

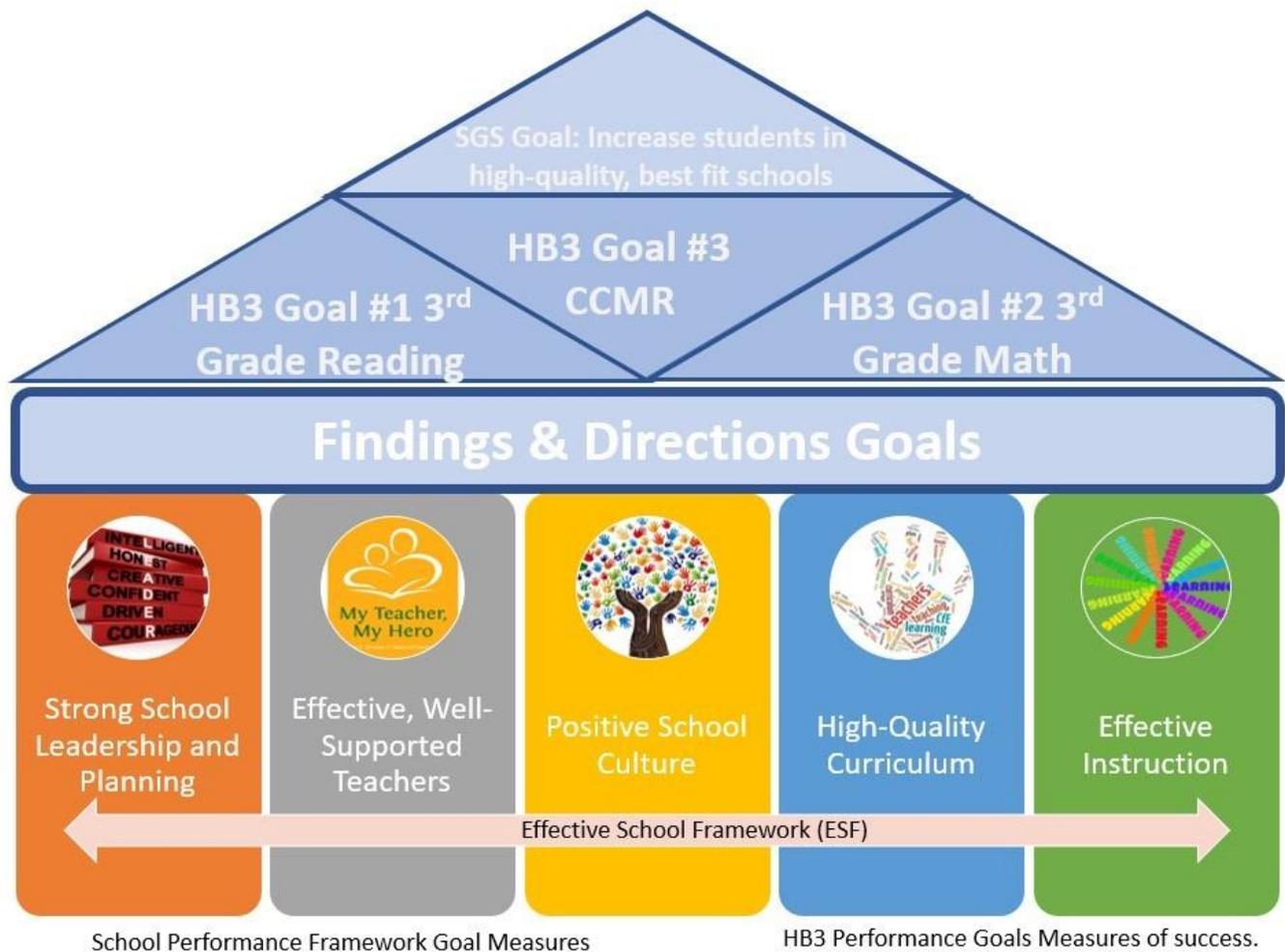


Victoria Independent School District

Administration Report
August 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
-



On June 30, 2020 the Board of Trustees adopted three HB 3 Goals.

Goal 1 (HB3): Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 34% to 44% by August 2024.

Goal 2 (HB3): Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 36% to 46% by August 2024.

Goal 3 (HB3): Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 51.9 % to 75% by August 2024.

With the District's Findings and Direction Document produced from the six days of strategic planning with our community and the Board of Trustees there were 10 Findings identified by our community as important areas to focus on. VISD will continue to focus on these 10 Findings through our Administrative Reporting, District Improvement and Campus Improvement processes.

There are three additional goals that will be adopted by the Board of Trustees related to the System of Great Schools Theory of Action, Students finding their "AND", and a VISD developed Community Based Accountability. VISD Administration worked with the feedback from the Board of Trustees workshop, the Executive Advisors from the System of Great Schools Network and the Superintendent's Cabinet to develop the following three goals to bring forward to the September 17, 2020 Board Meeting for formal approval.

Goal 4: VISD will increase the number of students who achieve their "And" from 75.15% to 85% by August 2024. Their "And" is defined as the number of students who complete high school with a technical certificate, enlistment in the military, or enrollment in a technical school, community college, or university.

Goal 5: By implementing a Community-Based Accountability System, VISD will increase its net promoter score by aligning student achievement and financial well-being to community expectations. VISD will set baseline measures in 2020-2021 school year.

Goal 6: By using the System of Great Schools framework, VISD will increase the number of students in A/B schools from 13% to 40% and decrease the number of students in D/F schools from 33% to 0% by August 2024. VISD will increase the number of schools who score an A/B from 4 schools to 8 and decrease the number of schools who score D/F from 11 schools to 0 by August 2024.

The following Administration report has been developed by the VISD Administrative staff as they focus on the ten Findings in their monthly work processes.

INSPIRE TEACHING AND EMPOWER LEARNING

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

- All state Assessments including STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate will be administered in accordance with the directives of the Texas Education Agency. TEA has indicated there will be STAAR EOC assessments in December 2020 and STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate assessments in Spring 2021. Additionally, EOC graduation requirements will apply in 2020-2021 and the traditional A-F rating system will remain in place with certain adjustments due to COVID-19.

However, TEA recently announced Grade 5 and 8 Student Success Initiative grade promotion requirements have been waived for 2020-2021. Students enrolled in grades 5 and 8 are still required to take the appropriate STAAR assessments once in May 2021 but regardless of their score, retests will not be provided. Districts will have local discretion on grade promotion based on local criteria similar to grades 3, 4, 6, and 7.

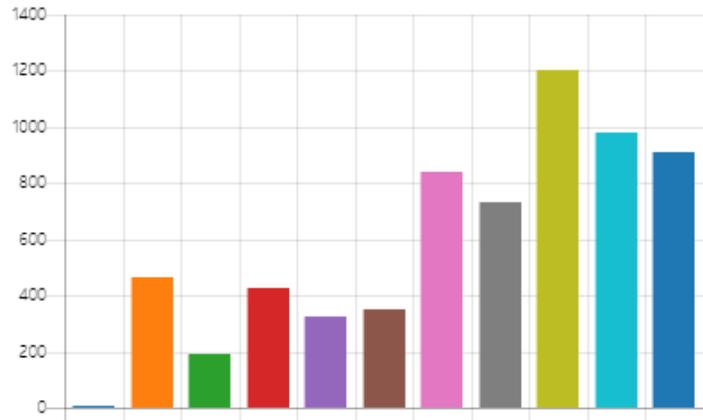
TEA also announced that beginning with the 2020-2021 school year, middle school students who complete instruction in high school courses that have a corresponding EOC will only be administered the STAAR EOC and not the grade-level assessment. This is a result of the TEA's waiver approval submitted to the USDE broadening the advanced mathematics exception to include assessments in reading/language arts, and science. Beginning with the 2020-2021 school year, students who complete STAAR EOC assessments while in middle school will still be required to meet federal testing requirements and may be required to take either the ACT or the SAT in high school to meet those federal requirements.

- Victoria ISD Central Administration and Campus Leaders have worked over the last month to finalize plans for a safe start, strong start for the 2020-2021 school year. The instructional staff worked to identify the resources and programs supporting both face-to-face and remote synchronous and asynchronous learning for students. Links to the Strong Start Plans can be found at the following link <https://www.visd.net/apps/pages/covid/return-to-school>. VISD staff provided over 200 training sessions in a virtual Mini Conference held over two weeks to support the teaching and learning process in new learning environments with new resources. Sessions focused on utilizing the Microsoft Teams platform to deliver high quality instruction. The online components of existing district resources were featured with a special focus on virtual lesson design. A large majority of the sessions were designed and delivered by VISD staff members. Here is a snapshot of the number of attendees over the two-week window of time.

7. Session Date

[More Details](#)

	# Participants
July 24	8
July 27	467
July 28	193
July 29	425
July 30	323
July 31	348
August 3	842
August 4	731
August 5	1203
August 6	980
August 7	908



The training opportunity for the VISD teachers assisted teachers in flexing the time for the change in the Calendar that includes two days during the Fall Break (November 23, 24). In addition, teachers could attend up to 6 more three-hour sessions for compensation up to \$300. The response was outstanding and participants really appreciated the professional expertise provided in the training sessions.

- We continue to plan for a safe start, strong start in-person return to the 2020-2021 school year. We have surveyed staff and students to ascertain their preferred teaching and preferred learning venue. Currently, here is the breakdown for staff and students:

	Elementary	Middle School	High School
In Person staff			
In Person Students	2688	972	1096
Remote Staff			
Remote Students	2482	1072	1115

As of August 11th, the number of students selecting each instructional setting preference on the survey per grade level was as follows:

Instructional Setting Preference

Grade	Remote Instruction	Face-to-Face Instruction
PK	145	223
K	356	482
1st	385	401
2nd	420	382
3rd	383	418
4th	382	418
5th	411	364
6th	348	346
7th	366	328
8th	358	298
9th	294	298
10th	329	323
11th	245	253
12th	247	222

**Total
Students**

4669

4756

as of 8/11/2020

DIGITAL ECOSYSTEM

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

- Victoria ISD Administrative staff have been working to ensure technology resources are available to serve students for the 2020-2021 school year. Various departments have placed orders to support the teaching and learning of students through technology.
 - The Federal and State Programs office - 3,700 student computers (SCE)
 - CTE Department- 284 student computers - (CTE Local)
 - Elementary Education-2,200 student computers, 220 teacher laptops, 50 laptops for conference center, 2 laptop carts, 187 65" interactive screens, 98 iPads, 98 Swivel bundles, and 1,500 Headphones (Early Education Funds)
 - Special Education – 150 student laptops, 48 teacher and therapist laptops, 86 iPads, 50 headphones
 - Technology – 2,885 student laptops, 2,590 hot spots
- Along with the purchase of new equipment, plans for continued talent development and implementation support are critical to the development of a strong digital ecosystem. The VISD Virtual mini-conference was only the first step in ensuring successful implementation of new technology devices and instructional resources. Ongoing coaching and professional development is being planned.
- Victoria ISD Technology Department, in coordination with the Curriculum Department, has implemented the use of Clever by staff and students. Staff and students can log in to the Clever portal and access many educational applications, such as Imagine Learning and Microsoft Teams, with single sign on. Clever simplifies educational resource access by giving students and staff only one website portal to access with (in most cases) only one set of login credentials. Clever will reduce the time it takes to access content through these applications and in return will provide students and staff more time to learn and teach.
- The district has also implemented a new asset tracking program which greatly improves the accuracy and simplicity of the technology distribution process. Campus and district staff are working this month to distribute devices and hotspots to families in need.
- The District has taken advantage of the opportunity to utilize state funding to purchase 1200 hot spots and 800 laptops through the TEA's Operation Connectivity. The grant provides payment for 50% of the costs of these devices and results in a savings of \$250,400 to the district. The devices were ordered at the first available date provided by the grant in early August and we have been told delivery of these devices should be expected in approximately four weeks.
- Technology access and use will be a critical component of remote instruction for the 2020-21 school year. VISD will be submitting an asynchronous plan to TEA for approval. At all levels, PK – 12, the plan will include a combination of synchronous and asynchronous instruction. Students will move back and forth between the two instructional models throughout the day. Below is a sample of how the daily minutes will be split between synchronous and asynchronous instruction at the elementary level:

Breakdown by Content for Kindergarten – 5th Grade

Please note: Teachers will provide small group synchronous instruction, enrichment and intervention during times when class is completed asynchronous work.

	Kindergarten - 2nd Grade Synchronous	Kindergarten - 2nd Grade Asynchronous	3rd - 4th Grade Synchronous	3rd - 4th Grade Asynchronous	5th Grade Synchronous	5th Grade Asynchronous
Morning check-in	15 minutes		15 minutes		15 minutes	
ELAR <i>(SS Integrated into Reading for K-2)</i>	80 minutes: 20 min - Found Skills 30 min - Reading 30 min - Writing	85 min 65 - Reading 20 - Writing <i>(includes Imagine Learning work 45 minutes per day)</i>	80 minutes: 20 min - Found Skills 30 min - Reading 30 min - Writing	95 minutes 65 - Reading 30 - Writing <i>(includes Imagine Learning work 45 minutes per day)</i>	75 minutes 15 min - Found Skills 30 min - Reading 30 min - Writing	80 minutes 50 - Reading 20 - Writing <i>(includes Imagine Learning work 45 minutes per day)</i>
Math	35 minutes 10 min - refinement 25 min - new content	20 min Practice/Application of skills	40 minutes 10 min - refinement 30 min - new content	30 min Practice/Application of skills	40 minutes 10 min - refinement 30 min - new content	25 min Practice/Application of skills
Science	25 minutes per day Synchronous Science Lab once per week		30 minutes 2-3 times per week with at least one synchronous Science Lab weekly		50 minutes 3-4 times per week with at least 2 synchronous Science Labs weekly Science content will also be integrated into asynchronous ELAR work	
Social Studies	Integrated in ELAR		30 minutes 2-3 times per week (alternate with Science) (may be synchronous or asynchronous)		50 minutes 1-2 times per week Social Studies content will also be integrated into asynchronous ELAR work	
Intervention & Enrichment	30 minutes per day - may be synchronous or asynchronous (Imagine Learning on asynchronous days)		30 minutes per day - may be synchronous or asynchronous (Imagine Learning on asynchronous days)		30 minutes per day - may be synchronous or asynchronous (Imagine Learning on asynchronous days)	
Specials (PE, Fine Arts, Library, Guidance, Computer, etc)	60- 90 minutes per day - family may choose to participate in synchronous classes or complete asynchronous assignment		60- 90 minutes per day - family may choose to participate in synchronous classes or complete asynchronous assignment		60- 90 minutes per day - family may choose to participate in synchronous classes or complete asynchronous assignment	

*Daily times may vary slightly based on content and activities.

EFFECTIVE COMMUNICATION

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

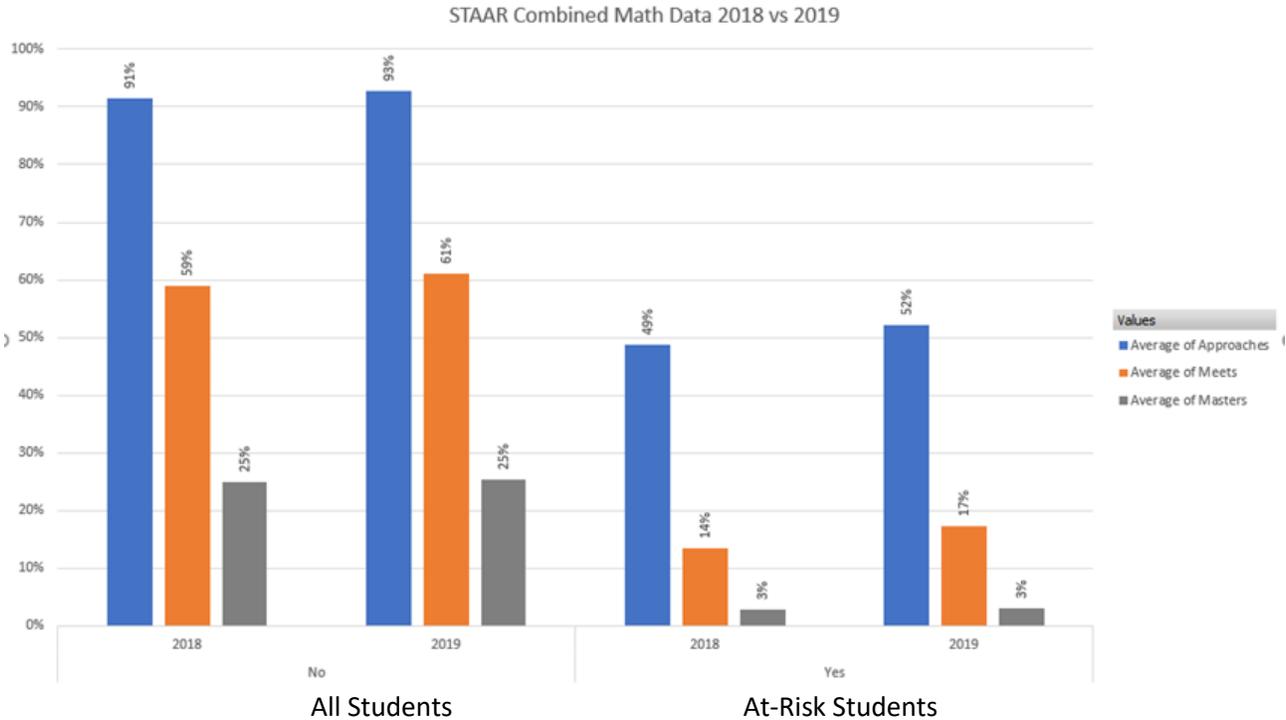
- State Compensatory Education (SCE) is part of the state special allotment funding provided by the state for Local Education Agencies (LEA). As required by TEC §29.081 the public meeting to discuss the results of the LEA’s evaluation of the accelerated instruction programs and services is being held at our August Board Meeting.

The goal of the SCE program is to provide additional resources to reduce any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

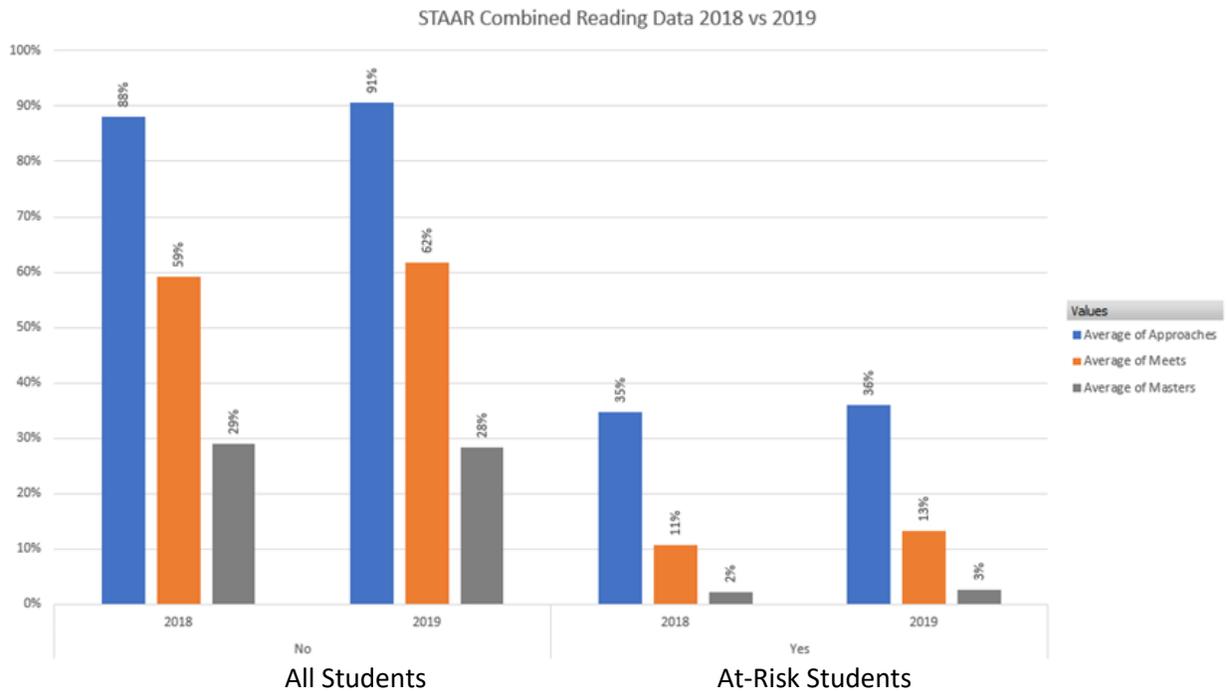
The program requires Texas LEA’s to offer direct supplemental accelerated instruction to each student who is under 26 years of age and who meets one or more statutory or locally defined eligibility, “at-risk” criteria. There are currently 14 state at-risk indicators staff identify and track.

1	Is in PK, K or grades 1, 2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during current year
2	Is in grade 7, 8, 9, 10, 11 or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current year, or is not maintaining such an average in two or more subjects in the foundations in the current semester
3*	Was not advanced from one grade level to the next for one or more school years; (Statute exempts students who were not promoted from PK or K to the next grade level only as a result of the request of the student's parents.) *Remains at-risk until graduation
4	Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument
5	Is pregnant or is a parent
6	Has been placed in an alternative education program in accordance with TEC 37.006 during the preceding or current school year
7	Has been expelled in accordance with TEC 37.007 during the preceding or current school year
8	Is currently on parole, probation, deferred prosecution or other conditional release
9*	Was previously reported through the PEIMS to have dropped out of school *Remains at-risk until graduation
10	Is a student of limited English proficiency as defined by TEC 29.052
11	Is in the custody or care of the Department of Protective and Regulatory Services, or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12	Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments
13	Resides in the preceding school year or resides in the current school year in a residential placement facility in the district
14*	has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by <u>Section 1.07 (Definitions)</u> , Penal Code *Remains at-risk until graduation

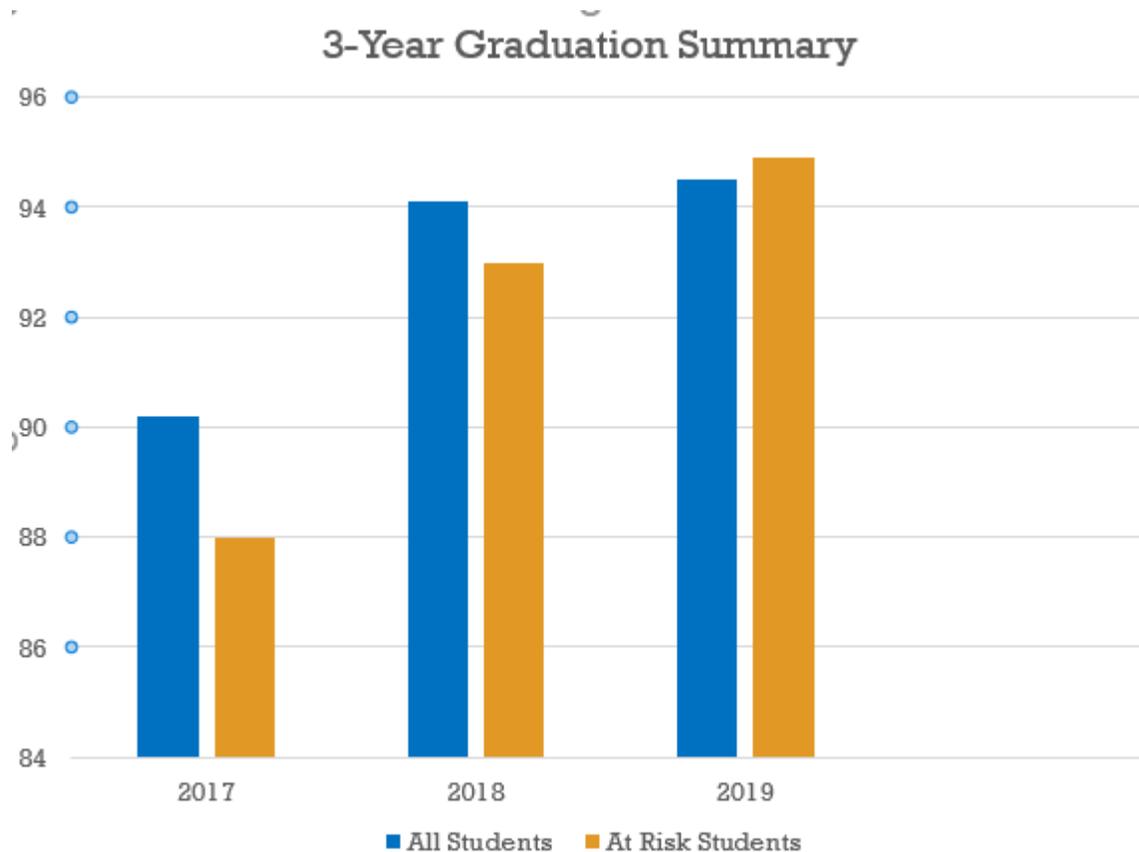
The report being shared today is from the 2018-2019 school year, which is in alignment with what is expected by the Texas Education Agency. Major programs provided through SCE funding are Juvenile Justice Center, Credit Recovery, staff development, tutorials, Student Success Facilitators, Pregnancy Related Services, Mitchell Guidance Center (now Liberty DAEP) and Liberty Academy.



Percentage gaps in approaches and meets on secondary STAAR Math data show the All Student group compared to the At-Risk Student group has had a 1% closure in gap in 2018 as compared to 2017. The masters category has stayed the same, showing a 22% gap in achievement.



Comparing secondary STAAR Reading, the gaps in 2018 range between 25% to 55%, which increased in the approaches and meets categories.



This 3-Year Graduation Summary shows an increased number of at-risk students graduating. In 2019 the at-risk student group had more students graduating than the all student group by .4%. Graduation rates overall are very important because the US Bureau of Labor Statistics consistently reports higher weekly wages for young adults with high school diplomas as compared to students who have dropped out of school. Because salaries consistently rise with additional certificates or degrees, the VISD Finding and Direction for All VISD students to find their AND is vital. While we are elated over our at-risk student graduation rate we also know our work today goes beyond that.

- School FIRST (Financial Integrity Rating System of Texas) Rating**
 We received our preliminary FIRST rating August 6th and have great news. We received a Superior rating with a score of 98 out of 100 points. For the last three years, we have received an Above Standard rating. We will receive the final rating in November, and we will then have two months to release our rating and hold a public meeting.
- TRE Task Force**
 The Voter Approved Tax Ratification Election (TRE) Task Force held four virtual meetings during the month of July. 24 community members volunteered to serve and attend the Task Force meetings. This was an extremely dedicated Task Force who spent hours to understand the current financial status of the district and to provide insights about the consideration of a VATRE election. A

summary of the work of the TRE Task Force can be found at this link.

https://visdnet-my.sharepoint.com/:b:/g/personal/gregory_bonewald_visd_net/EXIHU4iP2mFFmTjmZuFKBN8BrUcWZlledJQz8fNMMD3EkA?e=wC680h

- **DISCUSS AND TAKE ACTION ON APPROVAL OF THE 2019-2020 FINAL AMENDED BUDGET**

The 2019-2020 amended budget for Victoria Independent School District is being prepared to reflect the District’s best estimate of revenues and expenditures for the fiscal year ending August 31, 2020. All functional levels of the budget will be adjusted conservatively so that financial statements will reflect favorable variances. All levels which remain unspent at year-end will be rolled into the 2020 – 2021 budget.

- **DISCUSS AND TAKE ACTION ON RESOLUTION ESTABLISHING COMMITTED FUND BALANCE FOR GENERAL FUND AND SPECIAL REVENUE FUNDS AS REQUIRED BY GASB 54**

The Governmental Accounting Standards Board (GASB) released Statement 54-“*Fund Balance Reporting and Governmental Fund Type Definitions*” in March 2009, which is effective for fiscal years starting after June 15, 2010. This new Statement is intended to improve the usefulness of the amount reported in fund balance by providing more structured classification. This Statement does not apply to Enterprise Funds, Internal Service Funds, and externally restricted reserves.

The Resolution Approving the Adoption of GASB 54 Standards and Applications states that the Board shall approve all commitments by formal action. The action must occur prior to fiscal year end, to report such commitments in the balance sheet of the respective period, even though the amount may be determined subsequent to the fiscal year end. Committed Fund Balance includes amounts constrained for a specific purpose by a government using its highest level of decision-making authority. This has been a practice of Victoria Independent School District for the past nine years. This has allowed us to continue supporting the areas of transportation, technology and preventative maintenance as well as several instructional initiatives.

- **DISCUSS AND TAKE ACTION ON ADOPTION OF THE 2020-2021 BUDGET**

Administration has prepared budgets for the 2020-2021 fiscal year based on board workshops and directives. Appropriation budgets are as follows:

General Operating Revenues	<u>\$126,166,204</u>
General Operating Expenditures	<u>\$123,545,658</u>
Debt Service Fund	<u>\$ 12,570,000</u>
Child Nutrition Fund	<u>\$ 7,559,629</u>

- **DISCUSS AND TAKE ACTION ON ADOPTION OF THE 2020-2021 TAX RATE**

The District has complied with state laws required to adopt the tax rate. The rate required to support the proposed budget prepared by Administration is set by the Board. The No-new-revenue tax rate is that rate that would yield approximately the same amount of revenue as the prior year based on only those properties that were taxed in the prior year and remain on the tax rolls.

Our proposed tax rate is \$1.1899, which is lower than the No-new-revenue tax rate and equal to the Voter-Approval tax rate. The district's total No-New-Revenue tax rate is \$1.1920. The district's total Voter-Approval tax rate is \$1.1899.

- **Gifts and Donations**

The total gifts and donations for July 2020 is \$4,102. The total gifts and donations for fiscal year 2020 is \$854,516. The District has received numerous generous donations amid the COVID-19 Pandemic. The total of donations received to date is \$119,639. Imperative Chemical Partners made a contribution. We would like to extend our sincerest Thank You.

- **CARES Act – Update**

As shared in previous Administration Reports, The CARES Act's ESSER fund was provided to districts to help fund the full amount of each district's ADA hold harmless adjustment for the 2019-2020 school year. This allowed districts to receive their full year's ADA funding expectation but from two different sources – one state, via the Foundation School Program (FSP), and one federal, via CARES Act ESSER funds.

The CARES Act also includes \$6.2 billion in the Coronavirus Relief Fund (CRF) from the U.S. Department of Treasury for statewide purposes. Of this \$6.2 billion, VISD will receive \$802,855 through the Texas Division of Emergency Management (TDEM). The funds are to be used to reimburse districts for COVID-19 expenses incurred during the pandemic (March 1, 2020-May 20, 2020). These expenses must not have been accounted for in the most recently approved budget as of March 27, 2020. TDEM is releasing guidance and information regarding the CRF funding during the first few weeks of August.

- **CARES Act for Healthcare Providers**

Through the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Paycheck Protection Program and Health Care Enhancement Act (PPHCE), the federal government has allocated \$175 billion in payments to be distributed through the Provider Relief Fund (PRF). On July 31, 2020, on behalf of Victoria ISD, the Special Education department through SHARS Medicaid began the process to apply to Phase 2 of the general distribution of the CARES Act Provider Relief Fund.

- This funding application is organized through Health and Human Services and is aimed at healthcare providers. It is separate from funds provided to schools through CARES Act School Funding. School districts must participate in SHARS to qualify as healthcare providers examples of healthcare providers within the school district are physical therapy, Speech therapy and Occupational therapy.
- Providers may receive up to 2% of reported revenue from patient care (we estimate the grant could be \$42,000.00)
- The application was submitted and accepted for review on August 4, 2020.

- **Remote Learning Website**

The Communications Department is finalizing a new website that will provide updated information on the district's COVID-19 response, return to school plans, and direct links to the online tools for students during remote instruction.

- **Student Registration for 2020-2021**

As of August 12, 2020, a total of 12,713 students have been registered through our online PowerSchool enrollment system. This number represents approximately 95% of the number of students we usually have present on the first day of school.

- **APPROVE ADJUNCT FACULTY AGREEMENT AND RESOLUTION REGARDING EXTRA-CURRICULAR STATUS OF 4-H ORGANIZATION**

Based on a State Board rule passed on June 9, 1994, local School Boards may recognize county extension agents as adjunct staff members with no compensation and count students in attendance for the Foundation School Program for activities approved by the School Board. Therefore, students involved in 4-H activities during the school year and school day could be counted present for attendance and ADA funding purposes while participating in off-campus activities with a certified adjunct staff member who is accompanying and supervising the student as an official of the school district. The VISD administration is requesting that the Board of Trustees extend this adjunct faculty agreement and resolution into the 2020-2021 school year with the Victoria County 4-H Organization. The State Board rule is as follows: Amendment to 19 TAC Section 129.21 (j). Requirements for Student Accounting for State Funding Purposes: (k) The student is participating in an activity which is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the district or an adjunct staff member who: has a minimum of a bachelor's degree; and is eligible for participation in the Teacher Retirement System of Texas.

The Victoria County Extension Office has indicated that the following County Extension Agents (CEA) meet these qualifications for the 2020-2021 school year:

Paige Melton, CEA for 4-H & Youth Development.
Gayle Bludau, CEA for Family & Community Health; and
Matt Bochat, CEA for Agriculture & Natural Resources.

VISD Administration is respectfully requesting that the Victoria County 4-H Organization's Extra-Curricular Resolution and the Victoria County Extension Agents mentioned above be awarded adjunct staff member status for the 2020-2021 school year which will then allow students participating in designated extracurricular 4-H activities to be counted as present.

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.

- **VISD Summer Welding Apprenticeship Training Program**

On March 19, 2020, Victoria ISD received the Summer Career and Technical Education Grant for \$24, 276.00 from the Texas Education Agency. The VISD Welding Summer Apprenticeship Training Program partnered Victoria Independent School District (VISD) and TEJAS Production Services (TEJAS), a local business partner, to provide ten CTE welding students a summer apprenticeship during June 22 - July 17 using a project-based learning model to provide students an advanced work-based learning experience aligned to a high-skilled, high-waged, high-demand occupation toward a career pathway to improve post-school outcomes.

The goals of the project were:

- Increase accessibility to educational opportunities that are relevant and valuable to students by gaining access to workplace facilities, techniques, and industry mentors culminating in experiences that can be transitioned directly into the workforce
- To provide students with an opportunity to gain professional skills that will enhance marketability upon graduation through supervision work in manufacturing in order to gain practical experiences

The project resulted in all ten students successfully participating in a four-week apprenticeship at TEJAS and receiving stipends for their time and effort for a total of 144 hours. Each student completed a high-quality occupation-related project aligned to the Practicum in Manufacturing course using a project-based learning experience identified by TEJAS and supported by a Career and Technology Education (CTE) educator. During the apprenticeship students received mentoring from a TEJAS industry professional welder, including an opportunity to shadow and be coached throughout their work sessions. John Wright, our CTE Welding Instructor, also help provide remediation and technical support throughout the apprenticeship. As part of this experience TEJAS was able to identify appropriate entry-level positions that would be available to students upon graduation. Lastly, VISD and TEJAS was given an opportunity to map key skills needed to succeed in those positions in order to foster a relationship for additional student work-based learning experiences in the future. The successful launch of this project has created a ripple effect among local business partners who are interested in working to provide educational opportunities and assist in professional skills that will enhance marketability upon graduation.

- **School Action Fund Planning Grants for 2020-2021**

We submitted a School Action Planning grant application for Shields, Smith, Stroman and Patti Welder for the 2020-2021 school year to develop a Pre-K-12th grade STEM/PBL learning pathway that would include Smith, Stroman and a STEM P-TECH at VEHS and a Pre-K-12th grade blended learning pathway to include Shields, Patti Welder and a Computer Science P-TECH at VWHS. The selection criteria for the grant includes a peer review of the written application and an oral interview if the application receives 70% of points in the peer review. All four of our grant applications received the required score and were included in the oral interview on August 14, 2020. Award notifications will be September 9, 2020.

- **Education and Training P-TECH**

We have established the Education and Training Leadership Team who will work together to plan and develop the Education and Training P-TECH. The members of the team are Paul Fleener, VWHS Representative; Martin Sanchez, P-TECH Administrator; Dena Justice, CTE Specialist; Leah Klemcke, CTE Curriculum Coordinator; Armando Villarreal, VISD and Industry Representative; Dr. Rachel Martinez, UHV and IHE Representative; Dr. Mary Lasater, UHV and IHE Representative; Shawna Currie, Director of Communications; Brandi Henke, Counseling Coordinator; and Melissa Correll, Director of Innovation. The Leadership Planning Team will meet monthly.

- **Healthcare P-TECH**

The first P-TECH in Healthcare cohort participated in an online Summer Bridge from July 27th through July 30th. The goal of the Summer Bridge was for the students to come together and familiarize themselves with their peers, teachers and the program itself.

During the 4 days the students participated in activities such as a scavenger hunt, completed personality and learning styles assessment, worked on math skills, and created and developed their Individualized Vision Plan, a map aligned to career and college readiness aligned to one or more of the pathways in the P-TECH program. Students learned about various careers in health care from individuals who work in the area. Students created "Health Minute" presentations on staying healthy during the pandemic; presentations were in the form of a poster, PowerPoint, or video. At the end of day four, students finalized their Individualized Vision Plans and Identified four goals. Students then shared their vision plans with their classmates. To close out the camp, students opened a box that had been labeled "do not open until instructed." Inside the box students found a gift card for pizza and a P-TECH pin. A brief pinning "ceremony" was held. Students were ecstatic! [Summer Bridge Agenda pdf.pdf](#)

TSIA 2 Testing Site

Victoria ISD will be a designated TSIA2 testing site starting this fall semester. Offering this option on campus will give students more opportunities to take the test and possibly move in to dual credit classes. When we have a regular schedule of testing and access to all of our own data, we can begin to disaggregate it and drill down to what students need most in post-secondary preparations.

Summer GT Testing

38% of the students that participated in summer GT testing were identified.

PSAT/ACT/SAT Testing

VISD is planning testing dates for the fall. CollegeBoard is allowing for more testing dates so CDC requirements can be upheld and more students can participate in testing.

AP Testing

The number of exams that earned a 3 or higher increased by 36 exams. Students earn college credit for AP exams that score a 3 or higher.

	Number of Exams 3+			
	2017	2018	2019	2020
East	146	97	119	122
West	130	110	116	149
VISD	219	207	235	271

VISD had 30 students recognized as AP Scholars (3+ on three or more exams), 5 students recognized as AP Scholar with Honor (average score of 3.25 on all exams and 3+ on four or more exams), and 9 students recognized as AP Scholar with Distinction (average score of 3.5 on all exams and 3+ on five or more exams). Administration will bring forward these students for recognition at the September board meeting.

Victoria East High School		All Awards	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar
2020	Number of Scholars	20	15	2	3	
	Average	3.2	2.99	3.43	3.86	
2019	Number of Scholars	21	14	3	4	
	Average	3.14	2.84	3.41	3.77	
2018	Number of Scholars	25	15	4	5	1
	Average	3.26	2.76	3.69	4.03	4.10
2017	Number of Scholars	24	16	5	3	
	Average	3.25	2.95	3.55	4.14	
Victoria West High School		All Awards	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar
2020	Number of Scholars	24	15	3	6	
	Average	3.2	2.89	3.47	3.86	
2019	Number of Scholars	21	16	5	1	
	Average	3.07	2.90	3.46	3.78	
2018	Number of Scholars	18	14	1	3	
	Average	3.13	2.80	4.00	3.86	
2017	Number of Scholars	22	18	1	3	
	Average	2.89	2.67	3.38	3.95	

COMMUNITY-BASED ACCOUNTABILITY

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

- **The Safety and Security Committee** convened on Thursday, August 6 to receive the overview of the District Audit Report from Jeb Lacey. Victoria ISD continues to demonstrate improved performance in the areas covered by the audit. 100% of campuses reported basic response procedures, and most advanced metrics saw 90 %+ compliance. The audit process continuously revolves on the following three-year cycle: a) Audit Year, b) EOP Revision Year and c) Campus Planning Year. The 2020-21 school year will be the EOP Revision year, and the Emergency Management Working Group (EMWG) will convene in October 2020 to establish the district's program of work that is to be accomplished this year.

- **Central Supply Department**
In an effort to procure goods and services with a focus on competitive purchasing, bids were solicited for Painting Services, Roads and Grounds Materials, Irrigation Systems, Online Instructional Resources and Materials, and Teletherapy and Online Instructional Services. Through an agreement with IonWave Technologies, bidding opportunities in the upcoming school year will be conducted on a cloud-based e-bid platform allowing the District to strengthen its buying power by attracting a broader pool of vendors and creating a more competitive price market. The Central Supply department has also increased its resources for Personal Protective Equipment (PPE) offering campus staff and students the ease of access and little wait time to items necessary during the pandemic like N95 face masks, hand sanitizer, surgical face masks, nurse's gowns, gloves, disposable face shields, and various disinfectants and cleaners.

- **Child Nutrition**
The Child Nutrition Department has served 110,123 meals in June and July. They will be providing meals to students through Monday, August 17, 2020.

- **Transportation Department**

Staff /Training

- We currently have 15 Driver positions open.
- We have 6 Driver Trainees that have been recommended for hire and are in the process of getting their CDL.
- Staff was given an opportunity to work for Maintenance while the students are in virtual classes.
- Online training has been set up at Transportation for employees that do not have access to technology at home.

Routing and Scheduling

- We completed work with First Transportation Solutions, our consultant for transportation.
- We have a new registration form for bus eligible students to register for AM and PM busing.
- Busing information will be on the website once it is completed with COVID restrictions.
- We are putting together information for the Edulink to be able to inform parents of bus accidents, breakdowns or when a bus is late.
- Student rollover for 2020-2021 school year was completed for our routing software.

Training

John Meadows – Special Needs Supervisor and Etta Talbott - Regular Route Supervisor

- Continue to train with Transfinder, the transportation software that is used in our department.

Field Trips

- We have several Athletics Field Trips that have been submitted for scheduling.

Shop

- We are in the process of evaluating bus quotes for purchase.
- Mechanics are working diligently to prepare buses for new school year.

Administrative Tasks

- Submitted State Report to TEA

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.

- **Staff/Teachers Are Rising Stars (STARS): Staff and Teacher of the Month Program:** The VISD Education Foundation has initiated a new program to recognize one staff member and one teacher per month starting in September. Nominations may be submitted by any VISD employee or community member online at <http://www.visdfoundation.org/>. Recipients will receive recognition on the front page of the Victoria Advocate and a gift to promote employee morale in the district.
- **Victoria ISD Administrative Renewal:** Victoria ISD held the annual Administrative Renewal for over 120 administrative staff on July 28th and July 30th in a virtual environment. The focus for day one was on leadership, health and safety for the upcoming school year. Day two was focused on building “Hope” and moving to launch the “And.” New school year plans were reviewed for “Starting Strong.”
- **Victoria ISD 2020-2021 Convocation:** The district’s annual convocation will be held in a mega-zoom environment on August 17th for all district staff. Dr. Shepherd welcomed the staff back for the school year and provided a message of hope and safety. Dr. Luis Cruz, co-author of a Time for Change with Dr. Anthony Muhammad, was the keynote speaker for the event. Luis F. Cruz, is a former principal of Baldwin Park High School, located east of Los Angeles, California. He has been a teacher and administrator at the elementary, middle, and high school levels. He presented on methods from the best-selling book Transforming School Culture by Anthony Muhammad.
- **Mentoring Program:** VISD was recently awarded the Mentoring Program Allotment grant. The grant will be used to enhance the mentoring program to support teachers with 0 or 1 year of experience. We have elected to utilize Title II funds to ensure that the mentoring program is expanded district wide. On July 27th and 31st, 100 experienced teacher leaders and administrators were trained in Lead4ward’s “The Heart of Teaching” and in the Get Better Faster coaching model. Support for mentors will continue with participation in Lead4Ward’s ePLC webinars which are designed specifically for mentors who are supporting new teachers. In addition, the VISD curriculum team will continue providing coaching support. A second session for mentors who were unable to attend the first session will be held soon.
- **Leaders of Learning:** A new structure for elementary principal, assistant principal and instructional coach meetings will be implemented during the 2020-21 school year. Rather than each group meeting separately, members of the campus instructional leadership team will have opportunities to attend LoL (Leaders of Learning) sessions monthly. Each session will focus on student and teacher learning and will include opportunities for an administrator and coach from the campus to collaborate with teams from other campuses.

EQUITY

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

- **2020-2022 P-TECH Success Grant**-- We received notification VISD has been awarded the P-TECH Success Grant for the Healthcare P-TECH at VEHS in the amount of \$120,000 for the 2020-2022 school years. The grant will be used to fund 1X1 technology devices for P-TECH students, virtual and simulated lab equipment, interactive displays, extra-duty pay for teachers to provide academic supports and TSIA-2 preparatory programs, and field trips to industry and post-secondary sites. The purpose of the Pathways in Technology Early College High Schools (P-TECH) Success grant program is to provide students with a smooth transitional experience to postsecondary and the workforce. P-TECH models allow students the opportunity to earn a high school diploma while simultaneously earning industry certifications, level 1 or level 2 certificates, and/or an associate degree at no cost to the student. P-TECH campuses establish strong partnership agreements with local business and industry as well as institutions of higher education (IHE). In partnership with an IHE as well as community and employers, a P-TECH campus provides rigorous academic and work-based learning programs that provide students with clear pathways to regional employment opportunities in response to local workforce needs.
- **FW Gross School Action Fund Grant**-- We have completed the first pass of the contract with CLI and UT Health Science attorneys on Friday, August 7. The first draft with attorney notes are now with Thompson and Horton to create a second draft. The next step in the process will be to review the second draft and finalize the contract. We anticipate being able to bring a contract forth to the board in the September meeting for board approval if all goes well.
- **O'Connor School Action Fund Grant**—We are continuing our planning for the deployment of the ACE model for the 2020-2021 school year.

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.

- **The School Safety Allotment** provides funding to districts and campuses to support training resources on social emotional learning. Among the training sessions offered were *Boys in Crisis, A Framework for Understanding Poverty* and *Emotional Poverty* which were designed to sensitize staff to the challenges that many of our students and their families face every day.
- **The SEBS (Social, Emotional, Behavior Specialists)** have worked with the district MTSS coordinator to thoroughly review and select social-emotional curriculum resources to be utilized in Victoria ISD for the 2020-21 school year. The team has selected Rethink ED as our curriculum and are currently working to develop a full implementation plan. Training with all Counselors and the Social Emotional Behavior Specialist on the new curriculum occurred during the week of August 10-14.
- **Health Services Department**
The health services coordinator created an educational COVID-19 PowerPoint for staff. The nurses will be using this PowerPoint to train staff on COVID-19 during nuts and bolts. The districts Unlicensed Diabetic Care Assistant Course was presented virtually on Monday August 10, 2020 so all campuses should be compliant with House Bill 984. The health services coordinator and all campus nurses have completed the contact tracing course through John Hopkins University. Health Services is prepared to assist the local health department with contact tracing for Victoria Independent School District students.

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 or commitment to our community.

- **Bond Planning Task Force**

Our Bond Planning Task Force began meeting in September of 2019. This dedicated group last met in person in mid-March due to COVID-19 limitations. Video presentations were conducted throughout May to highlight the findings of the facilities assessments and care still available to be viewed on our website at this link:

https://www.visd.net/apps/pages/index.jsp?uREC_ID=1617681&type=d&pREC_ID=1752521

The Bond Planning Task Force work remains vital to addressing the current and future facility needs of the district. We plan to reconvene this group early this fall and to begin the process of prioritizing needs identified by the facilities assessment.

- **COVID-19 Prevention and Mitigation**

- As the district is planning to start a school year like no other, the expertise of our school nurses is much needed and appreciated. Our nurses are highly engaged in the physical and mental health needs of our students and have expertise in emergency planning for pandemics. Regina Bryan, RN and VISD Health Coordinator, has been working closely with the Victoria County Public Health Department, Dr. McNeill, and our school nurses to develop protocols that will keep students and staff safe when we return to face-to-face instruction. This [link will take you to a presentation](#) developed by Mrs. Bryan and her staff that will be shared with all staff during campus professional development days.
- Reducing the risk of exposure to COVID-19 by cleaning and disinfecting is an important part of reopening our schools. In preparation for students returning to school, our Operations Departments have developed cleaning schedules and checklists to ensure all facilities and buses are disinfected before, during, and at the end of each school day. Our custodians, staff, and students will all have a role in making sure our facilities are as safe as possible to reopen and remain open.
- Using the Raptor Management System, VISD will require COVID-19 screening health check questions be asked to all visitors, volunteers, and contractors who enter one of our campuses to determine their exposure risk. The system will immediately notify appropriate personnel (administrators, nurses, etc.) when potential risk or exposure has been identified. Information is also added to the visitor's profile to alert staff if the visitor returns to campus prior to the required isolation period.

The Raptor Management System also allows campuses to facilitate contact tracing once confirmed cases have been identified so we can proactively notify anyone potentially exposed and reduce the likelihood of further spread.

- **Ongoing HVAC Repairs as Campuses Reopen**

- As often happens with aging facilities, keeping our Heating, Ventilating and Air Conditioning components in good repair and operating remains a challenge for most of our older campuses. Some of the challenges encountered are a result of the companies no longer existing which initially provided the units. This forces our Maintenance Department to identify secondary sources to provide the components which often extends the time needed to make the necessary repairs. While we regret the inconvenience that this presents to campuses, it is the unfortunate outgrowth of operating HVAC systems which are beyond their anticipated useful life.

- **Property and Casualty Insurance Update**

During the last sixty days we have worked closely with our consultant, Robert Reim, through the RFP process to secure Property and Casualty Insurance coverage effective for September 1, 2020. Invitations were sent to 15 agencies/companies who have previously requested an opportunity to offer a proposal for the District's Insurance programs. In addition, this invitation was posted in the newspaper as required by law.

Seven agencies/risk pools responded and provided qualifying questionnaires and insurance company requests. We collaborated with Mr. Reim to assign insurance markets to two of the responding agents and to the TASB Risk Management Fund based on criteria including school insurance experience, insurance company relationships, location and the District's historical relationship with the proposers. We are currently in the negotiation process with potential insurers and will bring forward recommendations for bid awards to the Board of Trustees at the August 20, 2020 meeting.

COMMUNITY PARTNERSHIPS

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

- **Victoria Rotary Grant**

The Victoria Rotary received a \$3,252 grant from Rotary District 5930 to benefit career development in elementary and middle school students in VISD. This funding provides hands-on project-based learning and presentations given by Rotary members in one of four discipline-specific careers: 1) Construction, 2) Engineering, 3) Public Service, and 4) Business. Many thanks to Martin Sanchez, Melissa Correll, and Robin Harkey for developing the grant and to Rotarian Kevin Ruiz, for alerting us to the opportunity.

- **Communities in Schools**

District administrators and campus principals reviewed the Communities in Schools program and decided at this time it was not conducive to continue these supplemental services on the three middle school campuses, as they were held last school year. State Compensatory Education funding received from the Texas Education Agency previously funded these mentoring services. Students will instead be served through other mentoring supports provided through VISD staff, such as Project Success Mentors, Student Success Facilitators, Pregnancy Related Services Mentors, AVID Tutors and Social Emotional Behavioral Specialists.

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!*