

*Leopard Pride...Strive For
Excellence!*

2018-2019

Campus Improvement Plan

Van Vleck High School

Updated: September 11, 2018

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MISSION STATEMENT
VAN VLECK INDEPENDENT SCHOOL DISTRICT

VAN VLECK INDEPENDENT SCHOOL DISTRICT THROUGH A SOLIDIFIED PARTNERSHIP WITH THE COMMUNITY WILL INNOVATIVELY CHALLENGE EACH STUDENT TO ACHIEVE MAXIMUM POTENTIAL AND SUCCESS IN A POSITIVE SAFE, AND STIMULATING ENVIRONMENT.

WE WILL CHALLENGE ALL STUDENTS ACADEMICALLY AND SOCIALLY IN A WAY THAT:

- **PROVIDES FOR THE TOTAL DEVELOPMENT OF ALL STUDENTS**
- **ENHANCES LEARNING SKILLS AND THE ABILITY TO ACCESS INFORMATION**
- **NURTURES A POSITIVE SELF-ESTEEM**
- **MAXIMIZES ALL STUDENTS' ABILITIES TO OBTAIN A HIGH SCHOOL DIPLOMA**

SO THAT:

ALL STUDENTS DEVELOP INDIVIDUAL ABILITIES WHICH ENSURE THE INDIVIDUALS BECOME AUTONOMOUS ADULTS

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MISSION STATEMENT
VAN VLECK HIGH SCHOOL

VAN VLECK HIGH SCHOOL IS A COMMUNITY OF EDUCATORS COMMITTED TO QUALITY, STUDENT CENTERED EDUCATIONAL EXPERIENCES WITH AN EMPHASIS ON DEVELOPING LIFELONG LEARNERS AND RESPONSIBLE GLOBAL CITIZENS.

NATIONAL EDUCATIONAL GOALS

The Governors and the Congress to improve learning and teaching in the nation's education system have defined eight National Education Goals. The goals help provide a national framework for education reform and promote systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students.

- Goal 1 - Ready to Learn
- Goal 2 - School Completion
- Goal 3 - Student Achievement and Citizenship
- Goal 4 - Teacher Education and Professional Development
- Goal 5 - Mathematics and Science
- Goal 6 - Adult Literacy and Lifelong Learning
- Goal 7 - Safe, Disciplined, and Alcohol- and Drug-free Schools
- Goal 8 - Parental Participation

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TEXAS EDUCATIONAL GOALS

TEC: Title 2. Public Education; Subtitle A. General Provisions; Chapter 4. Public Education Mission, Objectives, and Goals

§ 4.001. Public Education Mission and Objectives

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The **objectives** of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Added by Acts 1995, 74th Leg., Ch. 260, § 1, eff. May 30, 1995.

§ 4.002. Public Education Academic Goals To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

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GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

SITE BASED CAMPUS TEAM AND MISSION

Citations:

11.202 of the Education Code.

The principal shall set specific educational objectives for the principal's campus, through the planning process under Section 11.253.

11.251 of the Education Code.

...campus level planning and decision making process that will involve the professional staff..., parents, and community members...committees shall include business representatives. ...At least 2/3 of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus and district level professional staff members.

11.253 of the Education Code.

- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including special education programs...with respect to the AEIS ... and any other appropriate performance measures for special needs populations.*
- *Each campus plan must:*
 - *Assess the academic achievement for each student.*
 - *Set performance objectives based on AEIS.*
 - *Identify how goals will be met for each student.*
 - *Determine resources needed to implement the plan.*
 - *Identify staff needed to implement the plan*
 - *Set timelines for reaching the goals.*
 - *Measure progress ... periodically to ... ensure ... academic improvement.*
 - *Include goals and methods for violence prevention and intervention.*
 - *Encourage parental involvement.*
- *The campus level committee shall be involved in decisions in the areas of*
 - *Planning*
 - *Budgeting*
 - *Curriculum*
 - *Staffing Patterns*
 - *Staff Development [must approve this section]*

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- *School Organization.*
- *At least one public meeting shall be held each year.*
- *A principal shall regularly consult the campus-level committee in the planning, operation, supervision and evaluation of the campus educational programs.*

EFFECTIVE SCHOOL CORRELATES

These are the seven characteristics of an effective school:

1. **Strong Instructional Leadership** Instructional Leadership is essential if a school is to be effective. This leadership is enthusiastic, caring, and shared by administrators and teachers. However, the ultimate responsibility for the school's instructional program rests with the principal.
2. **Community and Parent Involvement** Parents and other community members actively support the school by involvement in the education process and other activities or opportunities provided by the school. The school staff, students, and parents share in the decision-making process.
3. **Clear, School Wide Mission and Goals** The school has a clear SCHOOL WIDE mission statement and goals. The staff, parents and students share the same understanding of this mission and goals. These are monitored and revised as part of an ongoing program of school improvement.
4. **Opportunity to Learn and Instructional Focus** The central focus of our school will be the curriculum and use of time for instruction. We recognize children's aptitude to learn is a function of time needed to learn a subject, not innate ability.
5. **High Expectations for Both Students and Staff** The school staff demonstrates the belief that all students can master the skills taught. The results of district wide standardized tests and other student progress measures show student achievement that is characterized by equity and quality. Teachers behave efficaciously, i.e. demonstrates that children will learn because "I have the power to teach."
6. **Safe and Orderly Environment** The school campus is safe and orderly with all parties engaged in purposeful activities, which are related to learning. A friendly atmosphere persists. Interactions among staff and students are positive. Special programs, services, and counseling are accessible to all students. The physical facility is attractive, well maintained, and progressive with respect to technology. Teaching and learning are conducted with little interruption. Extracurricular activities attract broad student participation.
7. **Monitoring Pupil Progress** Classroom and school assessments are administered periodically and used as a means to re-teach skills not mastered and to adjust curriculum.

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VVISD DISTRICT GOALS

1. Van Vleck ISD will improve and enhance academic performance of every student.
2. Van Vleck ISD will retain, support and recruit quality staff.
3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.
4. Van Vleck ISD will promote involvement of parents and community in each student's education.
5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.

VAN VLECK HIGH SCHOOL (VVHS) GOALS

Goal 1 - Improve academic achievement and student performance.

Objective A: Improve academic achievement for all students and all subpopulations in *reading/language arts, math, science and social studies* in order to achieve exemplary student achievement.

Objective B: Continuing implementing assessment testing in *reading/language arts, math, science and social studies* to determine student learning and the effectiveness of teaching strategies. Review data and realign instruction to meet student achievement needs.

Objective C: Increase the number of students achieving Masters Grade Level and Meets Grade Level on the STAAR tests.

Objective D: Provide more opportunities for students to earn college credit through increasing the number of students taking Advance Placement (AP) courses, increasing the number of AP exams taken and mastered with scores of 3, 4, or 5, and increasing the number of students taking rigorous dual credit courses.

Objective E: Monitor student attendance to prevent truancy and improve overall attendance to exceed 98%.

Goal 2 - Encourage the development of exemplary, highly qualified employees who are actively committed to improving themselves and our school, while being supported by a positive administration and district.

Objective A: Create and nurture professional learning plans for each faculty/staff member that provides sustainable, differentiated, research-based experiences that support individual, campus and district goals.

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Objective B: Create opportunities for faculty/staff to improve their practice and effectiveness, including methods for serving students with differentiated instruction.

Objective C: Increase the use of faculty/staff evaluation data to improve instruction, student performance and motivation(T-TES).

Goal 3 - Provide a safe learning environment on campus, online and when using cellular technology for educational purposes.

Objective A: Educate students in making healthy decisions regarding the abuse of alcohol, recreational and prescription drugs and other at-risk behaviors. Empower students to make decisions that develop a healthy body and lifestyle.

Objective B: Educate students using digital media, (*Chrome Books and computers, networks*) to make appropriate and safe decisions/choices regarding social networking, internet use and the prevention of cyber-bullying.

Objective C: Enhance the campus *Emergency Plan* through uniform, implemented procedures and practices to ensure the safety, security and health of the students, faculty and staff.

Goal 4 - Create a culture of positive communication, support and teamwork among students, parents, faculty and staff.

Objective A: Improve communication among students, parents, community, faculty and staff.

Objective B: Include students, parent, community, and faculty and staff participation in the decision-making process.

Objective C: Develop a culture of civic responsibility, among students, to support our community by encouraging student contributions through a variety of worthy opportunities and to encourage career planning.

Goal 5 - Promote a learning environment that prepares students for the future and inspires them to realize the highest personal and educational potential possible.

Objective A: Advance student learning by modeling, promoting and supporting the use of digital tools for *communication, collaboration, critical thinking and creativity*.

Objective B: Recognize students as an important component of our school community and their achieved success.

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Leadership Team

Dr. Laura Noster	Parent representative
Kim Thompson	Parent representative
Rebecca Clements	Professional staff – Special Education Department
Clayton Dumesnil	Professional staff - Ag Science Department
Jordan Pena	Professional staff – English Department
David Farned	Professional staff – Math Department
Sherry Martinez	Professional staff – Science Department
Blanca Keys	Professional staff – Spanish Department
Rachel Clakley	Professional staff - Fine Arts Department - Band
Bonita Stell	Library Department
Debbie Stewart	Office - Secretary
Kari Botke	Campus Counselor / History Teacher
Charles Wright	Campus Assistant Principal
Brandon Hood	Campus Principal

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Goal 1: Improve academic achievement and student performance.
District Goal 1: Van Vleck ISD will improve and enhance academic performance of every student.

Objective A: Improve academic achievement for all students and al subpopulations in *reading/language arts, math, science and social studies* in order to achieve exemplary student achievement (Met Standard).

Objective B: Increase the number of students achieving Masters Grade Level and Meets Grade Level on the STAAR Test

Objective C: Provide more opportunities for students to earn college credit through increasing the number of students taking Advance Placement (AP) courses, increasing the number of AP exams taken and mastered with scores of 3, 4, or 5, and increasing the number of students taking rigorous dual credit courses.

Objective D: Monitor student attendance to prevent truancy and improve overall attendance to exceed 98.5%.

T.P.R.I. Indicator(s): STAAR, PEIMS attendance data

Goal 1 Action Plans:

Objective A: Improve academic achievement for all students and al subpopulations in *reading/language arts, math, science and social studies* in order to achieve exemplary student achievement (Met Standard).

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Continue to use DMAC and Lead4ward to help analyze student data history for increased academic performance.	All faculty / staff, principal	DMAC, Lead4ward, scantrons, internet device, and printer	Campus Budget, District Budget	Ongoing	Increase student performance on all state assessments.
Align curriculum based on TEKS, and STAAR reporting categories measured by student assessment tests.	All faculty / staff	Testing data, curriculum, objectives	Campus Budget	Weekly	STAAR / EOC reporting categories integrated, aligned

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Continue vertical teaming participation among campus and district staff among subject area taught.	Core subject/ staff	Time, location and training	Department curriculum	Ongoing	Aligned K-12 curriculum
Continue to identify specific struggling students and group math students according to academic needs for instruction.	All faculty / staff	TAKS results, final grades, remediation strategies	Campus Budget, All Departments	Ongoing	Emphasis on success in the classroom for the struggling student.
Assessment testing in all core subjects areas.	All core faculty / staff	Curriculum, assessments	Campus Budget, All core departments	Each grading cycle	Focus on target areas
Continue to monitor progress reports weekly and grading cycle grades of students.	All faculty / staff	Progress Reports and Report Cards	Campus Budget,	Every three weeks	Interventions are identified and implemented
Continue to offer Student of the Month as motivational activities and recognition for students.	All faculty / staff	Certificates from local merchants and students names on morning announcements	Campus Budget / Activity account	Ongoing	Successful students, Student of the Month List
Continue to provide professional development to all faculty / staff for transition into STAAR reporting categories for E.O.C.	All faculty / staff	TEKS, TEKS Score, STAAR, reporting categories	Campus Budget, Region 3, 4	Ongoing	Aligned K-12 curriculum
Continue using math, history and science McGraw Hill digital textbooks along with ALEKS for math.	Math, science & history teachers, principal	TEKS, STAAR reporting categories, teacher webinars, onsite training by McGraw Hill & Chrome Books	District Budget	Ongoing	Aligned K-12 curriculum

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Odyssey Ware is used as a supplemental instructional resource	Principal	TEKS, Internet	District Budget	Ongoing	Aligned K-12 curriculum
Continue to train teachers in Lead4ward to improve student performance	Principal	TEKS	District Budget	Ongoing	Aligned K-12 curriculum
Core regular education teachers will provide additional inclusion instructional support ESL and special education students.	Principal, Counselor	Master Schedule	District Budget	Ongoing	Increase student performance for ESL and special education students.
Core regular education teachers will provide additional learning lab instructional support for ESL and special education students.	Principal, Counselor	Master Schedule	District Budget	Ongoing	Increase student performance for ESL and special education students.
TSI curriculum will be imbedded into the math and Eng. curriculum to help prepare students for the TSI test.	Principal, math and Eng. teacher	TEKS / TSI Syllabus	District / WCJC	Oct. – May.	Increase students passing the TSI test for college entry.
TSI test will be administered on campus in October for all seniors.	Principal and Counselor	TSI Test Administrator	District / WCJC	Oct.	Increase opportunities and participation for all seniors taking the TSI test.
ACT will be offered on the Van Vleck High School Campus for VVHS students.	Principal and Counselor	ACT Test and ACT Test Administrators	District	Spring 2019	Increase the opportunities and participation for all juniors taking the ACT.

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Continue using ALEKS in Algebra I and Algebra II along with Geometry, Math Models and Stats.	Principal and all Math Teachers	Online ALEKS and McGraw Hill	Budget	Ongoing	Increase student performance on all state assessments with Twenty-First Century learning.
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Objective B: Increase the number of students achieving Level III Advanced Academic Performance on the STAAR Test.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Analyze all TEKS / STAAR reporting categories in 9 th , 10 th , and 11 th grade subject area courses	Core academic departments	2018 STAAR Scores	Campus Budget, TEA	Ongoing	Analysis reveals areas of Masters Grade Level and Meets Grade Level focus.
Implementation of R.T.I. periods in each core subject area with four teachers having an RTI period.	Campus principal, Sherry Martinez, Mary Ottis, Jordan Pena & Elizabeth Rodgers	STAAR Results, DMAC & Lead4Ward			
Implementation of 7 th period day and longer class periods.	Principal, counselor	TxEIS	Budget	Ongoing	Increase in instructional time to increase student achievement
Revise course outlines to include higher-level thinking and greater depth and complexity, STAAR strategies	All faculty / staff	TEKS, TEKS Resource, STAAR Reporting Categories, staff development	Campus Budget, TEA	Ongoing	T-TESS evaluations, walk-throughs, written documentation.
Continued development of annual plans to incorporate target areas for Masters Grade Level and Meets Grade Level.	Principal, All faculty / staff	TEKS, STAAR Reporting Categories, subject area materials, scores	TEA	Ongoing	Instructional data evaluation reflects student level performance.

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Continue 50% daily work and 50% test scoring evaluation for non Pre-Ap or Ap classes	All faculty / staff, Principal	TEKS, Grade Book	TEKS	Ongoing	Ongoing Assessment reflects an increase in student achievement.
Continue to strive for Masters Grade Level will be above 25% for all student groups in all 5 E.O.C. STAAR Test.	Core Academic Departments	Reporting Categories and released Tests, TEKS Resource	TEA scores, analysis charts	Ongoing	Increase in closing student achievement gaps.
Emphasize STAAR practice assessments during second semester with practice materials.	Core area teachers testing for STAAR	Released STAAR tests	TEA	Spring 2019	Student improvement on practice tests.
Provide data driven tutorials that focus on STAAR remediation	All faculty / staff	Schedule, STAAR Reporting Categories, Assessment testing data	STAAR Reporting, grade data	Ongoing	Student improvement on practice tests.

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Objective C: Provide more opportunities for students to earn college credit through increasing the number of students taking Advance Placement (AP) courses, increasing the number of AP exams taken and mastered with scores of 3, 4, or 5, and increasing the number of students taking rigorous dual credit courses.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Continue to emphasize the value of AP courses and credit earned through AP exams in both individual and small group conferences between students and the counselor, teachers and principal	Faculty, counselor and principal	Time, AP materials	AP materials, counselor, teachers and principal	Ongoing	Number of students in AP courses and the number of AP exams administered, success in passing.
Implementation of College and Career Application Night with students and parents.	Counselor & principal	Computer access	Budget	Ongoing	Implementation of College and Career Application Night with students and parents to increase students attending college and graduation career ready.
Implementation of College and Military Signing Day for all Seniors.	Counselor & Principal	Schedule	Budget	May 2019	Implementation of College and Military Signing Day to recognize Seniors that are going to college or U.S. Military.

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Emphasize the importance of the rigor of a student's transcript in the college admissions process	Faculty, counselor and principal	TExEIS,	District	Ongoing	Number of students applying and attending higher education colleges.
Continue our partnership with UTPB, WCJC, Brazosport College for our dual credit.	Principal, counselor and curriculum director	Universities and VVSD dual credit agreement	District, and student	Ongoing	Increasing the number of students taken dual credit.

Objective D: Monitor student attendance to prevent truancy and improve overall attendance to exceed 98%.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Monitor student attendance	Faculty / staff, attendance clerk and principal	Attendance reports, School Messenger, consistent following of attendance guidelines	TxEIS	Ongoing	Truancy addressed weekly, fewer hours of credit to be recovered

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Follow tardy policy/procedures, including notification of parents when office referrals occur.	Faculty / staff, attendance clerk and principal	Attendance reports, consistent following of guidelines	District Policy	Ongoing	Consequences deter tardy / truancy
Enforce attendance policy, including filing on truant students according to current Legislative Laws.	Faculty / staff, attendance clerk and principal	Attendance Guidelines, Attendance reports	TEA, VVSD	Ongoing	Consequences deter tardy / truancy
Include attendance as criteria in semester exam exemption policy. Base exemption on attendance, grades and discipline.	Faculty / staff, attendance clerk and principal	Attendance Guidelines, Attendance reports	VVHS	Ongoing	Improve attendance, attendance recognition
Implementation of a student drawing every six weeks by grade level for rewarding students with the greatest attendance.	Principal, attendance clerk and faculty	TxEIS attendance reports	Budget	Ongoing	Improve attendance, attendance recognition
Continue to use School Messenger to notify parents and guardians when their child is absent.	Attendance clerk and principal	School Messenger, Attendance Clerk	VVSD	Ongoing	Increased classroom attendance

Goal 2: Encourage the development of exemplary, highly qualified employees who are actively committed to improving themselves and our school, while being supported by a positive administration and district.

District Goal 2: Van Vleck ISD will retain, support and recruit quality staff.

Objective A: Create and nurture professional learning plans for each faculty/staff member that provides sustainable, differentiated, research-based experiences that support individual, campus and district goals.

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- Objective B:** Create opportunities for faculty/staff to improve their practice and effectiveness, including methods for serving students with differentiated instruction.
- Objective C:** Increase the use of faculty/staff evaluation data to improve instruction, student performance and motivation.

Goal 2 Action Plans:

Objective A: Create and nurture professional learning plans for each faculty/staff member that provides sustainable, differentiated, research-based experiences that support individual, campus and district goals

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Continued staff development focus in core areas on improved instructional practices and assessment	Faculty / staff, district curriculum director and principal	Scheduled time and in-service events	Campus Budget	Ongoing	Greater student success on classroom, state and national assessments.
Planning and participating with District Staff Development Days	Curriculum director, faculty / staff and principal	Schedule	District Budget	Ongoing	Greater student success on classroom, state and national assessments.

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Focus campus instruction on student learning	Faculty / staff, district curriculum director and principal	Curriculum, Schedules	Campus Budget	Ongoing	Instructional needs of the students met

Objective B: Create opportunities for faculty/staff to improve their practice and effectiveness, including methods for serving students with differentiated instruction.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Provide faculty / staff with the opportunity to collaborate and discuss differentiated instruction practices.	Faculty / staff, district curriculum director and principal	Scheduled time and in-service events	Campus Budget	Ongoing	Greater student success on classroom, state and national assessments.

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Provide the opportunity for faculty / staff to attend assessment-focused training	Faculty / staff, district curriculum director and principal	Scheduled time and in-service events	Campus Budget	Ongoing	Increase student achievement.
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Objective C: Increase the use of faculty/staff evaluation data to improve instruction, student performance and motivation.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Set high campus T-TESS standards for all teachers with an emphasis on instructional delivery and outcome.	Faculty / staff, district curriculum director and principal	T-TESS, DMAC	Campus Budget	Ongoing	Greater student success on classroom, state and national assessments.

Goal 3: Provide a safe learning environment on campus, online and when using cellular technology for educational purposes.

District Goal 3: Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.

Objective A: Educate students in making healthy decisions regarding the abuse of alcohol, recreational and prescription drugs and other at-risk behaviors. Empower students to make decisions that develop a healthy body and lifestyle.

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- Objective B:** Educate students using digital media (chrome books, *cellular devices, iPads, and computers, networks*) to make appropriate and safe decisions/choices regarding social networking, internet use and the prevention of cyber-bullying.
- Objective C:** Enhance the campus *Emergency Plan* through uniform, implemented procedures and practices to ensure the safety, security and health of the students, faculty and staff.

Goal 3 Action Plans:

Objective A: Educate students in making healthy decisions regarding the abuse of alcohol, recreational and prescription drugs and other at-risk behaviors. Empower students to make decisions that develop a healthy body and lifestyle.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Class Meetings with principal and counselor	Counselor and Principal	Activities and curriculum	Campus Budget	August and then Ongoing	Reduction in occurrences of students reporting and using drugs and illegal substances.

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Implementation of metal detectors added for all people that enter the school building	Campus principal & staff	Garrett (Security)	Campus Budget	August-July	To help maintain a safe learning environment.
Students can only enter the building from the two entrances by the bus stop in the morning.	Campus principal & staff	Campus safety procedures	N/A	August-July	To help maintain a safe learning environment.
Drug Free Week Activities	Faculty / staff, counselor and principal	Activities, curriculum	Campus Budget	October 2018	Reduction in number of students reporting drug and/or alcohol use.
Increase in teachers on duty before and after school.	Campus Principal / Faculty staff	Campus safety procedures	Duty Schedule	August-May	To help maintain a safe learning environment.
We will work with District security administrator to help provide a safe learning environment for all students.	District security administrator, campus principal	Campus safety procedures	Campus safety procedures	August-July	To help maintain a safe learning environment for all stakeholders.
VVHS will host a District Wide Health Fair	Principal	Health curriculum, guest health awareness Speakers	Campus Budget	Spring	Reduction in number of students reporting drug and/or alcohol use, less stress

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Objective B: Educate students using digital media (chromebooks, *cellular devices, iPads, and computers, networks*) to make appropriate and safe decisions/choices regarding social networking, internet use and the prevention of cyber-bullying.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Staff development in training teachers on assisting students in making good decisions regarding the use of various technologies and social media sites.	Faculty / staff, and principal	Time, In-service	Campus Budget	Ongoing	Greater student awareness of consequences of inappropriate decisions regarding technology and social media sites
Educate students on cyber-bullying and the consequences involved by having class meetings.	Faculty / staff, and principal	Videos, curriculum	Campus Budget, Guest speakers	Ongoing	Greater student awareness of consequences of inappropriate decisions regarding technology and social media sites

Objective C: Enhance the campus *Emergency Plan* through uniform, implemented procedures and practices to ensure the safety, security and health of the students, faculty and staff.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Designate and monitor duty stations	Principal / Assistant Principal	Duty schedule, map	Administration	Ongoing	Campus being monitored continuously

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Monitor and enforce the wearing of badges from the RAPTORWARE system with all campus visitors	All faculty / staff and principal	Raptor system, badges	Office staff	Ongoing	Campus being monitored continuously
Reduce number of access points to campus by locking all exterior doors, and educating the community and continue to use the front door entry monitoring service for campus visitors.	All faculty / staff and principal	Effective locking practices	Campus enforcement, District	Ongoing	Campus being monitored continuously
Maintain drug dog surveillance consistently	Administration	Contract for dogs, schedule, MCSO	Campus Budget	Ongoing	Decrease in number of mandatory removals to AEP for possession
Continue to keep all campus safety plans updated and maps	Faculty / staff and principal	Maps, Community resources	Campus Budget	Ongoing	Maps and safety plan in place/posted to be monitored by team.
Train faculty, staff and students in safety procedures and practices regularly (Drills).	Faculty / staff and principal	Faculty meetings, safety meetings, in-service	Campus Budget	Ongoing	All persons demonstrate successful performance in practice drills.
Implementation of Breakfast in the Classroom to help provide a nutritional meal for all students in a safe learning environment.	Food Service, principal and faculty	Budget & Caf. supplies	Food Service Budget	Ongoing	Increase in students having a nutritional breakfast conducted in a safe learning environment.

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Goal 4: Create a culture of positive communication, support and teamwork among students, parents, faculty and staff.

District Goal 4: Van Vleck ISD will to promote involvement of parents and community in each student’s education.

Objective A: Improve communication among students, parents, community, faculty and staff.

Objective B: Include students, parent, community, and faculty and staff participation in the decision-making process.

Objective C: Develop a culture of civic responsibility, among students, to support our community by encouraging student contributions through a variety of worthy opportunities and to encourage career planning.

Goal 4 Action Plans:

Objective A: Improve communication among students, parents, community, faculty and staff.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Publish annual plans and/or syllabi on teacher web pages and Google Classroom.	All faculty / staff	Completed plans	Departments	Fall 2017	All stakeholders informed of curriculum.
Encourage parents and students to utilize district / campus web pages, Twitter, Facebook and email accounts	All faculty / staff	Website, Facebook and Twitter accounts	District / Campus	Ongoing	Informed stakeholders

Van Vleck High School
Campus Improvement Plan
Updated: September 11, 2018

Promote the use of Parent Portal	All faculty / staff and principal	TExis	District / Campus budget	Ongoing	Improved instruction and assessment; improved communication between faculty and students.
We will have Meet the Teacher Night and FFA Parent Meetings and FFA Alumni meetings.	Principal	Schedule, Plans	Campus Budget	Ongoing	Improved instruction and assessment; improved communication between faculty and students

Van Vleck High School
Campus Improvement Plan
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Objective B: Include students, parent, community, and faculty and staff participation in the decision-making process.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Provide Fish Camp at the start of the year for all incoming ninth graders.	All faculty / staff and principal	Club representation, Maps, campus plans	Campus Budget	Spring 2017 and August 2017	Increase participation of all stakeholders.
Meet the Teacher will be parent and student oriented.	All faculty / staff and principal	Schedule	Campus Budget and participation	Fall 2017	Increase participation of all stakeholders.
Utilize District communication systems in place.	All faculty / staff and principal	TExIS System	Campus / District Budget	Ongoing	Faculty / staff and community informed through communication structures.

Objective C: Develop a culture of civic responsibility, among students, to support our community by encouraging student contributions through a variety of worthy opportunities and to encourage career planning.

Van Vleck High School
Campus Improvement Plan
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Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Continue student participation as Matagorda County Student Election clerks.	Counselor and principal	Election code	Matagorda County	Fall 2017	Increase number of students participating in local elections as civic duty / volunteering.
Continue student participation in the Matagorda County Hospital District Student Governing Board.	Counselor and principal	Matagorda County Hospital	Matagorda County Hospital District	Ongoing	Increase number of students with career plans; civic responsibility.
Student participation in the United Way Student Governing Board.	Counselor and principal	United Way	United Way Board of Directors	Ongoing	Increase number of students with career plans; civic responsibility.
All students given the opportunity to participate in career activities	Counselor and principal	Local business and industry representatives, Universities,	Campus Budget	Ongoing	Increase number of students with career plans
Continue having students enrolled in career and technology classes and college prep classes.	All faculty / staff and principal	Schedule	Campus Budget	Ongoing	Increase number of CTE opportunities.

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Campus Improvement Plan
Updated: September 11, 2018

Student participation in W.I.T. and Power Set and other school sponsored clubs	Counselor, Sponsors	Calendar of events	Program Budgets	Ongoing	Flyers, meeting dates, membership rolls
Continue having U.I.L. participation in sports, fine arts and academics.	All faculty / staff and principal	Calendars, UIL guidelines	Campus Budget	Ongoing	Increase participation and opportunities for all students to participate.
Student participation in college preparation testing; ACT, SAT, PSAT	Counselor	Calendar	Campus Budget	Ongoing	Increase number of students participating and being successful in college admission test.

Goal 5 : Provide and promote a learning environment that prepares students for the future and inspires them to realize the highest personal and educational potential possible.

District Goal 5: Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.

Objective A: Advance student learning by modeling, promoting and supporting the use of digital tools for *communication, collaboration, critical thinking and creativity.*

Objective B: Recognize students as an important component of our school community and their achieved success.

Objective C: Make campus improvements to aid in instructional delivery and learning.

Goal 5 Action Plans:

Van Vleck High School
Campus Improvement Plan
Updated: September 11, 2018

Objective A: Advance student learning by modeling, promoting and supporting the use of digital tools for *communication, collaboration, critical thinking and creativity.*

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
All students will be issued a Chromebook for instructional purposes to increase student achievement as a Twenty-First Century Learner.	All faculty / staff and principal	Chromebooks	Campus Budget	Ongoing	Improve instructional practices and student achievement with Twenty-First Student Learning.
Continue the use of Apple TV in science classes.	All faculty / staff and principal	Apple TV	Campus Budget	Ongoing	Improve instructional practices and student learning.
Continue offering staff development in technology including Google Classroom and Chromebook App training.	All faculty / staff and principal	Technology department	Campus / district budget	Ongoing	Improve instructional practices and student learning

Objective B: Recognize students as an important component of our school community and their achieved success.

Van Vleck High School
Campus Improvement Plan
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Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Recognize honor students with grading cycle rewards	Principal	Student Grades	Campus Activity Accounts	Ongoing	Improve student self-esteem and self-worth

Objective C: Make campus improvements to aid in instructional delivery and learning.

Action Activities	Person(s) Responsible	Resources & Materials	Cost & Source(s)	Timeline	Formative Evaluation
Implementation and purchase of a Mac lab to provide multimedia learning activities for students.	Campus principal,	IT, Bus. teacher, Mac computers	Budget	September - May	Improve student technology performance for todays' career readiness needs.

Van Vleck High School Campus Improvement Plan

Updated: September 11, 2018

VAN VLECK H S



Grades Served: 9 - 12
133 S 4TH ST
VAN VLECK, TX, 77482

328 Students Enrolled
VAN VLECK ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

79 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

79 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

82 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

72 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
 - ✗ Academic Achievement in Science
 - ✓ Academic Achievement in English Language Arts/Reading
 - ✗ Academic Achievement in Social Studies
- ✗ Top 25 Percent: Comparative Academic Growth
 - ✓ Postsecondary Readiness
 - ✗ Top 25 Percent: Comparative Closing the Gaps

Van Vleck High School Campus Improvement Plan

Updated: September 11, 2018

VAN VLECK H S



STUDENT ACHIEVEMENT

	SCORE	% OF GRADE
STAAR Performance	72	40%
College, Career, and Military Readiness	77	40%
Graduation Rate	95	20%
Total	79	100%



SCHOOL PROGRESS

	SCORE	
Academic Growth	82	The higher of Growth or Performance is used.
Relative Performance	74	
Total	82	



CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	31	55.6%
Academic Growth/Graduation Rate	100	11.1%
Student Achievement	25	33.3%
Total	72	100%



VAN VLECK HIGH SCHOOL

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE VAN VLECK HIGH SCHOOL CAMPUS
IMPROVEMENT PLAN

SCHOOL YEAR 2018-2019

Van Vleck High School

Van Vleck ISD

CDN – 158-906-002

Single Attendance District

Grades: 9-12

Van Vleck High School Campus

2017-18 Campus Enrollment (PEIMS Standard Student Program and Special Populations Report): 328

2017-18 At-risk criteria among enrolled students (PEIMS Standard Student Program and Special Populations Report): 136

2018-19 Campus Enrollment (PEIMS Standard Student Program and Special Populations Report): 319

2018-19 At-risk criteria among enrolled students (As reported by the district for addenda): 148

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ORGANIZATION OF THIS STATE COMPENSATORY EDUCATION REPORT

This report fulfills Texas State Compensatory Education requirements that an LEA analyze student academic performance; implement programs to meet the needs of students at risk of failing the state's challenging academic standards or of dropping out of school; and evaluate the effectiveness of those programs.

The four components of the report are:

1. The purposes of State Compensatory Education
2. Evaluation of prior-year State Compensatory Education programs
3. Needs assessment through the analysis of the criteria by which at-risk students are identified; and the performance of those students, compared to all other students, on the STAAR End-of-Course exams
4. Program implementation, as documented by the current-year State Compensatory Education programs and budget

PURPOSES OF STATE COMPENSATORY EDUCATION

State Compensatory Education programs have two purposes:

1. To eliminate any disparity in performance on the STAAR EOC assessments
2. To eliminate any disparity in the rates of high school completion between students at risk of dropping out of high school and all other students (Texas Education Code, Section 42.152 (c)).

CAMPUS PROCESSES REGARDING SCE PROCEDURES

To address the purposes of the State Compensatory Education program, Van Vleck High School:

1. Uses student performance data from STAAR EOC assessments;
2. Designs and implements appropriate compensatory, intensive, or accelerated instructional services that enable students to be performing at grade level at the conclusion of the next regular school term;
3. Provides accelerated instruction to a student who has not performed successfully on a STAAR End-of-Course test or who is at risk of dropping out of school; and

4. Evaluates and documents the effectiveness of the compensatory education program and holds a public hearing to consider the results.

EVALUATION OF VAN VLECK HIGH SCHOOL 2017-2018 STATE COMPENSATORY EDUCATION PROGRAMS

Texas Education Code, Section 29.081 (b-3) directs LEAs to evaluate the effectiveness of accelerated instruction programs annually. Section 11.252 of the education code mandates the LEA to include formative evaluation criteria for determining whether the programs are improving student performance as intended.

The following table presents the number of Van Vleck High School students served in each of the programs provided under State Compensatory Education funding in 2017-2018. Formative and summative evaluation criteria and student performance meeting those criteria are provided in the table.

Van Vleck High School uses the formative and summative data in the district's annual comprehensive needs assessment, which forms the basis of the following year's improvement planning process.

EVALUATION OF VAN VLECK HIGH SCHOOL SCE PROGRAMS, 2017-2108

SCE-Funded Programs	Criteria to Measure Success	Grade Levels Served	Number Served	Number Meeting Criteria	Percent Meeting Criteria
<p>RTI Inclusion assistance</p> <p>Tutorials – Students at risk of failing one or more parts of the state assessment receive supplemental, accelerated instruction. Tutor reinforce concepts taught during the regular class period.</p> <p>Computer assisted instruction: Odysseyware, TexQuest STAAR Prep</p>	<p>Satisfactory performance on STAAR</p>	<p>9-12</p>	<p>102</p>	<p>81</p>	<p>79%</p>

SCE NEEDS ASSESSMENT

The needs assessment section of this report focuses on the number of students at risk and the performance of students at risk and not at risk on the STAAR EOC assessments.

Texas Education Code Section 11.253 (c) requires campuses to develop, review, and revise the campus improvement plan annually to improve student performance of all student populations concerning STAAR EOC achievement indicators and any other appropriate performance indicators for special needs populations.

The needs assessment is the foundation for determining how the LEA meets the needs of SCE statutes and requirements. State law creates a framework wherein the academic and other needs of students at risk of not meeting state standards must be included in the annual assessment of student performance, the resulting improvement plans, and the implementation of programs to address those needs.

Texas Education Code, Section 11.253 (d) (3) requires campuses to identify how campus goals established in the improvement plan will be met for each student. TEC 11.253 (d) (7) requires the plan to include progress measurements toward performance objectives to ensure that the plan is resulting in academic improvement.

STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

Texas Education Code, Section 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26.

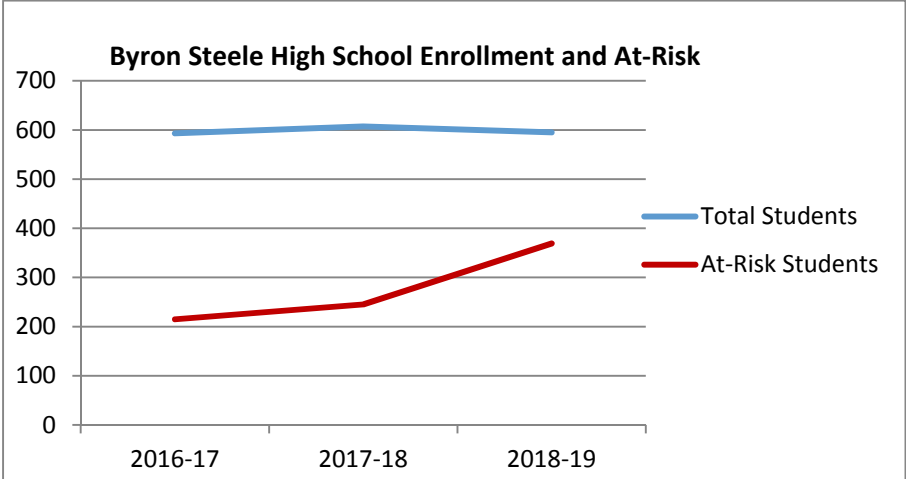
Van Vleck High School, with an enrollment of 319 has identified students meeting at least one of the 13 state at-risk criteria. Among those students, there are 148 indicators of risk (as reported by the district). One student may be identified with more than one at-risk indicator. For example, a student who is homeless and who is not performing at state standard on the STAAR EOC exam is identified with two at-risk criteria.

VAN VLECK HIGH SCHOOL STUDENTS AND AT-RISK CRITERIA 2018-2019

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Pregnant/ Parenting		AEP		Parole		LEP		Homeless	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	81	6	7%	0	0%	34	42%	0	0%	0	0%	0	0%	0	0%	3	4%
10	74	14	19%	4	5%	13	18%	0	0%	0	0%	1	1%	0	0%	1	1%
11	80	9	11%	7	9%	23	29%	0	0%	2	3%	0	0%	0	0%	1	1%
12	84	7	8%	0	0%	18	21%	1	1%	0	0%	0	0%	1	1%	3	4%
Total	319	36	11%	11	3%	88	28%	1	0%	2	1%	1	0%	1	0%	8	3%
Total At Risk	148	% At Risk	46%														

The following table and graph illustrate how the total enrollment on the campus and the incidences of risk have changed over the past three years. Sources of data for the table are PEIMS Standard Reports, Student Programs and Special Populations Reports for 2016-17 and 2017-18 and data reported to TECS by VVISD, 2018-19.

Year	Total Students	At-Risk Students
2016-17	332	165
2017-18	328	136
2018-19	319	148



STAAR EOC ASSESSMENT RESULTS – 2016-17 AND 2017-18

The following pages show in table and graph format comparisons of STAAR EOC performance between students at-risk and those not at risk. The tables present two years' performance at the same grade level.

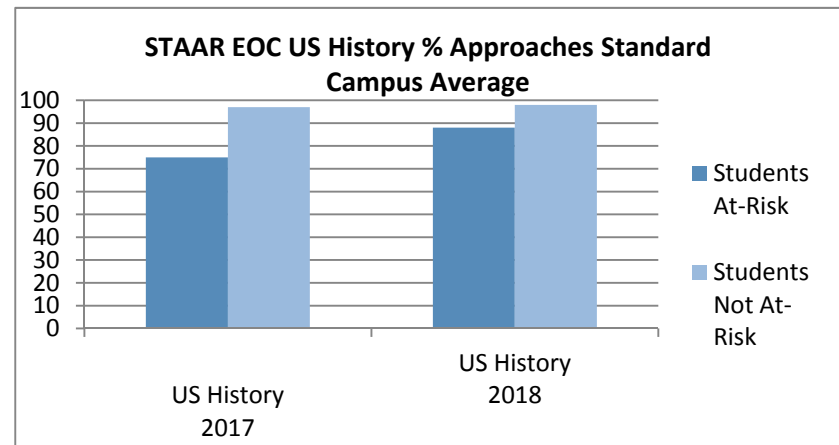
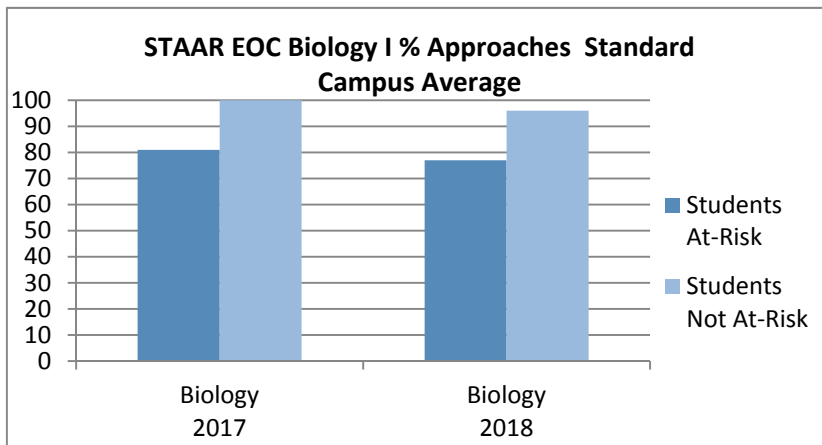
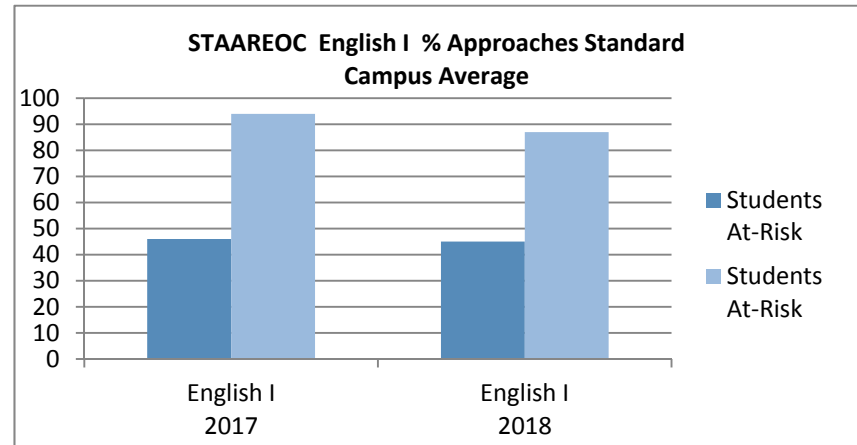
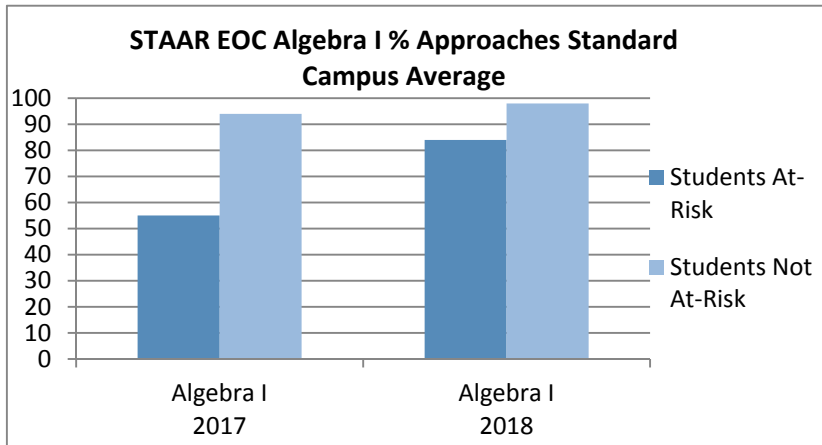
2017 AND 2018 STAAR EOC PERFORMANCE

End of Course Math (9-12)	Algebra I % Approaches Standard	
	Algebra I 2017	Algebra I 2018
Students At-Risk	55	84
Students Not At-Risk	94	98

End of Course Science (9-12)	Biology % Approaches Standard	
	Biology 2017	Biology 2018
Students At-Risk	81	77
Students Not At-Risk	100	96

End of Course ELA (9-12)	English I % Approaches Standard	
	English I 2017	English I 2018
Students At-Risk	46	45
Students Not At-Risk	94	87

End of Course Social Studies (9-12)	US History % Approaches Standard	
	US History 2017	US History 2018
Students At-Risk	75	88
Students Not At-Risk	97	98



In the Texas Assessment Management System, TEA defines a student approaching grade level as one who shows some knowledge of course content but may be missing critical elements, and the student may need additional support in the coming year. A student who meets grade level shows strong knowledge of course content, and the student is prepared to progress to the next grade.

The following table shows the percent of VVUSD students “approaching” and “meeting” STAAR EOC grade-level standards in Grades 9-12 Reading/ELA and Math.

Van Vleck High School At-Risk Students 2018 % "Approaches" and "Meets" Standard		
English I	Approaches	Meets
Grades 9-12	51	23
Algebra I	Approaches	Meets
Grades 9-12	93	49

STATE COMPENSATORY EDUCATION AND CAMPUS IMPROVEMENT PLANNING

Each year, the campus principal and the campus planning and decision-making committees must develop, review, and update the campus improvement plan for the purpose of improving student performance for all student populations (TEC 11.253 (c)).

The campus improvement plan must assess the academic achievement for each student in the school; set campus performance objectives; identify how campus goals will be met for each student; determine the resources needed to implement the plan; identify staff needed to implement the plan; and set timelines for reaching the goals (TEC 11.253 (d) (1) – (6)).

Texas Education Agency rules require school districts and charter schools that receive SCE funds to show how those funds are budgeted for supplemental direct instructional programs, including resources, salaries, and staff, both overall and in the strategies and activities that address accelerated instruction and dropout prevention.

VAN VLECK HIGH SCHOOL SCE PROGRAM IMPLEMENTATION – CURRENT YEAR PROGRAMS

VAN VLECK HIGH SCHOOL SCE PROGRAMS, 2018-2019

SCE funds are expended to provide programs and services that supplement the regular education program on the Van Vleck High School campus. The programs are research-based. The documentation demonstrates that all direct instructional costs relate specifically to the SCE program and that the program is efficient and cost-effective.

The district also documents how SCE-funded programs are expected to increase academic achievement or students at risk and/or reduce the dropout rate.

Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned are exited from the program and/or service upon the recommendation of their teacher(s).

Based on the evaluation of prior-year programs and the comprehensive needs assessment, Van Vleck High School has implemented the following programs for 2018-2019.

VAN VLECK ISD (CDN 158-906) DESCRIPTION OF 2018-2019 SCE PROGRAMS AND SERVICES

Strategy / Activity	Resources Needed to Implement	Staff Responsible	Timelines for monitoring implementation	Formative Evaluation	Summative Evaluation
Continue to identify and select appropriate instructional materials and resources to support the implementation of math and science competencies	All Local funds DMAC	Campus Administrators Curriculum Director Superintendent	Completed by June 1, 2019	Teacher-made assessments, comparison of 2017-18 data to 2018-19	STAAR / STAAR EOC
Provide a system of prescriptive measures and assistance for students to meet VVUSD math competencies and improve math and science STAAR scores.	All Local funds	Math and Science vertical teams, ESC 3 specialists, Curriculum Director, Superintendent	December 2018- June 2109	Competency checklists, teacher-made assessments, compare 2017-18 data to 2018-19	STAAR / STAAR EOC
Monitor student progress in mastering district curriculum to determine instructional needs and to ensure student success on STAAR and STAAR EOC	All	Campus faculty, Campus administrators, Administrators	End of six weeks	Report cards, STAAR objective checklist	STAAR / STAAR EOC

Maintain the list of students determined to be at-risk and monitor these students to determine the need for follow-up services.	Campus Faculty	Campus counselor, Lead teachers, Department Chairs	Every six weeks	Pre / post-tests, performance data	STAAR / STAAR EOC
Continue creative / flexible scheduling (such as zero hour) to meet needs of all students and provide additional opportunities for credit accrual through the expansion of the NovaNet system	All Local funds	High School Principal Counselors	August 2018 - June 2019	Attendance records, student sign-in sheets, records of credit accrual	STAAR / STAAR EOC

APPENDICES

Appendix 1: Key Definitions

Appendix 2: Statutory Criteria Used to Determine At-Risk Status

Appendix 3: Assurances and Good Practices

APPENDIX 1: KEY DEFINITIONS

Understanding State Compensatory Education programs is made easier with knowledge of definitions and initialisms.

Accelerated Instruction, Compensatory Instruction – Education programs that are supplemental to the regular instructional programs in an LEA, designed and implemented to ensure that students that are not performing satisfactorily on a STAAR assessment or End-of-Course test meet satisfactory, grade level standards at the conclusion of the next school term.

Adjusted Basic Allotment – the funds that provide a basic level of education for each student in an LEA. The funds vary from LEA to LEA, based on the cost of providing a basic level of education.

At-Risk Student – A student served in an LEA’s accelerated or compensatory instructional programs, based on the student meeting at least one of 13 identifying criteria listed in Texas Education Code 29.081.

CNP – Child Nutrition Program, which is the free- and reduced-price lunch program in the LEA.

DAEP – Disciplinary Alternative Education Program.

DIP/CIP – The District Improvement Plan and the Campus Improvement Plan. The plans articulate goals, objectives, strategies, performance measures, resources and source of funds for regular education, state compensatory education and the other federal and state programs. State Compensatory Education funds and programs must be included in the improvement plans. This addendum fulfills Texas Education Code requirements relating to State Compensatory Education and an LEA’s DIP/CIP.

Dropout Prevention Programs – Accelerated or Compensatory Education programs that are designed to prevent students from dropping out by bringing them up to grade-level performance at the conclusion of the next school term.

ESSA – Every Student Succeeds Act – the 2016 reauthorization of No Child Left Behind (NCLB) and ESEA.

FASRG – TEA’s Financial Accountability Resource Guide – Volume 9.

LEA – Local Education Agency, a term that encompasses both traditional school districts and open-enrollment charter schools.

SCE – State Compensatory Education.

State Compensatory Education Funding Student – A student participating in an LEA’s CNP. An LEA receives State Compensatory Education funding allotment for each student participating in the CNP.

State Compensatory Education Program Student – A funding student is not necessarily an at-risk student. While an LEA receives its funding allotment based on the number of students participating in its CNP, the funding allotment supports the design and implementation of supplemental accelerated or compensatory education programs for students identified by one of the at-risk criteria in Texas Education Code 29.081.

Supplemental Funding, Supplemental Instruction – Supplemental funds add to an LEA’s or campus’s regular instruction budget. They are budgeted separately from an LEA’s regular instruction funding. Supplemental instruction adds to an LEA’s regular instructional program. Regular program funding is not to be reduced because an LEA or campus receives supplemental funds.

TAC – Texas Administrative Code. Includes rules relating to SCE funding and programs.

TEC – Texas Education Code. Includes laws relating to SCE funding and programs.

TEC Chapter 39 Subchapter B – Authorizing legislation for the STAAR and STAAR End-of-Course assessment programs.

APPENDIX 2: STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

While student participation in a district's CNP funds its SCE programs, economic disadvantage, by itself, is not an at-risk criterion. The Texas Education Code, in TEC 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26. Some of these criteria impact a student's status for the current year and leading up to the next regular academic term; others are permanent designations that will stay with the student for their academic career.

A district or charter school must provide students identified as meeting one or more of the at-risk criteria specified in the education code. The 13 at-risk criteria are listed below.

1. The student is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
2. The student is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. The student is not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parents). Students identified with this criterion remain at risk for the remainder of their student careers.
4. The student did not perform satisfactorily on a STAAR assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that original instrument. Once the student reaches the mandated performance level on the assessment, the student is no longer classified as at risk under this criterion.
5. The student is pregnant or is a parent.
6. The student has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year.
7. The student has been expelled in accordance with TEC §37.007 during the preceding or current school year.
8. The student is currently on parole, probation, deferred prosecution, or another conditional release.
9. The student was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school. Students meeting this criterion are classified as being at-risk for their entire school careers.

10. The student is a student of limited English proficiency, as defined by TEC §29.052. Once the student is exited from the program, the student is no longer classified as at risk under this criterion.
11. The student is in custody or care of the Texas Department of Family and Protective Services, or has, during the current school year, been referred to the department by a school official, officer or the juvenile court, or law enforcement officer.
12. The student is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments.
13. The student resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

In addition to these 13 criteria, state law allows a school district or charter school to establish local criteria for identifying students who are at risk. If established, local criteria must be based on the prior year comprehensive needs assessment and identified in the improvement plan. The district or charter Board of Trustees must formally adopt the local criteria. The district or charter must evaluate its success in addressing the local criteria. The number of students served using local criteria during a school year may not exceed 10% of the number of students served using state-defined criteria during the preceding school year.

VVUSD does not have locally-identified at-risk criteria.

APPENDIX 3: ASSURANCES AND GOOD PRACTICES

STATE AND LOCAL EFFORT

VVISED uses state and local funds to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to building, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

IMPROVEMENT AND ENHANCEMENT

VVISED uses State Compensatory Education funds to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules.

COORDINATION OF FUNDING

VVISED coordinates all federal, state and local funds received by VVISED will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

COORDINATION OF INSTRUCTION

VVISED coordinates instruction between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

FEDERAL PROGRAMS

1. ESSA, Title II—Teacher and Principal Training and Recruiting Fund—VVISD uses these funds for recruiting, hiring and retention of highly qualified teachers, assistant principals, and pupil services personnel, and for professional development in core academic subject areas for VVISD staff.
2. IDEA-B— Individuals with Disabilities Education Act—the special education program at VVISD provides instruction for students with special needs in a way that addresses the students' differences and needs. It involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community.
4. Career and Technology Education—Additional funds will be used for supplemental supplies to further enhance the marketable skills of students upon graduation. Career planning is fostered through coherent sequences of courses. Emphasis is also placed on the integration of career/technology and general education to promote both occupational and general competencies.

STATE PROGRAMS

1. English As A Second Language (ESL)—Funds received from the state for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.
2. Special Education— this program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD Committee designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include but are not limited to, resource, self-contained, physical and speech therapy, occupational therapy, and inclusion. In

every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

Van Vleck ISD SCE Personnel Budget
Distributed SCE Personnel Budget

CDN 158-906-999

SCE Full Time Equivalents

61XX Salaries and Personnel

Substitutes	6112	
Stipends/Extra Duty	6117-6118	1,000
Salaries	6119, 6129	
Deductions	6141, 6143 - 6145	15
Benefits	6142	-

Total Personnel

1,015

62XX Contracted Services

62XX	

Total Contracted Services

63XX Supplies and Materials

63XX	

Total Supplies and Materials

64XX Other Operating Costs

64XX	

Total Other Operating Costs

Total

1,015