AGREEMENT WITH FOUNDATION INNOVATION, L.L.C.

Goose Creek staff members Pete Pape and Kathy Clausen assisted the Superintendent with the presentation on the Foundation Innovation. Mr. Pape introduced Ms. Milli Christner, Foundation Innovation, who reviewed this agreement with the Board of Trustees.

CLOSED SESSION

At approximately 7:04 p.m., President Loredo recessed the Regular Meeting into a Closed Meeting with the following statement:

“The Board will now recess into Closed Session pursuant to the following sections of the Texas Open Meetings Act: 551.071, Private Consultation with the Board’s attorney. No action will be taken while the Board is in Closed Session.”

Board Reconvenes into Regular Session

At approximately 7:12 p.m., the Board reconvened into Regular Session with President Loredo presiding. No action was taken while in Closed Session.

Ms. Coffey moved and Mr. Martin seconded the motion **THAT THE BOARD APPROVE THE CONSULTING AGREEMENT WITH FOUNDATION INNOVATION, L.L.C., TO DEVELOP A GOOSE CREEK CISD EDUCATION FOUNDATION.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

8069. CONSIDERATION OF DEMOLITION OF THE FORMER FACILITIES BUILDING LOCATED ON LINDBERG DRIVE

Mr. Martin moved and Ms. Coffey seconded the motion **THAT THE BOARD APPROVE THE CONTRACT WITH BARLETT COCKE TO PERFORM THE DEMOLITION AND SITE CLEAN-UP OF THE LINDBERG MAINTENANCE FACILITY.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

This building was condemned by a structural engineer in 2007. The projected cost for this demolition is \$200,025.00.

8070. CONSIDERATION OF ENDORSEMENT FOR GRANT APPLICATION TO SUPPORT ESTABLISHMENT OF AN EARLY COLLEGE HIGH SCHOOL

Mr. Burg moved and Mr. Sampson seconded the motion **THAT THE BOARD APPROVE THE ENDORSEMENT OF A GOOSE CREEK CISD APPLICATION FOR A TEXAS EDUCATION AGENCY GRANT THAT WILL SUPPORT THE ESTABLISHMENT OF A PARTNERSHIP BETWEEN GCCISD AND LEE COLLEGE IN CREATING AN EARLY COLLEGE HIGH SCHOOL.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

8071. CONSIDERATION OF CONSENT AGENDA

Mr. Burg moved and Mr. Hoskins seconded the motion **THAT THE BOARD REMOVE ITEMS 6, E3 AND E12 FROM THE CONSENT AGENDA AND APPROVE CONSENT AGENDA ITEMS E1, E2, E4 THROUGH E11, AND E13 AS PRESENTED.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

1. **Communities In Schools (CIS) Baytown/GCCISD 2009-2010 Memorandum of Agreement**
The Board approved the Communities In Schools-Baytown CISB/GCCISD Memorandum of Agreement for the 2009-2010 school year.
2. **Budget Amendments**
The Board approved Budget Amendment No. 5 as stated in Section 23.47 of the Texas Education Code. This amendment will be reflected in the official minutes of the Board of Trustees.
Amendment No. 5
This amendment to increase appropriations \$200,000.00 in the General Fund was requested by David Fluker, Executive Director of Facilities Construction and Management, to incorporate into the District's Books and records funds to demolish Lindberg Warehouse.
4. **Annual Review of Board Policies for Reporting Child Abuse and Neglect** The Board approved the annual review of Board Policies DH (Legal), (Local), and (Exhibit), Employee Standards of Conduct; FFG (Legal) and (Exhibit), Student Welfare: Child Abuse and Neglect; and GRA (Legal), (Local), and (Exhibit), Relations with Governmental Authorities
5. **Renewal of Competitive Sealed Proposals (CSP)**
 - **Janitorial Maintenance Services for Central Administration Building**
The Board approved the renewal and increase of fees for the janitorial and maintenance services contract with Central Management, Inc. The total cost for the 2008-2009 school year was \$85,370.68.
 - **Plumbing Supplies Contract**
The Board approved the Plumbing Supplies Contract with Moore Supply Company for plumbing supplies. The District spent \$27,183.00 during the 2008-2009 school year.
 - **Termite Control Services**
The Board approved the renewal of the contract with Bevis Pest Control for Termite Control Services. (This is for the control of Formosan termites throughout the District.)
6. **Proposal (RFP) No. 091509-1 for Athletic Supplies and Athletic Trainer Supplies**
The Board approved the listed vendors for the purpose of securing athletic supplies and athletic trainer supplies and equipment.

7. **Purchase of Additional Software Tools to Enhance the I-Suite Data Management Program**

The Board approved the purchase of additional software tools for the I-Suite Data Management Program. The total cost of the additional software tools is \$19,490.42.

8. **Interlocal Contract with the E-2 Group, Inc.**

The Board approved the Interlocal agreement between E-2 Group and GCCISD Special Education Department in an amount not to exceed \$61,850.00 for October 1, 2009, through June 30, 2010.

9. **After School Initiative (ASI) Residency Grant for Fall 2009 through Spring 2010**

The Board approved the acceptance of the After-School Initiative (ASI) Residency Grant issued by the Harris County Department of Education in the amount of \$24,400.00.

10. **Purchase of the Read Right Project**

The Board approved the purchase of the Read Right Intervention Project for Highlands Elementary School at a cost not to exceed \$75,400.00

11. **Wetlands Contract**

The Board approved the contract with the City of Baytown for use of the Wetlands Center for the 2009/2010 school year. The District sends all fifth- and eighth-grade science students to the Wetlands Center each school year as part of their science education.

13. **Campus Improvement Plans**

The Board approved the goals and objectives for the Campus Improvement Plans as presented.

3. **Class Size Waiver**

The Board approved the request to the Texas Education Agency for a Class Size Waiver.

Mr. Hoskins moved and Mr. Burg seconded the motion **THAT THE BOARD APPROVE THE REQUEST TO THE TEXAS EDUCATION AGENCY FOR A CLASS SIZE WAIVER.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

12. **Goose Creek CISD Board Goals for 2009-2010**

Mr. Hoskins moved and Mr. Martin seconded the motion **THAT THE BOARD APPROVE THE GOOSE CREEK CISD BOARD GOALS FOR 2009-2010 SCHOOL YEAR.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

8072. CONSIDERATION OF SUPERINTENDENT'S REPORTS

2005 Bond Monthly Report

Assistant Superintendent Byron Terrier and Executive Director David Fluker presented oral and PowerPoint reports on the 2009 Bond Monthly Report. Superintendent York added that the grand opening for Memorial Sports Complex will be sometime in middle or late spring. Also, the Board will be receiving invitations to the first junior varsity game at that complex.

Maintenance, Grounds, and Operations Climate Survey

Assistant Superintendent Byron Terrier, Executive Director David Fluker, Director Ron Loveless, and Director Mike Manley presented the Maintenance, Grounds, and Operations Climate Survey for 2009. Mr. Terrier addressed the Strongly Agreed, Agreed, and the Strongly Disagreed issues.

Maintenance Survey

Mr. Terrier said the three positive results were as follows: proper equipment is provided to successfully complete tasks, positive work environment is promoted, and decisions are based on what is believed to be in the best interest of students. The top three areas of concern were: appropriate training being provided to all employees, staff improvement being a high priority, and supervisors should be open to suggestions for departmental improvement.

Grounds Survey

The top three areas of positive results were: proper equipment is provided to successfully complete assigned duties, decisions are based on what is believed to be in the best interest of students, and a positive work environment is promoted. The top three areas of concern were: an “open door policy” is in place, staff improvement is a high priority, and plans are established to promote successful completion of duties.

Operations Survey

The top three areas of positive results were: decisions are based on what is believed to be in the best interest of students, safety is a priority and a safe work environment is maintained, and staff improvement is a high priority. The areas of concern were: supervisors are open to suggestions for departmental improvements and an “open door policy” is in place.

It was reported that there was a 93 percent return in the survey.

8073. FUTURE BOARD AGENDA ITEMS

BOARD TRAINING

BOARD MEETINGS

Future Board Agenda Items

- Follow through with the history of schools on the website.
- Report on possibilities for expanding programs at Robert E. Lee. Consider more information on success stories.
- Consider a folder to put all files that are important to the Board on the website.
- Report on the AVID Program and effectiveness of the program.
- Present or Update on the Counseling Program.
- Schedule facility tours once a month.

Board Training

- TASA/TASB Convention, Houston, October 2-4, 2009

Board Meetings

- October 12, 2009, Board meeting cancelled
- October 26, 2009

CLOSED SESSION

At approximately 9:03 p.m., President Agustin Loredo recessed the Regular Meeting into a Closed Meeting with the following statement:

“The Board will now recess into Closed Session pursuant to the following sections of the Texas Open Meetings Act: 551.071, Private Consultation with the Board’s attorney, and 551.074, Discussing personnel or to hear complaints against personnel. No action will be taken while the Board is in Closed Session.”

Board Reconvenes into Regular Session

At approximately 9:55 p.m., the Board reconvened into Regular Session with President Loredo presiding. No action was taken while in Closed Session.

8074. CONSIDERATION OF PERSONNEL

Mr. Burg moved and Mr. Martin seconded the motion **THAT THE BOARD ACCEPT THE FOUR RESIGNATIONS AND APPROVE THE ONE LEAVE REQUEST AS PRESENTED.** The motion passed with Mr. Loredo, Mr. Martin, Ms. Laughlin, Ms. Coffey, Mr. Hoskins, Mr. Burg, and Mr. Sampson voting for the motion.

Resignations Accepted:

1. **Stephanie Barba**, first-grade teacher at Highlands Elementary School
2. **Amanda Castro**, Spanish teacher at Ross S. Sterling High School
3. **Lynda Fleming**, counselor at Ross S. Sterling High School
4. **Sharon Sprayberry**, Director of Educational Technology

ADJOURNMENT

President of the Board Agustin Loredo adjourned the Board meeting at approximately 9:57 p.m.

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF THE GUARANTEED MAXIMUM PRICE (GMP) AS SUBMITTED BY BARTLETT COCKE CONSTRUCTION (BCLP) FOR THE PETER E. HYLAND ALTERNATIVE LEARNING PROGRAM SITE

RECOMMENDED ACTION: Approve the GMP of \$5,077,103 as submitted by Bartlett Cocke for the construction of the new addition to the Peter Hyland Alternative Learning Program Site.

RATIONALE: Bartlett Cocke LP was approved as the Construction Manager at Risk (CM@R) for this project. Sub-contractor proposals were received on September 29th and reviewed as per state purchase codes.

BUDGET PROVISIONS/ACTION REQUIRED: 2005 Bond and Fund Balance

RESOURCE PERSONEL: Dr. Toby York
Mr. Byron Terrier
Mr. David K. Fluker
Mr. Bruce R. Riggs



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

David K. Fluker
Executive Director of Facilities Management

"Creating & Maintaining Quality Learning and Teaching Environments with Leadership, Partnerships and Strategic Planning"

October 16, 2009

**To: Toby York, Ed. D.
Byron P. Terrier**

From: David K. Fluker

**Subject: Guaranteed Maximum Price for the construction of the Peter E. Hyland
Alternative Learning Program Site.**

**It is recommended that the Board of Trustees approve GMP of \$5,077,103 as submitted
by Bartlett Cocke LP.**

RATIONALE:

- ✚ Sub-contractor proposals were received at the CM@R offices on September 29th and reviewed by members BGK Architects, district personnel and Bartlett Cock staff members.
- ✚ The design for this facility was approved by the Board of Trustees on August 31, 2009.
- ✚ The GMP consists of \$2,485,750 of bond mandated cost and \$3,038,138 of non bond cost. The 2005 Bond did not mandate the construction of, or funding for the day care portion of the project.
- ✚ We are currently \$622,897 below the previous projected cost of \$5,700,000.
- ✚ Upon approval of this GMP, the contractor can begin mobilizing by November 1st.
- ✚ Although it will very difficult to achieve, Bartlett Cocke is still targeting August 1, 2010 as the completion date. This will be greatly affected by weather conditions during the site work phase of the project.
- ✚ This recommendation is in compliance with sections 44.031(a) and 44.038(h) (i) of the Texas School Law Bulletin, 2008 edition.

Peter E. Hyland Alternative Learning Center Construction Worksheet

		Totals:	
GMP:	Bond	\$	2,284,696
	Non Bond	\$	2,792,407
			\$ 5,077,103
A&E Fees:	Bond	\$	137,082
	Non Bond	\$	167,544
			\$ 304,626
Material Testing:	Bond	\$	22,847
	Non Bond	\$	27,924
			\$ 50,771
Permit Fees:	Bond	\$	18,278
	Non Bond	\$	22,339
			\$ 40,617
Test & Balance:	Bond	\$	22,847
	Non Bond	\$	27,924
			\$ 50,771
Grand Totals:	Bond	\$	2,485,750
	Non Bond	\$	3,038,138
			<u>\$ 5,523,888</u>

- Notes:**
1. The 2005 Bond did not allow for the funding of a day care center.
 2. Although the square footage is approximately the same, the day care center requires a considerable more plumbing that the rest of the facility. This causes and increase in cost of the project.
 3. The cost of the project is spllt 55% day care and 45% classroom/support portion.
 4. Figures for FF&E are not available at this time.



October 16, 2009

Mr. David Fluker
Goose Creek Consolidated Independent School District
3401 N. Main
Baytown, Texas 77521

Re: GCISD Peter E. Hyland Alternative Learning Center New Classroom and Day
Care Facility

GMP Proposal

Dear Mr. Fluker:

BCLP has analyzed the Plans dated 9-10-2009 and the Specifications dated 9-10-2009 for the above referenced project and would offer the following Guaranteed Maximum Price (GMP) for the work contained within the stated documents inclusive of addenda 1 and the clarifications attached to this GMP proposal.

Base Proposal: Five Million Seventy-Seven Thousand One Hundred Three Dollars..... (\$5,077,103.00)

As requested we have increased the Owner's contingency to \$101,542.00, added a \$25,000.00 allowance for City of Baytown comments, and a \$15,000.00 allowance for Reliant Energy overhead primary service.

If you have any questions please do not hesitate to call.

Yours truly,

A handwritten signature in black ink, appearing to read "Greg Liggin", is written over a horizontal line.

Greg Liggin
Senior Estimator
Bartlett Cocke General Contractors
15865 International Plaza Dr., Suite 280
Houston, Texas 77032
(713) 996-9510 Office
(713) 996-9546
gliggin@bartlettcocke.com
www.bartlettcocke.com

BARTLETT COCKE, L.P.

Because Quality Matters

TEL (713) 996-9510 • FAX (713) 996-9546 ▼ 15865 INTERNATIONAL PLAZA DR., SUITE 280, HOUSTON, TEXAS 77032 ▼ website www.bartlettcocke.com

Goose Creek ALP Class Room Additions 100% GMP

DESCRIPTION		DIVISION TOTAL	
Division 1 - Supplemental Requirements			\$ 117,537
Division 2 - Site Construction and Demo			\$ 237,937
	Site Demolition	\$ 3,953.00	\$
	Erosion Control	\$ 15,449.00	
	Earthwork	\$ 171,681.00	
	Termite Treatment	\$ 6,532.00	
	Site Utilities and Storm	\$ 115,127.20	
	Site Concrete	\$ 37,369.10	
	Fencing	\$ 12,785.00	
	Striping	\$ 6,767.25	
	Landscaping and Irrigation	\$ 56,373.10	
Division 3 - Concrete			\$ 307,667
	Cast in place concrete	\$ 269,387.60	\$
	Lightweight concrete and deck	\$ 97,644.00	
Division 4 - Masonry			\$ 157,537.00
	Masonry	\$ 157,537.00	\$
Division 5 - Metals			\$ 271,395.00
	Structural and misc. steel	\$ 271,395.00	\$
Division 6 - Carpentry			\$ 102,487
	Rough/Finish Carpentry	\$ 26,927.00	\$
	Millwork	\$ 76,506.70	
Division 7 - Thermal and Moisture Protection			\$ 241,539
	Waterproofing and Damproofing	\$ 34,312.90	\$
	Insulation	\$ 7,735.00	
	Roofing	\$ 199,509.97	
Division 8 - Doors and Windows			\$ 182,337
	Doors, Frames, Hardware	\$ 71,623.50	\$
	Glass and Glazing	\$ 113,744.70	
Division 9 - Finishes			\$ 359,701
	Plaster	\$ 19,051.20	\$
	Drywall and Acoustical	\$ 176,295.00	
	Painting	\$ 39,005.50	
	Ceramic	\$ 52,156.00	
	Polished concrete	\$ 84,298.00	
	Flooring	\$ 59,954.80	
Division 10 - Specialties			\$ 14,824
	Toilet Compartments	\$ 6,444.00	\$
	Toilet Accessories	\$ 3,948.00	
	Marker Boards and Tack Boards	\$ 8,942.00	
Division 11 - Equipment			\$ 146,246
	Appliances	\$ 9,884.00	\$
	Aluminum Canopies	\$ 40,926.00	
	Projection Screens, Projector Mounts, Etc.	\$ 146,813.00	
	Lockers	\$ 1,375.00	
Division 12 - Furnishings			\$ 65,624
	Classroom Casework	\$ 607.00	\$
	Lab Casework	\$ 64,896.00	
	Blinds	\$ 4,524.00	

Clarifications

Project: GCCISD - Peter E. Hyland Alternative Learning Center
Date: October 16, 2009

Division 1 - General

- 1 We have included an Owner Contingency allowance of \$ 100,000.00.
- 2 We have included an Unknown Conditions allowance of \$25,000.00.
- 3 We have included a Graphics Allowance of \$25,000.00.
- 4 We have included a Windstorm Increase allowance of \$15,000.00.
- 5 We have included a City of Baytown Permit Review allowance of \$25,000.00.
- 6 We have included a Centerpoint Energy Overhead Service allowance of \$15,000.00.
- 7 Owner to pay utility bill during construction.
- 8 We have excluded testing lab services.
- 9 Temporary buildings are to be moved by owner.
- 10 Our schedule is base upon owner removing temporary buildings beginning June 1, 2010.
- 10 General permit is by owner.

Division 2 - Site Construction and Demo

- 1 Demo of any pipe line is excluded.

Division 3 - Concrete

- 1 We have excluded the dry shake hardener for the building slab on grade.

Division 4 - Masonry

- 1 Exact color match of exterior brick with the old building may not be possible due to color fade of the existing brick.

Division 5 - Metals

- 1 Metal decking to be 24ga as shown on sheet S200.
- 2 We exclude domestic material for structural steel.
- 3 We exclude Specification Section 05120 Part 1.5 Section B #1.

Division 6 - Rough Carpentry

- 1 -NA-

Division 7 - Thermal and Moisture Protection

- 1 -NA-

Division 8 - Doors and Windows

- 1 We have excluded any type of Hurricane Impact window systems. An allowance for windstorm increase is given.
- 2 An in place mock up of the window system will be done and must be approved by BGK and GCCISD

Division 9 - Finishes

- 1 A mock up of the stained floor will be done and must be approved by BGK and GCCISD before proceeding.

Division 10 - Specialties

- 1 -N/A-

Division 11 - Equipment

- 1 We have included all appliances except for the refrigerator in the teachers room which is by owner.
- 2 We have include projectors, mounts and screens.
- 3 All TV's are to be provided and installed by owner.

Division 12 - Furnishings

- 1 We have excluded any furnishings except the blinds.

Division 13 - Special Construction

- 1 -N/A-

Division 14 - Conveying Systems

- 1 -N/A-

Division 15 - Mechanical

- 1 We have included the use of Carrier for the mechanical equipment.
- 2 Mechanical Commissioning is by owner.

Division 16 - Electrical

- 1 We have included CCTV, Security System, Fire Alarm, Automation and technology systems as shown on the drawings and specifications only.

Division 17 - Technology

- 1 We have included all technology as shown on the drawings and specifications only.

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF NAMING THE CURRENT SITE OF THE PETER E. HYLAND ALTERNATIVE LEARNING PROGRAM

RECOMMENDED ACTION: Name the current site of the Peter E. Hyland Alternative Learning Program the Peter E. Hyland Center.

RATIONALE: The staff and students of the GCCISD Alternative Learning Program have recommended naming the site to honor longtime GCCISD educator Peter E. Hyland.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONNEL: Dr. Toby York
Ms. Suzanne G. Heinrich
Ms. Michelle Verdun



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**MICHELLE VERDUN, PRINCIPAL
SCHOOL COMMUNITY GUIDANCE CENTER
PETER E. HYLAND ALTERNATIVE LEARNING PROGRAM**

October 13, 2009

Dr. York,

When we learned that we would be moving into the building known as the Lee Annex, we felt that it would be proper to rename the Lee Annex after Peter Hyland who was the driving force in developing ALP. We approached the staff and students about doing so in a faculty meeting and student assembly, and they were very much in favor of the idea. Students and staff compiled a list of suggested names for the facility and then voted on them.

Names on the ballots were:

Peter E. Hyland Learning Center
Peter E. Hyland Center
Peter E. Hyland Alternative Learning Center
Peter E. Hyland Complex

The consensus was that "Peter E. Hyland Center" would be best for two main reasons. We felt that "center" would fall in line with other facilities in the district such as the E.F. Green Center and Stuart Career Center and because there are other programs housed at the facility besides ALP, such as the Child Care Center and Night School.

In August, when we brought our request to rename the Lee Annex to the school board, we also mentioned that we would like to drop the word "alternative" from our program name because all discipline programs in Texas are known as "alternative education programs" and when staff members are asked where they work, or students are asked what school they attend, people hear the word alternative and assume that it is a school for "bad" kids. The board then asked us to come up with a proposal for a new program name. We then asked students and staff for suggestions for a new program name, and students and staff then voted on them.

Names on the ballots were:

HOPE (Higher Opportunity to Pursue Excellence)
HOPE (Helpful Options to Pursue Education)
Peter E. Hyland Program
Peter E. Hyland Learning Program
Peter E. Hyland Alternative Learning Program
BASE (Baytown Academy for Success in Education)
Success
Crossroads
HELP (Hyland Educational Learning Program)

The name receiving the most votes overall was "Peter E. Hyland Learning Program." The next most popular choices were "Peter E. Hyland Program" and "HOPE Program".

After voting on the program name change, we gave parents letters about it and presented the idea to parents during our parent night. The response during parent night was favorable.

In conclusion, the ALP students and staff recommend that the Lee Annex building be named the "Peter E. Hyland Center," and the program be renamed the "Peter E. Hyland Learning Program."

Sincerely,

A handwritten signature in cursive script that reads "Michelle Verdun".

Michelle Verdun

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

**SUBJECT: CONSIDERATION OF RENAMING THE PETER E. HYLAND
ALTERNATIVE LEARNING PROGRAM**

RECOMMENDED ACTION: Rename the Peter E. Hyland Alternative Learning Program the Peter E. Hyland Learning Program.

RATIONALE: Peter E. Hyland served as the director of the Alternative Learning Program for many years and was instrumental in the development of the Daycare Center that runs in conjunction with the Alternative Learning Program.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONNEL: Dr. Toby York
Ms. Suzanne G. Heinrich
Ms. Michelle Verdun

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF THE PURCHASE OF NAVIANCE SUCCEED TO BE USED AS A TOOL FOR STUDENTS AND COUNSELORS IN THE DEVELOPMENT OF STUDENT SIX-YEAR GRADUATION PLANS

RECOMMENDED ACTION: Purchase Naviance Succeed as an online tool to be used to improve student course planning, career planning and college planning. The cost of the Naviance Succeed is \$32,555.

RATIONALE: Naviance Succeed will provide counselors, administrators, teachers, parents and students with an online tool as students create their personal Six-Year Graduation Plans. This program guides and monitors the personal progress of students as they prepare for their career/college goals.

BUDGET PROVISIONS/ACTION REQUIRED: 2009-2010 Local Funds

RESOURCE PERSONNEL: Dr. Toby York
Ms. Suzanne G. Heinrich
Ms. Janci Alexander-Alfaro



Naviance Proposed Solution for

Goose Creek CISD

Janci Alexander; Director of Guidance and Counseling

September 23, 2009

Submitted by:

Naviance, Inc., a Hobsons company
1850 K Street NW
Suite 1000
Washington, DC 20006
www.naviance.com

Neil R. Milks
Territory Manager
Naviance, a Hobsons Company
1850 K Street NW,
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Confidentiality Notice

This proposal includes data that shall not be disclosed outside the receiving organization and shall not be duplicated, used or disclosed – in whole or in part for any purpose other than to evaluate this proposal.

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PARTNERSHIP FOR SUCCESS

PROJECT MANAGEMENT

PROFESSIONAL DEVELOPMENT

ONGOING SUPPORT

NAVIANCE NETWORK

Goose Creek CISD INVESTMENT

CLIENT SUCCESS – REFERENCES

Executive Summary

The Goose Creek CISD is clearly committed to student success. It is with this same level of commitment that Naviance proposes to enter into a partnership with the Goose Creek CISD to implement a dynamic student success solution, Naviance Succeed.

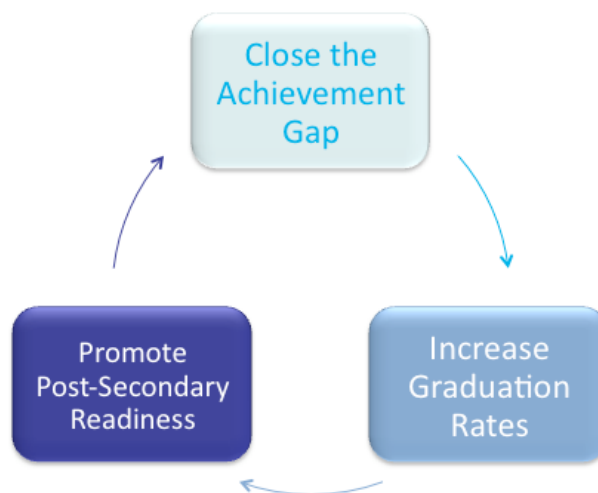
Naviance Succeed takes student planning and advising to an entirely new level. Maximizing student success is at the heart of everything we do. Naviance Succeed empowers counselors, teachers, administrators, students, and families to improve individual student achievement to the highest level possible. To this end, Naviance Succeed will become an invaluable part of the Goose Creek CISD learning culture by encouraging rigorous course-taking, developing and monitoring personalized action plans for students, and promoting college and workplace readiness.

Our commitment to you is to provide the tools, resources, professional development and project management necessary to exceed the goals outlined by the Goose Creek CISD. Naviance has a long history of customer satisfaction, and when the Goose Creek CISD implements Naviance Succeed, you will become a member of the Naviance Network and join tens of thousands of other professionals in more than 70 countries who have made Naviance a key partner in education.

When Naviance invented the first Web-based platform for college advising in 2002, we defined an entirely new product category. That same level of ingenuity continues to guide us in our mission to maximize student achievement by connecting teachers and counselors with administrators, parents, and students in a process of active, continuous planning and improvement. The Goose Creek CISD will benefit from our years of product research, methodology and delivery, and our commitment to customer service.

As partners, we will collaborate to deliver success plans for every student.

Success starts with a plan!



Goose Creek CISD Objectives

The Goose Creek CISD has the goal of creating a successful planning and advising system to address college and career readiness. Further, Goose Creek CISD requires a web-based system with ownership and real time access to the student data housed in the system. Some of the specific objectives include:

- Enable the development of an individualized, multi-year “success” plan for every student
- Manage, track, and report on graduation, scholarship, college, and career outcomes
- Increase accountability and data-driven decision making
- Promote collaboration among teachers, students, parents, counselors, and administrators
- Full, real time access to the data collected on students
- Collect and organize detailed information about student post-secondary plans
- Communicate scholarship and enrichment program opportunities to students and their families
- Assess, track, and report on student career interests
- Identify potential colleges, track progress and report on the application process
- Match students with potential scholarships, track, and report on outcomes
- Goose Creek CISD oversight, reporting and analysis of graduation, scholarship, college, and career outcomes.

Naviance Succeed – Proposed Solution

Overview:

Naviance Succeed is a suite of products and services for Goose Creek CISD students and administrators that promotes college and workplace readiness through increased collaboration, rigor, and transparency. Naviance Succeed currently includes seven components and has been developed to allow Goose Creek CISD to start and build based on your goals. The individual components include:

- Course Planner
- Career Planner
- College Planner
- District Connection
- Learning Style Inventory
- Method Test Prep for the ACT and SAT
- Tuition Coach

Based on the specific objectives discussed, Naviance would like to propose the following Naviance Succeed component products and support plan:

- Course Planner – Design Multi-year course plans that keep students on track with graduation requirements, prerequisites, and college and career goals
- Career Planner for High School – Link personality type & interests with both career clusters and individual careers
- College Planner – Track every step in the college process, research colleges, enrichment programs & scholarships
- District Connection – Centralized management & reporting capabilities for administrators to access data from multiple schools, data mobility, provide district-wide scholarships & enrichment program information for equity

In the following pages, we have provided detailed descriptions of the capabilities that you can expect with each of these components.

Partnership for Success:

The Naviance proposed solution includes a partnership and support plan. Our professional support staff will work closely with Goose Creek CISD resources to ensure that your goals and objectives are met. Our proposal includes the following support recommendations:

- Project Management – A dedicated project manager to develop and manage the tasks, activities and timeline for the successful launch of Naviance solutions for the Goose Creek CISD
- Professional Development – Naviance has developed a series of professional development courses designed to engage counselor, principal, and Goose Creek CISD resources quickly and effectively. Our recommendation includes launch and ongoing training to maximize the effective use of the tools in every school.
- Member Services – Naviance will provide unlimited phone, e-mail and web-based support via our professional Member Services team. Member Services is committed to resolving member requests quickly and more than 90% of support requests are resolved in less than 24 hours.
- Naviance Network - Naviance Network™ brings together nearly 40,000 K-12 educators from more than 70 countries to create an unparalleled professional community. Some of the resources made available include:
 - The Counselor's Podcast™ featuring leading voices from K-12 schools and higher education.
 - Naviance Excellence in Leadership Award honoring a Naviance Network member who demonstrates outstanding leadership, advocacy, and passion.
 - Speaker Series — live presentations at major conferences by Naviance Network members on topics of professional interest.
 - Instant access to Naviance News Updates and the latest episode of The Counselor's Podcast.
 - Member directory — a private, searchable directory of Naviance Network members at schools worldwide.
 - Worldwide user group meetings — events hosted across the U.S. and around the world to build connections among Naviance Network members.

Following the detailed descriptions of the proposed Naviance Succeed components, we have provided detailed Project Management and Professional Development plans that are designed specifically for the Goose Creek CISD to meet your unique requirements.

Course Planner

Course Planner is designed to create multi-year course plans that keep students on track with graduation requirements, prerequisites, and college and career goals. Course Planner encourages students to maximize the rigor of their curriculum and shows how course choices affect post-secondary options.

With Course Planner you will save time helping students choose which courses are best for them to take. Using Course Planner collaboratively with their counselors, teachers, and parents, students will be able to prioritize coursework that will help them achieve their desired goals. Students receive immediate feedback and see how their course choices impact college, career, graduation, and overall preparation.

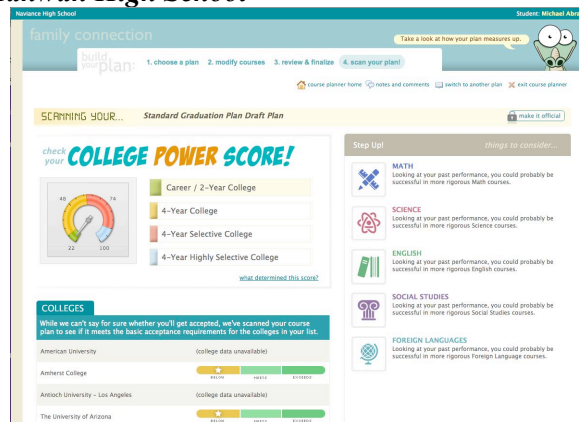
From course planning to course requests to final course selection, Course Planner streamlines one of the most time consuming aspects of high school counseling while making it easier to help students meet course, credit, and graduation requirements.

Course Planner allows you to publish your course catalog online, build 4 or 6-year course plans and align course plans with Goose Creek CISD, state, and federal requirements. Counselors, students, and parents will be able to track graduation requirements. Teachers may recommend specific courses for students online that are viewable by the students, their parents, and their counselor.

Student course plans may be exported from Course Planner and imported into your course scheduler, eliminating mistakes in course requesting and saving time building the master schedule.

“Course Planner is an incredibly powerful scheduling tool. The teacher course recommendation feature in Course Planner will significantly reduce our scheduling cycle by providing teachers with a quick, effective and efficient way to submit their course recommendations for the next school year.”

--Max Riggsbee, Sr., Mahwah High School



Career Planner

With Career Planner you empower your high school students to learn more about themselves, link personality type and interests with both career clusters and individual careers. Career Planner helps students understand the academic preparation required to ensure workplace readiness.

The Career Planner for High School includes both “Do What You Are” and the “Holland Interest Inventory,” allowing students to explore potential careers from both a personality and interest viewpoint. Both “Do What You Are” and the “Holland Interest Inventory” are validated and age appropriate career surveys for high school students.

Using Career Planner will let a student find out more about themselves and which careers their interests and personality might best fit. Identified careers are matched to career clusters leading to better course preparation. The results can help form more powerful advising bonds between students and their counselors, resulting in more focus on academic pursuits. By linking careers with majors and colleges, Career Planner helps students identify two-year colleges, 4-year colleges, universities, as well as trade schools that offer preparation for specific careers.

Career Planner offers career descriptions, preparation and requirements, and wage information at the city, state, and national level for over 1000 careers. More than 600 of the careers have videos associated with them, many offered in both English and Spanish.

Valuable reporting tools are part of Career Planner giving counselors and career teachers comprehensive information when planning career days.

“So many times students and parents want at least some idea about careers and college majors. Do What You Are is a wonderful tool that helps provide those answers.”
--Peter Hauet, St. Mary's International School



Self Discovery Assessment



Instructions:
 There are four parts to the Self Discovery Assessment. In each part, you will be asked to read brief descriptions of two people and decide which person sounds more like you. These are *only brief* descriptions, so neither one will sound exactly like you. After you've decided, answer the questions and move on to the next part.

Please keep in mind, there are no right or wrong, better or worse answers. Just try to answer each question as honestly and objectively as you can - based on which person you are *more* like in your everyday life, not who you may wish you were, or think you should be like!

Description 1

<p>Jake has lots of friends whom he likes to spend time with and he usually enjoys meeting new people. He likes to talk on the phone and often tries to get his friends together to party or go to the movies. Just thinking about getting something going gets Jake pretty pumped up.</p>	<p>Eric's a pretty private person. He has very close friends he's known for years. He likes to do things with them but he also enjoys spending time alone - working on projects, reading, or just relaxing. When it comes to social situations — especially new ones - Eric often prefers to hang back and observe awhile before getting involved.</p>
<p><input type="radio"/> I am more like Jake</p>	<p><input type="radio"/> I am more like Eric</p>

Description 2

<p>At lunch, Jake almost always sits and talks with other people and he belongs to several clubs — mostly because he likes the social interaction. If given a choice, he would prefer to do homework with others, and often chats with his friends while he's working.</p>	<p>Eric almost always prefers to study alone and he has amazing powers of concentration. Eric's interests are deep and intense, like he is. He knows a lot about the subjects that interest him and enjoys sharing his knowledge with other people, but he really dislikes superficial chit-chat.</p>
<p><input type="radio"/> I am more like Jake</p>	<p><input type="radio"/> I am more like Eric</p>

College Planner

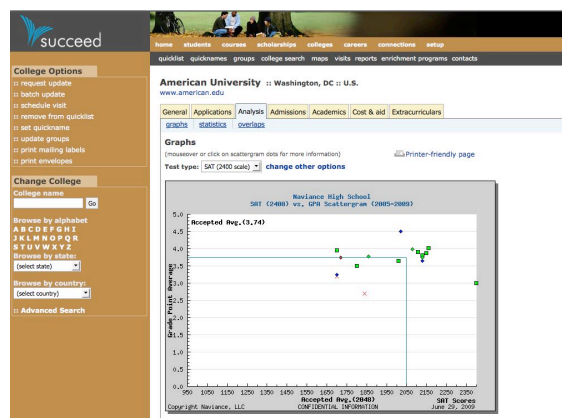
College and career counseling is no easy task, but with College Planner it can be easier. College Planner is a secure, Web-based system for college and career counselors that allows for the collection and organization of detailed information about your students' post-secondary plans. College Planner is part of Naviance Succeed, which provides many additional benefits including a comprehensive website for your students and parents called Family Connection.

With the College Planner your students will be empowered with easy access to post-secondary information. They will be able to view comprehensive information about colleges, conduct college searches, and find appropriate matches. Students will be able to search for scholarships, see deadlines, and easily find scholarship application materials.

Your counselors will be able to manage the college advising process and assist students with planning, preparation, and eventual enrollment in post-secondary institutions. They will be able to post college visits and allow for online sign-up for those visits. Counselors can track applications, teacher recommendations, record transcript requests, track student milestone completion, survey students on multiple issues, personalize mass communication, and more.

College Planner will help create a college going community by keeping students engaged in the process of planning and preparation for post-secondary options. College Planner allows transparency in decision-making, keeping students, counselors, teachers, and parents focused on student success.

“Feedback at all levels is extremely positive! Parents and students are amazed at the depth of information and the resources that Family Connection provides them. The administration is pleased that they are hearing from the community what a wonderful job our College Center is doing to provide them with the tools that they need when entering the College Planning Process. Counselors are amazed at the type of reports and specific data that are available at their fingertips! It is a wonderful bargain with amazing resources and tools.”
--Mark T. Davis, College Counselor, Arlington High School, Columbus, OH



District Connection

District Connection, an invaluable part of Naviance Succeed, provides centralized management and reporting capabilities for district administrators and others who need access to consolidated data from multiple high schools at the push of a button. District Connection allows detailed district-level data analysis without the hassles of aggregating data from all district schools. There is also the ability to export district data for use in data warehouses.

With District Connection, the Goose Creek CISD will be able to manage a district-wide scholarship database that is published and searchable across all Family Connection sites within the district. District Connection also enables the Goose Creek CISD to administer district-wide custom surveys for current students or Alumni, with the ability to survey only subsets of schools or all schools, and usage is unlimited. The Goose Creek CISD can also manage a district-wide database of enrichment program and summer opportunities that is published and searchable across all Family Connection sites.

The District Central Office will be able to manage roles and rights for all users at both the district and school level. You can determine at a very fine grained level what data and privileges users can have access to at the school level. You can also migrate permissions up from the school level to be managed at the district level. Districts can also mandate district wide settings for password expiration timelines.

Centralized automation and management of data imports district-wide, including handling of student transfers is available in District Connection. You can also manage district-wide student groups that enable all schools to use the same set of common student groups for school and district reporting purposes, and manage district-wide plan milestones that enable all schools to use the same set of common student milestones for student planning purposes. Centralize the set up of data consolidation rules that allow scattergrams to consolidate data across the whole district or just within defined "zones" or subsets of schools.

The District can prepare a variety of reports including student usage, parent usage, plan milestone completion, student outcomes, outcome trends, scholarships awarded, college matriculation, college admissions class profiles, test averages by ethnicity and gender, college gpa and test score profiles and college application summary data, and view usage and error logs for district web service usage.

“District Connection has helped us beyond my expectations. It helps our visibility in the community and allows us more time to do pro-active work to help students.”

--Barbara Liese, Modesto City Schools

Project Management

Naviance has established a proven Project Management plan that combines collaboration, planning, and expertise to deliver a successful program. The Naviance Project Manager leads the implementation and rollout team through a number of stages and tasks.

Based on the conversations with Goose Creek ISD, we would recommend Project Management Quick Start.

Activities and deliverables:

- Kick-off conference call with Naviance project manager
- Review of school or district strategic plan by Naviance project manager
- Development by Naviance project manager of recommendations for applying Naviance Succeed to school or district strategic goals
- Consultation conference call to discuss recommendations
- Development of implementation timeline and project plan
- Preparation of a phased implementation plan prepared by Naviance project manager
- One round of edits of the implementation plan based on client feedback
- Two follow up consultation calls with Naviance project manager at 3 months and 6 months
- Preparation by Naviance project manager of report assessing client progress toward strategic objectives
- Year-end "impact review" web meeting with Naviance project manager

Professional Development

Our comprehensive professional development offerings ensure that your end users can start putting Naviance Succeed to work right away. We offer a sequence of courses, following a proven curriculum, matched to the applications in the Naviance Succeed suite. Courses are delivered by one of our highly skilled instructors at your site or via the Web. Our instructors know not only how Naviance Succeed works but also what it can do for your students, families, and staff, allowing them to provide context as well as content.

Our recommendation

We recommend 24 hours of Web-based sessions for Goose Creek CISD staff, led by Naviance certified instructors. We propose the following comprehensive success plan:

Course	Audience	Format	Timeframe
<i>Introduction to Naviance Succeed</i>	All users	8 hours Web instruction delivered in 2-hour sessions	Early Oct. 2009
<i>Career Planner</i>	All users	4 hours Web Instruction delivered in 2-hour sessions	Mid Oct. 2009
<i>College Planner</i>	All users	4 hours Web instruction delivered in 2-hour sessions	Mid Oct. 2009
<i>Course Planner</i>	All users	8 hours of Web instruction delivered in 2-hour sessions	Early November

Course descriptions

The four courses we propose include specific learning objectives that are intended to help your staff achieve proficiency with key capabilities of Naviance Succeed.

- **Introduction to Naviance Succeed** – This is a 4-hour introduction course to Naviance Succeed. This course will present an in-depth view of Naviance Succeed and provide hands-on skill development covering account set up and management, accessing and maintaining information in the student folder, establishing plan milestones, adding journal entries, using email features, understanding reporting capabilities and setting up your school’s welcome page. It is recommended that this course be taken before any of the focused courses covering specific products within the Succeed platform.
- **Career Planner** – This is a 4-hour course for schools/districts that have purchased Career Planner. For counselors who have completed Introduction to Naviance Succeed and are new to Career Planner. . Create plan milestones to account for student participation in various career exploration activities. Explore the Do What You Are assessment and the Career Interest Profiler and access the assessment status for all of your students. Learn how to connect career interest results, fields of study, post-secondary institutions to a meaningful academic plan.

- **College Planner** – This is a 4-hour course for schools/districts that have purchased College Planner. It is intended for staff members who work with students to explore post-secondary options. Organize and manage your school’s entire college application process with College Planner. Establish milestones to assure completion of essential activities, capture student interest on post-secondary options, communicate with college representatives and your families with email features, create and present college acceptance history with scattergrams and enhance the effectiveness of college search activities for students. Post valuable scholarship information, college visit schedules and important resources on Family Connection.
- **Course Planner** - This is a 4-hour course for schools/districts that have purchased Course Planner. This course will focus on how schools can improve academic advising by creating individual academic plans. The hands-on course will present how to create multi-year course plans, locate and use Plan of Study, determine rigor, and monitor accuracy and completion of student course plans.

Investment

Based on the goals and requirements as outlined by the Goose Creek CISD, Naviance proposes the implementation of College Planner, Career Planner, Course Planner and District Connection. These Naviance Succeed components will allow the Goose Creek CISD to meet the tracking, reporting, management, and analysis goals of addressing college, career, scholarships, student and parent communication, and district-wide management identified by the Goose Creek CISD for the first year of implementation. Additionally, these tools will help individual schools and the Goose Creek CISD create a stronger career and college readiness culture for all. Our solution is comprehensive and includes the annual subscription fees for the services, project management, and professional development.

The 1st year Goose Creek CISD investment for the complete solution is \$32,555.

The subsequent year investment for annual subscription fee is \$24,305

The breakdown for the first year investment is as follows:

Naviance Succeed: Based on enrollment of approximately 5,950 students, the annual investment to implement Naviance Succeed components as proposed would be:

\$24,305 annual fee

Project Management: The Project Management Quick Start plan as outlined would include dedicated implementation resources as a 3 and 6 month follow up consultation and year-end impact review. Project Management fees are based on a total of 35 hours. The Goose Creek CISD investment would be:

\$5,250 1st year

Professional Development: The total Professional Development commitment would equal 24 hours of Web instruction at a total investment of:

\$3,000 1st year

Client Success - References

Naviance Succeed is enabling student success in almost 3,500 schools. Our clients include some of the nation's largest public school systems and many of the world's leading independent schools.

Suzie Thomas
Director Student Personnel Services
Clear Creek Independent School District
League City, TX 77573
suthomas@ccisd.net
281-284-0077

Donald Kamentz
Director of College Initiatives
YES Prep Public Schools
Houston, TX 77036
dkamentz@yesprep.org
713-208-1517

Barbara Huffman
Director of Counseling
Austin Independent School District
Austin, TX 78703
bhuffman@austinsd.org
(512) 414-1700

Naviance Succeed

Goose Creek CISD

Naviance Succeed

- Individualized “GPS” system that allows students to create their own path toward academic, personal and community success
- Provides students a framework to direct their own education, establish long and short-term goals and plan for post-secondary success
- Integrates market-leading college, course and career planning systems
- Enables proactive data-driven decision making to ensure no student slips through the cracks
- Robust analytics measure meaningful long-term outcomes including enrollment and retention rates, and college admittance numbers
- Engages parents, teachers and advisors as “success coaches” through powerful collaborative tools

Course Planner

- Help students see the relationship between their coursework and their goals
- Provide a way for schools to build multiple course pathways for course planning
- Ensure graduation requirements and course pre-requisite rules are being met
- Connect course plans with college entrance requirements and career clusters

Course Planner Setup

- Import your course catalog into Naviance
- Build Plans of Study to guide students as they create their personal course plans
- Teachers can recommend courses for students



COURSES

Search By Name/Code:

Filter by Subject Area:

< Previous | 1 | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [9](#) | [10](#) | Next >

Import school course catalog into Naviance



Name	School Code	Subject Area	Grade Levels	Status	Action
	11111	Basic Skills	9,10,11,12	Active	View Edit Recommend
A Study of the Stars	STARS	Science	11,12	Active	View Edit Recommend
Advanced Biology Honors	569BL	Science	11,12	Active	View Edit Recommend
Algebra I	8474DD	Mathematics	9,10,11,12	Active	View Edit Recommend
Algebra II	MA2929	Mathematics	9,10,11,12	Active	View Edit Recommend
American Sign Language	22233	Foreign Language	10,11,12	Inactive	View Edit Recommend
AP Biology	BIO20	Science	12	Active	View Edit Recommend
AP Biology Lab	123321	Science	11,12	Active	View Edit Recommend
AP Calculus AB	200098	Mathematics	12	Active	View Edit Recommend
AP Calculus BC	200099	Mathematics	12	Active	View Edit Recommend

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 [view examples](#)

Graduation Plan: Plan Setup

Plan Name

Plan Description
Your students will see this description in the Course Planner

To satisfy this requirement, you must complete the 15 year-long high school courses listed. These courses are also known as the "a-g" subjects. At least seven of the 15 year-long courses must be taken in your last two years of high school.

Plan Status

This Plan should be available to the graduating classes of through

This plan should be restricted to the following student groups:

- At Risk Students
- AVID
- District Student Group
- Dual Enrollment
- Google 78 award
- IB
- My Kids
- Science Class
- Student Athletes
- Student Volunteers
- Texas College Students

Don't allow student to select more than credits

Which requirements should your students see when building this plan?

Note: to allow students to choose electives, you can create an "Electives" requirement that contains any courses you'd like to include.

Build a Plan of Study that includes all the requirements for a valid graduation plan



Requirement	Details	Action	Credits
English	4 years required Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.	edit delete	4.00
Math	3 years required, 4 years recommended Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part	edit delete	3.00
History/Social Science	2 years required Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.	edit delete	2.00
Laboratory Sciences	2 years required, 3 years recommended Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry o	edit delete	2.00
Language Other Than English	2 years required, 3 years recommended Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other t	edit delete	2.00
Visual and Performing Arts (VPA)	1 year required A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.	edit delete	1.00
College-Preparatory Electives	1 year required One year (two semesters), in addition to those required in "a-f", chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science a	edit delete	1.00

[« back](#)

Graduation Plan: Define English Requirement






Step 1 of 2 for English Courses

How many English credits does a student need to select?

What subject areas in your course catalog should the courses be selected from?

- | | | |
|---------------------------------------|---------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Basic Skills | <input type="checkbox"/> ELD Basic Skills | <input type="checkbox"/> Electives |
| <input type="checkbox"/> Electives 2 | <input checked="" type="checkbox"/> English | <input type="checkbox"/> English 101 - Texas |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> math 203 |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Physical Educaton | <input type="checkbox"/> Practical Arts |
| <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies | <input type="checkbox"/> World Language |

How do you want to present course choices to the students?
(check all that apply)

- they need to take mandated courses 
- they need to choose a group or sequence of courses 
- they need to choose courses by grade year 
- they need to be able to choose courses from a list we provide 
- they need to choose courses from one list or another, but not both 

Required courses, sequences and pre-requisites can be enforced so that student plans will meet graduation requirements and course selection rules.



[Continue](#)

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COURSE PLANNER: STUDENT COURSE RECOMMENDATIONS

Recommend Students For A Course

Use this section to recommend which students should take a specific course. These recommendations can be used in both the course planner and course request tools.

Your Recommendations:

Select a course



View Current Recommended Courses

Show recommended students by course

Show recommended courses by student

Student Planner

- Choose a plan of study
- Select courses
- Review and scan your plan
- Submit for approval
- Parents can approve online

Looks like you need a plan, my man



NOTES AND COMMENTS

No Comments Found.

Write a comment...

MANAGE YOUR PLANS

You haven't created any course plans yet. Let's get started!

Using the Course Planner, you can choose the type of plan you want to build, pick courses, and find out how well your plan will prepare you for your goals. Build as many plans as you want using four simple steps:

- Choose a plan of study
- Select your courses
- Review & finalize
- Scan your plan

Click the button to build your first plan!

[+ add a new plan](#)

My Graduation Plan				
GRADE	COURSE	REQUIREMENT	CREDITS PLANNED	CREDITS REQUIRED
English: 4 total credit(s) required				
9	English 9	English	1 in your plan	1
10	English 10	English	1 in your plan	1
10	English 11	English	1 in your plan	1
12	English 12	English	1 in your plan	1
Math: 3 total credit(s) required				
9	Algebra I	Math	1 in your plan	1
11	Geometry	Math	1 in your plan	1
10	Algebra II	Math	1 in your plan	1
Social Studies: 5 total credit(s) required				
11	US History	Social Studies	1 in your plan	1
12	US History	Social Studies	1 in your plan	1

The screenshot shows a web interface for a course planner. At the top, there is a blue header with the text "build your plan:" followed by a progress bar with four steps: "1. choose a plan", "2. modify courses", "3. review & finalize", and "4. scan your plan!". Below the header, there is a navigation bar with icons and text for "course planner home", "notes and comments", "switch to another plan", and "exit course planner". The main content area is titled "WHICH TYPE OF PLAN WOULD YOU LIKE TO BUILD?". Under this title, there is a section "Plans Suggested by Your School:" containing two options: "A to G Requirements" and "Basic Plan". Each option has a description and a "choose this one" button with a right-pointing arrow.

build your plan: 1. choose a plan 2. modify courses 3. review & finalize 4. scan your plan!

course planner home notes and comments switch to another plan exit course planner

WHICH TYPE OF PLAN WOULD YOU LIKE TO BUILD?

Plans Suggested by Your School:

A to G Requirements
To satisfy this requirement, you must complete the 15 year-long high school courses listed. These courses are also known as the "a-g" subjects. At least seven of the 15 year-long courses must be taken in your last two years of high school. [choose this one](#)

Basic Plan
This is a basic graduation plan. [choose this one](#)

Browse each requirement and select courses to complete your plan



build your plan:

- 1. choose a plan
- 2. modify courses
- 3. review & finalize
- 4. scan your plan!

Students are guided through each of the requirements

- course planner home
- notes and comments
- switch to another plan
- exit course planner

- REQUIREMENTS**
- A to G Requirements
- English
 - Math
 - History/Social Science
 - Laboratory Sciences
 - Language Other Than English
 - Visual and Performing Arts (VPA)
 - College-Preparatory Electives

A to G Requirements Draft Plan (click to rename)

COURSES

English
4 years required Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

credit meter

0 1 2 3 4

CREDITS

IN YOUR PLAN MISSING OPTIONAL

- YOUR DRAFT PLAN**
- Grade 9
 - Grade 10
 - Grade 11
 - Grade 12

Please choose a course for each grade level shown:

Menus ensure that students select valid course combinations

- Grade 9**
- English 9 1 credit(s)
 - Honors English 9 1 credit(s)
- Grade 10**
- Honors English 10 1 credit(s)
 - Shakespeare 1 credit(s)
- Grade 11**
- Honors English 11 1 credit(s)

A to G Requirements Draft Plan (click to rename)

- REQUIREMENTS**
- A to G Requirements
- English ▲
- Math ▲
- History/Social Science ▲
- Laboratory Sciences ▲
- Language Other Than English ▲
- Visual and Performing Arts (VPA) ▲
- College-Preparatory Electives ▲

COURSES

English
4 years required Four years of college-preparatory English that include classic and ESL-type courses

0 1 2 3 4

CREDITS
PLAN MISSING OPTIONAL

when would you like to take these courses?

Honors English 9	9th grade
Honors English 10	10th grade
Honors English 11	11th grade
Honors English 12	12th grade

Okay!

- Please
- Grade 9
- Honors English 9 1 credit(s)
- Grade 10
- Honors English 10 1 credit(s)
 - Shakespeare 1 credit(s)
- Grade 11
- Honors English 11 1 credit(s)
- Grade 12
- AP ENGLISH 12 - LIT AND COMP - 5 CR 1 credit(s)
 - Honors English 12 1 credit(s)

YOUR DRAFT PLAN

- Grade 9
- Grade 10
- Grade 11
- Grade 12

REQUIREMENTS

A to G Requirements

- English ✓
- Math ✓
- History/Social Science ✓
- Laboratory Sciences ✓
- Language Other Than English ✓
- Visual and Performing Arts (VPA) ✓
- College-Preparatory Electives ✓

A to G Requirements Draft Plan (click to rename)

COURSES

Laboratory Sciences
 2 years required, 3 years recommended Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry o



You are planning to take the following Laboratory Sciences Courses:

Tropical Biology	12th grade	1 credit	X remove from plan
AP Chemistry	12th grade	1 credit	X remove from plan
AP Biology Lab	11th grade	0.5 credit	X remove from plan

Please choose some credits from the following courses:

<input type="checkbox"/> Advanced Biology Honors	1 credit(s)	
<input type="checkbox"/> AP Biology	1 credit(s)	
<input type="checkbox"/> AP Biology Lab	0.5 credit(s)	→ IN YOUR PLAN
<input type="checkbox"/> AP Chemistry	1 credit(s)	→ IN YOUR PLAN
<input type="checkbox"/> AP Physics	1 credit(s)	
<input type="checkbox"/> Biology	1 credit(s)	
<input type="checkbox"/> Biology-E	1 credit(s)	
<input type="checkbox"/> Chemistry 1	1 credit(s)	

Teacher recommendations

Recommended by teacher: Mr. Fanning

YOUR DRAFT PLAN

Grade 9	
X Algebra I	
X World Hist/Geog 1	
X Spanish I	
X Spanish II	
X Honors English 9	
Grade 10	
X World Hist/Geog 2	
X Algebra II	
X Honors English 10	
X Spanish III	
Grade 11	
X US History	
X Flute Theory	
X Pre-Calculus	

Uh-oh! It looks like you need to go back and revise your plan



Visual alerts for missing credits

VIEW BY REQUIREMENTS VIEW BY GRADE LEVEL

A to G Requirements Draft Plan

scan it make it official print it

ALERTS

- Credit Gaps**
- You are missing courses for one or more grade levels in Math.
 - You need 2 credit(s) to meet the requirements for Laboratory Sciences
 - You need 2 credit(s) to meet the requirements for Language Other Than English
 - You need 1 credit(s) to meet the requirements for Visual and Performing Arts (VPA)
 - You need 1 credit(s) to meet the requirements for College-Preparatory Electives
- [<< go back to revise your plan](#)

Your plan at a glance: Required: 15.00 credit(s) In your plan: 11.00 credit(s) Completed: 0.00 credit(s) You still need: 4 credit(s)

English: 4.00 total credit(s) required

GRADE	COURSE	REQUIREMENT	CREDITS	CREDITS REQUIRED	LOOKS GOOD
12	Honors English 12	English	1 in your plan	1	LOOKS GOOD
9	Honors English 9	English	1 in your plan	1	
10	Honors English 10	English	1 in your plan	1	
11	Honors English 11	English	1 in your plan	1	

Math: 3.00 total credit(s) required

GRADE	COURSE	REQUIREMENT	CREDITS	CREDITS REQUIRED	NEEDS WORK
9	Algebra I	Math	1 in your plan	1	NEEDS WORK
10	Algebra II	Math	1 in your plan	1	
11	Pre-Calculus	Math	1 in your plan	1	

History/Social Science: 2.00 total credit(s) required

GRADE	COURSE	REQUIREMENT	CREDITS	CREDITS REQUIRED	LOOKS GOOD
11	US History	History/Social Science	1 in your plan	1	LOOKS GOOD
9	World Hist/Geog 1	History/Social Science	1 in your plan	1	
10	World Hist/Geog 2	History/Social Science	1 in your plan	1	
12	US Government	History/Social Science	1 in your plan	1	

Laboratory Sciences: 2.00 total credit(s) required

You need to select some courses. NEEDS WORK



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Take a look at how your plan measures up.



build your plan:

- 1. choose a plan
- 2. modify courses
- 3. review & finalize
- 4. scan your plan!

College Power Score indicates how course rigor in their plan may impact college options

- course planner home
- notes and comments
- switch to another plan
- exit course planner

SCANNING YOUR... *A to G Requirements Draft Plan*

make it official

check your COLLEGE POWER SCORE!



- Career / 2-Year College
- 4-Year College
- 4-Year Selective College
- 4-Year Highly Selective College

[what determined this score?](#)

Step Up!

things to consider...



ENGLISH

You are a good candidate to take more rigorous English courses. Consider adding AP or Honors courses to your plan.

Indicators of high potential such as PSAT, PLAN generate alerts to encourage more rigor in specific subjects

COLLEGES

While we can't say for sure whether you'll get accepted, we've scanned your course plan to see if it meets the basic acceptance requirements for the colleges in your list.


Biola University	BELOW	★ MEETS	EXCEEDS
University of California at Davis	BELOW	★ MEETS	EXCEEDS
California State University, Sacramento	BELOW	★ MEETS	EXCEEDS

Requirements for each college in student's list are compared to this plan

[VIEW BY REQUIREMENTS](#)
[VIEW BY GRADE LEVEL](#)

A to G Requirements Draft Plan

 I APPROVE THIS PLAN

 print it

 scan it

 I DON'T APPROVE THIS PLAN

Your plan at a glance:

Required: 15.00 credit(s) **In your plan:** 21.50 credit(s) **Completed:** 0.00 credit(s) **You still need:** 0 credit(s)

English: 4.00 total credit(s) required

GRADE	COURSE	REQUIREMENT	CREDITS	CREDITS REQUIRED
12	Honors English 12	English	1 in your plan	1
9	Honors English 9	English	1 in your plan	1
10	Honors English 10	English	1 in your plan	1
11	Honors English 11	English	1 in your plan	1



Math: 3.00 total credit(s) required

GRADE	COURSE	REQUIREMENT	CREDITS	CREDITS REQUIRED
9	Algebra I	Math	1 in your plan	1



parents can approve online

College Planner

- Manages all aspects of the college admissions process with leading-edge tools for electronic transcripts and recommendation forms
- Provides students and parents with valuable insight into the college admissions process with college search, scattergrams, scholarship information and application statistics
- Increases collaboration and engagement with students and parents during the process of exploring and applying to colleges
- Multiple reports provide insight into school and/or district progress on college admissions

advanced college search

To start, begin with a section that's important to you. It's up to you which questions you answer and in what order. You can view your results at any point along the way by clicking View Matches. Once you have narrowed down your list of schools, you will be able to compare these colleges using historical admissions results from your own school.

[Type](#) :: [Location](#) :: [Students](#) :: [Admission](#) :: [Athletics](#) :: [Majors](#) :: [Costs](#) :: [Special Programs](#)

Number of matches: 3706 ([view matches](#)) ([start over](#))

School Type	
Two year vs. Four Year	<input type="radio"/> Two Year <input type="radio"/> Four Year <input checked="" type="radio"/> No preference
Public vs. Private	<input type="radio"/> Public <input type="radio"/> Private <input checked="" type="radio"/> No preference
Coed vs. Single-sex	<input type="radio"/> All Male <input type="radio"/> All Female <input type="radio"/> Coed <input checked="" type="radio"/> No preference
Campus Surroundings	<input type="checkbox"/> Large City <input type="checkbox"/> Small City <input type="checkbox"/> Large Town <input type="checkbox"/> Small Town <input type="checkbox"/> Rural
College Groups	<div style="border: 1px solid gray; padding: 2px;"><p>(does not matter)</p><p>40 Colleges That Change Lives accepted</p><p>AICAD Member Art Schools</p><p>asd</p><p>Big 10</p><p>Big 12</p><p>BSN and RN Nursing Programs</p><p>CA 4 year</p><p>California Private Colleges</p></div>

Search for colleges by location, fields of study, athletic programs, cost and more

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DOMESTIC ADMISSIONS

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 Financial aid: +1-(202) 885-6100
 E-mail: [SEND E-MAIL](#)

INTERNATIONAL ADMISSIONS

Phone: +1-202-885-6000
 Fax: N/A
 Financial aid: N/A
 E-mail: [SEND E-MAIL](#)

Comprehensive college profiles include local acceptance data

[VISIT WEBSITE](#) | [OVERLAPS](#) | [SCHOOL STATS](#) | [GRAPH](#) | [UPDATE STATUS](#)

How You Compare	GPA	PSAT to SAT 1600	PSAT to SAT 2400	Single SAT 1600	Combined SAT 1600	Single SAT 2400	Combined SAT 2400	PLAN to ACT	ACT	IB	Accept
Michael Abrams	3.50	1160	1760	-	1410	2110	2130	-	28	9	-
American University*	3.60	1245	2011	1245	1323	2011	2015	28	28	28	43/92



[GENERAL INFO](#) | [ADMISSIONS](#) | [FINANCIAL AID](#) | [MAJORS AND DEGREES](#) | [STUDENT LIFE](#)

Application History

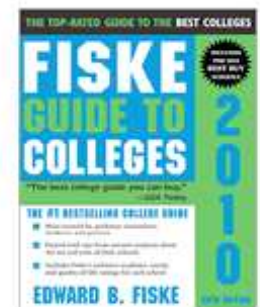
Class	Apply	Admit	Enroll
2009	16	7	1
2008	18	13	2
2007	19	8	3
2006	6	6	2
2005	18	3	1
2004	12	3	0

Scheduled Visits

6/9/2010 8:00 AM [sign up](#)

The Fiske Guide Profile for American University

If the odds are against you at Georgetown and you can't see yourself on GW's highly urban campus, welcome to American University. The allure of AU is simple: Washington, D.C. American has a nice campus in a nice neighborhood with easy access to the Metro. It is about a third smaller than GW and a lot easier to get into. Located just a few miles from where our country's leaders make decisions of national and global impact, American University is a breeding ground for the next generation of reporters, diplomats, lobbyists, and political leaders who will shape domestic and international policy. Alongside these eager buzz-hounds is a host of students taking advantage of AU's strong programs in the arts and sciences and business. "American University is a diverse, pulsing, and dynamic school driven by some of the best faculty, staff, scholars, and students in the world," a senior says. Thanks to phenomenal internships, an unbeatable location, and a strong international focus, AU continues to attract top students from 135 nations and all 50 states.



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 Financial aid: +1-(202) 885-6100
 E-mail: [SEND E-MAIL](#)

INTERNATIONAL ADMISSIONS
 Phone: +1-202-885-6000
 Fax: N/A
 Financial aid: N/A
 E-mail: [SEND E-MAIL](#)

[VISIT WEBSITE](#) | [OVERLAPS](#) | [SCHOOL STATS](#) | [GRAPH](#) | [UPDATE STATUS](#)

How You Compare	GPA	PSAT to SAT 1600	PSAT to SAT 2400	Single SAT 1600	Combined SAT 1600	Single SAT 2400	Combined SAT 2400	PLAN to ACT
Michael Abrams	3.50	1160	1760	-	1410	2110	2130	-
American University*	3.60	1245	2011	1245	1822	2011	2015	28

College majors offered, student life, financial aid and admissions information is provided for each college

[GENERAL INFO](#) | [ADMISSIONS](#) | [FINANCIAL AID](#) | [STUDENT LIFE](#)

Major Name	Certificate	Associate	Bachelor's	Master's	Doctorate
Accounting					✓
Acoustics				✓	
Acting			✓		
American (United States) History			✓	✓	✓
American Government and Politics (United States)			✓	✓	✓
American History (United States)			✓	✓	✓
American Literature (United States)			✓	✓	
American/United States Studies/Civilization	✓		✓		
Anthropology	✓		✓	✓	✓
Applied Economics	✓				
Applied Mathematics			✓		
Arabic Language and Literature			✓		
Area Studies, Other	✓				

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scattergram

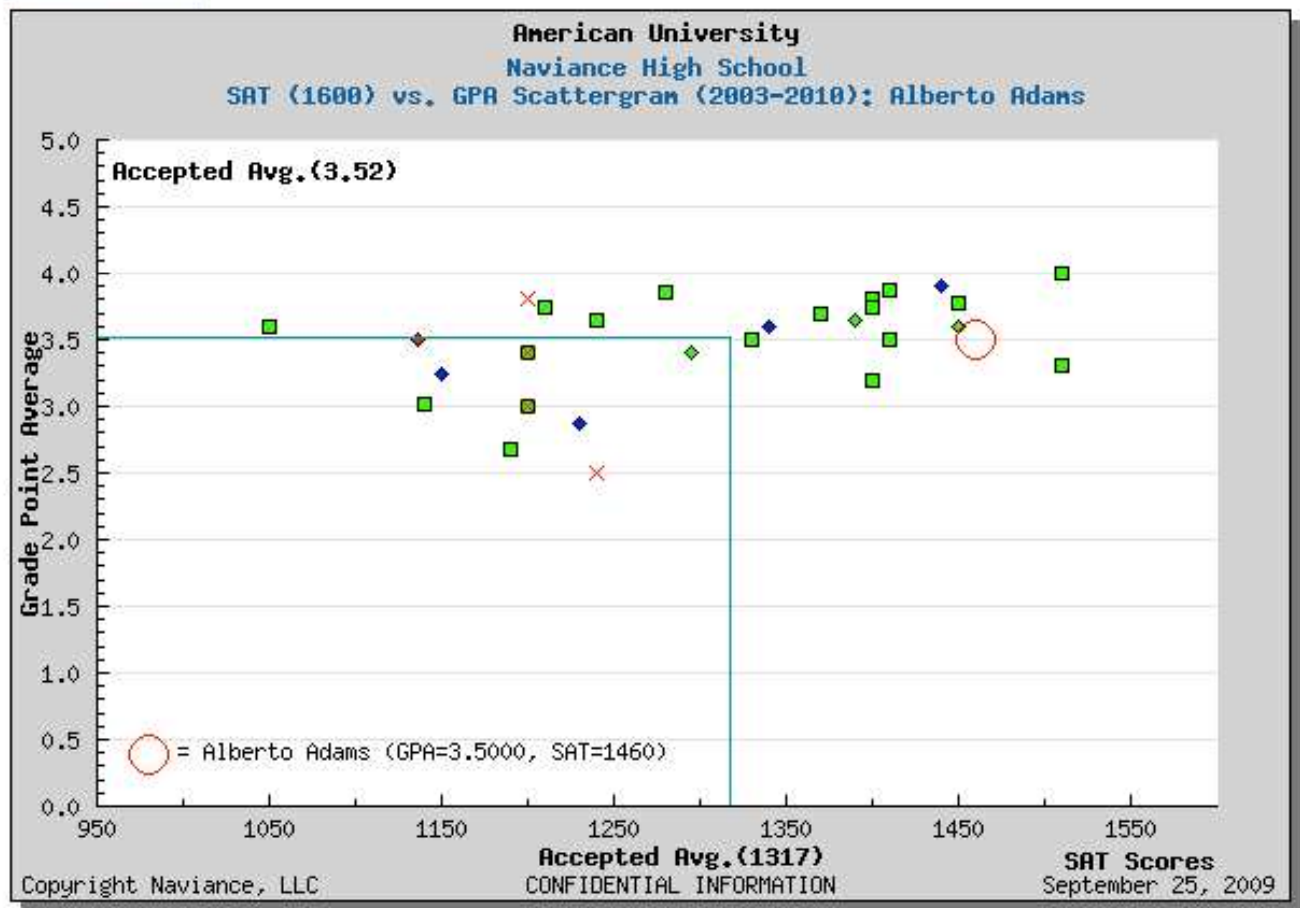
College: American University (91 apps)

GPA Type: Unweighted GPA

Test type: SAT (1600 scale)

Scattergrams provide a directional indicator of a student's likelihood of admission to a college

Display Graph



78

These graphs are for Naviance high school students and their parents only and are not for publication. There are other factors besides GPA, SAT and ACT scores that impact the college admissions decision.

Compare Colleges

The averages below are for students from your high school that have been accepted to that particular college.

School averages are displayed in green when your number is higher and in red when your number is lower.

Your PSAT score, if available, has been converted to the equivalent SAT score and compared to the average single SAT score of an accepted student. Your PLAN score can also serve as a direct estimate of your ACT score and can be compared to the average ACT score of an accepted student.

The column labeled "Accept" shows the number of students accepted out of the number of students that applied.

:: [add another college](#)

College Compare (2002 - 2010)

	GPA	PSAT to SAT 1600	PSAT to SAT 2400	Single SAT 1600	Combined SAT 1600	Single SAT 2400	Combined SAT 2400	PLAN to ACT	ACT	IB	Accept
Alberto Adams	3.50	-	-	-	1460	2190	2190	-	-	-	-
American Univ	3.60	1245	2011	1245	1323	2011	2015	28	28	28	38/92
George Wash Univ	3.42	1401	1880	1401	1370	1880	1890	26	26	19	17/39

Students can compare their gpa and test scores with the averages of students from their school accepted to each college

colleges I'm applying to

[+ add to this list](#) | [request transcripts](#) | [view detailed status](#) | [compare me](#)

College	Type	Common App	Expected Difficulty*	Deadline†	Transcript Office	Status	My Application	WL	Defer	Results	Actions
<input type="checkbox"/> Arizona State Univ	RD	-	N/A	3/1/10	no request	Pending	have you applied?			Unknown	
<input type="checkbox"/> UC Davis	RD	-	N/A	11/30/09	no request	Initial materials submitted	have you applied?			Unknown	
<input type="checkbox"/> San Diego State Univ	RD	-	N/A	11/30/09	no request	Pending	have you applied?			Unknown	

Delete Application

College that I am attending

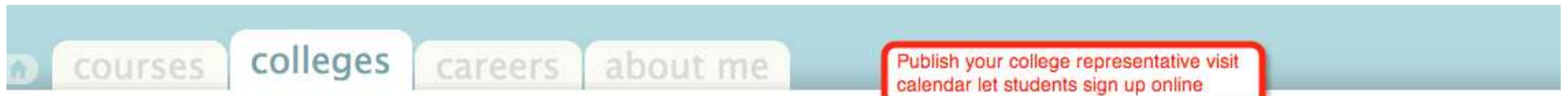
(no college selected)

Teacher Recommendations

[add/cancel requests](#)

Teacher	Status
Shaun Fanning	In progress

Students can track their applications and request recommendations from teachers online



search for colleges:

Go

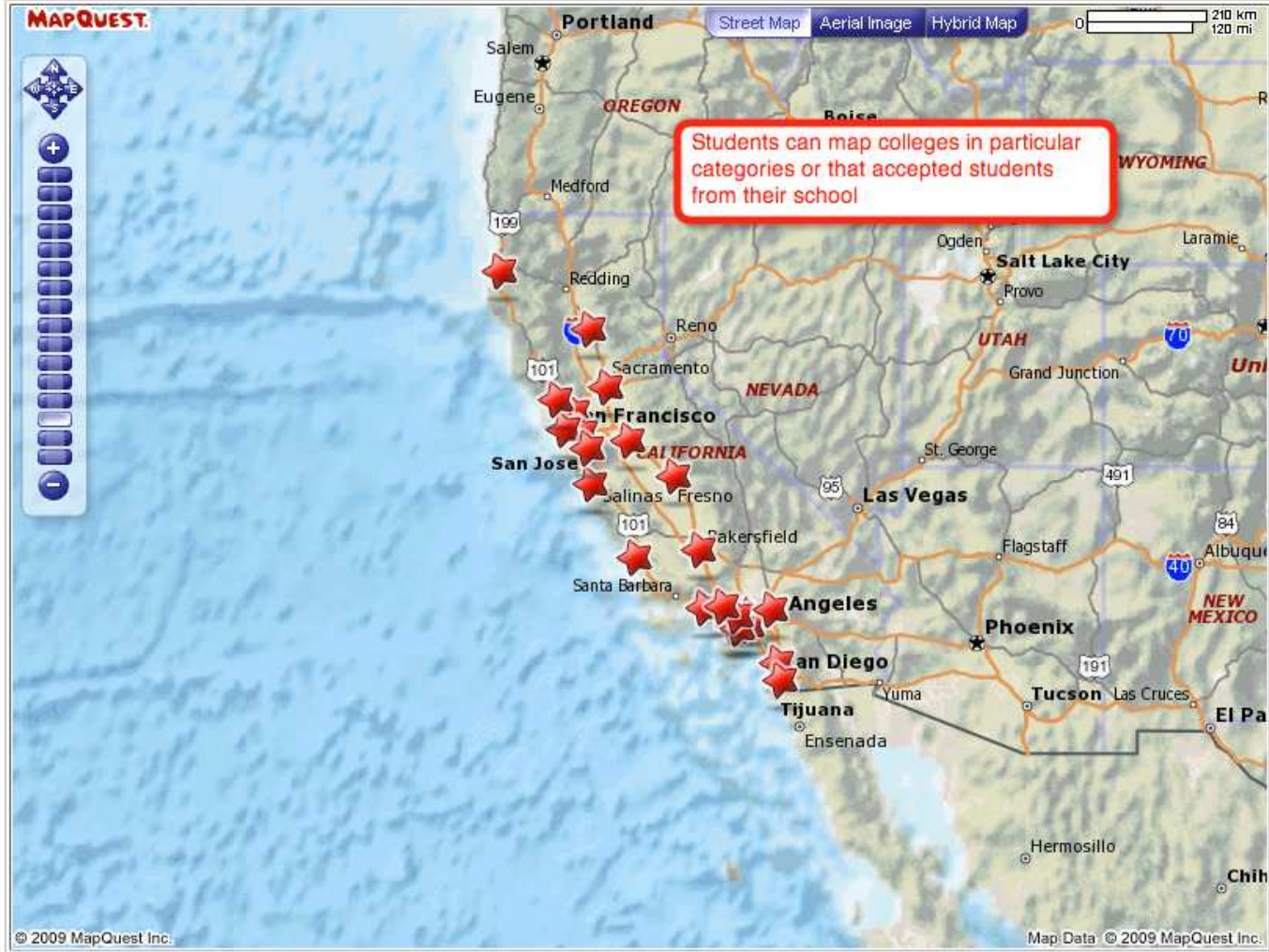
MORE SEARCH OPTIONS >>

my colleges

- > [colleges I'm thinking about](#)
- > [colleges I'm applying to](#)
- > [college visits](#)

college visits

	College	Date	Time	Location
information sign up	Connecticut College	December 1, 2009	11:00 AM	Library
information sign up	James Madison University	December 3, 2009	11:00 AM	Room 133
information sign up	Hawaii Pacific University	December 15, 2009	9:00 AM	
information sign up	American University	June 9, 2010	8:00 AM	Post Grad



California State University

<< back to map list

- California Maritime Academy
- California State Polytechnic University, Pomona
- California Polytechnic State University, San Luis Obispo
- California State University, Bakersfield
- California State University, Channel Islands
- California State University, Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, Northridge
- California State University, Sacramento
- California State University, San Bernardino
- California State University, San Marcos
- California State University, Stanislaus
- Humboldt State University
- San Diego State University
- San Francisco State University
- San Jose State University
- Sonoma State University

Increase scholarship awards by promoting local scholarships on your Family Connection site

scholarships and financial aid

The list below contains scholarships or financial aid awards that may be relevant for you. Click the name of a scholarship to view more information or click the column headings to sort by name, category, deadline or maximum award.

You may also check the scholarships for which you are submitting applications and then click "Add Selected Scholarships to My List" below.


Browse by category: Only show scholarships added or updated since my last visit

	Name	Deadline	Maximum Award	Merit Based	Need Based	Essay Req	Service Req
<input type="checkbox"/>	A+ Student Scholarship	2/4	1000	X	X	X	
<input type="checkbox"/>	ABC Scholarship	1/16	30,000	X	X		
<input type="checkbox"/>	Action Allen Scholarship	-	N/A				
<input type="checkbox"/>	AFROTC	-	N/A				
<input type="checkbox"/>	AFROTC 2	-	N/A				
<input type="checkbox"/>	Alaskan Heritage Scholarship	-	N/A				
<input type="checkbox"/>	Allen H S	7/8	N/A				
<input type="checkbox"/>	Alumni scholarship	-	N/A				X
<input type="checkbox"/>	Ansel Adams Memorial Scholarship	4/1	2500	X			
<input type="checkbox"/>	Ansel Adams Memorial Scholarship 2	-	N/A				
<input type="checkbox"/>	Art & Technology	1/29	N/A	X		X	
<input type="checkbox"/>	Art Scholarship	-	N/A				
<input type="checkbox"/>	Art Science	2/3	N/A	X		X	
<input type="checkbox"/>	AW Court Tennis Scholarship	12/25	\$50,000	X			
<input type="checkbox"/>	Ayn Rand Scholarship	2/10	300				

Architecture Camp at Auburn University

[print](#) 

Students can explore
summer and other
enrichment programs

Program Type:	Summer
Program Topics:	Architecture Drawing Fine arts High School Courses Visual arts
Organization:	Auburn University
Deadline:	06/20/2009
Program Dates:	June 21 – June 26, 2009
Eligibility Requirements:	Grades 10 – 12
Credit Awarded:	Non-credit
Housing Options:	Dormitory
Cost and financial aid:	\$595.00; Late fees apply after June 1
Phone:	334-844-3105
Fax:	
Email:	Lhd0001@auburn.edu
Web address:	http://www.auburn.edu/outreach/architecture/program.htm 
State:	AL
Country:	
Address:	Outreach Program Office 301 OD Smith Hall Auburn University, AL 36849
Description:	Architecture Camp is an intense residency program for high school students interested in a career in Architecture. Only 40 slots.
Last Updated:	03/21/2009

College admissions reports provide rapid insights on admissions trends

Printer-friendly :: pdf file :: excel csv

College Score Profiles (2010)									
College	SAT		ACT		GPA		Net Applied	Accept	Accept %
	Accept Avg	Accept Min	Accept Avg	Accept Min	Accept Avg	Accept Min			
Adelphi University	-	-	-	-	-	-	1	-	0%
American University	1405	1400	28	28	3.62	3.5	2	2	100%
Amherst College	1410	1410	28	28	3.50	3.5	1	1	100%
Arizona State University West	-	-	-	-	-	-	1	-	0%
The University of Arizona	1410	1410	28	28	3.50	3.5	1	1	100%
Baylor University	1400	1400	28	28	3.74	3.74	1	1	100%
Boston University	1080	1080	-	-	3.87	3.87	2	1	50%
University of California at Davis	-	-	-	-	-	-	2	-	0%
California State University, Sacramento	-	-	-	-	-	-	1	-	0%
University of Colorado at Boulder	-	-	-	-	-	-	1	-	0%
Colorado State University	-	-	-	-	3.10	3.1	1	1	100%
Cornell University	-	-	-	-	3.10	3.1	1	1	100%
DeVry University	-	-	-	-	-	-	1	-	0%
East Texas Baptist University	-	-	-	-	-	-	1	-	0%
Ferrum College	1230	1230	-	-	2.33	2.33	3	1	33%
George Mason University	1225	1150	-	-	3.44	3.21	4	2	50%
Hampton University	1370	1370	-	-	3.76	3.76	2	1	50%
Harvard University	-	-	-	-	-	-	2	-	0%
James Madison University	-	-	-	-	-	-	1	-	0%
Longwood University	1240	1080	-	-	2.89	2.05	4	3	75%

List:
 Type: Start: End:
 Date order:

Find colleges with deadlines that have not yet passed

[Printer-friendly page](#)

College Deadlines									
College	Regular Decision	Early Decision	Early Decision II	Early Action	Restrictive Early Action	Priority	Other	Rolling Notification	
Abilene Christian University	8/1	-	-	-	-	-	-	-	
Adams State College	8/1	-	-	-	-	-	-	-	
Adelphi University	-	-	-	12/1	-	-	-	Yes	
Adirondack Community College	8/15	-	-	-	-	-	-	-	
Albany College of Pharmacy	2/1	-	-	-	-	2/1	-	Yes	
Alfred State College	-	-	-	-	-	11/2	-	Yes	
Alfred University	2/1	12/1	-	-	-	2/1	-	Yes	
Allegheny College	2/15	1/15	-	-	-	-	-	-	
American University	1/15	11/15	-	-	-	-	-	-	
American University in Cairo	6/15	3/1	-	-	-	-	-	-	
Amherst College	12/31	11/15	-	-	-	-	-	-	
Arizona State University	3/1	-	-	-	-	2/1	-	Yes	
The University of Arizona	5/1	-	-	-	-	-	-	-	
The Art Institute of Colorado	-	-	-	12/15	-	-	-	Yes	
The Art Institute of Pittsburgh	-	-	-	1/1	-	-	-	Yes	
Assumption College	2/15	-	-	11/15	-	-	-	-	
Auburn University	23/2	-	-	10/1	-	-	14/2	-	
Babson College	1/15	11/1	-	11/1	-	-	-	-	
Ball State University	5/1	-	-	-	-	-	-	Yes	
Bard College	1/15	-	-	11/1	-	-	-	-	
Barnard College	1/1	11/15	-	-	-	-	-	-	
Bates College	1/1	11/15	1/1	-	-	-	-	-	

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Send transcripts and teacher recommendations to over 1,000 colleges online



- General
- Courses
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- eDocs
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- Documents
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- [print forms](#)
- [submission status](#)
- [previous years](#)
- [view Naviance eDocs destinations](#)

Prepare Forms [how this works](#)

[eDocs Quick Start Guide](#)

STUDENT HAS COMPLETED FERPA CONSENT ON FAMILY CONNECTION.

STUDENT WAIVED RIGHT TO SEE THIS RECOMMENDATION.

[reset consent](#)

Counselor Checklist

- Initial Transcript
- Common App SSR
- Written Evaluation
- School Profile
- NACAC/Other SSR

Teacher Checklist

- Common App Forms (4)
- Written Evaluations

Midyear Checklist

- Midyear Transcript
- Common App MYR
- Written Evaluation
- NACAC/Other MYR

Final Checklist

- Final Transcript
- Common App FYR
- Written Evaluation
- Other FYR

Counselor Documents - Add New Document ▼

Type	Author	Date	Actions
NACAC Midyear Report	.	01/25/07	view replace delete
Common App Secondary School Report (American Univ)	Matthew Caya	09/11/09	view replace delete
NACAC Secondary School Report	Daniella Bonazzoli	09/14/09	view replace delete

Student Outcomes (All years to 2009)

Class range: All years to 2010
 Group: (select group) Prepare Report

 [Printer-friendly page](#)

Quickly generate reports on student outcomes and disaggregate by gender, ethnicity or other groupings

Outcome Summary		
	Number	% of students
4 Yr College	161	13.6%
4 Yr College (Unspecified)	70	5.9%
2 Yr College	1	0.1%
2 Yr College (Unspecified)	3	0.3%
Career Education	4	0.3%
Non-U.S. College	8	0.7%
Non-U.S. College (Unspecified)	1	0.1%
Other Schools	3	0.3%
Apprenticeship Program	6	0.5%
Military	3	0.3%
Employed	2	0.2%
Dropped-out	5	0.4%
College Prep School	5	0.4%
Year Off	4	0.3%
Other	2	0.2%
Undecided/No Plans	1	0.1%
Unknown	905	76.4%
Total Students:	1184	

Outcome Detail																		
	Total		White		Black		Asian		Hispanic		Native American		Filipino		Pacific Islander		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4 Yr College	108	93	48	36	10	12	2	4	7	3	1	0	1	1	2	1	0	0
Public In-state	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private In-state	11	8	6	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0

Career Planner

- Helps students explore hundreds of careers using validated assessments for personality type and interests
- Demonstrates connections for students between their course work and career interests
- Provides more context for learning with engaging videos about popular careers
- Engages middle school students and parents with the CareerKey assessment and resources specifically designed for younger students
- Generates reports to understand trends and patterns in career and career cluster interests

search for careers:

[MORE SEARCH OPTIONS >>](#)

explore careers

> [favorite careers & clusters](#)

> [explore careers & clusters](#)

what are my interests?

> [personality type](#)

> [career interest profiler](#)

explore careers & clusters

explore careers :: [my careers](#)

CAREER FINDER

Search by keyword:

Browse by alphabet: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Browse by category:

Search by Holland Code: [\(what is this?\)](#)

Narrow down your search by choosing up to three types.

Students can explore careers in many ways such as keyword search, browsing by category or career cluster and using Holland codes.

explore clusters & pathways :: [my clusters & pathways](#)

CLUSTER FINDER

Go directly to a cluster or pathway:

Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way to find a good career match, especially if you have general areas of interest but are not sure what specific careers match those interests. Career clusters can also help you better understand how your coursework in school can prepare you for certain types of careers.

Click on a career cluster to explore:



[Agriculture, Food and Natural Resources](#)



[Architecture and Construction](#)

personality type



Students read about real-life scenarios to discover their personality type

Finish Later

Self Discovery Assessment



Instructions:

Read the following paragraphs that describe some other ways that Jake and Eric are different from one another. See if this helps you identify which one you are more like – *even if it is just a little bit more.*

Recently Jake and Eric went to the same party.	
Jake	Eric
<p>Jake had looked forward to this party all week and was one of the first ones through the door. Arranging to meet his friends there, he walked in alone and immediately started scanning the room to see who had already arrived. Eager to connect with his many friends, he made a quick sweep of the room saying hi or making eye contact with lots of people along the way. During the course of the night Jake spoke with just about everybody he knew, but none of the conversations were very involved or lasted more than a few minutes. By the end of the night he had also met several new people and even made plans with a few of them to go to the movies together the next day. When he got home Jake was so wound up by all of the interaction it took him almost two hours to fall asleep.</p>	<p>While he was looking forward to the party Eric was also feeling a little nervous, so he arranged to go with his best friend. On the way over they got into a discussion and walked into the party still talking. In fact, Eric didn't immediately notice some of the people waving to them because he was so involved in what he was saying. A while later he wandered over to the CD player and looked through some CDs. He listened for several minutes to a group of kids discussing a movie they'd all seen. When one of the girls asked his opinion, he told her, which led the two of them into a long discussion about other films they both liked. When it was time to leave Eric felt the time had flown by. He realized on the way home that he'd been talking to this one person for well over an hour! He was really tired when he got home and fell asleep pretty quickly.</p>
<p><input type="radio"/> If I were in a similar situation, I would probably act more like Jake.</p>	<p><input type="radio"/> If I were in a similar situation, I would probably act more like Eric.</p>

Continue

Potential careers and majors for you to consider:

The careers listed below are all linked to your personality type and are organized by career cluster you have indicated most to least interested in. While there is never a guarantee, people of your type have indicated job satisfaction with these careers.

Personality type is linked to potential career options, which are linked to career profiles

Business, Management, & Finance (Very Interested)	
Career	Field of Study/Major
Accountant	<ul style="list-style-type: none">accounting
Actuary	<ul style="list-style-type: none">actuarial scienceaccountingmathematical statisticsmathematics
Appraiser, Real Estate	<ul style="list-style-type: none">real estate
Assessor	<ul style="list-style-type: none">real estate
Association Manager and Administrator	<ul style="list-style-type: none">business administration and management, general
Auditor	<ul style="list-style-type: none">computer programmingaccountingbusiness computer programming/programmermanagement information systems and business data processing, generalbusiness systems analysis and design
Budget Analyst	<ul style="list-style-type: none">public administration

Potential careers and majors for you to consider:

The careers listed below are all linked to your personality type and are organized by career cluster you have indicated most to least interested in. While there is never a guarantee, people of your type have indicated job satisfaction with these careers.

Personality type results are linked to profiles of potential careers

Related fields of study link to colleges that offer that major

Business, Management, & Finance (Very Interested)	
	Field of Study/Major
Accountant	<ul style="list-style-type: none">accounting
Actuary	<ul style="list-style-type: none">actuarial scienceaccountingmathematical statisticsmathematics
Appraiser, Real Estate	<ul style="list-style-type: none">real estate
Assessor	<ul style="list-style-type: none">real estate
Association Manager and Administrator	<ul style="list-style-type: none">business administration and management, general
Auditor	<ul style="list-style-type: none">computer programmingaccountingbusiness computer programming/programmermanagement information systems and business data processing, generalbusiness systems analysis and design

Explore Careers: Accountants

Many career profiles have videos in English and Spanish

Overview

Knowledge & Skills

Tasks & Activities

Wages

Job Description

Analyze financial information to determine or maintain profit, loss, tax liability, and organization.

Interests

Holland Interest

Conventional

Conventional occupations involve working with data and procedures and there is a clear line of authority.

Enterprising

Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

Investigative

Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out

Watch A Video

[close](#) or Esc Key



Video

in English

Career Clusters and Pathways

Management and Administration
Information Management

Explore Careers :: Aerospace Engineers

[+ add to my list](#)

- Overview
- Knowledge & Skills
- Tasks & Activities
- Wages

Career profiles provide information on critical skills, abilities and knowledge areas

5 Most Important Skills

- **Critical Thinking**
Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Judgment and Decision Making**
Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Time Management**
Managing one's own time and the time of others.
- **Active Learning**
Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Writing**
Communicating effectively in writing as appropriate for the needs of the audience.

5 Most Important Abilities

- **Problem Sensitivity**
The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Deductive Reasoning**
The ability to apply general rules to specific problems to produce answers that make sense.
- **Mathematical Reasoning**
The ability to choose the right mathematical methods or formulas to solve a problem.
- **Written Comprehension**
The ability to read and understand information and ideas presented in writing.
- **Inductive Reasoning**
The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

5 Most Important Knowledge Areas

Area	Relative Importance (0-100)
● Engineering and Technology Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.	100

Explore Careers :: Aerospace Engineers

[+ add to my list](#)

National, state and local wage information for each career

- Overview
- Knowledge & Skills
- Tasks & Activities
- Wages

[View hourly wage information](#)

Annual Wages	Average	90% made at least	75% made at least	50% made at least	25% made at least	10% made at least
NATIONAL	\$89,260	\$59,610	\$71,360	\$87,610	\$106,450	\$124,550
Alabama	\$90,340	\$64,650	\$78,780	\$90,920	\$105,200	\$118,460
Alaska	-	-	-	-	-	-
Arizona	\$84,970	\$52,460	\$60,120	\$78,760	\$110,350	\$131,010
Arkansas	\$91,810	\$84,430	\$87,980	\$93,910	\$99,820	\$103,370
California	\$97,140	\$65,350	\$78,420	\$94,950	\$115,110	\$136,100
Colorado	\$87,960	\$48,430	\$67,680	\$85,860	\$103,800	\$131,780
Connecticut	\$73,350	\$50,600	\$60,350	\$72,840	\$87,270	\$98,070
District of Columbia	\$104,210	\$62,910	\$88,860	\$109,530	\$124,910	\$141,430
Florida	\$74,000	\$51,170	\$60,320	\$73,380	\$88,250	\$99,600
Illinois	\$81,950	\$48,920	\$59,380	\$74,340	\$103,470	\$122,460
Indiana	\$69,820	\$51,530	\$59,330	\$68,720	\$80,130	\$90,970
Kansas	\$81,790	\$55,750	\$66,630	\$81,520	\$95,270	\$113,640
Maine	\$86,910	\$63,750	\$73,750	\$86,670	\$98,690	\$117,050
Maryland	\$90,640	\$64,910	\$76,840	\$88,770	\$105,590	\$123,270
Michigan	\$64,000	\$38,070	\$44,780	\$58,120	\$73,570	\$90,560
Minnesota	\$67,550	\$44,740	\$55,490	\$69,110	\$82,620	\$92,680
Mississippi	\$77,430	\$52,210	\$61,800	\$79,700	\$93,030	\$105,490

Choose another cluster or pathway:

Profiles, credentials and recommended courses of study for career clusters

Agriculture, Food and Natural Resources

[Add this cluster to your list](#)

Overview Credentials Related Careers Related Majors Plan of Study

- Agriculture, Food and Natural Resources [+ ADD](#)
- Agribusiness Systems [+ ADD](#)
- Animal Systems [+ ADD](#)
- Environmental Service Systems [+ ADD](#)
- Food Products and Processing Systems [+ ADD](#)
- Natural Resource Systems [+ ADD](#)
- Plant Systems [+ ADD](#)
- Power, Structural and Technical Systems [+ ADD](#)

Overview

The Agriculture, Food and Natural Resources Career Cluster is divided into seven pathways. Pathways are grouped by common knowledge and skills required of occupations in these career fields. Each pathway provides instruction as a basis for success in an array of careers and educational pursuits.

This diverse Career Cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical and educational services.

Employment Outlook

Employment opportunities will continue to increase for those who provide and market an expanding array of food, forest, and veterinary medical consumer products to a growing world population. Continued globalization of the food, agricultural and natural resources system will increase opportunities for graduates who understand the socio-economic factors that define international markets. Graduates who know how to satisfy the diverse consumer needs and preferences in different cultures, and who have the language skills to communicate effectively, will have the best opportunities to be employed by the growing number of multinational businesses.

This Cluster Contains The Following Pathways:

- [Agribusiness Systems](#)
- [Animal Systems](#)
- [Environmental Service Systems](#)
- [Food Products and Processing Systems](#)
- [Natural Resource Systems](#)
- [Plant Systems](#)
- [Power, Structural and Technical Systems](#)

search for careers:

MORE SEARCH OPTIONS >>

- explore careers
- > favorite careers & clusters
 - > explore careers & clusters

- what are my interests?
- > personality type
 - > career interest profiler

my favorite careers & clusters

my careers :: [explore careers](#)

Name	Holland Code
Food Scientists and Technologists	Investigative

my saved career clusters & pathways :: [explore career clusters](#)

Career Cluster	Pathway
Agriculture, Food and Natural Resources	-- remove

suggested career clusters & pathways for me

Career Cluster	Pathway
Agriculture, Food and Natural Resources	Aqribusiness Systems
Agriculture, Food and Natural Resources	Food Products and Processing Systems
Agriculture, Food and Natural Resources	Plant Systems

Students can save their favorite careers and clusters



Interest profile helps students explore careers based on activities they enjoy

Career Interest Profiler

Welcome back to the profiler. You left off on page 1.

Please be sure to answer all of the questions on this page. When you finish a page of questions, press the "Save and Continue" button at the bottom of the page. You may stop the Interest Profiler at any time and come back to where you left off. Press the "Previous" button to make changes to your last finished page. The answers on your current page will not be saved when you move to the previous page.

1. Maintain the grounds of a park:

- LIKE
- UNSURE
- DISLIKE

2. Operate a machine on a production line:

- LIKE
- UNSURE
- DISLIKE

3. Develop a way to better predict the weather:

- LIKE
- UNSURE
- DISLIKE

4. Work in a biology lab:

- LIKE
- UNSURE
- DISLIKE

5. Write scripts for movies or television shows:

- LIKE
- UNSURE
- DISLIKE

Standard Components

- Data import/synchronization with Student Information Systems (SIS)
- Comprehensive student profiles
- Student groups and group e-mail
- Plan milestones
- Custom surveys
- Family Connection portal for students/parents
- Journaling
- Documents
- Resume Builder

- General
- Courses
- Plan
- Scores
- Colleges
- eDocs
- Resume
- Scholarships
- Journal
- Documents
- Careers

PERSONAL



replace | delete

Nickname: Mikey
Counselor: Cheryl Barton
Gender: Male
SSN: 222-44-8888
Ethnicity: White
Home Phone: 123-456-7890
Mobile Phone: -
Address: 1850 K Street, NW
 Washington DC 20006
 United States

Home Room: 105a
Original Class: 2008
ID Number: G4256
State Student ID Number: -
Date of Birth: 10/31/1963
1st Citizenship: United States
2nd Citizenship: -
Email: archana.mehta@naviance.com

ACADEMICS

Cumulative GPA: 3.5000 **Weighted GPA:** 3.8000
Program Strength: ? **# AP/IB/Honors courses:** 3/2/1

GROUPS

- District Student Group (DSG09898)
- My Kids (Max1)
- Texas College Students (39458345)

PARENT INFORMATION

add

Jiminy Abrams edit X

United States
 No email
[Send Message to Family Connection](#)

Alma Mater: Adelphi University
 Custodial? No
 Has financial responsibility for child? N/A
 Receives communications? No

Mark Abrams edit X

United States
 meghanbthompson@gmail.com

Alma Mater: Academy of Art College
 Custodial? Yes
 Has financial responsibility for child? No

Data Import

Steps to Import Your School's Data

1. Decide what kind of data you want to import into Naviance Succeed. ([Download Import Guide](#))
2. Export your data to a file or obtain a data file in the right format.
3. Review your data for accuracy and correct layout.
4. Begin your import below.

Robust data import tools at school and district level

Start Data Import

- ▶ Add new student records
- ▶ Update data in existing student records
- ▶ Add parent data for existing students
- ▶ Update data in existing parent records
- ▶ Add test scores for existing students
- ▶ Add college application data for existing students
- ▶ Add scholarship data
- ▶ Import teacher list
- ▶ Add course catalog data
- ▶ Update course catalog data
- ▶ Import student course history

Student Groups				
Group Name	Code			
At Risk Students	1234			
AVID	avid	edit name	edit members	delete edit members
District Student Group	DSG09898	(district group)	edit members	
Dual Enrollment	DE	edit name	edit members	delete edit members
Google 78 award	GOOGLE78	(district group)	edit members	
IB	IB	edit name	edit members	delete edit members
My Kids	Max1	edit name	edit members	delete edit members
Science Class	SC1	edit name	edit members	delete edit members
Student Athletes	3335	(district group)	edit members	
Student Volunteers	VOL	edit name	edit members	delete edit members
Texas College Students	39458345	edit name	edit members	delete edit members

Student groups allow filtering and analysis by key student characteristics

Send E-mail to Students and Parents

[back](#)

Increase communication with powerful group e-mail tools

Use template:

(select template) ▾

Subject:

Message:

^{ABC} ✓

Merge codes:

First Name
Last Name
Nickname
FC Username
FC Reg. Code

<< insert

Save As Draft

Save As Template

Send to:

students only parents only students and their parents

Class Years:

2010 ▾ to 2010 ▾

Counselor:

(does not matter) ▾

Status:

active only inactive only all students

Gender:

does not matter male female

Ethnicity:

(does not matter)
White
Black/African American
Hispanic/Latino
Asian
American Indian
Pacific Islander
Filipino

Hold down the Ctrl or Alt key to select more than one

GPA Range:

(does not matter) ▾

from: 0 ▾

to: 5 ▾

Add Journal Entry

Naviance, Inc (US) [https://succeed.naviance.com/main/journa](https://succeed.naviance.com/main/journal/journa)

ADD JOURNAL ENTRY

Date/Time: 09/27/2009 (MM/DD/YYYY) 9:21 PM (e.g. 6:20 AM)

Counselor: Shaun Fanning

Folder: (select folder) create new folder

Share with: counselors teachers
 student (if applicable) parent (if applicable)

Type: N/A

Subject: *required

Notes:

Files: more>>

RELATED PEOPLE

College: more>>

Student:

Name: Michael Abrams ::select

Parents: Jiminy Abrams
Mark Abrams
Joe Parent select all that apply

email cc: send e-mail

E-mail cc: N/A

Date

August 5, 2009 1:5
November 24, 200
April 8, 2008 8:13
February 29, 2008
February 29, 2008
February 29, 2008
February 22, 2008
December 19, 200
December 4, 2007
June 11, 2007 10:.
June 5, 2007 2:37
June 5, 2007 11:5.
May 22, 2007 9:33

Senior Classes shared Counseling Notes .

Quick Note: American Univ shared N/A .

Senior Meeting shared Meeting .

Counselors and teachers can record notes and share with students and parents

checklist

Track student completion of key milestones for success

General

	Grade	Status	Date Completed
Individual Graduation Plan	-	not completed	-
Complete Junior Interest Survey	11	not completed	Mark this as completed

Career Research

	Grade	Status	Date Completed
Career Exploration Class Every sophomore must participate in the Career Exploration Class. You will receive credit for this class.	10	not completed	Mark this as completed
Career Fair Attend one career fair at their high school	10	not completed	-
Complete Career Planner	10	not completed	Mark this as completed
Career Shadow Check out the list of career professional shadow days located on the guidance website.	11	not completed	Mark this as completed

District Initiative

	Grade	Status	Date Completed
Summer Program Fair The first Saturday in March the District hosts a Summer Program Fair for students to learn about special summer opportunities to enhance their learning experience.	9	not completed	Mark this as completed
Attend District Career Fair The district career fair is a great opportunity to meet local employers.	10	not completed	Mark this as completed
Attend District College Fair This District wide College Fair is held the first Monday in October. There will be over 250 college and universities represented.	11	not completed	Mark this as completed

Fall Senior Survey

Please complete this survey no later than September 15th. In addition to completing this survey, you must also submit your signed Transcript Authorization Form. Please remember to indicate on that form whether or not you wish to have your SAT and/ or ACT scores included on your transcript. Thank you for your cooperation!

* = required question

Please save your answers periodically if you need longer than one hour to complete this form. Your session will expire after one hour if you have not changed the page.

1. Are you considering or planning to apply Early Decision (ED is BINDING) or Early Action to any college, or does any of your prospective colleges use a rolling admissions system? If so, please list the college(s) and include the application deadline? This question is especially important because of MMA's semester grading system.

- *2. What did you do this summer? If you worked, please tell us where you worked and what sort of experience it was.

Create custom surveys for students and parents

- *3. What colleges are you considering at this point?

--


resume

Students can create a comprehensive resume with an unlimited number of print formats

BUILD YOUR RESUME

Add new entries to your resume by selecting a type of entry from the menu below. If you're not sure what information to provide, you can select an entry type and read the tips displayed. When printing your resume, you can choose which entries you want to display, so we encourage you to add as much information as possible.

Make a selection to start building your first resume!

 **add a new entry:** - Select One -

Add Work Experience

close 

Position Title:

Organization:

Location:

Start date:

End date:
 To present

Average hours per week:

Total hours:

Grades Participated: 6 7 8 9 10 11 12

Description / Comments:

TIPS

One of the keys to writing a good resume is to learn how to write short "snippets" that demonstrate what you did (**action**) and what you accomplished (**result**). You can make your work experience a lot more relevant and informative to the reader if you use this style.

Examples of snippets:

- Organized records into an online database for easier administration
- Consistently sold more than monthly quota
- Tutored students in math to improve SAT scores by an average of 200 points

For work experience, make sure you list any job that gave you useful experience or skills. Even if you didn't get paid, you worked for a parent or relative, or you worked for yourself, you probably still gained valuable experience and accomplished something meaningful.

Track how students progress against key milestones

Plan Milestone Completion Report (2010)

Milestone	Completion Standard	% Completed	Students
4 Year Academic Plan	-	3.2%	3 out of 93
Attend District Career Fair	50%	2.2%	2 out of 93
Career Exploration Class	100%	3.2%	3 out of 93
Attend District College Fair	70%	2.2%	2 out of 93
Individual Graduation Plan	-	3.2%	3 out of 93
Summer Program Fair	60%	3.2%	3 out of 93
Learning Style Inventory	70%	2.2%	2 out of 93
Junior Survey	-	2.2%	2 out of 93
Junior Meeting	100%	3.2%	3 out of 93
First Visit	-	2.2%	2 out of 93
Complete Junior Interest Survey	75%	3.2%	3 out of 93
ACT Freshman	90%	1.1%	1 out of 93
Senior Exit Interview	100%	2.2%	2 out of 93
Fall Senior Meeting	100%	2.2%	2 out of 93
Complete Freshmen Transition Question	100%	2.2%	2 out of 93
Fall Senior Survey	-	2.2%	2 out of 93
Senior Resume	75%	1.1%	1 out of 93
College Campus Visit	75%	2.2%	2 out of 93
Freshman Meeting	100%	3.2%	3 out of 93
Sophomore Meeting	100%	1.1%	1 out of 93
Complete Career Planner	70%	2.2%	2 out of 93
Complete Do What You Are	70%	1.1%	1 out of 93
Career Shadow	70%	3.2%	3 out of 93
Review and Update 4-Year Plan	100%	2.2%	2 out of 93
Final Review of 4-Yr Plan	100%	1.1%	1 out of 93
Graduation Survey	100%	2.2%	2 out of 93
Transition for Freshmen	100%	2.2%	2 out of 93
Career Fair	100%	0%	0 out of 93

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF EMPLOYMENT AND RESIGNATION REPORT

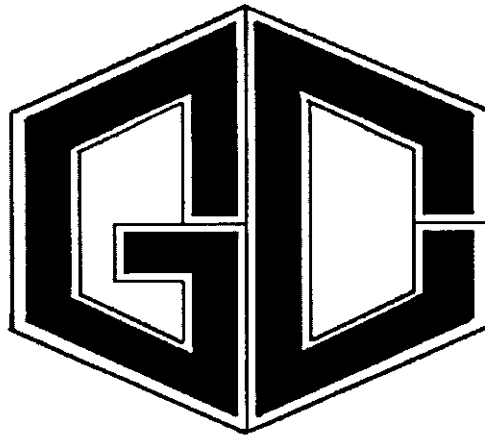
RECOMMENDED ACTION: Discuss the Employment and Resignation Report as presented.

RATIONALE: The Board of Trustees receives an annual report on the employment and resignation of personnel.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONNEL: Dr. Toby York
Mr. Byron Terrier
Dr. Bernard Cannariato
Ms. Susan Moore-Fontenot

Goose Creek Consolidated Independent
School District



Employment and Resignation
Report

October 1, 2008 – September 30, 2009

October 2009



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

BYRON P. TERRIER
 ASSISTANT SUPERINTENDENT
 ADMINISTRATIVE SERVICES

October 26, 2009

TO: DR. TOBY YORK
 FROM: BYRON TERRIER
 SUBJECT: GOOSE CREEK CISD STAFF REPORT

The Goose Creek CISD Staff Report as of October 1, 2009, is attached. Board policy requires that we share this data with the Board of Trustees in the Fall. Since our last report to the Board in October 2008, our employment reflects the following:

Employment Classification	(a) LEAVING				(b) EMPLOYED				= (b - a) DIFFERENCE			
	African-American	Hispanic	White	Other	African-American	Hispanic	White	Other	African-American	Hispanic	White	Other
Professional	19	12	103	3	17	49	108	2	(2)	37	5	(1)
Paraprofessional	1	17	8	0	12	34	20	0	11	17	12	-
Maintenance	3	2	1	0	0	6	9	0	(3)	4	8	-
Operations	0	9	1	0	3	8	6	0	3	(1)	5	-
Transportation	1	3	2	0	4	13	6	0	3	10	4	-
School Nutrition	1	3	3	0	1	12	10	0	-	9	7	-
Security	1	0	1	0	0	2	0	0	(1)	2	(1)	-
Sub-Totals	+26				+37				+11			
	+46				+124				+78			
	+119				+159				+40			
	+3				+2				-1			
TOTALS	194				322				128			

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**All New Personnel Hired by
GCCISD 2008–2009**

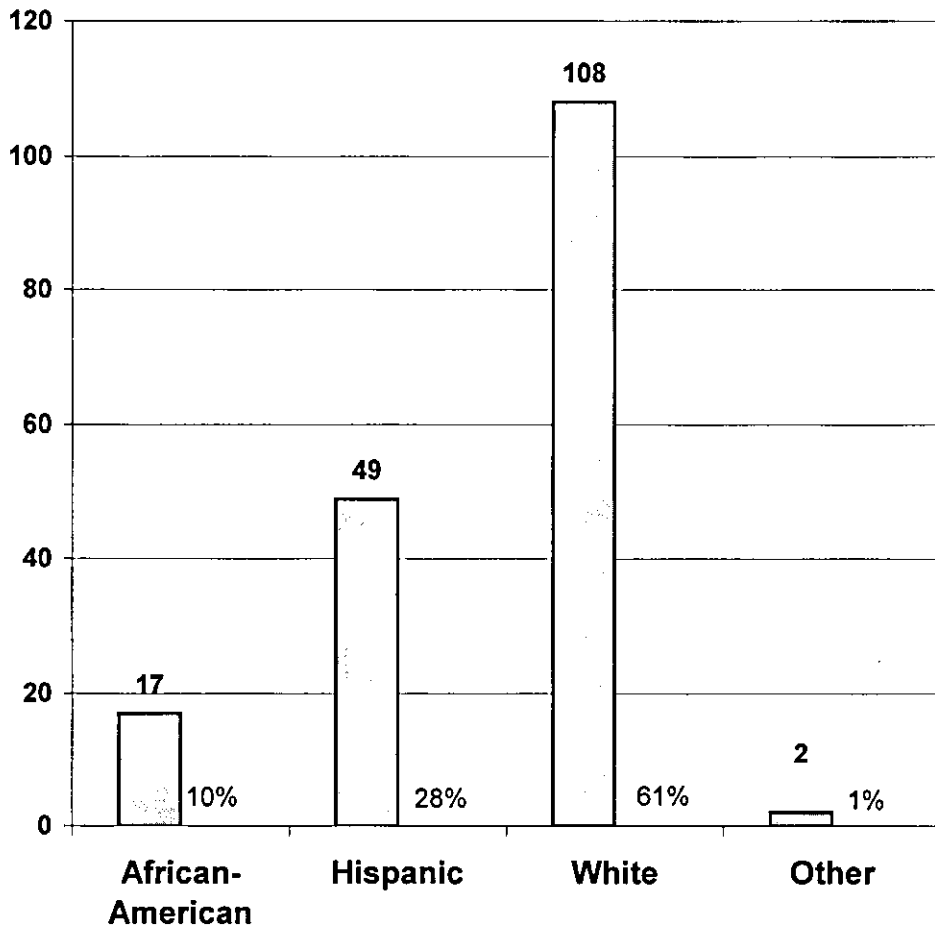
GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

October 1, 2009

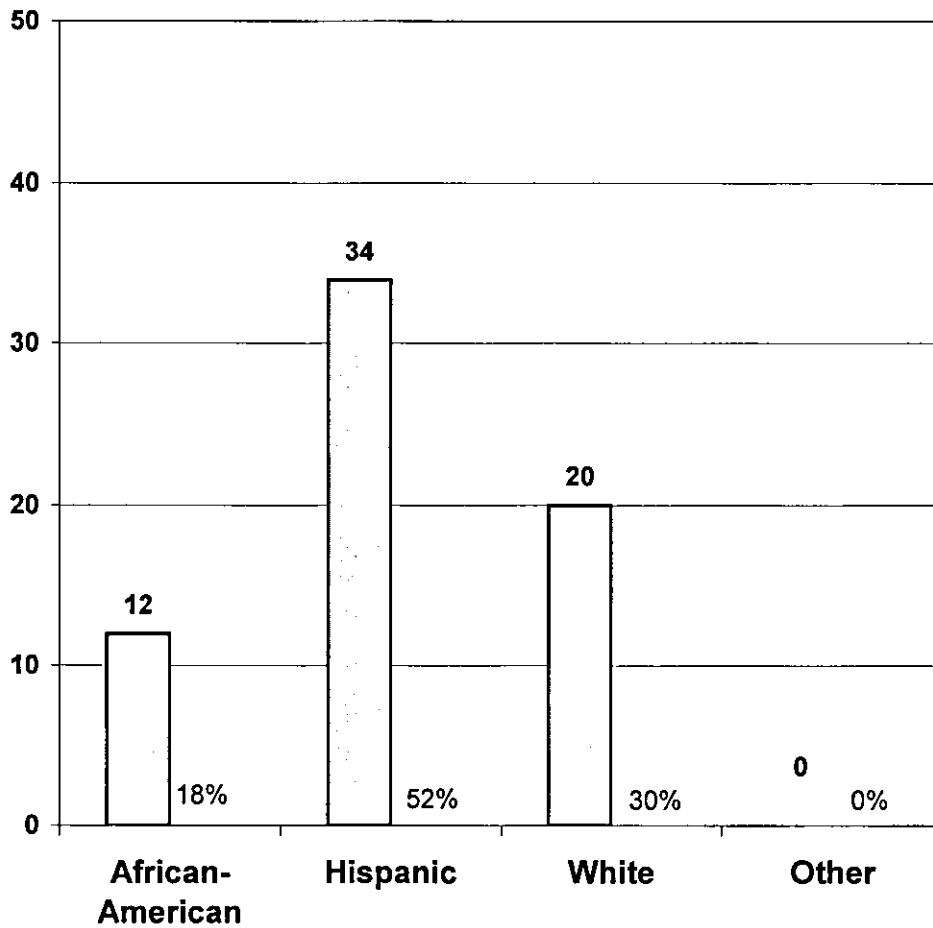
PERSONNEL EMPLOYED BY DEPARTMENT
 (From October 1, 2008 through September 30, 2009)

DEPARTMENT	Total Number Employed	Total New Hires	Number/Percent African-American	Number/Percent Hispanic	Number/Percent White	Number/Percent Other
Professional	1,801	176	17 / 10%	49 / 28%	108 / 61%	2 / 1%
Paraprofessional	517	66	12 / 18%	34 / 52%	20 / 30%	0 / 0%
Maintenance	54	15	0 / 0%	6 / 40%	9 / 60%	0 / 0%
Operations	206	17	3 / 17%	8 / 48%	6 / 35%	0 / 0%
Transportation	167	23	4 / 17%	13 / 57%	6 / 26%	0 / 0%
School Nutrition	187	23	1 / 4%	12 / 52%	10 / 44%	0 / 0%
Security	19	2	0 / 0%	2 / 100%	0 / 0%	0 / 0%
TOTALS	2,951	322	37 / 11%	124 / 39%	159 / 49%	2 / 1%

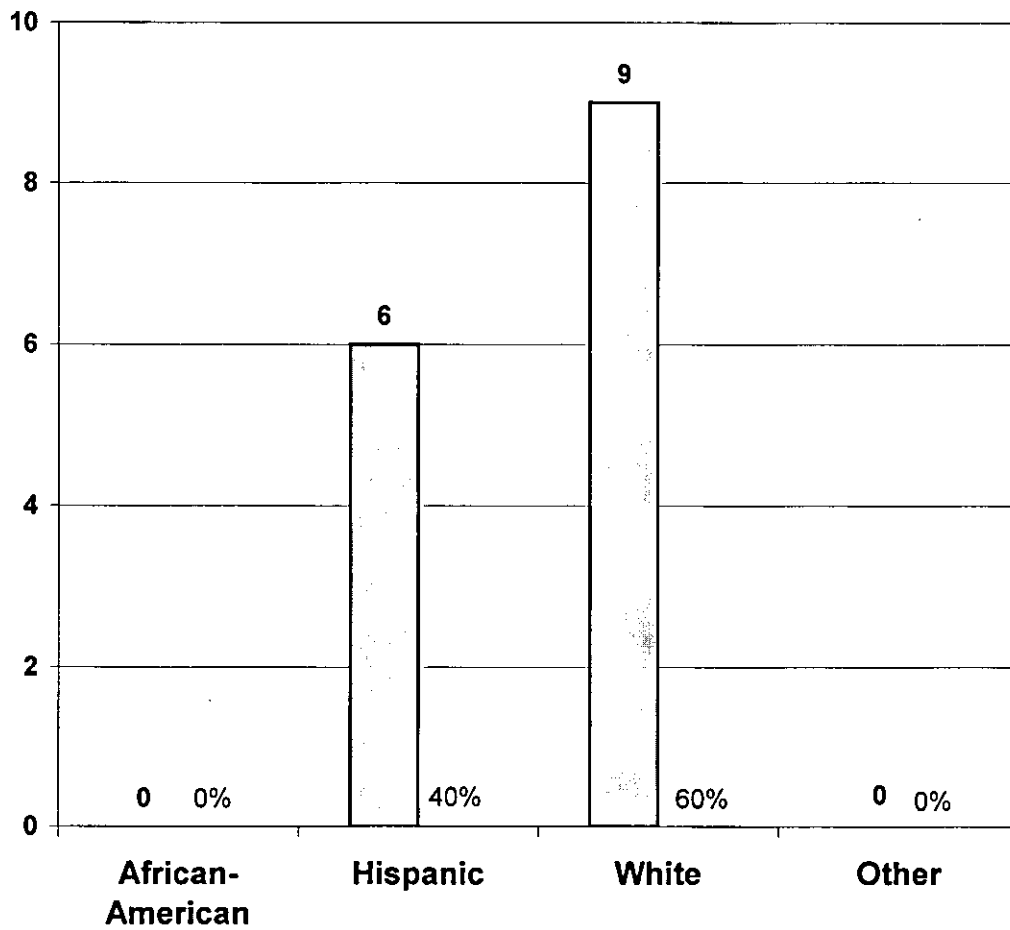
GCCISD PERSONNEL EMPLOYED
2008-2009
PROFESSIONAL
BY ETHNICITY



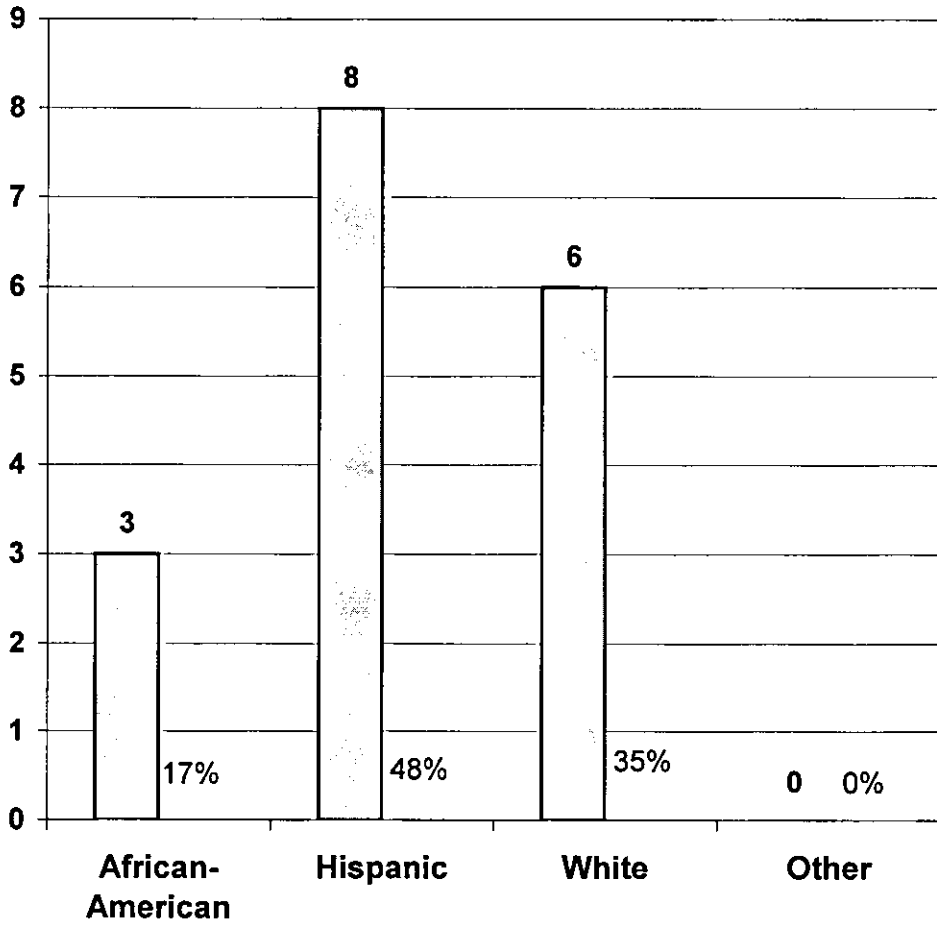
**GCCISD PERSONNEL EMPLOYED
2008-2009
PARAPROFESSIONAL
BY ETHNICITY**



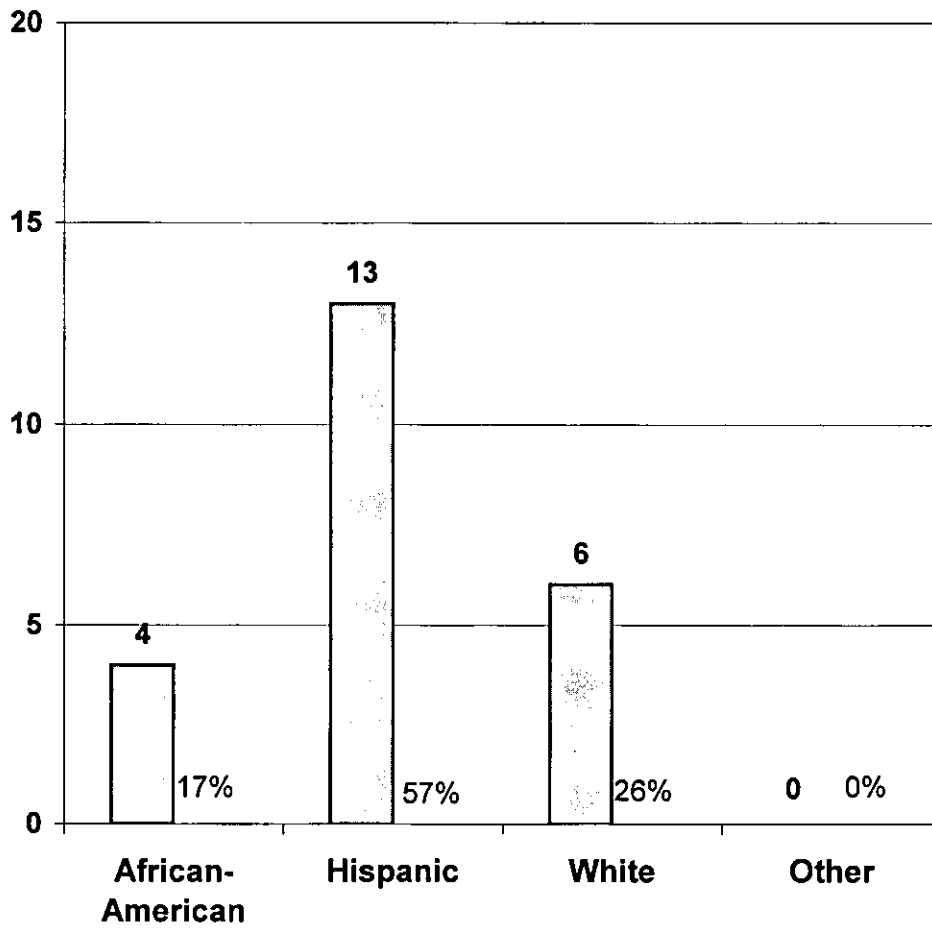
GCCISD PERSONNEL EMPLOYED
2008-2009
MAINTENANCE
BY ETHNICITY



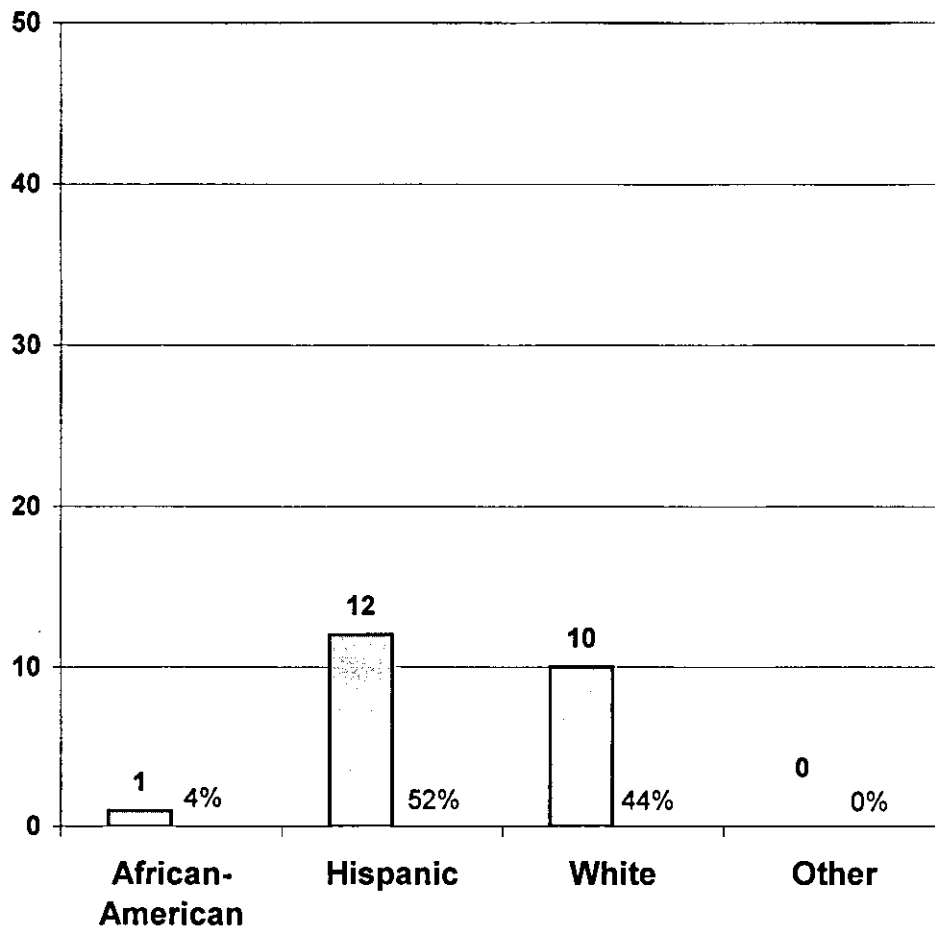
GCCISD PERSONNEL EMPLOYED
2008-2009
OPERATIONS
BY ETHNICITY



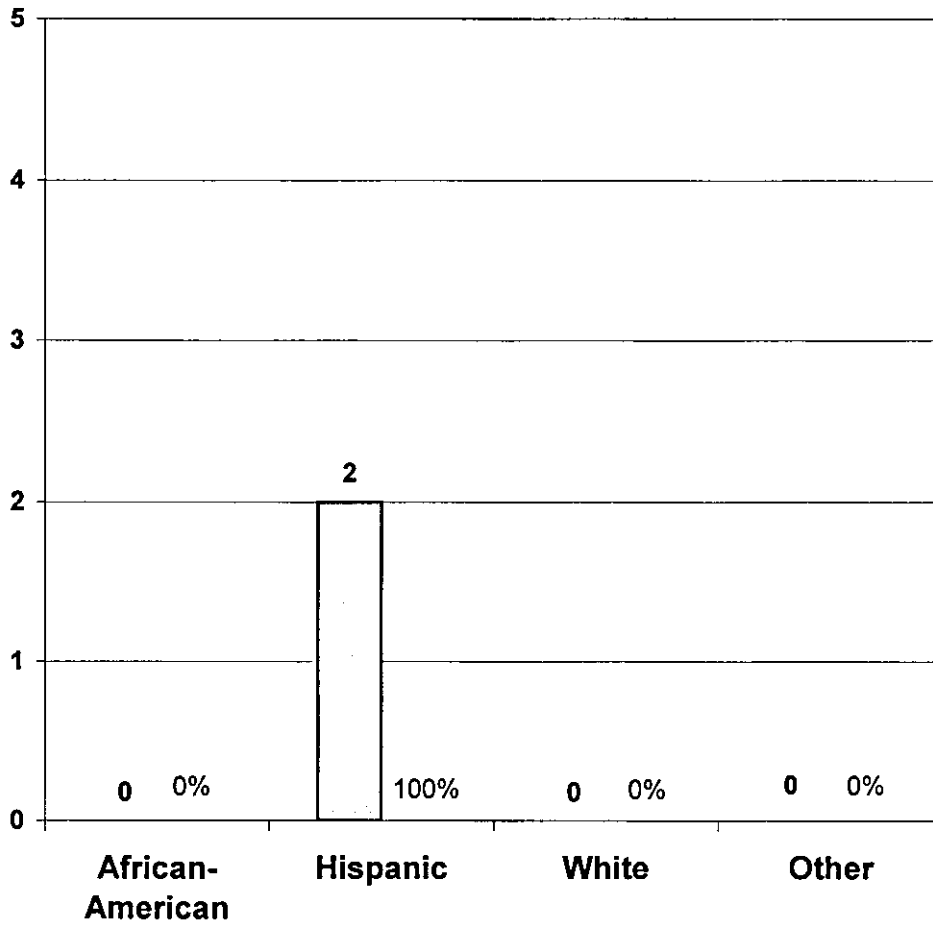
**GCCISD PERSONNEL EMPLOYED
2008-2009
TRANSPORTATION
BY ETHNICITY**



GCCISD PERSONNEL EMPLOYED
2008-2009
SCHOOL NUTRITION
BY ETHNICITY



GCCISD PERSONNEL EMPLOYED
2008-2009
SECURITY
BY ETHNICITY



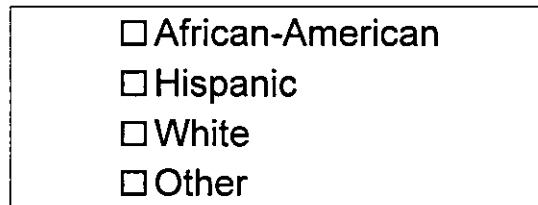
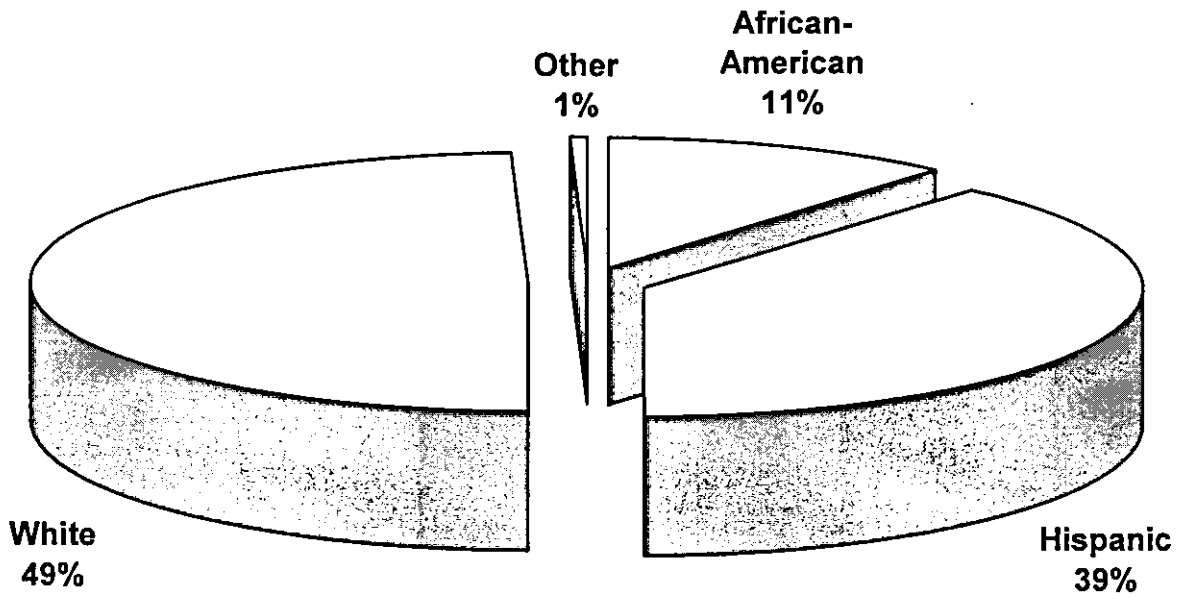
GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

October 1, 2009

FOUR-YEAR COMPARISON
GCCISD PERSONNEL EMPLOYED
BY ETHNICITY

REPORT	Total Number Employed	Number/ Percent African- American	Number/ Percent Hispanic	Number/ Percent White	Number/ Percent Other
2008-2009	322	37 / 11%	124 / 39%	159 / 49%	2 / 1%
2007-2008	446	68 / 15%	119 / 27%	249 / 56%	10 / 2%
2006-2007	393	67 / 17%	104 / 26%	211 / 54%	11 / 3%
2005-2006	353	51 / 14%	81 / 23%	212 / 60%	9 / 3%

GCCISD PERSONNEL EMPLOYED
2008-2009
BY ETHNICITY
(New Hires)



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

October 1, 2009

PROFESSIONAL PERSONNEL REPORT

1.	NUMBER OF PERSONNEL EMPLOYED		187
	Number with Certification	187	
	a. Traditional-In state	115	
	b. Alternative Certification Plan	64	
	c. Out of State	8	
	d. Deficiency Plan	0	
	Number without Certification		0
2.	NUMBER OF CERTIFIED PERSONNEL EMPLOYED		187
	WITH DEGREES		
	Associate's Degree (Nurse/Vocational)	2	
	Bachelor's Degree	139	
	Masters Degree	43	
	PhD Degree	1	
	No Degree *	2	
3.	NUMBER OF NON-CERTIFIED PERSONNEL EMPLOYED		0
	WITH DEGREES		
4.	CERTIFICATED PERSONNEL WITH DEGREES		187
	Number with Experience	86	
	Number without Experience	101	

FOUR-YEAR COMPARISON OF PROFESSIONAL PERSONNEL REPORT

		2006	2007	2008	2009
1.	NUMBER OF PERSONNEL EMPLOYED	246	251	294	187
	Number with Certification	0	250	294	187
	Number without Certification	0	0	0	0
2.	NUMBER OF CERTIFICATED PERSONNEL				
	EMPLOYED WITH DEGREES	246	250	294	187
3.	NUMBER OF NON-CERTIFICATED				
	PERSONNEL EMPLOYED WITH DEGREES	0	0	0	0
4.	CERTIFICATED PERSONNEL WITH DEGREES	246	250	294	187
	Number with Experience	132	111	167	78
	Number without Experience	114	139	127	98

COLLEGES AND UNIVERSITIES OF TEACHERS REPRESENTED

October 1, 2009

Abilene Christian University	1	Stephen F. Austin University	7
Amber University	1	Texas A&M University	13
Baylor University	2	Texas A&M University- Kingsville	2
Bellevue University	1	Texas Southern University	2
Boston University	1	Texas State University	3
Central Michigan University	2	Texas Tech University	3
East Texas State University	1	Texas Wesleyan University	1
Eastern Michigan University	1	Texas Woman's University	1
Florida A&M University	1	University of Arizona	1
Indiana University	1	University of Central Oklahoma	2
Istanbul University	1	University of Hawaii	1
Lamar University	13	University of Houston	24
Lee College	1	University of Houston-Clear Lake	35
Louisiana State University	1	University of Michigan	2
Louisiana Tech University	1	University of Missouri-Columbia	1
McNeese State University	2	University of New Mexico	1
Mississippi State University	1	University of North Texas	3
Northwestern University	1	University of Oklahoma	2
Notre Dame University	1	University of Phoenix	3
Oklahoma State University	2	University of St. Thomas	1
Out of Country- Mexico	1	University of Texas	5
Prairie View A&M University	2	University of Texas-Arlington	1
Salisbury State University	1	University of Texas-Pan Am	1
Sam Houston State University	9	University of Texas-Permian	1
Southern Methodist University	1	University of Victoria	1
Southwestern Texas State	1	Wake Forest University	1
St. Edward's University	3	Wayland Baptist University	1
		Wheaton College	1

COLLEGES AND UNIVERSITIES OF TEACHERS REPRESENTED				
FOUR YEAR COMPARISON	2006	2007	2008	2009
Abilene Christian University	1	1		1
Alcorn State University	1			
Amber University				1
Angelo State University	1	2	1	
Assemblies of God		1		
Ball State			1	
Baylor University	3	3	2	2
Bellevue College		1		1
Boise State University			1	
Boston University				1
Brigham Young University		2	1	
California State University	1		2	
Central College- Kansas	1	1		
Central Michigan University				2
Christopher Newport University	1			
Clearwater Christian College	1			
Colorado Tech		1		
College of Biblical Studies		1		
Creighton University			1	
Criswell Bible College	1			
Dallas Baptist University		1		
Dallas Christian College	1			
De Pauw University		1		
Devry University		1	1	
East Central University			1	
East Texas State University			2	1
Eastern Michigan University				1
Evangel College			2	
Fisk University		1		
Florida State		1		
Florida A&M Univeristy	1			1
Gallaudet University	1	2		
Harding University	1			
Hawaii Pacific University	1			
Houston Baptist University	2	2	1	
Hutson-Tilotson			1	
Indiana University	1		1	1
Indiana Wesleyan			1	
Istanbul University				1

Four Year Comparison of Colleges and Universities (cont.)

COLLEGES AND UNIVERSITIES OF TEACHERS REPRESENTED				
FOUR YEAR COMPARISON	2006	2007	2008	2009
Iowa State University			1	
Jarvis Christian College	1			
Kansas State University		1		
Kentucky State University	1			
Keene State College			1	
Lamar University	29	20	24	13
Lander University			1	
Le Tourneau University		1		
Lee College (Nurse)	1	2	1	1
Louisiana State University			1	1
Louisiana Tech University			1	1
Marygrove College		1		
McMurry University			2	
McNeese State University	1	3	3	2
Metropolitan State University			1	
Michigan State University	1			
Midwestern State University			1	
Mississippi State University	1	1	2	1
Missouri College		1		
Missouri State University			1	
Moorehead State University			1	
Murray State University		1		
New Mexico State University			1	
Newcastle University		1		
Nicholls State University			1	
Northeast University	1	2		
Northwood University		1		
Northwestern University				1
Notre Dame University				1
Ohio University	1		1	
Oklahoma State University		1	1	1
Out of Country Colleges	6	4	8	1
Prairie View A&M University	2	8	4	2
Rice University	1		1	
Salisbury State University				1
Sam Houston State University	11	9	16	9
Simpson College			1	
Southeastern Louisiana		2	1	
Southeastern Oklahoma		1		

Four Year Comparison of Colleges and Universities (cont.)

COLLEGES AND UNIVERSITIES OF TEACHERS REPRESENTED				
FOUR YEAR COMPARISON	2006	2007	2008	2009
Southern Methodist University	1	1	1	1
Southern University		1		
Southwest Baptist University			1	
Southwest Texas State University	5	7		1
Southwestern Assemblies of God			1	
Southwestern Texas State University			3	1
Southwestern University	1			
Spring Hill College		1		
St. Cloud University	1			
St. Edward's University			1	3
St. Gregory's University			1	
St. Lawrence University			1	
State University of New York				
Stephen F. Austin State University	11	7	12	7
Stetson University		1		
Sul Ross State University	2			
Tarleton State University			5	
Texas A&I University		1		
Texas A&M University	13	16	13	13
Texas A&M University @ Corpus Christi			1	
Texas A&M University @ Kingsville	1		1	2
Texas Christian University			1	
Texas Lutheran University			1	
Texas Southern University	1	5	4	2
Texas State University (formerly SWTSU)		5	1	3
Texas Tech University	2		1	3
Texas Wesleyan University				1
Texas Woman's University	2		1	1
Trinity University			1	
Troy State University	1	1		
University of Alabama			1	
University of Arkansas			1	
University of Arizona				1
University of California			1	
University of Central Oklahoma				2
University of Columbia		1		
University of Georgia			1	
University of Hawaii		1		1
University of Houston/Clear Lake	34	40	71	35

Four Year Comparison of Colleges and Universities (cont.)

COLLEGES AND UNIVERSITIES OF TEACHERS REPRESENTED				
FOUR YEAR COMPARISON	2006	2007	2008	2009
University of Houston/Main Campus	27	26	21	24
University of Iowa		1		
University of Louisiana	1	1		
University of Maine		1		
University of Michigan				2
University of Minnesota		2		
University of Missouri-Columbia	1			1
University of Nebraska	1			
University of New Mexico	1	1		1
University of New Orleans		2		
University of North Texas	1	3		3
University of Oklahoma	2			2
University of Phoenix	1	1	1	3
University of Scranton		1		
University of South Florida	2			
University of Southern Louisiana	1			
University of Southern Mississippi	1		1	
University of Southern Oklahoma	1			
University of St. Thomas	1	1	1	1
University of Tennessee	1			
University of Texas @ Arlington				1
University of Texas @ Austin	6	6	8	5
University of Texas @ Brownsville	1	1		
University of Texas @ El Paso		1		
University of Texas @ Galveston			1	
University of Texas @ Pan Am		1		1
University of Texas @ Permian				1
University of Texas @ San Antonio			1	
University of Texas @ Tyler			1	
University of Victoria	1			1
University of Winnepeg		1		
University of Wyoming			1	
US Sports Academy			1	
Vasar College		1		
Virginia Polytech		1		
Wake Forest University				1
Wayland Baptist University				1
Wheaton College				1
Western Governors	1	1	1	
Western Michigan University			1	
Youngstown State University	1			

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

October 1, 2009

FOUR-YEAR COMPARISON OF PROFESSIONAL EMPLOYMENT BY SUBJECT AREA

	AREA	2006	2007	2008	2009
1.	ADMINISTRATION	18	9	14	7
2.	ELEMENTARY EDUCATION	64	81	86	48
	Art/Music	2	3	2	
	Counselor		3	1	
	Kindergarten/Pre-Kinder	12	14	8	10
	Librarian			4	
	Physical Education	2	3	2	
	Regular Classroom	47	58	69	37
	Theater Arts	1			1
3.	DEAF EDUCATION	6	7	5	5
4.	SECONDARY EDUCATION	104	92	121	74
	Art	10	2	2	2
	Band/Choir/Orchestra	6	3	7	3
	Business	3	4	3	4
	Chemistry	2			
	Computer Literacy	1	1	2	3
	Counselor		3	7	
	Drafting		1		
	Drill Team/Dance			2	2
	English/Reading	16	15	20	11
	Foreign Language	8	5	6	2
	Geography				
	Head Coach			1	
	Health		1	5	1
	Industrial Arts	2			
	Librarian	1			
	Mathematics	16	20	26	18
	Physical Education	5	4	6	3
	ROTC	1			
	Science	16	14	18	11
	Social Studies	17	15	9	10
	Speech/Drama		4	1	1
	Teen Leadership			2	
	Theatre Arts			1	2
	Trainer		1	3	1

Four-Year Comparison of Professional Employment by Subject Area (cont.)

	AREA	2006	2007	2008	2009
5.	GUIDANCE CENTER	1	0	2	1
	Language Arts				
	Mathematics			1	
	Science				
	Social Studies	1		1	1
6.	SPECIAL EDUCATION	21	23	38	21
	BIP				3
	Classroom	12	20	29	12
	Diagnostician/LSSP/Counselor/OT Ass't.	9	16	7	1
	Inclusion				3
	PASS				2
	Speech Pathologist		3	2	
7.	SPECIAL PROGRAMS	27	18	22	19
	Alternative Learning Program	1	2	1	
	Attendance Specialist				
	Bilingual	17	14	8	13
	Dyslexia	2		1	1
	ESL	2		3	2
	GATE	2	1	3	2
	Nurses	2	2	3	1
	Success Class				
	Title I	1		3	
	Visually Impaired				
8.	VOCATIONAL EDUCATION	5	2	6	6
	BCIS			1	2
	Computer Science	1			
	Cosmetology				
	Family and Consumer Science			3	
	Law Enforcement				1
	Technology Education			1	
	Vocational Agriculture			1	
	Vocational Auto Technology	1			2
	Vocational Construction Trades (Handicapped)		1		
	Vocational CVAE Office Services	1			
	Vocational Health Science		1		
	Vocational Math				
	Vocational Meat Processing				
	Vocational Metal Trades				1

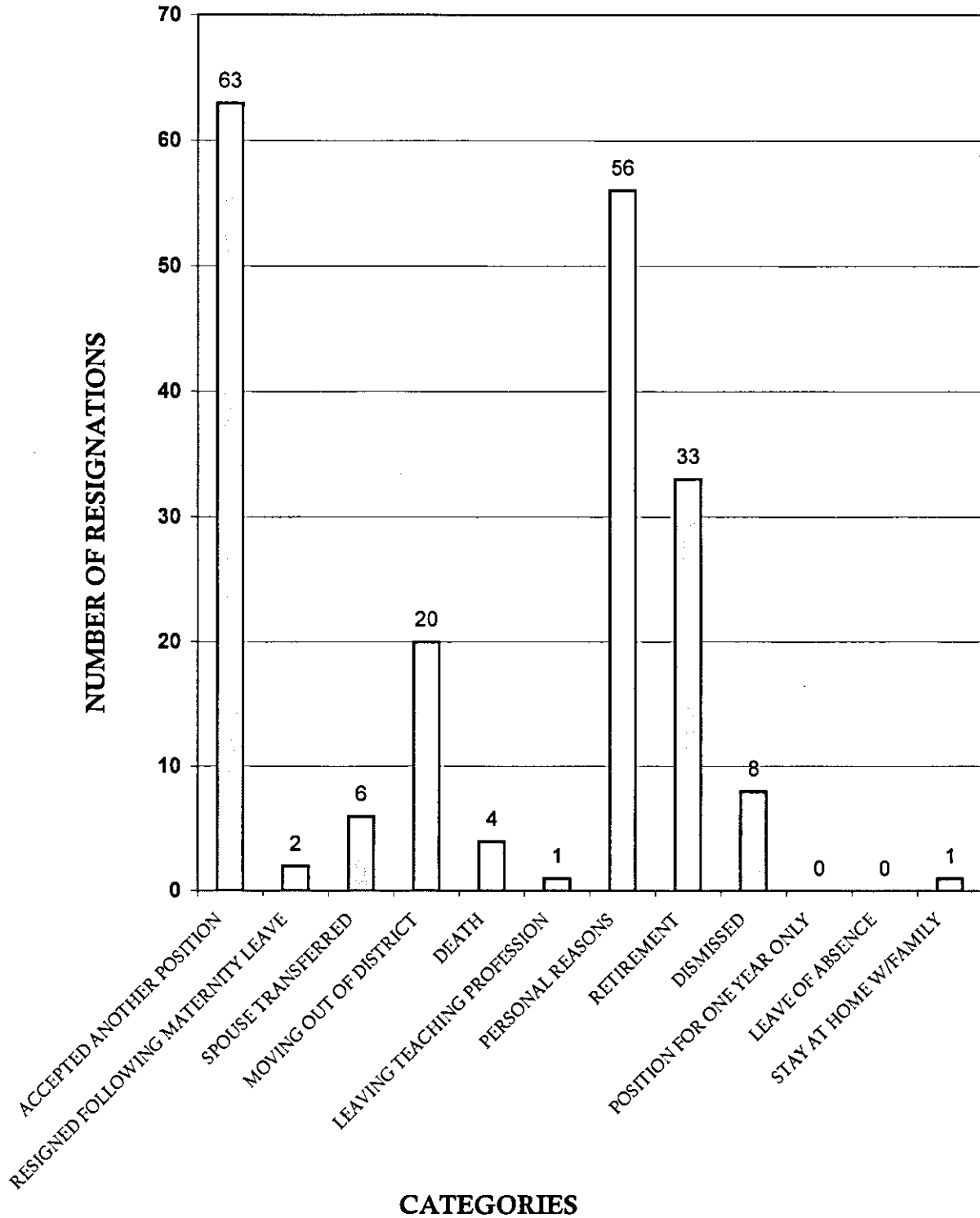
**ALTERNATIVE TEACHER CERTIFICATION PROGRAM ROSTER (ATCP)
ANALYSIS OF TOTAL HIRED BY YEAR**

YEAR	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
A CAREER IN TEACHING	0	0	0	0	0	0	3	2
ACT-EAST HOUSTON	0	0	0	0	1	0	1	1
ACT-HOUSTON	0	3	9	18	9	16	6	1
A-STEP	0	0	0	0	0	2	0	
BLINN COLLEGE	0	0	0	0	0	1	1	
COLLIN COUNTY COMMUNITY COLLEGE	0	0	0	0	1	0	0	
CY-FAIR COLLEGE	0	0	0	1	0	0	0	
HARRIS COUNTY DEPT OF EDUCATION	0	0	0	0	0	1	0	1
HOUSTON COMM. NE	0	0	1	1	0	0	0	
iteachTEXAS	0	0	7	7	8	7	7	6
KINGWOOD COLLEGE	0	4	6	5	6	6	0	
LAMAR STATE ACE	0	0	2	2	1	3	0	
LAMAR UNIV. ATCP	0	1	4	1	1	0	0	
LETOURNEAU UNIV	0	5	13	6	1	1	0	
LONE STAR COLLEGE - NORTH	0	0	0	0	0	0	1	3
PRARIE VIEW A&M	0	0	3	0	0	0	0	
REGION IV	24	38	20	25	21	16	10	7
REGION XIII								2
SAN JACINTO COLLEGE	0	0	0	1	1	2	1	2
SFA PBIC	0	0	1	0	0	0	0	
TEACHER BUILDER	0	0	0	0	1	0	0	
TEXAS A&M UNIV	0	0	1	3	0	0	0	1
TEXAS TEACHERS TOMORROW	0	0	0	1	16	34	33	37
TEXAS TECH UNIV PBP	0	0	0	1	0	0	0	
UHCL	1	5	9	4	2	4	0	1
UNIV OF HOUSTON	0	0	1	1	2	0	0	
UNIV. OF NORTH TEXAS	0	1	0	0	0	0	0	
WEBCENTRIC	0	0	0	0	0	0	1	3
WESTERN GOV	0	0	0	1	0	0	0	
TOTAL	25	57	77	78	71	93	64	67

ALTERNATIVE TEACHER CERTIFICATION PROGRAM ROSTER
ANALYSIS BY AREA OF CERTIFICATION

CERTIFICATION	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Bilingual/ESL (Pk-12)	7	16	9	15	9	7		
Elementary (Pk-5)	8	7						
EC-4 Bil Gen-Spanish							1	5
EC-4 Generalist			20	12	19	20	7	11
4-8 ELA			4	7	6	2		2
4-8 ELA & Reading							2	1
4-8 Bilingual Gen.							1	7
4-8 Generalist			3	7	5	17	8	
4-8 ESL Generalist							1	
4-8 Math			2	1	3	3	2	2
4-8 Math/Science							2	
4-8 Science						2		
4-8 Social Studies						2		
Special Educ. (Pk-12)	6	10	12	10	7	14	10	10
Math (6-12)	2	7	6	3	1	5		
Math (8-12)							2	4
English (6-12)	0	6	1		1			
English (8-12)			7	5		2		
ELA (8-12)						2		3
ELA & Reading (8-12)							7	
History (6-12)	0	3			2	2		
History (8-12)							1	
Journalism (6-12)			2					
Chemistry (8-12)							1	
Science (6-12)	2	3	4	8	6	3		5
Life Science (8-12)							2	
Social Studies	0	2	1	5	2	4		
Social Studies (8-12)							2	3
Spanish (8-12)			3	1	6	2		
Tech. Applic. (EC-12)							1	3
Art	0	1			1		1	
ASL								2
Business	0	1		1		3	1	
Dance						1	1	
Deaf Ed.								
French (6-12)							1	1
German (6-12)							1	
Spanish (6-12)							2	
Health (EC-12)							1	
Family & Cons. Sci.							1	2
Marketing						1		
Music	0	0		1	1			2
Nurse								
PE			1	1	2	1	2	2
Speech	0	1					2	1
Theatre Arts			2	1				1
Principalship							1	
Total	25	57	77	78	71	93	64	67

GCCISD RESIGNATIONS BY REASON 2008-2009



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

October 1, 2009

DISTRICT REPORT OF RESIGNATION BY REASON

2008-2009

REASON	TOTAL
ACCEPTED ANOTHER POSITION	63
RESIGNED FOLLOWING MATERNITY LEAVE	2
SPOUSE TRANSFERRED	6
MOVING OUT OF DISTRICT	20
DEATH	4
LEAVING TEACHING PROFESSION	1
PERSONAL REASONS	56
RETIREMENT	33
DISMISSED	8
POSITION FOR ONE YEAR ONLY	0
LEAVE OF ABSENCE	0
STAY AT HOME W/FAMILY	1
GRAND TOTAL	194

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

PERSONNEL DEPARTMENT

October 1, 2009

FOUR-YEAR COMPARISON OF DISTRICT RESIGNATIONS BY REASON

REASON	2005-2006	2006-2007	2007-2008	2008-2009
ACCEPTED ANOTHER POSITION	103 / 33%	86 / 24%	97 / 30%	63 / 32%
RESIGNED FOLLOWING MATERNITY LEAVE	5 / 2%	12 / 5%	7 / 2%	2 / 1%
SPOUSE TRANSFERRED	7 / 2%	13 / 6%	6 / 2%	6 / 3%
MOVING OUT OF DISTRICT	29 / 9%	32 / 9%	27 / 8%	20 / 10%
DEATH	2 / 1%	5 / 2%	6 / 2%	4 / 2%
LEAVING TEACHING PROFESSION	10 / 3%	17 / 4%	21 / 6%	1 / 1%
PERSONAL REASONS	103 / 33%	111 / 31%	97 / 30%	56 / 29%
RETIREMENT	45 / 14%	58 / 16%	48 / 14%	33 / 16%
DISMISSED	9 / 3%	12 / 3%	9 / 3%	8 / 4%
POSITION FOR ONE YEAR ONLY	0 / 0%	1 / 0%	0 / 0%	0 / 0%
LEAVE OF ABSENCE	1 / 0%	0 / 0%	0 / 0%	0 / 0%
STAY AT HOME W/FAMILY			9 / 3%	1 / 1%
GRAND TOTAL	314 / 100%	347 / 100%	327 / 100%	194 / 100%

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

October 1, 2009

DISTRICT REPORT OF RESIGNATIONS BY REASON 2008-2009

NO.	SCHOOL	ALL CAMPUS PERSONNEL	RESIGNATIONS	PERCENT
1.	ROBERT E. LEE	228	18	8%
2.	ROSS S. STERLING	246	20	8%
3.	GOOSE CREEK MEMORIAL	169	13	8%
4.	BAYTOWN JUNIOR	82	6	7%
5.	CEDAR BAYOU JUNIOR	100	3	3%
6.	GENTRY JUNIOR	101	5	5%
7.	HIGHLANDS JUNIOR	98	6	6%
8.	HORACE MANN JUNIOR	104	3	3%
9.	ALAMO ELEMENTARY	73	4	5%
10.	AUSTIN ELEMENTARY	90	3	3%
11.	BOWIE ELEMENTARY	84	8	10%
12.	CARVER ELEMENTARY	100	6	6%
13.	CROCKETT ELEMENTARY	77	4	5%
14.	DEZAVALA ELEMENTARY	73	10	14%
15.	HARLEM ELEMENTARY	89	7	8%
16.	HIGHLANDS ELEMENTARY	83	2	2%
17.	HOPPER PRIMARY	59	6	10%
18.	LAMAR ELEMENTARY	89	7	8%
19.	PUMPHREY	65	3	0%
20.	SAN JACINTO ELEMENTARY	67	3	4%
21.	ASHBEL SMITH ELEMENTARY	87	5	6%
22.	TRAVIS ELEMENTARY	99	4	4%
23.	VICTORIA WALKER ELEMENTARY	98	8	8%
24.	SPECIAL EDUCATION WEST TOWN	74	7	9%
25.	ADMINISTRATION - CENTRAL	100	6	6%
26.	ALTERNATIVE LEARNING PROGRAM	33	1	3%
27.	AUXILIARY DEPARTMENTS	293	15	5%
28.	STUART CAREER CENTER	18	1	6%
29.	GUIDANCE CENTER	19	2	11%
30.	TMS/GAP/GREEN CENTER	32	5	16%
31.	ADMINISTRATION - WEST TOWN	21	3	14%
TOTALS		2951	194	6.6%

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

BUILDING REPORT OF RESIGNATIONS BY REASONS

NO.	REASON	TOTAL
1.	ROBERT E. LEE (18)	18
	Accepted Another Position	6
	Moving Out of District	2
	Personal Reasons	6
	Retirement	4
2.	ROSS S. STERLING (20)	20
	Accepted Another Position	12
	Moving Out of District	1
	Personal Reasons	5
	Retirement	2
3.	GOOSE CREEK MEMORIAL (13)	13
	Accepted Another Position	7
	Personal Reasons	6
4.	BAYTOWN JUNIOR (6)	6
	Moving Out of District	1
	Personal Reasons	1
	Spouse Transferred	1
	Retirement	3
5.	CEDAR BAYOU JUNIOR (3)	3
	Accepted Another Position	1
	Personal Reasons	2
6.	GENTRY JUNIOR (5)	5
	Accepted Another Position	1
	Death	1
	Dismissed	1
	Outside Teaching Profession	1
	Personal Reasons	1
7.	HIGHLANDS JUNIOR (6)	6
	Accepted Another Position	1
	Following Maternity Leave	1
	Personal Reasons	2
	Retirement	2
8.	HORACE MANN JUNIOR (3)	3
	Spouse Transferred	1
	Personal Reasons	1
	Retirement	1
9.	ALAMO ELEMENTARY (4)	4
	Accepted Another Position	2
	Dismissed	1
	Personal Reasons	1
10.	AUSTIN ELEMENTARY (3)	3
	Moving Out of District	1
	Retirement	2

Building Report of Resignations by Reason (cont.)

NO.	REASON	TOTAL
11.	BOWIE ELEMENTARY (8)	8
	Accepted Another Position	2
	Dismissed	1
	Moving Out of District	1
	Personal Reasons	3
	Spouse Transferred	1
12.	CARVER ELEMENTARY (6)	6
	Accepted Another Position	3
	Death	1
	Spouse Transferred	1
13.	CROCKETT ELEMENTARY (4)	4
	Accepted Another Position	1
	Moving Out of District	2
14.	DEZAVALA ELEMENTARY (10)	10
	Accepted Another Position	5
	Moving Out of District	4
	Personal Reasons	1
15.	HARLEM ELEMENTARY (7)	7
	Accepted Another Position	2
	Personal Reasons	2
	Retirement	2
16.	HIGHLANDS ELEMENTARY (2)	2
	Personal Reasons	1
	Retirement	1
17.	HOPPER PRIMARY (6)	6
	Accepted Another Position	1
	Personal Reasons	4
18.	LAMAR ELEMENTARY (7)	19
	Accepted Another Position	2
	Dismissed	1
	Moving Out of District	1
	Personal Reasons	1
	Retirement	2
19.	PUMPHREY (3)	3
	Dismissed	1
	Moving Out of District	2
20.	SAN JACINTO ELEMENTARY (3)	3
	Accepted Another Position	2
	Spouse Transferred	1

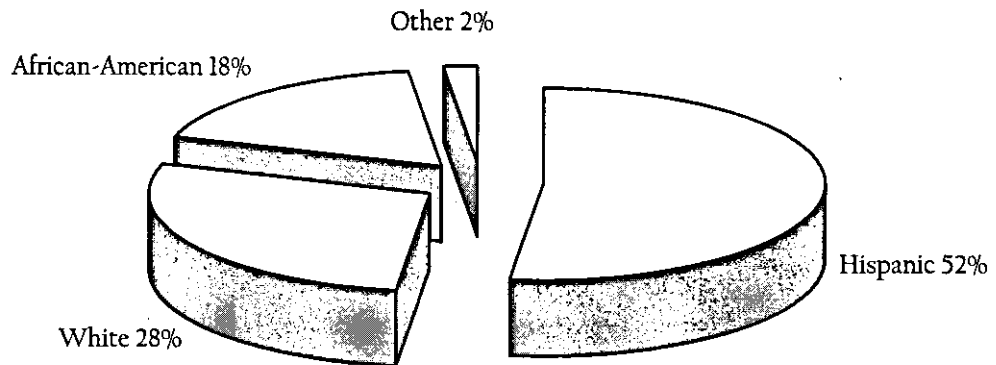
Building Report of Resignations by Reason (cont.)

NO.	REASON	TOTAL
21.	ASHBEL SMITH ELEMENTARY (5)	5
	Stay at Home w/Family	1
	Personal Reasons	3
	Retirement	1
22.	TRAVIS ELEMENTARY (4)	4
	Accepted Another Position	2
	Personal Reasons	1
	Retirement	1
23.	VICTORIA WALKER ELEMENTAR (8)	8
	Accepted Another Position	2
	Following Maternity Leave	1
	Moving Out of District	3
	Personal Reasons	2
24.	SPECIAL EDUCATION-WT (7)	7
	Accepted Another Position	1
	Moving Out of District	1
	Personal Reasons	3
	Retirement	1
	Spouse Transferred	1
25.	ADMINISTRATION-CENTRAL (6)	6
	Accepted Another Position	4
	Retirement	2
26.	ALTERNATIVE LEARNING/SCGC (3)	3
	Accepted Another Position	1
	Retirement	2
27.	AUXILIARY DEPARTMENTS (15)	15
	Accepted Another Position	1
	Dismissed	2
	Personal Reasons	9
	Retirement	3
28.	STUART CAREER CENTER (1)	1
	Retirement	1
29.	TMS/GAP/GREEN CENTER (5)	5
	Accepted Another Position	3
	Personal Reasons	1
	Retirement	1
30.	ADMINISTRATION-WEST TOWN (3)	3
	Accepted Another Position	1
	Retirement	1
	Spouse Transferred	1

GCCISD STUDENT MEMBERSHIP – 20,904

By Ethnicity

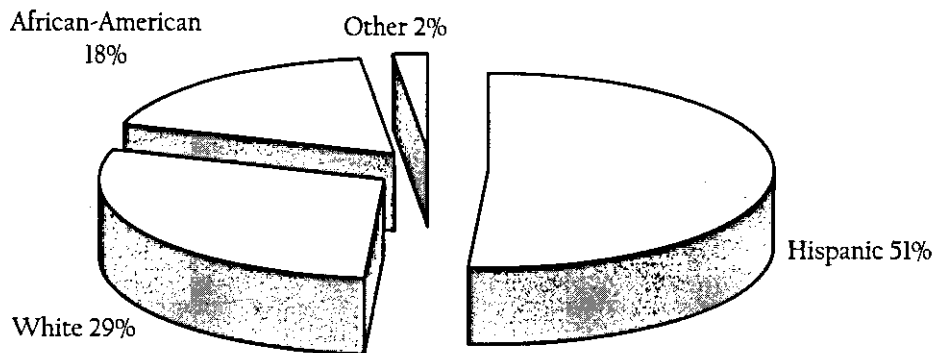
October 13, 2009



GCCISD STUDENT MEMBERSHIP – 20,582

By Ethnicity

October 2008



**REGION 4 EDUCATION SERVICE CENTER
TEACHER SUPPLY AND DEMAND
PROJECTION FOR 2010-11**

The purpose of this projection is to identify the number of teachers that public school districts in Region 4 ESC will need to recruit for the 2010-11 school year.

	Region 4	State
1. Projected Student Enrollment for 10-11	1,088,877	4,911,743
2. Projected Teachers (FTE's) Needed for 10-11	72,174	344,686
3. Teacher Turnover from 09-10 FTE's (ESC=15.9 %; state=14.9 %)	11,165	50,098
4. Teachers Retained from 09-10	59,052	286,131
5. New Teaching Positions created for 10-11	1,957	8,457
6. Teaching Positions to Be Filled for 10-11	13,122	58,555
7. New Teachers produced by Traditional Programs*	2,254	10,154
8. New Teachers produced by ACP programs	3,632	12,714
9. Additional Teachers Needed 10-11 (out of state recruits, former teachers returning to profession, etc.)	7,236	35,687

* The number of New Teachers available from traditional programs (including post baccalaureate programs) is based on the assumption that districts in Region 4 ESC will, collectively, recruit 22.17% of traditionally certified graduates of Texas colleges/universities (Region 4 ESC districts teach 22.17% of all students in Texas).

Sources: Texas Education Agency Standard Reports for 04-05, 05-06, 06-07, 07-08, and 08-09.
www.tea.state.tx.us/peims.

State Board of Educator Certification
www.sbec.state.tx.us/SBECOnline/default/.asp.

Comments:

1. Projections are based on the most recent five years of related TEA PEIMS Data and SBEC Reports, Data and Research (Interactive Reports and Completed Studies).
2. The student population in Texas and in Region 4 ESC continues to experience growth.
3. Production by teacher preparation programs continues to lag behind the demand for teachers.
4. In Region 4 and throughout the state, the teacher turnover rate remains high. Turnover rate statistics do not distinguish among those leaving the profession, those leaving to take jobs in other districts, and those leaving the classroom to take other district positions.
5. The continued growth of student population combined with the teacher turnover rate keeps the demand for teachers high.
6. The impact of the current economic recession on the teacher turnover rate cannot be determined at this time.
7. Out of state and out of country recruiting of teachers will continue to be a necessity for many school districts.

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF BUDGET AMENDMENTS

RECOMMENDED ACTION: Approve Amendments No. 6 through 10 as stated in Section 23.47 of the Texas Education Code and reflect the amendments in the official minutes of the Board of Trustees.

RATIONALE: Detailed information and account numbers are reflected in the following pages.

BUDGET PROVISIONS / ACTION REQUIRED: Amend the 2009-2010 Budget

RESOURCE PERSONNEL: Dr. Toby York
Mr. Pete Pape

**Goose Creek Consolidated Independent School District
Estimated Total General Fund Balance
As of October 26, 2009**

Unaudited General Fund Balance as of August 31, 2009 (net of inventory and prepaid items)	\$69,500,000
General Fund Balance Designations at August 31, 2009:	
Bond Contingency	(\$6,000,000)
Disaster Recovery	<u>(\$5,500,000)</u>
	<u>(\$11,500,000)</u>
Adjusted Unaudited Unreserved General Fund Balance as of September 1, 2009	<u>58,000,000</u>
<u>Fund Balance Budget Amendments</u>	
09/14/09 #1 Building Improvements - MOTS Parking	(490,573)
09/14/09 #2 Security Deposit and Rent for New Warehouse Facility	(105,000)
09/14/09 #4 West Town/Pumphrey Relocation	(1,780,578)
09/28/09 #5 Demolition of Lindberg Warehouse	(200,000)
10/26/09 #6 School-Based Clinic Installation	(pending) (121,200)
10/26/09 #7 Construction Activities Due To West Town Closing	(pending) (6,742,694)
Total Change in Fund Balance	<u>(\$9,440,045)</u>
Current Estimated General Fund Balance	<u><u>\$48,559,955</u></u>

BUDGET AMENDMENT

Amendment No. 6
 General Fund
 Fund No. 199
 Local Maintenance Fund

APPROPRIATIONS INCREASE

BUDGET	TITLE	Adjusted Amount	Requested Change	Amended Amount
199-00-3600-00-000-0-99-000	Fund Balance	\$ -	\$ (121,200)	\$ (121,200)
199-81-6629-00-940-0-99-000	Building Improvements - School-Based Clinic		121,200	121,200
	TOTAL	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

This amendment to increase appropriations \$121,200 in the General Fund is requested by Pete Cote, Executive Director of Support Services and Special Projects, to incorporate into the district's books and records funds for the installation costs for school-based clinic at San Jacinto Elementary. The double-wide portable purchased from Ramtech should be delivered the week of November 2nd and we will need to install many components of the clinic (see attached list) to make it operational.



 Signature


BUDGET AMENDMENT

Amendment No. 7
 General Fund
 Fund No. 199
 Local Maintenance Fund

APPROPRIATIONS INCREASE

BUDGET	TITLE	Adjusted Amount	Requested Change	Amended Amount
199-00-3600-00-000-0-99-000	Fund Balance	\$ -	\$ (6,742,694)	\$ (6,742,694)
199-81-6629-00-920-0-99-855	SCGC Construction Funds	28,338	454,556	482,894
199-81-6629-00-920-0-99-852	ALP Non Bond Construction Funds	1,099,418	3,038,138	4,137,556
199-81-6629-00-920-0-99-000	Hasty Warehouse Construction Funds	200,025	3,000,000	3,200,025
199-81-6629-00-920-0-99-854	Special Education - San Jacinto Mall	378,856	250,000	628,856
	TOTAL	<u>\$ 1,706,637</u>	<u>\$ -</u>	<u>\$ -</u>

This amendment to increase appropriations \$6,742,694 in the General Fund is requested by David Fluker, Executive Director of Facilities Construction and Management, to incorporate into the district's books and records funds to proceed with construction activities. All of these needs were created by the closure of the West Town facility.



 Signature

BUDGET AMENDMENT

Amendment No. 8
 General Fund
 Fund No. 199
 Local Maintenance Fund


APPROPRIATIONS (DECREASE)

BUDGET	TITLE	Adjusted Amount	Requested Change	Amended Amount
199-11-6399-00-999-0-11-981	Superintendent Budget Committee	<u>\$ -</u>	<u>\$ (132,000)</u>	<u>\$ (132,000)</u>

APPROPRIATIONS INCREASE

BUDGET	TITLE	Adjusted Amount	Requested Change	Amended Amount
199-52-6399-00-917-0-99-981	Supplies - Handheld Radios	\$ -	\$ 20,154	\$ 20,154
199-52-6299-00-917-0-99-981	Contract Services - Radio Setup/Connection	-	1,855	1,855
199-52-6631-00-917-0-99-981	Vehicles - Security Department	-	109,991	109,991
	TOTAL	<u>\$ -</u>	<u>\$ 132,000</u>	<u>\$ 132,000</u>

This amendment to redistribute appropriations between functions 11 instructional and 52 security and monitoring services is requested by Pete Pape, Chief Financial Officer, to purchase vehicles and radios for the security department.



 Signature

BUDGET AMENDMENT

Amendment No. 9
General Fund
Fund No. 199
Local Maintenance Fund

APPROPRIATIONS (DECREASE)

BUDGET	TITLE	Adjusted Amount	Requested Change	Amended Amount
199-11-6399-00-999-0-11-982	Special Projects	<u>\$ -</u>	<u>\$ (148,000)</u>	<u>\$ 148,000</u>

APPROPRIATIONS INCREASE

BUDGET	TITLE	Adjusted Amount	Requested Change	Amended Amount
199-32-6126-00-107-0-99-000	Support Staff	\$ -	\$ 25,088	\$ 25,088
199-32-6126-00-107-0-99-285	Bus Driver	-	6,314	6,314
199-32-6141-00-107-0-99-000	Medicare 1.45%	-	364	364
199-32-6141-00-107-0-99-285	Social Security 1.45% Bus Driver	-	92	92
199-32-6143-00-107-0-99-000	Worker's Comp 1%	-	251	251
199-32-6143-00-107-0-99-285	Worker's Comp 1% Bus Driver	-	63	63
199-32-6146-00-107-0-99-285	TRS 7% Bus Driver	-	442	442
199-32-6146-00-107-0-99-999	TRS Care .55%	-	138	138
199-32-6149-00-107-0-99-350	FICA 1.30% (Part-Time Only)	-	326	326
199-32-6399-00-107-0-99-000	Supplies	-	1,000	1,000
199-32-6412-00-107-0-99-000	Student Travel	-	2,923	2,923
	TOTAL HARLEM ELEMENTARY	<u>\$ -</u>	<u>\$ 37,000</u>	<u>\$ 37,000</u>
199-32-6126-00-112-0-99-000	Support Staff	\$ -	\$ 25,088	\$ 25,088
199-32-6126-00-112-0-99-285	Bus Driver	-	6,314	6,314
199-32-6141-00-112-0-99-000	Medicare 1.45%	-	364	364
199-32-6141-00-112-0-99-285	Social Security 1.45% Bus Driver	-	92	92
199-32-6143-00-112-0-99-000	Worker's Comp 1%	-	251	251
199-32-6143-00-112-0-99-285	Worker's Comp 1% Bus Driver	-	63	63
199-32-6146-00-112-0-99-285	TRS 7% Bus Driver	-	442	442
199-32-6146-00-112-0-99-999	TRS Care .55%	-	138	138
199-32-6149-00-112-0-99-350	FICA 1.30% (Part-Time Only)	-	326	326
199-32-6399-00-112-0-99-000	Supplies	-	1,000	1,000
199-32-6412-00-112-0-99-000	Student Travel	-	2,923	2,923
	TOTAL SAN JACINTO ELEMENTARY	<u>\$ -</u>	<u>\$ 37,000</u>	<u>\$ 37,000</u>
199-32-6126-00-113-0-99-000	Support Staff	\$ -	\$ 25,088	\$ 25,088
199-32-6126-00-113-0-99-285	Bus Driver	-	6,314	6,314
199-32-6141-00-113-0-99-000	Medicare 1.45%	-	364	364
199-32-6141-00-113-0-99-285	Social Security 1.45% Bus Driver	-	92	92
199-32-6143-00-113-0-99-000	Worker's Comp 1%	-	251	251
199-32-6143-00-113-0-99-285	Worker's Comp 1% Bus Driver	-	63	63
199-32-6146-00-113-0-99-285	TRS 7% Bus Driver	-	442	442
199-32-6146-00-113-0-99-999	TRS Care .55%	-	138	138
199-32-6149-00-113-0-99-350	FICA 1.30% (Part-Time Only)	-	326	326
199-32-6399-00-113-0-99-000	Supplies	-	1,000	1,000
199-32-6412-00-113-0-99-000	Student Travel	-	2,922	2,922
	TOTAL ASHBEL SMITH ELEMENTARY	<u>\$ -</u>	<u>\$ 36,999</u>	<u>\$ 36,999</u>
199-32-6126-00-105-0-99-000	Support Staff	\$ -	\$ 25,088	\$ 25,088
199-32-6126-00-105-0-99-285	Bus Driver	-	6,314	6,314
199-32-6141-00-105-0-99-000	Medicare 1.45%	-	364	364
199-32-6141-00-105-0-99-285	Social Security 1.45% Bus Driver	-	92	92
199-32-6143-00-105-0-99-000	Worker's Comp 1%	-	251	251
199-32-6143-00-105-0-99-285	Worker's Comp 1% Bus Driver	-	63	63
199-32-6146-00-105-0-99-285	TRS 7% Bus Driver	-	442	442
199-32-6146-00-105-0-99-999	TRS Care .55%	-	138	138
199-32-6149-00-105-0-99-350	FICA 1.30% (Part-Time Only)	-	326	326
199-32-6399-00-105-0-99-000	Supplies	-	1,000	1,000
199-32-6412-00-105-0-99-000	Student Travel	-	2,922	2,922
	TOTAL CARVER ELEMENTARY	<u>\$ -</u>	<u>\$ 36,999</u>	<u>\$ 36,999</u>
	GRAND TOTAL	<u>\$ -</u>	<u>\$ 148,000</u>	<u>\$ 148,000</u>

This amendment to redistribute appropriations between functions 11 instructional and 32 social work services is requested by Pete Pape, Chief Financial Officer, to fund after-school programs at Carver, San Jacinto, Harlem and Ashbel Smith Elementaries.


Signature


BUDGET AMENDMENT

Amendment No. 10
Outstanding Purchase Orders
At August 31, 2009

APPROPRIATIONS INCREASE

Fund Number	Fund Name	Amount
181	Athletics	\$ 87,387
199	Local M&O Fund	1,911,498
	Total General Funds	\$ 1,998,885
224	IDEA-B Formula	\$ 798
461	Principal's Activity Fund	2,500
	Total Special Revenue Funds	\$ 3,298
630	2005 Bond Program - Proposition #1	\$ 57,160
631	2005 Bond Program - Proposition #2	1,097,160
635	Robert E. Lee Memorial Complex	725,153
636		5,115
	Total Capital Projects Funds	\$ 1,884,588
865	Activity Fund	\$ 18,195
	Total Agency Funds	\$ 18,195
	GRAND TOTAL	<u>\$ 3,904,966</u>

This amendment to increase appropriations \$3,904,966 is requested by Pete Pape, Chief Financial Officer, to incorporate into the district's books and records the appropriations for outstanding purchase orders at August 31, 2009.



Signature

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF TAX REFUNDS

RECOMMENDED ACTION: Approve tax refunds in accordance with section 31.11 of the State Property Code with provision that no taxes are owed by the referenced parties on any account.

RATIONALE: The Property Tax Code requires the governing body of a political subdivision to approve all refunds over \$ 2,500.00 made under Section 31.11 of Tax Code.

BUDGET PROVISIONS/ACTION REQUIRED: Not Applicable

RESOURCE PERSONNEL: Dr. Toby York
Ms. Charlene Piggott

SECTION 31.11 REFUNDS

October 26, 2009

Name	Account#	Reason	Amount
Jones, Kenan & Julia	0750210060008	Overpayment	\$2,533.93
Commerce Land Title	0591420000027	Overpayment	\$2,618.58
Conder, Kathy H	0936450000003	Overpayment	\$4,618.87
<hr/>			
TOTAL			\$9,771.38

NO TAX OWED BY THE ABOVE REFERENCED PARTIES ON ANY ACCOUNT

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF INTERLOCAL CONTRACT WITH DAVID H. SCHAUMANN

RECOMMENDED ACTION: Approve compensation for services rendered in an amount not to exceed \$30,000.00 between October 27, 2009, and June 04, 2010.

RATIONALE: To pay for services to provide speech therapy services for the district.

BUDGET PROVISIONS/ACTION REQUIRED: 2009 - 2010 Local Funds

RESOURCE PERSONNEL: Dr. Toby York
Ms. Suzanne Heinrich
Mr. Rick Peebles

**CONTRACT BETWEEN THE
GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
AND
DAVID H. SCHAUMANN**

**I.
Term**

This Agreement shall be for the period beginning **October 27, 2009** and ending **June 04, 2010**.

II.

David H. Schaumann ("Vendor") agrees to provide:

Speech Therapy Services for identified students and also agrees to provide the GCCISD Special Education Department with documentation, certification, resume, and/or other information verifying **David H. Schaumann** is qualified to provide those services listed above for **Goose Creek Consolidated Independent School District ("buyer")** at the rate of \$455.00 per day for a maximum of 62 days. The total contract amount not to exceed **\$30,000.00** for services rendered between **October 27, 2009** and **June 04, 2010**.

In the event the regular professional is absent, Vendor will seek to provide a substitute professional to provide the services contracted for.

Vendor will bill for extra-duty work, such as faculty meetings, as approved by Buyer.

**III.
Indemnity**

DAVID H. SCHAUMANN SHALL INDEMNIFY AND HOLD HARMLESS GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, ITS BOARD OF TRUSTEES, OFFICERS, ADMINISTRATORS, AGENTS, AND EMPLOYEES FROM ALL SUITS, ACTIONS, LOSSES, DAMAGES, CLAIMS, OR LIABILITY OF ANY CHARACTER, TYPE, OR DESCRIPTION, INCLUDING WITHOUT LIMITING THE GENERALITY OF THE FOREGOING ALL EXPENSES OF LITIGATION, COURT COSTS, AND ATTORNEY'S FEES FOR INJURY OR DEATH TO ANY PERSON, OR INJURY TO ANY PROPERTY, RECEIVED OR SUSTAINED BY ANY PERSON OR PERSONS OR PROPERTY, ARISING OUT OF, OR OCCASIONED BY, THE ACTS OF DAVID H. SCHAUMANN OR ITS AGENTS OR EMPLOYEES, IN THE EXECUTION OR PERFORMANCE OF THIS AGREEMENT.

**IV.
Relationship**

It is understood and agreed that Vendor is an independent contractor. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between Vendor and Buyer or agent of Buyer. The Agreement does not create a joint venture or business partnership under Texas law. Vendor is solely responsible for the supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), insurance, worker's compensation, and disability benefits and like requirements and obligations of Vendor's employees, agents, volunteers, and representatives. Vendor agrees that Buyer has no responsibility for any conduct of any Vendor employee, agent, volunteer, or representative.

**V.
Termination**

This Agreement may be terminated by either party without cause with thirty (30) days advance written notice. Buyer may by written notice at any time terminate this Agreement if the Vendor fails to comply with a provision of this Agreement.

**VI.
Authorization**

Each party acknowledges that this Agreement has been authorized by the governing body of each party to the Agreement.

**VII.
Notice**

Any notice provided under the terms of this Agreement by either party to the other shall be in writing and shall be transmitted by certified mail, return receipt requested. Notice to shall be sufficient if made or address as follows:

DAVID H. SCHAUMANN
2839 OLD MILL WAY
CRESTVIEW, FL. 32539

Goose Creek Consolidated Independent School District
Attn: Dr. Toby York, Superintendent
P.O. Box 30
Baytown, Texas 77522

**VIII.
Governing Law**

This Agreement shall be construed under and in accordance with the policies of the District, federal laws and state laws of the State of Texas.

**IX.
Confidentiality**

Vendor agrees to respect the confidentiality of all records to which it has access while performing the services under the Agreement.

**X.
Entire Agreement**

This Agreement and all exhibits or memorandum attached hereto represent the entire and exclusive agreement between the parties thereto and replace in their entirety any previous agreement, written or oral.

**XI.
Severability**

In the event that any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.

**XII.
Venue**

The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Harris County, Texas.

**XIII.
Amendment**

This Agreement may be amended only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this Agreement.

**XIV.
Assignment**

Neither this Agreement nor any duties or obligations under it shall be assignable by Vendor without the prior written acknowledgment and authorization of Buyer.

Copies of this Contract shall be given to:

DAVID H. SCHAUMANN
2839 OLD MILL WAY
CRESTVIEW, FL. 32539

Special Education Department
ATTENTION: Director
GCCISD Special Education Department
3930 Decker Drive
Baytown, Texas 77522

920-279-0893 (cell)
schadslp@gmail(email)

281- 420-4520

This Contract shall commence on October 27, 2009, and end on or before June 4, 2010. Payments will be made monthly up to and including 30 days from the date of the invoice.

DAVID H. SCHAUMANN

Toby York, Ph.D.
Superintendent of Schools

Date

Date

Social Security # or ID#

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF LITERACY CONSULTING CONTRACT WITH DEB DILLER AND ASSOCIATES

RECOMMENDED ACTION: Approve the contract with Deb Diller and Associates to provide services to San Jacinto Elementary for literacy consulting in the amount of \$28,750 to be paid for with Title I funds.

RATIONALE: The approval of this contract will provide classroom literacy coaching as well as additional campus-based staff development opportunities for teachers that focus on best practices in literacy.

BUDGET PROVISIONS/ACTION REQUIRED: 2009-10 Funding Sources---Title I

RESOURCE PERSONNEL: Dr. Toby York
Ms. Diana Cox
Ms. Christi Leath
Ms. Jessica Tracy
Ms. Becky Robins



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

CHRISTI LEATH

Director of Curriculum, Instruction, and Staff Development

October 26, 2009

TO: Dr. Toby York

FROM: Diana Cox
Christi Leath

SUBJECT: Approval of Literacy Consulting Contract with Deb Diller and Associates

As indicated in both the district and campus improvement plans, we are continuing to implement our elementary literacy initiative, which includes district as well as specific campus-based staff development sessions combined with direct classroom coaching support. Coaching visits are an opportunity for teachers, from novice to master level, to work with a literacy coach in order to enhance the implementation of best teaching practices in literacy development. These best teaching practices are focused upon during the staff development sessions.

Funding a portion of these components, as per Board policy, requires Board approval of a contract that exceeds \$25,000. Attached is a contract with Deb Diller and Associates to provide services to San Jacinto Elementary for literacy consulting in the amount of \$28,750 to be paid for with Title I funds. Prior to this contract from San Jacinto Elementary, Bowie Elementary contracted with Deb Diller and Associates in the amount of \$20,625. The contract from Bowie Elementary was not presented to the Board because it did not exceed the amount of \$25,000. However, when combining the San Jacinto and Bowie contracts with Deb Diller and Associates, the amount totals \$49,375.

Again, per Board policy, we are requesting the approval of the attached contract with Deb Diller and Associates in the amount of \$28,750.

cc: Marcy Brack
Becky Robins
Jessica Tracy

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
P.O. Box 30
Baytown, Texas 77522

CONSULTANT/INDEPENDENT CONTRACTOR SERVICES

Date October 10, 2009

Consultant's Name Deb Diller & Associates

Social Security Number ✕ 127578

Mailing Address ✕ 11526 Montmartre BLVD
Houston, TX 77082

Telephone Number ✕ 281-556-9375

Services to be Rendered: Literacy training

Note: If services involve direct contact with students, this agreement will be contingent upon meeting all Texas SB 9 requirements, section 22.0834. The contractor must:

- Obtain "Contractor's Information Packet" from Purchasing Department. This packet includes:
 - Letter of Intent to Procure Services by an Independent Contractor
 - Certification of Criminal History Record Information
 - Certification of Criminal History Record Information form
 - Information from Texas Department of Public Safety
- Contractor returns Certification of Criminal History Record Information form with documentation from Texas Department of Public Safety to Director of Purchasing.

Date(s) of Services _____

Rate To Be Paid 10 days @ \$1375/day 10 days @ 1,500/day

Expenses to be Paid included

Total to be Paid Not to exceed 28,750

Signature of Consultant/Independent Contractor

Information below to be completed by Administrator requesting services.

Contract Approved: YES _____ NO _____

Budget Number 211-13-6291-00-112-024-000

Approved for Payment _____ Date: _____ Amount: _____

B. L. O.
Signature of Administrator Requesting Consultant

xc: Purchasing Director
Personnel Director

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF THE STRENGTHENING ADOLESCENTS AND FAMILIES EFFECTIVELY (SAFE) COMMUNITIES IN SCHOOLS-BAYTOWN FUNDING GRANT FOR FALL 2009-SPRING 2010

RECOMMENDED ACTION: Approve the memorandum of understanding between Communities In Schools Baytown (CISB) and Goose Creek CISD (GCCISD) to implement the Strengthening Adolescents and Families Effectively after school program in the amount of \$24,000. Acceptance of the After-School Initiative (ASI) Residency Grant issued by The Harris County Department of Education (“HCDE”) hereby awards a grant in the amount of \$24,400 to Goose Creek ISD

RATIONALE: The acceptance of this memorandum of understanding will allow GCCISD to implement the Strengthen Adolescents and Families Effectively (SAFE) after school program at Robert E. Lee, Ross S. Sterling and Goose Creek Memorial High Schools. The SAFE program is an educational enhancement, college readiness and career awareness initiative designed to provide students with the skills, knowledge and attitude needed to be successful in school and post secondary life. Services will be provided to students during the Fall 2009-Spring 2010 semesters.

BUDGET PROVISIONS/ACTION REQUIRED: Program year is effective on November 2, 2009 and ends no later than August 31, 2010.

RESOURCE PERSONNEL: Dr. Toby York
Ms. Suzanne Heinrich
Mr. Michael Wilson

Strengthening Adolescents and Families Effectively

The mission of Communities In Schools –Baytown (CISB) is to help young people of Texas stay in school, successfully learn and prepare for life by coordinating the connection of needed resources in the school setting. Currently over two million Texas students are at-risk of dropping out of school. This is especially prevalent in the Hispanic and African-American populations. These two populations account for over 75% of all students who drop out in the state of Texas. Texas dropouts are six times more likely to become incarcerated and account for 2/3 of all inmates in the Texas prison system. In accordance with this mission, CISB is proposing to implement the Strengthening Adolescents and Families Effectively (SAFE) for the following Goose Creek CISD (GCCISD) schools, Goose Creek Memorial, Robert E. Lee and Sterling High Schools.

CISB-SAFE project consist of prevention and intervention initiatives aimed at reducing the number of GCCISD High School students appearing in Harris County Juvenile Court and equip students with the social skills needed to be successful in school and post secondary life. A fulltime SAFE Coordinator will be hired to implement, monitor and provide services.

The prevention component of SAFE includes school day and after school activities focusing on drug prevention, violence prevention, college and career readiness. After school services are designed to provide students with the skills, knowledge and attitude needed to graduate from high school and successfully pursue career options. The after school program will be staffed by an after school supervisor and two assistants, who will provide direct services one day a week on the students' home campus and one day offsite. Mentors will also be recruited as guest speakers to provide students with positive role models.

The after school meetings will last approximately one and a half hours each with activities planned to increase academic achievement, social skills and attitude needed to enable students to be prepared for post secondary options. The on campus meeting schedule will be as follows:

- Monday – Sterling High School
- Tuesday – Lee High School
- Wednesday – Goose Creek Memorial High School
- Thursday – off sight meeting (The off sight meeting might be adjusted for scheduling purposes).

The on campus meetings will involves guest speakers, small group activities such as team-building, and workshops regarding but not limited to the following topics:

Career Awareness / Employment

- What do You Like – Students will participate in interest inventories to discover the best types of careers that match their natural interest.
- “Setting Goals For the Future” – presentation on goal-setting and getting started
- Developing a Resume - While still in high school students will explore different ways they can develop a resume that will impress future employers and colleges enrollment administrators
- Dress for success – Students will learn the basics of what type of clothing is needed for any type of interview.
- “Where did the Time Go” – presentation on time management and organization for students

- “The Real Game of Life” – presentation on the realistic cost of living
- Job Shadow Day – partnering with professionals from various local businesses
- Business Etiquette – training for students on appropriate business behavior
- Employment / Job Postings – information on area employment
- Summer Job Program – Workforce summer jobs through local businesses and City of Baytown

College Preparation

- Workshops on the college application process and financial aid
- SAT/ACT preparation
- Kaplan

The second meeting will be scheduled offsite and will involve guest speakers, small group activities building, and workshops. In most cases we will join all three campuses at one location. We will bus the students from their campus to the off site location. Activities planned for the second meeting include:

- College tours – Students will visit local and regional institutions of higher learning (including but not limited to Lee College, University of Houston, Lamar University, Prairie View A& M, Texas A & M, Texas Southern, and the University of Texas).
- Service Learning Projects – Students will participate in community service projects that allow them to give back to the community (possible service learning projects include but not limited to neighborhood clean up, working with Senior Citizens, being a pen pal for an elementary student, doing a fund raiser for a non-for profit agency)
- Business tour - Students will have the opportunity of visiting local employers and other business related activities such as attend the Baytown Business Expo, tour Exxon Refinery, the Houston Ship Channel, San Jacinto Methodist Hospital, the Baytown City Hall, have a meeting at the Baytown Chamber of Commerce.

A SAFE Coordinator will be hired by Communities In Schools to provide direct intervention services. Students can be referred to the program, after receiving a citation for violating the district’s Code of Conduct. After an initial assessment the SAFE Coordinator, will meet with the student to design a plan of action to address inappropriate behavior and implement steps to prevent it from reoccurring. If students are assigned to In School Suspension or Off Campus Suspension the SAFE Coordinator will provide either group or individual follow up services. For students required to attend juvenile court the SAFE Coordinator will assist the Communities In Schools Case manager to provide court advocacy to students and their families. Once the court mandates are assigned, the Safe Coordinator will provide follow up services to ensure that students are practicing the skills needed to be successful at school. In addition they will maintain contact with the students’ parents keeping them abreast of their children’s progress.

AGREEMENT BETWEEN
Goose Creek Consolidated Independent School District
And
Communities In Schools Baytown
Regarding the Strengthening Adolescents and Families Effectively Funding
2009-2010

This Agreement for implementation of the Strengthening Adolescents and Families Effectively after school services is entered by and between the Goose Creek Consolidated Independent School District (GCCISD), hereinafter referred to as GCCISD, and Communities In Schools Baytown (CISB), hereinafter referred to as CISB, a non-profit organization, organized under the laws of the State of Texas with offices at 608 West Baker Road, Baytown, Texas, 88521.

Witnesseth That:

Now; therefore, in consideration of the mutual promises herein contained, the parties hereto agree as follows:

I. Consideration

CISB agrees to reimburse GCCISD \$31,110 for personnel cost associated with providing staff and bus driver for implementation of the SAFE after school program. In addition, CISB will reimburse GCCISD for bus mileage at the state rate of \$1.08 per mile. See Addendum #1 for a complete breakdown of the 2009-2010 budget.

II. Scope of Services

The CISB-SAFE program consist of prevention and intervention services aimed at reducing the number of GCCISD High School students appearing in Harris County Juvenile Court and to equip students with the social skills needed to be successful in school and post secondary life. The prevention component of SAFE includes after school activities focusing on drug prevention, violence prevention, and college and career readiness. The after school program will be staffed by an after school supervisor and three program assistants. The staff will provide direct services one day a week on the students' home campus and one day offsite. Students will be transported home each day and well as to off site trips.

After school meetings will last approximately one and a half to two hours each. The SAFE Program schedule will be as follows:

- Monday – Sterling High School
- Tuesday – Lee High School
- Wednesday – Goose Creek Memorial High School
- Thursday – off sight meeting (The second meeting will be scheduled offsite and will involve guest speakers, small group activities building, and workshops. In most cases we will join all three campuses at one location. We will bus the students from their campus to the off site location. College tours, Service Learning Projects and Business tours).

III. An Overview of SAFE Services Include:

Career Awareness / Employment

- What do You Like – Students will participate in interest inventories to discover the best types of careers that match their natural interest.
- “Setting Goals For the Future” – presentation on goal-setting and getting started
- Developing a Resume - While still in high school students will explore different ways they can develop a resume that will impress future employers and college enrollment administrators
- Dress for success – Students will learn the basics of what type of clothing is needed for any type of interview.
- “Where did the Time Go” – presentation on time management and organization for students
- “The Real Game of Life” – presentation on the realistic cost of living
- Job Shadow Day – partnering with professionals from various local businesses
- Business Etiquette – training for students on appropriate business behavior
- Employment / Job Postings – information on area employment
- Summer Job Program – Workforce summer jobs through local businesses and City of Baytown

College Preparation

- Workshops on the college application process and financial aid
- SAT/ACT preparation
- Kaplan

College and Business Tours

- College tours – Students will visit local and regional institutions of higher learning (including but not limited to Lee College, University of Houston, Lamar University, Prairie View A& M, Texas A & M, Texas Southern, and the University of Texas).
- Service Learning Projects – Students will participate in community service projects that allow them to give back to the community (possible service learning projects include but not limited to neighborhood clean up, working with Senior Citizens, being a pen pal for an elementary student, doing a fund raiser for a non-profit agency)
- Business tour - Students will have the opportunity of visiting local employers and other business related activities such as attend the Baytown Business Expo, tour Exxon Refinery, the Houston Ship Channel, San Jacinto Methodist Hospital, Baytown City Hall, have a meeting at the Baytown Chamber of Commerce.

IV. SAFE Campuses

Funding under this agreement will underwrite the program on the following campuses: Goose Creek Memorial, Robert E. Lee, and Ross S. Sterling High Schools.

V. Time of Performance

This Agreement shall commence on November 2, 2009, and continue through August 31, 2010. The hours for after school direct services will be from 3:15- 5:15. The schedule may be adjusted due to individual campus needs and activities.

VI. Relationship of the Parties

It is understood that CISB assumes full responsibility for their supervision and daily direction of staff. All such personnel shall be in accordance with all applicable laws, rules and

regulations, to work with children. In no event shall GCCISD be liable for any actions of officials, agents, administrators or employees associated with this program.

COMMUNITIES IN SCHOOLS BAYTOWN, INC. SHALL INDEMNIFY AND HOLD HARMLESS GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, ITS BOARD OF TRUSTEES, OFFICERS, ADMINISTRATORS, AGENTS, AND EMPLOYEES FROM ALL SUITS, ACTIONS, LOSSES, DAMAGES, CLAIMS, OR LIABILITY OF ANY CHARACTER, TYPE, OR DESCRIPTION, INCLUDING WITHOUT LIMITING THE GENERALITY OF THE FOREGOING ALL EXPENSES OF LITIGATION, COURT COSTS, AND ATTORNEY'S FEES FOR INJURY OR DEATH TO ANY PERSON, OR INJURY TO ANY PROPERTY, RECEIVED OR SUSTAINED BY ANY PERSON OR PERSONS OR PROPERTY, ARISING OUT OF, OR OCCASIONED BY, THE ACTS OF COMMUNITIES IN SCHOOLS BAYTOWN, INC. OR ITS AGENTS OR EMPLOYEES, IN THE EXECUTION OR PERFORMANCE OF THIS AGREEMENT.

VII. Termination of Services

If CISB fails to provide services promised under this Agreement, GCCISD will give CISB fifteen (15) days notice to correct the matter. If after 15 days CISB has not taken corrective action, GCCISD may, upon giving CISB thirty (30) days notice, terminate this Agreement. Further, this Agreement may be terminated prior to the expiration of the term hereof by mutual Agreement of the parties or by either party giving thirty (30) days written notice. Upon termination of the Agreement, GCCISD shall be liable only for payment for services performed up to the date of termination and any CISB obligations, which cannot be cancelled. Final payment will be made by GCCISD within 15 days of receipt of CISB documented expenses by GCCISD.

VIII. Notice

Any notice required to be given under the provisions of this Agreement shall be in writing and shall be duly served when it shall be hand-delivered to the addresses set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses.

To GCCISD:

Dr. Toby York, Superintendent
Goose Creek Consolidated Independent
School District
4544 I-10 East
Baytown, Texas 77521

To CISB:

Michael Wilson, Director
Communities In Schools Baytown, Inc.
P.O. Box 2225
608 West Baker Road
Baytown, Texas 77521

Any party may designate a different address by giving the other party ten days written notice in the manner provided above.

IX. Assignment

Neither this Agreement nor any duties or obligations hereunder shall be assignable by either party without the prior written consent of the other party.

X. Governing Law

The laws of the State of Texas, hereunder, shall govern the validity of this Agreement and of any of its terms and provisions, as well as the rights and duties of the parties. Exclusive venue from any disputes arising under this agreement shall be State Court in Harris County, Texas.

XI. Authorization of Agreement

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

XII. Waiver of Breach

No waiver or a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

XIII. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

XIV. Complete Understanding

This Agreement shall constitute the complete understanding of CISB and GCCISD and supersedes any previous oral agreements. It may not be modified in any manner without the express written consent of both parties.

XV. Triplicate Originals

This Agreement is executed in three (3) copies, each of which shall have full force and effect of the original Agreement, and each of which shall constitute but one and the same instrument.

Communities In Schools-Baytown, INC

Goose Creek Consolidated Independent School District

By: _____
Communities In Schools Baytown, President

Dr. Toby York, Superintendent

SAFE Program Budget	
After School Supervisor	\$12,750.00
After School Staff Assistants	\$12,240.00
Bus driver	\$ 6,120.00
Bus mileage and maintenance	\$ 5,000.00
Total	\$36,110.00

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF PURCHASE OF FOUNTAS & PINNELL LEVELED LITERACY INTERVENTION ORANGE, GREEN & BLUE SYSTEM

RECOMMENDED ACTION: Approve purchase of leveled literacy intervention system

RATIONALE: To pay for the services to provide reading and writing intervention for struggling students in grades K, 1, and 2.

BUDGET PROVISIONS/ACTION REQUIRED: 2009 - 2010 ARRA Stimulus Funds

RESOURCE PERSONNEL: Dr. Toby York
Ms. Suzanne Heinrich
Ms. Jessica Tracy

PURCHASE REQUEST

Vendor: HEINEMANN

Requested by: JESSICA TRACY

Address: P.O. BOX 6926

Rationale: Reading & Writing Intervention for struggling students in grades K, 1, and 2.

City, State, Zip: PORTSMOUTH, NH 03802-6926

Vendor # 122555

Bid # Sole Source Letter on File

QTY.	PAGE NO.	CATALOG NUMBER	ITEM DESCRIPTION	UNIT PRICE	EXTND. PRICE
13			978-0-325-00805-9/0-325-00805-1/2008	1.300	16.900
			FOUNTAS & PINNELL LEVELED LITERACY		
			INTERVENTION ORANGE SYSTEM		
13			978-0-325-01198-1/0-325-01198-2/2008	2.000	26,000
			FOUNTAS & PINNELL LEVELED LITERACY		
			INTERVENTION GREEN SYSTEM		
13			978-0-325-01198-8/0-325-01199-0/2008	2,250	29,250
			FOUNTAS & PINNELL LEVELED LITERACY		
			INTERVENTION BLUE SYSTEM		
			SUB TOTAL		72,150
			LESS DISCOUNT (____ %)		
			SHIPPING CHARGES (%)		2,939.04
			TOTAL		575,089.04

Budget# 283-11-6399-00-875-0-23-999

Requisition/P.O.# _____

00209



ORDERS / CUSTOMER SERVICE
 TEL: 800-225-5800 FAX: 877-231-6980
 P.O. Box 6926
 Portsmouth, NH 03802-6926
 www.heinemann.com
 Planet SAN: 210-3829 Code: HEP
 Federal ID#: 06-1154537 GST: 0125-218-917

2

161 HANOVER STREET, PORTSMOUTH, NH 03801

QUOTE: 4858369

280098889

21219

S BOOSE CREEK CONS I S D
 O ACCOUNTS PAYABLE
 L P.O. BOX 30
 D BAYTOWN TX 77522
 T
 O

S BOOSE CREEK CONSOLIDATED SCH
 H CENTRAL RECEIVING
 I 4826 DECKER DR
 P BAYTOWN TX 77521
 T
 O

ACCOUNT NO.	PO NUMBER	DATE	SPECIAL INSTRUCTIONS	TERMS	ALBANS	
280098889	QUOTE	06/22/09		Net 30 Days	1	
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET AMOUNT
82265	0-325-82265-1	13	FOUNTAIN / LLI ORANGE LIT A-J	1625.00	24.00	1601.00
PREPACK CONTAINS:						
82267	0-325-82267-4	13	LLI Orange Carton # 1			
82268	0-325-82268-2	13	LLI Orange Carton # 2			
82269	0-325-82269-0	13	LLI Orange Carton # 3			
82270	0-325-82270-4	13	LLI Orange Carton # 5			
82271	0-325-82271-2	13	LLI Orange Carton # 4			
82199	0-325-82199-2	13	FOUNTAIN / LLI GREEN LIT A-J	2588.00	28.00	2560.00
PREPACK CONTAINS:						
82272	0-325-82272-0	13	LLI Green Carton # 1			
82273	0-325-82273-9	13	LLI Green Carton # 2			
82274	0-325-82274-7	13	LLI Green Carton # 3			
82581	0-325-82581-9	13	LLI Green Carton # 4			
82582	0-325-82582-7	13	LLI Green Carton # 7			
82583	0-325-82583-5	13	LLI Green Carton # 8			
82584	0-325-82584-3	13	LLI Green Carton # 5			
82588	0-325-82588-6	13	LLI Green Carton # 6			
82199	0-325-82199-0	13	FOUNTAIN / LLI BLUE LIT C-N	2812.00	28.00	2784.00
PREPACK CONTAINS:						
82585	0-325-82585-1	13	LLI Blue Carton # 1			
82586	0-325-82586-X	13	LLI Blue Carton # 2			
82587	0-325-82587-8	13	LLI Blue Carton # 3			
82588	0-325-82588-6	13	LLI Blue Carton # 4			
82589	0-325-82589-4	13	LLI Blue Carton # 7			
82590	0-325-82590-0	13	LLI Blue Carton # 8			
82591	0-325-82591-6	13	LLI Blue Carton # 5			
82539	0-325-82539-4	13	LLI Blue Carton # 6			

Continued

REFERENCE	TOTAL UNITS	SHIPPING WEIGHT	SHIPPING METHOD

RETURN ONE COPY OF INVOICE WITH PAYMENT TO:
 P.O. BOX 7847-7011, PHILADELPHIA, PA 19170-7011

All returns must be sent prepaid to:

Heinemann Distribution Center
 c/o Houghton Mifflin Harcourt
 485 South Lincoln Drive
 Troy, MO 63379

**ARRA (Stimulus) Allotment Request for Funding Form
Title I - Part A**

Name of department requesting: Elementary Language Arts K-5

Person responsible for budget implementation: Jessica Tracy

Person/People involved in developing this request:

Name	Position
Jessica Tracy	Coordinator of Elementary Language Arts K-5
Christi Leath	Director of Curriculum and Instruction
Karen Coffey	Director of Intervention
Suzanne Keith	Elementary Principal
Stefanie Noble	Elementary Principal
Robin Stoerner	Elementary Principal
Ginger McKay	Elementary Principal
Karen Thomas	Elementary Principal
Christi Lackey-Viator	Elementary Literacy Coach and Reading Recovery® Teacher Leader
Vicki Blalock	Peer Facilitator
Tammy Felder	Peer Facilitator
Jodie Meredith	Peer Facilitator
Adrienne Tesar	Peer Facilitator
Cindy Bigham	Peer Facilitator
Abby Davis	Teacher
Amber Williams	Teacher
Pam Bradford	Teacher

Description of project or initiative to be funded including timelines and measureable outcomes.

This proposal is to purchase the Fountas and Pinnell Leveled Literacy Intervention Systems (LLI) for Grades K, 1, and 2 to provide systematic reading and writing intervention for struggling students who are identified in Tier II and Tier III of Response to Intervention (RtI). In addition, this proposal would fund the professional development necessary through Fountas and Pinnell to train the district language arts coordinator and 3 district literacy specialists to provide the staff development necessary to implement the LLI on each campus. Topics to be focused on for training are:

- Understanding the lesson framework and planning lessons
- Understanding demands of text at every level and analyzing reading behaviors
- Assessing and grouping students
- Documentation of progress
- Using systematic phonics instruction

1. What data was used as a Comprehensive Needs Assessment to determine the need for this request?

- Principal input indicates a need for a supplementary intervention system that is consistent from school to school that will meet the needs of our most struggling readers.
- Peer facilitators and teachers have expressed a need for a program that will meet the needs of students who continue to struggle even after being pulled into small group instruction.
- Input from district intervention director, director of curriculum, language arts coordinator, language arts primary literacy coach express a need for systematic, intensive instruction for struggling readers in the K-2.

2. How will your expenditure increase student achievement and reduce the achievement gap?
The Leveled Literacy Intervention System is designed to improve reading and writing achievement of the lowest achieving children in the early grades. By using this systematic approach to teaching, students will receive 30 minute, intensive lessons that combine reading, writing, and phonics/word study. Students are introduced to and read a specially created and sequenced set of original children's books. Teachers use planned lessons that enable them to do highly effective and efficient teaching and record keeping, with the result of accelerated student progress. By intervening and helping our struggling students, we will prevent further difficulties.

3. How do your plans for the funds align with state expectations and district board goals?
In order to meet district goals of 90% mastery in reading, 95% mastery in writing and 90% mastery in all sub groups, children who are identified as struggling readers in the early years must receive systematic, focused and intensive intervention in order to catch up and develop competent reading skills.

4. Will your investment of funds be considered innovative and research based?

- Over the last two decades, research has shown the need for an effectiveness of early intervention in undercutting the costs of failure. (Clay, 2007; Goldenburg, 1994; Schmidt, Askew, Fountas, Lyons, and Pinnell, 2005)
- Students who experience difficulty in the early grades in reading fall further and further behind their peers. (Stanovich, 1986)
- Students who do not receive effective reading strategy support in the early years continue to struggle throughout their academic career. By implementing the Leveled Literacy Intervention system, supplementary reading and writing instruction will be provided to students in grade K-3 who are identified as Tier II or Tier III of RtI.

5. How will you measure progress and success?

District Literacy Intervention Specialists keep daily records of students progress (reading level, reading accuracy, comprehension, fluency, vocabulary development) on the LLI Intervention Record provided in the LLI kit. In addition, Leveled Literacy Intervention Students Achievement Logs will be completed for each small group (4-6) of students in Tier II and each small group (2-3) of students in Tier III intervention of RtI.

6. Total cost of request.

Cost of kits per grade level:

- Kinder - \$1,300
- First Gr. - \$2,000
- Second Gr. - \$2,250

Kits will be provided for every elementary campus. Total cost for 13 campuses (Highland/Hopper are combined) is \$74,150 (with shipping).

For training district literacy specialists to become district Trainer of Trainers the cost will be \$890.00 per person for three days of training, \$750 for lodging, and \$1,800 for air fare to travel to and from the training.

Total cost of this proposal: \$78,500

7. Are there recurring cost to sustain the project/initiative beyond the scope of the funding (2011)? There are no recurring costs for RtI Intervention Systems for Grades K-2. District language arts team will conduct ongoing implementation and training beginning 2011; therefore, no additional training costs will be incurred.

Project/Initiative Manager

Supervisor

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF PURCHASE OF EDUSMART SCIENCE MULTIMEDIA SUPPLEMENTAL RESOURCE

RECOMMENDED ACTION: Allow 13 elementary campuses to purchase Edusmart from Edumatics Corporation.

RATIONALE: In accordance with Board Policy and Administrative Guidelines, the Board of Trustees must approve all purchases from a single vendor in excess of \$25,000. Twelve elementary campuses were previously approved to purchase Edusmart for \$3950 per campus, totaling \$47,400. Stephen F. Austin Elementary will also now be included using local funds to make this same purchase. Additionally, each campus will incur a cost of \$995 to cover multiyear updates of the software through 2012. These changes result in a total cost of \$64,285.00 (as compare to the previously approved amount of \$47,400.) Edumatics Corporation is the sole source provider of Edusmart.

BUDGET PROVISIONS/ACTION REQUIRED: American Recovery & Reinvestment Act (ARRA)
Grant Funds
Title 1 Funds
Local Funds

RESOURCE PERSONNEL: Dr. Toby York
Mrs. Diana Cox
Mrs. Candace Ochoa
Ms. Sharon Sprayberry



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**CANDACE OCHOA
Science Coordinator K-12**

To: Diana Cox
From: Candy Ochoa
Subject: Purchase of EduSmart, Science Educational Technology

Twelve elementary campuses have designated specific funds for the purchase of EduSmart Science Educational Technology. EduSmart is a TEKS based, grade specific, multimedia science program that provides supplemental science resources in a variety of formats. In addition to animation and graphics, the system provides narrated text to assist English language learners. EduSmart was piloted on five elementary campuses this past year – Carver, San Jacinto, Crockett, Pumphrey, and Alamo. Each of these campuses experienced increases in their science TAKS scores.

Campuses will use both ARRA (American Recovery and Reinvestment Act) and Title 1 funding for this purchase. The cost per campus is \$3950; totally \$47400 for all twelve campuses. Edumatics is the sole source provider of EduSmart and as such, in accordance with Board Policy and Administrative Guidelines, the Board of Trustees must approve this purchase as it exceeds \$25000.

Documentation required for submission to be added to the Board agenda for the upcoming 8/31/09 meetings is attached. Please let me know if you need any additional information.

Edusmart 2009-2010 School year

School	Funding	Amount
Alamo Elementary	ARRA 101	\$4945.00
Ashbel Smith Elementary	ARRA 113	\$4945.00
S F Austin Elementary	46136649900102099000	\$4945.00
Bowie Elementary	ARRA 103	\$4945.00
Carver Elementary	28511639600105024000	\$4945.00
Crockett Elementary	ARRA 118	\$4945.00
DeZavala Elementary	ARRA 120	\$4945.00
Harlem Elementary	ARRA 107	\$4945.00
Highlands Elementary	ARRA 108	\$4945.00
Lamar Elementary	Title I 211.11.6396.00.101.024.000	\$4945.00
San Jacinto Elementary	ARRA 112	\$4945.00
Travis Elementary	ARRA 114	\$4945.00
Walker Elementary	ARRA 122	\$4945.00
Total	13 campuses	\$64285.00

American Recovery and Reinvestment Act (ARRA)

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF PURCHASE OF SUPPLEMENTARY RESOURCES FOR ESL TEACHERS

RECOMMENDED ACTION: Approve purchase of Tales for Teaching Math and Science Literature Kits for junior school and high school ESL teachers at a cost of \$52,415.

RATIONALE: Tales for Teaching Literatue Kits are simple-to-use resources that provide teachers easy access to great literature to use in their lesson plans.

BUDGET PROVISIONS/ACTION REQUIRED: ARRA Funds

RESOURCE PERSONNEL: Dr. Toby York
Mrs. Diana Cox
Mrs. Norma Picacio-Jones
Mrs. Marcy Brack



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

NORMA PICACIO-JONES, DIRECTOR
BILINGUAL/ESL DEPARTMENT

October 2, 2009

TO: Dr. Toby York
FROM: Norma Picacio-Jones
SUBJECT: Approval of Tales for Teaching Math and Science Literature Kits

On August 31, 2009, funds from ARRA were approved by the School Board to purchase necessary materials for ESL teachers. In collaboration with our math and science departments, we are requesting to purchase Literature Kits from Tales for Teaching for middle school and high school ESL teachers.

Tales For Teaching Literature Kits are simple-to-use resources that provide teachers easy access to great literature to use in their lesson plans. Each math and science kit contains 300+ picture books including fiction, non-fiction, biographies, poetry, legends and more. The selection of high-interest books are publications of major publishers and include many award-winning authors and illustrators.

Purchasing these materials, as per Board policy, requires Board approval of a purchase that exceeds \$25,000. The total amount to purchase these materials is \$52,415.00

Thank you for your consideration of this purchase.

NPJ/mt

cc: Diana Cox
Marcy Brack

Ref. No.: NPJ1510.doc

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26 2009

SUBJECT: CONSIDERATION OF PURCHASE OF LITERACY CURRICULA FOR EHCCDE ELEMENTARY STUDENTS

RECOMMENDED ACTION: Approve the purchase of literacy curricula for elementary students in the East Harris County Cooperative for Deaf Education.

RATIONALE: The chosen literacy programs are supplementary, text-based products designed to increase literacy and oral language skills for elementary students learning to speak English as a second language. The comprehensive programs are unique in that they have the dual focus of impacting both reading and oral language simultaneously; two areas where our students have significant delays.

BUDGET PROVISIONS/ACTION REQUIRED: Rigby- Harcourt Publishing
English in My Pocket (kindergarten through 5th grade)
On Our Way to English (pre-kindergarten)
\$41,911.00 ARA Stimulus funding (previously approved by stimulus committee)

RESOURCE PERSONNEL: Dr. Toby York
Ms. Suzanne Heinrich

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF THE COMPETITIVE SEALED PROPOSAL METHOD OF DELIVERY SYSTEM FOR THE CONSTRUCTION OF THE SPECIAL EDUCATION OFFICE FACILITY LOCATED IN THE SAN JACINTO MALL

RECOMMENDED ACTION: Approve the method of delivery for construction services for the Special Education office facility project.

RATIONALE: The Special Education program is being moved from the current location on Decker Drive to a new location housed in the San Jacinto Mall on Garth Road and Interstate 10. This project combines three former stores into one large area that will require extensive reconstruction.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONEL: Dr. Toby York
Mr. Byron Terrier
Mr. David K. Fluker
Mr. Bruce R. Riggs



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

David K. Fluker
Executive Director of Facilities Management

"Creating & Maintaining Quality Learning and Teaching Environments with Leadership, Partnerships and Strategic Planning"

October 16, 2009

To: Byron P. Terrier

From: David K. Fluker

Subject: Delivery method of construction for the Special Education offices located within the San Jacinto Mall in Baytown, Texas

It is recommended that the Board of Trustees approve the Competitive Sealed Proposal (CSP) method of delivery for the construction of the Special Education offices to be located within the San Jacinto Mall located on Garth Road an Interstate 10 in Baytown, Texas.

RATIONALE:

- ✚ Although there will be extensive rebuild of interior walls, the CSP Delivery Method is preferred for a project that is considered to be simple and should provide very few unknown conditions.
- ✚ This project meets that description because it is located within an existing structure and will require no new support walls or structural steel to be erected.
- ✚ The basic utilities are in place to the building and there will be no site work to be performed.
- ✚ There will be considerable HVAC, electrical and other interior wiring to be installed.
- ✚ We do not have an estimated cost for this project at this time.
- ✚ This recommendation is in compliance with sections 44.031(a) and 44.035 to the Texas School Law Bulletin, 2008 edition.

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF APPROVING THE SUPERINTENDENT OR DESIGNEE(S) TO COMMIT TO A CONTRACT WITH A RETAIL ELECTRICAL PROVIDER

RECOMMENDED ACTION: Approve the Superintendent or his designee(s) to commit to a contract with a retail electrical provider that will provide the best value to the district. The Superintendent or designee(s) will either accept or reject the proposals submitted by the identified retail electrical providers to the consulting firm of Affiliated Energy Group (AEG). Recommended designee(s) are Dr. Toby York, Byron Terrier and Pete Pape.

RATIONALE: Due to the limited time constraint of accepting or rejecting the offers of the retail electrical providers, the administration requests the authority to approve the electrical services contract for the district's electrical needs. This action is to secure pricing for services beyond the current contract which expires in 2012 while rates are at historically low levels. The Board of Trustees has given the administration this authority on the last three retail electrical provider contracts.

BUDGET PROVISIONS/ACTION REQUIRED: Proposed Budget 2011 - 2012
2012 - 2013
2013 - 2014

RESOURCE PERSONNEL: Dr. Toby York
Mr. Byron Terrier
Mr. Pete Pape
Mr. Pete Côté
Mr. David Fluker
Ms. Trudy Masters
Mr. Ron Loveless



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**PETE CÔTÉ
EXECUTIVE DIRECTOR
SUPPORT SERVICES**

DATE: OCTOBER 7, 2009
TO: DR. TOBY YORK
FROM: PETE CÔTÉ/TRUDY MASTERS
SUBJECT: EXTENTION/PROCUREMENT OF ELECTRICITY

The district is in the process of requesting proposals (RFP) from Retail Energy Providers (REPs) to extend or procure new electric services for GCCISD beyond our current contract, which expires in 2012.

The district is utilizing a consulting firm, AEG Affiliated Energy Group (AEG), to assist us in the acquisition of these retail electric services. AEG represents in excess of 10,000,000,000 kilowatt hours (per annum) in Texas and is a well-trusted consulting firm used by many other Independent School Districts (ISDs). With regard to ISDs, for example, AEG has been nominated to the Texas Energy Manager's Association's (TEMA) "Curriculum Committee" to develop the educational materials for the energy managers of the TEMA members, which include dozens of large ISDs in Texas such as Fort Worth ISD, Allen ISD and several other ISDs. In addition, AEG is uniquely positioned to assist GCCISD by utilizing market data and dozens of strategies to obtain better pricing and savings through a reduction of the REPs' gross and net margins, alteration of REP's wholesale supply structures (which can lead to lower retail prices), technical contract-review, avoidance of extra costs by eliminating contract loopholes, energy consumption analysis, customized and highly negotiated contact terms affecting price, delivery charge definitions, unique bandwidth structures, analysis of market data and long term forecasts, ensuring true fixed price-structures, and, among other strategies and analysis, analyzing REPs' financial health to ensure the selected REP will be able to honor its fixed price commitments.

Regarding timing, the energy markets have just experienced one of the largest declines in natural gas prices in the U.S.'s history. Electricity prices in the Texas markets, which are largely driven by natural gas prices, are favorable, with natural gas prices and electricity prices having incurred a historically unprecedented decline over the past 12 months. As a result, present market prices of electricity are lower than GCCISD's price set forth in its existing fixed rate contract, which is in effect through 2011, and we have the opportunity to get a better rate. GCCISD is not under an electricity contract for the years of 2012, 2013, or 2014, and is therefore in a strong position to take advantage of present market conditions by locking in low prices for those years while prices and market conditions are favorable, thereby allowing GCCISD to reduce future electricity costs while also freeing up funds to address other budgeting constraints.

Locking in fixed price rates well in advance of contract expirations (more than one year away from a contract's expiration) is also generally advisable because it helps avoid adverse pricing conditions by minimizing the effect of short term market noise, which causes prices to be volatile. Some examples of short term market noise that has previously caused adverse pricing conditions for other ISDs (who've waited until the last second to procure their electricity at a higher price than was necessary) include events such as hurricanes shutting down rigs in the Gulf, unusually cold winters, or heat waves etc., which tend to cause price spikes. Procuring electricity well in advance of a contract's expiration also gives the retail electric providers more time to plan its wholesale purchases, which, in turn, may tend to help produce savings at the retail price level.

Gas and electricity prices fluctuate daily, often by as much as 10% in a single day. These market conditions make electricity procurement fairly unique in terms of the volatility. When market conditions begin to look attractive, as they are now, it is therefore advantageous to issue the RFP and start the two week notice period as quickly (and with as much advance planning) as is possible. This strategy will give GCCISD the option to lock in prices when they are acceptable without any delay (and price changes) that would result by waiting until too late to issue the REP and commence the two week notice period.

Because of the volatility of the gas and electric markets, REPs typically quote firm fixed price quotations on a daily basis subject to expiration upon closing of the natural gas markets each business day. This results in a very small window of opportunity (sometimes only hours) to sign and close a new electricity contact. Therefore, at our October 26th meeting, we will be requesting the Board designate several administrators with authority to execute a proposed REP contract for the district so long as the price complies with an established benchmark. Such benchmark will be 7.92¢ per KWh, which is our current contracted price, inclusive of all charges except transmission and distribution charges.

Please contact me if you have any questions or need additional information.

cc: Byron Terrier
Pete Pape
Dave Fluker
Ron Loveless
Tracy Moser

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF DONATION FROM EXXONMOBIL

RECOMMENDED ACTION: Accept the donation from ExxonMobil in the amount of \$12,000.00. A 2,000.00 contribution will be distributed to each of the following partner schools: Baytown Junior, Cedar Bayou Junior, Lee High, San Jacinto Elementary, Travis Elementary, and Victoria Walker Elementary.

RATIONALE: In accordance with Board Policy and Administrative Guidelines, the Board of Trustees approve all donations over \$4,999.99.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable.

RESOURCE PERSONNEL: Dr. Toby York

Exxon Mobil Corporation
5000 Bayway Drive
Baytown, Texas 77520
281 834 7340 Telephone
281 834 2261 Facsimile

Neely S. Nelson
Public Affairs Manager
Baytown Area

ExxonMobil

September 25, 2009

Goose Creek CISD
P.O. Box 30
Baytown TX 77522

Attn: Dr. Toby York

Enclosed is our check in the amount of Twelve Thousand Dollars (\$12,000) for the Goose Creek CISD and ExxonMobil Partners In Education. We are pleased to be able to contribute in support of your program. Please allocate \$2,000 each to the following schools:

1. Victoria Walker Elementary (BOP Partner)
2. San Jacinto Elementary (BTEC Partner)
3. Travis Elementary (Refinery Partner)
4. Lee High School (BTEC Partner)
5. Baytown Jr High (Chemical Plant Partner)
6. Cedar Bayou Jr High (AAEO Partner)

This contribution is being made on behalf of the ExxonMobil sites in Baytown and Mont Belvieu. Any publicity related to this contribution should be in the name of ExxonMobil.

Sincerely,



Connie Tilton
Public Affairs Advisor

Enclosure

EXXON MOBIL CORPORATION OR AN AFFILIATED COMPANY

CODE	OUR REFERENCE	DATE	YOUR REFERENCE	NET AMOUNT
PAY4	1900021394	08/28/09	20912050	12,000.00
Payment made per agreement with ExxonMobil contracting entity. REFER ANY INQUIRIES TO 1-800-833-1510 OR CHECK THE PAYMENT STATUS AT HTTP://PAYMENT-ADVICE.COM				

* INCLUDE PAYEE ID NUMBER CHECK NUMBER CHECK DATE CHECK AMOUNT
WITH EACH 6318222 2500441025 09/09/09 12,000.00
INQUIRY

EXXON MOBIL CORPORATION OR AN AFFILIATED COMPANY

62-20/311

P O BOX 2519
HOUSTON TX 77252-2519

CHECK NUMBER 2500441025

6318222 DATE 09/09/09

PAY TO THE ORDER OF

GOOSE CREEK CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT
PO BOX 30
BAYTOWN TX 77522

*****\$12,000.00*

VOID AFTER SIX MONTHS

CITIBANK NA
NEW CASTLE, DE 19720 2408

THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK. HOLD AT AN ANGLE TO VIEW. IF NOT PRESENT DO NOT CASH.

188
⑈ 2500441025⑈ ⑆031100209⑆

38695979⑈

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: **CONSIDERATION OF DONATION FROM EXXONMOBIL**

RECOMMENDED ACTION: Accept the donation of \$38,000 from ExxonMobil.

RATIONALE: In accordance with Board Policy and Administrative Guidelines,
the Board of Trustees approves all donations over \$4,999.99.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONNEL: Dr. Toby York
 Ms. Candace Ochoa



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**CANDACE OCHOA
COORDINATOR OF SCIENCE K-12**

Date: October 1, 2009
To: Dr. York
From: Candy Ochoa
Re: \$38,000 Exxon Mobil Donation

Exxon Mobil has donated \$38,000.00 to the district to fund a variety of science programs. I met earlier this year with Connie Tilton, ExxonMobil Community Relations Representative, to discuss this generous donation and to mutually identify our intended uses of this funding. It is thanks to this funding that we are able to do the following:

- \$20,000 On-The-Water-Biology Program (15 trips on the Trinity River for Biology students)
- \$4,000 Provide opportunities for GCCISD teachers to attend the Conference for the Advancement of Science Teaching (CAST)
- \$4,000 Provide transportation for students to and from the Eddie Gray Wetlands Center and Anahuac dock (for the On-The-Water-Biology Program)
- \$10,000 Provide teachers opportunities for curriculum development and writing

Please find attached the check from ExxonMobil.

If you have any questions, please contact me.

**4544 INTERSTATE 10 EAST • BAYTOWN, TEXAS 77521 • (281) 420-4403 • FAX: (281) 420-4408
e-mail:caochoa@gccisd.net**

EXXON MOBIL CORPORATION OR AN AFFILIATED COMPANY

CODE	OUR REFERENCE	DATE	YOUR REFERENCE	NET AMOUNT
PAY4	1900021776	09/04/09	79381	38,000.00
Payment made per agreement with ExxonMobil contracting entity.				
REFER ANY INQUIRIES TO 1-800-833-1510 OR CHECK THE PAYMENT STATUS AT				
HTTP://PAYMENT-ADVICE.COM				

* INCLUDE WITH EACH INQUIRY	PAYEE ID NUMBER 6318222	CHECK NUMBER 2500442030	CHECK DATE 09/15/09	CHECK AMOUNT 38,000.00
-----------------------------	----------------------------	----------------------------	------------------------	---------------------------

EXXON MOBIL CORPORATION OR AN AFFILIATED COMPANY

P O BOX 2519
HOUSTON TX 77252-2519
6318222

DATE 09/15/09

62-20/311

CHECK NUMBER 2500442030

PAY TO THE ORDER OF

GOOSE CREEK CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT
PO BOX 30
BAYTOWN TX 77522

*****\$38,000.00*

VOID AFTER SIX MONTHS

CITIBANK NA
NEW CASTLE, DE 19720 2408

THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK. HOLD AT AN ANGLE TO VIEW. IF NOT PRESENT DO NOT CASH.

⑈ 2500442030⑈ ⑆031100209⑆

38695979⑈

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF SUPERINTENDENT'S EXPENDITURES

RECOMMENDED ACTION: Approve the expenditures of the Superintendent as presented.

RATIONALE: The Board of Trustees approves all expenditures of the Superintendent of Schools.

BUDGET PROVISIONS/ACTION REQUIRED: 2009-2010 Budget

RESOURCE PERSONNEL: Dr. Toby York
Board of Trustees



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

TOBY YORK, Ed.D.
SUPERINTENDENT OF SCHOOLS

October 5, 2009

TO: PETE PAPE
FROM: TOBY YORK
SUBJECT: SUPERINTENDENT'S EXPENSES

Attached are the following expenses:

TASA/TASB Convention 2009, Houston, Texas

Registration.....	\$285.00
Gasoline, Flying J, Baytown, Tx.	\$62.05
Total.....	\$347.05

PERSONAL REIMBURSEMENT

Parking, Ace.	\$10.00
Parking, The Houstonian	\$12.00
Parking, Aug. 19, Region IV Recognitions	\$12.00
Certified Movers.....	\$465.00
Total.....	\$499.00

I have reviewed the above expenditures for the Superintendent of Schools and have determined that all are in compliance with applicable Board and District policies.

Approved Peter D. Pape Date Oct 21, 2009

Garcia, Noemi

From: Texas Association of School Administrators [admin@tasanet.org]
Sent: Friday, September 04, 2009 2:07 PM
To: Garcia, Noemi
Subject: TASAnet Purchase Receipt for Noemi Garcia



Texas Association of School Administrators
406 East 11th Street
Austin, TX 78701-2617
512-477-6361
800-725-8272

Order Number: **1942**
Purchase Date: **09/04/2009**

Total Order Amount
\$2,850.00

Noemi Garcia

PAYMENT TYPE	DATE APPLIED	PAYMENT AMOUNT
Credit Card - 1010	09/04/2009	\$ 2850.00

ITEM NAME	PRICE	QTY	TOTAL
TASA/TASB Convention			
Pre-registration for members - Toby York	\$285.00	1	\$285.00 ✓
Pre-registration for members - Rick Kirk	\$285.00	1	\$285.00
Pre-registration for members - Pete Pape	\$285.00	1	\$285.00
Pre-registration for members - Agustin Loreda	\$285.00	1	\$285.00
Pre-registration for members - Ken E. Martin	\$285.00	1	\$285.00
Pre-registration for members - Carl R. Burg	\$285.00	1	\$285.00
Pre-registration for members - Jenice M. Coffey	\$285.00	1	\$285.00
Pre-registration for members - Robert Hoskins	\$285.00	1	\$285.00
Pre-registration for members - Wilyne F. Laughlin	\$285.00	1	\$285.00
Pre-registration for members - Noemi Garcia	\$285.00	1	\$285.00
	Total		\$2,850.00

GUEST LIST FOR: TASA/TASB Convention

Guests Invited By: Carl R. Burg

9/4/2009

GUEST RECEIPT

407972

06/03

Date

Signature

Amount

12.00

NOT A CLAIM CHECK

Parking

Management Services, Inc.

Hyatt Regency
Parking Receipt

Reg. IV
Hyatt Regency
Receipt

DATE: 8-19-09 AMT: 12.00



59-381

Ace Parking Management, Inc.
713-490-2998
Houston, Texas
Lot 3615

IMPORTANT READ CAREFULLY
This is a receipt for parking only. It does not constitute a contract. The terms and conditions of the parking agreement are set forth in the parking agreement form which is provided to you upon receipt of this receipt. The receipt is valid only for the amount and duration of parking indicated on the receipt. The receipt is not valid for any other purpose. The receipt is not a claim check. The receipt is not a receipt for any other service. The receipt is not a receipt for any other product. The receipt is not a receipt for any other service. The receipt is not a receipt for any other product.

FLYING J
TRAVEL PLAZA
1876 EAST FREEMAY
BAYTOWN, TX 77521

10-05-2009 Invoice # 202N4124
DUPLICATE

YORK T

#	DESC	QTY	PRICE	AMNT
2	UNLEADED REG	29.008	2.139	62.05
	TOTAL FUEL			62.05
	TOTAL PURCHASES			62.05
	Amount Tendered			62.05
	AMEX #1010			
	SWIPED AUTH # 3026940 Log # 011862			

DUPLICATE
Complete a Survey
www.gasvisit.com
Register to Win!

05141 9e

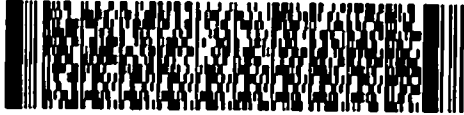


7/17/19 L.R.
2019-2020 9/20/19

Toby

Toby York
Superintendent
Goose Creek CISD

at a Glance



Friday, October 2

Registration	6:30 a.m.–5 p.m.
Breakout Sessions	7:30–8:45 a.m.
Small School District Seminar	8–11:45 a.m.
Breakout Sessions	9–10:15 a.m.
In-Depth Sessions	9–11:45 a.m.
Field Trips (buses depart at 9 a.m.)	9–11:45 a.m.
Breakout Sessions	10:30–11:45 a.m.
Exhibits Viewing	10:30 a.m.–4 p.m.
TASA/TASB Marketplace	10:30 a.m.–4 p.m.
Designated Exhibits Viewing	11:45 a.m.–1 p.m.
<i>Distinguished Lecture—</i> ■ Marc Prensky	1–2:15 p.m.
Breakout Sessions	1–2:15 p.m.
In-Depth Sessions	1–3:45 p.m.
Breakout Sessions	2:30–3:45 p.m.
<i>First General Session—</i> ■ Alan November	4–5:30 p.m.

Saturday, October 3

Registration	6:30 a.m.–4:30 p.m.
Breakout Sessions	7:30–8:45 a.m.
In-Depth Sessions	7:30–10:15 a.m.

Exhibits Viewing	8 a.m.–4 p.m.
TASA/TASB Marketplace	8 a.m.–4 p.m.
Breakout Sessions	9–10:15 a.m.
<i>Second General Session—</i> ■ Alfredo Quiñones-Hinojosa	10:30 a.m.–noon
Designated Exhibits Viewing	Noon–1:30 p.m.
TASB Named Delegate and Alternate Lunch and Caucuses	12:30–1:45 p.m.
<i>Distinguished Lecture—</i> ■ Bruce Hunter ■ Michael Resnick	1:30–2:45 p.m.
Breakout Sessions	1:30–2:45 p.m.
In-Depth Sessions	1:30–4:15 p.m.
TASB Delegate Assembly	2–4 p.m.
Designated Exhibits Viewing	2:45–3:30 p.m.
<i>Distinguished Lecture—</i> ■ Robert Scott	3:30–4:45 p.m.
Breakout Sessions	3:30–4:45 p.m.

Sunday, October 4

Registration/Information	7–10:30 a.m.
Breakout Sessions	7:30–8:45 a.m.
<i>Third General Session—</i> ■ Debbie Allen	9–10:30 a.m.
Breakout Sessions	10:45 a.m.–noon

MOVERS OF HOUSTON

CERTIFIED



Pager: 713.765.0639
 Mobil: 713.569.0737

INVOICE NO:

From: CERTIFIED
MOVERS

To: TOBY YORK
5906-CARAWAY LAKE DR.
BAY TOWN, TX.

2 Men 65 Hr () 3 Men 75 Hr () 4 Men 85 Hr () Special Request

Customer	Salesperson	Terms	Shipped by	T.O.E.	Date Shipped
<u>TOBY</u>	<u>LARRY</u>	<u>CASH</u>	<u>MOVERS</u>	<u>75⁰⁰ HR.</u>	<u>10-17-09</u>
Description of Charges					
Time Started				<u>9:08</u>	<u>A.M.</u>
Time Completed				<u>2:20</u>	<u>P.M.</u>
Total # of Men Used				<u>3</u>	
TOTAL HOURS				<u>5 HRS. 12 MIN.</u>	
10 Miles or More \$35.00 Travel Time				<u>875⁰⁰</u>	
				Sub Total	
				Sales Tax	
				Shipping & Handling	
				TOTAL DUE	<u>\$ 465.00</u>

AUTHORIZATION FOR MOVING X

[Signature]

Bonding Insurance covers only
 \$0.45 per pound up to \$100,000.00 coverage
 any additional insurance for apartments
 will be \$200.00 down + \$100.00 deductible
 Home & Office \$100.00 + \$100.00 deductible

THANK YOU FOR YOUR BUSINESS!

SUPERINTENDENT'S REPORTS

Career and Technical Education Update



Career & Technical *Planning pathways to your future* Education

Career and Technical Education Enrollment

	06-07	07-08	08-09	09-10
TOTALS	3521	3699	4021	4986

Our efforts are paying off!

PROBLEM (a good problem to have)

- High Enrollment in CTE including Stuart Career Center
 - 409 students enrolled at SCC

SOLUTIONS!

- Application Process for SCC courses
 - ATV, Auto Tech, Collision Repair, Culinary Arts, Welding
- Parameters in TEAMS for all CTE courses
- Seat Allotments per high school for SCC courses

Performance-Based Monitoring Analysis System (PBMAS)

2009 Report = GCCISD is a 0
uses 07-08 data

2008 Report = GCCISD was a 0
06-07 data

2007 Report = GCCISD was a 2
05-06 data

2006 Report = GCCISD was a 2
04-05 data – 1st year for PBMAS

Update on Board Goal 5

GCCISD Career and Technical Education will increase participation in the CTE dual enrollment programs with Lee College by 45% (from 50 students to 72 students) by school year 2010-2011.

Current CTE Dual Enrollment 2009-2010

	PTAC	ELEC	CISCO	CONST ENG	POFT	AUTO COLL	TOTAL
Fall 2007	9	4	5	n/a	n/a	6	18
Fall 2008	16	2	0	n/a	n/a	3	18
Fall 2009	17 _(1st year) 3 _(2nd year)	0	3	16	7	2	49

Petrochemical Technician, Electrical Trades, CISCO A+ Certification, Construction Engineering, Professional Office Technology, Auto Collision

Strategy 1: promote LC CTE Dual Enrollment through CTE classes

- Dual Enrollment is discussed with students in CTE courses
- Dual Enrollment brochures will be created

Strategy 2: promote LC CTE Dual Enrollment through local publications

- A CTE article was published in the Baytown Sun on Oct 21, 2009 – Culinary Arts
- A CTE Dual Enrollment article will be written for local papers in December 2009.

Strategy 3: SCC tours to all stakeholders

- Conducted SCC tour for counselors on Sept 24th:
Attendance :
 - 4 of 14 high school counselors
 - 3 of 10 junior school counselors
 - ALP and SCGC counselors
 - Migrant and Deaf Ed Counselors
 - 2 Elementary Counselors

(Tours for remaining counselors are slated for next counselors meeting in November)
- Scheduled SCC tour for all Assistant Principals and Academic Deans on November 10th
- ALP students will tour SCC on Dec 4th

Strategy 4: Increase enrollment by 45%

- Results due June 2010

Strategy 5: Present to 10th & 11th graders at pre-registration

- Will occur in January/February 2010

Strategy 6: Promote LC CTE Dual Enrollment at College Night

- Dual Enrollment teachers will be attending College Night December 2009

Strategy 7: Conduct quarterly meetings with GCCISD & LC personnel

- GCCISD Administrators and Lee College have been meeting
- CTE and GCCISD Administrators have been meeting
- Restructuring CTE Workforce Advisory Committee
 - Merge with LC's Advisory Committee???
 - Create a task oriented/workshop type meeting???

Challenges

- Transportation
- Summer tuition
- Waive tuition for courses taught by GCCISD personnel at GCCISD facilities
- Late drops by students



CTE Restructure 2010

21st Century **C**areer and **T**echnical **E**ducation

Why **Restructure** CTE?

1. **MANDATED:** revision of the Texas essential knowledge and skills (TEKS) for CTE no later than September 1, 2009.
2. **BENEFICIAL:** it gives us a chance to take a fresh look at our programs and update the curriculum.

Where is GCCISD in this CTE transformation?

Although new CTE courses don't go into effect until 2010, GCCISD is already ahead of the curve by implementing many new programs over the past few years such as

Campus Based Courses:

- Engineering: The Digital Future
- Robotics
- Culinary Arts and Art of Baking (ServSafe certification)
- Veterinary Medical Assistant
- Forensic Psychology
- Health Sciences – (Pharmacy Technician and Nurse Assistant certifications)

So... What will be different for CTE in 2010?

- Many CTE **Course names** and all CTE Course **PEIMS numbers** will change.
- **Curriculum** will be updated to match new TEKS
- Courses will be **organized by** the 16 **Career Clusters** rather than program areas

Work Completed...

- CTE teachers met and selected courses and course sequences.
- CTE teachers met and wrote new course descriptions, prerequisites, grade levels, credits. etc.
- Crosswalk showing current courses and new courses
- Present recommended courses and course sequences to all stakeholders for discussion and input

There is **more** work to be done!

- Begin curriculum writing for all CTE courses
- Prepare 2010 course info for TEAMS/Prologic system
- Update GCCISD CTE Website and course guide book
- Provide all CTE teachers 2 days of state mandated training on the new CTE TEKS and career clusters.
- Work with Human Resources to go over CTE teacher certifications and how they relate to new courses.
- Work with campus principals to go over CTE teacher certifications, how they relate to new courses, and master schedules.
- Provide training for all secondary GCCISD counselors.

“Let’s Roll”

- Todd Beamer

C O N F I D E N T I A L
Texas Education Agency
2009 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
CAREER AND TECHNICAL EDUCATION

County-District Number: 101911
District Name: GOOSE CREEK CISD

ESC 04

INDICATOR	2009	2009	2009	2009	2008	2008	2007	2007	2009 INDICATOR PERFORMANCE LEVEL
	PBMAS STANDARD (%) OR STATE RATE	DISTRICT RATE OR DIFFERENCE	NUMERATOR (COUNT)	DENOMINATOR (COUNT)	NUMERATOR (COUNT)	DENOMINATOR (COUNT)	NUMERATOR (COUNT)	DENOMINATOR (COUNT)	
.....									
1. CTE TAKS PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	55.0	91.6	654	714	307	328	359	528	0
(ii) READING/ELA	70.0	97.0	700	722	318	328	442	532	0
(iii) SCIENCE	50.0	91.5	551	602	308	324	273	412	0
(iv) SOCIAL STUDIES	70.0	99.0	595	601	322	325	368	410	0
2. CTE LEP TAKS PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	55.0	.	0	0	0	0	3	18	No Data
(ii) READING/ELA	70.0	.	0	0	0	0	2	17	No Data
(iii) SCIENCE	50.0	.	0	0	0	0	4	10	No Data
(iv) SOCIAL STUDIES	70.0	.	0	0	0	0	6	10	No Data
3. CTE ECON DISADV TAKS PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	55.0	90.7	291	321	119	129	166	259	0
(ii) READING/ELA	70.0	95.7	311	325	124	129	216	264	0
(iii) SCIENCE	50.0	89.7	243	271	116	125	128	202	0
(iv) SOCIAL STUDIES	70.0	98.5	267	271	122	125	177	202	0
4. CTE SPED TAKS PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	55.0	50.0	2	4	3	3	4	18	NA SA
(ii) READING/ELA	70.0	75.0	6	8	3	4	7	20	0
(iii) SCIENCE	50.0	50.0	3	6	3	4	2	12	0
(iv) SOCIAL STUDIES	70.0	83.3	5	6	4	4	6	13	0
5. CTE TECH PREP TAKS PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	55.0	96.2	256	266	43	45	166	236	0
(ii) READING/ELA	70.0	98.9	264	267	42	43	203	238	0
(iii) SCIENCE	50.0	98.0	247	252	43	43	124	188	0
(iv) SOCIAL STUDIES	70.0	100.0	253	253	43	43	170	188	0
6. CTE ANNUAL DROPOUT RATE (GRADES 9-12)			----- 2007-08 -----		----- 2006-07 -----		----- 2005-06 -----		
	3.0	0.2	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			2	893	23	848	53	1,239	
7. CTE RHSP/DAP DIPLOMA RATE			----- 2007-08 -----		----- 2006-07 -----		----- 2005-06 -----		
	70.0	91.6	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	0
			482	528	206	240	245	325	
8. CTE GRADUATION RATE			----- 2007-08 -----						
	70.0	94.5	CTE <u>GRADUATES</u>	CTE <u>CLASS</u>					0
			519	549					

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2009 Manual' at <http://ritter.tea.state.tx.us/pbm/PBMASManuals.html>. For performance levels assigned through recommended improvement and special analysis (other than NA SA and NA PJSA), both current and previous years' district rates are presented. The 2008 numerators and denominators for all PBMAS student assessment participation indicators are presented with updated data for that year. District rates are presented for 'Report Only' indicators.

C O N F I D E N T I A L
 Texas Education Agency
 2009 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
 CAREER AND TECHNICAL EDUCATION (CONT.)

County-District Number: 101811
 District Name: GOOSE CREEK CISD

ESC 04

INDICATOR	2009 PBMAS STANDARD (%) OR STATE RATE	2009 DISTRICT RATE OR DIFFERENCE	2009 NUMERATOR (COUNT)	2009 DENOMINATOR (COUNT)	2008 NUMERATOR (COUNT)	2008 DENOMINATOR (COUNT)	2007 NUMERATOR (COUNT)	2007 DENOMINATOR (COUNT)	2009 INDICATOR PERFORMANCE LEVEL
.....									
9. CTE NONTRADITIONAL COURSE COMPLETION RATE -- MALES			----- 2007-08 -----		----- 2006-07 -----				
			MALE	ALL	MALE	ALL			
			COMPLETE	COMPLETE	COMPLETE	COMPLETE			
			FEMALE	FEMALE	FEMALE	FEMALE			
			<u>COURSE</u>	<u>COURSE</u>	<u>COURSE</u>	<u>COURSE</u>			
	40.0	39.7 / 32.4	214	539	167	516			0 RI
10. CTE NONTRADITIONAL COURSE COMPLETION RATE -- FEMALES			----- 2007-08 -----		----- 2006-07 -----				
			FEMALE	ALL	FEMALE	ALL			
			COMPLETE	COMPLETE	COMPLETE	COMPLETE			
			MALE	MALE	MALE	MALE			
			<u>COURSE</u>	<u>COURSE</u>	<u>COURSE</u>	<u>COURSE</u>			
	35.0	15.6	105	674	141	594			1

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2009 Manual' at <http://ritter.tea.state.tx.us/pbm/PBMASManuals.html>. For performance levels assigned through required improvement and special analysis (other than NA SA and NA PJSA), both current and previous years' district rates are presented. The 2008 numerators and denominators for all PBMAS student assessment participation indicators are presented with updated data for that year. State rates are presented for 'Report Only' indicators.



Career & Technical

Planning pathways to your future

Education

**APPLICATION FOR 2 CREDIT COURSES AT
STUART CAREER CENTER * 300 YMCA DR
BUS TRANSPORTATION PROVIDED**

Student ID # _____

Campus _____

Contact Phone Number(s) _____

Current Grade Level (circle one): 9th 10th 11th Promoting to Grade _____

Select one:

- Automotive Technology (11th grade)
- Culinary Arts (11th grade) *Prerequisite: Art of Baking*
- ATV Repair (10th and 11th grades)
- Welding (11th grade)
- Collision Repair & Refinishing (11th grade)

Alternate Choice: _____

Tell us why you want to be in _____? (Please write neatly)
(WRITE IN COURSE NAME)

Do you plan to take the Advanced course your senior year? _____

What are your plans after completing high school? _____

STUDENTS: Please turn this form into your counselor by March 26, 2010 to be considered for this class. Students will be selected by a Career and Technical Education Committee based on this application. Thank you for applying!

COUNSELORS: Please forward this form to Monelle Rougeau at SCC

**FUTURE BOARD AGENDA ITEMS,
BOARD TRAINING,
BOARD MEETINGS**

C L O S E D M E E T I N G

**INSTRUCTIONS FOR BOARD PRESIDENT
GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Baytown, Texas**

Recess into Closed Meeting

Board President: This Board will now recess into a Closed Session pursuant to the following sections of the Texas Open Meetings Act:

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 deployment, specific occasions for, or implementation of, security personnel or devices.
- 551.082 Considering the discipline of a public school child, or complaints or charges 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.

NO ACTION WILL BE TAKEN WHILE THE BOARD IS IN CLOSED MEETING.

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: CONSIDERATION OF PERSONNEL ACTION

RECOMMENDED ACTION: Approve one (1) election subject to assignment and place on teacher hiring placement scale; approve one (1) resignation.

RATIONALE: Fill vacancy for the 2009-10 school year; accommodate employee's request to resign.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONNEL: Dr. Toby York
Byron Terrier

/jr

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Office of the Superintendent
Baytown, Texas

October 26, 2009

RESIGNATION

1. **Anneke Rakowitz**, special education teacher at Cedar Bayou Junior School, resigned effective September 21, 2009. Mrs. Rakowitz moved out of the Baytown area.

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Office of the Superintendent
Baytown, Texas

October 26, 2009

ELECTION

1. **Laura Stewart**, teacher, assigned to Ross S. Sterling High School.

A. High School Attended	Cy-Fair High School
B. Degree Conferred	BA – University of North Texas
C. Hours in Teaching Areas	Spanish – 56
D. Grades	Excellent
E. Experience	1 year
F. Certification	Standard Spanish 8-12
G. Honors	Golden Key Honor Society, Spanish Honor Society
H. Interviewers	Dr. B. Cannariato, D. Beck

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: **CONSIDERATION OF ADMINISTRATIVE PERSONNEL**

RECOMMENDED ACTION: Approve Educational Technology Specialist.

RATIONALE: Board approval is required to fill administrative vacancies.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONNEL: Dr. Toby York
 Byron Terrier

/jr

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Office of the Superintendent
Baytown, Texas

October 26, 2009

ELECTION

Rebekka Gabino, as Educational Technology Specialist.

- | | |
|----------------------|--------------------------------------------------------------------------------------------|
| A. Degrees Conferred | Bachelor of Science, Old Dominion University
Master of Education, Texas Tech University |
| B. Certification | Standard Technology Applications
Standard Secondary Social Studies Composite |
| C. Experience | 5 years – Teacher, Galena Park ISD
5 years – Teacher, Pasadena ISD |
| D. Interviewers | Byron Terrier, Cynthia Allen, Alicia Brooks, Matt Flood,
Frankie Jackson, Christi Leath |

SCHOOL BOARD AGENDA ITEM SUMMARY

October 26, 2009

SUBJECT: **CONSIDERATION OF ADMINISTRATIVE PERSONNEL**

RECOMMENDED ACTION: Approve ESL Instructional Specialist 6-12.

RATIONALE: Board approval is required to fill administrative vacancies.

BUDGET PROVISIONS/ACTION REQUIRED: Not applicable

RESOURCE PERSONNEL: Dr. Toby York
 Byron Terrier

/jr

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Office of the Superintendent
Baytown, Texas

October 26, 2009

ELECTION

Michelle Johnson, as ESL Instructional Specialist 6-12.

- | | |
|----------------------|--------------------------------------------------------------------------------------------|
| A. Degrees Conferred | Bachelor of Science, Texas A&M University
Master of Education, University of Houston |
| B. Certification | Standard Secondary Biology
Standard English as a Second Language |
| C. Experience | 8 years – Teacher, Pasadena ISD |
| D. Interviewers | Byron Terrier, Don Beck, Diana Cox, Misty Dolgner,
Norma Picacio-Jones, Elma Villanueva |