

# Van Vleck Independent School District

## District Improvement Plan

**2024-2025**

**Accountability Rating: B**



**Board Approval Date:** August 19, 2024  
**Public Presentation Date:** August 19, 2024

# Mission Statement

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.

# Vision

Van Vleck ISD will empower all students through an uncompromising commitment to excellence by providing extraordinary learning opportunities that ensure future success.

# Value Statement

Van Vleck Leopards have Excellence, Resilience, and Achievement in 2024-2025.

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# Comprehensive Needs Assessment

Revised/Approved: May 14, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

Van Vleck ISD held CCNA meeting on May 14, 2024, to gather input and feedback from stakeholders regarding the comprehensive needs assessment. District staff reviewed the purpose and goals of each program and discussed key data points for consideration. The district committee then broke into campus groups. They highlighted strengths as well as areas needing improvement. Stakeholders were then asked to reflect on these areas and offer feedback on proposed activities. Stakeholders were encouraged to ask questions and provide further input. The committee prioritized the following areas: closing achievement gaps across all student groups, enhancing staff development across all areas, and increasing parent and family engagement. District personnel then established performance objectives and set goals to address these prioritized improvement areas.

# Demographics

## Demographics Summary

Van Vleck ISD is a school district in Van Vleck, TX. As of the end of 2023-2024 school year, it had 1,009 students. The current accountability ratings are not available yet. With the most recent accountability rating of "B", 43.3% of students were considered at risk of dropping out of school. 1.7% of students were enrolled in bilingual and English language learning programs.

An average teacher's salary was \$54,072, which is \$1,547 more than the state average. On average, teachers had 13.2 years of experience. The average SAT score at Van Vleck ISD was 1447. The average ACT score was 19.4. In the Class of 2023, 100% of students received their high school diplomas on time or earlier.

## Demographics Strengths

VVISD is a small rural school district which is our strength. Van Vleck ISD is experiencing a slow shift in demographics. Increases in the percentages of economically disadvantaged, at-risk, and EB students are a few of the changes in the student population landscape in Van Vleck ISD. To continue its legacy of providing unparalleled learning experiences, Van Vleck ISD has to ensure district-wide equity in terms of program offerings, appropriate staffing and by providing students with the best possible access to instructional tools and technology across the District. This requires constant monitoring and analysis of changes in the demographics of students, staff, and stakeholders.

# Student Achievement

## Student Achievement Summary

Students in VVISD are exposed to an enriching and challenging curriculum that leads to student success. In 2022, VVISD achieved an overall B rating. Data is disaggregated after each state assessment by every program and student group and is accessible to campus and district leaders via a data dashboard. District leaders receive electronic reports comparing prior year to current year. The STAAR assessment data indicates a lag with the special education and EL student groups behind all other program areas. The same data trends that are seen with STAAR at the district level are seen with the District Learning Assessments. The District uses a variety of instructional methods to equip schools with meeting the needs of students not meeting their full potential including data team meetings, assessment council, curriculum advisories, principal collaborations, ongoing support through instructional coaches, and additional professional development.

No rating was made available in 2023 nor 2024.

## Student Achievement Strengths

Van Vleck Elementary and Van Vleck Junior High schools received an "A" rating. All students have access to highly qualified instructional materials and technology. Student progress is monitored throughout the school year. Enrichment and supports are provided to all students to foster growth.

Van Vleck ISD has small class sizes and certified, highly qualified teachers.

# District Culture and Climate

## District Culture and Climate Summary

Van Vleck ISD is a small school district with small class sizes. There is good communication and overall positive morale, according to the most recent needs assessment conducted in the Spring of 2024 for the Texas Strategic Leadership Plan development.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

To ensure all students are taught by state certified, highly effective teachers, the District works diligently to recruit and hire qualified teachers through various university and alternative certification programs. The District works to attract the best teachers and paraprofessionals interested in working in Van Vleck ISD. Annually we usually attract many candidates for very few openings. As applications come in and are vetted, our Certification Specialist ensure that all individuals hired to work in VVISD are certified for their area of content. Once hired, the District continuously provides competitive salaries, benefits, and incentives to reduce turnover which has helped us to maintain one of the lowest turnover averages in the area. Annually, we provides all teachers the opportunity to share their thoughts through a District-wide survey.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Van Vleck ISD uses 100% TEKS based, highly qualified instructional materials.

# Family and Community Engagement

## Family and Community Engagement Summary

Van Vleck ISD as a whole addresses school and community engagement. This includes Communications and partnering with our parents through various activities. Our primary aim is to ensure that parents, staff and community members have ample opportunities to provide feedback, direction and ask questions about the educational direction of the District. The District encourages a two-way dialogue with its constituents through leadership forums led by the superintendent and other leaders in our District. Each forum invites a representative group of students, staff, parents and community members. Likewise, a variety of campus-based advisory groups consisting of parents, community and staff are also available to constituents to participate. In addition to in-person engagement opportunities, the District develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Information on District considerations, as well as all final decisions on high-level matters, are shared via a number of outlets including parent and community email, Catapult Updates (e-newsletter), social media and via the website. Many times this information is also translated into Spanish. In addition to offering a number of engagement opportunities to stakeholders, campuses and the District also make an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the District to reach a greater number of stakeholders. Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders. The district annually measures student, parent and community perceptions about programs, workplace culture and other matters impacting these stakeholders' success and well-being at Van Vleck ISD. Data shows the response rate for both internal (students and staff) and external (parents and community) to be in line with national survey response rates. This has enabled the district to use the data to inform decision making and improve in areas identified by survey participants. The district frequently measures stakeholders' perceptions of programs and other needs, as well as offers a number of opportunities for parents and community to engage in the educational process at the campus and district level. Van Vleck ISD will continue to develop and deliver information and opportunities to families, teachers, and staff through varying mediums, to engage families and the community in activity and involvement that support student learning. Additionally, our Title I campus place emphasis on parent and family engagement. Recent Texas Strategic Leadership planning survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel VVISD is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

# Technology

## Technology Summary

Van Vleck ISD is a 1:1 district.

# Demographics

## Demographics Summary

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See the TAPRS at [Texas Academic Performance](#) Reports for more information.

## Demographics Strengths

Van Vleck ISD has strong family and community involvement at all levels. This allows families and community members to be involved in meaningful activities that support students' learning and campus needs. Some of these activities include, volunteers, booster clubs, UIL Academic events, special campus events such as art exhibits, book fairs, meet the teacher, informational sessions, and awards ceremonies. Parents are involved in the decision-making process through membership on various committees, including but not limited to, the Campus Advisory Committees, School Health Advisory Council, Language Proficiency Assessment Committee, District Education Improvement Committee, and Site-Based Decision Making Committee (SBDM). Parents stay updated and informed through the use of parent portal, Catapult Connect, campus newsletters, phone calls, emails, social media, and parent/teacher conferences. The district websites are updated with current news and informational items that all interested parties can access. Van Vleck Elementary has continued to build on their RTI program to assist students in academic achievement. We are using TEA Commissioner approved, highly qualified materials and STAR Renaissance for K-8 teachers to determine reading and math levels. For 7-12, we utilize classroom data, curriculum assessments, and benchmarks to identify students in need of academic assistance. Our RTI/Dyslexia pull-out program has also brought academic success to our students, as we have maintained and improved test scores for this academic year. We feel that one of our additional strengths in moving students toward academic achievement is in our experienced teaching staff. The student-teacher ratio is approximately 17:1 which keeps class sizes manageable and effective for student learning.

## **Student Learning**

### **Student Learning Summary**

We do not have the Accountability Rating for 2024 as of yet.

Van Vleck ISD received an accountability rating of B on the 2022 [Texas Academic Performance Report](#) (TAPR).

### **Student Learning Strengths**

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# District Processes & Programs

## District Processes & Programs Summary

VVISD teachers are knowledgeable on whole group teaching and differentiated instruction. Teachers received comprehensive training on trauma informed care and mental health awareness. A variety of supplemental materials are available for teachers to use with their students. Our staff aligns all classroom instruction and assessments with the Texas Essential Knowledge and Skills (TEKS). Posting student expectations assists teachers in striving for 100% student engagement. District and state assessment data is tracked and evaluated by individuals, teams, and RTI committees to determine student needs and instructional strategies. Formative Assessments, Content-Based Assessments, and consistent Progress Monitoring are additional methods used to evaluate student learning. The instructional program at Van Vleck ISD includes various programs to meet all students' needs. These programs include GT (Gifted and Talented Program), ESL (English as a Second Language), and Dyslexia. The needs of our students who are identified as special education are addressed through an inclusion program where teachers use individual teaching approaches to maximize instruction. Our resource program is individualized and successful, with appropriate measures being utilized. With many of our teachers having certifications in ESL and GT, classroom teachers are expected to accelerate the education of our students or differentiate the instruction based on needs. Dyslexia students are served through an intensive program designed for reading disabilities, Reading by Design. The teachers at Van Vleck ISD are 100% Highly Qualified. Van Vleck Elementary campus is a Title I campus. 99% of the ELAR teachers hold ESL certifications. The district staff members are devoted to educating and supporting all students. Van Vleck ISD employs special education personnel to assist with special services, gifted and talented personnel, ESL personnel, dyslexia specialists, and instructional paraprofessionals. Other staff include nurses, counselors, bus drivers, cafeteria workers, and administrators. The Texas Teacher Evaluation and Support System (T-TESS) is utilized to provide staff feedback and continuous walk-through documentation.

Professional development needs are identified through observations, T-TESS evaluations, SLO information, assessment data, and teacher self-evaluations. The impact of professional development on students is measured through formative and summative assessments, student grades, and teacher observation. Our professional development has impacted student performance by increasing student scores on all district and state assessments.

With regard to technology, VVISD has made providing technology to students a priority.

Currently, VVISD provides the following technology to students and teachers:

- Enough Chromebooks for every teacher to have a cart in the classroom, 1:1. Student are also issued a Chromebook for use at home during the school year.
- Large Screen Televisions (in each classroom)
- Teacher Desktop Computers
- Desktop Computers in libraries
- Digital Cameras/IPADS
- Document Cameras in each classroom
- 3D printers
- Maker Spaces at every campus
- Wireless internet access throughout the district

Technology is used daily by the staff and students and integrated into daily lessons. It is expected for technology to be an extension and enhancement of concepts.

District technology is placed in classrooms to provide teaching resources for teachers and learning resources for students.

The district uses TEA, highly qualified curriculum materials and also provides supplemental programs such as Renaissance, StemScopes, and Edgenuity. Special Education students use the Unique Learning program.

It is essential to stay current with the newest technologies. We would like to replace Chromebooks and carts for student and teacher use.

The use of locally developed curriculum assessments and state interims and pilot tests allow for data tracking and progress monitoring of all students.

Students are evaluated every grading cycle using the TEKS taught in the classroom. This valuable data allows teachers to ensure all key concepts are being mastered.

Van Vleck ISD utilizes instructional paraprofessionals to support instruction.

See the [TAPRS](#) report for more information concerning student outcomes, staff information, attendance, and demographics.

## **District Processes & Programs Strengths**

### High Quality Resources

VVISD portrays academic excellence in the community.

VVISD has high expectations for both students and staff and strives to utilize time spent in school to serve the academic needs of the students.

All teachers and paraprofessionals are highly qualified and certified

### School Organization

Van Vleck, Texas is a small town and the teachers have a vested interest in ensuring academic success for our students. Our recruitment relies heavily on word of mouth and the website, as many of our teachers graduated from Van Vleck ISD or a neighboring district. We believe hiring someone that is a good fit is essential to the continued success of our district. This has proven to be successful for VVISD as there is little to no turnover and employees stay until they retire.

Van Vleck Independent School District is a public-school district based in the community of Van Vleck in unincorporated Matagorda County, Texas (USA). The district serves the communities of Van Vleck, Allenhurst, Caney, Cedar Lake, Cedar Lane, Hawkinsville, and Sargent. The district consists of Van Vleck High School, Van Vleck Junior High School, and Van Vleck Elementary, utilizing a Pre-K thru 5th, 6th-8th, and 9th-12th configuration.

Established in 1938, Van Vleck ISD has grown and changed with the surrounding towns. VVISD has three campuses: Van Vleck Elementary School, Van Vleck Junior High School, and Van Vleck High School. The central office is located in the middle of all of the schools which allows district administration to be hands-on with all campuses. Van Vleck ISD staff is centered around students and building relationships with families to strengthen the partnership between home and school.

### Curriculum, Instruction, and Assessment

- VVISD's RTI is focused, streamlined, and purposeful to ensure that students' needs are addressed
- Instructional assistants provide consistent and timely small group instruction and intervention for at-risk students
- Communication is available through various sources: parent portal, daily folders, weekly newsletters, electronic communications

- VVISD uses vertically aligned, 100% TEKS based, and highly qualified curriculum and instructional materials: See VVISD Curriculum Chart for 2023-2024
- TEKS Resource System provides a scope and sequence to ensure all TEKS are addressed.
- STAR Renaissance K-8 for Math and Reading diagnostics, curriculum based assessments, TEA interim tests, benchmarks TFAR pilot tests help with progress monitoring
- State assessment data, DMAC and Google Sheets are used to track students' accelerated learning plans
- Frontline ESPED is used to house student IEP information for Special Education and ESL
- Aeries is used for student information systems
- Ascender is used for business operations
- Teams work collaboratively to provide high quality instruction for all learners in their grade level.
- Technology integration is district-wide: each classroom has interactive televisions, whiteboards, Chromebooks, and document cameras.
- Students have access to resources at all campus Libraries/Media Centers

#### Professional Development

- Teachers and instructional paraprofessionals participate in campus and district professional development.
- Vector Solutions is used for Virtual Compliance Trainings
- Region ESC representatives (3,4,13, 20, 10, 5) and professional trainers are used for employee training (on demand, virtual, or face-to-face)

# Perceptions

## Perceptions Summary

Van Vleck ISD, with a total student enrollment of 1020, is located in the quaint town of Van Vleck, Texas. Students feel safe and nurtured by our district's loving and caring staff. We believe the success of our students is a school, home, and community effort. We strive to involve all stakeholders in the education of our students.

The school is often the center of community involvement in a small, rural area. From providing facilities for youth volleyball, Pee Wee Football, Little Leps Basketball, Little League Baseball/Softball, and 4H meetings, the school also offers numerous opportunities for community involvement. Some of our normal community activities include:

- Meet the Staff Night,
- Fall Open House/Title I Parent Meetings,
- Pep Rallies
- Veteran's Day Program
- Thanksgiving & Christmas Programs
- Red Ribbon Week
- Character Education

Community partnerships are vital to us. We value the input community members bring to our SBDM meetings: SHAC, DEIC, and Campus Improvement Teams.

VVISD utilizes an array of tools to help keep parents and the community informed: the district website, parent portal, Catapult Connect, newsletters, Facebook, and Rank One are just a few of the methods used.

VVISD believes in encouraging participation in school activities from the tiniest Leopards. Van Vleck Elementary students can be part of the Bleacher Creatures and help to keep the spirits high.

School safety is the responsibility of everyone; staff, students, parents, and the community. We want to ensure our students achieve their learning potential within a safe and secure environment.

Safety is a top priority for VVISD. We have several tools, rules, and processes to be proactive in case of emergencies and have safety measures in place on a regular day-to-day basis. VVISD has a Police Chief and recently added a second officer. High school students take a course for Peace Officer training as part of the graduation requirement. Safety and Fire Prevention Day, hosted by our Van Vleck Volunteer Fire Department, educates our elementary students on the importance of knowing what to do in case of an emergency.

Principals announce daily to staff and students the importance of safety and awareness of their surroundings. Knowledge is the key for students to be able to act in any given situation. We hope to impart such knowledge to all students at all times. The district puts on a school-wide Health Fair each year to education students about their overall health and wellness. Red Ribbon Week is celebrated district-wide. The district posts various TEA recommended health and safety awareness notifications throughout the school year regarding various issues.

Our staff is important to us, and we try to show appreciation often. For example, Teacher Appreciation Week with daily treats, staff Christmas party, Campus Shirt Days, and Food Days are a few of our favorite ways to show our teachers how much we appreciate what they do for our students.

We provide opportunities for feedback and/or satisfaction through anonymous means using We-Tip, Campus Suggestion boxes, and open lines of communication with teachers, counselors, directors, and administrators.

## Perceptions Strengths

Van Vleck ISD has numerous strengths in the area of community involvement. As COVID protocols go away, volunteers are invited on every campus to assist in any manner deemed necessary by the administrators. Communities in Schools Site Coordinators work with principals and counselors to coordinate various attendance building, student and family support activities, and discipline deterring techniques.

Parent, community and industry volunteers also provide breakfast for the staff, assist with Book Fair Parent Nights, assist staff with student learning and tutorials, offer speeches and education about careers and programs, and provide snack bags and/or meals for teachers during STAAR testing.

District strengths include:

- Our campus has a thorough RTI process for identifying students in need and providing specific help to move them forward.
- Various opportunities to involve parents/community members throughout the school year are provided.
- Parents feel welcomed and involved.
- Communication with parents is done in a wide variety of formats.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Now that COVID restrictions have been removed from TEA, the district can implement a PTO or Leopard Volunteer program for the schools.

**Root Cause:** COVID-19 restrictions for gathering

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data








# Goals

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

**Performance Objective 1:** Students will learn to read by end of grade 5th (on grade level) and students will show continuous progress in reading proficiency (i.e. growth performance above national average) by participating in curriculum and supplemental reading programs - Amplify, IXL, Book Taco and any other district approved curriculum and supplement.

### HB3 Goal

**Evaluation Data Sources:** Use HQIM & additional curriculum as well as other supplemental materials - Improved reading performance at all levels for all student groups, and TTESS & SLO







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand the learning support program, including participation in curriculum based trainings and best practices using Amplify, under the guidance of Region 3 ESC.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in supplemental activities will build a stronger foundation in reading Curriculum information and training, Sign-in sheets, Faculty meeting agendas, Strategic Planning Partnership with Region 3</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Region 3 Representatives, Teachers, and District Administrators</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide academic growth opportunities for students functioning below grade level using supplemental progress monitoring programs, i.e.: STAR Reading, Lexia, and Book Taco.</p> <p><b>Strategy's Expected Result/Impact:</b> AL Meetings, Google Growth Chart, Curriculum Based Tests, Interim and Benchmark Tests, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus and District Administrators</p> <p><b>Funding Sources:</b> Amplify Curriculum - 199 General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** By end of grade 5, students will demonstrate mastery of math calculations proficiency.


**HB3 Goal**

**Evaluation Data Sources:** Eureka Math Reports  
STAAR & TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue district math alignment and monitor the plan for the improvement of math and science.  <b>Strategy's Expected Result/Impact:</b> Eureka Math Implementation - Training verification rosters, PLC Meeting feedback and reflections, Grade Level Team meeting sign-in sheets, TTESS and SLO observation,/improved math performance at all levels for all student groups  <b>Staff Responsible for Monitoring:</b> Math and Science Vertical Teams, Campus administrators, Curriculum Director, Superintendent   <b>Funding Sources:</b> Eureka Math PLC and Region 3 ESC Coaching - 199 General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff development (for all math and science teachers) designed to improve the teaching of district math and science curriculum that includes reporting categories and national and state standards.  <b>Strategy's Expected Result/Impact:</b> Training verification rosters , Grade-Level and/or PLC documentation; and TTESS and SLO observations  <b>Staff Responsible for Monitoring:</b> Superintendent, ESC 3 Trainers, Campus Administrators   <b>Funding Sources:</b> Eureka Math Coaching from Region 3 - PLC - 199 General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor VVUSD content competencies in math and science for grades K-12 to specify what students must know and be able to do by the end of grade or course.  <b>Strategy's Expected Result/Impact:</b> PLC reflection process, Team meeting minutes, Vertical team meeting minutes, lesson plans  <b>Staff Responsible for Monitoring:</b> Grade level teachers, Math and Science vertical teams, Curriculum Director, Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

 No Progress

 Accomplished

 Continue/Modify


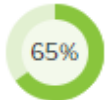




 Discontinue







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

**Performance Objective 3:** Students will demonstrate continuous progress in math proficiency.

**HB3 Goal**

**Evaluation Data Sources:** Carnegie Assessments, STAAR, EOC & TAPR





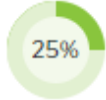



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide appropriate staff development for teachers and administrators to ensure implementation of math and science content competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum training; Ongoing support from administration and Region 3; and PLC Reflection and feed back process</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Superintendent, Region 3 Reps, and Campus &amp; District Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to identify and select appropriate instructional materials and resources to support the implementation of math and science competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> SBDM process with principals, teachers, and Curriculum Director will ensure the usage of 100% TEKS based materials; STAAR; Progress Monitoring with Curriculum Assessments, Interims, TFAR</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Superintendent, ESC 3 math/science specialist, Math and science vertical team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a system of prescriptive measures and assistance for students to meet VVISED math competencies and improve math and science STAAR scores.</p> <p><b>Strategy's Expected Result/Impact:</b> ESC Training Information, Highly Qualified Curriculum, Curriculum Chart, Growth Charts on Google Sheet, STAAR Interim, TFAR, and STAR R &amp; M reports, and STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Superintendent, ESC 3 math/science specialists, Math and Science vertical teams</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				











Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue monitoring progress for all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> DMAC, TAPRS, STAAR, STAAR Interim, TFAR, Edgenuity, Google Classroom, &amp; CCMR Reports</p> <p><b>Staff Responsible for Monitoring:</b> CIT Team &amp; Campus Leadership Team. Curriculum Director &amp; Federal Programs, GCSE Supervisor, and Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








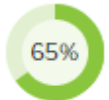


**Goal 1:** Van Vleck ISD will improve and enhance academic performance of every student.











**Performance Objective 4:** Student achievement will meet/exceed state recognized standards in state-mandated assessments.

**Evaluation Data Sources:** STAAR, EOC & TAPR


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a system of prescriptive measures and assistance for students to meet VVISD math competencies and improve math and science STAAR scores.</p> <p><b>Strategy's Expected Result/Impact:</b> ALs, IEPs, LPAC, IAPs, RTI, Progress Reports, Report Cards, Interim scores, STAR R, &amp; M, CLI, Curriculum Based Assessments - Attain growth or exceed in performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Curriculum Director, Superintendent, ESC 3 math/science specialists, Math and Science vertical teams</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor student progress in mastering district curriculum to determine instructional needs and to ensure student success on STAAR, EOC and TAPR.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC meetings, Edgenuity, DMAC, Curriculum Based Assessments, Google Growth Sheet, Progress Reports, Report cards, TTESS, TPESS, &amp; SLO goals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals and Teachers, Superintendent &amp; Curriculum Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Adjust instruction to meet the needs of all students based on performance on a variety of assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Meeting, DMAC, Google Growth Sheets, Progress Reports, TTESS, TPESS, SLO goal, Progress Report, &amp; Report cards</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals and Teachers, Curriculum Director, Campus Faculty, &amp; Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide (teachers and instructional paraprofessionals will participate in) staff development designed to improve instruction in core areas and student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS, Staff Development Sign In sheets, Agendas, Student Growth on Google Growth Sheet, Report Card, Increase in STAAR Performance</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Superintendent, Campus Principals, ESC 3 Instructional Specialists</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				


Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Review test results as provided by state and district to identify specific areas for remediation of individual at-risk students and to modify instruction to accommodate needs for those students.</p> <p><b>Strategy's Expected Result/Impact:</b> AL Meetings, IEP Meetings, LPACs, PLC Reflections to enhance student growth and closing the gap</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Curriculum Director, Superintendent, Campus Principals, Grade level/Department teams,</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Administer released forms of STAAR as benchmarks to all students in grades 3-11.</p> <p><b>Strategy's Expected Result/Impact:</b> TFAR, TEA Interim, Pilot Tests, Google Testing Calendar, Google Growth Chart, Curriculum Assessment Reports, Benchmark calendar, DMAC and results</p> <p><b>Staff Responsible for Monitoring:</b> Paraprofessionals, Teachers, Principals, Counselors, Testing Coordinators, &amp; Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Continue to process migrant records.</p> <p><b>Strategy's Expected Result/Impact:</b> Migrant forms on file, LPAC meetings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Office Staff, ESL Federal Programs Coordinator, Director of Curriculum &amp; Federal Programs. Student Information Systems Personnel</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Maintain the list of students determined to be at-risk, and monitor these students to determine the need for follow up services.</p> <p><b>Strategy's Expected Result/Impact:</b> At-Risk, SCE Reports, District Checklists</p> <p><b>Staff Responsible for Monitoring:</b> Campus At-Risk Coordinator, Registrars, Principals, Director of Curriculum &amp; Federal Programs, Student Information Systems and State Testing Director, Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide an remediation program for students in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal Awareness of Special populations (yearly transition meetings), New student enrollment processes, PLC Meetings, Registration Process, Teacher Interactions with Parents, Counselor Intervention, Communities in Schools Interactions</p> <p><b>Staff Responsible for Monitoring:</b> Campus Office Personnel, Counselors, Principals, Teachers, At-Risk Coordinators, Community in Schools Personnel, Director of Federal Programs, Police Department, and Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide Special Services for Special Education to Van Vleck ISD and Tidehaven ISD. <b>Strategy's Expected Result/Impact:</b> GCSE/Frontline/ESPED Reports, ARDS, IEP Development <b>Staff Responsible for Monitoring:</b> Special Education Supervisor, Assistant Superintendent, Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Provide staff development specific to instructional aides and teacher utilization of instructional aides, substitutes, and volunteers. <b>Strategy's Expected Result/Impact:</b> Training verification rosters, paraprofessional evaluation <b>Staff Responsible for Monitoring:</b> Principals, Director for Curriculum and Federal Programs, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Provide an overview and orientation on the district's dyslexia plan to include emphasis on the referral and screening processes. <b>Strategy's Expected Result/Impact:</b> Training on PLC day, Maintain training verification rosters, agendas, handouts, (module completion reports if online) <b>Staff Responsible for Monitoring:</b> Director of Curriculum & Federal Programs, Federal Programs Coordinator, GCSE Supervisor, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide training for regular education staff and administrators in characteristics of dyslexia and related disorders. <b>Strategy's Expected Result/Impact:</b> Training on PLC day, Maintain training verification rosters, agendas, handouts, (module completion reports if online) <b>Staff Responsible for Monitoring:</b> Director of Curriculum & Federal Programs, Federal Programs Coordinator, GCSE Supervisor, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Provide training opportunities for GT and AP staff in all four core areas. <b>Strategy's Expected Result/Impact:</b> Training verification rosters (ESC 3 and College Board) <b>Staff Responsible for Monitoring:</b> Director of Curriculum & Federal Programs, Federal Programs Coordinator, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Provide training for teachers new to the district who provide services to gifted students. <b>Strategy's Expected Result/Impact:</b> Training verification rosters (local) <b>Staff Responsible for Monitoring:</b> Director of Curriculum & Federal Programs, Federal Programs Coordinator, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Disseminate GT programs flyers to all parents. <b>Strategy's Expected Result/Impact:</b> Student handbook, and provide announcement via social media sites <b>Staff Responsible for Monitoring:</b> Director of Curriculum & Federal Programs, Federal Programs Coordinator, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Provide 6 hours of training for all administrators and academic advisors regarding the gifted student. <b>Strategy's Expected Result/Impact:</b> Training verification rosters <b>Staff Responsible for Monitoring:</b> Director of Curriculum & Federal Programs, Federal Programs Coordinator, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Continue district membership in the GT cooperative. <b>Strategy's Expected Result/Impact:</b> Membership contract <b>Staff Responsible for Monitoring:</b> Superintendent, Business Manager	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Continue implementation of VVISD competencies for the G/T program to meet the cognitive and affective needs of gifted students. <b>Strategy's Expected Result/Impact:</b> Handbook District/State GT Plan Agendas, sign-in sheets, list of competencies, Fall & Spring Presentations <b>Staff Responsible for Monitoring:</b> Director of Curriculum & Federal Programs, Federal Programs Coordinator, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

 No Progress

 Accomplished




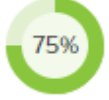






 Continue/Modify

 Discontinue

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

**Performance Objective 5:** Monitor the effectiveness of special education services and ensure access to general curriculum.









**Evaluation Data Sources:** STAAR, EOC & TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a pre-referral process to ensure appropriate identification, delivery of services, assessment and placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Completed SST list, Published PRP flyer Information posted on website</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Team; GCSE Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff development on:</p> <ul style="list-style-type: none"> <li>- Pre-referral process</li> <li>- 5 AIM Components (DIC)</li> <li>- Modification/Accommodation training for all teachers</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Agendas, Training verification rosters, sign-in sheets, DIC minutes, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> GCSE Coordinator, ARD Facilitator, Diagnosticians, ESC 3 Consultants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize pre-referral process to ensure students are successful on appropriate assessment instruments.</p> <p><b>Strategy's Expected Result/Impact:</b> Alternative Assessment Results, TAPR</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coordinator, Principals, Academic Advisors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


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


**Performance Objective 6:** VVUSD will provide technology for the evolving digital world and benefit of student learning in the 21st Century.

**Evaluation Data Sources:** Google Usage  
 Online Training Certifications  
 Inventory of Devices  
 Transcripts  
 Media Center List of Instructional Materials

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the number of computers to students through portable Chromebook carts and at home. <b>Strategy's Expected Result/Impact:</b> Students will have a computer at school and at home <b>Staff Responsible for Monitoring:</b> Technology Director, Assistant Superintendent, and Superintendent	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to provide technology staff development required to integrate competencies and skill into core area instruction. <b>Strategy's Expected Result/Impact:</b> Training Verification roster, TTESS and TPESS Documentation <b>Staff Responsible for Monitoring:</b> Technology Director, Superintendent, ESC Representatives	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase additional educational technology in the form of hardware, software, and connectivity to mete the needs of all learners. <b>Strategy's Expected Result/Impact:</b> Provide more opportunities for digital student and staff engagement <b>Staff Responsible for Monitoring:</b> Technology Director, Assistant Superintendent, and Superintendent	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use Google applications across the district. <b>Strategy's Expected Result/Impact:</b> Improved student engagement and cooperative learning with students, teachers, and staff <b>Staff Responsible for Monitoring:</b> Teachers, Technology Director, and Administrators	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

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

**Performance Objective 7:** VVVISD will encourage students to attend and graduate instead of withdrawing from school; seek to prevent dropouts; and provide pathways for graduation.

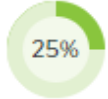





**Evaluation Data Sources:** Attendance Incentives  
 Programs of Study  
 STAAR, EOC & TAPR  
 Graduation Counseling/Transcript Review

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue creative/flexible scheduling (such as zero hour) to meet needs of all students and provide additional opportunities for credit accrual through Edgenuity.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance records, Student sign-in sheets, record of credit accrual</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, Academic Advisors</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 8:** To achieve an exemplary attendance rate of 96.5%.

**Evaluation Data Sources:** Attendance Rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide recognition for student attendance <b>Strategy's Expected Result/Impact:</b> TAPR Attendance Indicator <b>Staff Responsible for Monitoring:</b> Campus Principals, Superintendent	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 75%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">              0% No Progress           </div> <div style="text-align: center;">              100% Accomplished           </div> <div style="text-align: center;">              Continue/Modify           </div> <div style="text-align: center;">              Discontinue           </div> </div>				

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

**Performance Objective 9:** Continue to decrease student achievement gaps and address student learning loss due to the COVID-19 Pandemic in 2020.

**Evaluation Data Sources:** Review TEA and Federal accountability reports, AL and IEP Plans, review TAPR data, and administer curriculum based, interim benchmark and STAAR retake administrations







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use staff to provide individualized intervention to students during the school day and extended school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student learning loss and increase student achievement in State and Federal performance requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Achievement Gap Coordinator, Administrators, District Curriculum Director</p> <p><b>Funding Sources:</b> ESSER Funds - 282 ESSER III Funds, ESSER Funds - 281 ESSER II Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Address learning loss among LEA students by adding GAP paraprofessionals on campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student learning loss and increase student achievement in State and Federal performance requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> ESSER Funds - 281 ESSER II Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase educational technology replacement (hardware, software, and connectivity) that aids GAP students, low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student learning loss and increase student achievement in State and Federal performance requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Technology Dept., and Asst. Superintendent</p> <p><b>Funding Sources:</b> ESSER Funds - 281 ESSER II Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 10:** VVUSD will provide increase in CCMR scores by 5% by the end of the 24-25 school year by increasing the number of CTE completers, Dual Credit completion, AP completion (certain score), completion of Texas College Bridge measures, IBC completions, and/or student scores on SAT/ACT.

**HB3 Goal**

**Evaluation Data Sources:** CCMR results on accountability









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> VVHS personnel will communicate to students and parents information and about the deadlines for signing up for AP, DC (Dual Credit) courses, SAT/ACT tests, and inform students/parents about vouchers for economically disadvantaged students.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance the AP and DC programs Guide parents and students on options to consider concerning CCMR Provide opportunities for study sessions for AP and DC Increase number of SAT/ACT tests taken</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students enrolled in a CTE course that offers an Industry-Based Certification (IBC) will take the certification by May, 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will graduate with a recognized IBC, which is one of the CCMR indicators</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in grades 9-12 will be placed on a graduation endorsement track</p> <p><b>Strategy's Expected Result/Impact:</b> Endorsements ensure students take upper level courses and CTE completer status, which leads to IBC's and distinguished status</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers , and Director of Curriculum &amp; Federal Programs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				









Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will be allowed to participate in the work-based learning programs, beginning in the 11th grade with principal approval.</p> <p><b>Strategy's Expected Result/Impact:</b> Expose to real-world working environments while still in school provides opportunities for success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers, and Director of Curriculum &amp; Federal Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The counselor(s) will host grade level (larger or smaller groups) meetings to discuss graduating plans, college entrance requirements, and graduation requirements at least once per year for students in grades 8-12. Students For grades 6-7, students will have personal graduation plan meetings (larger or smaller). Students will have access to online surveys for career interest and CCMR information.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know requirements and be able to make informed decisions about their futures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers, and Director of Curriculum &amp; Federal Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The counselor will host (or attend with students) career fairs/days; promote students and parents to attend college/career/military awareness that may pertain to future career goals; and provide information about colleges, careers, and funding through FAFSA night, grant opportunities, and or scholarship opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of careers and college credit</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers, and Director of Curriculum &amp; Federal Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				









**Goal 2:** Van Vleck ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.







**Performance Objective 1:** VVUSD will provide 100% of teachers opportunities to attend or complete professional development by the end of the 2024-2025 school year.

**Evaluation Data Sources:** Staff records and student achievement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Encourage ongoing professional development by allocating funds for specific training.  <b>Strategy's Expected Result/Impact:</b> On-going professional development will retain a highly effective staff who proactively engages students for success.  <b>Staff Responsible for Monitoring:</b> Administration and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Encourage ongoing and innovative professional development by allocating funds for more specific training outside of ESC 3, or by bringing in qualified training personnel.  <b>Strategy's Expected Result/Impact:</b> On-going professional development will retain a highly effective staff who will proactively engage students for success.  <b>Staff Responsible for Monitoring:</b> Superintendent, Curriculum Director, Campus principals, and teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage teachers to seek specialized endorsements and certifications.  <b>Strategy's Expected Result/Impact:</b> TIA and additional certifications  <b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide multiple opportunities for faculty and staff to serve effectively on decision-making committees.  <b>Strategy's Expected Result/Impact:</b> Committee rosters, committee surveys  <b>Staff Responsible for Monitoring:</b> District and campus administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> VVISD will foster a positive climate and culture by providing opportunities for staff recognition and morale boosting events...such as awards, meals, treats, and refreshments.</p> <p><b>Strategy's Expected Result/Impact:</b> Rate of teacher and staff turnover (at or below 10%), Teacher Survey</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff</p> <p><b>Funding Sources:</b> Funds to purchase awards, meals, treats and refreshments - 199 General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Identify and recruit qualified personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Job postings, Number of applications, Site based committees</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Encourage personnel to participate in alternative certification and industry based programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting minutes and agenda</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide ongoing feedback to teachers for enhanced and/or improved teaching styles or strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty Meetings; Strategic Planning Program, TTESS and SLO</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Principals, Superintendent, Lead teachers, and/or Department chairs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Continue to review job descriptions to ensure responsibilities are communicated, acknowledged and fulfilled and create an Organization Chart.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide clarity for all personnel            Evaluation Process            Initial Expectations            Organization Chart            Order            TASB Job Descriptions            Compliance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent,            Personnel office</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Provide staff development which will increase teacher proficiency in technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Training verification rosters            Annual training            Vector Solutions            Google Suite Applications            Other District Applications</p> <p><b>Staff Responsible for Monitoring:</b> Technology Coordinator, Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Continue to review benefit and salary issues that affect district employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Presentation of findings to Board, employee benefits surveys</p> <p><b>Staff Responsible for Monitoring:</b> DIC Benefits Committee,            Superintendent, Business office</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Support staff and faculty through appropriate leadership, management, evaluation, mentoring, monitoring and guidance by valid implementation of TTESS &amp; TPESS.</p> <p><b>Strategy's Expected Result/Impact:</b> Adherence to T-TESS &amp; T-PESS calendar, Number of intervention plan placements            Provide annual orientation and ongoing reminders</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Provide Special Education paraprofessionals to assist with the instructional needs of special needs students</p> <p><b>Strategy's Expected Result/Impact:</b> Modification folders, Progress reports, Report cards</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Federal Programs Assistant Superintendent Superintendent</p> <p><b>Funding Sources:</b> Paraprofessionals to assist with Special Needs Students - 199-PIC 23 State Special Education (SpEd)</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** All students and staff will be provided a safe and orderly environment for learning. VVISD will employ two officers. There is a Good Cause Exception that was approved in 2023. The district will explore options for a Guardian Program.







**High Priority**









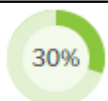

**Evaluation Data Sources:** EOP









Catapult/We Tip










District policies and procedures


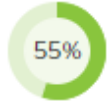







Chief of Police Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to adequately staff and support an Alternative Education program.  <b>Strategy's Expected Result/Impact:</b> Semester referrals and number of DAEP placements  <b>Staff Responsible for Monitoring:</b> Administrative Team</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue involvement of a district and community committee that reviews safety and security issues.  <b>Strategy's Expected Result/Impact:</b> Campus handbooks, Crisis Management Plan, Chief of Police Report, Threat Assessment Process and Plan Review  <b>Staff Responsible for Monitoring:</b> Superintendent, DEIC subcommittee, School Safety &amp; Security Committee</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support and encourage a variety of drug awareness and prevention programs in the district and community.  <b>Strategy's Expected Result/Impact:</b> Needs Assessment, Copies of presentations, Counselors and logs  <b>Staff Responsible for Monitoring:</b> Counselors, Principals, Nurse, Chief of Police, Director of Federal Programs, and Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue collaboration between VVISD Police Department and other law enforcement organizations and Van Vleck VFD. <b>Strategy's Expected Result/Impact:</b> Reports of activities from Chief of Police <b>Staff Responsible for Monitoring:</b> Administrative Team & VVISD PD	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure supervisory responsibilities are communicated, acknowledged and fulfilled. <b>Strategy's Expected Result/Impact:</b> Duty roster, conference notes, TTESS documentation, Principal observation <b>Staff Responsible for Monitoring:</b> Campus principals & Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue to maintain security cameras system throughout district. <b>Strategy's Expected Result/Impact:</b> Reports <b>Staff Responsible for Monitoring:</b> Director of Technoloty & Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Review the student code of conduct to ensure that it provides depth of detail in assuring an effective safety and security function. <b>Strategy's Expected Result/Impact:</b> Updated codes of conduct, Revised student handbooks Student Code of Conduct - Board Approval <b>Staff Responsible for Monitoring:</b> Campus principals, Administration & Board of Trustees	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue funding for a School Polices Officers & Guardians based on district security needs and benefits. <b>Strategy's Expected Result/Impact:</b> HB 3 Documentation - Effective Sept. 1 <b>Staff Responsible for Monitoring:</b> Chief of Police, Assistant Superintendent, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Continue to support the Student Assistance Program for crisis intervention. <b>Strategy's Expected Result/Impact:</b> Monthly reports on referrals Threat Assessment Reporting Process Annual Reporting <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Counselors, GCSE LSSPs, and Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Continue ongoing review/update/staff training of district wide crisis intervention plan and Centegix program. <b>Strategy's Expected Result/Impact:</b> Board approved emergency operations plan, Training verification roster, faculty meeting/staff development agendas <b>Staff Responsible for Monitoring:</b> Safety Team Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Maintain metal detectors at all campuses & facilities. <b>Strategy's Expected Result/Impact:</b> Visional & Preventative <b>Staff Responsible for Monitoring:</b> Safety Team Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Continue police department training and supplies. <b>Strategy's Expected Result/Impact:</b> Required Training for ISD & TCOLE Training Certificates Supplies for Uniforms and basic needs <b>Staff Responsible for Monitoring:</b> Chief of Police Captain Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				







Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Continue to address suicide prevention, conflict resolution, violence prevention, sexual abuse and trauma-informed policies for both staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Vector Training for Staff Health Fair Red Ribbon Week Counseling on Demand Special Services IEPs</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Chief of Police, Behavior Threat Assessment Team, Safety &amp; Security Team, Core Safety Team, and Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Utilize DST located on the website and Sentinel for operating of emergency plans, as well as include training, school drills (fire exit, active threat, lockdown, lockout, shelter-in-place, and evacuation), and exercises to prepare students and staff for responding to emergencies.</p> <p><b>Strategy's Expected Result/Impact:</b> DST/Sentinel</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Directors and Chief of Police</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Develop policies and provide training on mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention. Also develop a reporting mechanism to identify students in need of help.</p> <p><b>Strategy's Expected Result/Impact:</b> Data &amp; plan</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Superintendent, Nurse SHAC, GCSE team, and Chief of Police</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Continue to address dating violence, prevention of child abuse, family violence, and sex trafficking per Senate Bill 9.</p> <p><b>Strategy's Expected Result/Impact:</b> Dating violence, child abuse, family violence, and sex trafficking will not be tolerated. Parent will immediately be notified when a student is identified as the alleged victim or perpetrator. The district, to the extent possible, will make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Director of Curriculum &amp; Federal Programs, and Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				











Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Conduct Year-long Weekly &amp; Summer Weekly Door Sweeps when students are present for Campus Audits and External Door Audits in all instructional buildings.</p> <p><b>Strategy's Expected Result/Impact:</b> Door Sweep Reports EOP DAR</p> <p><b>Staff Responsible for Monitoring:</b> District Safe &amp; Security Committee, Administrators, Superintendent, Assistant Superintendent, Director of Operations, Police Chief, and Police Captain</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Use Centegix badges as an alert button for all staff. To be implemented in the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will wear the Centegix badge under their ID Core Safety Team is coordinating Access points will be installed in August/September Lanyards ordered in August IDs taken in August Training will occur in September Will migrate with CatapultEMS this year</p> <p><b>Staff Responsible for Monitoring:</b> Core Safety Team: Technology Director, Principals, Chief of Police, and Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Align the duties, responsibilities, and actions of the Van Vleck ISD Police to VVUSD Board Policy (CKE Local) Follow the link to <a href="https://pol.tasb.org/PolicyOnline/PolicyDetails?key=853&amp;code=CKE#localTabContent">https://pol.tasb.org/PolicyOnline/PolicyDetails?key=853&amp;code=CKE#localTabContent</a> (CKE) for full scope of the VVUSD Police.</p> <p><b>Strategy's Expected Result/Impact:</b> Align the Duties of the VVUSD Police to adopted Policy. Provide a safe stimulating learning environment, and promote safety for all of the VVUSD school community.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				




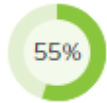



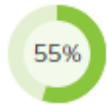


**Goal 4:** Van Vleck ISD will promote involvement of parents and community in each student's education.







**Performance Objective 1:** To develop communication partnerships among parents, industry partners, and communities in schools to ensure the success of all students.

- Evaluation Data Sources:** Sign-in logs & documentation  
 Letters of support  
 Donations and Scholarships received  
 Student career internships  
 Communities In Schools MOU  
 Attendance Incentives for students and staff  
 Academic Success Incentives

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide scheduled days to support campuses in conducting parent conferences, with follow up as needed <b>Strategy's Expected Result/Impact:</b> Number of parents participating, Campus documentation <b>Staff Responsible for Monitoring:</b> DECI Committee, Campus Principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities to accommodate the varied schedules of parents, language barriers and the need for childcare when parent conferences are being scheduled <b>Strategy's Expected Result/Impact:</b> Number of parents participating, Campus documentation <b>Staff Responsible for Monitoring:</b> Campus Principals Special Programs Director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Translate communications to assist non-English speaking parents <b>Strategy's Expected Result/Impact:</b> Documentation <b>Staff Responsible for Monitoring:</b> Superintendent, Special Programs Director, Campus Principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote and encourage communication with parents regarding positive student behavior and achievement as well as areas of concern <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Campus Principals, Campus Academic Advisors, All Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Promote informal activities at which parents, staff and community members can interact <b>Strategy's Expected Result/Impact:</b> Number of such activities held in 2022-2023 school year <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family <b>Strategy's Expected Result/Impact:</b> Staff Dev. Calendar <b>Staff Responsible for Monitoring:</b> Asst. Supt for Special Programs	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide curriculum-specific flyers to inform parents of the expectations for students in each subject at grade levels K-5 <b>Strategy's Expected Result/Impact:</b> Number of flyers produced and distributed <b>Staff Responsible for Monitoring:</b> Superintendent Curriculum Director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide information or sponsor workshops regarding how parents can foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers <b>Strategy's Expected Result/Impact:</b> Number of parents participating <b>Staff Responsible for Monitoring:</b> ESC 3 Title IA contacts	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Support the development of a personalized education plan for each student, with parents as full partners in the process <b>Strategy's Expected Result/Impact:</b> Number of plans created, number of parent conferences held, improved student success <b>Staff Responsible for Monitoring:</b> Campus Principals Curriculum Director Academic Advisors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Distribute information regarding cultural, recreational, academic, health, social and other resources that serve families within the community <b>Strategy's Expected Result/Impact:</b> Amount of information shared <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals, Special Programs Director	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Coordinate involvement of community members in school volunteer programs <b>Strategy's Expected Result/Impact:</b> Increase in number of volunteers used, student participation, and number of community programs served <b>Staff Responsible for Monitoring:</b> Superintendent Special Programs Director	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education <b>Strategy's Expected Result/Impact:</b> Number of meetings and phone calls logged regarding collaboration <b>Staff Responsible for Monitoring:</b> Superintendent Special Programs Director	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Inform staff members of the resources available in the community and strategies for utilizing those resources <b>Strategy's Expected Result/Impact:</b> Amount of information disseminated, T-TESS <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Conduct Campus and Superintendent Community Forums, as needed <b>Strategy's Expected Result/Impact:</b> Parent and community input <b>Staff Responsible for Monitoring:</b> Principals & Superintendent	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 354 663 402">  No Progress         </div> <div data-bbox="764 354 982 402">  Accomplished         </div> <div data-bbox="1083 354 1333 402">  Continue/Modify         </div> <div data-bbox="1436 354 1631 402">  Discontinue         </div> </div>				

**Goal 4:** Van Vleck ISD will promote involvement of parents and community in each student's education.

**Performance Objective 2:** To support and promote information beneficial for parents , students, and community.

**Evaluation Data Sources:** Websites

Parent Square









Social media

Newspaper

Newsletters

Aeries Portal







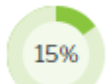

Rank One







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Link parents to programs and resources within the community that provide support services to families <b>Strategy's Expected Result/Impact:</b> Number of parents in need of information <b>Staff Responsible for Monitoring:</b> Campus Academic Advisors, Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Explore the development of a parent center that will provide information and services to a diverse population <b>Strategy's Expected Result/Impact:</b> Documentation regarding exploration <b>Staff Responsible for Monitoring:</b> Superintendent, Principals, Academic Advisors	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Van Vleck ISD will promote involvement of parents and community in each student's education.

**Performance Objective 3:** To welcome parents in the school and to seek their support, involvement, and participation .

**Evaluation Data Sources:** Title I Meetings  
 Parent Engagement Meetings  
 Parent Conferences  
 Campus & District Based Activities  
 Extra-Curriculars

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide for a coordinator of volunteer and parental involvement <b>Strategy's Expected Result/Impact:</b> Annual Appraisal <b>Staff Responsible for Monitoring:</b> Superintendent Special Programs Director	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide direction and staff development to ensure that office staff greetings, signage near the entrances and other interaction with parents create a climate in which parents feel valued and welcomed <b>Strategy's Expected Result/Impact:</b> Completion of staff development/training, Staff evaluations <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals, Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop activities demonstrating appreciation for parent participation and demonstrating value for their diverse contributions <b>Strategy's Expected Result/Impact:</b> Number of parents contacted <b>Staff Responsible for Monitoring:</b> Academic Advisors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide staff development on how to effectively use school volunteers <b>Strategy's Expected Result/Impact:</b> Number of staff trained, T-TESS <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals	Formative			Summative
	Nov	Feb	Apr	June
				

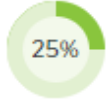





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Conduct an annual survey to evaluate school climate <b>Strategy's Expected Result/Impact:</b> Survey results <b>Staff Responsible for Monitoring:</b> Superintendent Special Programs Director	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 4:** Van Vleck ISD will promote involvement of parents and community in each student's education.

**Performance Objective 4:** To recognize parents as full partners in the decisions that affect children and families.

**Evaluation Data Sources:** Title I Compacts

- ARDS
- LPACS
- 504 Meetings
- Conferences
- SHAC
- DEIC
- Campus Leadership Teams
- Surveys
- CNAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Include parents and students on all decision-making and advisory committees and ensure adequate training for such areas as collaboration, school reform initiatives, building issues, health/safety or curriculum issues, and shared decision-making</p> <p><b>Strategy's Expected Result/Impact:</b> Parent involvement in each committee</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** To provide and actively seek recognition for our schools, programs, staff and students.

**Evaluation Data Sources:** Chamber of Commerce Committee Agendas & Reports

MEHOP

Region 3 Pilots

TEA

Newsletters





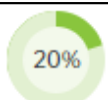

Social Media









Websites

TAPRS

Board Meetings - Recognition

Faculty Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide orientations and presentations of district and campus leadership concerning special populations</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets, Copies of presentations</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct a community/educator forum, offering an opportunity for parents to communicate with principals and other administrative staff publicly</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Disseminate information to the school community, including those without school-aged children, regarding school programs and performance</p> <p><b>Strategy's Expected Result/Impact:</b> Dissemination completed</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure that board policies and district documents provide understandable, accessible and well-publicized processes for influencing decisions, raising issues or concerns, appealing decision and resolving problems</p> <p><b>Strategy's Expected Result/Impact:</b> Production of documents</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide parents with current information regarding both student and school performance data</p> <p><b>Strategy's Expected Result/Impact:</b> Production of documents, Scheduling of annual forum</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

# District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Ashley Hagg	Counselor - VVHS/Parent
Parent	Stacey Goodman	Parent
Teacher	Cynthia Diener	Teacher - VVHS
Parent	Wendy Hoffman	Parent
Teacher	Missy Jurek	Teacher - VVHS
Administrator	Javier Solis	Secondary Asst. Principal
Parent/Employee	Kim Kunz	VVISD Captain of Police
Parent	Tiffany Oncken	District Librarian
Administrator	Randy Keys	IT Director
Administrator	Shannon Garcia	Principal - VVHS
Administrator	Marsha Brown	Assistant Principal - VVE
District-level Professional	Michelle Weathers	Counselor - VVJH/Parent
Paraprofessional	Kristi Champion	Payroll/Benefits
Parent	Shanna Maxey	Parent/Community Member
Business Representative	Scott Savage	Business Representative/Community Representative
Business Representative	Kristie Kucera	Business Representative/Community Representative
Administrator	Amy Hackworth	Director of Student Information Systems & State Assessment
Administrator	Robert Blackmon	Director of Operations
Non-classroom Professional	Pat Hackworth	Scribe
District-level Professional	Fred Wesselski	VVISD Chief of Police
District-level Professional	Stephanie Ward	Federal Programs Coordinator
District-level Professional	Amy Matchett	Director of Student Info. Systems & Assess/Parent
Administrator	Brandon Hood	VVJH Principal
District-level Professional	Lyndee Owen	District Nurse/Parent
Administrator	Kari Button	Director of Curriculum & Federal Programs
Administrator	Matthew Steiner	Assistant Superintendent
Administrator	Victor Pena	Pre-K - 5 Principal

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Jami Casey	Middle School Teacher/Parent
Classroom Teacher	Kelly Rawlings	Middle School Teacher
Classroom Teacher	Kimberly Rolf	Pre-K - 5 Teacher
Classroom Teacher	Karen Alford	Pre-K - 5 Teacher/Parent
Administrator	Gayle Blackmon , CPA	CFO/Assistant Superintendent
Administrator	Christie Dement	Superintendent

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

<b>199 General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Amplify Curriculum		\$0.00
1	2	1	Eureka Math PLC and Region 3 ESC Coaching		\$0.00
1	2	2	Eureka Math Coaching from Region 3 - PLC		\$0.00
2	1	5	Funds to purchase awards, meals, treats and refreshments		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199-PIC 23 State Special Education (SpEd)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13	Paraprofessionals to assist with Special Needs Students		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>255 Title II, Part A, TPTR</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>282 ESSER III Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	ESSER Funds		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>281 ESSER II Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	ESSER Funds		\$0.00
1	9	2	ESSER Funds		\$0.00
1	9	3	ESSER Funds		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>