



Victoria Independent School District

Administration Report
June 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

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- Central Supply & Purchasing
- Child Nutrition
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- Maintenance
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- Technology

CURRICULUM, INSTRUCTION AND ACCOUNTABILITY

Off Campus PE Providers

In accordance with local district policy, a school district may award physical education credit for appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education as per Texas Administrative Code (TAC), Chapter 74, Subchapters B and G.

The Off-Campus Physical Education Program (OCPE) is a partnership between Victoria Independent School District and approved off-campus agencies that provide activities such as: Dance, Diving, Equestrian, Fencing, Gymnastics, Yoga, Lacrosse (high school club teams in spring semester only), Martial Arts, Rock Climbing, Rowing, Archery, Swimming and Tennis.

Each year VISD reviews the list of providers for the OCPE program and tracks student progress in each program ensuring that all VISD and state standards are met. Each year the continuing and new providers are brought forward to the Board of Trustees if curriculum scope and sequence meets state standards and all guidelines established for the OCPE are met. *South Texas Strutters by Debbie Bennet Green* has requested a name change to be an OCPE provider and have submitted all supporting documents. *South Texas Strutters* is part of a current organizational provider, Debbie Bennett Green school of Dancing and offers both physical fitness and dance activities and they are requesting OCPE Category II.

In addition, VISD is requesting removal of Heart of a Champion, boxing training, due to the closure of the business.

All of the providers listed below will be submitted as providers to TEA with Board approval through the 2023 school year.

The current list of providers includes:

Current Off-Campus Physical Education Category I Alternative Providers:

Provider	Contact
Gymagic	Ashton Linney
Manning Gymnastics	Chad Ganaway

Current Off-Campus Physical Education Category II Alternative Providers:

Provider	Contact
Busby Dancer	Debbe Busby / Brenda Tally
South Texas Strutters (Name Change)	Debbie Bennett Green
Gymagic	Ashton Linney
Manning Gymnastics	Chad Ganaway
Ledwig Dance Studios	Stephanie Ledwig
Victoria Karate Academy	Ms. Dawn Kabela
Fit Strong United Cross Fit	Kat Munoz
Flow State Fight Academy	Nicholas Hogan
Heart of a Champion (Remove)	Ray Perez Jr.

ADVANCED ACADEMICS

AP Makeup Exams are occurring this week (June 1-5). Some students are partaking in these exams due to internet issues and issues with the CollegeBoard exam submission. CollegeBoard has made modifications to how students submit responses to alleviate the submission issues that occurred the first week of testing.

We are offering many virtual trainings over the summer: Depth and Complexity (GT Update), AVID Digital XP (AVID Elementary, Site Leader, Digital Teaching and Learning, Math, ELAR, SS, Sci, Post-secondary/PTECH/CTE, District Leadership), 30-hour GT Foundational Training, Pre-AP and AAS Curriculum Analysis, Pre-AP Summer Institutes, and AP Summer Institutes. These trainings will help our teachers and administrators to serve our students. The trainings will also teach our teachers many virtual programs that they can use in their classrooms and for remote learning (if needed).

Our ELAR Grit camp and Summer Bridge camps will be virtual at the end of July to help students prepare to take their 7th grade Pre-AP ELAR, 8th grade Pre-AP ELAR, 7th grade Accelerated Math, and 8th grade Algebra 1 courses. At the end of July, we are offering summer GT testing. This is the first time VISD has offered summer GT testing.

We are analyzing the Advanced Academic Skills curriculum that was new last year and writing year 2 of the curriculum. We are doing the same for the new elementary GT curriculum. This curriculum writing and analysis will ensure that our students are receiving optimum services based on their needs.

ASSESSMENT & ACCOUNTABILITY

June 2020 Consent Item - Waiver Request for the Required Early Notice of Students at Risk of Failure Pursuant to Texas Administrative Code (TAC) §101.2009, the district must provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the assessment required for grade advancement for the upcoming year (i.e., 2019-20 Grade 4 and 7 students at risk for failing 2020-21 Grade 5 and 8 Math/Reading STAAR).

Given that the STAAR administrations for April, May, and June 2020 were cancelled and instruction for the entire 4th nine weeks was administered remotely, the district does not have sufficient information at this time to make a determination about a student's risk of failure for next year. Therefore, the district is requesting board approval to submit a waiver to the Commissioner to delay the notice requirement until the start of the 2020-21 school year.

COUNSELING

Summer School

Middle school and high school counselors have assisted Summer School administrators in registering students for summer school. Students who failed an EOC course at the high school level were automatically enrolled by the administrators based on grades and information submitted by the teachers. Those students who failed other core classes were advised on how to register.

SAT & ACT

VISD has applied again for District testing days where all students will have the opportunity to take either the SAT or ACT or both in the Fall and Spring semesters of 2020-2021. We are considering the

need for two SAT testing days in the Fall due to the increased number of testers we typically have sign up for this administration.

Graduation

After much planning and flexibility, virtual graduation ceremonies began on May 28th with the West HS and May 29th with East HS. To honor the wishes of the senior classes and their families, we also made available, based on TEA guidelines, a hybrid ceremony for each campus. Those begin this week with West HS on June 1st and 2nd, East HS on June 3rd and 4th, and Liberty Academy on June 5th. As I am writing this, I can say we have completed West ceremonies, and the feedback from families and the community has been very positive, very appreciative. It took countless meetings and planning sessions, as well as walk-throughs at the stadium, but our administrators, counselors, and teachers were able to put something together that was memorable for this 2020 graduating class. Plans were executed so smoothly that one might think we have done this type of hybrid ceremony before.

Upcoming Training Opportunities

In addition to refresher courses in topics to include counseling ethics, bullying, graduation requirements, child abuse and reporting requirements, I have plans for 1) providing effective counseling in a virtual setting and 2) growing culturally competent counselors, teaching cultural diversity, and how to disagree with respect for students.

MTSS Coordinator

We now have a Multi-Tiered Systems of Support (MTSS) Coordinator whose primary focus will be on behavior intervention and mental health. The coordinator will supervise a team of Social Emotional Behavior Specialists (SEBS) that will work closely with teachers, counselors, administrators, students and families to improve the social emotional well-being of students who exhibit the most challenging behaviors. We have seen a trend of increased and more severe behavior issues, especially at the Pre-K and Kinder levels. It is our intention to have SEBS intervene early with students, as well as families, and teach appropriate behavior before the inappropriate escalates to a level that becomes difficult to manage or change. In addition to mental health and social emotional well-being, SEBS will work with families using Truancy Prevention Measures and addressing specific family needs.

ELEMENTARY CIA

Head Start Partnership – VISD and BCFS continue working to finalize partnership plans for the upcoming school year. Multiple site visits and planning sessions have occurred. Planning is currently focused on schedules, staffing and food services.

The June consent agenda includes a request to update policy DNA(LOCAL) to include:

The Board shall appraise teachers with the Head Start Program using a local appraisal process and evaluation criteria developed in accordance with law and administrative regulations

The Classroom Assessment Scoring System (CLASS[®]) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS[®] includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions that capture more specific details about teachers' interactions with children.

FEDERAL PROGRAMS

Both the Pregnancy Related Services (PRS) and KIDZConnection Mentors found new ways to connect, inspire and assist their students during the remote learning period. The PRS program has confirmed 26 of their 27 seniors have met graduation requirements, while the McKinney-Vento (homeless) seniors had 21 out of 22 completing. Seniors who have not met graduation requirements will still have the opportunity to complete credits during summer school and will continue to be supported during this time. The graduating seniors were celebrated with a car parade by the PRS and KIDZConnection teams on May 28 & 29th, 2020. Each graduate was presented a graduation yard sign with balloons tied to it and a congratulatory card. Pictures were taken and while it was difficult with so much emotion present, social distancing was maintained. Every graduate has obstacles but these students have the odds stacked against them so the celebration is even sweeter!

SECONDARY CIA

Secondary Curriculum staff have focused on closing out the school year, finalizing graduation and reflecting on past year successes and needs. Much of the training that our secondary staff were scheduled to participate in has been provided in a virtual format. Training continues to be attended and developed to support the teaching and learning for the new school year. Secondary Summer School will begin June 8 for both Middle School and High School. Summer School information can be found at the following [link](#).

SPECIAL EDUCATION

Extended School Year (ESY) services is an individualized instructional program for eligible students with disabilities that is provided beyond the regular school year. The need for ESY services must be determined on an individual basis by the admission, review, and dismissal (ARD) committee. The individualized education program (IEP) developed for ESY must include goals and objectives.

District Obligations: To maintain identified critical skills for students with disabilities, the district should make sure the following requirements are done to make sure that ESY services are available, as necessary, to provide a free, appropriate public education:

- ESY services are determined by the student's ARD committee. Services are student need driven and include a variety of options. ESY goals and activities are reflected in the student's current IEP.
- ESY services are not limited to particular categories of disability. District information reflects that all disability categories are considered for ESY. Consideration is by individual student need.
- ESY services are not unilaterally limited as to the type, amount, or duration. Consideration of service delivery includes community options and services.
- Transportation, as a related service, is considered and offered to students with disabilities who need this service to benefit from ESY services.

You can find the VISD ESY plan [using this link](#) that includes the state safety guidance for face to face summer programming. In VISD, we provide ESY services every year, this year they will look a little different but we are prepared to make adjustments and have a back-up, virtual plan in the cases that parents are not comfortable with the face to face plan. June ESY will continue to be virtual; 9 days of July ESY will occur on-site in a face to face format.

Special Education Evaluation: Here is a [link to the Summer Testing Guidelines](#)

Districts continue to have a child find obligation. The purpose of Child Find is to identify, locate and evaluate children from birth to 21 years of age with disabilities or suspected disabilities and their possible need for special education and related services. Child Find is a free referral and information service available through local education agencies. This summer VISD will have an assessment center set-up at Liberty to specifically focus on the children that must be evaluated and potentially have an individual education plan in place for the 2020 – 21 school year. The full plan has been included in this link.

<p>Child Find (2yrs old turning 3) Children referred for testing through ECI must be tested and ARD by 3rd birthday.</p>	<p>NCEC (5yrs old turning 6) Students qualifying with NCEC disability must be tested and ARD by 6th birthday.</p>	<p>Initial and Re-evaluations Students referred to special education or needing triennial evaluation due between 3/23/2020 and 5/29/2020.</p>
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OFFICE OF ADMINISTRATION

The Office of Administration has been working alongside the high school campus leaders, Maintenance Department, School Resource Officers and Counselors to plan for Graduation Celebrations scheduled for June 1st -5th at Memorial Stadium from 6:00-10:00 pm. Thank you to our Board of Trustees for celebrating with our VISD staff and students.

The Campus Audits are 100% completed as required by the Texas School Safety Center. During the month of June, Department Audits will be conducted to complete the reporting for the Audit Cycle.

CENTRAL SUPPLY AND PURCHASING

Preparing bids for the June Board meeting. Bids included are:

- Athletic Equipment and Supplies
- Custodial Supplies
- Building Materials and Supplies
- UIL/Athletics/Student Voluntary Insurance
- ✓ Continuing to order necessary textbooks for the District.
- ✓ Receiving and preparing consumable textbook materials for distribution for the upcoming school year.
- ✓ Distributing custodial supplies needed for summer floor waxing.
- ✓ Preparing the Central warehouse for the upcoming inventory. The warehouse will close on June 30, 2020 and will tentatively reopen on July 17, 2020 after the auditors' scheduled visit on July 16, 2020.
- ✓ Preparing bids for advertising for the August Board meeting.
- ✓ Undergoing virtual training for the parchment transcript software.

CHILD NUTRITION

During the months of June and July, the VISD Child Nutrition Department will provide breakfast and lunch grab and go meals at the following sites:

- ✓ Aloe Elementary, Crain Elementary, Hopkins Elementary and Rowland Elementary: Mondays and Thursdays, 9:30 a.m.-12:30 p.m.
- ✓ Torres Elementary: Mondays and Thursdays, 9:30 a.m.-1:00 p.m.
- ✓ Chandler Elementary: Monday through Friday, 10:30 a.m.-11:30 a.m.

The Child Nutrition Department received two GENYOUTH Grants in the amount of \$3,500. The grant funds will be utilized to purchase safety equipment for the kitchens at Hopkins Elementary and West High School.

The Texas Department of Agriculture has extended the availability of free breakfast and lunch for all students regardless of income through August 31, 2020.

The United States Department of Agriculture and Texas Department of Agriculture require that the price for a paid student's meal plus the paid reimbursement must be equal to or greater than the reimbursement for free meals. Our student prices do not meet these requirements and thus must be

raised. In the Consent Agenda there will be a proposal for the new meal prices for 2020-2021. Elementary lunch \$2.75, Secondary Lunch \$3.10, Breakfast \$1.70

HEALTH SERVICES

The nursing staff has completed the closeout of all the nurse's offices across the district and is currently researching different options for reopening schools for the 2020-2021 school year in response to COVID-19.

MAINTENANCE

Continue Inspections:

- ✓ Fire Marshall Department and Campus inspections
- ✓ Annual Life Safety Inspections of elevators, backflow preventers, fire alarm panels, devices, pulls, detectors and fire extinguishers
- ✓ Annual Life Safety Inspections of fire sprinkler suppression systems and kitchen hood suppression systems
- ✓ Annual Life Safety Inspections of boilers, HVAC and chillers
- ✓ Fire Marshall Department and Campus inspections
- ✓ Annual Life Safety Inspections of elevators, backflow preventers, fire alarm panels, devices, pulls, detectors and fire extinguishers

COVID-19 Preventative Measures:

- ✓ Measure and install plexiglass for designated offices at the Administration Building and campus Receptionist's Offices, install distancing spacers in lobbies
- ✓ Install an intercom for the Administration Building (front entrance), Clorox 360 disinfectant in all Elementary, Middle Schools, High Schools, offices etc.
- ✓ Ensure custodians have PPE for deep cleaning

Future Forward:

- ✓ Conduct research on costs for water fountains with bottle fillers for all campuses
- ✓ Custodial: move out furniture and start summer duties stripping and waxing
- ✓ Athletics: gate at service drive for security
- ✓ Prepare facility for the Elementary DAEP Building, plumbing, leak repairs, flooring, HVAC painting (housed on the Liberty Campus)
- ✓ Career and Tech Institute Welding Stations renovations
- ✓ Chiller repairs to Patti Welder Building B

STUDENT SERVICES

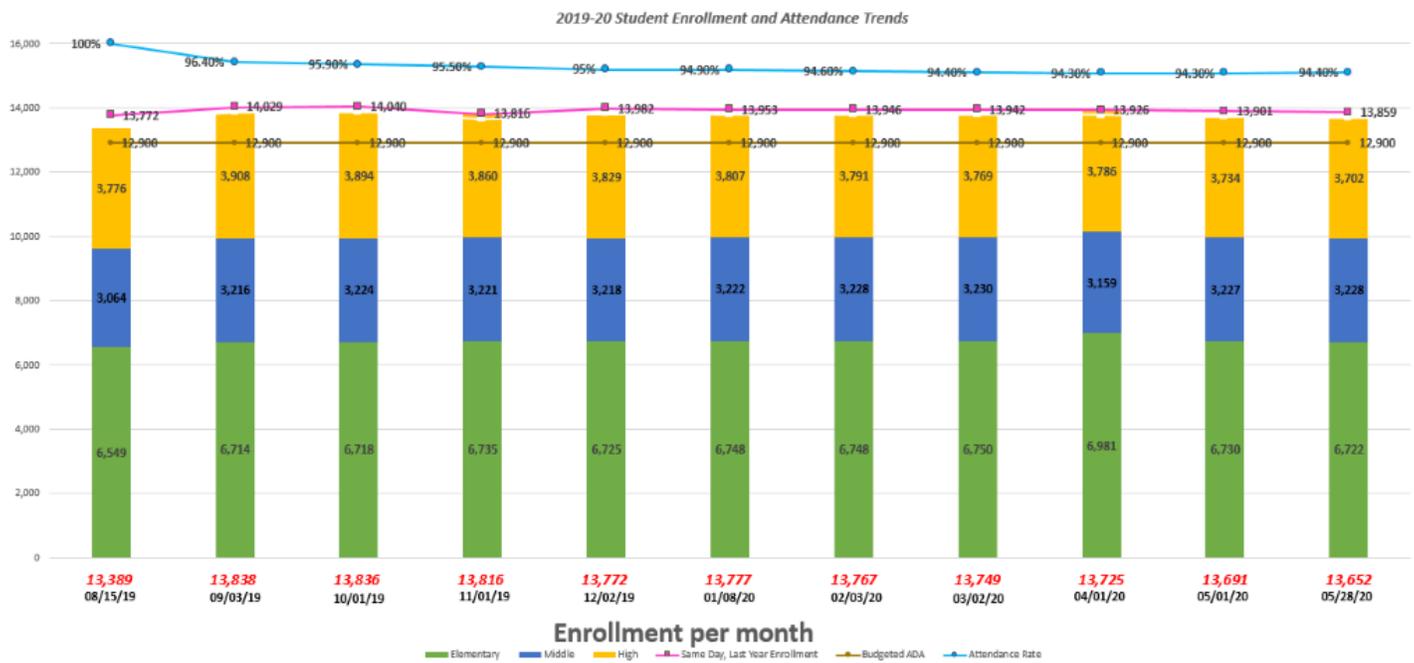
Waivers: The Low Attendance Waivers for Dudley and Torres as well as the Missed School Days Waiver (due to COVID-19 Pandemic) approved for submission to the Texas Education Agency by the School Board at their May 21 meeting have all been approved by T.E.A.

Student Transfers for 2020-21: The spring transfer application window closed as of Friday, May 15. New transfer requests will not be accepted and reviewed (absent extenuating circumstances) until the fall transfer application window opens again from Sept. 8-18. This early timeline and process allows for district administrators to make sure ample space exists for expected students as well as to plan for

appropriate staffing with each campus principal. Students entering grades 6-12 who applied for a transfer by the May 15 deadline receive notice of approval or denial the week of June 8. Students entering grades PK-5 who applied for a transfer by the May 15 deadline receive notice of approval or denial the first week of July.

Student Registration for 2020-21: As of June 3, 2020, a total of 6,989 students have been registered via our online enrollment system. This number represents approximately 52% of the number of students we typically have present on the first day of school...which is a mere 10 weeks away!

Enrollment/Attendance for 2019-20: The enrollment total (13,652) shown below for 5/28/2020 is reflective of VISD's last official day of school. The attendance rate (94.4%) is cumulative for 2019-20 and is an estimate as of now (pending attendance reconciliation processes that must be completed prior to the PEIMS summer submission).



TRANSPORTATION

The Transportation Department continues to engage in weekly ZOOM meetings with First Transportation Solutions to study transportation routes and schedules. Route efficiency recommendations with existing and potential variables are reviewed weekly.

Hazardous routes are being analyzed and adjusted due to the approved new boundary lines for the 2020-2021 school year. Transportation Director, Angie Sherman, is preparing a study for an upcoming board meeting to present at a summer board meeting to provide information gathered and Hazardous Routes.

FINANCE

ESSER Funding

The District must apply for these funds since the state will be sending less funds through the planned Foundation School Program due to the decrease in state tax revenue from COVID-19. If the District does not apply for the ESSER grant, this would result in a net loss of overall revenue. Districts must combine the ESSER grant with the remainder of the normal FSP allotment in order to account for the total FSP allotment. The District will receive their full FSP entitlement as earned through the first 2/3 of the school year before school closure. In addition, districts will receive additional FSP hold harmless funding delivered via ADA/minutes adjustments to mitigate the financial impact of school closure. This additional hold harmless will be offset by the ESSER formula funding. The amount of ESSER grant funds that each district is entitled will be incorporated while calculating the ADA hold harmless adjustment.

Gifts and Donations

The total gifts and donations for May 2020 is \$3,185. The total gifts and donations for fiscal year 2020 is \$549,099.

Taxable Value Audit for tax year 2017

The firm of Ray & Wood has completed their work of compiling documentation necessary to submit a Taxable Value Audit to the Comptroller's office for tax year 2017 for our district. The audit indicates that the Comptroller's values will reduce by \$91,182,467. This equates to approximately \$1,186,250 for our district.

HUMAN RESOURCES

Contracts/Letters of Assurance:

Contracts and letters of assurance are being finalized in their collection. Given the way in which these had to be sent out and collected this year due to remote working conditions, we are quite pleased with low numbers of complications. Employee concerns and questions have been handled rapidly, and we are nearing 100% completion in this process.

Summer Work Hours/Dates:

Summer work hours have been finalized and made viewable to the district employees. This process seems simple, however there are many minute details that can become extremely important, and very impactful to different groups of employees. The pandemic situation, and the need to allow time to sanitize our buildings in order to provide a safe work environment for our employees created the need to send out 'work availability' hours as well as 'in-person work hours'. Given that the two were different, it's understandable that there was some confusion from our employees. Through face to face communication to cabinet members, phone calls to campus and department leaders, and the answering of individual emails and phone calls, we have been able to ensure that everyone knows what is expected this summer.

Salary Study:

The HR office is working closely with our Business Office and our consultants from TASB HR in order to ensure an accurate depiction of our overall employment to begin the budget creation process. Positions that have been eliminated, created, reallocated, or unfilled are being reviewed for clarification on their impact to the overall budget. Also, funding changes to positions which have occurred due to legislative requirements and district programming adjustments are also being finalized to ensure an accurate depiction of our current situation.

Recruitment Updates:

It's hiring season!! With the implementation of the early resignation incentive, this is a change from previous years. This would normally be the time that the HR office is bombarded with resignations. While we are receiving resignations currently, the bulk of our work is processing new hire recommendations from our Principals and Directors for next year. This is a very positive thing for our campuses, and for the district. While there is still much work to be done to start next year fully staffed, at this time we are further along than we have been in many years.

We are working to keep our job postings clean to ensure the positions advertised are as accurate as possible. It can be delicate as to when a position is officially 'filled', so this process does take some detail and time to keep up with efficiently.

Trainings:

The only thing to report on trainings is the success of our required technology safety training that we utilized the 'Safe Schools' program to administer. So far, employees have been able to access, and complete the training as scheduled. Administrators have been able to access reports provided by the program in order to manage and communicate with those who still need to complete the training. This training has been great to serve as a trial run for the required trainings that we will utilize 'Safe Schools' to administer next year. It has also allowed Campus Principals, and district directors to see the many free professional development options available through this program.

OFFICE OF THE SUPERINTENDENT

Task Force Updates: For the most current information on Task Force work, please visit the dedicated [website using this link](#).

Facility Assessment and Bond Planning Task Force:

Seven campus-specific/department-specific facility assessment presentations were held over the past month in conjunction with Huckabee Architects. The presentations addressed all 21 VISD facilities assessed by Huckabee during the 2019-2020 school year. Each of these presentations was recorded and can be viewed on our VISD website at this link <https://www.visd.net/apps/news/article/1227625>

In addition to the presentation videos, the detailed assessment reports for each facility and the corresponding Thoughtexchanges are also available at this same link. We have shared this information via our Edulink communication system with all VISD staff and with all VISD parents.

As of June 2nd, we had 181 total participants in the various campus/facility-specific Thoughtexchanges. Of those 181 participants, 128 identified themselves as VISD staff member, 25 as community members, and 13 as parents of a VISD student. We plan to keep the Exchanges open through June 18th and will be using all methods available to encourage increased participation. We are asking for help from of our staff, parents and community in spreading the word about the information available from the facility assessment and encouragement for as many as possible to share their thoughts and questions through the Exchanges. Information gathered from the Exchanges will be shared with our Bond Planning Task Force to assist them in their future efforts to prioritize future recommendations from the Task Force for consideration by the Board.

System of Great Schools:

We submitted the application to continue in the System of Great Schools on June 8, 2020. SGS has been revamped for next year as described below:

More Time	SGS is now a 4-year program, an acknowledgement that this work takes time. Whether you joined in Cohort 1, 2 or 3, SGS Districts will have 4 more years to implement SGS.
More Support	Districts will now be matched with an Executive Advisor firm, not an individual, in order to give more seamless access to experts. EA Firms will be funded to spend significantly more time with districts up to 8 days per month in Year 1, tapering down to 2 days per month in year 4.
Stronger Professional Network	TEA will continue to develop and align existing professional learning and will add required convenings for Superintendents and other Cabinet members.

Early Childhood Center:

We have been notified we have received the 2020-2022 School Action Fund Cycle 3 Continuation Grant for F.W. Gross Elementary School to implement a partner managed new school. We have been awarded a baseline award of \$1,000,000 and a bonus award of \$500,000 for a total award of \$1,500,000.

We continue with the performance contracting stage of the Call for Quality Schools. VISD submitted its initial draft contract to CLI on June 5 with the due date for CLI's response for June 17, 2020. We will continue this process as we move through performance contracting.

O'Connor ACE:

We have been notified we have received the 2020-2022 School Action Fund Cycle 3 Continuation Grant for O'Connor Elementary School to implement the A.C.E. program. We have been awarded a baseline award of \$600,000 and a bonus award of \$250,000 for a total award of \$850,000.

Healthcare P-TECH:

The Healthcare P-TECH Leadership Design Team continues to work on transitioning from the planning year to implementing the P-TECH model.

Education and Training P-TECH:

The Education and Training P-TECH Leadership Design Team has begun to meet regularly to begin the planning process for the implementation of the P-TECH in 2021-2022.

Effective Schools Framework (ESF): VISD continues to use the Effective School Framework in the development of the Campus and District Improvement Planning. Campuses are currently evaluating benchmark and other data sources to be able to analyze their progress on the 2019-2020 school plans to determine the success of the goals and progress measures developed in those plans. COVID-19 disrupted normal school year testing requirements using the state STAAR and EOC, which was critical in many areas of the current district and campus improvement plan review process. Administration will bring forward a summary of progress to the July Administration report.

Lone Star Governance and Board Goal Setting Training – VISD is working with Region III to continue to pursue following the guidelines of HB 3 and SB 1566 for the EISO required Board training. During the May Board meeting Dr. Carroll and Tammy Sestak presented the HB 3 goal setting requirements. Dates are being determined for the board to train in the goal setting process and development of HB 3 Required goals for late June with Tony Williams from Region 3 assisting in the process.

Strategic Planning: COVID-19 created two scenarios with the Designing Our Future process. In one area it accelerated many of the Findings and Directions statements that addressed pursuit of student options for learning such as blended learning opportunities and technology- based learning. COVID-19 also disrupted the flow of the actual strategic plan development. VISD had momentum toward the development of the proposed progress measures and strategy development toward the Findings and Direction, but this focus was interrupted by the immediate needs of COVID 19.

COVID-19 Reflection and Return to School Planning: Over the course of the last several weeks VISD administration and campus leaders have been reflecting about the immediate disruption in learning with COVID -19. The team has begun to put together a plan that includes several scenarios for a return to school for the 2020-2021 school year. In addition to the Responsive Return Plan, VISD is also developing several addendum documents that include an Instructional Continuity Plan and a Health and Safety Maintenance Plan. All of these documents are ever-changing as we continue the process of reflection and program development. The process for development includes a four-step plan:

<u>STEP 1:</u> Reflect on COVID 19 Adjustments, Identify Knowns and Unknowns	<u>STEP 2:</u> Build Scenarios	<u>STEP 3:</u> Recognize Consistencies and Prioritize Detail Actions	<u>STEP 4:</u> Communicate
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The documents are in an Administrative one-drive folder that allows collaboration among and between departments across the district as we seek to put clarity to the plan. Once completed (July) the plan will be shared with the Board of Trustees and submitted to the Texas Education Agency as a model plan.

Here is a snapshot of the reflection that has been accomplished to date:

REFLECTION: What We Learned

In the first weeks of responding to the impacts of COVID-19, our leadership team was focused on meeting immediate needs: device distribution, meal delivery, meeting State requirements, and providing regular communication. In planning for our sustained response to this pandemic, capturing what we have learned is the most important thing we can do now to help us ensure that all students will have the support they need to be successful moving forward - whatever the variables may be. In planning our continued response to this situation, here is what we learned about the way we will need to:

Learning	Instructional Framework	Grading and Monitoring	Support Teachers	Radical Transparency with Families
<ul style="list-style-type: none"> • Paper packets are difficult to distribute (easier at elementary) not an effective means of instructing students at secondary. • Videotaped lessons from teachers are needed if we are to continue any type of blended distance learning. • Both Synchronous learning and Asynchronous learning opportunities would be beneficial to students in a fully distance 	<ul style="list-style-type: none"> • Students and their parents operating virtually should be required to attend an initial TEAMS 101 Training. • Students will be monitored by the classroom teacher using the Microsoft TEAMS application. • We should identify one platform. Like d SeeSaw but feel it is important to 	<ul style="list-style-type: none"> • Teachers will provide assignments that monitor student mastery weekly and will have at a minimum one grade per week. • Revise our grading guidelines to meet the need of the change in instruction. • Distance learning increases the likelihood of 	<ul style="list-style-type: none"> • Teachers will need (and want!) training on blended learning and technology. • Teachers appreciate thoughtful planning that provides them with time to be successful with instructional shifts. • Defined expectations are needed for all staff. Administrative, non-classroom, classroom, paraprofessionals 	<ul style="list-style-type: none"> • Exchange around the complex and Complicated to different audiences. • Remind and Edulink are critical applications to send messages. • There may be families who do not respond to our outreach, even with our best efforts. • Parents need a significant amount of instructional support in the distance

<p>learning environment.</p> <ul style="list-style-type: none"> • The estimated time allotment for distance learning lessons/assignments should be inclusive of the time needed to read, understand, and prepare to complete the assignment - many activities took much longer than intended. • Additional support and the ability to receive immediate feedback is critical to support student learning. • Learning expectations is important to identify at all levels. • Critical to identify the essential learning standards and focus on the essential skills that students need – build on this for learning. • Premise of PLC is that teachers have to identify the essential skills so it is important to get that teacher input as these are determined. 	<p>identify one platform like TEAMS.</p> <ul style="list-style-type: none"> • Really need a single-sign on platform for all. • Teachers should check in with students at a minimum weekly. • Paper packets allow for progress monitoring but teachers were overwhelmed with so many pictures and assignments by students. • A plan should be in place to address the language barrier for ELLs, which prevented effective progress monitoring. • Technology was not equitable across campuses and the need to pull technology and distribute centrally caused great gaps particularly at 	<p>academic dishonesty.</p> <ul style="list-style-type: none"> • It is difficult for teachers to manage large amounts of student work in emails, comments, and multiple formats for the same assignment. • Staff need training on documentation and reflective practices. Assessment • Students need access to supports. 	<ul style="list-style-type: none"> • Define expectations for live instruction. • Limited time to prepare and limited instruction to teachers about how to use technology. • Live meetings with students created very positive motivation and addressed mental health for both the students and the staff. • Need to monitor the expectations for live instruction and be able to support teachers for this way of teaching. • Need to identify communication expectations that are best effective. At secondary parents could get calls from multiple teachers. • Promote professionalism in TEAMS meetings (dress) by both students and teachers (training) • Separation of professional and 	<p>learning environment.</p> <ul style="list-style-type: none"> • We must continue to improve our outreach and translation to Spanish speaking families. • Need to identify a safety net for students who don't have a parent/guardian at home to ensure learning. • Parent perspective for teacher understanding of remote learning and instructional delivery • When teachers do not reach out what is our back up plan – some parents had concerns for limited to no communication. • We have always talked about how homework is not very effective, but we know parents need a toolkit, training, supports to help their children. (Short video to
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	<p>the secondary level. Limited portable technology caused gaps in equity and service to students.</p> <ul style="list-style-type: none"> • All instructional staff did not have the portable technology or resources at home to teach all they needed to teach. Need to create a personalized toolkit that could be easily portable. (Essential) 		<p>personal communication.</p>	<p>support, or a weekly parent zoom/Team meeting, how to teach the lesson video)</p> <ul style="list-style-type: none"> • Need a structured plan for parents for student learning times. • Some parents were essential and students were going to daycare. Parents were doing lessons on weekends with their students to catch up. • Communication plan is critical for students, parents, teachers. Kids schedules were flipped so teachers got calls late into the night. Personal cell phones used (need something that support anonymity – google voice number. Individuals created google accounts but can't be tied to work accounts. Remind accounts help.
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TECHNOLOGY

- Device Drop-off and Summer School Distribution
 - We have offered 6 days for device drop-off to collect devices that were checked out to students during the 2019-20 school year. We will offer additional drop-off days this month to collect the remaining devices.
 - Summer school device distribution will occur on June 4th from 9:00 – 6:00 in the Stroman parking lot.
- Tech Support
 - We have the helpdesk number (361-788-2818) set up for staff technical support. We are also taking phone calls from parents and students on that line who have picked up a device and are needing technical support with those devices.
- Cybersecurity Training
 - All staff members have received information regarding the district’s cybersecurity training course. This training course is located in the Safe Schools training platform and is due by June 5th. We are required to report the results to the Texas DIR under HB 3834 by June 14th.
 - We are working to complete the Summer PEIMS Submission. The Summer PEIMS Submission is due to Region 3 on June 11th and due to TEA on June 18th.

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!*