

Introduction

It is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, and other Texas Department of Criminal Justice (TDCJ) representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement and reduce recidivism. It is designed to increase the participation and involvement of all staff in the school improvement process.

A. School Committees for Shared Decision Making

1. School committees will be established on each unit.
2. These school committees will be composed of elected education staff representatives. Two-thirds of the committee must be teacher representatives and one-third which must represent other education staff. If the campus staff volunteers to have all members involved on the campus shared decision making committee, then the representative requirements are waived.
3. Other persons concerned with the unit education program and not working for education may be appointed by the principal.
4. The committees will assist the unit principal in establishing campus objectives and in the development, review and revision of the campus improvement plan.
5. The principal shall seek input from the committees in decision-making activities related to instructional resources, budgeting, goal setting, school organization and staffing.

B. If implemented appropriately, shared decision making will lead to individual schools characterized by the following:

1. Campus priorities are determined based on campus level staff perceptions of needs and analysis of campus level outcome data.
2. Implementation activities are self-directed and initiated by campus staff with the principal as instructional leader.
3. Evaluation of student performance is ongoing to provide information relevant to instructional decisions.
4. Curriculum implementation and instructional methods are coordinated at the campus level to meet the unique instructional needs of the students being served.
5. Instructional staff utilize appropriate curricular resources approved by the district and utilize the Windham Essential Knowledge and Skills (WEKS) to ensure alignment of curriculum, instruction and assessment.