



# GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**DATE, TIME, LOCATION: MONDAY, DECEMBER 13, 2010, 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 - Goose Creek Memorial High School 3
3. RECOGNITIONS AND ACKNOWLEDGEMENTS 4
  - A. National Hispanic Institute (NHI) 5
  - B. Athletic Honors for Track 6
  - C. Resolutions
    1. Goose Creek Memorial High School Baseball Team 7
    2. Robert E. Lee High School Baseball Team 8
    3. Ross S. Sterling High School Baseball Team 9
  - D. Advanced Placement (AP) Scholars 10
  - E. 2010 Gold Performance Acknowledgement 12
4. CITIZENS PARTICIPATION 17
5. ITEMS OF DISCUSSION/ACTION
  - A. Consideration of Superintendent's Reports 18
    1. Goose Creek CISD Attributes of a College and Career Ready Graduate 19
    2. Goose Creek CISD Career and Technical Education Update 41
  - B. Consideration of Designation/Commitment of Funds of General Fund Balance for Future Construction Projects 57
  - C. Consideration of Consent Agenda
    1. Tax Refund 59
    2. Supplemental Request for Proposals (RFP)
      - a. General Walk-In Trade for Food, Supplies and/or Services 61
      - b. Maintenance & Building Supplies and Materials 63
      - c. Spirit Wear for Various Departments 65
    3. Resolution Expressing Intent to Finance Expenditures to be Incurred for Site Renovations and Temporary Transportation Facilities at Stallworth Stadium from Local Funds with the Intention of a Future Reimbursement from Bond Funds 67
    4. Consideration of Second Reading of EIC (Local) Academic Achievement Class Ranking 70
  - D. Consideration of Report on Board Training Credit Hours 76
  - E. Future Board Agenda Items, Board Training, Board Meetings 78
    1. Future Board Agenda Items
    2. Board Training

3. Board Meetings/Workshops

F. Closed Meeting

79

1. Discussion of Personnel

a. Level III Grievance for Marlon Ratliff

b. Elections and Resignations

c. Superintendent's Evaluation

2. Consultation with Attorney - Regarding Pending Litigation or a Settlement Offer on Matters or a Matter in Which the Duty of the Attorney of the Governmental Body Under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas Conflicts with the Texas Open Meetings Act

3. Discussion of Purchase, Exchange, Lease, or Value of Real Property

G. Consideration of Personnel Action

80

1. Election

81

2. Resignations

82

3. Administrative Election - Career and Technical Education Coordinator

83

4. Level III Grievance for Marlon Ratliff

6. ADJOURNMENT

**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, Ed.D.**

ASSISTANT SUPERINTENDENT  
ADMINISTRATIVE SERVICES

December 13, 2010

TO: DR. TOBY YORK

FROM: DR. BYRON TERRIER

**SUBJECT: OPENING EXERCISES FOR DECEMBER 13, 2010, BOARD MEETING**

The opening exercises for the December 13, 2010, Board Meeting will be given by the students of Goose Creek Memorial High School.

The pledges will be led by student body president Lauren DeLuca and student council member Brelyn Donatto.

Students will present a special holiday performance starring Pat the Patriot (James Bobalik), Lauren DeLuca, Dalton Going, Price Jacobs, and Brelyn Donatto.

The students are under the direction of teacher sponsors Ms. Angie Johnson and Ms. Stephanie Schrull; and principal Mr. Al Richard.

/rn

**RECOGNITIONS  
AND  
ACKNOWLEDGEMENTS**



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**BYRON TERRIER, Ed.D.**  
ASSISTANT SUPERINTENDENT  
ADMINISTRATIVE SERVICES

December 13, 2010

TO: DR. TOBY YORK  
FROM: DR. BYRON TERRIER  
SUBJECT: **STUDENT RECOGNITION**

In November, five Goose Creek CISD students were invited to attend Celebración in San Antonio. Celebración is the annual showcase event of the National Hispanic Institute (NHI), where only the top award recipients from throughout the United States are invited to attend for one final encounter.

ROBERT E. LEE HIGH SCHOOL

**Jessica De Leon Enrique Mendez Hector Vela Miroslava Zendejas**

GOOSE CREEK MEMORIAL HIGH SCHOOL

**Jonathan Guajardo**

The students were under the direction of Laura Acosta, Project Administrator, and 2009 NHI Alumni of the Year; Robert E. Lee High School Principal Mr. Bruce Davis; Ross S. Sterling High School Academic Dean Ms. Julie McReynolds; Goose Creek Memorial Counselor Ms. Celina Low-Scott; Impact Early College High School Principal Ms. Karen Smithson; and Impact Early College High School Teacher Brian Courtney.



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**BYRON TERRIER, Ed.D.**  
ASSISTANT SUPERINTENDENT  
ADMINISTRATIVE SERVICES

December 13, 2010

TO: DR. TOBY YORK  
FROM: DR. BYRON TERRIER  
**SUBJECT: ATHLETIC HONORS FOR TRACK**

The following students in our athletic program have achieved recognition during the 2010 season:

**ROBERT E. LEE HIGH SCHOOL BOYS TRACK TEAM**

Xavier Ruben                      State Qualifier- Discus  
   Regional Champion- Discus  
   District Champion- Shot and Discus

Xavier was under the direction of Coach Charles Southall.

**ROSS S. STERLING HIGH SCHOOL GIRLS TRACK TEAM**

Myesha Rice                      State Qualifier- Discus  
   Regional Runner-up- Discus  
   District Champion- Discus

Myesha was under the direction of Coach Christi Speights.

/rn



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**BOARD OF TRUSTEES**

**RESOLUTION**

**STATE OF TEXAS §**

**COUNTY OF HARRIS §**

**RECOGNIZING** the outstanding achievement of the Goose Creek Memorial High School Baseball Team, who is a Bi-District Champion, and,

**RECOGNIZING** that the attainment of this award was the result of dedicated effort by members of the Goose Creek Memorial High School Baseball Team and their coaches.

**THE BOARD OF TRUSTEES** of the Goose Creek Consolidated Independent School District extends sincere congratulations to the students, the coaches, and the school. Your efforts have brought honor to you and our school district.

**THE BOARD OF TRUSTEES** wishes for your continued success in the future.

Goose Creek Consolidated Independent School District  
Board of Trustees

\_\_\_\_\_  
President

\_\_\_\_\_  
Vice President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Assistant Secretary

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**BOARD OF TRUSTEES**

**RESOLUTION**

**STATE OF TEXAS §**

**COUNTY OF HARRIS §**

**RECOGNIZING** the outstanding achievement of the Robert E. Lee High School Baseball Team, who is the 21-5A District Champion, Bi-District Champion, and Area Finalist, and,

**RECOGNIZING** that the attainment of this award was the result of dedicated effort by members of the Robert E. Lee High School Baseball Team and their coaches.

**THE BOARD OF TRUSTEES** of the Goose Creek Consolidated Independent School District extends sincere congratulations to the students, the coaches, and the school. Your efforts have brought honor to you and our school district.

**THE BOARD OF TRUSTEES** wishes for your continued success in the future.

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Board Member

\_\_\_\_\_  
Assistant Secretary

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**BOARD OF TRUSTEES**

**RESOLUTION**

**STATE OF TEXAS §**

**COUNTY OF HARRIS §**

**RECOGNIZING** the outstanding achievement of the Ross S. Sterling High School Baseball Team, who is a Bi-District Finalist, and,

**RECOGNIZING** that the attainment of this award was the result of dedicated effort by members of the Ross S. Sterling High School Baseball Team and their coaches.

**THE BOARD OF TRUSTEES** of the Goose Creek Consolidated Independent School District extends sincere congratulations to the students, the coaches, and the school. Your efforts have brought honor to you and our school district.

**THE BOARD OF TRUSTEES** wishes for your continued success in the future.

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Superintendent

\_\_\_\_\_  
Date



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**BYRON P. TERRIER, Ed.D.**

ASSISTANT SUPERINTENDENT  
ADMINISTRATIVE SERVICES

December 13, 2010

TO: DR. TOBY YORK  
FROM: DR. BYRON TERRIER  
SUBJECT: STUDENT RECOGNITIONS

The College Board, in recognition of their exceptional achievement on the college-level Advanced Placement (AP) Examinations, has named 55 of our Goose Creek students as AP Scholars.

Students take AP Exams in May after completing challenging college-level courses at their high schools. The College Board recognizes several levels of achievement based on the number of yearlong courses and exams (or their equivalent semester-long courses and exams):

**AP Scholar Award**- students qualified by completing three or more AP Exams, with grades of 3 or higher.

**GOOSE CREEK MEMORIAL HIGH SCHOOL**

<i>Ryan Armstrong</i>	<i>Jacob Bailey</i>	<i>Adriana Capilla-Garcia</i>
<i>Francisco Chavez</i>	<i>Kaitlyn Cryer</i>	<i>William Gross</i>
<i>Jayson Lindley</i>	<i>Ashley Miller</i>	<i>Jacob Miller</i>
<i>Tannya Singh</i>		

**ROBERT E. LEE HIGH SCHOOL**

<i>Zachery Carter</i>	<i>Amy Epperson</i>	<i>Jennifer Epperson</i>
<i>Meagan Jackson</i>	<i>Tara Kennedy</i>	<i>Tania Kolarik</i>
<i>Kaitlyn Martin</i>	<i>Carmen Mendoza</i>	<i>Vincent Perez</i>
<i>Emily Pohr</i>	<i>Keith Thompson</i>	<i>Celeste Trejo</i>
<i>Kelli VanNatta</i>		

**ROSS S. STERLING HIGH SCHOOL**

<i>Janci Addison</i>	<i>Julio Alanis</i>	<i>Alyssa Gainer</i>
<i>Lauren Gainer</i>	<i>Kelsi Hancock</i>	<i>Rodolfo Hernandez</i>
<i>Morgan Hollingsworth</i>	<i>Megan Jordan</i>	<i>Johnny Lagunas</i>

AP Scholar Award (cont)

**ROSS S. STERLING HIGH SCHOOL (cont)**

*Jeffrey Mayfield*

*Michael Miller*

*Daniel Norris*

*Elida Ramirez*

*Stephanie Sandoval-Rodriguez*

*Steele Seeley*

*Austin Shaver*

*John Sherry*

*Christian Shuler*

*Rachel Smith*

**AP Scholar with Honor Award-** students earned an average grade of at least 3.25 on all AP Exams and grades of 3 or higher on four or more of these exams.

**GOOSE CREEK MEMORIAL HIGH SCHOOL**

*Sunayana Yadav*

**ROBERT E. LEE HIGH SCHOOL**

*Raven Graves*

**ROSS S. STERLING HIGH SCHOOL**

*Kaitlyn Gainer*

*Clarita Hernandez*

*Alicia Hollaway*

*Janelle Jagnanan*

*Colton Kolaja*

*Dominika Snodgrass*

**AP Scholar with Distinction Award-** students earned an average grade of at least 3.5 on all AP Exams and grades of 3 or higher on five or more of these exams.

**GOOSE CREEK MEMORIAL HIGH SCHOOL**

*Andrea Martinez*

**ROBERT E. LEE HIGH SCHOOL**

*David Harding*

*James Voytek*

**ROSS S. STERLING HIGH SCHOOL**

*Fernando Rangel*

*Shannon Sartor*

**National AP Scholar-** students in the United States who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.

**ROBERT E. LEE HIGH SCHOOL**

*David Harding*



## GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**DAVID YANNOTTA, DIRECTOR  
STUDENT ASSESSMENTS AND ACCOUNTABILITY**

**November 3, 2010**

**TO: Dr. Toby York**  
**FROM: David Yannotta**  
**SUBJECT: 2010 Gold Performance Acknowledgment**

The district's updated 2010 "Accountability Data Tables" were posted on the secure TEASE website on Tuesday, November 2, 2010. The updated data tables include "Gold Performance Acknowledgment (GPA)" information. The district's data tables indicate the district and 19 campuses earned Gold Performance Acknowledgment on one or more indicators in 2010. In comparison, 18 campuses received Gold Performance Acknowledgment in 2009. Of the 19 2010 campuses earning acknowledgment, 12 received acknowledgment on more than one indicator.

The "Gold Performance Acknowledgment System" acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. GPA is awarded for high performance in the following areas:

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate
- Attendance Rate
- College-Ready Graduates
- Commended Performance: Reading/English Language Arts
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Comparable Improvement: Reading/English Language Arts
- Comparable Improvement: Mathematics
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results
- Texas Success Initiative (TSI) – Higher Education Readiness Component: English Language Arts
- Texas Success Initiative (TSI) – Higher Education Readiness Component: Mathematics

There were no new or deleted Gold Performance Indicators in 2010 but two adjustments were made to the 2010 system. The changes were as follows:

- Texas Success Initiative-Higher Education Readiness Component: English Language Arts and Math. The standard increased from 60% to 65%.
- Comparable Improvement: Reading and Math. Vertical scale scores were used to measure growth. Since vertical scales are only used in grades 3-8, high schools are no longer eligible to earn acknowledgment for Comparable Improvement. In the past, the Texas Growth Index was used to measure growth.

**Table 8: Gold Performance Acknowledgment Standards for 2010**

Indicator	Description	Standard (changes for 2010 in bold)	Year of Data
<b>Advanced Course/Dual Enrollment Completion</b>	Percent of 9 <sup>th</sup> –12 <sup>th</sup> graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	30.0% or more**	2008-09
<b>AP / IB Results</b>	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> graders taking at least one AP or IB examination AND	15.0% or more AND	2008-09
	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> grade examinees scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB)	50.0% or more*	
<b>Attendance Rate</b>	Attendance Rate for students in grades 1-12, the total number of days present divided by the total number of days in membership	District: 96.0%** Multi-Level: 96.0%** High School: 95.0%** Middle/Jr High: 96.0%** Elementary: 97.0%**	2008-09
<b>College-Ready Graduates</b>	Number of graduates who scored at or above the college-ready criteria on both ELA and mathematics, divided by the number of graduates with results in both subjects to evaluate.	35% or more**	Class of 2009
<b>Commended Performance: Reading/ELA</b>	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
<b>Commended Performance: Mathematics</b>	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
<b>Commended Performance: Writing</b>	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
<b>Commended Performance: Science</b>	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
<b>Commended Performance: Social Studies</b>	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
<b>Comparable Improvement: Reading</b>	Average vertical scale score growth in TAKS Reading	Top Quartile (top 25%)***	Spring 2010
<b>Comparable Improvement: Mathematics</b>	Average vertical scale score growth in TAKS Mathematics	Top Quartile (top 25%)***	Spring 2010
<b>Recommended High School Program/DAP</b>	Percent of graduates meeting or exceeding requirements for the RHSP/Distinguished Achievement Program	85.0% or more**	Class of 2009
<b>SATI/ACT Results</b>	Percent of graduates taking either the SAT or ACT AND	At least 70.0% of graduates AND	Class of 2009
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	40.0% or more at or above criterion*	
<b>T81 - Higher Education Readiness Component: English Language Arts</b>	Percent of grade 11 examinees with a scale score of 2200 or more and a score of 3 or higher on the essay	65% or more**	Spring 2010
<b>T81 - Higher Education Readiness Component: Mathematics</b>	Percent of grade 11 examinees with a scale score of 2200 or more	65% or more**	Spring 2010

\* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, and White. Economically Disadvantaged status is not available from the testing results.

\*\* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

\*\*\* Acknowledgment for Comparable Improvement is available to campuses that serve grades 4-8 only. It is evaluated for All Students only.



# GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**DAVID YANNOTTA, DIRECTOR  
STUDENT ASSESSMENTS AND ACCOUNTABILITY**

The “College-Ready Graduates” indicator was added to the accountability system in 2009. To be considered college-ready a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test or the ACT test. This is a prior-year indicator so the Class of 2009 is evaluated for 2010 accountability. The table below illustrates the criteria scores by subject that must be met for a graduate to be considered college-ready.

Subject	Exit-Level TAKS		SAT		ACT
ELA	≥ 2200 scale score AND a “3” or higher on essay	OR	≥ 500 on Critical Reading AND ≥ 1070 Total	OR	≥ 19 on English AND ≥ 23 Composite
Mathematics	≥ 2200 scale score	OR	≥ 500 on Mathematics AND ≥ 1070 Total	OR	≥ 19 on Mathematics AND ≥ 23 Composite

Comparable Improvement is a measure that calculates how student performance on the TAKS test has changed (grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. First, the campus’s vertical scale score growth is determined by calculating the difference between the current and prior year average scale scores. The 40 comparison campuses are then sorted from high to low based on their average vertical scale difference. Campuses in the top quartile earn recognition.

A more detailed description and summary of each GPA indicator can be found on the attached *Table 8* from the 2010 Accountability Manual.

A *Gold Performance Acknowledgment Summary (2010)* chart is attached and provides a detailed summary of the 19 GCCISD campuses earning Gold Performance Acknowledgement in 2010. The *2010 District Accountability Summary* provided by the Texas Education Agency is also attached.

**GOLD PERFORMANCE ACKNOWLEDGMENT (2005-2010)**

Campus	2005	2006	2007	2008	2009	2010
Lee H.S.					CI: Reading/ELA	CP: Social Studies
Sterling H.S.	CI: Reading/ELA TAAS/TASP Equiv.			CI: Reading/ELA	CI: Reading/ELA	CP: Social Studies RHSP/DAP
Memorial H.S.	N/A	N/A	N/A	N/A		CP: Social Studies
Baytown Jr.	CI: Reading	CP: Writing		CP: Reading/ELA CI: Math		
Cedar Bayou Jr.	CP: Reading CI: Math	CP: Writing	CP: Reading/ELA	CP: Reading/ELA CI: Math	CI: Math	CI: Math
Gentry Jr.	Attendance Rate	Attendance Rate CP: Reading/ELA CP: Writing	CP: Reading/ELA	CP: Reading/ELA CP: Social Studies CI: Math	CP: Reading/ELA CP: Writing CP: Social Studies CI: Reading/ELA CI: Math	CP: Reading/ELA CP: Social Studies CI: Reading CI: Math
Highlands Jr.	CP: Reading/ELA CP: Writing CI: Math	CP: Reading/ELA CP: Writing CP: Social Studies CI: Reading/ELA CI: Math	CP: Reading/ELA CP: Math CP: Writing CP: Social Studies CI: Math	CP: Reading/ELA CP: Math CP: Writing CP: Social Studies CI: Math	CP: Reading/ELA CP: Writing CP: Social Studies CI: Reading/ELA	CP: Reading/ELA CP: Writing CP: Social Studies CI: Reading CI: Math
Horace Mann Jr.	CI: Math	CP: Reading/ELA CP: Writing CI: Reading/ELA CI: Math		CP: Reading/ELA CP: Writing	CI: Reading/ELA	CI: Math
Alamo	CP: Science CI: Math	CP: Math CP: Writing CP: Science CI: Reading/ELA	CP: Writing CP: Science CI: Reading/ELA	CP: Science	CP: Science	CI: Reading
Ashbel Smith	CP: Math	CP: Math		CP: Science CI: Math	CP: Math CP: Science	CP: Math CP: Science CI: Reading
Austin	CP: Writing CP: Science	CP: Math CP: Writing CP: Science CI: Math	CP: Reading/ELA CP: Math CP: Writing	CP: Reading/ELA CP: Math CP: Writing CP: Science CI: Math	CP: Math CP: Writing CP: Science	CP: Math CP: Writing CP: Science
Bowie		CP: Math CP: Science CI: Reading/ELA	CP: Science			CP: Science CI: Reading
Carver					CP: Math	CP: Science CI: Math
Crockett	CP: Math	CP: Reading/ELA CP: Math CP: Writing CP: Science CI: Math	CP: Writing CI: Reading/ELA	CP: Math CP: Writing CP: Science CI: Reading/ELA CI: Math	CP: Math CP: Writing CP: Science CI: Reading/ELA	CP: Math CP: Science
De Zavala	CP: Reading/ELA CP: Writing CP: Science CI: Reading	CP: Reading/ELA CP: Math CP: Writing CP: Science	CP: Reading/ELA CP: Math CP: Writing CP: Science CI: Reading/ELA CI: Math	CP: Math CP: Writing CP: Science	CP: Reading/ELA CP: Math CP: Writing CP: Science CI: Reading/ELA	CP: Science CI: Reading
Harlem		CI: Reading/ELA		CP: Math CP: Science	CP: Math CP: Science	CP: Math CP: Science
Highlands EL	CP: Math	CP: Math CI: Math	CP: Science	CP: Math	CP: Math CP: Science	CP: Reading/ELA CP: Math CP: Science
Hopper						
Lamar	CP: Math CP: Science CI: Reading/ELA CI: Math	CP: Math CP: Writing CP: Science	CI: Reading/ELA	CP: Math CP: Science CI: Reading/ELA CI: Math	CP: Math	CP: Science
San Jacinto	Attendance Rate CP: Math CP: Science CI: Reading/ELA	Attendance Rate CP: Math CP: Writing CI: Reading/ELA	CP: Math CP: Writing CP: Science	Attendance Rate CP: Math CP: Writing CP: Science	CP: Writing	Attendance Rate CP: Math CI: Reading
Travis	CP: Science	CP: Math CP: Science	CP: Math CI: Reading/ELA CI: Math	CP: Math CP: Writing CP: Science	CP: Math CP: Science	CP: Science
Victoria Walker	N/A	N/A	N/A	CP: Math CP: Science		
District		CP: Writing				CP: Social Studies

CP: Commended Performance CI: Comparable Improvement Equiv: Equivalency RHSP/DAP: Recommended HS Program/Distinguished Achievement Program  
Hopper Primary: Is only evaluated on Attendance Rate.

**GOOSE CREEK CISD  
GOLD PERFORMANCE ACKNOWLEDGMENT SUMMARY (2010)**

Campus	Gold Performance Acknowledgment	Acknowledgment Standard	Student Group Performance (%)				
			All	AA	H	W	ED
Lee H.S.	Commended Performance: Social Studies	30% or more Commended	42	30	38	62	37
Sterling H.S.	Commended Performance: Social Studies	30% or more Commended	48	38	37	62	36
	Recommended HS Program/DAP	85% or more graduated on RHSP/DAP	89.1	86.3	89.6	90.3	85.8
Memorial H.S.	Commended Performance: Social Studies	30% or more Commended	42	35	39	48	37
Cedar Bayou Jr.	Comparable Improvement: Math	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Gentry Jr.	Commended Performance: Reading/ELA	30% or more Commended	41	32	34	53	31
	Commended Performance: Social Studies	30% or more Commended	52	50	45	59	44
	Comparable Improvement: Reading	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
	Comparable Improvement: Math	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Highlands Jr.	Commended Performance: Reading/ELA	30% or more Commended	37	38	30	45	31
	Commended Performance: Writing	30% or more Commended	41	41	41	42	32
	Commended Performance: Social Studies	30% or more Commended	41	31	38	49	33
	Comparable Improvement: Reading	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
	Comparable Improvement: Math	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Horace Mann	Comparable Improvement: Math	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Alamo	Comparable Improvement: Reading	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Ashbel Smith	Commended Performance: Math	30% or more Commended	30	***	31	***	30
	Commended Performance: Science	30% or more Commended	37	***	36	***	36
	Comparable Improvement: Reading	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Austin	Commended Performance: Math	30% or more Commended	48	32	45	50	42
	Commended Performance: Writing	30% or more Commended	61	***	47	67	45
	Commended Performance: Science	30% or more Commended	72	***	66	78	64
Bowie	Commended Performance: Science	30% or more Commended	49	***	42	69	42
	Comparable Improvement: Reading	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Carver	Commended Performance: Science	30% or more Commended	34	***	32	***	33
	Comparable Improvement: Math	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Crockett	Commended Performance: Math	30% or more Commended	42	***	39	54	36
	Commended Performance: Science	30% or more Commended	57	***	42	***	44
De Zavala	Commended Performance: Science	30% or more Commended	51	***	52	***	40
	Comparable Improvement: Reading	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Harlem	Commended Performance: Math	30% or more Commended	41	36	38	52	36
	Commended Performance: Science	30% or more Commended	52	39	56	***	49
Highlands El.	Commended Performance: Reading/ELA	30% or more Commended	35	***	34	36	31
	Commended Performance: Math	30% or more Commended	42	***	39	48	39
	Commended Performance: Science	30% or more Commended	58	***	56	63	55
Lamar	Commended Performance: Science	30% or more Commended	46	***	46	***	41
San Jacinto	Attendance Rate	Attendance Rate of 97% or higher	97.0	***	97.1	***	97.0
	Commended Performance: Math	30% or more Commended	32	***	32	***	32
	Comparable Improvement: Reading	Top quartile of comparison group	Q1	N/A	N/A	N/A	N/A
Travis	Commended Performance: Science	30% or more Commended	47	***	41	***	41
District	Commended Performance: Social Studies	30% or more Commended	42	33	36	55	34

Q1 = Top Quartile  
All: All Students

NA = Student Group is Not Evaluated for the Indicator  
AA: African American      H: Hispanic

\*\*\* = Minimum Size Requirement was not met  
W: White      ED: Economically Disadvantaged

## **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.

# **SUPERINTENDENT'S REPORTS**

- 1. Goose Creek CISD Attributes of a College and Career Ready Graduate**
- 2. Goose Creek CISD Career and Technical Education Update**

# **GCCISD**

# **Attributes of a**

# **College and**

# **Career Ready**

# **Graduate**

The first step in creating a PK-13 college and career readiness plan for the students of GCCISD.

# **Why Is It Important That We Prepare Our Children for Postsecondary Education and The Work Force?**

**HELP WANTED**

JUNE  
2010

PROJECTIONS  
of JOBS and  
EDUCATION  
REQUIREMENTS  
Through 2018



ANTHONY P. CARNEVALE  
NICOLE SMITH  
JEFF STROHL

GEORGETOWN UNIVERSITY



Center  
on Education  
and the Workforce

# The Growing Advantage of Postsecondary Education

“Consider that, since 1983, among prime age workers between the ages of 25 and 54:

- Earnings of high school dropouts have fallen by 2 percent;
- Earnings of high school graduates have increased by 13 percent;
- Earnings of people with some college or an Associate’s degree have increased by 15 percent;
- Earnings of people with Bachelor’s degrees have increased by 34 percent;
- Earnings of people with graduate degrees have increased by 55 percent.

# Education Is The Gateway To Further Training and Greater Earning Potential

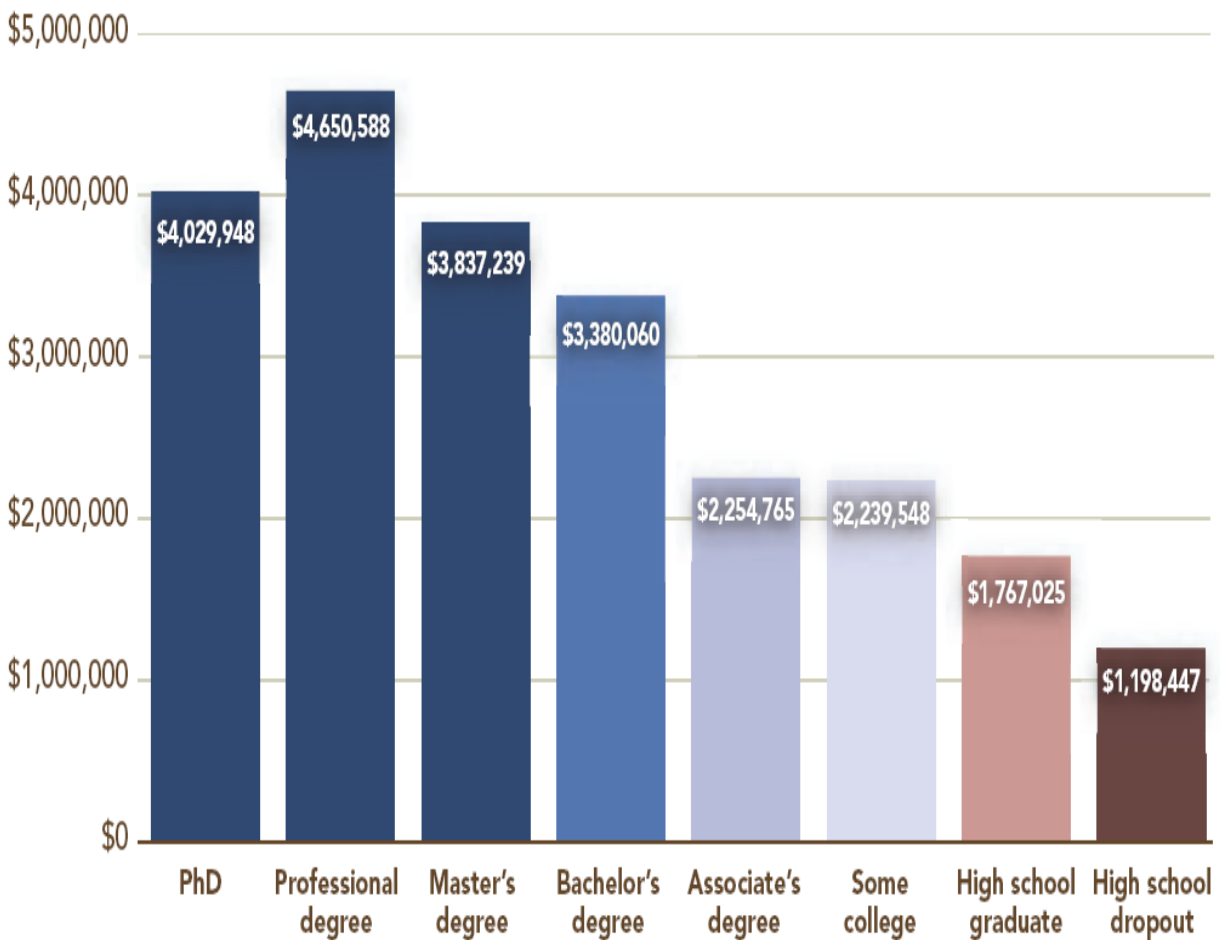
1. Postsecondary education also includes education and training provided by an employer (on the job training, formal employer provided education programs, military training, apprenticeships, etc.) .
2. In fact, colleges and universities represent only 35 percent of the entire postsecondary education system.
3. Still the role of colleges and universities is vital... higher education acts as an important gateway to other parts of the postsecondary education system.
4. Postsecondary education provides entry to the jobs offering the most employer-provided training, plus access to the most powerful, flexible workplace technology.
5. College graduates are almost twice as likely as high school graduates to receive formal training from their employers.
6. Higher levels of formal education not only increases access to jobs that provide further training, they also increase access to technology that compliments, rather than replaces, skills.

# Postsecondary Education Gives Large Accumulated Earnings Over Time

FIGURE V

Estimated average lifetime earnings by education level. (in current dollars)

Source: Authors' analysis of March CPS data, 2008



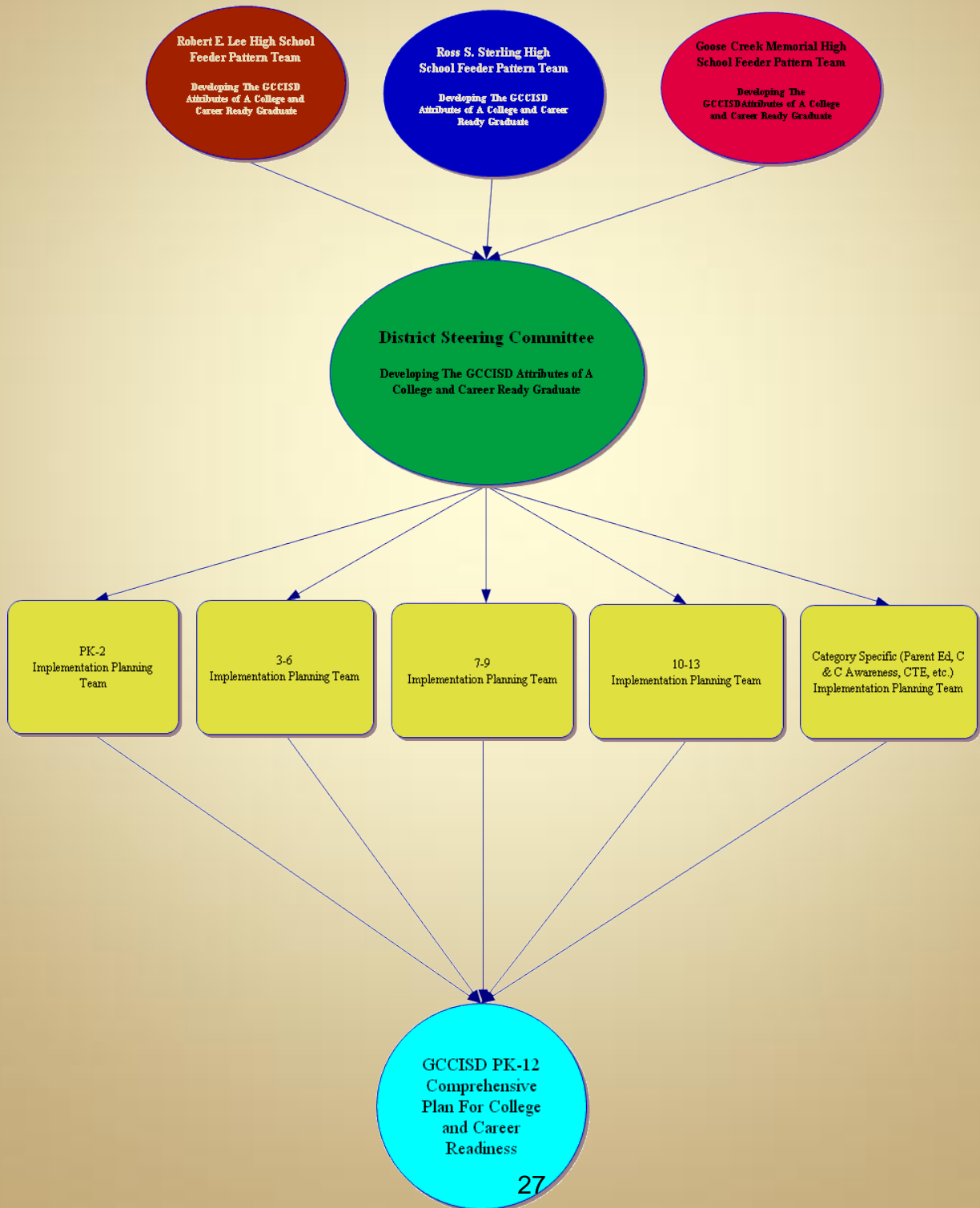
# Recession and Economic Change are Reshaping the U.S. Job and Education Landscapes.

Conclusions of the study:

1. There is a growing mismatch between the jobs that will be created over the next decade and the education and training of our adult workers.
2. The postsecondary education and training system will fall short by 3 million or more postsecondary degrees.
3. Hundreds of thousands of manufacturing and natural resources jobs in farming, fishing and forestry have been destroyed in the recession and will not be coming back. And we will lose another 1.4 million jobs in these industries over the next decade. (Jobs automated or shipped offshore)
4. The U.S. economy will create 46.8 million job openings by 2018, including 13.8 million newly created jobs and 33 million “replacement” positions produced when workers retire.
5. Employers filling these jobs, overwhelmingly, will require college degrees or other postsecondary education of 63 percent of their new hires.
6. Postsecondary education and training is quickly becoming the only viable path to the American middle class.
7. Education and training connects directly to occupations and less directly to industries

# **The Process for Development of the Attributes**

# The Big Picture: Building the GCCISD PK-13 College and Career Readiness Plan



# Participants In The Development Process

Conrad Abshire	Sarah Flusche	Mary Ann Lopez-Martinez	Jackie Shuman
Rosetta Adolphin	Mary Fontenot	Laura Lumpkin	Toni Shuman
Shawn Aghajan	Kimberly Fox	Greg Lynd	BJ Simon
Janci Alexander-Alfaro	Kevin Foxworth	Lydia Maddox	Anjali Singh
Leslie Ashby	Roshele Friudenberg	Holli Malloy	Susan Sloan
Tiffany Atkins	Kristie Fudge	Rufus Matthews	Kathryn Smith
Fabiola Avena	Margaret Galloway	Melissa May	Laura Smith
Don Beck	Chuck Ganze	Ginger McKay	Richard Smith
Sandra Bell	Norma Garcia	Julie McReynolds	Faith Smithchew
Matt Bolinger	Lea Gardner	Jennifer Miller	Karen Smithson
Nancy Bonds	Michele George	Willie Miller	Christie Speights
Jacqueline Booker	Pamela Gerik	Frances Minyard	Mark Stafford
Edtenia Brantley	Lilia Gomez-Tinoco	Donna Mohlman	Katherine Stangle
Taunya Breaux	Sharon Graber	Laurie Moore	Mike Stangle
Donna Britt	Luis Gracia	Belinda Morales	Tameka Staten
Dana Byal	Carla Griffin	Adriana Narvaez	Stephanie Stevenson
Susan Cannariato	Kade Griffin	Lydia Nieto	Charlene Strickland
Laurie Cervantes	Susan Griffin	Nancy Nouis	Kathryn Swensen
Jayne Cessna	Lyndsy Griffis	Scott Nunez	Adrienne Tesar
Robert Chambliss	Mary Groomer	Candace Ochoa	Karen Thomas
Sarah Chase	Brian Hale	Frederick Olsen	Tricia Times
Michael Coopersmith	Donna Hall	Robyn Olsen	Carmen Torres
Margaret Cosby	Kriste Hardison	Lindy Orr	Jessica Tracy
Diana Cox	Sharon Harp	Michelle Padgett	Jolene Tucker
Cherissa Crawford	Suzanne Heinrich	Carlos Pages	Timothy Vaughn
Shanta Creeks	Tammy Holmes	Susan Passmore	Leah Veazey
Margie Cutting	Mary Hooks	Ruth Perrin	Michael Wahl
Bruce Davis	Betsy Horner	Norma Picacio-Jones	Sarah Wahl
Shelley Deakle	Donna Jackson	Gwen Price	Ingrid Wallace
Amanda Dean	Frankie Jackson	Catherine Rangel	Matt Warford
Renee Dehoyos	Judith Jirrels	Kymberly Reeves	Janie West
Renea Dillon	Angela Johnson	Kerry Reinhackel	Joe Whiddon
Cynthia Duewall	Freddie Joseph	Christy Reves	Misty Williams
Kathryn Dunham	Michael Juarez	Al Richard	Barbara Wilson
Lakittah Eagleton	Doug Kaown	Henriella Riley	Melanna Wilson
Veronica Echevria	Suzanne Keith	Becky Robins	Mike Wilson
David Elm ore	Dr. Tom Kelchner	Regina Rogers	Sylvia Wilson
Gloria Epperson	Rick Kirk	Pedro Ruiz	Diana Witzel
Javier Estrada	Steve Koester	Patricia Russe ll	Vicky Woods
Carrie Faulkner	Jaime Lannou	David Rye	Lim Woong
Sheryl Ferguson	Christi Leath	Angela Sanders	David Yannotta
Brenda Fess	Margene Lenamon	Gilbert Santana	Dr. Toby York
Janet Filla	Jim Lockett	Sara Serrano	Rachelle Ysquierdo
David Fletcher	Sharon Lockett	Alexsia Shankle	
Matt Flood	LeRonda Lockhart	Steve Showalter	

# Steering Committee Volunteers

Janci Alexander-Alfaro	Michele George	Jackie Shuman
Matt Bolinger	Susan Griffin	Faith Smithchew
Donna Britt	Donna Hall	Karen Smithson
Robert Chambliss	Betsy Horner	Christie Speights
Sarah Chase	Dr. Tom Kelchner	Mike Stangle
Cherissa Crawford	Rick Kirk	Tameka Staten
Shanta Creeks	Steve Koester	Charlene Strickland
Bruce Davis	Margene Lenamon	Adrienne Tesar
Kathryn Dunham	Jim Lockett	Karen Thomas
Sheryl Ferguson	Nancy Nouis	Sarah Wahl
Janet Filla	Kerry Reinhackel	Beverly West
Matt Flood	Becky Robins	Misty Williams
Kimberly Fox	Regina Rogers	David Yannotta
Chuck Ganze	Pedro Ruiz	

# **GCCISD Attributes of A College and Career Ready Graduate**

# Introduction

The purpose of these lists of attributes is to outline the skills, knowledge, and abilities a graduate of GCCISD should possess to be considered ready for success in post-secondary education and the workforce. These attributes will be used as a foundation of desired student outcomes for planning school district programs for the future.

The information contained in this document was created through the collaborative contributions of parents, teachers, school and district administrators, faculty and staff from Lee College, members of the community, and representatives from businesses and industry located in the Goose Creek CISD (160 participants volunteered their time to contribute their ideas).

Together they answered the question, “What should a graduate of GCCISD know and be able to do to be successful in post-secondary education and the workforce?” The resulting lists of college and career ready attributes are grouped under six major headings: 1. Academic Skills; 2. Workforce Skills and Work Ethics; 3. Life-Long Learning Skills; 4. Interpersonal and Intrapersonal Skills; 5. Personal Organizational Skills; and 6. College and Career Awareness.

# 1. Academic Skills

A college and career ready graduate has mastered the following academic skills at the basic to advanced level:

## A. Core Subject Knowledge Skills

1. Has mastered the Texas College and Career Readiness Standards (Developed by the Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB))
2. Is able to write effectively
3. Is able to demonstrate a strong written and spoken vocabulary
4. Understands and is able to use basic to advanced math skills
5. Knows and understands American and World History and cultures
6. Is able to demonstrate basic to advanced Reading and Literacy skills
7. Understands and is able to use basic to advanced Science skills
8. Demonstrates exposure to and an understanding and appreciation of Fine Arts

## B. Technology Skills

1. Has mastered Microsoft Office Suite (Outlook, Word, Excel, Access, PowerPoint)
2. Is able to search the internet effectively
3. Understands the appropriate use of technology to enhance learning

## C. Critical Thinking Skills

1. Is able to analyze, synthesize and apply knowledge
2. Understands and applies the scientific method
3. Is able to generate higher level questions
4. Understands methods for problem solving

# 1. Academic Skills (Continued)

## D. Effective Learning Skills

1. Is able to think and write clearly
2. Is able to collect and organize data
3. Understands the importance of being focused and attentive in class
4. Is able to effectively work independently
5. Understands and possesses strong study and testing taking skills
6. Knows how to be a rational decision maker
7. Understands and is able to learn new information and perform new tasks
8. Knows how to be observant
9. Knows how to plan and be prepared for school
10. Knows how to follow complex directions
11. Knows how to be an effective communicator

## E. Research Skills

1. Knows how to gather and synthesize information
2. Knows how to make connections between disciplines
3. Knows how to make connections to prior knowledge
4. Knows how to organize information
5. Know how to present information in a specified format

## 2. Workforce Skills and Work Ethics

A college and career ready graduate understands the importance of and can demonstrate the following workforce skills and work ethics:

### A. Communication Skills

1. Is able to express himself/herself appropriately in any situation, taking into account the audience
2. Is able to communicate appropriately using verbal, non-verbal, and written communication skills
3. Is able to listen actively

### B. Professional Work Ethic

1. Understands how to dress appropriately for specific situations
2. Is able to demonstrate a strong work ethic by being committed to tasks and using work time effectively
3. Understands the importance of and is able to adhere to laws and directives and demonstrates respect for authority
4. Is able to work independently or in a group
5. Understands the importance of taking time to learn job requirements and safety expectations

### C. Personal Workplace Skills

1. Is able to have respect for self and others
2. Is service minded and takes into account the needs of others
3. Is able to accept criticism as an opportunity for improvement
4. Is able to provide criticism to others in a positive and appropriate manner
5. Understands the importance of and is able to demonstrate kindness, courtesy, honesty and diligence

# 3. Life-Long Learning Skills

A college and career ready graduate understands the importance of and can demonstrate the following life-long learning skills:

## A. Intellectual Curiosity

1. Understands how to think creatively
2. Is curious and knows how to explore what he/she does not know
3. Is forward thinking

## B. Ability To Think

1. Is able to make educated choices
2. Possesses a diverse and varied background of information
3. Is able to demonstrate a dedication to learning
4. Understands the importance of global awareness
5. Understands the importance of continuous learning

## C. Personal Problem Solving Skills

1. Knows and understands his/her personal strengths and weaknesses
2. Knows how and when to seek help to improve
3. Knows the importance of and is able to adapt to varied situations
4. Knows the importance of and strives to exceed expectations

# 4. Interpersonal and Intrapersonal Skills

A college and career ready graduate understands the importance of and can demonstrate the following interpersonal and intrapersonal skills:

## A. Positive Character Traits

1. Is able to demonstrate self respect and respect for others
2. Is able to demonstrate confidence and believe in themselves and personal ideas
3. Is able to demonstrate ethics by being honest and having integrity
4. Is able to demonstrate pride in self, work, and school
5. Knows the importance of seeking to resolve conflicts internally and externally
6. Is able to recognize and positively address adversity

## B. Teamwork Skills

1. Is able to appreciate and tolerate diversity and others' opinions and cultures
2. Is able to demonstrate flexibility to adjust to change
3. Is able to demonstrate a positive outlook and attitude
4. Knows the importance of and has the ability to be proactive, not reactive
5. Knows the importance of trying new things
6. Understands the importance of and is able to take direction
7. Understands and is able to demonstrate empathy toward others
8. Understands and is able to demonstrate dependability and reliability
9. Understands the importance of and is able to network and make positive connections with others

# 4. Interpersonal and Intrapersonal Skills (Continued)

## C. Self Discipline Skills

1. Is able to demonstrate maturity through age appropriate responsibility and self control
2. Is able to demonstrate endurance, persistence and determination to complete a project
3. Is able to demonstrate focus and the ability to stay on task
4. Understands the importance of and is able to demonstrate initiative and self motivation

# 5. Personal Organizational Skills

A college and career ready graduate understands the importance of and can demonstrate the following personal organizational skills:

## A. Time Management Skills

1. Is able to demonstrate the ability to be prepared by setting priorities, scheduling time and meeting deadlines
2. Is able to demonstrate the ability to be punctual by planning and managing time
3. Understands the importance of arriving early for commitments

## B. General Organizational Skills

1. Is able to organize, problem solve and make decisions in a timely manner
2. Is goal oriented and properly plans to meet both long and short term goals
3. Is organized and flexible and demonstrates the ability to manage multiple tasks

# 6. College and Career Awareness

A college and career ready graduate has grown up in a school and family culture that stressed the importance of post-secondary education and workforce readiness. He or she has an understanding of and appreciation for the following:

## A. Career Awareness

1. Is able to demonstrate a basic knowledge of types of occupations available and the skills and knowledge required for various jobs and careers
2. Is able to demonstrate an understanding of the 16 Career Clusters adopted by the Texas Education Agency for Career and Technical Education
3. Is able to demonstrate a basic understanding of business operation and career development.
4. Is able to write an effective resume.

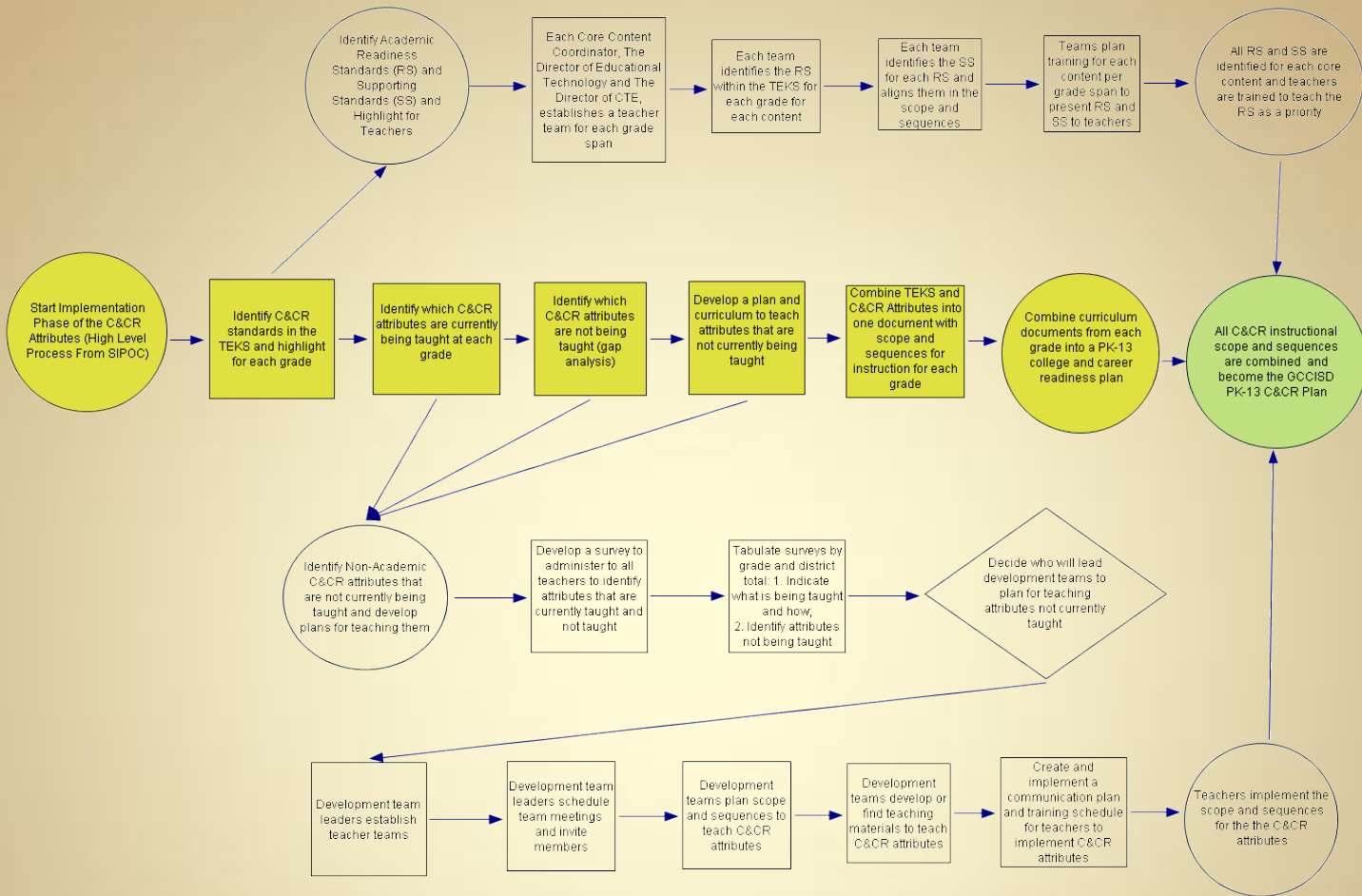
## B. College Awareness

1. Understands the importance of post-secondary education
2. Understands the process and requirements for college application and admission
3. Understands the financial resources available for college tuition

## C. Family and Community Support System

1. Understands and appreciates the importance of parental involvement and support from family, friends and other significant adults.
2. Has encouraged his/her parent/guardian to participate in education and training related to college and career readiness and preparation
3. Has taken advantage of guidance provided by school district mentors (K-12 counselors, advisers, principals, etc.)
4. Has participated in school and district sponsored career days and fairs.
5. Has participated in school and district sponsored college days.

# Next Steps





**GOOSE CREEK**  
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

*A Recognized School District*

# **CAREER & TECHNICAL EDUCATION**

**Board of Trustees  
December 13, 2010**



## Cte evaluation

Primary Charge to Director Upon Hiring

- Surveyed all CTE Faculty
- Collected & Reviewed Data:
  - Facilities & Equipment Inventories
  - Enrollments
- Visited Other ISD CTE Departments
- Researched Labor Market Information for Baytown and Surrounding Areas
- Researched Partnerships with Community Colleges
- Met with Curriculum & Instruction to Learn their Procedures

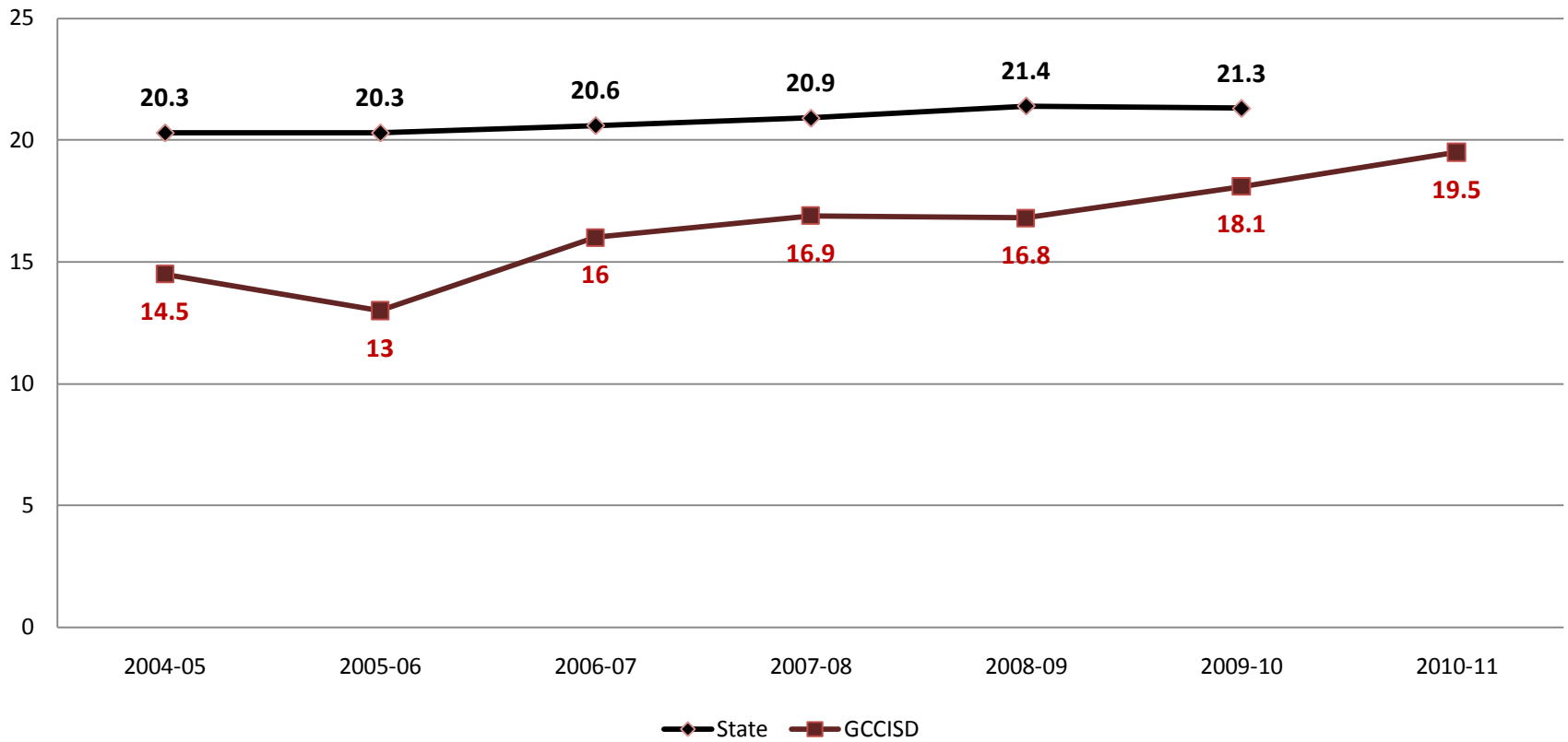


## Cte strengths

- Awesome Faculty at Every Level
  - Student-Focused
  - Curriculum-Driven
  - Eager to Learn
  - Hard Working
- Broad Course Offerings Covering 15/16 All Career Clusters
- Increasing CTE Enrollment Annually
- Strong District Wide Agriculture Science, Automotive, Health Science, Law Programs
- Active Partnerships with Lee College
- Supportive Administration and Superintendent
- Engaged School Board

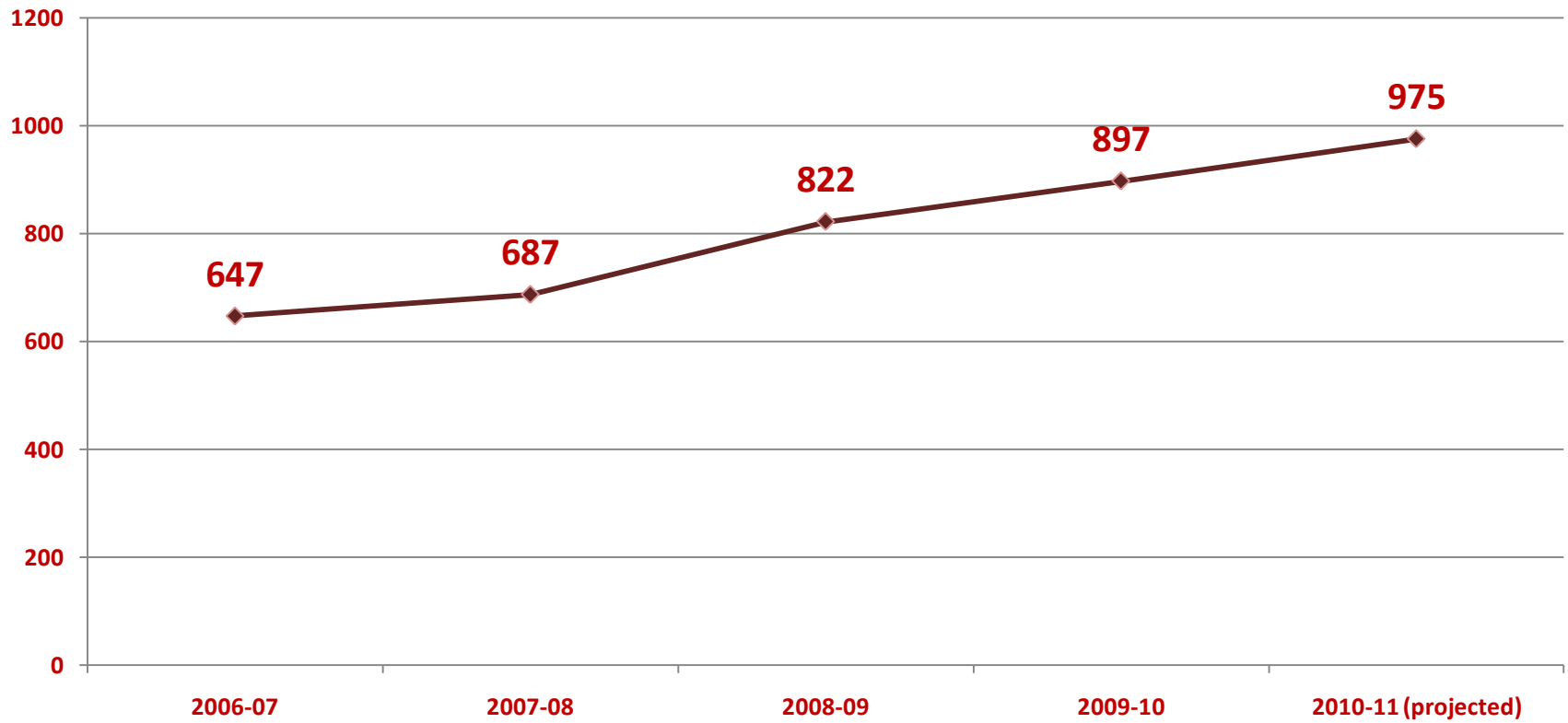


### GCCISD vs. State Enrollment % of Students Served by CTE





# Full – Time Equivalents





## Cte challenges

- Sporadic Interaction with Business & Community
- CTE Enrollments Lower than State/Campus Group  
Averages at all Campuses
- Lack of Consistent Curriculum Support
- “Silo” Approach to Courses
- Lack of Communication-Within CTE, with Counselors, SPED,  
and Bilingual
- Little Marketing of Courses
- Few CTE Opportunities for Junior School Students  
Career Exploration  
Course Options
- Scheduling/ Time Conflicts with Transportation to and from  
Home Campuses to SCC



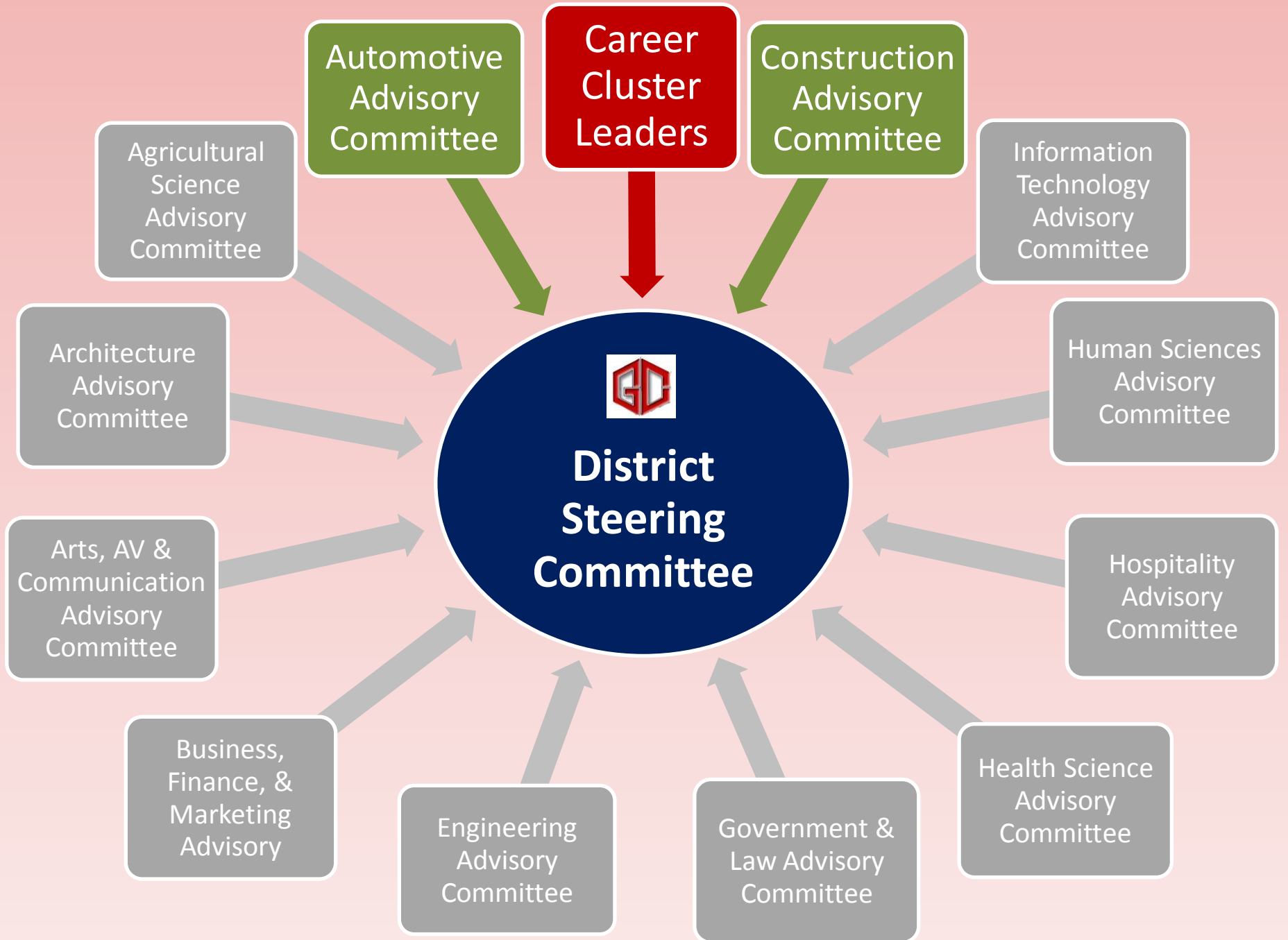
## Phase 1 completed

- Reorganized the Business/Community Steering Committee
- Re-trained Teachers for Articulation Agreements with Lee College
- Appointed Career Cluster Leaders
- Sequenced Courses Vertically into Programs of Study
- Converted Communications Applications to Professional Communications to Increase Career Development Activities for all Students
- Created Hands-On Courses for 2 Additional Junior Schools



## **Phase 1 completed**

- Added Post-Secondary Curriculum Alignment & Industry Job Shadowing as Professional Development Requirements
- Instituted Expectations for Dual Credit CTE Students
- Hosted Hispanic Career Forum for ELL Students & Parents
- Designed Maintenance Plan for Agricultural Science Facility
- Aligned CTE Courses with High Demand Industry Occupations on Gulf Coast





## CTE steering COMMITTEE

- Baytown-West Chambers County Economic Development Foundation
- City of Baytown
- Community Toyota
- ExxonMobil
- Hutchison & Associates
- Lee College Applied Science
- Ohmstede
- Port of Houston Maritime Academy
- San Jacinto Hospital
- Communities in School
- GJS Technology Faculty
- GCM Health Science Faculty
- HJS Principal
- REL Principal
- REL Counselor
- RSS Architectural Drafting Faculty
- TMS
- Administration



## Phase 2-in progress

### CURRICULUM FOCUS:

- Establishing a Common Vision among Faculty & Staff
- Ensuring Consistency in Curriculum Materials across Schools
- Restructuring Construction Courses to Meet Industry Needs
- Designing of 7<sup>th</sup> Grade Introductory High School, College & Career Planning Unit



## Phase 2-in progress

- Expanding Hands-On CTE Courses at all Junior Schools for 2011-12, possibly for high school credit
- Professional Development for Teachers:
  - SPED and ELL Training for CTE Teachers thru T A&M
  - New CTE Teacher Training
  - Job Shadowing
- Expanding Tech Prep Approved Programs with LC



# Post-Secondary Connections

## Lee College

### Dual Credit Programs

Administrative Professional Cert.  
Construction Engineering, A.A.S.

Electrical Technology A.A.S.  
Instrumentation Technology A.A.S

Process Technology A.A.S.  
Safety Technology

\*\*Students may take courses in any area that is not offered on the high school campus.

### Tech Prep Programs

Business Management A.A.S.  
Health Information Technology A.A.S.  
Law Enforcement A.A.S.

Legal Assistant A.A.S.  
Nursing A.A.S.  
Pipefitting A.A.S.

Process Technology A.A.S.  
Welding Technology A.A.S.

### Articulated Courses

Architectural Drafting & Advanced  
Agricultural Mechanics  
Accounting I  
Business Management

Computer Maintenance  
Computer Technician  
Cosmetology I & II  
Digital Media

Engineering: The Digital Future  
Microsoft Office Applications &  
Advanced  
Web Design  
Welding, Adv. Welding



## Phase 3-next steps

- Vertically Align Curriculum
- Design Web Page
- Establish Advisory Committees for Other Programs of Study
- Work with Counselors to Accurately Code Students based upon Graduation Plans
- Career-Based Lessons with Demonstrations by Industry
- Integration of Career Development Activities K-12



## Long Term goals

- Expand Work-Based Opportunities for Students
- Establish Annual Advisory Committee Meetings for all Programs of Study
- Update Equipment & Facilities where Needed, including SCC  
Agricultural Science Facility Classroom  
Redesign Commercial Grade Kitchens at REL & RSS  
Strengthen Academic Integration into the CTE Curriculum
- Integration of Careers into Academic Curriculum



# Education.....

*Making a difference  
means more than  
simply making a living.*



**-David Haselkorn  
Recruiting New Teachers, Inc.**

**SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT: CONSIDERATION OF DESIGNATION/COMMITMENT OF FUNDS OF GENERAL FUND BALANCE FOR FUTURE CONSTRUCTION PROJECTS**

**RECOMMENDED ACTION:** Approve designation/commitment of funds of general fund balance in the amount of \$5 million for future construction projects.

**RATIONALE:** Fund balance designations/commitment of funds allows a district to set aside funds for items that would normally fall outside of the normal maintenance and operations of the district.

**BUDGET PROVISIONS / ACTION REQUIRED:** 2010-11 general fund balance

**RESOURCE PERSONNEL:** Dr. Toby York  
Mr. Pete Pape



**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

**PETE PAPE, CPA  
CHIEF FINANCIAL OFFICER**

December 9, 2010

Re: Recommendation for Designation/Commitment of Fund Balance

TO: Dr. Toby York, Superintendent

FROM: Pete D. Pape, CPA, Chief Financial Officer

As we close the 2009/10 fiscal year, I am recommending additional designations/commitments for general fund balance. It should be noted that this designation/commitment of general fund balance would still require Board action before funds are utilized. With Board approval, these funds may be utilized for other expenses.

Below is the designation/commitment that I am currently recommending. It should be noted that the amount this designation/commitment amount is in addition to the designations/commitments previously approved by the Board.

**Future Construction Projects**

This designation will provide funding for needed improvements to district facilities throughout the district. Board approval will be required prior to funding any specific construction project(s).

If approved, this will bring the total designated/committed general fund balance amount to \$10,500,000.

**SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT: CONSIDERATION OF TAX REFUND**

**RECOMMENDED ACTION:** Approve tax refund in accordance with section 31.11 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 \$ 5,000.00 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 REFUND**

**December 13, 2010**

<i>Name</i>	<i>Account#</i>	<i>Reason</i>	<i>Amount_</i>
<i>El Matador Foods Inc</i>	<i>0705193</i>	<i>Overpaid x2</i>	<i>\$6,473.77</i>
		<i>Total</i>	<i>\$6,473.77</i>

**NO TAX OWED BY THE ABOVE REFERENCED PARTIES ON ANY ACCOUNT**

**SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT: CONSIDERATION OF SUPPLEMENTAL REQUEST FOR PROPOSAL (RFP) #062110-10 FOR GENERAL WALK-IN TRADE FOR FOOD, SUPPLIES AND/OR SERVICES**

**RECOMMENDED ACTION:** Approve to add the vendors listed in Attachment “A” to the approved vendor listing for General Walk-in Trade for Food, Supplies and/or Services.

**RATIONALE** To establish pricing and provide additional sources for district facilities to obtain necessary supplies and services.

**BUDGET PROVISIONS/ACTION REQUIRED:** 2010 – 2011 Budget

**RESOURCE PERSONNEL:** Dr. Toby York  
Mr. Pete Pape  
Ms. Trudy Masters

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
DIRECTOR OF PURCHASING  
BAYTOWN, TEXAS 77521

ATTACHMENT "A"

Request for Proposals for General Walk-in Trade for Food, Supplies and/or Services were received and opened by the Director of Purchasing at the district's Administration Building from the following vendors:

Golf Team Products  
Graphics by Kandi, Inc.  
Red Wing Shoe Store  
Select Sporting Goods  
Town & Country Sales, LLC  
Subway (Decker Drive) Sharbanno & Son's Corp.

Proposals were submitted by six (6) vendors for consideration. All proposing vendors are being recommended for approval. This was advertised as required by law. We find that the proposal process provides the best value to the district and recommend that those vendors meeting district specifications for General Walk-in Trade for Food, Supplies and/or Services be selected as approved vendors.

This recommendation is made by Pete Pape, Chief Financial Officer and Trudy Masters, Director of Purchasing.

Trudy E. Masters  
Director of Purchasing

**SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT: CONSIDERATION OF SUPPLEMENTAL REQUEST FOR PROPOSAL (RFP) #061710-9 FOR MAINTENANCE & BUILDING SUPPLIES AND MATERIALS**

**RECOMMENDED ACTION:** Approve to add the vendors listed on Attachment “A” to the approved vendor listing for Maintenance & Building Supplies and Materials.

**RATIONALE:** To establish pricing and provide additional sources for Maintenance, Operations and other district facilities to obtain necessary supplies and services.

**BUDGET PROVISIONS/ACTION REQUIRED:** 2010 – 2011 Budget

**RESOURCE PERSONNEL:** Dr. Toby York  
Dr. Byron Terrier  
Mr. Pete Pape  
Ms. Trudy Masters

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
DIRECTOR OF PURCHASING  
BAYTOWN, TEXAS 77521

ATTACHMENT "A"

Request for Proposals for Maintenance & Building Supplies and Materials were received and opened by the Director of Purchasing at the district's Administration Building from the following vendors:

Andy's Auto & Bus Air, Inc.  
Baytel Communications  
Buck's Wheel & Equipment Co.  
Coburn's Supply  
Coolgas, Inc.  
Easy Way Safety Services  
Elliott's Company  
Graham Towing & Recovery  
Hydrozone Landscape & Irrigation  
Interkal  
Just Iced Services  
Perez Auto Color  
PIC

Proposals were submitted by thirteen (13) vendors for consideration. All proposing vendors are being recommended for approval. This was advertised as required by law. We find that the proposal process provides the best value to the district and recommend that those vendors meeting district specifications for Maintenance & Building Supplies and Materials be selected as approved vendors.

This recommendation is made by Dr. Byron Terrier, Assistant Superintendent of Administrative Services; Pete Pape, Chief Financial Officer; and Trudy Masters, Director of Purchasing.

Trudy E. Masters  
Director of Purchasing

**SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT: CONSIDERATION OF SUPPLEMENTAL REQUEST FOR PROPOSAL (RFP) #072210-11 FOR SPIRIT WEAR FOR VARIOUS DEPARTMENTS**

**RECOMMENDED ACTION:** Approve to add the vendors listed in Attachment “A” to the approved vendor listing for Spirit Wear for Various Departments.

**RATIONALE:** To establish pricing and provide additional sources for district facilities to obtain necessary supplies and services.

**BUDGET PROVISIONS/ACTION REQUIRED:** 2010 – 2011 Budget

**RESOURCE PERSONNEL:** Dr. Toby York  
Mr. Pete Pape  
Ms. Trudy Masters

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
DIRECTOR OF PURCHASING  
BAYTOWN, TEXAS 77521

ATTACHMENT "A"

Request for Proposals for Spirit Wear for Various Departments were received and opened by the Director of Purchasing at the district's Administration Building from the following vendors:

Absolute All Sports  
Cool Threads  
EmbroidMe – Webster  
Cono A Monzillo  
North Texas Graduation Services  
Prep Sportswear  
Select Sporting Goods  
West Road Texas Supply

Proposals were submitted by eight (8) vendors for consideration. All proposing vendors are being recommended for approval. This was advertised as required by law. We find that the proposal process provides the best value to the district and recommend that those vendors meeting district specifications for Spirit Wear for Various Departments be selected as approved vendors.

This recommendation is made by Mr. Pete Pape, Chief Finance Officer and Trudy Masters, Director of Purchasing.

Trudy E. Masters  
Director of Purchasing

## **SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT: CONSIDERATION OF A RESOLUTION EXPRESSING INTENT TO FINANCE EXPENDITURES TO BE INCURRED FOR SITE RENOVATIONS AND TEMPORARY TRANSPORTATION FACILITIES AT STALLWORTH STADIUM FROM LOCAL FUNDS WITH THE INTENTION OF A FUTURE REIMBURSEMENT FROM BOND FUNDS**

**RECOMMENDED ACTION:** Adopt a resolution expressing intent to finance expenditures to be incurred for site renovations and temporary Transportation facilities at Stallworth Stadium from local funds with the intention of a future reimbursement from Bond funds.

**RATIONALE:** The District plans on site renovations and temporary Transportation facilities at Stallworth Stadium being funded from the general fund and reasonably expects to reimburse itself for these costs from future bond funds. The Board of Trustees will have to approve this reimbursement resolution to allow for reimbursement of the land costs. The maximum principal amount of tax-exempt bonds issued to reimburse the costs will not exceed \$721,870.

**BUDGET PROVISIONS / ACTION REQUIRED:** 2010-2011 Budget

**RESOURCE PERSONNEL:** Dr. Toby York  
Mr. Byron Terrier  
Mr. Pete Pape  
Mr. David Fluker

**RESOLUTION EXPRESSING INTENT TO FINANCE EXPENDITURES TO BE INCURRED**

WHEREAS, Goose Creek Consolidated Independent School District (the "District"), is an independent school district of the State of Texas, authorized to finance its activities by issuing obligations pursuant to Chapter 45, Texas Education Code, which may include qualified tax credit bonds or obligations the interest on which is excludable from gross income for federal income tax purposes ("tax-exempt obligations"), pursuant to Section 103 of the Internal Revenue of 1986, as amended (the "Code"), or both; and

WHEREAS, the District will make payments with respect to the acquisition of the project listed on Exhibit A attached hereto (the "Financed Services"), although no such payments have been made prior to the date hereof; and

WHEREAS, the District desires to reimburse itself for the costs associated with the Financed Services listed on Exhibit A attached hereto from the proceeds of qualified tax credit bonds or tax-exempt obligations, or both, to be issued subsequent to the date hereof; and

WHEREAS, the District reasonably expects to issue qualified tax credit bonds or tax-exempt obligations, or both, to reimburse itself for the costs associated with the Financed Services listed on Exhibit A attached hereto.

NOW, THEREFORE, be it resolved that:

**Section 1.** The District hereby declares its intent to reimburse itself for all costs that will be paid subsequent to the date hereof in connection with the acquisition of the Financed Services listed on Exhibit A attached hereto from the proceeds of qualified tax credit bonds or tax-exempt obligations, or both, to be issued subsequent to the date hereof.

**Section 2.** The District reasonably expects that the maximum principal amount of qualified tax credit bonds or tax-exempt obligations, or both, issued to reimburse the District for costs associated with the Financed Services listed on Exhibit A attached hereto will not exceed \$721,870.

ADOPTED THIS 13th DAY OF December, 2010.

Goose Creek Independent School District

By: \_\_\_\_\_  
President, Board of Trustees

ATTEST:

\_\_\_\_\_  
Secretary, Board of Trustees

(SEAL)

**EXHIBIT A**

**DESCRIPTION OF SERVICES**

Item or Fund - - Described by  
Character, Type or Purpose

Amount – Described by  
Cost, Quantity or Size

Site Renovations and Temporary Transportation Facilities  
at Stallworth Stadium

\$721,870

## **SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT:**                   **CONSIDERATION OF SECOND READING OF BOARD POLICY  
EIC (LOCAL): ACADEMIC ACHIEVEMENT CLASS RANKING**

**RECOMMENDED ACTION:**    Approve on second reading revisions to Board Policy  
EIC (Local): Academic Achievement Class Ranking, as  
recommended by the Administration.

**RATIONALE:**                Revise Board Policy to align with current language and practice as noted  
in the 2010-11 Student/Parent Handbook: High School. This provision  
will require students to be enrolled in the same GCCISD high school for a  
minimum of three full semesters in order to receive local recognition as a  
top ten academically ranked student.

**BUDGET PROVISION/ACTION REQUIRED:**                   None

**RESOURCE PERSONEL:**        Dr. Toby York  
  Ms. Suzanne G. Heinrich  
  Mr. Don Beck  
  Mr. Bruce Davis  
  Mr. Al Richard

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

DEFINITIONS							
CLASS RANK	Class rank shall be defined as a numerical standing with one's peers determined by academic success in selected courses. Class rank shall be assessed after the fifth six weeks of the school year.						
GRADE POINT AVERAGE (GPA)	<p>The grade point average (GPA) shall represent a student's overall average in courses taken and shall be determined by dividing accumulated grade points earned by the total number of courses taken.</p> <p>The GPA shall be computed to two decimal places, and shall be assessed after the fifth six weeks of the school year.</p> <p>The GPA shall not be used to determine class rank; class rank shall be determined by a student's academic class rank (ACR).</p>						
ACADEMIC CLASS RANK (ACR)	<p>ACR shall be used to award class rank based on the District's weighted grade point scale published in the District course selection guide.</p> <p>The ACR shall be determined by dividing accumulated grade points earned by the total number of eligible state-approved foundation courses, AP courses, and dual credit courses taken. Eligible courses shall be identified annually in the course selection guide. (English, mathematics, science, social studies), languages other than English III (Pre-AP)</p>						
EXCLUSIONS	Excluded from this calculation shall be dual credit courses, local credit courses, and all courses attempted under the following instructional arrangements: credit by examination, correspondence, computer-assisted instruction, night school, and Summer Migrant Access Resources Through Technology (SMARTS).						
BEGINNING WITH THE 2009-10 SCHOOL YEAR	Beginning with students entering grade 9 in the 2009-10 school year, eligible dual credit courses shall be included in the calculation for ACR. Eligible courses shall be identified annually in the course selection guide.						
HONOR GRADUATES	<p>All students whose ACR comprise the top ten percent of the graduating class shall be recognized as honor graduates in the following manner:</p> <table><tr><td>Top Two Percent –</td><td>Summa Cum Laude</td></tr><tr><td>Next Three Percent –</td><td>Magna Cum Laude</td></tr><tr><td>Next Five Percent –</td><td>Cum Laude</td></tr></table>	Top Two Percent –	Summa Cum Laude	Next Three Percent –	Magna Cum Laude	Next Five Percent –	Cum Laude
Top Two Percent –	Summa Cum Laude						
Next Three Percent –	Magna Cum Laude						
Next Five Percent –	Cum Laude						

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

In addition, local honors recognition shall be awarded to the top ten academically ranked students, including the valedictorian and salutatorian, who have met the following local criteria:

1. Completion of the Recommended Program or the Advanced/Distinguished Achievement Program for graduation;
2. **Enrolled in the same high school for a minimum of three full, consecutive semesters immediately preceding graduation;** ~~Continuous enrollment in the District for the three semesters preceding graduation;~~ and
3. Satisfactory completion of all coursework and exit-level testing requirements.

VALEDICTORIAN  
AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the ACR.

TIES

In the event of a tie amongst honor graduates, all students with the same ACR shall be awarded the place, and the next place or places shall be skipped.

Should more than one student qualify for valedictorian, all students tying shall be recognized as covaldictorians, and the honor of salutatorian shall be skipped. Should more than one student qualify for salutatorian, all students tying shall be recognized as cosalutatorians, and the next place or places shall be skipped.

PARTICIPATION IN  
RECOGNITION FOR  
HONORS  
GRADUATES

To participate in local honors recognition activities, a student must maintain an 80 average in each class for the sixth six-week grading period. These averages shall be determined 15 school days prior to completion of the semester.

CONDUCT

To participate in local honors recognition activities, a student shall not have engaged in any serious misconduct violation during his or her last two semesters. For the purposes of this policy, serious misconduct shall be classified as behavior resulting in a Level III (excluding repeated violations of Level I and Level II), Level IV, or Level V offense according to the District's Student Code of Conduct.

MODIFIED  
COURSES

For purposes of determining class rank for honor positions, courses that have been modified by the student's ARD committee as to the required content of the Texas Essential Knowledge and Skills (TEKS) and reflected in the student's IEP shall not earn the same number of grade points as regular courses. However, courses in which content has not been modified, but for which the student received accommodations as determined by the ARD

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

committee, shall earn the same number of grade points assigned to regular courses.

TRANSFER GRADES

All incoming students' GPAs shall be converted to the system used by the District to determine the ACR.

EARLY GRADUATION

Eligible students may graduate early by submitting a written request for early graduation to a high school counselor. No request shall be unreasonably denied.

The written request should include a statement that the student understands all requirements for early graduation and a plan outlining how the student will complete the required credits and courses for graduation. The reason for requesting early graduation shall also be included. To be considered by the high school principal, the early graduation request must be signed by the student and his or her parent(s) or guardian.

All graduation requirements must be satisfactorily completed prior to the date of the graduation ceremony for the early graduate to be a participant in the ceremony.

A student graduating early shall be recognized as an honors graduate if he or she completes all state and District graduation requirements for honors designation.

WEIGHTED GRADE  
POINT SCALE PRIOR  
TO 2009–10 SCHOOL  
YEAR

The following weighted grade point scale shall apply to students who entered grade 9 prior to the 2009–10 school year:

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

Grade	AP	Pre-AP	Regular / Academic / Honors	Resource
100	6.0	5.5	5.0	4.0
99	5.9	5.4	4.9	3.9
98	5.8	5.3	4.8	3.8
97	5.7	5.2	4.7	3.7
96	5.6	5.1	4.6	3.6
95	5.5	5.0	4.5	3.5
94	5.4	4.9	4.4	3.4
93	5.3	4.8	4.3	3.3
92	5.2	4.7	4.2	3.2
91	5.1	4.6	4.1	3.1
90	5.0	4.5	4.0	3.0
89	4.9	4.4	3.9	2.9
88	4.8	4.3	3.8	2.8
87	4.7	4.2	3.7	2.7
86	4.6	4.1	3.6	2.6
85	4.5	4.0	3.5	2.5
84	4.4	3.9	3.4	2.4
83	4.3	3.8	3.3	2.3
82	4.2	3.7	3.2	2.2
81	4.1	3.6	3.1	2.1
80	4.0	3.5	3.0	2.0
79	3.9	3.4	2.9	1.9
78	3.8	3.3	2.8	1.8
77	3.7	3.2	2.7	1.7
76	3.6	3.1	2.6	1.6
75	3.5	3.0	2.5	1.5
74	3.4	2.9	2.4	1.4
73	3.3	2.8	2.3	1.3
72	3.2	2.7	2.2	1.2
71	3.1	2.6	2.1	1.1
70	3.0	2.5	2.0	1.0

Eligible courses shall be identified annually in the course selection guide.

WEIGHTED GRADE  
POINT SCALE  
BEGINNING WITH  
2009–10 SCHOOL  
YEAR

The following weighted grade point scale shall apply to students entering grade 9 in the 2009–10 school year:

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

Grade	AP / Dual Credit	Pre-AP	Regular / Aca- demic / Honors	Resource
100	6.0	5.5	5.0	4.0
99	5.9	5.4	4.9	3.9
98	5.8	5.3	4.8	3.8
97	5.7	5.2	4.7	3.7
96	5.6	5.1	4.6	3.6
95	5.5	5.0	4.5	3.5
94	5.4	4.9	4.4	3.4
93	5.3	4.8	4.3	3.3
92	5.2	4.7	4.2	3.2
91	5.1	4.6	4.1	3.1
90	5.0	4.5	4.0	3.0
89	4.9	4.4	3.9	2.9
88	4.8	4.3	3.8	2.8
87	4.7	4.2	3.7	2.7
86	4.6	4.1	3.6	2.6
85	4.5	4.0	3.5	2.5
84	4.4	3.9	3.4	2.4
83	4.3	3.8	3.3	2.3
82	4.2	3.7	3.2	2.2
81	4.1	3.6	3.1	2.1
80	4.0	3.5	3.0	2.0
79	3.9	3.4	2.9	1.9
78	3.8	3.3	2.8	1.8
77	3.7	3.2	2.7	1.7
76	3.6	3.1	2.6	1.6
75	3.5	3.0	2.5	1.5
74	3.4	2.9	2.4	1.4
73	3.3	2.8	2.3	1.3
72	3.2	2.7	2.2	1.2
71	3.1	2.6	2.1	1.1
70	3.0	2.5	2.0	1.0

Eligible courses shall be identified annually in the course selection guide.

## SCHOOL BOARD AGENDA ITEM SUMMARY

December 13, 2010

**SUBJECT: CONSIDERATION OF REPORT ON BOARD TRAINING  
CREDIT HOURS**

**RECOMMENDED ACTION:** This report is for information only. The number of training hours Board members have earned must be read into the record at the Board Meeting.

**RATIONALE:** In accordance with **House Bill 2563**, each school board must reflect in the official minutes of the meeting whether each board member has fulfilled training required to be completed as of that meeting date. The totals reflect training that began on February 1, 2010.

**BUDGET PROVISIONS/ACTION REQUIRED:** Not applicable

**RESOURCE PERSONNEL:** Dr. Toby York

**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
Baytown, Texas**

December 13, 2010

**2010 BOARD TRAINING**

BOARD MEMBER	TIER 1 HOURS  (Texas Education Code)	TIER 2 HOURS  Team-Building	TIER 3 HOURS  Continuing Education	TOTAL HOURS
Jenice Coffey	2.0	3.0	20.50	25.50
Howard Sampson	2.0	3.0	44.75	49.75
Carl Burg	2.0	3.0	35.50	40.50
Robert Hoskins	2.0	3.0	1.50	6.50
Wilyne Laughlin	2.0	3.0	23.00	28.00
Agustin Loreda	2.0	3.0	9.25	14.25
Ken Martin	2.0	3.0	30.50	35.50

- TIER I: Three hours in the Texas Education Code (TEC) for newly-elected or appointed Board members.  
Two hours in Update to Texas Education Code (TEC) for Board Members in subsequent years of service.
- TIER II: Three to six hours in Team-Building Skills.
- TIER III: Ten hours in Continuing Education for new Board members. Five hours in Continuing Education for Board members in subsequent years of service.

**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**

December 13, 2010

**SUBJECT: CONSIDERATION OF PERSONNEL ACTION**

**RECOMMENDED ACTION:** Approve one (1) election subject to assignment and place on teacher hiring placement scale; accept three (3) resignations.

**RATIONALE:** Fill vacancy for the 2010-2011 school year; accommodate employees' request to resign.

**BUDGET PROVISIONS/ACTION REQUIRED:** Not applicable

**RESOURCE PERSONNEL:** Dr. Toby York  
Dr. Byron Terrier

/jr

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

December 13, 2010

**ELECTION**

**RosaLinda Campbell**, teacher, assigned to Bowie Elementary School.

A. High School Attended	Anahuac High School
B. Degree Conferred	BS – UHCL
C. Hours in Teaching Areas	Elementary – 56; Bilingual – 24
D. Grades	Good
E. Experience	None
F. Certification	Standard Bilingual Generalist EC-6
G. Interviewers	S. Moore-Fontenot, G. McKay

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

December 13, 2010

**RESIGNATIONS**

1. **Luanne Jay**, third-grade teacher at Lamar Elementary School, is retiring effective December 21, 2010. Ms. Jay has been with the district 16 years.
2. **Permelia Matheson**, science teacher at Baytown Junior School, is retiring effective December 17, 2010. Ms. Matheson has been with the district 15 years.
3. **Lorraine Sasser**, bilingual speech language pathologist at Special Education, is resigning effective December 17, 2010. Ms. Sasser is moving out of the country.

**SCHOOL BOARD AGENDA ITEM SUMMARY**

December 13, 2010

**SUBJECT:**           **CONSIDERATION OF ADMINISTRATIVE PERSONNEL**

**RECOMMENDED ACTION:**    Approve Career and Technical Education Coordinator.

**RATIONALE:**           Board approval is required to fill administrative vacancies.

**BUDGET PROVISIONS/ACTION REQUIRED:**       Not applicable

**RESOURCE PERSONNEL:**       Dr. Toby York  
  Dr. Byron Terrier

/jr

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

December 13, 2010

**ELECTION**

**Tameka Mills**, as Career and Technical Education Coordinator.

- |                      |   |
|----------------------|---|
| A. Degrees Conferred | Bachelor of Business Administration<br>University of Houston<br>Master of Education, Lamar University     |
| B. Certification     | Standard Business Administration<br>Standard Principal  |
| C. Experience        | 4 years – Teacher, Goose Creek CISD   |
| D. Interviewers      | Dr. Byron Terrier, Renea Dillon, Steve Barron,<br>Bruce Davis, Janet Filla, Suzanne Heinrich, Robert Shaw |