

2018-2019

O.H. Herman Campus Improvement Plan



**Van Vleck Independent School District**

Updated: September 10, 2018

**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

**MISSION STATEMENT**  
**O. H. HERMAN MIDDLE SCHOOL**

1. O. H. Herman Middle School will strive to be an exemplary campus by providing a safe and stimulating environment in which the Texas Essential Knowledge and Skills are the foundation of all instruction. We will challenge all students academically and socially in a way that:
  - provides for the total development of all students.
  - enhance learning skills and the ability to access information.
  - nurtures a positive self-esteem.
  - maximizes all students' abilities to obtain high school credits.

So that all students develop individual abilities which ensure the individuals become autonomous adults.

2. O. H. Herman Middle School will strive to be an exemplary campus by providing a safe and stimulating environment in which the Texas Essential Knowledge and Skills are the foundation of all instruction.

## SITE BASED OHHMS 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]*
  - *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.*

**The O. H. Herman Middle School committee for 2018 - 2019 is:**

<b>Name</b>	<b>Position</b>
Shannon Jedlicka	Principal
Wendy Hoffman	Parent representative
Kelsie Brown	Parent representative
Shanna Maxey	Business representative
Matt Springfield	Community representative
Kevin Ward	Community representative
Tracie Hood	Professional staff-Special Education
Michelle Weathers	Counselor
Kadi Casey	Professional staff-6 <sup>th</sup> Grade
Chloe Garza	Professional staff-7 <sup>th</sup> Grade
Merry Rodriguez	Professional staff-8 <sup>th</sup> Grade
Tiffany Oncken	Professional staff-8 <sup>th</sup> Grade
Stephanie Ward	Professional staff-Dyslexia/ESL Director
Sharon Jimenez	Para-Professional staff
Kelly Sims	Professional staff - Electives

## **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

## **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:** Qualified and highly effective personnel will be recruited, developed, and retained.

**OBJECTIVE 6:** The state's students will demonstrate exemplary performance in comparison to national and international standards.

**OBJECTIVE 7:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**OBJECTIVE 8:** 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 9:** 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.

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

## **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.



## **VVISED 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.

## **OHHMS GOALS**

1. All students and staff will strive to make O. H. Herman Middle an 'A' rated campus.
2. Increase the percentage of At-Risk students passing **STAAR** and being promoted to the next grade.
3. Provide a wellness program for students, staff and community.
4. Increase percentage of ALL students achieving progress on the **STAAR** and being promoted to the next grade.
5. The average daily attendance (ADA) of all OHHMS students and each subpopulation will exceed 98%.
6. Improve Professional Development for ALL Staff.
7. All member of the O. H. Herman Middle School community will be partners in the continuing improvement of our educational system.
8. Maintain and improve physical plant, safety and environment of O. H. Herman Middle School.

**NEEDS ASSESSMENT**  
SEE CAMPUS ACCOUNTABILITY SUMMARY – 2018

O. H. Herman Middle School Needs Assessment Summary

O.H. Herman Middle School received an Accountability Rating from TEA in 2018 of MET STANDARD. The MET STANDARD rating requires the campus to meet the minimum standards in the 3 indexes of: Student Achievement, Student Progress, and Closing Performance gaps. The goal of our campus is to achieve a score of 90 or better in each of these indexes. The student achievement index requires that in each core subject area, the required percent of all students and each student group (African American, White, Hispanic, and economically disadvantaged) meet the minimum standards on all tests. O.H. Herman Middle School received the following scores in each index: Student Achievement = 73, Student Progress = 79, Closing the Performance Gaps = 78 and a cumulative score of 79, which labels our campus with a 'C'.

Student Strengths and Needs:

Reading: The campus passing rate for the sixth grade STAAR Reading test for all students in 2018 was 71%, just above the state passing rate of 66%, with some student groups exceeding the campus rate. The writing scores for seventh grade averaged 56%, below the state passing rate of 67%, for the grade level. Seventh grade reading had 75% passing, with some student groups (African American and White) exceeding the campus rating. Eighth grade reading had 80% passing, well above the state passing rate of 76%.

Math: The campus math scores for all students were 81% and was a large increase from the previous year. Sixth grade math scores for all students was 89%, which is a 20 point increase from the previous year, with some student groups increasing. Seventh grade math for all students was 74% and was a 31 point increase from 2017. Eighth grade math scores came in just above the state average at 81% (including both administrations).

Science: The percent of students that were successful on the science test was 74%.

Social Studies: The percent of students that were successful on the social studies test was 59%, which was below the state average of 62%, and will be a focus for improvement on our campus.

Interventions: O.H. Herman Middle School has several programs in place to address the identified needs of its students. We have added a tutorial period where the teachers and aides can work with the individual needs of the students. We will also be administering a benchmark the week of December 5 to further identify the individual student's areas of weakness. We will then use flexible scheduling to pinpoint specific areas that each student needs remediation.

Faculty and Staff: 100% of the staff at O.H. Middle School is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing.

**GOAL 1:** All students and staff will strive to make O. H. Herman Middle an 'A' rated campus.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<p>1) Van Vleck ISD will improve and enhance academic performance of every student.</p> <p>2) Van Vleck ISD will retain, support and recruit quality staff.</p> <p>5) Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</p>
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ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Identified Texas Essential Knowledge and Skills (TEKS) in all subject areas will be taught and reinforced on a daily basis.	Principal, Counselor & Staff	TEA, TEKS, STAAR Objectives & TEKSING TOWARD STAAR Curriculum	Daily			STAAR Test, permanent record folders, Macro/Micro Plans, Report Cards, Progress Reports to parents, TOPS/Sleek reports DMAC, interim TEA test
Use Region III Data Program for disaggregating student data and teaching STAAR objectives on preplanned systematic basis.	Principal STAAR Coordinator & Region III Staff	Region III DMAC & Vertical Teams	July - Aug. 2019	Evaluate Every Three Weeks		Data from 3 evaluation and STAAR Scores. DMAC
Students and Teachers will participate in during/after school tutorial sessions for concentration on TEKS and STAAR objectives targeting special population groups in all testing areas. We will use our data strategies to target at risk students.	Principal & Staff	Staff, Core Team Facilitators, TEKS & STAAR Objectives	1 <sup>st</sup> 6-Weeks	Increased percentage of students passing each 6-weeks, 6-week/Unit Exams, STAAR test & reteach non-mastery students		Macro/Micro Plans, Observations, Progress Reports to parents, Report Cards DMAC & ST

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
A variety of teaching techniques, programs, and student groupings will be used to teach the Texas Essential Knowledge and Skills (TEKS) in all subject areas (i.e., cooperative groupings, peer tutoring, group problem solving and the Accelerated Reader)	Principal, Counselor & Staff	Audio Visual Equipment, Principal, District Staff, Library, Staff Dev. & Workshops DMAC	Aug. 2018 – June 2019	On a predetermined schedule beginning in September and continuing until STAAR testing. Formative evaluations each 6-weeks at grade reporting time. Monthly in academic team meetings. Increased percentage of students passing each 6-week, 6-week/unit exams, STAAR test		Macro/Micro Plans, Observations, Report Cards, Agendas, Minutes from meetings DMAC
Continue facilitators and vertical teaming to address uniform instructional strategies, alignment and analysis of data.	Principal, Counselor, Staff & Superintendent	Principal, District Staff & Vertical Team Meetings DMAC	Aug. 2018 – May 2019	Improve pass/fail and retention rates.		Macro/Micro Plans, observations & DMAC
Professional Development focused on increasing achievement for At-Risk students.	Principal, Staff & Superintendent	Vertical Teams, Region III, & College Board DMAC	As Needed	Certificates from training and Test Scores		Macro/Micro Plans, Report Cards, Progress Reports to parents
Continue Gifted-Talented programs for GT students. Increased Learning Opportunities	Principal, Counselor, Staff (GT Certified)	TEKS, Region III & , Staff (GT Certified)	Sept. 2018 – May 2019	Parent survey, GT Program Evaluation		2014-15 Master Schedule and Student schedules

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Grade-Level Teams will complete a cross-curricular unit of study as follows: 6th (Space), 7th (Hurricanes) & 8th (Holocaust).	Core Teachers	Misc. research sources, NASA , Holocaust Museum & Guest speakers DMAC	Aug. 2018 – May 2019	Student Projects		End of unit assessments

## OHHMS ELECTIVE CLASSES

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
6-8 Band students will experience and demonstrate daily the benefits of a music curriculum that will give them a broader understanding of the mathematical and scientific concepts necessary to achieving the ideal personal and ensemble sound.	Band Directors	Accent on Achievement Band Series, Essential Musicianship Band Series, and other sources selected by band staff to meet needs of students	August 2018 - May 2019	Classroom listenings, chair tests, playing tests, etc.		Participation in Region Band Auditions, UIL competitions, etc.
6-8 Band students will demonstrate knowledge of historical and geographical data through discussion of repertoire and composers selected for performance.	Band Directors	Same	August 2018 - May 2019	Classroom listening's, chair tests, playing tests, etc.		Participation in Region Band Auditions, UIL competitions, etc.
6-8 Band students will develop skills in foreign languages as they pertain to music.	Band Directors	Same	August 2018 - May 2019	Classroom listening's, chair tests, playing tests, etc.		Participation in Region Band Auditions, UIL competitions, etc.
6-8 Band students will receive a strong foundation in music performance while developing skills in teamwork, citizenship, leadership, good sportsmanship, and responsibility necessary for success in life and the modern work force.	Band Directors	Participation in daily activities	August 2018 - May 2019	Classroom listening's, chair tests, playing tests, etc.		Participation in Region Band Auditions, UIL competitions, etc.

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
6-8 Band students will demonstrate knowledge of proper posture, instrument carriage, hand placement, embouchure, and other physical attributes used in the production of musical sound.	Band Directors	Participation in daily activities	August 2018 - June 2019	Classroom listening's, chair tests, playing tests, etc.		Participation, Performances & Report Cards
6-8 Band students will demonstrate an understanding of pitch and rhythmic and melodic elements of music through preparation and performance of repertoire for concerts and contests, both individually and as a group.	Band Directors	Participation in daily activities	August 2018 - June 2019	Classroom listening's, chair tests, playing tests, etc.		Participation, Performances & Report Cards
6-8 art students will demonstrate an understanding and appreciation different aspects of art as it is applied in the classroom	Art teacher	Participation in daily activities	August 2018 - June 2019	Classroom and school displays as well as the end of the year art show		Participation, Displays & Report Cards
6-8 Introduction to S.T.E.M. students will have hands on activities weekly to broaden their understanding of the science, technology, engineering and mathematics.	Science teachers	Participation in daily activities	August 2018 - June 2019	Classroom labs and experiments as well as guest speakers in the industry		Participation, Report Cards, STAAR performance
Computer Application classes will learn appropriate technology vocabulary for all applications and software.	CA Teacher, Region III and Software companies	CA Teacher, Region III and TEKS	August 2018 - June 2019	Weekly Assessments & Products (Documents, Spreadsheets & PowerPoint Presentations)		Master of Skills

## OHHMS COUNSELING DEPARTMENT

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Students' academic progress will be tracked beginning the first 6-weeks by academic teams, principal and counselor. Student conferences will be conducted by the academic teams and supported by the principal and counselor to support student attempts to master the Texas Essential Knowledge and Skills (TEKS).	Principal, Counselor & Staff	TEKS & Staff DMAC	August 2018 - June 2019	Supply time for teaming in master schedule, computers for e-mails and reports on meetings. Progress reports and report cards.		Minutes and logs from meeting and conferences, agendas, e-mails from teachers, failure lists
Counselor and teachers will address areas relating to tobacco, narcotics and alcohol, and schedule classroom visits.	Principal, Counselor & Staff	Principal, Staff, Community Members, Region III & TEKS	August 2018 - June 2019	Class time & speakers will address students during class time		Walk-throughs, Macro/Micro Plans and school calendar
Students, Staff and Parents will promote violence prevention.	Principal, Counselor, Staff and Parents	Principal, Staff, Parents & Region III	August 2018 - June 2019	Rewards to students identified by teachers, assemblies, Names submitted by teachers and name on prevention posters.		Reduced number of discipline reports.
Safe, Bully and Drug Free School Project	Principal, Counselor & Staff	Multimedia Presentation; Motivation Media Corp.; posters	August 2018 - June 2019	Surveys Distributed, Group and Individual Counseling		Participation & Sign-in Sheets



ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Academic Counseling – Individual meetings for students in jeopardy of not passing for the year. Keeps the student aware of the grade needed to pass the class.	Counselor & Staff	Grades, Sp. Ed. Reports, 504 records, and grade report forms	Jn. 2018 – May 2019	Meeting notes		Report Cards/final grades, Student individual conferences after each 6-weeks grading period
Tracking – Students’ progress through OHHMS and beyond so they are aware of classes offered. Serves as documentation for high school counselor to help with scheduling.	Counselor & Staff	3 year plan OHHMS 4 year plan VVHS History class time & tracking forms	August 2018 - June 2019	Documentation		Report Cards, Advanced placement, & Individual student conferences
Personal Graduation Plan – Plan for varied instruction of AR students	Counselor DMAC	PGP Software (Reg. III STAAR Scores Report Cards/Final Grades	August 2018 - June 2019	Documentation		Parent input Parent return copy signed for files Individual conference with students

**GOAL 2:** Increase the percentage of At-Risk students passing **STAAR** and promoted to the next grade.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Van Vleck ISD will improve and enhance academic performance of every student.</li> <li>2. Van Vleck ISD will retain, support and recruit quality staff.</li> <li>3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.</li> <li>4. Van Vleck ISD will promote involvement of parents and community in each student's education.</li> <li>5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</li> </ol>
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Annual evaluation (Analysis of data) of State Comp., Special Education, GT and ESL Programs.	Principal, Staff & Superintendent	504 Coord., Counselor, Staff, DMAC	Grading Cycle	Daily		Final Baseline
Academic Teams will work closely with their students and with each other in order to: 1) monitor student progress 2) conduct parent conferences via phone, e-mail or in-person 3) implement interdisciplinary instructional units 4) Organize activities for students (i.e., field trips, tutorials, etc.) Teams will meet daily on a weekly basis to plan units and have team initiated parent/student conferences and keep a computerized log of their activities	Principal & Staff	Counselor, Core Teachers, TEKS Teaming Periods & Staff Development Snap Shot Testing DMAC	August 2018 - May 2019 Daily/Weekly	Daily Team Meetings (3-4) August 2018 through May 2019. Each 3-week at progress report time and at report card time.		Minutes from team meetings, agendas, Phone logs, copies of e-mails and letters to parents

## OHHMS SPECIAL EDUCATION DEPARTMENT

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Continue and maintain content mastery room.	Special Ed. Staff	Staff, TEKS, PRIM & STAAR Objectives	August 2018 - June 2019	Identification: August - September 2018 Special Ed. In-service: August - September 2018 Monitoring and adjusting: Every 3 weeks from September 2018 through May 2019		N/A
Students with special academic needs will be identified and monitored throughout the school year.	Principal, Counselor, Special Ed. Teachers & Staff	Staff, TEKS, PRIM & STAAR Objectives DMAC	August 2018 - June 2019	Identification: August - September 2018 Special Ed. In-service: August - September 2018 Monitoring and adjusting: Every 3 weeks from September 2018 through May 2019		Macro/Micro Plans, Modification Sheets, Modified materials, STAAR results, Class program scores & ARD's
Classroom teachers will make appropriate modifications and instructional adjustments in order to improve the academic success rate.	Principal, Counselor, Special Ed. Teachers & Staff	Staff, TEKS, PRIM & STAAR Objectives DMAC	August 2018 - June 2019	3-Weeks Progress & Grading Cycle Progress		Modification Sheets, Modified materials & STAAR results

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
The campus Special Ed. Teachers will meet with teachers on Team meeting days to discuss the special needs of each Special Ed. student. Team meeting will be held to identify and refer students in accordance with the state's CAP.	Principal, Counselor, Special Ed. Teachers & Staff	Staff, TEKS, PRIM & STAAR Objectives	August 2018 - June 2019	Identification: August - September 2018 Special Ed. In-service: August - September 2018 Monitoring and adjusting: Every 3 weeks from September 2018 through May 2019		Macro/Micro Plans, Modification Sheets, Modified materials, STAAR results, Class program scores
Special Ed. Teachers and Paraprofessionals will do an inclusion program with the 6 <sup>th</sup> and 7 <sup>th</sup> grade teachers in Math, Reading and Science. Inclusion teachers will assist in modifications and implementation of IEPs for students. Assistance will also be given to regular education students.	Special Ed. Teachers and Staff	Staff, TEKS, STAAR A, STAAR – objectives	August 2018 - June 2019	Identification: August - September 2018 Special Ed. In-service: August - September 2018 Monitoring and adjusting: Every 3 weeks from September 2018 through May 2019		Macro/Micro Plans, Modification Sheets, Modified materials, STAAR results, Class program scores
Maintain a reading pull-out program for low reading students and dyslexic students.	LA/SE teachers, Reading Pull-out teachers & Dyslexic coordinator.	Lexia Strategies for Older Students reading program	August 2018 - June 2019	Program progress report (per 6-weeks) & Quick Reading Test (Pre & Post) results		Quick Reading Test results & STAAR Scores

**GOAL 3:** Provide a wellness program for students, staff and community.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<p>2. Van Vleck ISD will retain, support and recruit quality staff.</p> <p>3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.</p> <p>4. Van Vleck ISD will promote involvement of parents and community in each student’s education.</p> <p>5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</p>
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Maintain Fitness Room to provide circuit training for students, staff and community.	Principal, Staff and Athletic Director	Weight room & Fetus	August 2018 - June 2019	20-minute circuit training workout 3 times a week.		Post-Test, Body weight and body fat
Fitness Grams	Staff	Athletic Director, Coaching Staff	January 2019 - May 2019	Grading Cycles		Committee Reports
Promote and maintain good/healthy eating habits for students, staff and community.	Food Service Director and Staff	Food Service Director	August 2018 - June 2019	N/A		N/A
Participate in SHAC Committee Meeting once per semester.	Nurse & Committee	TEA	August 2018 - June 2019	Minutes from meeting		N/A

## OHHMS ATHLETIC, PHYSICAL EDUCATION & HEALTH DEPARTMENT

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Set high expectations for the OHHMS athletic program and be a strong and integral part of the overall education process. It supplements and enriches the required academic workload by providing invaluable experiences in teamwork, sportsmanship, sacrifice, and discipline.	STAFF	Coaching Staff	Football/ Volleyball (Aug. – Nov. 2018), Basketball (Nov. 2018 – Feb. 2019) & Track (Feb. – April 2019)	Progress Reports, Report Cards, Failing/Passing Rates & Discipline Referrals		Community & Staff Surveys, Team Accomplishments & Records
Expect and build honesty, strong character, unquestionable integrity, and good moral judgment in all athletes.	Athletic Director	Coaching Staff	August 2018 - June 2019	N/A		Community & Staff Surveys
Promote and teach lifetime sports and skills for all physical education students at OHHMS.	PE Teachers and staff	PE Teachers, Principal, Counselors & TEKS	AUGUST 2018 - JUNE 2019	Unit notes & exams, tournaments and records		Macro's & Micro's, Report Cards

**GOAL 4:** Increase percentage of ALL students passing the STAAR and promoted to the next grade.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Van Vleck ISD will improve and enhance academic performance of every student.</li> <li>2. Van Vleck ISD will retain, support and recruit quality staff.</li> <li>3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.</li> <li>4. Van Vleck ISD will promote involvement of parents and community in each student's education.</li> <li>5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</li> </ol>
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ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
All classrooms will teach decision-making skills and critical thinking.	Principal, Counselor & Staff	TEKS, Region III & Staff	August 2018 - June 2019	Periodic walkthroughs, Micro & Macros & Readings from counselor		Report Cards & Student Surveys
The middle school will schedule speakers and activities that support the school's commitment to drug free schools.	Principal, MS & HS Counselor & Staff	TEKS, Region III & Staff	August 2018 - June 2019	Speakers, Bus to send students to Team Challenge, Red Ribbon Week, and Periodic walkthroughs.		List of students attending TC, Memo to teachers on speakers with bell schedule and canceled checks.
Students will be grouped in each core academic class using cooperative learning strategies and concepts.	Principal, Counselor & Staff	Core Teams, Vertical Teams, TEKS & Staff	August 2018 - June 2019	All Pre-AP sections, Improved 6-weeks grades, improved mastery of TEKS/ STAAR objectives; Homework assignments...Monitored every 3 weeks & Improved STAAR scores.		Progress reports and report cards, STAAR scores

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Tutorial sessions will be available for all students in all core areas that are at risk of failing.	All Staff	Core subject TEKS RTI DMAC	Sept. 2018- June 2019  Weekly	Increase percentage of students passing.		Macro/Micro Plans, Observations, & Report Cards



## OHHMS LANGUAGE ARTS DEPARTMENT

**Departmental Goal:** *In school year 2018-2019 the percent of students passing **STAAR** will be 100%*

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
All LA students will take SNAP SHOT Reading tests throughout the school year.	Principal, Counselor & Staff	Release Tests, Region III, TEKS and STAAR Objectives DMAC	Oct 2018 Dec 2018 Feb 2019	Increase percentage of students passing test and data.		STAAR Scores
Language Arts classes in grades 6-8 will utilize the EDITOR. Editing technique.	L.A. Team & Facilitator	Editing boxes & EDITOR guidelines DMAC	August 2018 - June 2019	Grading Cycles		STAAR Writing Scores & Report Cards
Language Arts classes in grades 6-8 will conduct weekly vocabulary building lessons.	L.A. Team & Facilitator	Glencoe materials & Sadler-Oxford materials DMAC	August 2018 - June 2019	Weekly assessments		STAAR Scores & Report Cards
Semester/Final Exam Schedule to be adapted to reflect testing time allotted during STAAR (Mock Testing)	Principal/Team Leaders	Exam Schedule	August 2018 - June 2019	Scores on CBA's Tests and STAAR Tests		Scores on Six Weeks Tests and STAAR Tests

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Students will be assigned to after school tutorials and STAAR classes in the sixth, seventh and eighth grade, if they scored below 75% the previous year's STAAR Reading Test.	Principal, Counselor & Language Arts Staff	LA Staff & Textbooks	August 2018 - June 2019	Weekly formative assessment per Macro/Micro Plans. Grade reporting documents, classroom observations, Unit Exams or projects, AR test results		STAAR Scores
Continue use of supplemental teacher in Language Arts and also continue <b>teaching LA in a combined classroom setting</b> . Reduction of class sizes in LA classes. Separate Writing instructor. Continue paraprofessional to supplement core classes for At-Risk students.	Principal, Counselor & Language Arts Staff	Principal, District Staff & Team Meetings	August 2018 - June 2019	Increase percentage of students passing each passing each grading period. Decrease class sizes.		Macro/Micro Plans, Observations, Report Cards, Agendas & minutes from meetings
All Pre-Advance Placement (Pre-AP)	All Pre-AP LA teachers, Counselor & All Pre-AP LA students	Novels, Increased Learning Opportunity via Field Trips for G/T Documentation	August 2018 - June 2019	Students must be recommended for PRE-AP by previous year's instructor.		Summer Reading Test in May & June
A tutorial session will be offered to all students (Sub-populations groups) who did not successfully complete the reading <b>STAAR</b> test.	LA teachers, TAKS Coord. Counselor & Targeted Students	Highlighters Pencils STAAR Drills	August 2018 - June 2019	Daily assessments and feedback		STAAR practice handouts

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Institute and maintain a reading pull-out program for low reading students, and dyslexic students.	LA teachers, Reading Pull-out teachers & Dyslexic coordinator.	Lexia Strategies for Older Students reading program	August 2018 - June 2019	Program progress report & Quick Reading Test results		Quick Reading Test results & STAAR Scores
The language arts classes will use the "Caught' Ya" curriculum and/or a daily warm-up activity to build grammar skills.	LA Teachers	"Caught' Ya" Curriculum	August 2018 - June 2019	Weekly grade		STAAR Writing Scores
The language arts classes will maintain a list of literary terms and practice the application of these terms to all reading selections.	LA Vertical Team & Facilitator	AP Handbook & LA Vertical Team	August 2018 - June 2019	Reading grades throughout school year		STAAR Scores
The language arts classes will promote the use of the Accelerated Reader program including the requirement of points per grading period in all classes.	LA Teachers & Librarian	AR Programs & Library	August 2018 - June 2019	Grading Cycle Grades		STAAR Scores & Report Cards
The language arts classes will utilize a reading strategy for STAAR Reading Test preparation.	L.A. Team & Facilitator	LA Teachers	August 2018 - June 2019	Periodic assessments		STAAR Scores & Report Cards
The language arts classes will utilize the TPCASTT (from Advanced Placement Program) method for poetry interpretation in all classes.	6 <sup>th</sup> – 12 <sup>th</sup> LA Vertical Team	AP Language Arts vertical team guide	August 2018 - June 2019	Periodic assessments		STAAR Scores & Report Cards

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
The language arts classes will conduct research using both Internet and printed resources with emphasis on proper documentation of sources and avoidance of plagiarism.	6 <sup>th</sup> – 12 <sup>th</sup> LA Vertical Team	AP Language Arts vertical team guide DMAC	Each Grading Period	Periodic assessments		STAAR Scores & Report Cards
All language arts classes will maintain a language arts notebook each grading period stressing organizational skills as well as permanent resource materials for composition and reading analysis. This will be graded.	6 <sup>th</sup> – 12 <sup>th</sup> LA Vertical Team	LA Teachers DMAC	August 2018 - June 2019	Periodic assessments		STAAR Scores & Report Cards
The language arts classes will teach students the levels of questions including those found directly in the text, those found by inference, and those found by determining global reference to theme.	6 <sup>th</sup> – 12 <sup>th</sup> LA Vertical Team	AP Language Arts vertical team guide DMAC	August 2018 - June 2019	Periodic assessments		STAAR Scores & Report Cards
Language Arts classes will keep a consistent notebook organization throughout the year which also correlates with each of the other grade levels (pass them on from year to year)	6 <sup>th</sup> – 12 <sup>th</sup> LA Vertical Team	AP Language Arts vertical team guide DMAC	August 2018 - June 2019	Periodic assessments		STAAR Scores & Report Cards
The ELA Team will supplement curriculum with the following which includes but is not limited to: Sirius 6-8, iStation, Lexia, The	6-8 ELA Team	AP Language Arts vertical team guide DMAC	August 2018 - June 2019	Periodic assessments		

Writing Academy						
All TEAM members are responsible for meeting with failing students' parents no later than 3 days after progress reports and 3 days after report cards are issued. Principal and counselor will attend report card failure meetings.	Principal, Counselor, 6-8 Teachers, Parent/Guardians	DMAC, Work Samples, Gradebook, Progress Reports/Report Cards, SPED/504 Data, ETC	August 2018 - June 2019	Progress Reports, End of Grading Cycles		DMAC/TESS
DATA disaggregation meetings with core teachers	Principal, Counselor, 6-8 Teachers	DMAC	August 2018 - June 2019	The minimum twice per grading period.		DAMC/TESS
Increasing Learning Opportunities, RTI, UIL, ETC (Before/After School)	All Staff	TEKS, DMAC	AUGUST 2018-JUNE 2019	Double UIL student participation, ALL STAFF coaches		UIL, STAAR Scores

## OHHMS MATH DEPARTMENT

**Departmental Goal:** *In school year 2018-2019, the percent of students passing **STAAR** will be: 100%*

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
All Math students will take Snap Shot Math tests throughout the school year.	Principal, Counselor & Staff	Release Tests, Region III, TEKS and STAAR Objectives DMAC TESTS	Each Grading Period	Increase percentage of students passing test and data.		STAAR Scores
Continue and promote Math Curriculum grades 6 through 8... <i>TEKSING TOWARD STAAR Go Math!, Mentoring Minds, ETC will be used to supplements</i>	Principal & Math Teachers	TEKSING TOWARD STAAR Training TI-84 Plus Calculators (8 <sup>th</sup> Grade Only) 1 per Kid!	August 2018 - June 2019	Assignments, Unit assessments and Grades		Progress reports and report cards, STAAR scores DMAC test each grading period
Spiral practices for all math students (6-10 minutes warm-up lesson)	Math Team & Facilitator	<i>TEKSING TOWARD STAAR</i> Curriculum	August 2018 - June 2019	Checklist evaluations		STAAR Scores

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Students will partner for all math students during spiral activities and student activities.	Math Team & Students	TEKSING TOWARD STAAR Curriculum & Students	August 2018 - June 2019	Teacher & Students' Checklists		STAAR Scores
Math students will do mini-assessments on each lesson in all classes.	Math Teachers & Students	TEKSING TOWARD STAAR Curriculum & Students DMAC	August 2018 - June 2019	Tests		STAAR Scores
Continue use of supplemental teacher in Math and went to seven period days to accommodate reduction of staff. Reduction of class sizes in Math classes. Continue pullout in core classes with for At-Risk student populations.	Principal, Counselor & Math Staff	Principal, District Staff, Special Program Coord. & Team Meetings DMAC	August 2018 - June 2019	Increase percentage of students passing each passing each 6-week. Decrease class sizes.		Macro/Micro Plans, Master Schedule, Observations, Report Cards, Agendas & minutes from meetings
Students will be assigned to mandatory tutoring in the sixth, seventh and eighth grade, if they scored below 70% the previous year's STAAR Math Test and benchmark score.	Principal, Counselor & Math Staff	Math Staff, TEKSING TOWARD STAAR & Textbooks DMAC	August 2018 - June 2019	Weekly formative assessment per Macro/Micro Plans. Each 6-weeks grade reporting documents, classroom observations, Unit Exams		AEIS, permanent record folders, Macro/Micro Plans, Report Cards, Progress reports to parents DMAC records

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
A tutorial session will be offered to all students (Sub-populations groups) who did not successfully complete the MATH STAAR test.	Math teachers, STAAR Cord., Counselor & Targeted Students	Highlighters Pencils TAKS handouts	Spring & Summer 2019	Daily assessments and feedback		STAAR practice handouts
The mathematics vertical team will develop a complete list of math terms that should be used consistently from grade to grade.	Math Facilitators, All math teachers Pre-K through 12 & Administrators	List of terms from all math teachers DMAC	August 2018 - June 2019	Review of completed list		Vertical Team's approval and implementation upon completion.
All TEAM members are responsible for meeting with failing students' parents no later than 3 days after progress reports and 3 days after report cards are issued. Principal and counselor will attend report card failure meetings.	Principal, Counselor, 6-8 Teachers, Parent/Guardians	DMAC, Work Samples, Grade book, Progress Reports/Report Cards, SPED/504 Data, ETC	August 2018 - June 2019	Progress Reports, End of Grading Cycles		DMAC/TTESS
DATA disaggregation meetings with core teachers	Principal, Counselor, 6-8 Teachers	DMAC	August 2018 - June 2019	The minimum twice per grading period.		DAMC/TTESS
PAW period is implemented and designed to include but not limited too; Increasing Learning Opportunities, RTI, UIL, ETC	All Staff	TEKS, DMAC	AUGUST 2018-JUNE 2019	Double UIL student participation, ALL STAFF coaches		UIL, STAAR Scores



## OHHMS SCIENCE DEPARTMENT

**Departmental Goal:** *In school year 2018-2019, the percent of students passing **STAAR** will be 100%*

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
All 8 <sup>th</sup> Grade students will take SnapShots Science tests throughout the school year.	Science Team	Release Tests, Region III, TEKS and STAAR Objectives DMAC	Release Tests, Region III, TEKS and STAAR Objectives	Increase percentage of students passing test and data.		STAAR Scores
Science teachers are continuing "Mastery Learning" strategy which focuses the curriculum on the TEKS and those objectives that will be tested on the STAAR test.	Science Team	CPO Textbooks 6-8, STEM, ETC as a supplement	August 2018 - June 2019	Unit Tests & Periodic Assessments		Unit Tests, Report Cards & STAAR Scores
Hands-on science labs concentrating on each unit taught throughout year using TEKS.	Science Team (set up & guidance) & students participation	Teacher Designed Labs using equipment/materials	August 2018 - June 2019	Teacher grading of Labs & evaluations of student graphing & interpretations of labs		Unit Tests, Report Cards & STAAR Scores

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
STAAR Warm-ups activities	Science Team & Facilitator	STAAR Practice Questions on overheads & Aver Key DMAC	August 2018 - June 2019	checked and discussed daily		STAAR Scores
Promote and participate in science field trips outside educational opportunities to reinforce concepts taught in classroom (i.e. Space & Nature) and are cross curricular.	Science Team &	Transportation	August 2018 - June 2019	Staff Informational Surveys		Report Cards & STAAR Scores
Curriculum will have an emphasis on vocabulary and reading expository texts.	Science Team	Textbooks	August 2018 - June 2019	Periodic assessments and unit tests		Report Cards & STAAR Scores
Pretest of STAAR skills at the beginning of school year.	Science Team	Released TAKS Tests, TEKS & STAAR Supplements STAAR Objectives DMAC	August 2018 - June 2019	Increased percentage of students passing test and data.		STAAR Scores
Continue science elective; Pond and Xeriscape to help reinforce and elaborate on grade-level TEKS.	Science Team	Transportation, TEKS, LCRA and staff STAAR Supplements	Assessments	Staff Informational Surveys		Report Cards & Board presentations
All TEAM members are responsible for meeting with failing students' parents no later than 3 days after progress reports and 3 days after report cards are issued. Principal and counselor will attend report card failure meetings.	Principal, Counselor, 6-8 Teachers, Parent/Guardians	DMAC, Work Samples, Gradebook, Progress Reports/Report Cards, SPED/504 Data, ETC	August 2018 - June 2019	Progress Reports, End of Grading Cycles		DMAC/TTESS
DATA disaggregation meetings with core teachers	Principal, Counselor, 6-8 Teachers	DMAC	August 2018 - June 2019	The minimum twice per grading period.		DAMC/TTESS

## OHHMS SOCIAL STUDIES DEPARTMENT

**Departmental Goal:** *In school year 2018-2019, the percent of students passing **STAAR** will be 100%*

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
All 8 <sup>th</sup> Grade students will take two SNAP SHOT Social Studies tests throughout the school year.	Social Studies Team & Facilitator	Release Tests, Region III, TEKS and STAAR Objectives DMAC	Dec 2018 Feb 2019	Increase percentage of students passing test and data.		STAAR Scores
Social Studies teachers will use Jarrett materials (8 <sup>th</sup> Grade)	Social Studies Team & Facilitator	Core Team, Textbooks & Internet DMAC	August 2018 - June 2019	Weekly & Chapter Tests		Semester Exams & STAAR Scores

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
6 <sup>th</sup> grade SS teacher will stress world geography and 7 <sup>th</sup> grade SS teacher will stress U.S. geography (states and capitals, etc.) to help 8 <sup>th</sup> grade SS curriculum	6 <sup>th</sup> and 7 <sup>th</sup> SS Teachers	Text books, STAAR supplemental maps, etc. DMAC	August 2018 - June 2019	Weekly and Chapter Tests		DMAC, Semester Exams & STAAR Scores
6 <sup>th</sup> and 7 <sup>th</sup> Grade Social Studies will use Primary Source documents and Political Caricatures in their instruction to augment the 8 <sup>th</sup> Grade Curriculum.	6 <sup>th</sup> and 7 <sup>th</sup> Grade Teachers	Textbooks, STAAR supplemental materials DMAC	AUGUST 2018 - JUNE 2019	Weekly and Chapter Tests		DMAC, Semester Exams
All TEAM members are responsible for meeting with failing students' parents no later than 3 days after progress reports and 3 days after report cards are issued. Principal and counselor will attend report card failure meetings.	Principal, Counselor, 6-8 Teachers, Parent/Guardians	DMAC, Work Samples, Gradebook, Progress Reports/Report Cards, SPED/504 Data, ETC	August 2018 - June 2019	Progress Reports, End of Grading Cycles		DMAC/TTESS
DATA disaggregation meetings with core teachers	Principal, Counselor, 6-8 Teachers	DMAC	August 2018 - June 2019	The minimum twice per grading period.		DAMC/TTESS
Increasing Learning Opportunities, RTI, UIL, ETC (Before/After School)	All Staff	TEKS, DMAC	AUGUST 2018-JUNE 2019	Double UIL student participation, ALL STAFF coaches		UIL, STAAR Scores

**GOAL 5:** The average daily attendance (ADA) of all OHHMS students and each subpopulation will exceed 98%.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Van Vleck ISD will improve and enhance academic performance of every student.</li> <li>2. Van Vleck ISD will retain, support and recruit quality staff.</li> <li>3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.</li> <li>4. Van Vleck ISD will promote involvement of parents and community in each student’s education.</li> <li>5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</li> </ol>
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ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE’S	EVALUATION
Maintain course offerings to address wider student interests. Offer Band, Athletics/PE/Fitness, Speech, Environmental Science, Careers and Art for all 8th Graders. Band, Speech, Athletics/PE/Fitness and Art for 7th Graders. PE, Band, and Art for 6th Graders.	Principal, Counselor & Staff	TEKS & Staff DMAC	August 2018 - June 2019	State adopted text, accelerated reader expansion (more books and test disks). We will use available sections from high school to offer classes for high school credit. Progress report, report cards, Number of students being promoted to high school with high school credits.		Student schedules and report cards
Increasing Learning Opportunities, RTI, UIL, ETC (Before/After School)	All Staff	TEKS, DMAC	AUGUST 2018-JUNE 2019	Double UIL student participation, ALL STAFF coaches		UIL, STAAR Scores

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Bulletin Board/Web Pages displaying pictures of students and their achievements and staff web pages. These will be maintained throughout the school year in order to create a more child-center atmosphere. A yearbook will be published. Incentive trips will be offered.	Principal, Counselor & Staff	Web, Camera & Staff SOCS, Facebook	August 2018 - June 2019	Fundraisers, Activity Accounts, and regular funds will be used to fund incentives.		AEIS, Yearbook, Field Trip permission slips, Web Pages and discipline referrals
Monitor attendance to reduce truancy including disciplinary actions as outlined in the student handbook	Principal, Attendance Clerk/ISS & Staff	Attendance Clerk/ISS, Telephone & Mail	August 2018 - June 2019	PEIMS records		Dropout rate & PEIMS
Dropout rate & PEIMS	Principal & Staff	Existing programs	August 2018 - June 2019	Percent of students involved in activities		Participation Rate
Maintain attendance committee to meet as needed to review attendance and credit issues	Principal, Attendance Clerk/ISS & Staff	Meeting Times	August 2018 - June 2019	Minutes from Meeting		Dropout rate & ADA
Maintain transfer committee to meet as needed to review transfer student status	Principal & Staff	Meeting Times	August 2018 - June 2019	Transfer Forms, Discipline Records, Attendance Records & Grades		Attendance, Grades, Discipline

**GOAL 6:** Improve Professional Development for ALL Staff.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<p>1. Van Vleck ISD will improve and enhance academic performance of every student.</p> <p>2. Van Vleck ISD will retain, support and recruit quality staff.</p> <p>5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</p>
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ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Staff will attend district in-services as established on the school calendar involving district and campus goals.	Superintendent & Principal	Region III, MCES & Vertical Teams	August 2018 - June 2019	District fees paid to presenter and the Educational Service Center.		Sign-in sheets & agendas
Curriculum is aligned with TEKS for new STAAR testing.	Principal & Staff	TEKS & STAAR Objectives	August 2018 - June 2019	Review of Macro/Micro Plans		
Staff may attend workshops concerning their core academic areas on classroom management, writing, teaching TEKS to STAAR, and incorporation of technology in instruction. In-services on PC workstations installed by District.	Principal, Staff, Region III & MCES	Region III, MCES & College Board	August 2018 - June 2019	Faculty, Team and vertical meetings to share and receive information, Walkthroughs & T-TESS.		Certificates turned into the principal and Business Office.

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
<p>All teachers who teach GT students on the core curriculum areas will attend 30 hours of initial training and staff development on working with GT students. All teachers who teach GT students in the core curriculum areas will attend 6 hours of staff development annually on working with GT students.</p>	<p>Principal &amp; Staff</p>	<p>Region III &amp; GT Coord.</p>	<p>August 2018 - June 2019</p>	<p>ESC workshops in early August, as well as Staff development training in October.</p>		<p>Certificates of attendance on file in teacher folders, Micro/Macro Plans</p>



**GOAL 7:** All member of the O. H. Herman Middle School community will be partners in the continuing improvement of our educational system.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Van Vleck ISD will improve and enhance academic performance of every student.</li> <li>2. Van Vleck ISD will retain, support and recruit quality staff.</li> <li>3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.</li> <li>4. Van Vleck ISD will promote involvement of parents and community in each student’s education.</li> <li>5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</li> </ol>
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ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE’S	EVALUATION
Conduct Parent/Community informational meetings.	Principal, Counselor & Staff	Staff	August 2018 - June 2019	Submission of articles to the newspapers, Postcards, parent surveys, 6th Grade Sunday & Web Page		Parent surveys, application for volunteers, sign-in sheets & newsletters
Conduct Parent/Community informational meetings on special programs.	Principal, Counselor & Staff	Staff, GT Coord. & College Board	August 2018 - June 2019	Parent meetings for GT & Pre-AP students, articles in newspapers, Postcards.		Sign-in sheets and agendas from meetings
Maintain a Parent Advisory Committee.	Principal & Counselor	Principal	August 2018 - June 2019	Meetings and surveys		Sign-in sheets and agendas from meetings

ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE'S	EVALUATION
Provide parent, community and business the opportunity for involvement in the academic programs. Parent volunteers & committees and career presentations.	Principal, Counselor & Staff	Principal	August 2018 - June 2019	Parent, Community, Business and Faculty surveys and meetings.		Campus Site Base Committee minutes, school calendars and Micro/Macro Plans

**GOAL 8:** Maintain and improve physical plant, safety and environment of O. H. Herman Middle School.

**CORRELATES WITH:**

<b>DISTRICT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Van Vleck ISD will improve and enhance academic performance of every student.</li> <li>2. Van Vleck ISD will retain, support and recruit quality staff.</li> <li>3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.</li> <li>4. Van Vleck ISD will promote involvement of parents and community in each student’s education.</li> <li>5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.</li> </ol>
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ACTIVITY	PERSON[S] RESPONSIBLE	RESOURCES & MATERIALS	ESTIMATED TIMELINE	FORMATIVE [PERIODIC] EVALUATION	COST & SOURCE OF FUNDING, FTE’S	EVALUATION
Classroom set of chrome books in each core area classroom (Continue)	Principal	Budget	ASAP	Principal Feedback		Community, Student and Staff Feedback

**O H HERMAN MIDDLE** 

Grades Served: 6 - 8  
719 1ST ST  
VAN VLECK, TX, 77482

249 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**

73 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**

79 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**

78 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



# O.H. HERMAN MIDDLE SCHOOL

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE O.H. HERMAN MIDDLE SCHOOL CAMPUS  
IMPROVEMENT PLAN

SCHOOL YEAR 2018-2019

VAN VLECK INDEPENDENT SCHOOL DISTRICT

COUNTY-DISTRICT-CAMPUS NO: 158-906-041

Single Attendance District

Grades: 6-8

## **O. H. Herman Middle School Campus**

2017-18 Campus Enrollment (PEIMS Standard Student Program and Special Population Report):  
249

2017-18 At-risk criteria among enrolled students (PEIMS Standard Student Program and Special  
Population Report): 117

2018-19 Campus Enrollment (PEIMS Standard Student Program and Special Population Report):  
264

2018-19 At-risk criteria among enrolled students (As reported to TECS by district): 131

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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 and 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 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, O. H. Herman Middle School:

1. Uses student performance data from STAAR 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 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 O. H. HERMAN MIDDLE 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 O. H. Herman Middle 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.

O. H. Herman Middle 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 O. H. Herman Middle School SCE Programs, 2017-2108**

SCE-Funded Programs	Criteria to Measure Success	Grade Levels Served	Number Served	Number Meeting Criteria	% Meeting Criteria
Tutorials Content Mastery Computer-Assisted Instruction	Satisfactory performance on STAAR	6-8	162	120	74%

## 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 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 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 the SCE stature and regulations. State law and policy guidance create 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 objective 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.

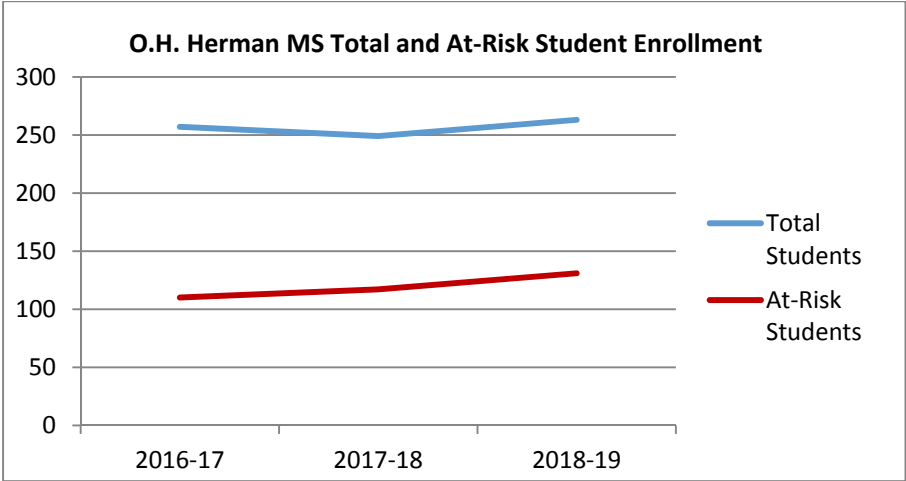
O. H. Herman Middle School has identified students meeting at least one of the 13 state at-risk criteria. Among those students, there are 131 indicators of risk. One student may be identified with more than one at-risk indicator. For example, a student who is homeless and who is not performing at state standard on the STAAR exam is identified with two at-risk criteria.

O.H. HERMAN MIDDLE SCHOOL STUDENTS AND AT-RISK CRITERIA 2018-2019

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		AEP		Parole		LEP		Care of CPS		Homeless	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
6	82	9	11%			14	17%	1	1%	0	0%	2	2%	0	0%	0	0%
7	82	11	13%	0	0%	23	28%	1	1%	0	0%	0	0%	0	0%	0	0%
8	99	19	19%	2	2%	46	46%	3	3%	1	1%	2	2%	1	1%	2	2%
<b>Total</b>	<b>263</b>	<b>39</b>	<b>15%</b>	<b>2</b>	<b>1%</b>	<b>83</b>	<b>32%</b>	<b>5</b>	<b>2%</b>	<b>1</b>	<b>0%</b>	<b>4</b>	<b>2%</b>	<b>1</b>	<b>0%</b>	<b>2</b>	<b>1%</b>
<b>Total At Risk</b>	<b>131</b>	<b>% At Risk</b>	<b>50%</b>														

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 VVUSD, 2018-19.

Year	Total Students	At-Risk Students
2016-17	257	110
2017-18	249	117
2018-19	263	131



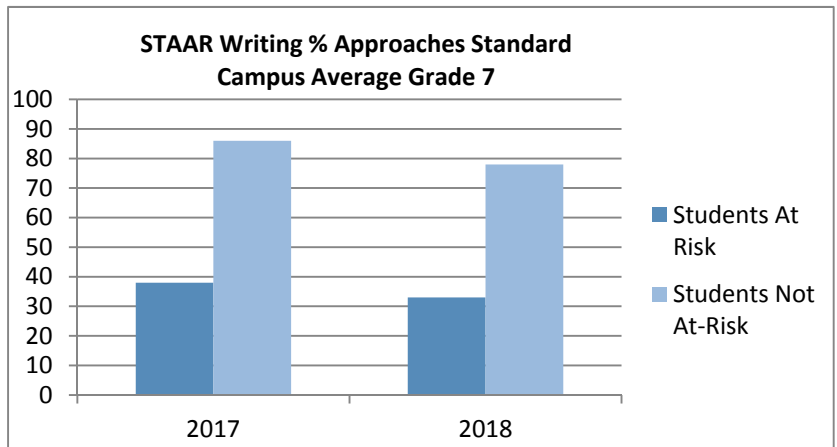
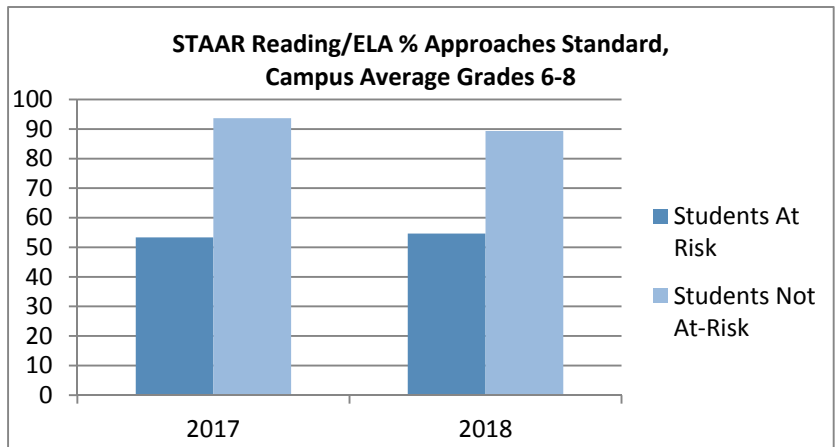
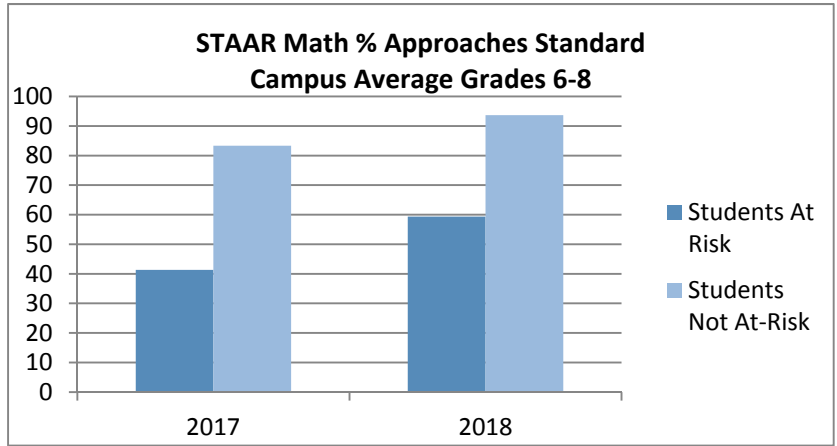
## STAAR ASSESSMENT RESULTS – 2016-17 AND 2017-18

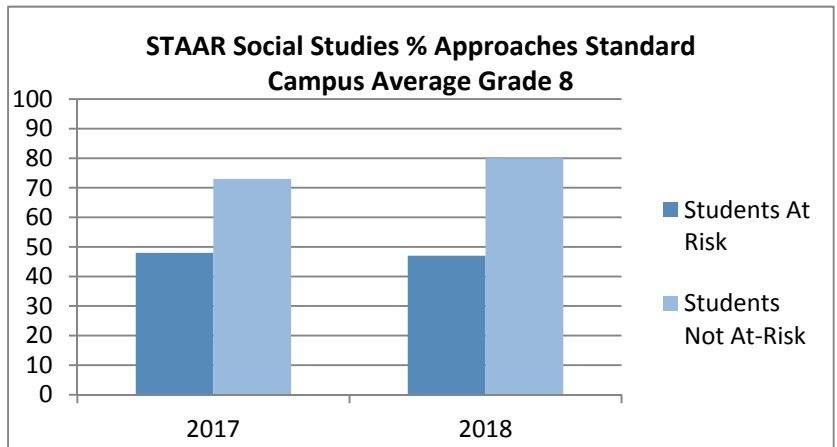
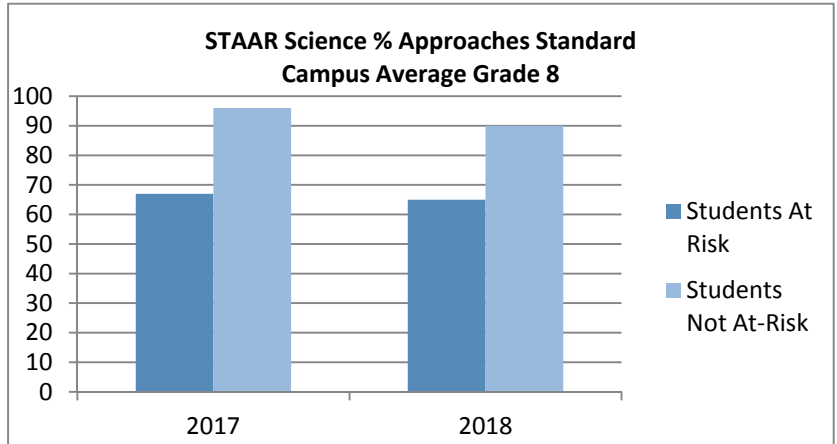
The following pages show in table and graph format comparisons of STAAR performance between students at-risk and those not at risk. The tables present two years' performance at each grade level.

2017 AND 2018 STAAR PERFORMANCE

State Compensatory Education Program										
At Risk Students Academic Comparison - STAAR Grades 6-8 State Assessment Results										
O. H. Herman Middle School										
STAAR	Math % Approaches Standard		Reading/ELA % Approaches Standard		Writing % Approaches Standard		Science % Approaches Standard		Social Studies % Approaches Standard	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
<b>Sixth Grade</b>										
Students At-Risk	32	71	32	52						
Students Not At-Risk	90	96	95	78						
<b>Seventh Grade</b>										
Students At-Risk	28	55	53	54	38	33				
Students Not At-Risk	71	92	86	94	86	78				
<b>Eighth Grade</b>										
Students At-Risk	64	52	75	58			67	65	48	47
Students Not At-Risk	89	93	100	96			96	90	73	80





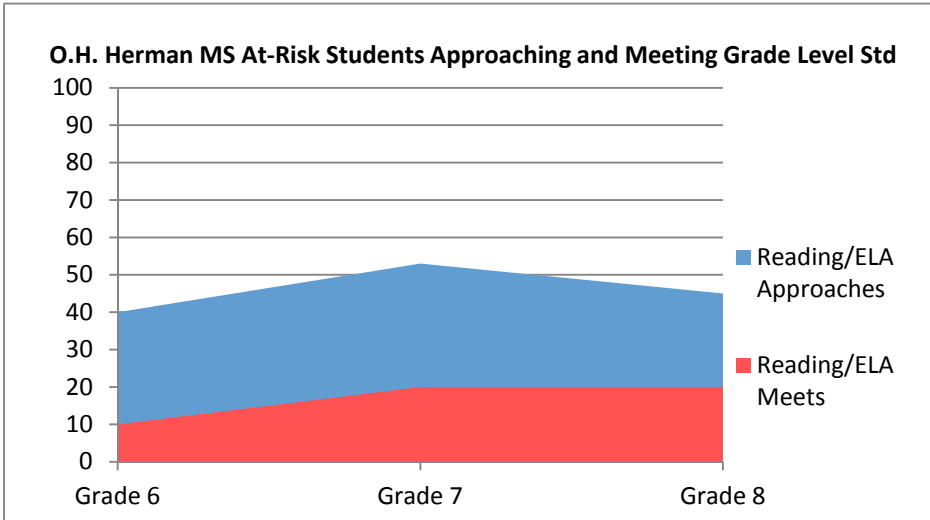


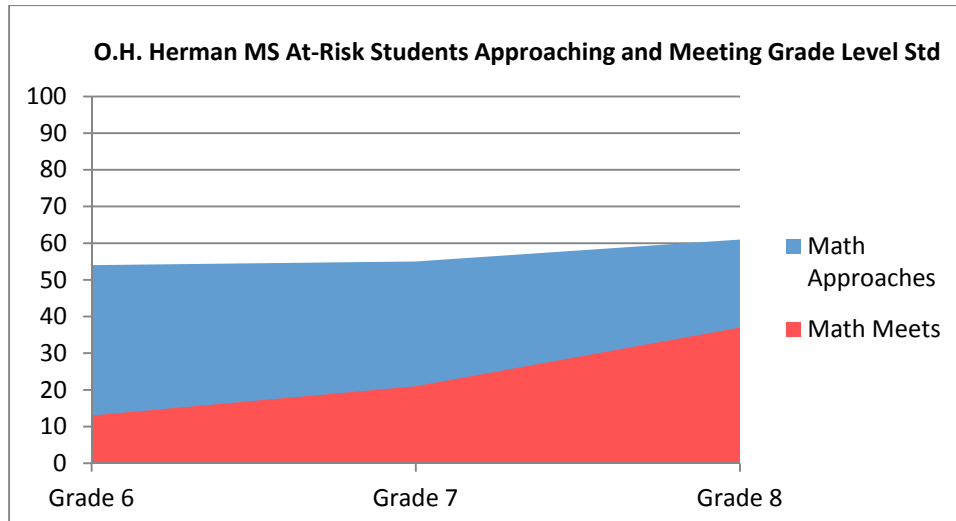
In the Texas Assessment Management System, TEA defines a student approaching grade level as one who shows some knowledge of course content but may be missing critical elements, and the student may need additional support in the coming year. A student who meets grade level shows strong knowledge of course 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 grade-level standards in Grades 6-8 Reading/ELA and Math. The area graphs that follow the table show gaps in performance by grade between at-risk students approaching and meeting grade level.

**O. H. Herman Middle School At-Risk Students 2018  
% "Approaches" and "Meets" Standard**

<b>Reading</b>	<b>Approaches</b>	<b>Meets</b>
Grade 6	40	10
Grade 7	53	20
Grade 8	45	20
<b>Math</b>	<b>Approaches</b>	<b>Meets</b>
Grade 6	54	13
Grade 7	55	21
Grade 8	61	37





**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.

## O. H. HERMAN MIDDLE SCHOOL SCE PROGRAM IMPLEMENTATION – CURRENT YEAR PROGRAMS

### O. H. HERMAN MIDDLE SCHOOL SCE PROGRAMS, 2018-2019

SCE funds are expended to provide programs and services that supplement the regular education program on the O.H. Herman Middle 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, O.H. Herman Middle School has implemented the following programs for 2018-2019.

**O.H. HERMAN MIDDLE SCHOOL**

**DESCRIPTION OF 2018-2019  
SCE PROGRAMS AND SERVICES**

<b>Instructional Methods for Addressing Needs of Students At-Risk</b>	<b>Resources Needed to Implement</b>	<b>Staff Responsible</b>	<b>Timelines for monitoring implementation</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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

## 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

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### 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.

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### 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.

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### 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.

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### 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.

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## 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.

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## 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**  
**Herman Middle School SCE Personnel Budget**  
 CDN 158-906-041

**SCE Full Time Equivalents**  
 Salaries and Personnel

**1.00**

Substitutes	6112	
Stipends/Extra Duty	6117-6118	
Salaries	6119, 6129	24,482
Deductions	6141, 6143 - 6145	355
Benefits	6142	-

Total 6100

24,837

Contracted Services

6299	

Total 6200

Supplies and Materials

6399	

Total Supplies and Materials

Other Operating Costs

6499	

Total Other Operating Costs

**Total**

**24,837**