



Victoria Independent School District

Administration Report
February 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
- Health Services
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- Communications
- Technology

CURRICULUM, INSTRUCTION AND ACCOUNTABILITY

Proclamation 2021 (Textbook Adoption) - On Thursday, January 23rd, the VISD High School English Adoption Committee, consisting of teachers from each grade level from each campus, met for a full day at the VISD Conference Center. In the morning session, teachers reviewed and analyzed the structure of the new ELAR TEKS, as well as drafts of new TEKS Resource System documents before reviewing publishers' samples. Teachers previewed materials through a lesson planning lens and used our general district template to locate specific resources they would use to teach a chosen objective. Teachers then ranked the titles using a district-created evaluation modified from TEA's rubric. Teachers considered aspects including: questioning, multiple areas of literacy, differentiation and intervention, and supports for implementation.

In the afternoon, teachers heard presentations from four publishers, who gave an overview of each title's features and supplemental components, especially those found online. The committee is now tasked with sharing information with their colleagues on their campuses. A survey asking for each teacher's decision will be sent out the last week of February. Results will be collected and finalized on or before February 28th, upon which the chosen publisher title will be sent to the Assistant Superintendent for Curriculum, Instruction, and Accountability for board approval on March 12th. A recommendation for the Board of Trustees will be brought forward at the March Board Meeting.

Extra-Curricular Student Performance Request for Frozen Jr. - Victoria Independent School District has historically allowed students to participate in the Victoria Ballet Theatre performances presented during school hours. Many students in our district perform and many more students are treated to an opportunity to view first-rate performances of a classical ballet organization. Similarly, **Theatre Victoria** has scheduled a production of Frozen Jr. on March 26th and 27th of 2020. VISD Administration is requesting that students participating in the Theatre Victoria production of Frozen Jr. be allowed to attain extra-curricular status for the March performances for our students. Thirty students are cast in the show and many of our own elementary students will be watching this performance. One of VISD's own teacher, Mrs. Carla Hanes from Dudley Elementary, will be part of the production staff as well as one of the music directors.

Quarter 2 District and Campus Improvement Planning Report - Dr. Shepherd, Dr. Carroll, Tammy Sestak and Sherri Hathaway have been meeting throughout January and continuing into February with each campus principal to review the focus on the campus plan objectives and to talk about student progress. These conversations have focused on the campus leadership evaluation of individual student growth and a predicted progress level for the campus.

As a reminder, campus improvement plans have changed slightly from years' past. This year the district and each campus developed goals focused on the five Levers identified in the TEA's Effective Schools Framework. For each goal developed under the framework the campus identified performance objective(s) and strategies. Below you will find an average performance for the strategies each campus or the district chose to address the goal.

Victoria ISD District Improvement Planning 2019-2020

Lever 1. Strong School Leadership and Planning

Goal 1: VISD will provide effective instructional leaders with clear roles and responsibilities.

Performance Obj. Increase campus leaderships' time for school instruction as indicated by increased campus academic performance reflected on the state's accountability framework and any local measures developed by the campus.

Aim: Optimal Educational Resources

Lever 2. Effective, Well-Supported Teachers

Goal 2: VISD will recruit, develop, and retain highly effective school leaders, teachers & staff which reflect the rich diversity of the students VISD serves.

Performance Obj. 1. Increase percent of teacher positions filled 6 weeks prior to the start of the school year by 5%.

Performance Obj. 2. Decrease the number of teacher resignations by 5%.

Aim: Highly Effective and Qualified Personnel and Responsive to Student Needs

Lever 3. Positive School Culture

Goal 3: VISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on, safety, wellness, and order.

Performance Obj. 1. Students attendance rate will increase to 95%.

Performance Obj. 2. The number of ISS/OSS placements will decrease by 5%.

Aim: Safe and Nurturing Learning Environment

Lever 4. High Quality Curriculum

Goal 4: Victoria ISD will relentlessly pursue an ownership mindset with families and the community to foster shared responsibility for student achievement.

Performance Obj. The District accountability rating will increase from a C to a B and all schools will increase overall performance by 5% as indicated on the state accountability system.

Aim: Open Effective Communication and Excellent Student Achievement

Lever 5. Effective Instruction

Goal 5: VISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

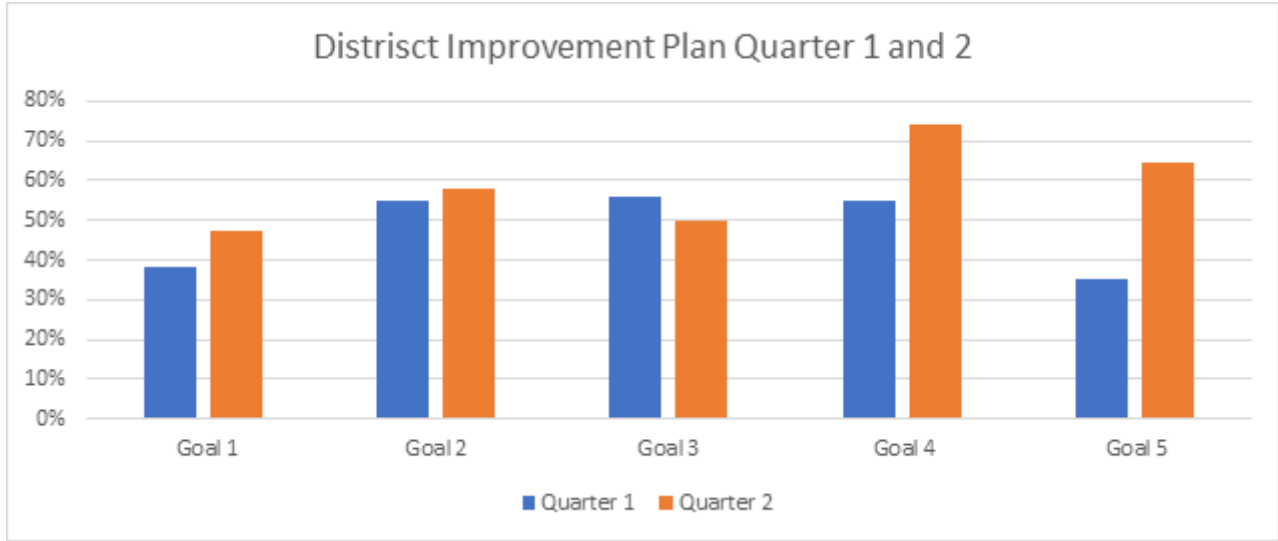
Performance Obj.1. 81% of high school graduates will have a successful launch as indicated by CCMR data.

Performance Obj. 2. 80% of all students in grades PK-English II will show at a minimum one year of academic growth from the beginning of the year in Reading as indicated on the PK CLI Engage, K-3 Imagine Learning and STAAR Growth indicators.

Performance Obj. 3. 80% of all students in grades PK-Algebra I will show at a minimum one year of academic growth from the beginning of the year in Mathematics as indicated on the PK CLI Engage, K-3 Imagine Learning and STAAR Growth indicators.

Aim: Excellent Student Achievement and Responsive to Student Needs

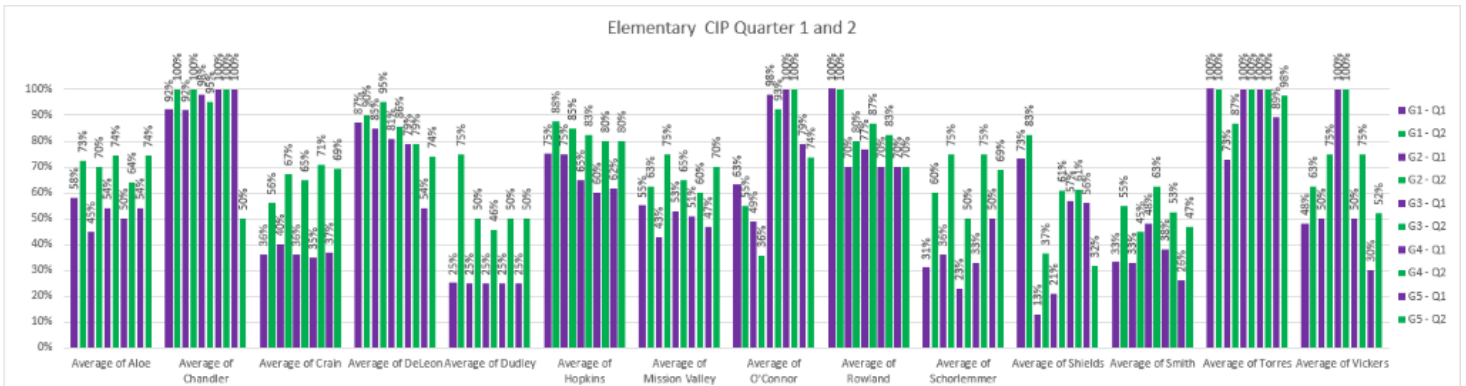
VISD District Improvement Quarter 1 and 2 Performance Report



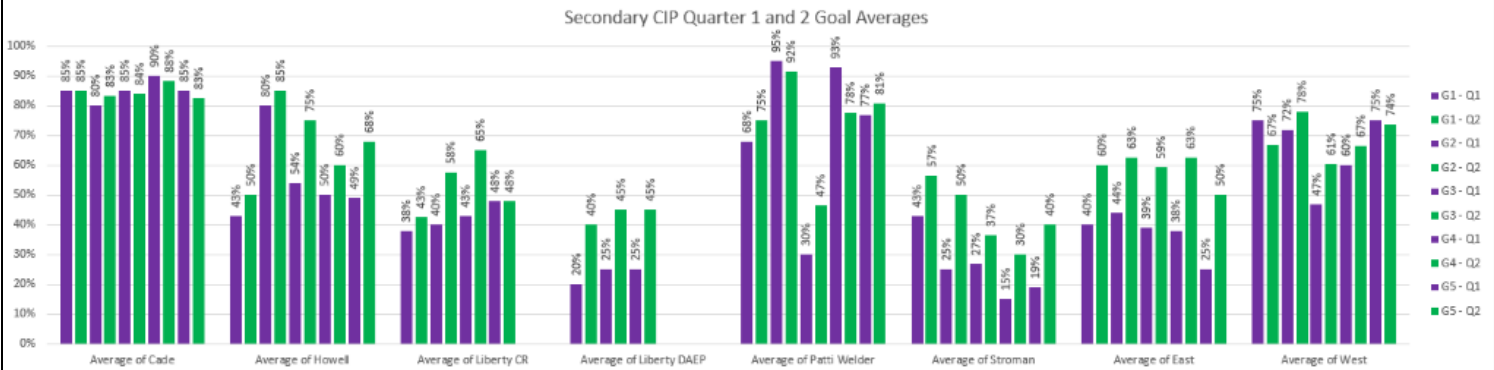
The District is showing progress toward meeting all goals except goal 3. Expected results for high school student attendance rates did not exceed last year’s student attendance rates for the quarter and brought this particular goal strategy below the expected amount of growth.

VISD Campus Improvement Quarter 1 and 2 Performance Reports

Each Campus Improvement Plan is posted on the VISD website at <https://www.visd.net/apps/pages/about/district-improvement-plans>. All goals, performance objectives and strategies can be reviewed at this location. Below you will find a summary of the average strategy success for each goal area by either Elementary School level or Secondary School level.



The green bars reflect the average growth for Quarter 2 for each goal. Elementary Quarter 2 growth is showing significant success toward meeting goal expectations.



The green bars reflect the average growth for Quarter 2 for each goal. Secondary Quarter 2 is showing some success toward meeting goal expectations.

Texas Academic Performance Reports (TAPR): The comprehensive online [TAPR system has been updated with 2018–19 data](#). TEC 39.306 requires each district’s board of trustees to publish an annual report that includes the PDF TAPR and other information that will be outlined in a public hearing at the February 2020 Board meeting. The PDF TAPR and the additional components will be published in printed form and a copy will be held in the main lobby desk of the administration building. An online version will be provided on the District’s website.

A multitude of 2018–19 data is available via the TAPR system, including Accountability Data, Performance, Participation, Attendance and Graduation, Postsecondary Readiness, Profile, Kindergarten Readiness, Postsecondary Outcomes, and Finance Data. Performance is shown disaggregated by student groups, including race/ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and demographics. Each tab within the TAPR system includes an Excel download and an accompanying glossary.

The TAPR has two forms: an online data system and a scaled back PDF version. The PDF version of the TAPR includes only major data points and is designed to allow districts to fulfill their public notification requirements. The PDF TAPR displays approximately 5,550 indicators, while the HTML TAPR contains approximately 20,500.

The TAPR PDF was available in December in the [TEA Login \(TEAL\) accountability application](#) and on the [TEA public website](https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html) <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>. **TAPR data downloads and a comprehensive glossary was released in December.** The advanced data downloads, which include numerators, denominators, and rates, was released on the public TAPR site in January. Each of the data sets that were released in the TAPR reports were already available in other forms that were used by the district and each campus to develop their plans for improvement this school year.

Rather than reporting on data from the past as reported in TAPR (autopsy data), VISD Curriculum Administrators will productively utilize our time with the Trustees and have prepared data that support current student progress and growth and will be shared during the public hearing presentation.

Professional Learning – VISD hosted a professional development training put on by TX ASCD at the Dr. Robert Jaklich Conference Center **Monday, February 10th and Tuesday, February 11th**. The training titled “Creating an Understanding-Based Curriculum and Assessment System for 21st Century Learning with Jay McTighe”. In the workshop, participants examined the ideas in his recent book, *Leading Modern Learning: A Blueprint for Vision Driven Schools (Solution Tree)*, for transforming the Standards and 21st century skills into a coherent curriculum that emphasizes understanding and long-term transfer. Key principles and practical tools from *Understanding by Design (ASCD)* and *Schooling by Design (ASCD)* were reviewed to guide curriculum design and implementation.

This workshop aligns closely with the Designing 21st Century Programs of study task force work. Fifty-five of VISD administrators and teacher attended the session that included over 130 participants from around the region.

VISD will also host national speaker, Anthony Muhammed, for three sessions in two days as follows:

Thursday, March 5th: 8:30 - 11:30

Audience: District Leadership - heads of all departments (including operational departments)

Goal: Our goal for this morning is to help all department and district leaders understand what a PLC culture looks like and the critical role that ALL departments play in supporting campus cultures and PLCs.

Thursday, March 5th: 1:00 - 4:00

Audience: District Task Force and Strategic Planning Members, Community Members, Parents, Leaders from other districts in our Region

Goal: Our goals for the afternoon is for community members to understand the impact of community perceptions on district and campus cultures and ultimately on student success. We have titled the session: "Building a Learning Culture Throughout our Community".

Friday, March 6th: 8:30 - 4:00

Audience: Campus Leadership Teams - principals, assistant principals, instructional coaches

Goal: Our goal is to help campus leaders understand the impact of culture and focus on creating cultures that support PLC implementation. All of our campus leaders have attended a PLC institute within the last year.

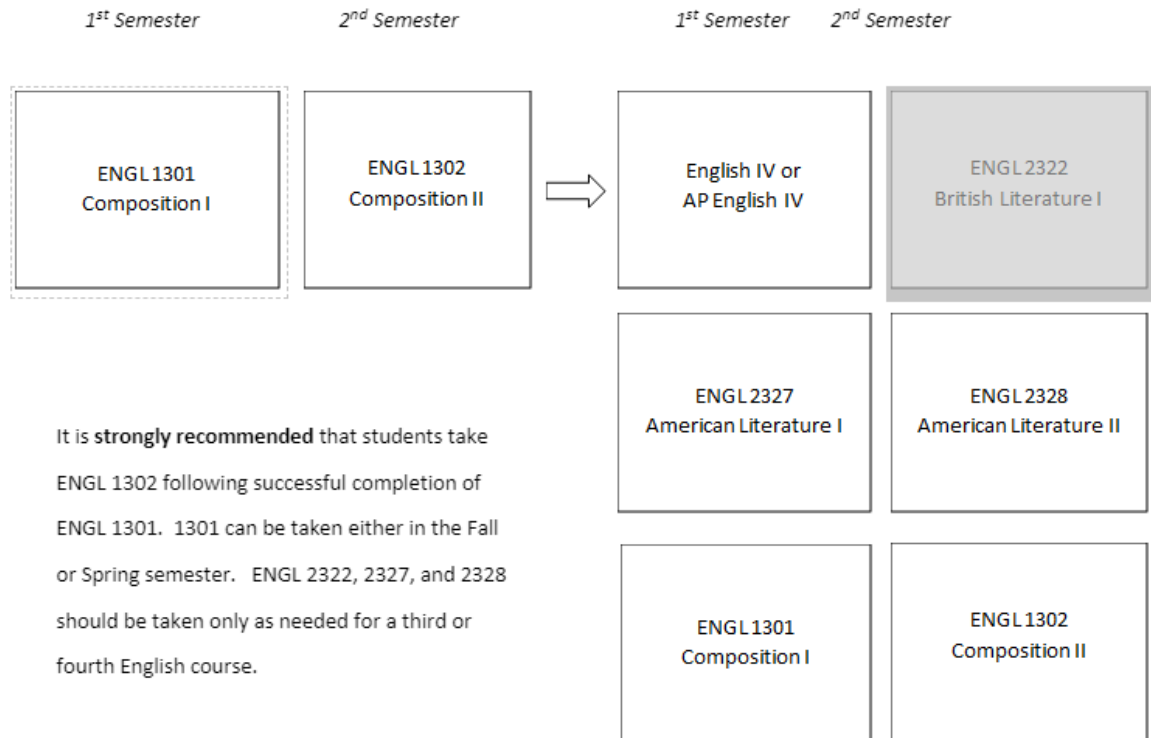
Magnet School Funding – A group of District Leaders met with Magnet School consultant Dr. Marty Pennington on February 5th. During this discussion the team reviewed VISD Quality School Data tools and it was recommended that two of VISD schools would be solicited to write for the 2020 Magnet Schools of American Program funding grant. The focus for this application will be the development of a STEM Pathway for VISD students from early education through high school. Campus-based writing teams began creating a dream for what an elementary Pre-K- 5 Academy and a 6-12 Academy might look like, sound like and feel like on February 7th. Additional ideas include a Virtual Mobile Lab that would travel from school to school to address “Exposure” and assist with marketing and recruitment to the new Magnet schools. VISD will continue to dream and analyze data to support a STEM model for this magnet funding cycle with a possible support grant that would include 3 million a year for a 5-year cycle grant.

COUNSELING

After much discussion, we are changing the English sequence for dual credit for the 2020-2021 school year. Our goal is to always do what is best for every student, so when considering course selections and college paths, it is impossible to expect every student to follow the same sequence. Students will have the flexibility to take what they need as well as what interests them (American vs British Lit). A flow chart is attached, not every possible combination of English III, IV, composition, and literature classes is included. If you have a unique situation, remember the points below when referring to the flow chart.

- English 1301 and English 1302 can be taken in either 11th or 12th grade.
- OnRamps English can be taken in 11th or 12th grade.
- English 1301 does not necessarily have to be taken in the Fall.
- It is highly recommended that English 1302 be taken following successful completion of English 1301, but a literature class could be taken if necessary.

After completing English 1301 and 1302, a student could then choose to take one or two Literature classes from either English 2322, 2327, or 2328. (Science majors only need 1 lit/ Arts majors need 2 lit classes)



It is **strongly recommended** that students take ENGL 1302 following successful completion of ENGL 1301. 1301 can be taken either in the Fall or Spring semester. ENGL 2322, 2327, and 2328 should be taken only as needed for a third or fourth English course.

If a student is on a Science route, then only 1 literature class is needed.
 If a student is on an Arts route, then 2 literature classes are needed.

On February 24th VISD High School principals and potential OnRamps VISD teachers will meet with UT OnRamps personnel to review opportunities for summer training and the course requirements.

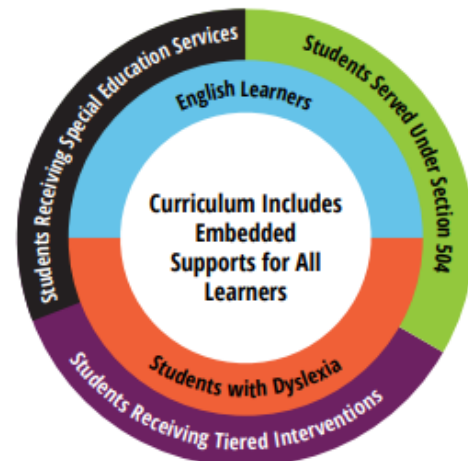
ELEMENTARY CIA

HB3 statute requires that all kindergarten – 3rd grade teachers and principals must begin the Texas Reading Academies training before the 2022-2023 school year. We are excited about the impact this comprehensive training will have on student literacy achievement. Through this professional development opportunity, all VISD kindergarten-3rd grade teachers, principals, assistant principals and instructional coaches will master the Science of Teaching Reading (STR). Content will include:

Texas Reading Academies Content

This content is currently in development; topics may change.

- Introduction, Overview, Scope, and Sequence
- Science of Teaching Reading
- Establishing a Literacy Community
- Using Assessment Data to Inform Instruction
- Oral Language (English and Spanish)
- Phonological Awareness (English and Spanish)
- Alphabet Knowledge, Print Concepts, and Handwriting
- Decoding, Encoding, and Word Study (English and Spanish)
- Reading Fluency
- Reading Comprehension
- Composition (English and Spanish)
- Tiered Supports and Reading Difficulties



Educators will apply knowledge of the STR across teaching contexts to improve reading outcomes for all learners.

Educators with a deep understanding of the Science of Teaching Reading and a passion for coaching peers and leading professional development can participate in TEA's screening process to become designated as qualified cohort leaders. VISD elementary curriculum team members conducted an information session on February 18th encouraging interested staff to complete TEA's three-step screening process. The first screening window will be open March 9-31. Following TEA's screening process, VISD will hire trainers from the approved leader list and finalize training plans. More information about the Texas Reading Academies can be found on [TEA's Reading Practices](#) website.

Several community partnerships have resulted in amazing hands-on science opportunities for VISD elementary students.

- Science Mill, with funding from the AshBritt Foundation, provided an amazing science camp for Victoria students last summer. The AshBritt Foundation has, once again, committed to funding 4 weeks of summer camp for 3rd – 8th grade VISD students. The camps will be provided at no cost to the student. This is a donation totaling more than \$50,000.
- Students at five elementary schools have had or will have opportunities to interact with live marine animals at their campus. The San Antonio Bay Partnership with Allan Berger provided a \$5,000 grant (\$1,000 for each of the five campuses). Through this grant, the Touch Tanks containing shrimp, crabs, assorted fish, stingrays, shells and more are brought right to the campus for interactive, TEKS aligned experiences.
- The Texas Alliance for Minorities in Engineering (TAME) brought their traveling trailer to Hopkins Elementary on December 18th. During the visit, students completed learning stations focused on

Science, Technology, Engineering and Math (STEM) skills. TAME sponsored the visit with funds (\$1,665) they received from the state.

- The GBRA invited students to Coletto Creek Park where they engaged in hands-on science lab activities aligned to their grade level TEKS. The GBRA provided the activities and covered transportation costs for students to participate.

Total partnerships related to science experiences for elementary students for this year have totaled over \$58,000.

FEDERAL PROGRAMS

Victoria ISD has recognized the power of early childhood education for the last decade. This was evident back in 2010 when the district dedicated funding to expand our half-day prekindergarten classes into a full-day program. Last year the state legislature enacted House Bill 3 requiring districts to offer a full-day program while maintaining an 11:1 student to teacher ratio. VISD has already had an early childhood degreed teacher and highly qualified paraprofessional in each classroom for years. We are proud to say with the support of our School Board and Victoria community, our district has been leading this movement!

With the request of our stakeholders, Victoria ISD began a tuition Pre-K program in the 2015-16 school year to ensure students not qualifying for the state-funded program had the same access to a high-quality early educational experience. Currently, we have 32 Prekindergarten classrooms with a total enrollment of 596 students, which is up from last year's enrollment of 568 students. Seventy-eight of these students are tuition-based.

VISD has opened the application process on February 10 for this limited enrollment. On the first day of the application window, we received 50 applications. Tuition rates will remain at \$3,600 per year and district employees will continue receiving a \$300 reduced rate. We are proud of the prekindergarten program on all 14 of our elementary campuses. The foundation of strong academic and social emotional skills our early childhood staff and administrators are building contribute to each child's kindergarten readiness.

[Point in Time Count - Victoria Advocate](#)

A personal message from Yvonne Rossman, VISD KIDZ Connection Coordinator...This is a very sad day for Ms. Pagel and myself because this count focuses solely on our community's street and shelter homeless only and does not accept the number of students who our program has deemed eligible for homeless services in our schools according to the Dept. of Education's definition of homelessness. Confusion arises in a community due to the different definitions of "homeless" amongst agencies.

The important thing to keep in mind about this count is that it is totally misleading and unfair to the thousands of families and school aged children who are temporarily staying at a friend or relative's house due to a sudden loss in housing and without the financial means to afford their own residence, those in motel/hotels and all those staying in sub-standard housing situations--- all of these DO qualify for homeless services, according to the Dept. of Education via the federal McKinney-Vento Homeless Assistance Act.

Why does this matter? It matters because flawed data contributes to harmful policies and a lack of resources for communities to help those who are homeless. We know that youth who qualify for homeless services in Victoria ISD are at risk of rape, assault, suicide, substance abuse, hunger and bullying. Communities who accept these flawed “Point in Time Counts” do a grave injustice to their youngest citizens who are the future of each community. It also means that public school districts must pick up the slack for a lack of government resources needed to help a student at their most vulnerable time---while homeless.

For each of the last 8 school years in which I have been the District Homeless Liaison, our homeless student count after the first 30 days of school has been close to 300 students who qualify for homeless services, thereafter, EACH week school is in session, we identify between 5-20 students per school week who qualify due to a sudden loss of housing. The top three reasons which I see qualify our students for homeless services is a relationship break up between the adults in the home and leading to only one wage earner who cannot possibly afford all the housing, food and utility costs for the family with the amount of wages they earn or the sudden loss of a job, which often times is due to an illness in the family and lastly, a sudden or chronic illness which means lots of medical bills and a loss of wages. The current number of students we have identified for this school year is 620. You will probably see around 100 listed as homeless for the Point in Time Count but now you know the real number.

MARK YOUR CALENDARS for Tuesday, March 10th 5:30 p.m. – 7:30 p.m. for the Homeless Symposium “Homelessness...So What?” at UHV (Walker Auditorium in UHV’s University North Building). There will be various mini presentations from public and higher ed institutions including VISD’s Yvonne Rossman. Tammy Nobles, VISD Director of Student Services will moderate the second hour of panelist discussions and the evening will conclude with questions from the audience.

SECONDARY CIA

High School Diploma And...

Our high school students are well on their way to having a successful launch to postsecondary education and to the workforce. At the end of the first semester, Victoria East and West have 1093 students who are enrolled in a Career and Technology Education (CTE) course that offers an industry-based certification (IBC). Some of these students have already successfully passed IBC this school year, but most students will not be eligible to take their IBC(s) until later this semester. Victoria East and West High Schools also have another 1505 students enrolled in CTE courses, such as principles courses, that will lead to IBCs in future course work.

Also, during the first semester, Victoria East and West High Schools had a total of 230 students take 384 dual credit courses and earn 1,152 college credits. Numerous students who have not yet had an opportunity to take a college course are working hard in preparation of the upcoming SAT and TSI testing opportunities. Victoria East and West High Schools can offer monthly TSI testing opportunities on campus through the College and Career Center. Since the number of students able to test each month is limited on campus, both campuses have scheduled “field trips” to Victoria College during the spring where they can test many more students. Victoria College is also sending TSI proctors to Liberty this semester to administer the TSI. Recently, Victoria ISD has applied to be a TSI testing site. This will allow more students to be able to take the test on campus and student results will be sent directly to the district.

Victoria East – The Titans Give Back

This spring, Titan students will come together to say “Thank You” to the residents of Victoria. For the past 10 years, community members have come out to support East High School and all the successes of our students. This event is to show our appreciation to the surrounding community by completing service projects such as yard work, working at the food bank, spending time at the senior citizen homes, washing firetrucks, and picking up trash for residents of the community. Although the *Titan Give Back* is new, we hope to make this an annual event, student service project for Victoria, and our message and our mission remains the same – to simply say “Thank You.”

SPECIAL EDUCATION

The Services to Students with Autism grant, recently completed their mid-year report to TEA as well as an on-site visit in which TEA reviewed programming within VISD. The grant has provided numerous opportunities to VISD staff and students including the provision of extensive training and materials throughout the district. Below is a small portion of the TEA mid-year report indicating that 304 VISD staff have benefited from the grant through training, materials, and/or support.

Number of Educators Directly Participating	EE/PK	K	1st	2nd	3rd	Total
Special Education Teachers	12	13*			→	25
General Education		4	2	1	2	9
Paraprofessionals	25	14*			→	39
Related Service Providers	19*				→	19
Other Staff **	11*				→	11
*Number of Educators Indirectly Benefiting						
Campus Administrators	28*				→	28
Special Education Teachers		13*			→	13
General Education Teachers	2		1	1		4
Other Staff ***	152*				→	156 (#)

Comments: DIRECTLY PARTICIPATING PERSONS INCLUDE ALL STAFF THAT HAVE RECEIVED AUTISM SPECIFIC TRAINING AND WORK DIRECTLY WITH STUDENTS THAT HAVE BEEN IDENTIFIED AS AUTISTIC OR HAVE RELATED DISABILITIES THAT MEET GRANT CRITERIA.
 * - this group services multiple grade levels as indicated by arrow
 ** - includes Grant Facilitator, Instructional Coach, Parent Liaison, BCBA, and LSSPs who work directly with identified grant students
 *** - includes elementary counselors (13), elementary instructional coaches (13), district level administrators (13), school nurse (1), diagnosticians (10), clerks (8), assistive technology (1), motor tech (1), general education paras (14), special education paras (75), librarians (3)
 (#) includes 4th grade general education teachers servicing grant students (4)

The Special Education Department joined with Innovation Office in developing special education staffing rubric’s, walk-through forms, portfolio guidance and a step-by-step staffing process. This work will help to guide special education staffing decisions and promote consistent evaluation processes in the future.

Results Driven Accountability (RDA) is the accountability system that reports on state and federal programming such as Special Education, English as a Second Language/Bilingual Education (ESL/BE),

Career and Technical Education (CTE) and Every Student Succeeds Act (ESSA) which supports our homeless population. The Special Education Department following collaboration with the Elementary and Secondary Curriculum Departments recently completed and submitted the Results Driven Accountability Strategic Support Plan for VISD. We examined the areas of non-compliance including STAAR assessment results and discipline practices for students receiving special education services. Several campuses including Stroman Middle School, Cade Middle School and DAEP have begun the planning and training process to implement Restorative Discipline Practices with fidelity in the 2020 – 2021 school year. If you would like additional information on Restorative Discipline you can find it here:

https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Restorative_Discipline_Practices_in_Texas

OFFICE OF ADMINISTRATION

A “threat” is a concerning communication or behavior that indicates an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

"Harmful, threatening, or violent behavior" includes behaviors, such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student. [TEC 37.115(a)(1)] • "Team" means a threat assessment and safe and supportive school team established by the board of trustees of a school district. [TEC 37.115(a)(2)]

THREAT ASSESSMENT TEAM- The board of trustees of each school district shall establish a threat assessment and safe and supportive school team to serve at each campus of the district. [TEC 37.115(c)]

- The superintendent of the district shall ensure the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d)]
- A team may serve more than one campus of a school district, provided that each district campus is assigned a team. [TEC 37.115(d)]
- Each team must report required information regarding the team’s activities to TEA. [TEC 37.115(k)]
- The superintendent of a school district may establish a committee or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement. [TEC 37.115(e)]
- Team members shall work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the team and the safety of the school and its students and staff.
- All team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.
- Team members shall actively, lawfully, and ethically communicate with each other; with school administrators; and with other school staff who have a need to know information to support the safety and well-being of the school, its students and its staff.
- Each team shall conduct a threat assessment that includes:
 - 1. assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior; [TEC 37.115(f)(1)(a)]
 - 2. gathering/analyzing data to determine level of risk and appropriate intervention, including referring a student for mental health assessment and implementing an escalation procedure (if appropriate) [TEC 37.115(f)(1)(b)].

- Each team shall:
 - provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual [TEC 37.115(f)(2)];
 - support the district in implementing the district’s multi-hazard EOP [TEC 37.115(f)(3)];
 - report immediately to the superintendent a team’s determination that a student or other individual poses a serious risk of violence to self or others [TEC 37.115(h)];
 - act in accordance with the district’s suicide prevention program upon identifying a student at risk of suicide [TEC 37.115(i)]; and
 - act in accordance with the district policies and procedures related to substance use prevention and intervention upon identifying a student using or possessing tobacco, drugs, or alcohol [TEC 37.115(j)].

A team may not provide a mental health care service to a student who is under 18 without written consent from the parent of or person standing in parental relation to the student [TEC 37.115(g)].

When conducting this process with fidelity it leads to a positive and safe school climate. This process is not intended to be punitive or adversarial; rather, it is a way to build trust and situational awareness.

CENTRAL SUPPLY AND PURCHASING

RFP 2019-46 for Employee Benefits Third Party Administrator Services goes to the Board 2-20-20 for approval.

Advertising 12 bids (All will go to April Board except as noted):

- Copy and Assorted Color Paper
- Alternative Entree
- Canned & Frozen Fruits and Vegetables
- Chemicals, Supplies & Paper Products
- Child Nutrition Beverage Products
- Frozen Meats & Meat Products
- Staples & Misc. Frozen Foods
- Chain link fence
- Hardwood Floor Service
- 7 Inch Personal Pizza Kits
- Magazines

Continuing with verification of all scanned Stroman High School and Profit High School transcripts from Parchment before the download is completed and added to the District portal.

- Transcript requests completed for the month of January totaled over 185.
- Central Supply and Print Shop sales for the month of January totaled \$70,587.11, with \$67,917.71 of those sales from Central Supply.
- Delivering course selection guides to middle school campuses for high school registration.
- Delivering benchmarks for elementary and middle school beginning on the 6th of February.

- Renewed additional Cyber Security insurance policy for the District. Thank you to Samantha Schulte; Technology Director for your input and guidance.

CHILD NUTRITION

- The Child Nutrition Department received the **No Kid Hungry Grant** for \$10,000. \$5,000 will be allocated for East High School and \$5,000 for West High School for the breakfast in a box program. Vending machines will be installed at both high schools for easily accessible grab and go breakfasts.
- The Child Nutrition Department is preparing for the annual VISD Teacher of the Year Banquet scheduled for Monday, February 10th at 6:00 pm at the Community Center Annex. Thank you, Dana Bigham, Child Nutrition Director, for all the behind the scenes work in preparing for this annual event.

HEALTH SERVICES

- As directed by House Bill 496 procedures are in place to ensure every campus has a Bleeding Control Station. The Bleeding Control Stations will be installed by the AEDs. Multi-level floor campuses will have additional Bleeding Control Stations on each floor.
- To date, every campus has a nurse on site. We currently have no vacancies in the Health Care Department. Thank you to the Human Resources Department for their support.
- During this past December, VISD School Nurses donated Christmas gifts for clients of Golden Crescent CASA (Court Appointed Special Advocates). Golden Crescent CASA provides trained community volunteers to advocate in the best interests of abused and neglected children involved in the court system. Many Golden Crescent CASA clients are VISD students, as Golden Crescent CASA serves as Guardian ad Litem for children in foster care in not only Victoria County, but also Calhoun, DeWitt, Goliad, Gonzales, Jackson, Lavaca, and Refugio counties.

MAINTENANCE

- Caulked the windows of Liberty Campus Building A
- Replaced worn out window panels of Liberty Campus Building A
- Continued pressure washing the exterior of Liberty Campus Building A
- Continued with the scheduled maintenance paint rotation program of Rowland Elementary and Shields Elementary
- Continued preventative maintenance of the Clorox 360 disinfectant on Elementary
- Repaired concrete sidewalks at O'Connor Elementary
- Repairing potholes in the Transportation lot and CTI parking lot (weather permitting)
- Districtwide campus and department tree trimming
- Fill wash outs around buildings: O'Connor, Crain, Stroman, Liberty
- Preventive maintenance on the tracks
- West Auditorium fire sprinkler repairs, rope repairs, inspections
- Installed sixteen electrical sockets for the welding machine
- Built a computer tabletop for the library at Cade Middle School
- Replacing exterior light bulbs
- Install exterior lighting on the backside of Rowland Elementary and Vickers Elementary
- Provide a flooring quote for the Business Office
- Apply Epoxy primer on February 17th (holiday) to the hallways at Rowland Elementary

STUDENT SERVICES



Timelines for 2020-21 Student Registration and Transfers:

Fri., May 1	Transfer application window opens; Online registration begins; parents may access online registration portal from www.visd.net
Fri., May 15	Deadline for submitting a new Transfer Application or Transfer Renewal Contract
Mon., June 1	Online Registration "priority deadline" (i.e. students risk losing their spot to NEW transfer requests) if online registration and immunizations are not complete
Mon., July 27	High School student "Registration Status" mail out*
Thur., July 30	Middle School student "Registration Status" mail out*
Aug. 5, 7 & 10 (11am-6pm)	9 th , 10 th , 11 th & 12 th Grade –Registration Follow-up (only for students whose registration status is INCOMPLETE)
Fri., Aug. 7	Freshman Orientation (time TBD)
Fri., Aug. 7 (11am-6pm)	6 th , 7 th & 8 th Grade – Registration Follow-up (only for students whose registration status is INCOMPLETE)
Mon., Aug. 10 (10-11am)	6 th Grade Orientation at all Middle School Campuses
Mon., Aug. 10	PreK Minnow Camp (4-5pm) and Elementary Sneak Peek (5-6pm)
Wed., Aug. 12	First Day of School
	* <u>MS/HS Mail out may include:</u> meal application & website link; transportation card/info; medical requirements; unpaid fines/fees owed by student; EOC results/info; schedule change process; campus-specific info.

TRANSPORTATION

- All Transportation Supervisors will attend training in Edna on February 17th.
- Transportation has been arranged for all fourth graders to attend the performance of Peter and the Wolf at the VISD Fine Arts Center. Twenty-three buses have been scheduled for this event.
- In addition to transportation to and from school, transportation continues to be provided for UIL competition; both athletics, academic and field trips.

FINANCE

Tax Compression and How it Works: The Maintenance and Operations (M&O) tax rates for Tax Year 2019 were compressed by the state compression rate of 93%, or \$0.93. M&O tax rates for Tax Year 2020 will continue to be compressed using either the state or local compression percentage rates. State and local compression work in parallel, and districts receive the method which results in the greatest amount of compression (i.e. the lowest tax rate). Currently, our M&O tax rate for Tax Year 2019 is \$0.97, which is \$0.93 plus four golden pennies. The state compression compares the extent to which estimated statewide property value growth (set at 4.01 for TY 2020) exceeds 2.5% to determine the state maximum compressed rate (MCR) for Tax Year 2020. **TY 2020 = 0.93 x (1.025/1.0401) = \$0.9164**

Local compression uses individual district property value growth compared to 2.5% to determine MCR. Since districts receive the greater of the MCR calculated under state compression or local compression, only districts whose local value growth exceeds 4.01% will have additional compression below \$0.9164, the state compression (MCR). On February 12th, the Comptroller's published property value study (PVS) preliminary findings were updated. Our taxable values have increased 8.46%. Based on this, we can estimate our compressed tax rate will be \$0.8788. Important note, the Board will have an opportunity to add up to four additional pennies without voter approval. In addition, the Board can add an additional fifth penny with a unanimous Board vote. The MCR with the potential for an additional five pennies equates to \$0.9288, which is below the current tax rate of \$0.97 (this equates to a -4.25% reduction in tax rate). The taxable values the Comptroller has submitted are in line with what we expected.

Approve the Resolution Regarding the Review of Victoria Independent School District's Investment Policy and Strategies: In compliance with the *Public Funds Investment Act*, Section 2256.005(e) of the Texas Government Code and Victoria Independent School District Board Policy, the Board of Trustees shall review the district's investment policy and strategies not less than annually and the written instrument so adopted shall record any changes made to either the investment policy or investment strategy. There have been minor changes to the policy. The definition of Business Organization has been moved to clarify that it only applies to Sellers of Investments. Flexibility has been added to act by rule, order, ordinance or resolution. In the past, it was only by resolution. Bond proceeds and pledged revenue has been added as investments. An exception to the ongoing investment training requirements for school district financial officers has been added. If we do not invest funds or only deposit funds in interest bearing deposit accounts or certificate of deposits, the ongoing training requirements do not apply.

Discuss and Take Action on Resolution Approving List of Qualified Investment Brokers: In compliance with the *Public Funds Investment Act*, Section 2256.025 of the Texas Government Code and Victoria Independent School District Board Policy, the Board of Trustees must at least annually review, revise and adopt a list of qualified investment brokers that are authorized to engage in investment transactions with the district. The recommended action is to approve and adopt a resolution designating First Public Lone Star Investment Pool, Morgan Stanley DW, Inc., Prosperity Bank, Texas Class, Wells Fargo Institutional Brokerage Services, LLC, First Southwest Asset Management and FTN Financial as qualified investment brokers that are authorized to engage in investment transactions with the district.

Gifts and Donations: The total gifts and donations for January 2020 is \$380,439. The total gifts and donations for fiscal year 2020 is \$499,742.

HUMAN RESOURCES

Certification Changes: SBEC is proposing to reduce the required wait time for teachers to retake a certification exam. Currently, someone challenging a certification test must wait 45 days to retake the exam. SBEC is considering reducing that window of time to 30 days. SBEC is also proposing to remove the Master Teacher certificate and the Principal EC-12 certificate. They are wanting to add an EC-3 certification, Science of Teaching Reading certification and the Trade and Industry Workforce training certifications. Educational Aide 1 certificates will be able to be issued to high school students who have completed certain career and tech courses (we are hoping to take advantage of this next year through P-TECH Education at Victoria West High School).

Teacher Incentive Allotment:

<https://tea.texas.gov/sites/default/files/House%20Bill%203%20Teacher%20Incentive%20Allotment.pdf>

https://tea.texas.gov/sites/default/files/House-Bill-3-HB-3-Teacher-Incentive-Allotment-Letter-of-Intent_0.pdf

<https://www.youtube.com/watch?v=Q1no6VQ6a2A&feature=youtu.be>

The Teacher Incentive Allotment (TIA) is a key part of House Bill 3, dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with emphasis on high-needs and rural schools. Districts that choose to participate are charged with developing local teacher designation systems that measure teacher effectiveness based, at a minimum, on both teacher observation and student growth data. These systems must be submitted to the Texas Education Agency (TEA) for approval and undergo a data validation process, which will be conducted by Texas Tech University. For more information, visit the three links above.

- TEA update on Teacher Incentive Allotment at Region III was attended by Greg Bonewald, Clark Motley, and Frances Koch.
- VISD has submitted the required letter of intent seeking approval as a part of Cohort D which holds the following timeline:
 - Design and Stakeholder Engagement – 2020-2021
 - Data Capture Year – 2021-2022
 - System Submission to TEA for Review – Spring 2021 (or earlier)
 - Data Submission to Texas Tech for Review – Fall/Winter 2022
 - Determination of System Approval – Spring 2023
 - Initial State Funding Flows to Approved Districts – Spring 2023 or Fall 2023.
- TASB information session on this same topic was attended by Clark Motley, Kelly Gabrysch, JoBeth Jones and Ruby Jimenez in Wharton.

Cardonex (Master Scheduling Program helping us with position allocation accuracy) to do list for February:

- All student course requests are entered
 - Enrollment lists reviewed
 - Determine which courses will be dropped
 - Enter students' next choices in SIS for dropped courses
 - Determine which courses will be co-seated (stacked) with other courses
- Finalize all student course requests
 - Verify all students have completed a course request in the SIS

- Verify the number of courses match the total number of periods in the day per student
- Run report for students who have too many, too few, or no course requests
- Schedule those students into other courses

Early Resignation Incentive: Early signs indicate this incentive has been effective. A review of resignation data for the past five years shows resignations/retirement notifications provided to the district in the months of January and February averaged 3.2 per year, with six being the most tendered in a single year. At the time that this report was prepared, we have more than doubled this amount for 2020.

Salary Study/Review: This process is moving forward at a satisfying pace. Step one was to turn in our data to TASB. TASB then sorts out what we provide and sends back questions about certain anomalies. We have worked through the questions and provided either explanations as to why the anomaly exists or corrected them if they were mistakes. This process has been smooth with no surprises.

Registry of Persons Ineligible for Employment: The 86th Texas Legislature passed House Bill 3 to further protect the safety and welfare of Texas students by:

- Requiring schools to report to TEA when there is evidence that a non-certified employee abused or was involved in an inappropriate relationship with a student or minor and,
- Creating a registry of individuals who are not eligible for hire in a Texas public school based on misconduct or criminal history

The Registry of Persons Ineligible for Employment in Public Schools is now available to public and private schools. Therefore, schools should now upload identifying information of all current employees to determine their employment eligibility and ensure the school is in compliance with the new state laws. Additionally, schools should check any applicant for employment against the Registry before hire. Pursuant to Texas Education Code §22.092(b), school districts, districts of innovation, charter schools, regional education service centers and shared services arrangements must fire or refuse to hire any individual listed on the Registry.

VISD response to this directive by the state: 2,634 current employees were uploaded to determine their employment eligibility and ensure the school follows the new state laws. All 2,634 came back clear, and no action had to be taken. Our employment screening procedures now include a process in which candidate information is uploaded for screening prior to employment being offered.

Potential Alternative Health Insurance Option: We are currently reviewing proposals received as a result of our recent Request for Proposals (RFP) for a Third-Party Administrator (TPA). Our committee is in the process of interviewing teams from the highest rated proposals and will make a recommendation to our Board of Trustees at the February Board meeting. Once the TPA is approved by the Board, we will begin working with them to pursue alternative health insurance options beyond TRS-ActiveCare.

TRS-ActiveCare: The TRS-ActiveCare leadership held a first-ever forum in Austin in early February where TRS administrators addressed their understanding that there is broad concern from school districts about the current health benefit plan options available for school district employees. TRS leadership also shared they are currently working to provide districts with a better, more affordable plan design. There is clear concern on the part of TRS regarding many districts looking at potential alternative health

insurance options for their employees. We will continue monitoring information released by TRS-ActiveCare and provide updates here as we receive them.

TCG Retirement Planning Seminar: Thank you to the almost 70 VISD staff who attended our first Retirement Planning Seminar in conjunction with TCG, our new 457(b) plan provider. We were thrilled with the turn-out for this first meeting and have already scheduled a second Retirement Planning Seminar for February 27th at the Dr. Robert A. Jaklich VISD Conference Center. We are planning to video the upcoming seminar to share with staff unable to attend. The seminar covers a variety of topics including a description of how a retiree's retirement benefit is calculated, retirement plan options available to school district employees to help offset the "income gap" many would otherwise experience in retirement, and the impact of TRS retirement on Social Security benefits. This information is applicable to all staff, whether you are just starting in your career or considering retirement. We hope you will join us and attend the meeting on the 27th and hear this information firsthand.

OFFICE OF THE SUPERINTENDENT

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

Board Calendar (from our Team of 8): We have a [final draft of our Board Activity Calendar](#). Many people/departments have come together in order to bring this forward. Beyond what we had discussed in our Team of 8 training, you will see additional information.

I am excited to share with you a budget timeline for our district that is about four-six weeks earlier for some of the key planning steps (for both the Trustees and the District personnel). This will have the Trustees, Cabinet and Principals getting much more information weeks and months before we currently provide information, which will allow for better planning conversations for all of us.

Also, you will see a new element to our budget planning process that will include setting/reviewing staffing ratios. This will be helpful for everyone (campus administrators, the HR office, Budget planning and Trustees). This will also ensure we are “right-sizing” every year based on campus enrollments.

Boundary Analysis and Re-zoning & Demographic Study: The Boundary Analysis and Re-zoning Task Force worked in high gear throughout the month of January, holding meetings on January 15th, 23rd and 30th. This Task Force began meeting in September. After five months of diligent and dedicated work which included analyzing a total of 9 potential elementary boundary plans and 4 possible middle school plans, the Task Force came to consensus around one recommended plan for elementary re-zoning and one recommended plan for middle school re-zoning. These recommended plans have been shared across all VISD communication platforms and with the local media, and the Task Force recommendations will be shared with the community for feedback and feedforward at Community Forums scheduled for February 11th and 12th. Representatives of the Task Force will share the recommendations with the Board of Trustees at the February Board meeting.

Bond Planning Task Force: The Bond Planning Task Force met on January 22nd and reviewed a presentation of the demographic report completed in the fall of this school year. The Task Force also received an update from Huckabee Architects on the progress of the ongoing facilities assessment. The pace of work for this Task Force will pick-up in March as the group begins to review the data compiled by Huckabee Architects. The next meeting of the Task Force is scheduled for March 4th.

Memorial Stadium Turf Replacement: We have recently finalized a contract with Hellas Construction to replace the turf at Memorial Stadium. The turf replacement is scheduled to begin on March 16th following the conclusion of the soccer season and is expected to be completed May 8th. This schedule provides us with a few weeks of additional time in the event of any weather-related delays to the turf replacement, as we intend to host graduation on the new field in late May.

Energy Efficiency Audits: In January, our Maintenance Department worked with two separate companies, E3 and Schneider Electric, as they conducted initial energy efficiency field audits at no cost to the District. We will be meeting with these companies in late February to review the findings of these audits. At this point, we are gathering data to determine if there are opportunities for the District to realize savings in energy use and to investigate how potential savings in energy use might allow for redirecting of these funds to address infrastructure improvement needs in the areas of HVAC, system controls, facility security and/or roof maintenance needs.

Systems of Great Schools: We are continuing to work on the development of the School Performance Framework through our SGS Task Force.

Recently, we have begun working on developing a long- term talent strategy that results in a pipeline of internal leaders and external operators to apply to lead school actions. A multi-department committee has been formed comprising of Communications, Human Resources, Operations, and Curriculum and Instruction to develop a strategic systemic plan to recruit, retain, and foster talented staff in the district. The plan addresses four main areas: recruiting talent into VISD, providing support and training to foster leaders within VISD, creating a process to develop external and internal leaders to answer the Call for Quality Schools, and promoting VISD as a destination district both internally and externally. The goal is to have a plan developed by the end of March and to begin implementation for the 2020-2021 school year.

Call for Quality Schools: The Spring 2020 Call for Quality Schools was launched February 10, 2020. The Spring 2020 Call for Quality Schools seeks an innovative partner to create an Early Childhood Center serving students in grade PK 3 – 1st grade to open in the Fall of 2021. The proposed school would:

- Be housed in the historic F.W. Gross building, located at 1208 S Navarro Street;
- Serve approximately 88 PK 3 students, 110 PK 4 students, 110 Kinder students, and 110 1st grade students;
- Create a rigorous academic program for young learners focused on development of the whole child;
- Ensure vertical alignment with 2nd - 5th grade receiving school(s);
- Promote parent and community involvement and engagement through extensive wrap-around supports for students and their families; and
- Serve as a learning lab and professional development center to incubate and disseminate best practices across Victoria ISD.

The timeline for the Spring 2020 Call for Quality Schools is below:

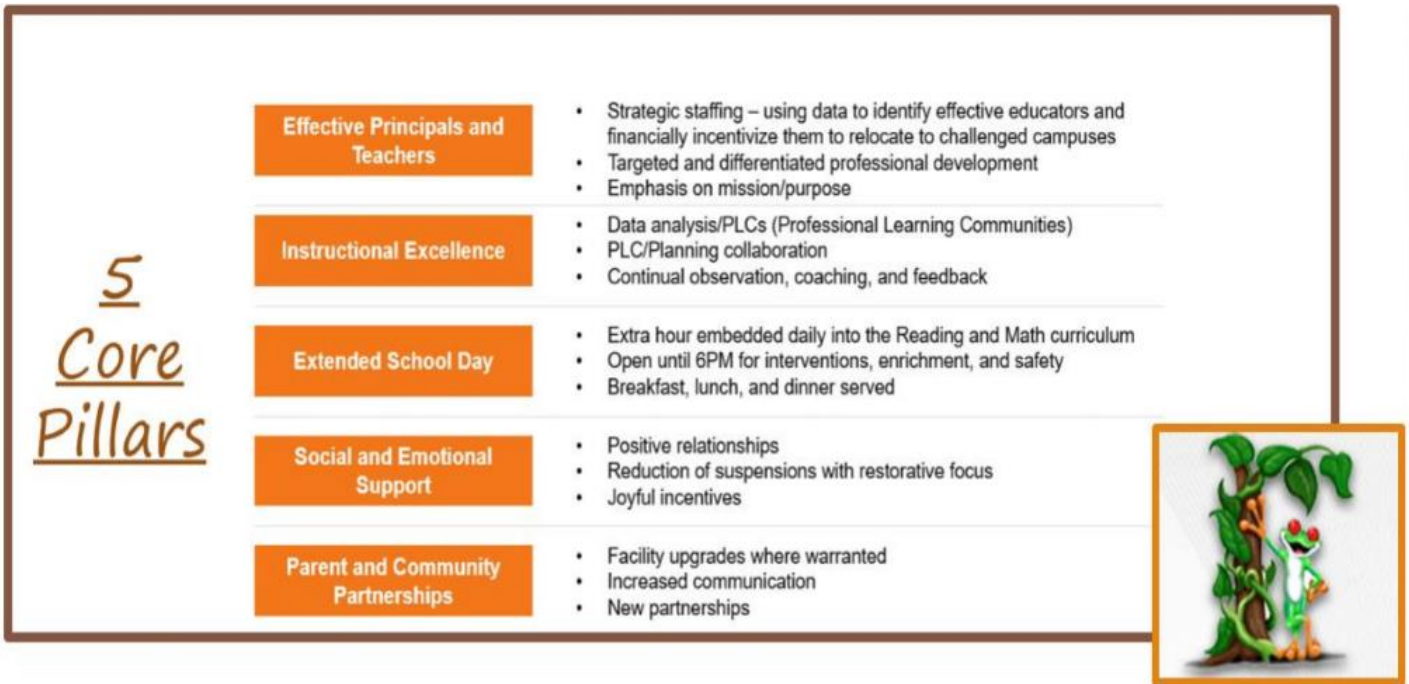
Spring 2020 Request for Applications Timeline

Milestones
Application
Webinar/ Q&A — 2/25/2020 at 2:00 p.m. VISD will host an optional webinar 2/25/2020, with interested partners to discuss this application and partnership opportunities as well as answer any questions on the application and process. If you are interested in attending the webinar, please submit your name here to be included in the calendar invite.
Deadline for Mandatory Letter of Intent to Apply—3/2/2020 by 5:00 p.m. CST All applicants are required to submit notice of intent to apply (using the required template) to VISD Office of Innovation at innovation@visd.net no later than 5:00 pm CST on March 2, 2020, prior to submitting a complete application. Entities that do not submit a notice of intent to apply will not be permitted to submit an application for a charter partnership for the fall of 2021. All information presented in the letter of intent is non-binding.
Deadline for Complete Proposals — 3/23/2020 by 12:00 p.m. CST All proposals must be submitted in complete and final form by this date. Incomplete proposals, including those that are only partially uploaded, will be disqualified from this cycle.
Independent Evaluation Team Review
Review Committee Proposal Evaluation — 3/26/2020 – 4/2/2020 The Review Committee will review each proposal.
Capacity Interviews — Week of 4/9/2020 Capacity interviews will be conducted by the Review Committee and will not be open to the public.
Board Vote to Approve Authorization Decisions—6/18/2020

O'Connor ACE: Victoria ISD's Accelerating Campus Excellence (ACE) initiative targets three key elements: strong school leadership, best-fit teachers, and high expectations for both students and staff to accelerate the transformation of a school. The ACE model incentivizes top teachers and principals to work at the district's highest-need schools to ensure that best-fit educators are in the classrooms where they are most needed. More information about O'Connor ACE can be found here:

<https://www.visd.net/apps/pages/Innovation/ACE>

The Five Core Pillars of Accelerating Campus Excellence (ACE)



What's Different About ACE?

- Teacher Workday: 7:30 AM –4:30 PM
 - Student School Day: 7:45 AM-4:00 PM
 - Students have an extended hour for math and reading instruction
- \$7,500 stipend per year (2 years) for professional staff
 - 3-year commitment to O'Connor
- Para-professional staff
 - Paid time and a half for 5 hours over 40 hours
 - Any additional pre-approved hours over the 5 paid will accrue comp time
- Eight additional Professional Development days
 - Extra duty for staff
 - July 22-31

Strategic Staffing

Strategic Staffing for ACE O'Connor is underway.

Timeline for Strategic Staffing

Date	Event
1/27	ACE Information & Session Invitation sent to staff
2/3 & 2/4	“ACE at O’Connor” Information Sessions for VISD Staff See the “ACE at O’Connor” Information sessions presentation here. https://4.files.edl.io/c879/02/05/20/225517-1b78862c-362d-41b8-a4e7-21b39c994704.pdf
2/12	Pre-Interview Questionnaire sent to staff who submitted a Letter of Interest
2/17	Letter of Interest due to the Office of Innovation
2/17 – 2/28	Data analysis of student growth performance. Where applicable, multiple measures of data will be considered.
3/2-3/12	Walkthroughs conducted by O’Connor and VISD district administrators
March/April	Interviews and Final Selections

Healthcare P-TECH: Student recruitment is continuing. We hope to conduct the weighted lottery for students by the end of February with notification to selected students by the first week of March. We will host a Parent Entrance Agreement Meeting at VEHS Library on March 9, 2020. We will submit our application to be a designated P-TECH on February 21, 2020.

Effective Schools Framework (ESF):

Strategic Planning: Over 60 Victoria ISD Administrators, teachers, students, Board of Trustees and community members participated in three two-day sessions focused on developing “Findings” and “Directions” for the future long-range planning in VISD. The Strategic Planning process was led by N2 Learning (Roz Keck) and the SGS Executive Advisory (Duncan Klussman).

The first two-day session consisted of a presentation by Dr. Shepherd and work of the strategic team around analyzing and synthesizing thousands of thoughts provided through the Thought Exchange. During the next two sessions national speakers, John Tanner and Eric Sheninger, provided information for out-of-the-box thinking and research findings related to community-based accountability structures, student measures and innovative practices for teaching and learning.

During this process the Strategic Task Force identified ten concepts with sixteen belief “Findings.” Within each of the findings the task force identified potential directions for the district to begin the process of an action plan to address these “Findings”. The ten big ideas are as follows:

1. Inspire Teaching and Empower Learning
2. Digital Ecosystem
3. Effective Communication
4. Finding the “AND”
5. Community-Based Accountability
6. Talent Development

7. Equity
8. Social Emotional Learning
9. Facilities
10. Community Partnerships

VISD will continue to refine and share this work with the Community during two community forums held on February 11th and 12th. Comments and feedback will be shared at the community forums and the document will be further refined to be presented to the Board of Trustees for final approval.

Facilities Needs Study: We are scheduled to meet with Huckabee Architects on February 13th to review a near final draft of the facilities needs study. Huckabee has completed the data gathering phase of the study at campuses and has met with the campus leadership teams from each of the campuses included in the study. We are in the process of scheduling additional meetings for later this month for the Huckabee Team to visit with campus leadership teams whose campuses were not included in the physical assessments and with several District department supervisors such as Maintenance, Transportation and Technology.

COMMUNICATIONS

Right at School Parent Information Session: Right at School's Senior Director of School Partnerships, Cindy Lawson, and Regional Director, LaToya Thomas, hosted a parent information session on January 15th. About 50 people attended, including parents and staff, along with a few people interested in learning about employment opportunities.

An overview of Right at School's program was provided, which included curriculum information, the monthly flexible tuition options, and staff qualifications. Ms. Lawson and Ms. Thomas then answered questions from those in attendance.

Ms. Thomas will begin hiring the week of February 17th and will be visiting with the administrator at each elementary campus where Right at School will provide the after-school enrichment program.

To date, students have been enrolled in the Right at School program at five campuses. It is expected that enrollment will increase throughout the spring and summer.

Teacher of the Year: The Annual VISD Teacher of the Year Banquet was held the evening of February 10th, with about 140 people in attendance. Each campus Teacher of the Year was honored and presented with an engraved crimson and gold apple. The VISD Elementary and Secondary Teachers of the Year were also announced. Congratulations to:

Tammy Reyes – 2020 VISD Elementary Teacher of the Year
Cheryl Clark – 2020 VISD Secondary Teacher of the Year

Mrs. Reyes and Mrs. Clark will represent VISD as candidates for the Region 3 Teacher of the Year award, which will be announced this summer.

Western Week: The 74th Annual Victoria Livestock Show kicks off February 27th. Each year approximately 1,300 students participate as livestock exhibitors, county fair exhibitors and Kid's Day participants. Not only is the Victoria Livestock Show one of the most widely attended events in the area,

it also holds the distinction of being one of the few remaining shows where ALL proceeds go directly back to the students participating, through sales and scholarships.

VISD's Special Education department also holds an Extra Special Livestock Show, which pairs general education and special education students. Each student with special needs chooses a breed of animal they would like to "show." They are then partnered with a student "Buddy" who is showing that type of animal during this stock show season. They learn about animal care, stock show routines, they practice showing the animal in the arena and then a Special "Show" is held so the special needs children can experience showing an animal in a safe and supported environment.

TECHNOLOGY

- We are finishing the setup and deployment of 330 Lenovo 300e laptops and 68 Dell desktops to replace 2010 model desktops at the elementary campuses that are not compatible with Imagine Learning Math Facts. After these are deployed, we will begin setting up and deploying 900 Lenovo 300e laptops to be used as additional resources at the elementary campuses.
- Our team has been trained on installing interactive displays and is working to finish mounting them at O'Connor. The interactive displays are being installed to replace end of life projectors. The next campus that will have the displays installed will be Chandler.
- We have finished evaluating the district's cybersecurity posture using the DIR Cybersecurity Framework. This is another step towards meeting Senate Bill 820 requirements to "adopt a cybersecurity policy to secure infrastructure against cyber-attacks and other cybersecurity incidents and determine cybersecurity risk and implement mitigation planning." A cybersecurity plan will be created based off findings in the Cybersecurity Framework.
 - More information on Senate Bill 820 can be found here:
<https://capitol.texas.gov/BillLookup/Text.aspx?LegSess=86R&Bill=SB820#>

We are working on preparing the data for the SPPI-14 Core Collection and Winter Class Roster Core Collection, which are due on March 5th, 2020, and March 19th, 2020.

- Our Instructional Technology Coordinator has attended 4 Apple iPad training sessions along with the Social Studies and ELAR Curriculum Coordinator. They are now planning to develop a program at an elementary campus focused around the Apple Elements of Learning: Teamwork, Communication and Creation, Personalization of Learning, Critical Thinking, and Real-World Engagement. Under this program, they will train small groups of students with the following tools on iPads: Garage Band, Keynote, Pages, Clips, and iMovie. These students will become the "experts" on their campus and will be able to assist teachers and students. The focus of this program will be on creativity and critical thinking.
- 13 Technology Cadre members attended TCEA at the beginning of February. TCEA offered more than 1,000 learning sessions while over 450 vendors on the convention floor demonstrated new technology. The Cadre members will be sharing what they learned while at TCEA during training sessions at the VISD Technology conference in July, which will be held at Victoria West High School.

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!*