

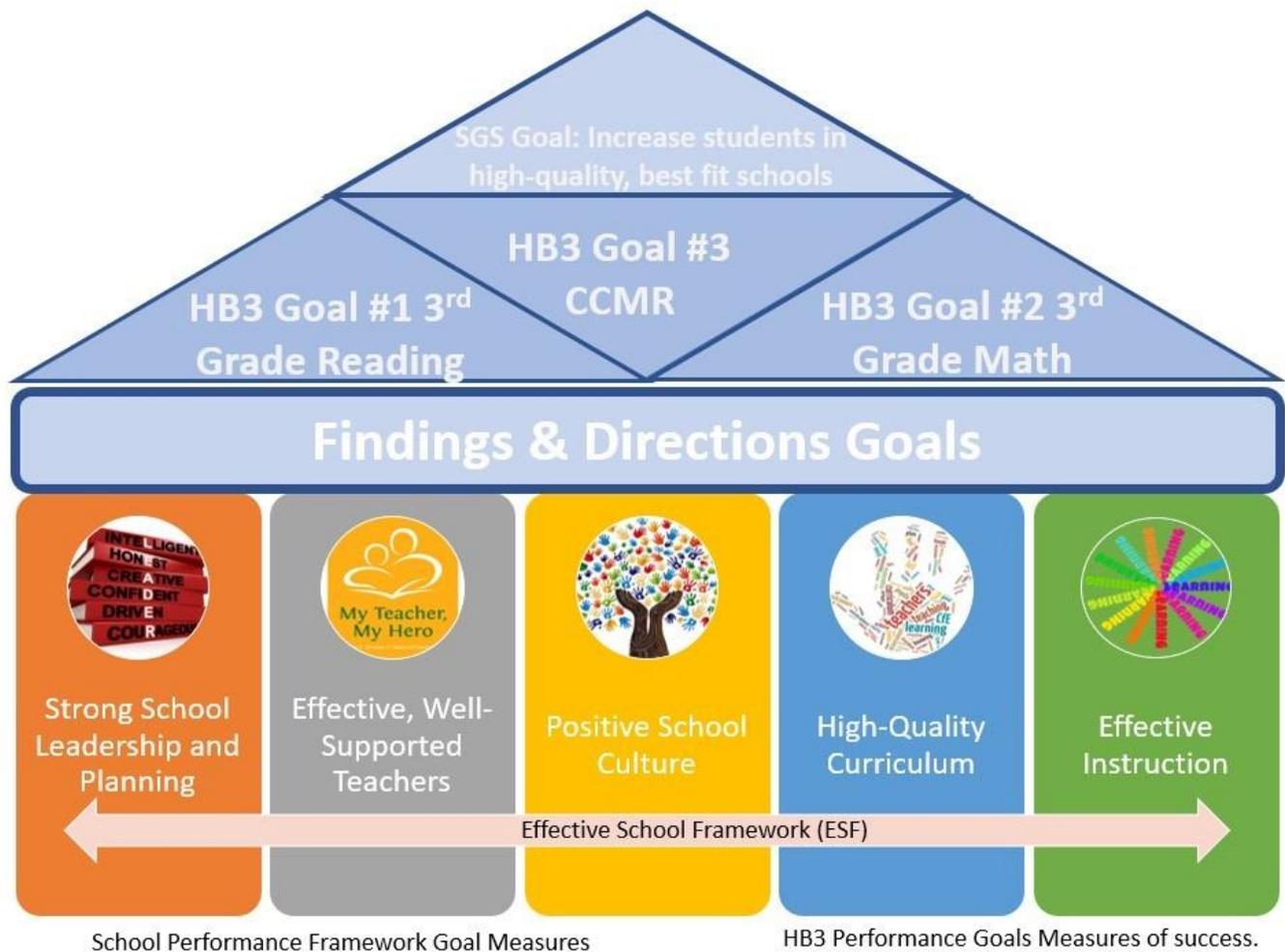


Victoria Independent School District

Administration Report
October 2020

Purpose Statement

- Keep the board and stakeholders apprised and connected to the work of administration
 - Radical Transparency
 - From the Boardroom to the Classroom
 - Keep us open and learning together
 - Continuous Improvement
-



INSPIRE TEACHING AND EMPOWER LEARNING

Inspire Teaching and Empower Learning: A Culture of voice, choice, and advocacy will inspire teaching and empower learning.

Campus Improvement Plan Goals and Performance Objectives for 2020-2021

Texas Education Code 11.1511(b)(2) states that the board of trustees will adopt comprehensive goals for the LEA and monitor progress toward those goals. Some boards do this through Lone Star Governance. Other boards may choose different processes. The student outcome goals are used in the LEA plan and also in the campus plans. Some LEAs focus only on student outcomes and others use a broader approach. According to TASB, the wording "comprehensive goals" suggests that goals include a broader range of issues and not just student performance. (TASB webpage, "Frequently Asked Questions about Comprehensive District Goals.") Goals identify the focus of improvement planning efforts for everyone in the LEA. Collectively, these are the priorities on which energy and resources should be spent. It is desirable that the goals be broadly written and limited in number.

Performance Objectives are measurable, one-year targets for reaching each long-range goal. It is preferable that they be written using the SMART framework. Texas Education Code 11.251(a) states that the board of trustees shall annually approve both the LEA and campus performance objectives. During the September 2020 Board of Trustees meeting the six district goals and performance objectives were adopted. This month administration will bring forward the campus improvement plan goals and performance objectives for Board approval as a consent agenda item. The [VISD Campus and District Goals](#) along with supporting Performance Objectives can be found at the following [link](#).

Essential Learning Standards for Elementary Math

Teams of elementary instructional coaches, along with elementary curriculum coordinators, continue working to identify essential learning standards (also known as power or priority standards) for each instructional unit. Essential standards are a carefully selected subset of the total list of grade-specific standards that students must know and be able to do by the end of each school year in order to achieve high levels of learning and be prepared to enter the next grade level. These are standards that are at the center of instruction, assessment and intervention to guarantee ALL students will know and be able to do at the end of the year. Essential standards do not represent ALL that we are going to teach. This work is guiding district curriculum initiatives, talent development and common assessment development.

Elementary Curriculum Chit Chats

In order to support student learning of the essential learning standards by providing ongoing professional learning for teachers, elementary curriculum coordinators are offering grade level *Curriculum Chit Chats*. The chit chats are scheduled throughout the month and occur in short afterschool segments. Chit chats focus on the development of a deep understanding of the essential standards for each grade level through the exploration of resources provided by the district. During these sessions, coordinators, coaches and teachers model strategies and collaborate to build a bank of effective instructional strategies.

Formula Grants to Support Student Learning

Victoria ISD has received a Notice of Grant Award for ESSA Title I, Part A, Improving Basic Programs; Title I, Part D, Subpart 2-Delinquent Programs; Title III, Part A-ELA; Title IV, Part A Subpart 1 and Title II, Part

A-Supporting Effective Instruction, totaling \$4,671,069. ESSA funding will directly support campuses and students based on the results of a needs assessment process.

Victoria ISD has received their Special Education Consolidated Notice of Grant Award for IDEA -B Formula, IDEA – B Discretionary Deaf Ed, and IDEA- B Preschool, totaling \$2,867,467.

- The purpose of IDEA-B is to provide special education and related services to children with disabilities ages 3–21. The regulations implementing IDEA-B funding define the purpose as the following:
- Ensure that all students with disabilities have available a free, appropriate public education (FAPE) that includes special education and related services to meet their unique needs.
- Ensure that the rights of students with disabilities and of their parents are protected.
- Assist states and localities in providing for the education of all students with disabilities.
- Assess and ensure the effectiveness of efforts to educate those students.

Updated Instructional Setting Counts for Elementary Campuses

Preliminary counts for 2nd nine weeks’ instructional settings indicate that 24% of elementary students will be learning through remote instruction while 76% will be receiving face-to-face instruction.

	1st Nine Weeks		2nd Nine Weeks	
	TOTAL Remote	TOTAL F2F	TOTAL Remote	TOTAL F2F
ECSE	26	48	16	67
Prekindergarten	96	276	67	329
Kindergarten	249	630	164	730
1st Grade	291	603	213	704
2nd Grade	309	593	223	699
3rd Grade	302	601	238	697
4th Grade	336	585	233	688
5th Grade	334	609	284	621
	1943	3945	1438	4535
	33%	67%	24%	76%

DIGITAL ECOSYSTEM

We believe teaching and learning is enhanced by equitable access to technology-rich environment.

T-Mobile \$10 Million Project

T-Mobile committed \$10.7 billion to this program which they launched to end the homework gap associated with COVID-19. VISD recently applied to become a participant in the T-Mobile Ten Million Project. Recognizing the challenges that schools face as they transition from in-person to virtual learning, T-Mobile decided to stand in the gap by providing either free or significantly reduced hardware (hotspots) and services (access to Wi-Fi) to school districts across the country. The merger of T-Mobile and Sprint prompted this project to connect students to their virtual classrooms.

According to T-Mobile Chief Marketing Officer Matt Staneff, “Our mission is to not stop until we’ve provided the connectivity and devices for students to be connected who can’t afford to be connected., so that they can do their homework. We believe we can make a difference, and we’re taking this on at scale.” Students from economically challenged backgrounds are being served through the \$10 Million Project.

Continued Preparation of Laptops for Virtual Learning

The Technology Department has increased its efforts to prepare laptops for distribution in the event we see a larger number of students opt for virtual learning or a full district movement back to virtual learning. Since September 14th, approximately 2,000 computers have been provisioned through the efforts of Technology staff. We also are anticipating receiving over 800 additional hotspots through the Operation Connectivity purchase prior to October 23rd.

EFFECTIVE COMMUNICATION

We believe effective two-way communication is the life blood that builds trust and ownership with our community.

Resilient School Support Program (RSSP) request was submitted to TEA on August 20 and VISD was approved as a participant in the remote learning support program on September 8, 2020. VISD was assigned Education First as the Technical Assistance Provider based on the request from our comprehensive application. Litsy Witkowski, Education First Technical Assistance Provider, is the VISD contact and support for this program. Litsy started the conversation with the key leaders from the program on September 30th and provided follow-up through a work session to a group of VISD District Leaders on October 8th. This work session entailed an overview of the support using the Effective School Framework. RSSP has created an alignment document to the Effective Schools Framework (ESF) called *Power Moves*. Within this document the effective school framework strategies are contextually placed into a remote learning environment supporting campuses and schools. Because the Power Moves Tool is so comprehensive, RSSP support personnel took the tool and created a condensed version called the *Super Power Moves Reflection Tool*. The [Super Moves Tool](#) reduces the number of indicators to ten areas among the five Levers in the Effectives School Framework. During the work session on October 8th VISD leaders used the rubric to conduct a self-evaluation to determine an area of focus needed to best support our campuses for remote instructional environments. VISD will continue to work with the Texas Education Agency and the Education First partners throughout the school year to understand remote instruction supports and develop a plan for identifying the best resources to support students and teachers.

Adjustment of Technology Helpdesk

As of Monday October 5th, the Technology Department has put into place a new helpdesk strategy which ensures that the helpdesk is staffed by a dedicated individual between the hours of 8am to 4pm Monday-Friday. This strategy has resulted in staff, families, and parents being able to get in direct communication with a technician to assist with their technological needs.

Gifts and Donations

The total gifts and donations for September 2020 is \$59,350. The total gifts and donations for fiscal year 2021 is \$59,350.

The District has received many generous donations amid the COVID-19 Pandemic. The total of donations received to date is \$154,040. Royal Cleaners/Quick Cleaners and Laundry donated 1,500 masks and Energy for Schools donated \$34,000. We would like to extend our sincerest Thank You.

Correction to Teacher Pay Scale

We are taking the needed steps to correct an error that occurred in the 2020-2021 Teacher Pay Scale previously presented to the Board for approval in August. To correct this, the Board will be asked to approve an amended pay scale at the October 15th Board meeting. The error impacted approximately one hundred of our teachers and resulted in an underpayment in their September check ranging from approximately \$5 to \$50 depending upon years of experience. Our administrative team has individually contacted each staff member impacted and our Business Office plans to provide each teacher with the appropriate retro payment in their October check.

Monthly Principals Operational Meetings--to move toward a more efficient process for communicating with and supporting campus leaders, the Office of the Assistant Superintendent of Administration will begin facilitating the monthly Principals Operational Meetings. The curriculum, instructional and assessment demands of the Executive Directors for elementary and secondary are quite substantial. Mr. Davis and Ms. Sestak will continue to host monthly instructional meetings with principals. Additionally, the Office of Administration already supports many of the operational administrative departments. As this meeting responsibility transitions to a different department, the intention is to redesign the meeting so that it becomes higher value and focused on the specific needs of elementary and secondary schools. The plan is to ask principals to submit questions/concerns that they believe should be addressed in the principals operational meeting for the benefit of the entire group. Questions that are campus specific will be submitted and directed to the appropriate admin ops director for a direct response or status update.

CARES Act – ESSER Funding Update

On September 4, 2020, a federal judge in the US District Court for the District of Columbia issued an order striking down the CARES Act equitable services Interim Final Rule (IFR). The decision is an order for summary judgement vacating the IFR in its entirety nationwide. Local Education Agencies (LEAs) who calculated their private school equitable services amount using Options 1a, may continue to provide equitable service as planned. LEAs who calculated their private school equitable services amount using Option 1b or Option 2 will need to recalculate equitable services for private non-profits (PNPs). In the public meeting on July 16, 2020, the district shared that Option 2 was selected which allowed the district and PNPs to provide services to all students.

Due to the latest change in guidance from the U.S. Department of Education, TEA has released two additional equitable services updates (September 10 and October 2, 2020). LEAs who calculated their PNP equitable services using Option 2 must implement equitable services using the new Section 1117 calculation. Section 1117 requires an LEA to determine an accurate count of children from low-income families who attend public and private schools and reside in Title I public school attendance areas in order to allocate the proportional share. ESSER permits a district to use one of five options to determine low-income student enrollment. Victoria ISD is in the process of getting clarification on each of these five options to determine which best meets the needs of all students.

Transportation

- The mechanics have done 3 engine overhauls on school buses in the past month.

FINDING THE “AND”: ALL VISD STUDENTS WILL FIND THEIR “AND”:they will leave us prepared for their successful launch into career, military, college, and life in order to be contributing members of society.

CTE

For the 20-21 school year, CTE is offering 19 Programs of Study comprised of 81 courses and 12 dual credit/articulated courses and 19 Industry Based Certifications. A spreadsheet of CTE Programs of Study can be found [here](#).

CTE course videos are being created to promote the programs of study to all students. These videos will be uploaded to the CTE website for easy access to all stakeholders.

Stop the Bleed Kits/HB 496

House Bill 496, Traumatic Injury Response Protocol, requires training on the use of a bleeding control station in the event of an injury to another person. In the past, we have borrowed the Stop the Bleed training kits from the Golden Crescent Regional Advisory Council (GCRAC). VISD Health Services has just purchased 12 Stop the Bleed kits for our campuses to have immediate access to be able to offer the trainings to all staff.

Our School Health Advisory Committee (SHAC) will be kicking off the 2020-2021 school year with our first meeting on October 14, 2020 from 12-1 through Zoom.

Healthcare P-TECH

P-TECH Healthcare students took the Texas Success Initiative on September 30, 2020. Twenty- three of the 27 students took the test and following are the results:

- 12 students passed one or more sections of the TSI
- 10 students did not pass
- 1 student passed the test

Students who were not able to test on the above date will take the test later this month. All students will re-test in December and then again at the end of the year.

Healthcare Demographics--A core component of the P-TECH model is its focus on serving students who are at-risk of dropping out of school. P-TECH's are open enrollment. The following table summarized the Access Outcomes-Based Measures demographics for the Healthcare P-TECH.

Access Outcomes-Based Measures	District	Healthcare P-TECH Cohort	Designation Category
Proportionate to or over-represents at-risk students for incoming 9 th graders	59%	59%	Designated with Excellence
Proportionate to or over-represents economically disadvantaged students	57.4%	85%	Designated with Excellence

Computer Science P-TECH and Lone Star Stem Grant

VISD has been selected for the Lone Star STEM Cycle 3 Planning grant. The purpose of the grant is to develop a P-TECH that focuses on developing or expanding STEM pathways in computer science with the goal of increasing high-quality STEM education opportunities and outcomes for high-need students. During the planning year the school in conjunction with the local workforce board, University of Houston-Victoria (UHV) and community and business partners will work together along with the Lone Star STEM Technical and Program Assistance provider to develop the Computer Science Program Planning Guide focused on providing a robust computer science pathway targeted to under-represented students that includes post-secondary credit, earning an industry certification and Work-based Learning (WBL) opportunities for students at every level. The grant award is \$50,000, along with many free professional development opportunities, for the planning year. An additional \$15,000 each is also available for the 2021-2022 and 2022-2023 school year.

Liberty Academy

Since school began for the 2020-2021 academic year, seven students have graduated from Liberty! In addition, fifteen students have recovered the necessary credits to rejoin their cohort to be on track for graduation.

Two administrators at Liberty Academy are in the process of training to become TSIA proctors for their campus. This will afford all Liberty students the opportunity to take the TSIA on campus during the school day, and in turn, opening more doors for their future.

VISD Dropout Prevention and Recovery Team

The Texas Education Agency’s annual school start window has been extended to October 30, 2020. By this date, students must be enrolled in school or will reflect as a preliminary “dropout” for state accountability purposes. The VISD Dropout Prevention and Recovery Team has worked throughout the summer and the month of September to locate students in grades 7-12 who were in attendance with us last year, left without a valid withdrawal reason and have not returned for the 2020-21 school year. The team is composed of the Student Services Director, the District Truancy Prevention Coordinator and Clerk, the District Homeless Liaison, the Special Education Parent Liaison, and the Student Success Facilitator from each secondary campus. All members are tasked with researching and determining why these students have been identified as potential dropouts. Once located, based on the individual’s situation, the students are either assisted with re-enrollment into VISD or helped with alternative educational programming. We began the 2020-2021 school year with 344 students listed from grades 7-12 that were coded as potential dropouts. As of October 7th, the outstanding efforts of the VISD Dropout Prevention and Recovery Team have reduced that number by over 90% to only 32 students. These efforts will continue throughout the year and have a significant impact on both campus and district accountability ratings regarding dropout and completion rates.

<i>VISD Student Enrollment:</i>	AS OF 10.1.20	As of 10.1.19	Difference
ELEMENTARY	6285	6747	-462
MIDDLE SCHOOL	3206	3228	-22
HIGH SCHOOL	3951	3900	+51
DISTRICT	13,442	13,875	-433

We believe a robust community-based accountability system is essential to our success.

The **Child Nutrition Department** and all schools are reaching out to all households with VISD students to complete the socioeconomic income survey and the free/reduced meal application to ensure all students have access to free meals AND secure the needed title funding for our schools.

Central Supply

The Central Supply warehouse continues to support our campuses and student well-being with a second round of deliveries of the TDEM allotted hand sanitizer. Other required PPE is available upon request. Also, there is currently one bid opportunity open to the public for After School Enrichment and Care.

Re-thinking the Student Expulsion Process

VISD is in the early phases of re-thinking our approach to the student expulsion process. On its face, it appears to be simple. Whenever a student commits a serious disciplinary offense which rises to the level of mandatory expulsion, routinely the recommendation from the campus is made for expulsion of the student. Afterward an expulsion hearing is scheduled and held, and the student begins her or his term of expulsion and subsequent assignment to the Disciplinary Alternative Education Program. That typically is the end of the expulsion process.

Our redesigned case management approach to the expulsion process takes into consideration a) the student's long-term disciplinary history, b) the student's record of academic progress, c) the student's attendance record, and d) the student's family history and any other at-risk factors. The Office of Administration will engage with the Office of the Coordinator of Multi-Tiered Systems of Support (MTSS) and Special Services Director to map out what this restructured process will look like and what resources will be at the disposal of staff who work with and support our students who have been expelled. We believe that students must receive additional support which will greatly elevate their prospects of success after expulsion.

Community Based Accountability Report

Community Based accountability provides a metric-based score card of the community's shared definition of quality centered around equitable access for all students. The Community Based Accountability report is grounded in the Strategic Planning Findings and Directions. It will act as a report for the school on the shared definition of quality and will be used as an improvement tool to set priorities to provide support to improve student outcomes. It will supplement the state's accountability rating and provide a broader understanding of school performance based on Victoria's definition of a great school which creates a more holistic portrait of our schools that reflects community values.

The Community Based Accountability report will be displayed on each school's website and will act as dashboard to gauge how well the school is doing. Community Based Accountability will be an integral contributor of data for the Portfolio Planning and Review Process. Community Based Accountability, along with other data, will be used in the Quality Seats Analysis to determine the district commitments for schools as well as necessary actions for school improvement.

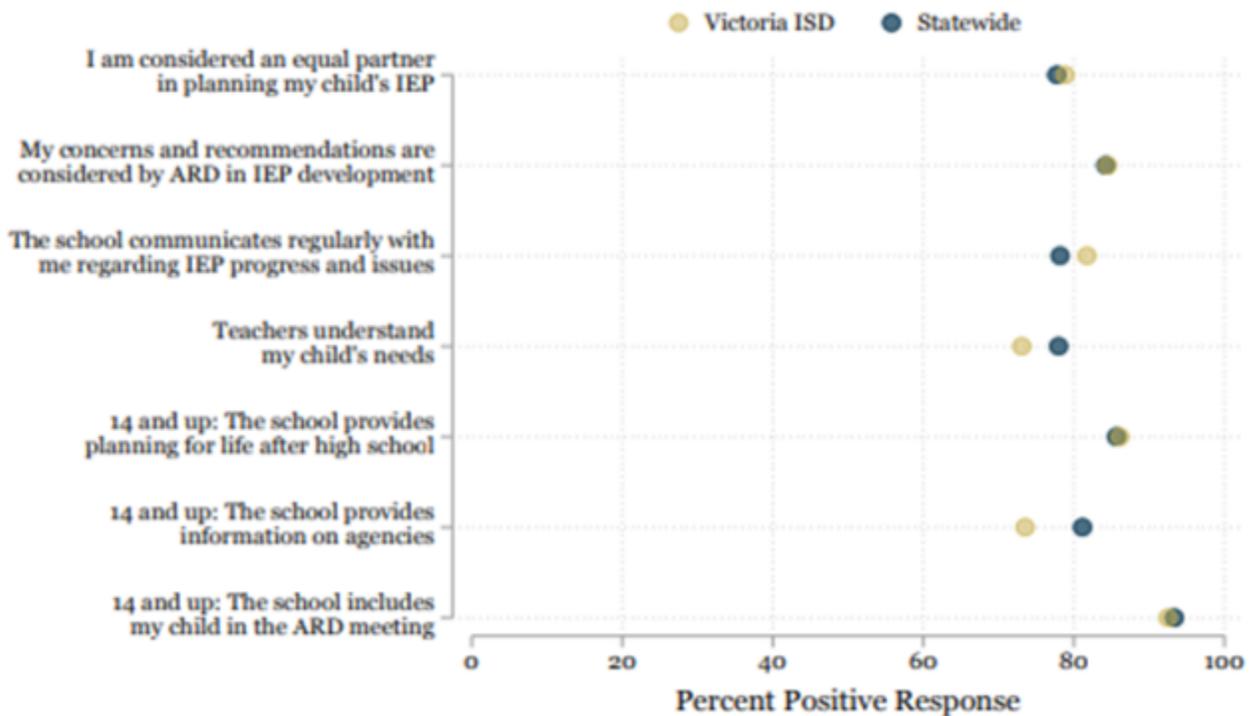
The Curriculum Instruction and Accountability Leadership team has taken the baton from the 2019-2020 SGS Task Force to work out the "complicated" aspects of the Community Based Accountability report. The team will be working up to the Thanksgiving Break to complete a first draft of the Community Based Accountability report. We will then take the draft to other district and campus

administrators, the SGS Task Force and the community for input and suggestions before the plan is finalized.

Survey for Parents of Students Receiving Special Education Services Results

As part of our State Performance Plan accountability system, parent involvement rating Victoria ISD participated in a parent survey during April and May 2020. The 348 parents of students with special needs were chosen and assigned by TEA. Our response rate of 31% was excellent compared to the state average of 17%. VISD's overall rating of 81% is the same as the state rate of 81%. The [parent survey results](#) from TEA can be found here.

Indicator 8 Results



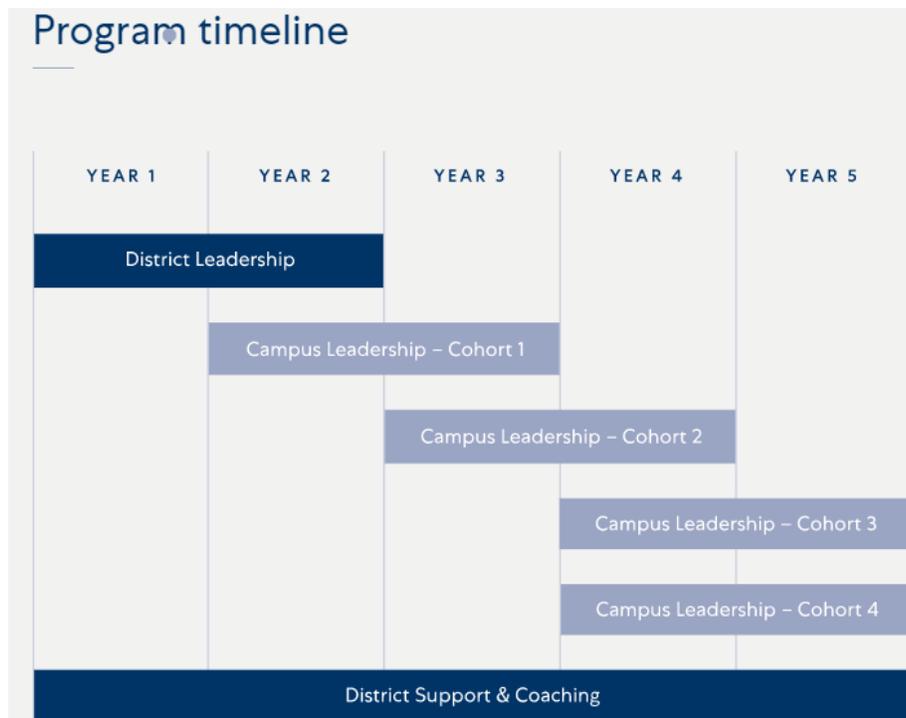
TALENT DEVELOPMENT

We believe exceptional staff are what makes students' success possible. We believe we will become an everyone culture where everyone feels they belong.

Holdsworth Center

Victoria ISD has once again received an invitation to apply for the opportunity to participate in the Holdsworth Center developing educational leaders' partnership. The Holdsworth Center will be selecting a new cohort of six school districts. The programs offered by the Holdsworth Center are designed with the belief that 70% of a leader's development occurs through job-related experiences, 20% from interactions with others or coaching and 10% from formal educational events. The theory of action driving the work is that "stronger leaders will build stronger organizations that achieve stronger results for students."

If chosen to be a participant in this extraordinary leadership growth program, Superintendent and their teams embark on a two-year learning journey that includes learning sessions with some of the nation's top leadership experts and site visits to study high-performing organization in the U.S. and abroad. Each team works together to define what great leadership looks like for them, then collaborate on a vision to identify and develop up-an-coming leaders from within the organization.



The purpose of the District Leadership Program is to give individual leaders the inspiration, tools and resources needed to grow. Leaders then take what they've learned and adapt it to their district, creating the cultural environment and systems needed to move other leaders through the pipeline in a thoughtful way. During the second year of the program, cohorts of school principals and their teams take a two-year learning journey similar to district leaders, which includes executive coaching for principals. Part of their work is to tack a significant challenge tied to school culture and student

outcomes. The Campus leadership portion is rolled out in four phases with the program aiming to serve 50% of campuses in each partner district over the five-year period.

The application for consideration is due on November 20, 2020. VISD Administrative staff will be working to identify the Talent Development needs and resources currently available, as well as how this opportunity for growth will support VISD Talent Development. VISD Administration is requesting support for this opportunity by presenting a Board Resolution in support of the Holdsworth application and talent development opportunity as part of the October agenda.



Victoria ISD Board of Trustees

102 Profit Drive, Victoria, TX 77901 | Phone: (361) 576-3131 | Fax: (361) 788-9643

RESOLUTION

For Victoria ISD to Participate in Partnership with the Holdsworth Center Leadership Program

WHEREAS, The Victoria ISD Board of Trustees is committed to the success of Every Child, Every Classroom, Every Day; and,

WHEREAS, The Holdsworth Center mission will be to work in partnership with public school districts over a five-year period of time to help tackle their toughest challenges around leadership development, pipeline planning and strategic talent management; and

WHEREAS, The Holdsworth Center will provide Texas public school districts the opportunity to equip superintendents and their teams with the vision and skills needed to design and lead strategic leadership development systems; and

WHEREAS, the Victoria ISD Board of Trustees has a long-standing practice of supporting transformational leadership development programs for the benefit of students; and,

WHEREAS, the Victoria ISD Board of Trustees believes that it can be a better decision-making body for students when it has included rigorous assessment, data gathering, and analysis in making decisions; and,

WHEREAS, the Victoria ISD Board of Trustees is preparing to support a five-year partnership for the Superintendent, his staff, and administrative teams to travel outside the district; and,

WHEREAS, the Victoria ISD Board of Trustees will fully cooperate in sharing of information, as needed to help facilitate the mission, objectives and success of the Holdsworth Center.

NOW, THEREFORE BE IT RESOLVED THAT the Victoria Independent School District Board of Trustees on October 15, 2020 initiates the process for participation of the Superintendent and District Leadership Teams in the Holdsworth Center Leadership Program.

President: _____ Date: October 15, 2020
Kevin VanHook

Secretary: _____ Date: October 15, 2020
Michael Mercer

Dr. Quintin Shepherd Kevin VanHook Tami Keeling Mike Mercer Bret Baldwin Dr. Estella De Los Santos Ross Mansker Margaret Pruett
Superintendent President Vice President Secretary Trustee Trustee Trustee Trustee

The Victoria Independent School District does not discriminate against any person on the basis of race, color, national origin, gender, religion, sex, sexual orientation, disability, age or any other basis prohibited by law for admission, treatment, or participation in its educational programs, services and activities, or employment.

Texas Education Human Resources Day

For years the Human Resources Department, now known in VISD as the Talent Acquisition, Support and Retention (TASR) Department, has been instrumental in recruiting, selecting, and retaining quality staff in support of providing an excellent education for all students in the Victoria ISD. The TASR Department plays a key role in fostering satisfaction and loyalty among employees by allowing for professional growth and development, supporting their social, emotional, mental and physical needs and keeping employees informed about policies, working conditions, compensation and benefits. Being vital to the overall productivity and efficiency of the district's workforce, the TASR Department sustains the district's most important asset—its people!!

Therefore, Governor Greg Abbott has proclaimed **October 14th** as Human Resources in Education Day. We applaud the work of the VISD HR/TASR Department for all they do to hire high-quality staff to ensure our students thrive as they become the future leaders of our state and nation, to implement best practices and to take on new challenges in the best interests of both employees and students! Thank you to the VISD Talent Acquisition, Support and Retention Department for their work and support of all VISD employees! Remember...*resources* are limited...but in VISD *talent* is endless!

Virtual Socials

In an effort to support and retain our newest educators in VISD, the TASR Department will host its first *Virtual Social* on Tuesday, Oct. 13 from 4-5 pm via the Teams app. First year teachers and teachers brand new to the VISD will be invited to participate in this “agenda-free” meeting. The purposes of the social are to connect with colleagues, hear what challenges and successes these folks have experienced during the first quarter of school and to simply provide a non-threatening, professional environment for them to have their voices heard. There is a total of 113 teachers who will be potential participants and who will have the ability to engage in a Thought Exchange specific to this Virtual Social for new teachers.

Current Vacancies

- Elementary (3): Music teacher, 3rd Grade teacher, Special Education teacher
- Middle School (3.5): 2 Special Education Math teachers, ELAR teacher, ½ time Enriched Literacy teacher
- High School (8.5): Credit Recovery Math teacher, Credit Recovery Art teacher, ½ time Credit Recovery teacher, Social Studies teacher, 2 ELAR teachers, Special Education Math teacher, Family Consumer Science teacher, Math teacher.

Transportation

- We (Transportation, Maintenance & Child Nutrition) have contracted with Lamar Advertising to have ads stating that we are hiring on their billboards. It is a 28-day campaign displaying our ads on 10 digital billboards. Our message will rotate every minute from location to location with a view time of 10 seconds for each ad. The campaign starts on October 12th.
- We currently have 10 Drivers positions open.
- We have 3 Driver Trainees that are in the process of getting their CDL.
- Office staff are driving routes because of the current shortage of drivers.
- 4 of the shop employees are helping with driving duties.
- We continue to monitor all staff to ensure that they have completed the Safe Schools Online Training.

EQUITY

We believe there are no lesser paths, but there are different paths to a successful launch.

School Action Fund Planning Grants 2020-2021

VISD is the recipient of four School Action Fund (SAF) Planning Grants. Districts that receive a SAF planning grant may be eligible for one to two-years of continuation funding to implement the school action. Planning grants awarded to the district total \$920,000.

The School Action Fund Planning Grant program aims to increase the number of students in great schools by providing customized planning support to districts committed to bold action to transform low-performing schools and expand access to world-class learning environments for students.

Two of the grants received for \$250,000 focus on creating a new school district-managed school model at both Smith Elementary and Stroman Middle School to design a Science, Technology, Engineering, and Mathematics (STEM) Academy at each location. Together the campuses will provide a choice pathway that incorporates evidence-based strategies while implementing standards focused project-based learning in key STEM areas using a cross-disciplinary approach to learning. The leaders at each of the new academies will participate in the New School Design Fellowship during the planning year in which the new leader will operationalize his/her vision with their New School Design Guide which will detail the educational model, curriculum, school operating autonomies, school culture and climate processes and other structures and systems of improvement.

The remaining two grants for \$210,000 focus on redesigning a campus with a district-designed blended learning model at both Shields Elementary and Patti Welder Middle School. VISD will be matched with an assistance provider that has deep experience in whole school redesign and personalized learning. Together the campuses will provide a choice pathway that combines both online learning and traditional class. The rationale for pursuing a blended-learning redesign is simple. Victoria ISD is committed to all students finding their "AND": they will leave us prepared for their successful launch into career, military, college, and life in order to be contributing members of society. The district-designed blended learning model is one example of the multiple opportunities of exposure, experience, and pursuit we envision for all students. The school action fund planning grant will assist VISD with designing a K-12 pathway for learning through a blended learning model and technology rich learning environment that will stimulate additional opportunities for advanced learning.

Victoria ISD remains committed to taking bold action to transform each of the four campuses. Each campus is projected to begin implementation Fall 2021 with an enrollment at all grades but a fresh start growth strategy (growing a grade per year) for the newly designed school model.

O'Connor ACE Elementary

We are continuing our pursuit of the ACE Extended Day Pillar implementation. Principal, Dionne Hughes and her staff have been providing a homework center from 4 pm – 5 pm that currently serves approximately forty students. On September 21st, O'Connor ACE program offered 80 scholarships to families interested in attending the Right At School Afterschool Enrichment Program from 4 pm – 6 pm. We currently have sixty-two students registered and participating. Efforts are being made to reach out to all invited parents to utilize each scholarship.

SAF Grant New School located at F. W. Gross

We are still in contract negotiations with our future operator for this location pending authorization. The goal is to present a contract before the board at the November Board Meeting. District level appropriations are being made to reestablish the F.W. Gross facility as an elementary campus.

2021-2022 Course Selection

On October 12th, secondary counselors will begin reviewing our current course selection process and the course guide for necessary updates. New courses that have been brought forward to the Curriculum Instruction and Accountability team for consideration are African American Studies, Mexican American Studies, and American Sign Language. The process is underway in looking at TEKS and scope and sequences.

Texas College Bridge

Texas College Bridge (TXCB), part of Texas Home Learning 3.0 from TEA, is a user-friendly platform that provides individualized support to help students strengthen their Math and English skill prior to enrolling in college. Students receive additional college support to help them complete college transition milestones. With multiple opportunities to enroll throughout the school year, Texas College Bridge is a great option in a COVID-19 environment.

Districts across Texas have access to an online preparatory program that fits into existing curriculum. Texas College Bridge is a user-friendly platform that provides individualized support to help students prepare for college-level math and English. Lay a solid foundation for college completion, offer your students Texas College Bridge.

CIA team is working to design an implementation plan for TXCB in VISD high schools, to begin this academic year.

Instructional Materials Adoption

Teachers, Campus and District Administrators, and Campus Facilitators have been selected to serve as representatives to the 2020-2021 Instructional Materials Selection Committee for the State Adoption of Proclamation 2021. Materials included in this adoption include resources for Pre-Kindergarten Systems. Elizabeth (Carol) Dippel, VISD Early Childhood Coordinator will lead the materials adoption process. This committee will analyze each selection by comparing district and state criteria to the content of the materials. The committee is responsible for reviewing and selecting materials for the adoption and for sharing the information with each campus and any teachers responsible for teaching the content up for adoption. The committee will make a recommendation in the Spring of 2021 to the Board of Trustees for approval in accordance with EF (Local), EFA (Legal) and EFAA-R (Regulation). The adopted materials are scheduled to be available for use beginning in the 2021-2022 school year. VISD Administration is making a recommendation in the consent agenda for approval of the 2020-2021 Instructional Materials Selection Committee.

Name	Position	Location
Carol Dippel	Early Childhood Coordinator	Administration
Trisha Foerster	Head Start Director	Head Start
Cristy Schmidt	Instructional Coach	Torres Elementary
Laura Escalante	Bilingual Pre-K Teacher	Crain Elementary
Kimberly Varela	ECSE Teacher	Hopkins Elementary
Kim Bonewald	Pre-K Teacher	Vickers Elementary
Ashley Smith	Pre-K Teacher	Mission Valley Elementary
Jennifer Schneider	Pre-K Teacher	Shields Elementary

Transportation (Field Trips)

- We continue to receive Athletics Field Trips for scheduling.

Transportation (Routing & Scheduling)

- We continue to receive student names daily to put on bus routes. (Bilingual, McKinney Vento, Cap and Special Needs)
- We will continue to monitor the number of riders on our regular buses to see if there are any further routes that can be dissolved.

Academic Progress

- Reading Achievement
 Students in the dual language program are administered a reading assessment in English (DRA) and Spanish (EDL) in order to determine if students are on a grade-appropriate bi-literate trajectory. We use EDL/DRA because it is an assessment individually administered by the teacher (as opposed to a computer-generated assessment) and because the accuracy and validity of the bi-literacy trajectories are amply documented. The 2020 results reflect mid of the year testing. End of year testing could not be completed because of COVID-19.

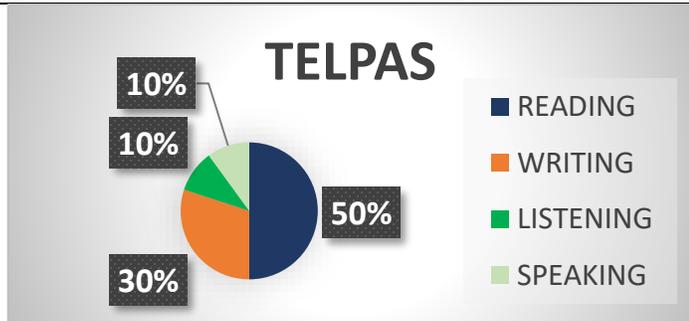
GRADE	Students at or above expected level Spanish EDL		Students at or above expected level English DRA	
	2019	2020	2019	2020
KINDER	84%	69%	N/A	N/A
FIRST	82%	50%	50%	N/A
SECOND	77%	72%	82%	66%
THIRD	N/A	75%	N/A	78%

- Reading Benchmark
 STAAR was not administered in 2020 because of COVID-19. The chart shows the results of the Reading Benchmark administered districtwide in February 2020. As expected, the EL population lags behind all students because students who are at the beginning and intermediate levels of English proficiency are included in these results. The results showing 80% of students approaching grade level is consistent with previous STAAR results demonstrating that EL students who reach advanced high levels of English proficiency do achieve remarkably high academic outcomes.

	Reading/ELA			
	Total Students	Approaches Grade Level (STAAR Level)	Meets Grade Level (STAAR Final Recommended)	Masters Grade Level (STAAR Level III)
All Students	6128	56.04%	26.52%	11.72%
First Year of Monitoring	18	80%	60%	30%
LEP	457	39.3%	12.73%	4.06%
Second Year of Monitoring	71	80.26%	43.42%	19.74%

English Proficiency

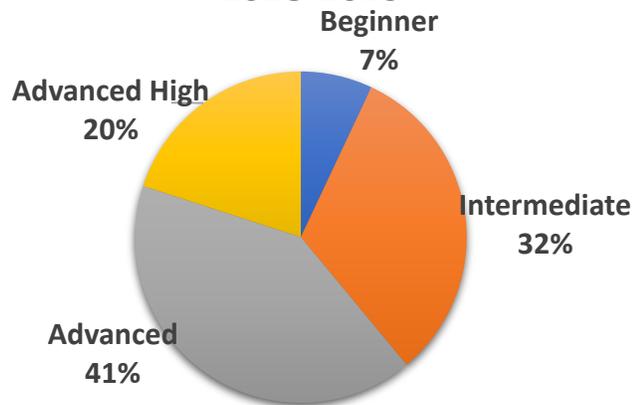
- TELPAS (Texas English Language Proficiency Assessment System) measures the English language proficiency of K-12 ELs (English Learners) in four domains: listening, speaking, reading & writing.



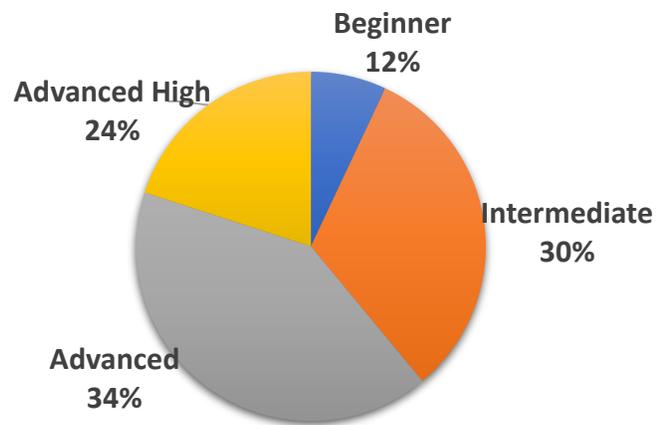
- Our TELPAS results indicate that students are becoming proficient in English at an adequate pace. Recent changes in the administration of the listening and speaking domains (now a computer-based assessment) have decreased the percent of students scoring Advanced High in these two domains. It is important to note that 2020 TELPAS results are partial as 7 VISD schools did not complete TELPAS testing due to schools closing in March. However, based on partial results, we observe that we have made progress towards our goal of increasing the percent of students who score advanced high (from 20% in 2019 to 24% in 2020.)

TELPAS BY PROFICIENCY LEVEL

2018-2019

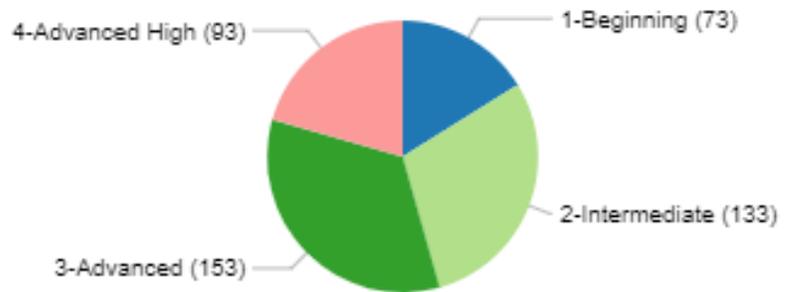


TELPAS BY PROFICIENCY LEVEL 2019-2020



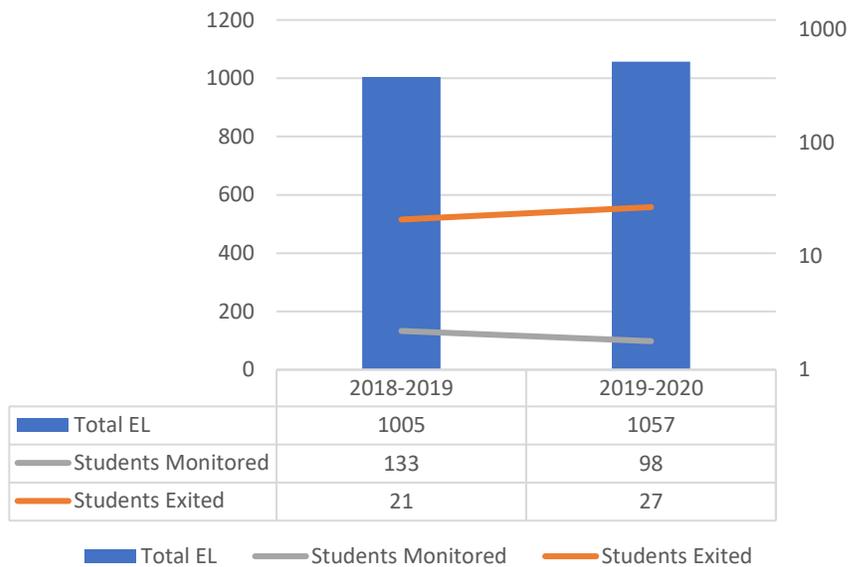
TELPAS Speaking Advanced High ratings are low compared to the composite level. Only 20% of students who took TELPAS Speaking scored at an advanced high level of proficiency. We are still making adjustments to the new computer-based format launched by TEA in 2019. Increasing the percent of students scoring advanced high in the speaking domain will be one of our top priorities in 2021.

Speaking Level



- The number of students exited in 2020 was similar this year to that of last year. Per TEA, to exit EL classification, students must score advanced high in all domains of TELPAS. TEA approved an alternative test (LAS Links) for those students who did not complete all domains of TELPAS, but whose teachers considered ready for exit.

EL (English Learners) Program Info



Professional Development

Training	Audience	Scope	Attendance	Outcomes
Seven Steps To A Language-Rich Interactive Classroom	Principals, APs, Teachers, ICs , Aides	Language and Content Support	98	Teachers learned non-negotiable, easy to implement strategies to use with EL students. A select group of teachers had the opportunity to participate in on-going coaching activities throughout the year. This training was also designed to help teachers prepare for their ESL certification test. We reduced the number of ESL waivers from 116 to 32.
Bi-literacy Curriculum Development	Bilingual Instructional Coaches, teachers, elementary coordinator	Curriculum integration	7	A group of bilingual teachers and administrators are being trained to efficiently integrate curriculum.
Teaching for Biliteracy	Teachers, Campus Administrators, ICs, Aides	Language and Content Support	33	Teachers and administrators review the components of a well-structured biliteracy unit of study. Administrators and ICs refined their knowledge of the program to better support the teachers. Teachers delved deeper into the components to improve the quality of implementation of the program.
Academic Language-English 3D	Teachers, Aides	Language and Content Support	10	Teachers had the tools to deliver curriculum faithfully using daily structures to advance the level of English proficiency of their EL students.

Bilingual and ESL Waivers

- Bilingual

There is a nation-wide shortage of bilingual teachers. This year we filed a bilingual exception for 6 teachers.

- ESL

This year we filed an ESL waiver for 32 teachers (down from 116 last year.)

In order to prepare the teachers to pass the Bilingual and ESL certification tests, we have provided teachers with training and coaching activities geared to increase their knowledge and expertise of the instructional needs of second language learners. We have also offered ESL and Bilingual TExES preparation courses both on-site and in partnership with Region 3. In addition, we reimburse teachers for the cost of the test as well as the cost of adding the ESL or Bilingual Endorsement to their teacher certification.

SOCIAL EMOTIONAL LEARNING

We believe a socially and emotionally healthy community is essential. We believe students and teachers must be seen first as people before they are seen as learners and professionals.

Gulf Bend Center Tour

Darlyn Sustaita, Chief Operations Officer of Gulf Bend Center, extended an invitation to VISD to visit, tour and learn about the various programs offered by the Center. The lunch meeting was also attended by Nicole Way, Director of Program Operations, Tracy Chase, Manager of Crisis Services and Child and Adolescent Services and Kim Omecinski, Child and Adolescent Team Leader. The group went into substantial detail regarding all of the programs of the Center, including those which involve VISD.

During the discussion, they inquired about the possibility of establishing additional partnerships with VISD. We discussed what a case management approach to the student expulsion process might look like. In addition to reviewing the disciplinary history of students, such an approach would consider other factors such as academic progress, attendance and family circumstances to design a program that would assist the student(s) in getting on a better pathway. The tour of the facility helped to clarify the functions served by the various departments as well as the roles of the staff of the Gulf Bend Center.

MidCoast Family Services and Gulf Bend Center

Representatives from both organizations will present newly designed remote learning and support opportunities to school counselors this month. Each organization has designed virtual assemblies and videos as well as new processes to meet the needs of at-risk students during COVID-19 shutdowns. Red Ribbon Week will take place at the end of October with the same excitement and educational opportunities for students, just in a different format. Additionally, we will hear about changes to the STAR Family Services Program, now known as FAYS/Family and Youth Success.

School Safety and Security Grant

As the Coordinator of District Safety/Emergency Operations settles into his new role, he is moving forward with the work of the Emergency Management Group (EMWG). The group will conduct a Threat and Hazard Identification and Risk Assessment (THIRA) session scheduled to assess VISD's threats and technology hazards, vulnerabilities, impact and mitigation options. EMWG will also perform a cost-benefit analysis to determine the most efficient and economically feasible manner to address emergency response training related to Active Shooter situations. The available options are a) ALICE, b) Safe School Active Shooter modules and c) Active Threat module (A blend of ALICE and Active Shooter currently under development).

Substance abuse and prevention training is being coordinated with DISA Global Solutions for the roll-out of the 2020-21 drug testing program for the middle and high schools. We are revising the drill guidance to include Medical Emergency Response Team (MERT) and Hold drills, including adding a letter from the superintendent to staff emphasizing the importance of these safety drills as they relate to student preparedness, drill program success and meeting parental and community expectations for student safety. Lastly, we are restructuring the Behavioral Threat Assessment Teams and will align them to feeder patterns with a two-teams approach.

FACILITIES

We believe facilities play an integral role to inspire teaching and empower learning. We believe safe and secure facilities and process are vital to creating a healthy, productive environment for our students and staff. We believe having well-maintained facilities creates pride in our district and honors our commitment to our community.

Bond Planning Task Force

The Bond Planning Task Force will begin virtual meetings October 13th from 6 p.m. – 8 p.m. The Task Force has a tentative schedule of 7 meetings between October 13th and December 8th. We may alter the number of meetings should the Task Force determine either more or fewer meetings are needed to reach consensus on recommendations for the Board's consideration. Meetings will be held on Tuesday evenings with the exception of election week.

Meeting 1 – October 13

Meeting 2 – October 20

Meeting 3 – October 27

Meeting 4 – November 2

Meeting 5 – November 17

Meeting 6 – December 1

Meeting 7 – December 8

Our leadership team has been working diligently to expand parent and community representation on the Task Force. As a part of this effort, Dr. Bonewald and Dr. Lawrence had an opportunity to attend the October 5th Southside Community meeting to share information about the Bond Planning Task Force and to seek potential new members. We greatly appreciate the invitation from Bethany Castro providing our team with this valuable opportunity.

As of October 7th, we have commitments from 41 Task Force members and are awaiting confirmation from several more potential parent and community members who have been recommended to us. We are extremely appreciative to those who have agreed to serve on the Task Force as it is a major time commitment.

There is a large amount of information about our facility assessment and the past work of the Bond Planning Task Force that continues to be available on our VISD website at https://www.visd.net/apps/pages/index.jsp?uREC_ID=1617681&type=d&pREC_ID=1752521, including links to the facility assessment summaries and video presentations highlighting findings.

Request for Qualifications (RFQ) for Real Estate Broker

The VISD is currently advertising an RFQ for qualified real estate broker services. The advertisement ran in our local paper on October 8th and is scheduled to run again on October 15th. The deadline for proposals to be submitted to the District for consideration is 2 p.m. on Tuesday, October 27th.

COMMUNITY PARTNERSHIPS

Community partnerships and shared resources are foundational to creating a premier district.

The Child Nutrition Department and Right at School have teamed up to provide after school meals during their enrichment time at many of our elementary schools.

Community Resource Center (CRC) Field Trip to Marble Falls and Johnson City

Over the past several months, various entities including the City of Victoria, United Way of Greater Victoria, the Victoria County Health Department and Victoria ISD have met to engage in conversations about the possibility of establishing a community resource center (CRC) to meet the needs of many of our less fortunate citizens. As an outgrowth of those conversations, the United Way arranged for several representatives of these various organizations to participate in a field trip to Marble Falls and Johnson City to observe two community resource centers, one of which was still under construction. The trip's purpose was to provide us an opportunity to view CRCs in action and to come away with ideas of what we could envision for the city of Victoria.

Of the two centers visited, one was still under construction in Marble Falls, while the other in Johnson City was operational. Conceptually, their planning revolved around having proximity to the end user or stakeholder as a key feature—in other words, the developers wanted potential customers to be able to walk to the centers to access services. The community resource centers provided mental health services, educational services, housing and transportation services, employment services, healthcare and childcare services, as well as temporary office space and resources for new businesses.

Field trip participants were provided tours of both facilities. The key leaders who were responsible for undertaking the work for both facilities were former elected officials—a former county judge and a former mayor of Johnson City. As Victoria continues considering the possibility of establishing a CRC in our city, efforts to identify and study existing models in various nearby locations provides a great springboard for moving this exciting work forward. Learn more about the CRC facilities visited by clicking on this link: <https://crctx.org/>

Victoria Broadband Commission

We have been fortunate to be invited by our City of Victoria leadership to have Director of Technology, Greg Dandio and Greg Bonewald serve as VISD representatives on the recently created Victoria Broadband Commission. This group has held two meetings over the past month, and our third meeting is scheduled for October 22nd. In the most recent meeting, we were introduced to representatives from Connected Nation. The City has contracted with Connected Nation to support the work of the Victoria Broadband Commission, to assist in developing an RFP for a future broadband partner, and to aid in evaluating the proposals received from potential broadband partners.

Feedback: We want your feedback. [Please use this link](#) to share your thoughts, comments, questions or kudos! This is your report and we want to make it relevant for you. Your feedback will help us on our path of *Continuous Improvement!*