



Victoria Independent School District

Administration Report
November 2019

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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- Communications
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CURRICULUM, INSTRUCTION AND ACCOUNTABILITY

Courses and Credits – VISD Administration and campus staff have been in conversation over the last month to review course offerings for the 2020-2021 school year. Some of the discussions are related to the state’s revised list of CTE Certification offerings and courses that do or do not align to the Certification list. Other discussions have been related to Dual Credit, Dual Enrollment through OnRamps and Advanced Placement courses. Middle School principals met to discuss potential elective course offerings and a common middle school bell schedule. VISD is now able to offer CTE weighted courses starting in the 7th grade, so discussions around appropriate courses to offer for CTE electives at this level are important. VISD is looking at aligning courses in middle school to the CTE Pathways developed for our high school course graduation requirements. District Counselors are in the process of developing a course selection guide that easily helps students in their pursuit of graduation.

OnRamps is a legislatively supported program that provides students an opportunity to have two teachers (a high school course teacher and an online college professor). University of Texas current offerings include: Chemistry, Algebra, United States History, Computer Science, GeoScience, Rhetoric and Writing (English), Pre-Calculus, Foundations of Arts and Entertainment Technologies, Physics 1, Physics II, and Statistics. VISD teachers would spend several weeks in Austin receiving their training from the OnRamps College teachers and program directors. In addition, the VISD teacher and the UT teacher would have weekly scheduled online meetings to monitor progress for the course. Students will receive two grades, one for the high school portion of the course and one for the college portion of the course. Each grade is independent of the other. The student who has a passing grade will count for the district’s CCMR state accountability system. However, one benefit is that if a student is not satisfied with the passing grade (i.e. the student gets a C or D) they do not have to have this college course count on their college credit, they can deny the credit. VISD would like to start small in offering these courses to determine interest and success by offering four or five of the eleven courses. Potentially, VISD is considering Chemistry, Pre-Calculus, English, History, and Arts and Entertainment Technology. This opportunity is dependent also on teacher recruitment and participation.

Cheerleading was also a point of discussion in course offerings and potential credits. For years the Cheerleaders in VISD participate in a class that is only awarded 1 credit for PE and local credits that do not count toward graduation plans. VISD Administration is recommending that the Cheerleading Course receive the 1 credit toward PE, but also believe they should receive the elective credit for the additional years spent in that course. The VISD athletics program is similar in that they receive a PE credit and elective credits toward their graduation. VISD surveyed over thirty other school districts to determine the best course of action for the recommendation. Most school districts offer the PE credit with additional elective credits. ***The elective credit recommendation will require a school board action. VISD is also asking that we begin offering elective credit as early as this 2019-2020 school year so we can honor students currently enrolled in the Cheerleading program.***

2020-2021 Calendar Task Force – The 2020-2021 Calendar Task Force meeting occurred on November 13, 2019. VISD District Education Committee Members were invited to participate along with Campus Principals. A representation from elementary, middle and high school participated in the meeting to develop a calendar that meets the needs of students and staff in VISD. HB 3 indicates that if a district wants to participate in the Extended School Year resources available from the state, then they must have a calendar that has 180 student instructional days in addition to meeting 75,600 minutes and does not include any waiver days.

Yes, they still have the 75,600 minutes, but are also requiring now a calendar with 180 days. There is still more to learn about this new legislative mandate as we pursue the development of next year's calendar. The Calendar Task Force will share the calendar recommendations with staff through District Education Committee presentations, principal meeting presentations. A survey/vote will be sent out districtwide for input prior to the holidays. VISD will bring a calendar recommendation to the January Board meeting.

Campus Improvement Plan and District Improvement Plan Quarter 1 Update: Dr. Shepherd, Dr. Carroll, Tammy Sestak and Sherri Hathaway held individual meetings with each campus principal to review the focus on the campus plan objectives and to talk about baseline information. Each campus principal brought forward a one-page summary for the Campus Improvement Plan goals and strategies and we'll be posting these on the individual campus pages.

The 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

Level 5. Effective Instruction

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

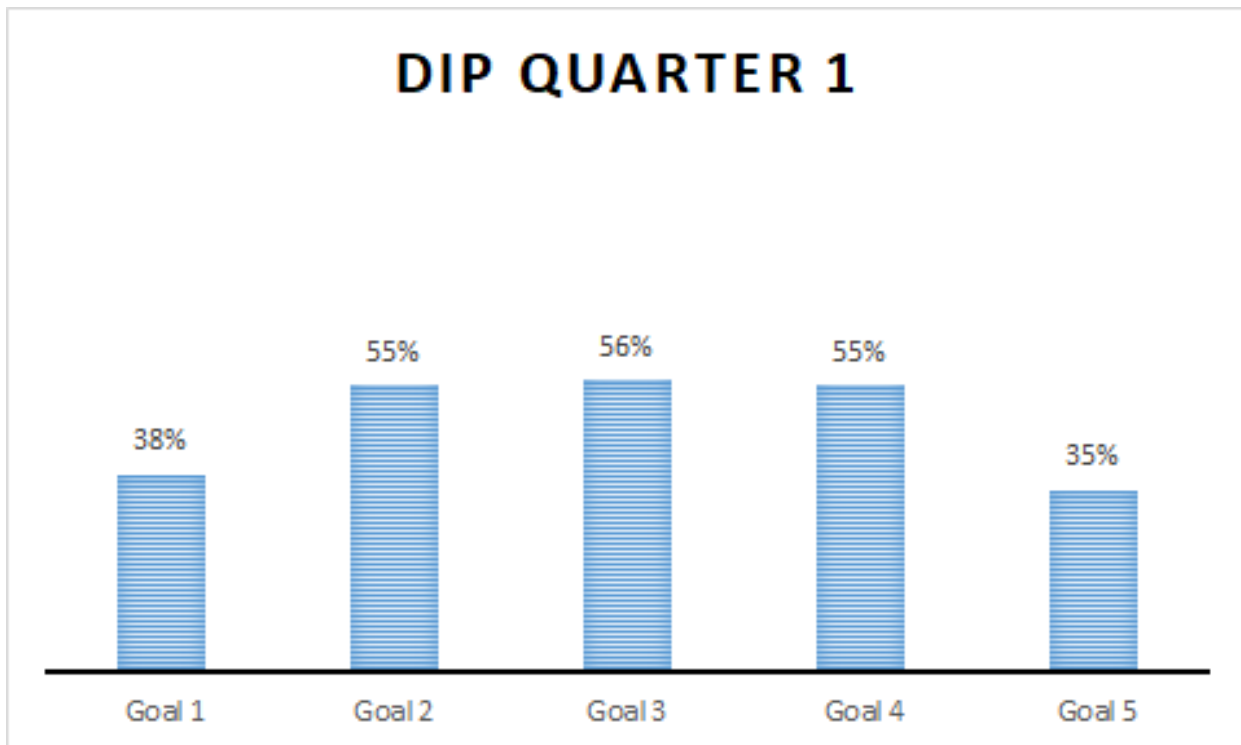
Performance Obj.1. 81% of high school graduates will have a successful launch as indicated by CCMR data.

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.

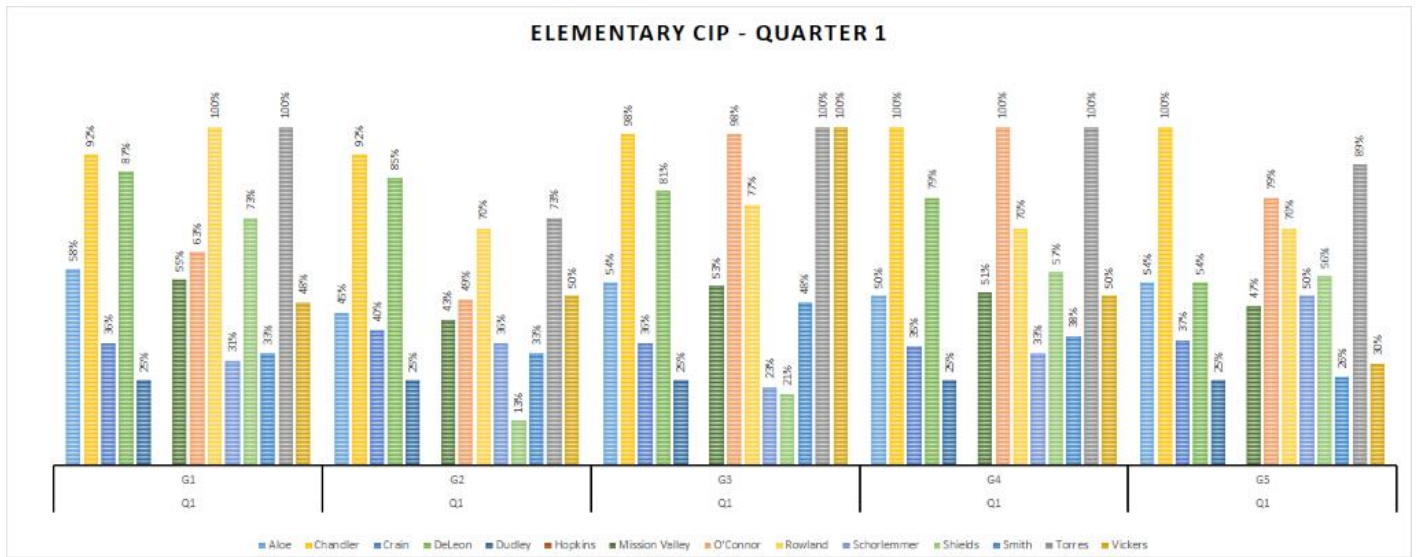
Aim: Excellent Student Achievement and Responsive to Student Needs

VISD District Improvement Quarter 1 Performance Report

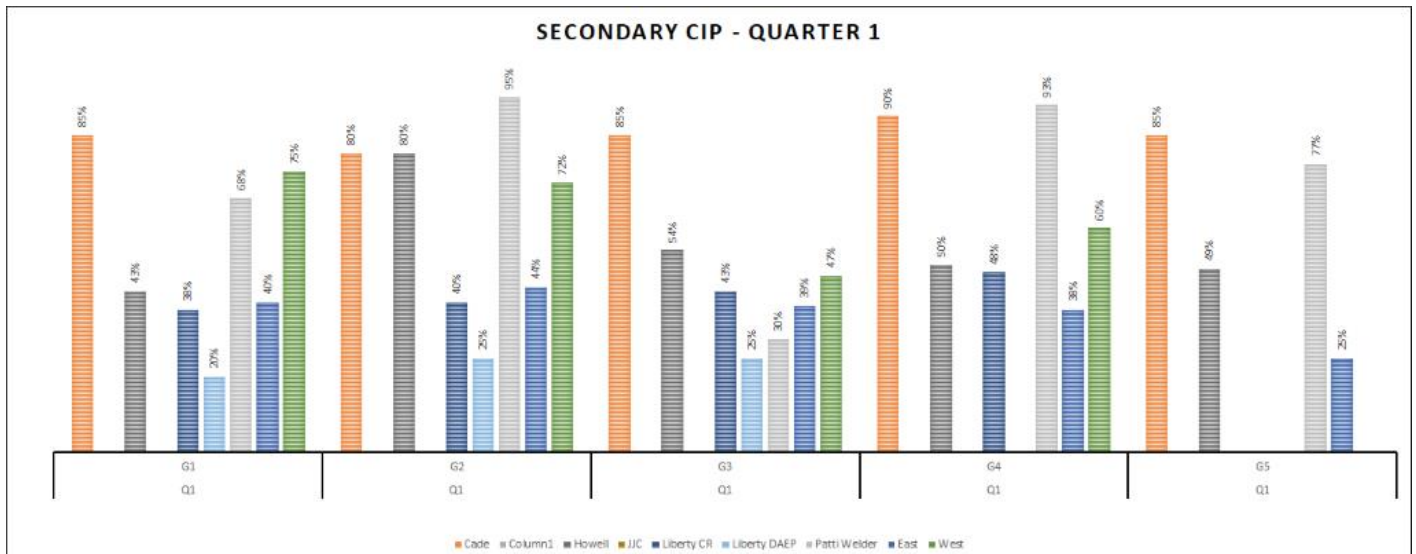


Each Campus Improvement Plan is posted on the VISD website at <https://www.visd.net/apps/pages/about/district-improvement-plans>. All goals, performance objectives and strategies can be reviewed at this location. Below you will find a summary of each goal area by either Elementary School level or Secondary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

Elementary Quarter 1 Campus Improvement Performance Report



Secondary Quarter 1 Campus Improvement Performance Report



Texas Academic Performance Reports (TAPR): The comprehensive online [TAPR system has been updated with 2018–19 data](#). A multitude of 2018–19 data is available via the TAPR system, including Performance, Participation, Attendance and Graduation, Postsecondary Readiness, Profile, and Kindergarten Readiness. 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 will be available in December** in the [TEA Login \(TEAL\) accountability application and on the TEA public website](#). **TAPR data downloads and a comprehensive glossary will be released in December.** The advanced data downloads, which include numerators, denominators, and rates, will be available on the public TAPR site in January. The December Administrative Report will provide links to the PDF information about the results from the Texas Academic Performance Reports and for public review.

ADVANCED ACADEMICS

With the changes to CollegeBoard and the AP Curriculum, the need for a Mock Exam is less. The biggest benefit to the Mock Exam is that it allows the students to see the components of the AP exam and know what to expect for each exam (how many MC/ FRQs/ DBQs are on the exam).

AP teachers have the option to administer an AP Mock Exam or an alternative to the Mock Exam.

- Mock Exams – email Tate to set date
- Alternative to Mock Exam
 - To choose this option, the following instructional strategies must be occurring in the AP class:
 - Use of College Board Personal Progress Checks with students
 - Use of data from CB Personal Progress Checks to identify learning gaps and to direct classroom instruction
 - Student self-reflection lesson on CB Personal Progress Check. Student analyzes questions missed and makes corrections.
 - **CB Personal Progress Checks are not used as a grade. The Reflection may be used as a daily or formative grade. (I attached a sample reflection sheet that an amazing teacher made in case you wanted to use it or modify it to fit your style, it is just an example that could be used).**
 - FRQ / DBQ / etc (writing) practice focused on student growth
 - Provide data from CB Personal Progress Checks, FRQ / DBQ, and Student Skills
 - **Teacher must ensure students are aware of the specific structure for their AP test (number of multiple-choice, number of FRQs, time allowed for multiple choice, time allowed for FRQs)**
 - Administer a multiple-choice diagnostic 3-4 weeks prior to AP exam and use data to guide AP exam review.

Midterms

- Focus on skills + content
- Skills can be printed from Course Exam Description
- If your course has been redesigned, your midterm should match this.

AP teachers are embracing the new Digital components that CollegeBoard created. The questions and practice FRQ/DBQs being checks along the way are useful for the student reflection. Teachers do not need to complete a mock exam in the spring due to these new components and personal progress checks.

All Kindergarten students have been screened via the NNAT. All 2nd grade students will be NNAT tested December 13th. Kinder screener data has been analyzed and the next round of testing will occur in Jan/Feb with the rest of the referrals and 2nd grade second round.

ASSESSMENT & ACCOUNTABILITY

Upcoming STAAR Assessments - December 2019 End-of-Course (EOC) re-tests

- December 10 – English I
- December 11 – Algebra I, Biology, and US History
- December 12 – English II
- December 13 – EOC makeups

Student results are scheduled to be posted on the TEA parent portal on January 20, 2020.

Substitute Assessments:

The Texas Education Agency (TEA) has proposed an amendment to §101.4002 concerning end-of-course (EOC) substitute assessments to align Texas assessment and accountability policies with federal requirements.

Under the Elementary and Secondary Education Act of 1965 (ESEA), a student's progress in reading and math must be measured annually in grades 3-8 and at least once during high school via standardized tests. States are required to administer **the same academic assessments to these students** and include those assessment results in the accountability system. In December 2018, the U.S. Department of Education (USDE) issued an action item requiring Texas to cease the use of substitute assessments for accountability. After exploring options, TEA determined that our state policy on substitute assessments could not be reconciled with federal accountability statute. Beginning with the 2020 accountability cycle, substitute assessments for EOCs will not be included in state or federal accountability calculations.

TEA's proposed amendment is scheduled to go into effect January 26, 2020. In the amendment's current form, it requires a student take the EOC assessment at least once in order to be eligible to use a qualifying substitute assessment to meet graduation purposes.

The amendment to §101.4002 will not be retroactively applied to high school students who have already submitted substitute assessments prior to the 2019-20 school year. However, accelerated math students who do not have a high school math assessment will be required to take a nationally recognized post-secondary assessment to meet the federal assessment requirement in place of the Algebra I EOC that was taken or substituted for in middle school. The USDE is only allowing an exception to the "same academic assessments" rule for these accelerated math students. May 2020 graduates will be exempt from this rule.

As a part of House Bill 3, TEA has implemented new funding beginning with the 2019-2020 school year to pay for one college-preparation exam per student (basic portion of ACT/SAT or TSIA) in the spring of their junior year or any time during their senior year. Exams taken prior to the junior year are not eligible for reimbursement. TEA is front-loading these funds, however, districts will settle-up in April of 2021 and will be required to return unused funds. For those students that do not have an Algebra I EOC score, their best college-prep exam score is expected to be the results that will be included in federal accountability. These results are not expected to be included in federal accountability until the 2021 cycle.

We will keep you abreast as we receive more information about this amendment.

Online Testing:

House Bill 3906 requires TEA to develop a transition plan to administer all state assessments electronically no later than 2022-23. The transition to electronic assessments must be implemented beginning September 1, 2021. TEA must submit a report on the plan to the legislature by December 1, 2020. We are currently working on developing a district transition plan.

ELEMENTARY CIA

The elementary CIA department is hosting a monthly challenge for elementary schools to encourage use of all components of the Imagine Learning programs. This month's contests were based on the most lessons passed in Imagine Math and the most usage in Imagine Language & Literacy. Dudley Elementary won BOTH contests. On Monday, November 4th, elementary CIA team members surprised Dudley staff and students with the Imagine Learning Math Champions and Reading Champions banners. Way to Go Dudley Unicorns!!!! Dudley will proudly display these banners on their campus for the month of November. Winners of the November challenges will be announced on December 2nd.

In order to increase student participation and eliminate the transportation burden on parents, this year's academic UIL competition for VISD elementary schools will be held on a district enrichment/remediation day, Friday, February 28th. (In past years, this event was held on a Saturday with families being responsible for transportation to and from the competition.) VISD buses will transport students who are competing to the VISD Conference Center where they will compete against students from throughout the district in their designated event and also have opportunities to experience a variety of enrichment activities.

FEDERAL PROGRAMS

Last month there was a history of how the grant Parents as Teachers (P.A.T.) recently came into VISD. This month we will be moving a little deeper into a program overview. The following information is from the Parents as Teachers National Center: Parents as Teachers celebrates 35 years of building strong communities, thriving families and children that are healthy, safe and ready to learn. Read more about them at [Parents as Teachers](#).

- Vision: All children will learn, grow, and develop to realize their full potential.
- Mission: Parents as Teachers promotes the optimal early development, learning, and health of children by supporting and engaging their parents and caregivers.
- Core Values:
 - Parents are their children's first and most influential teachers.
 - The early years of a child's life are critical for optimal development and provide the foundation for success in school and life.
 - Established and emerging research should be the foundation of parent education and family support, curricula, training, materials, and services.
 - All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic, or economic considerations.
 - An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

- Approach: The Parents as Teachers approach is to **partner, facilitate, and reflect**. We do this at every level of our organization, from a parent educator visiting a family in their home all the way to the work of the national center.

Check out our VISD [Parents as Teachers Brochure](#). You can also access photos, videos, posts and events on our [Parents as Teachers VISD Facebook Page](#). Stay tuned for P.A.T. Part 3 in the December Administration Report.

McKinney-Vento Update as of 11.1.19

392 students - Temporarily Doubled-Up (ex. Living with relative or friend since home was lost due to fire/flood, lost job/income, divorce, domestic violence, runaway, kicked out by parent, parent in jail, etc.)

19 students – Unsheltered (ex. Home has no running water/no electricity, tent, car, street, abandoned building, park, FEMA trailers, etc.)

39 students – Motel/Hotel (ex. Due to economic hardship, eviction, no money for deposit, flood, fire, hurricane)

41 students – Shelter (ex. Family shelter/domestic violence shelter/youth shelter/FEMA housing)

491 Total students identified and being served by Project Success Mentors on secondary campuses and Parent Liaisons on elementary campuses. Current work can be celebrated and monitored under Goal 5 in the District Improvement Plan.

SECONDARY CIA

Liberty Credit Recovery and DAEP:

Liberty Credit Recovery offers two programs for students to recover credits and have an opportunity to graduate with their cohort. The Academic Recovery Center (ARC) is designed for students who have earned zero credits after the completion of their 9th grade school year. The Credit Recovery program is designed for students who are in their 3rd, 4th, and 5th of high school and are classified below grade level.

At the end of the first grading period, Liberty had an enrollment of 231 students. The ARC program had 52 students and the Credit Recovery Program had 179 students. With a personalized learning path through on-line curriculum and an opportunity to accelerate their learning, Liberty has had 28 graduates (East – 3, Liberty - 6, West – 19) this school year. Liberty students, ARC and Credit Recovery, have earned over 610 semester credits during the first nine-weeks of school.

The Liberty DAEP serves to provide a temporary disciplinary setting for disruptive students and to meet the basic academic and behavior needs of the students assigned to them. At the end of the first grading period, the DAEP had 60 high school students and 20 middle school students enrolled. Of course, this number changes daily based on placements and students being returned to their home campus. Although the main function of the DAEP is to provide behavior supports to students, two

students have earned the required number of credits for graduation and will return to their home campus to receive their diploma.

The Liberty DAEP partners with organizations and volunteers in our community to provide behavioral supports to students. Currently, the Junior League of Victoria is working with our female students at the DAEP to provide guidance on overcoming past mistakes and providing lessons that will help these young women to grow and aid in building a foundation toward being successful adults. The Junior League of Victoria members make bi-monthly visits to the DAEP.

Blended Learning Grant Program (BLGP) – Planning Grant:

VISD has applied to Texas Education Agency (TEA) to receive a \$125,000 planning grant that will allow two of our campuses to become Math Innovation Zones (MIZ). Math Innovation Zones supports school districts in the expansion of blended learning instructional models in math by defining, supporting, and scaling a high-fidelity of the implementation model. TEA is scoring the planning grant on the following criteria: commitment from leadership, project manager, economic indicators (high enrollment of educationally disadvantaged students), and results (majority of students at approaching grade level on STAAR). The blended learning model selected must be implemented in at least one elementary campus and one middle school campus. The elementary campus must have the majority of their students feeding into the selected middle school. After analyzing STAAR data, feeder patterns and campus demographics, Crain Elementary and Patti Welder Middle School have been selected to participate.

The BLGP is a four-year process to design, launch, and scale a high-quality blended learning program. Beginning with the planning in year 0 (Spring Semester 2020), we will grow the blended learning program from three grade levels (PK, 3rd, and 6th) in year 1 to a sustainable feeder pattern in four years (PK through 8th grade). TEA will announce the recipients of the planning grant on November 15, 2019.

Enrichment/Remediation Days:

Campus leadership teams planned numerous engaging activities for all students on our September 7th Enrichment and Remediation Day. To say the least, the day was quite a success – enjoyed by staff and students alike. Middle school principals commented that not one office referral was submitted for the entire day! Campuses already have plans for our next enrichment/remediation day on November 22nd.

Here are a couple examples of the activities that took place on September 7th:

On September 27, 2019, Howell Middle School opened Howell Movie Academy! This day focused on showcasing how each subject helps develop a movie. The thematic day revolved around reading and comparing movie scripts, taking director's notes, creating sound effects, designing landforms based on the movie scripts, and so much more. The day started with the students walking in on a red carpet along with teachers who dressed as movie stars. Chip Atkins, Grammy winner, filmed a group of students in dangerous situations which required students to solve decimal, percent, and fraction problems. Mrs. Dueser filmed a short movie using graphic organizers to get off a deserted island. It was a great day at Howell Middle School.

On September 27, 2019, Victoria East High School faculty and staff provided a Remediation and Enrichment Day for their students. Enrichment activities gave faculty the opportunity to share hobbies, interests, and knowledge not necessarily related to their subject. A variety of events were available, and students learned how to sew a button, crochet, practice their handwriting and signatures in cursive, cook simple meals, and hear presentations on banking and financial literacy. Students in need of

remediation in EOC tested subjects received intensive, direct instruction in reading, writing, Algebra, and Biology. Instructional coaches and teachers were able to give targeted interventions to students to bridge gaps in understanding. Both teachers and students commented on how enjoyable the school day was, and many students enjoyed showing off their new skills.

Victoria Business and Education Coalition (VBEC):

VBEC's mission is to bring business and community members together to help students complete high school prepared for the workforce, higher education or training. Below is information from Kathy Hunt, VBEC Executive Director, summarizing the support that VBEC has provided our schools since the school year began.

- **Career Con 2019** for 7th graders on Sept. 18. Approx. 200 VISD students attended to learn more about 5 careers of their choosing.
- **P-TECH Implementation.** VBEC is promoting the program to our health care business partners and others. We have included stipends for 10 student internships and 10 teacher externships in Career Connections grant applications (none awarded yet, but we are optimistic).
- **Designing Our Future Task Forces.** Myself and our board vice president, Dr. Jeff Cass of UHV, are serving on sub task forces. Dr. Cass is working with Social Emotional Learning. I am on the Designing 21st Century Programs of Study Team.
- **Junior Achievement (JA)** Nov. 22 - JA in a Day for K - 5 at both Dudley and Rowland for top 20 students in each grade as Enrichment Day; all AVID Classes at Stroman in 6th - 8th
- **Mentor Connect** - Hopkins site is off to a great start and has 77 returning mentors (so far) who started work with 29 1st and 2nd graders on Sept. 30 to help improve their reading skills.

VBEC's Time and Financial Commitment Donated to VISD from June 17 - October 31 (this includes Summer Prep Time in addition to 1st 9 weeks plus 3 weeks)

- 440 - VBEC Staff Hours dedicated to VISD programs, projects, meetings, events
- 174 - VBEC Volunteer Hours for VISD
- \$4,133 - Funds spent on VISD students and classrooms (Career Con, Junior Achievement Activity Kits & Staff / Teacher Information materials, Volunteer recruitment materials)

SPECIAL EDUCATION DEPARTMENT

Our Special Education department is participating in several initiatives to promote quality in Special Education at the region and state level, below is an overview:

Evidence-based training and coaching through the Texas Complex Access Network: This initiative is a free opportunity that VISD Special Education was chosen to participate in. The focus is training and coaching teachers to implement evidence-based practices for students with significant cognitive disability. The stages of the initiative include:

- Intensive face to face training for a select group on 10/30/2019
- a web-based follow-up coaching session (via email or ZOOM)
- a campus-visit coaching session and fidelity check during the week of December 2-6
- Conference attendance and in class follow-up during the Spring semester

High Quality and Rigorous IEP development through the Texas Complex Access Network: This initiative involves an exclusive introductory training, “Developing High Quality and Rigorous IEPs for Students with Significant Cognitive Disability.”

- Stage 1 is in process now and includes PLAAFP, goals, short-term objectives/benchmarks, and plans for progress monitoring. Participants will use the newly developed Individual Education Plan [IEP] Quality and Rigor Rubric to evaluate their instructional plans and receive coaching to increase quality and rigor moving forward.
- Stage 2 occurs in the Spring semester and focuses on additional coaching and follow-up to delve into the quality, growth, rigor and evidence-based practices as aligns to student programming.

11/4/2019 Special Education staff joined the University of Houston Fall Collaborative. This was an excellent opportunity to work with the University to provide feedback regarding real world practices and needs. The goal of the collaborative is to build a stronger program that produces stronger teachers that have the skillset necessary to remain in the field on a long-term basis.

Partnership with the Victoria College Paramedic program: The VISD Special Education Department has partnered with the Victoria College Paramedic program. Students from the Victoria College’s Paramedic Program will each be required to spend a day in a special education classroom as part of their “special populations” unit. This observation time (clinical) will help the paramedic students become more familiar with a variety of communication styles, increasing safety and response time within the community.

The trend continues, with an increased number of students served by Special Education:

Year (October Snapshot)	All Students	Students identified as eligible for Special Ed.	% identified
13-14	14543	1319	9.06
14-15	14418	1322	9.17
15-16	14432	1385	9.6
16-17	14315	1465	10.23
17-18	14255	1529	10.73
18-19	14031	1623	11.57
19-20	13816	1758	12.72

Friendly reminder: Winter Wonderland: We hope you will join us on Friday, December 6th from 9:00 a.m. – 2:00 p.m. for our Winter Wonderland event at the Conference Center. This year’s theme is *A Winter Wonderland in Candy Land*.

OFFICE OF ADMINISTRATION

Forty-eight additional VISD Staff participated in the ALICE Trainer of Trainers on October 22nd and 23rd. Each campus currently has more than one Trainer of Trainers.

The District Emergency Management Team has met to review a school safety audit tool. The tool selected will be utilized for campus audits in the spring. Campus administrators will receive training on the audit tool. Every three years, school districts are required to ensure campuses are audited. The findings are then reported to the Texas School Safety Center.

CENTRAL SUPPLY AND PURCHASING

- All 13 Bids and RFPs (Requests for Purchase) submitted to the October Board meeting were approved as presented.
- We are currently advertising and preparing bids and RFPs for the November Board meeting. RFP- Project Based Learning & Bid- Child Nutrition Refrigerated/ Frozen Delivery Truck
- Received and disbursed additional HMH student consumable materials.
- Generating requests for Instructional Material Allotment funds for handwriting books for grades K-3.
- Shipped additional student transcripts to Parchment for digital scanning. (Stroman High School & Profit High School)
- Completed 12 transcript requests for the month of September. October is ongoing.
- Sales for the month of September totaled **\$74,244.03** for the warehouse and Print Shop, while October sales are currently **\$79,233.11** and climbing.
- Working with Dr. Bonewald to prepare an RFP for a 457 Deferred Compensation Voluntary Retirement Plan for possible consideration at the December Board Meeting.
- Working with Maintenance on insurance claims relating to equipment failure throughout the District.

CHILD NUTRITION

- Currently working with an advertising agency to help get the word out about the after-school meals/dinner at East High School, West High School and Liberty Academy.
- Due to the fourteen vacancies in the Child Nutrition Department, the Child Nutrition Office Staff continues to help serve at our campuses where the vacancies exist. Amazing teamwork!
- Bids for the new non-CDL refrigerated/frozen truck are being evaluated. Approval from the Texas Department of Agriculture has been attained.
- The traditional Thanksgiving meal is scheduled during lunches on November 20th at the elementary campuses and November 21st for the secondary campuses. If you are interested in volunteering, please contact Dana Bigham or Penny Hilscher.
- The Annual Gingerbread House display is scheduled for December 9-12th at the Administration Building. One lucky winner at each campus will win the gingerbread house to take home. This tradition is over thirty years old.

MAINTENANCE

- East- cooling tower repairs
- East- set Titan Statue
- East-install vent for kiln
- East-Install speed bumps in student drive

- Natatorium-repair compressor
- Natatorium-main pump repairs
- Cade MDF room HVAC replacement
- Stroman Café-HVAC, piping. Remove and replace fan coils
- Stroman Kitchen HVAC remove and replace
- Stroman back gym-repairs on expansion walls, check deck material
- Stroman field house-2 mechanical room doors and one training room door
- CTI Auto shop and maintenance vehicle lift inspections
- Administration-drywall storage area for Curriculum Department
- Administration-window tint, upon approval
- Administration Board Room 2- table-carpentry
- Administration- dishwasher replacement, from stock in the warehouse
- Central Warehouse- demolition of old technology room cabinets
- Clorox 360 disinfectant rotation for Elementary, Middle and High schools
- Transportation, staff exit doors replacement
- Liberty Building A- caulk windows
- Liberty Building A-pressure wash building
- Liberty Building A-replace worn out window panels
- Liberty Fieldhouse-entry door replacement
- Mission Valley- metal roof install on building C
- Shields- washer and dryer install
- Herbicide Spraying all Campuses/MNTC BAYS and COMPOUND
- Lawn Sprinkler Leak repairs
- Report to City of Victoria on repairs made to adjust meters
- FEMA work completed- list to the insurance company for comparison list to close out
- Dumpster bottoms-replacement due to deteriorated/rusted out bottoms
- Deleon-remove and replace Basketball back boards and goals
- Vickers-install gutters on portable

STUDENT SERVICES

Student Enrollment:

	AS OF 11.1.19	SAME TIME LAST YEAR (11/2018)	DIFFERENCE
ELEMENTARY	6735	6951	-216
MIDDLE SCHOOL	3221	3178	+43
HIGH SCHOOL	3860	3902	-42
DISTRICT	13,816	14,031	-215

DISTRICT Student Attendance Rate (8.15.19 THRU 11.1.19) = 95.5%

TRANSPORTATION

- Transported student athletes to a total of one hundred sixty-three athletic events.
- Confirmed and provided transportation for ninety-seven extracurricular field trips.
- Added fifteen special needs students and eight DAEP students to existing routes.

- Added a total of twenty-five Bi-Lingual, CAP or McKinney Vento students to routes.
- Revised numerous routes due to increased/decreased ridership and overcrowding.
- Added three more routes to West High School, Liberty and CTI exchange to efficiently transport students in a timely manner.
- Continued with bus repairs and roadside assistance calls.

FINANCE

Gifts and Donations:

The total gifts and donations for October 2019 is \$15,020.88. The total gifts and donations for fiscal year 2020 is \$33,452.53.

School FIRST:

On October 31st, we received our Final 2018–2019 School Financial Integrity Rating System of Texas (FIRST) rating. Currently, the District has a rating of “Above Standard”, scoring 80 points out of a possible 100 points on the financial accountability worksheet. The Final 2018–2019 School FIRST ratings report will be presented at the December 2019 meeting.

HUMAN RESOURCES

Benefits:

From now until the Winter Break, the benefits office will be preparing data for Affordable Care Act reporting. Even though most of the ACA fines and penalties facing individuals have been reduced to 0, employers still face major penalties for failure to offer coverage and other mandates. Needing to prove employees were offered medical coverage each year is just one of the reasons employee participation at Annual Open Enrollment is so important.

Tracy Beck will be presenting information to Principals about Family Medical Leave processes in order to achieve a better understanding of this process/benefit at the Principal's meeting next week.

We are continuing our process of reviewing our insurance and benefits offerings in order to ensure we provide our staff members with the most optimum services. We are in the process of conducting meetings with our current benefits consultant and other companies who provide similar services. As these meetings are being held, information is being gathered about possible alternative insurance plans that could potentially be offered through our designation as a district of innovation, and the providers knowledge and ability to support this. Dr. Bonewald will be attending the CTASPA monthly meeting next week in order to hear presentations on these options and talk with other districts who are considering pursuing this in the future.

We have published a Request for Proposal (RFP) to provide our VISD staff with the opportunity to participate in a 457(b) Deferred Compensation Voluntary Retirement Plan. Currently, our staff members can voluntarily contribute to their retirement savings via a 403(b) plan. The 403(b) program can be a good savings vehicle for staff. However, there are limitations and restrictions to 403(b) plans. Many school districts also offer their employees the option to contribute to another retirement plan, the 457(b) plan. 457(b) plans are IRS-sanctioned, tax-advantaged employee retirement plans offered by state and local public employers and some nonprofit employers. School districts can select an entity to partner with to offer a 457(b) plan to their employees. We view the addition of a 457(b) retirement savings plan option as a positive benefit to our staff. We expect several companies will be interested in working with VISD to offer a 457(b) plan. Our goal is to meet with several of these groups in November and to bring forward a recommendation to the Board in December to consider selecting a partner to provide this opportunity to our staff.

Recruiting:

The week of November 5-9 kicked off the mid-year recruiting season. Victoria ISD was able to attend four job fairs during this week. Lisa Cortez attended fairs on November 4, 5, and 6. Armando Villarreal was able to attend another job fair on November the 5th. These job fairs were held in San Antonio, San Marcos, Kingsville, and Corpus. At the time of this report, we are still at these events so information about numbers of leads generated is unavailable. We are hoping to find viable candidates for our 10 current professional openings.

VISD was also present at the University of Houston - Victoria job fair in the prior week. This is a great job fair for us even though we already know most of the students as they are working with us currently to complete student teaching assignments.

Victoria ISD Auxiliary HR representatives will also attend the Annual Hiring Red, White and You Annual Job Fair sponsored by the Workforce Solutions Golden Crescent at the Victoria College Emerging

Technology Center on Thursday, November 7, 2019. The event is open to veterans and all job seekers in our area.

Trainings:

Several training events were held for HR employees in the month of November. Several members of the office were able to attend.

Clark Motley was able to attend the annual HR Academy put on by TASB HR Services. It was a great opportunity to attend and learn about the nuances of his new position. The topics covered ranged from Employee Grievances, to Payroll and FLSA (Fair Labor Standards Act). This academy is put on by TASB HR Services staff members who are the people we contact when questions arise for our district. It's nice to put faces to names!

On the same day, Shawn Depine, the new HR Secretary was able to attend a training put on by TASBO that focused on HR office and Payroll office collaborating to work efficiently together throughout our day to day operations.

Shawn and Clark reported back that a common theme was that as much as we want to go fast, sometimes the best thing to do is to slow down! This fits HR's theme from the beginning of the year modified from the John Deere commercial... "It's not how fast you HR, it's how well you HR fast!".

Yvonne Frederick, Shawn Depine, Lisa Cortez, and Clark Motley also attended a 'Certification Fundamentals' training in Corpus put on by TASP (Texas Association of School Personnel Administrators). This training went into detail to explain Educational Certification requirements and the laws that guide us and our instructional employees.

On November 20, Shawn Depine, Maricruz Garcia, and Clark Motley will attend a training at Region III updating districts on the employee screening process of Finger Printing. New information will also be presented at this event detailing recent changes on SBEC reporting guidelines.

Operational:

Last month a flow chart was shared that illustrated the hiring process used by VISD. In the HR trainings attended this month, this type of structure was advised by the presenters to assist in streamlining and communicating processes to people in the HR department, in the district, and even in the community.

Some future operational projects are being discussed and created. It is our hope to share these when we can in the administration report.

OFFICE OF THE SUPERINTENDENT

Task Force Updates: For the most current information on Task Force work, please visit the dedicated [website using this link](#). The Efficiency and Resource management group has begun their work and other task forces are soon to start.

The first meeting of the Innovation and Student Learning Task Force was held on October 10, 2019 from 3:00-5:00. Over 124 people have signed up for this work and approximately 80+ members attended. The group heard a brief overview of the intent of the work for each task force. Task force members then chose a group that they were most passionate about to separate into for further information. The five Sub-Taskforce Groups met for approximately 30 minutes. The meeting concluded with an initial data dive into the Thought Exchange information which will help drive the work of each sub-committee.

Efficiency and Resource Management Task Force: The Bond Planning Task Force held a meeting on October 29th. There were 29 Task Force members in attendance for this meeting. The meeting started with the sharing of reflections from the recent facility tours many Task Force members attended. Participants were asked to share their key take-aways, what they were either surprised by or learned from the tours and to identify their perceptions of the greatest facility challenges they saw. The group then went through an exercise to determine their thoughts on the “Most Important Features of a Quality School”, with a focus on this concept specific to school facilities. The Task Force also participated in a presentation/dialogue with Huckabee architect, Mike Vermeeren, who shared with the group trends in school facilities being designed today.

Boundary Analysis and Re-zoning: Things are about to really start moving swiftly with the work of this Task Force. We had a productive meeting on November 5th that was attended by 24 Task Force members. This meeting started with an update on the progress of our work with Templeton Demographics. We spent the majority of the meeting time in small group and large group conversation with Task Force members sharing perspectives on the issues they believed should be considered when analyzing attendance boundaries and potentially changing boundaries. We finished the meeting by conducting an exercise focused on defining consensus as a Task Force. The next meeting for this Task Force is scheduled on December 4th from 3 – 5 p.m.

Systems of Great Schools

School Performance Framework: Members of the SGS task force met on 10/28/2019 to begin the work on developing a School Performance Framework. The goal of the meeting was to develop a shared understanding of what an SPF is and the process VISD will use to develop an SPF. Duncan Klussmann, our SGS Executive Advisor, will facilitate this work. The next meeting is scheduled for November 13, 2019. The presentation for the meeting can be found [here](#). A SPF provides a metric based-score card of the communities shared definition of quality centered around equitable access for all students. The SPF will be used as an improvement tool to set priorities to provide support to improve student outcomes. It will also serve the state’s accountability rating and provide a broader understanding of school performance based on Victoria’s definition of a great school. It creates a more holistic portrait of our schools that reflects community values.

Call for Quality Schools: We have submitted our Letter of Intent to Apply for Texas Partnerships (SB 1882) Benefits for a Partnership starting in SY2020-2021 to TEA.

On November 1, 2019, we issued our first Call for Quality Schools with the purpose of seeking an innovative partner to create an Early Childhood Center serving students in grades PK-3 –1 to be housed in the FW Gross Building. A link to the Call for Quality Schools webpage is [here](#).

P-TECH: Interviews for P-TECH Designated Teachers for our Healthcare P-TECH were held on November 13, 2019. The selection process included an electronic application, walkthroughs of teaching conducted by the P-TECH Administrator and Director of Innovation, and an interview. In the interview, applicants were asked to prepare a demonstration of teaching as well as the typical interview topics. Healthcare Designated P-TECH teachers will attend AVID Leadership for College Reading training on December 2nd and 3rd. Teachers will leave with processes to support developing and integrating systems that ensure college readiness for all students.

Effective Schools Framework (ESF)

Strategic Planning: Three two-day workshops have been planned to support VISD's development of a strategic plan. Two of the six days will include a national speaker. Lunch will be provided each day. The dates for the Strategic Planning Meetings are:

Friday, December 13, 2019 and Saturday, December 14, 2019

Conference Center, Room D / 9:00 a.m. - 3:00 p.m.

Friday, January 17, 2020 & Saturday, January 18, 2020

Location TBD / 9:00 a.m. - 3:00 p.m.

Friday, January 31, 2020 and February 1, 2020

Location TBD / 9:00 a.m. - 3:00 p.m.

Facilities Needs Study: We are happy to report we have finalized an agreement with Huckabee to conduct our facilities needs study. The information gained through this study will support the ongoing work of our Bond Planning Task Force. Since finalizing the agreement, we have met with members of the Huckabee team to create a facility assessment schedule. Facility assessment activities will begin November 12th and will continue for the next several months. We are targeting February 14th as the date Huckabee will provide us with a final assessment document. We will continue to provide updates on the progress of this work for the next several months.

Demographic Study: Our work with Templeton Demographics is ongoing. Jeremiah Rivera from our Technology team and Tammy Nobles have both been outstanding in their help with providing Templeton with the needed internal data. Our VISD Boundary Analysis and Re-zoning Task Force facilitators will have an initial work session with Bob Templeton on November 15th. We will be working together to analyze the demographic data to formulate potential attendance boundary scenarios to present to our Task Force and to gather feedback at our December 4th Task Force meeting. This will be an ongoing process of information gathering and exchange between Templeton Demographics, our Task Force members, and our VISD Leadership team.

COMMUNICATIONS

Kindness Campaign: October was Bullying Awareness Month and we once again led a Kindness Campaign across the district. More than 100 anonymous submissions from the community, staff and students boasted about the kindness and compassion of our students and staff. The messages were shared across the VISD social media platforms. New this year, each recipient also received a card printed

with the message we received about them.
[Click this link to view this year's #VISDKind](#)

Giving Thanks: In a similar fashion to the kindness campaign, the Communications department will also be spreading messages of gratitude and appreciation during the season of Thanksgiving. Leading up to the fall break, we will collect messages about what the community, our students, and staff are thankful for within VISD. Watch for these to be shared on social media.

Digital Threat Training: Melanie Rodriguez, Digital Communications Coordinator, and I will be attending a Digital Threat Assessment training by the Texas School Safety Center. The workshop addresses the need to keep pace with the ever-evolving technology challenges that face our schools currently. Real life case examples will be used, with hands-on exercises, to understand tools and methods available to identify online threats through the most current social media sites and applications. We will use this information to inform and help campus administrators.

TECHNOLOGY

- PEIMS data Collection 1 is due to Region 3 by November 26 and is due to TEA on December 5th. The PEIMS Department is working diligently with the campuses to prepare and review the data prior to the submission deadline.
- Installation of 38 new switches for 8 campuses from our Networking Switches E-Rate project was delayed and will begin this month.
- We are working on replacing 2010 desktops at the elementary campuses that are not compatible with Imagine Learning Math Facts. Around 400 2010 computers will be replaced at these campuses with Lenovo 300e laptops.
- We are working with Maintenance to have interactive displays installed at 7 campuses to replace projectors.
- We are working to implement additional security features throughout the district including the installation of a new anti-malware program that will enhance endpoint security on high-priority machines.
- The Texas DIR has released a list of approved cybersecurity training providers under HB3834. HB3834 requires state and local government employees to complete a certified cybersecurity training annually. The deadline to complete the training for this school year is June 14, 2020. SafeSchools, the current training platform utilized by the district, is not currently listed as an approved provider but is in the process of gaining approval from DIR.
 - More information on HB3834 can be found here:
<https://www.tasb.org/services/hr-services/hrx/hr-laws/certification-of-cybersecurity-training-under-hb-3834-begins.aspx>
<https://capitol.texas.gov/billlookup/text.aspx?LegSess=82R&Bill=HB3834>

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!*