

**Vidor ISD
Goals Evaluation
2006-07**

Goal #1

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

1.1 Increase the quality and quantity of parental involvement in the total school program.

Evaluation:

The quality and quantity of parental involvement in the total school program increased during the 2006-2007 school year. The VISD Parent Center continued to provide free materials, assistance and workshops to parents. There were a total of 1705 visits to the Parent Center, with 327 being new visitors. Over 590 summer work packets were distributed this summer.

Parent involvement on campuses was excellent. Campuses reported over 10,000 participants during campus activities for the 2006-2007 school year. The Parent Center hosted Dr. Jan Scheer who presented a math workshop for parents which had 18 parents attending.

Parents served on all Campus Site-Based Decision Making Committees. At the district level, they served along with business and community members on the SBDM Committee, as well as the Title IV Safe and Drug Free Schools and Communities District Advisory Committee. Other committees that parents served on include the Title I and Title V District Advisory Committee and the Gifted and Talented District Advisory Committee.

Goal # 2

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

2.1 Students will have a 90% passing rate on all tests taken on the TAKS.

2.2 The passing rate for all exit level TAKS tests will be 90%.

Evaluation:

Vidor ISD - TAKS Results – Spring 2007

Third Grade Math	89	Third Grade Reading	98	Fourth Grade Writing	90
Fourth Grade Math	90	Fourth Grade Reading	88	Seventh Grade Writing	93
Fifth Grade Math	96	Fifth Grade Reading	90		
Sixth Grade Math	73	Sixth Grade Reading	96	Eighth Grade Social Studies	90
Seventh Grade Math	81	Seventh Grade Reading	90	Tenth Grade Social Studies	85
Eighth Grade Math	71	Eighth Grade Reading	90	Eleventh Grade Social Studies	94
Ninth Grade Math	79	Ninth Grade Reading	92		
Tenth Grade Math	65	Tenth Grade ELA	85	Fifth Grade Science	80
Eleventh Grade Math	78	Eleventh Grade ELA	91	Tenth Grade Science	61
				Eleventh Grade Science	79

Goal # 3

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

3.1 Maintain the annual student dropout rate at less than 1%.

Evaluation:

Dropout rate for 2005-06– 1%

Dropout rate for 2006-07– available after October 2007 PEIMS submission

3.2 Achieve a 99.4% graduation rate for VISD students.

Evaluation:

Graduation Rate: 95.5% - There were 291 seniors with 278 graduates.

Vidor High School Graduates – 252

AIM Center High School Graduates – 26.

Goal # 4

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

4.1 Vertical and horizontal alignment will be continued in preparation for TAKS.

Evaluation:

The curriculum was expanded at the high school and junior high to increase the amount of credit recovery during the school year and in summer school. The OdysseyWare Software Program was continued in the curriculum as part of TAKS preparation.

4.2 Intensive training will be provided for TAKS preparation.

Evaluation:

25 teachers were trained in 14 TAKS related workshops.

4.3 The Curriculum Leadership Cooperative Core Curriculum Documents will be utilized in PK through high school.

Evaluation:

The CLC Curriculum is available on every campus and in every classroom. It is also available through the Internet.

Goal # 5

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

5.1 Highly qualified teachers will be employed who have the necessary certification and/or experience to provide quality instruction to students.

Evaluation:

Currently, 100% of teachers in the Vidor ISD are highly qualified and possess appropriate certification

5.2 Educational aides will be trained to meet the “highly qualified” requirements of the National “No Child Left Behind” Act.

Evaluation:

All Title I aides in the Vidor ISD met the highly qualified requirement of the No Child Left Behind Act in 2006-2007.

NOTE:

VISD has 123 aides (Title I aides – 23 and all other aides – 100)

The 23 Title I aides are the only aides that are required to meet NCLB requirements.

The training cost for 100 additional aides is:

- 1. 48 college hours or**
- 2. Associate degree or higher or**
- 3. Paraprofessional training (such as Region 5)**

The least expensive training is #3 - paraprofessional training through Region 5 – approximately \$1,000 per person – at total of \$100,000.

Recommendations:

Change Goal 5.2 to read – Title I aides will be trained to meet the “highly qualified” requirements of the National “No Child Left Behind” Act. - or

Delete goal 5.2

Goal # 6

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

6.1 At least 65% of the seniors at VHS will take either the SAT or ACT.

Evaluation:

The senior class of 2007 had 291 members. 135 students took the SAT.. That equates to 46%. 42 students (70%) took the ACT. Special Education students, students going into the military, and students headed to technical school often do not test. This might affect the percentage rate.

6.2 Of those taking exams, 30% will score 1100 on the SAT or 24 on the ACT.

Evaluation:

Of the 177 students that tested, 27 scored 1100 or better on the SAT and 4 scored 24 or better on the ACT. The combined total of 31 would give VHS a percentage of 23%.

6.3 VHS students' average scores will be equal to the Texas average scores.

Evaluation:

Vidor High School has not yet received SAT scores for 2007. ACT scores for 2007 were 63% in English, 13% in mathematics, 53% in reading, and 13% in science and 5% of VHS students met all 4 ACT Benchmark Scores. Texas average scores for 2007 were 62% in English, 41% in mathematics, 47% in reading, 24% in science, 19% of students met all 4 ACT Benchmark Scores. On the ACT, VHS exceeded the state average in English and reading. VHS met the national average in reading.

6.4 At least 70% of VHS graduates will receive a Recommended or Distinguished Achievement Diploma.

Evaluation:

Of the 252 seniors graduating 112 (44%) received a Recommended Diploma and 53 (21%) received a Distinguished Achievement Diploma.

6.5 Develop a plan for interpreting the success of students taking the SAT and the ACT.

Evaluation:

Go Texas is the program in place to be used to interpret the success of students taking the SAT and the ACT.

Goal # 7

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

7.1 The district will continue to review, revise, and implement the Discipline Management Plan.

Evaluation:

All campuses continue to integrate the District's Student code of conduct into the Campus Discipline Management Plan.

7.2 The district will continue district-wide implementation of M.B. "Flip" Flippen's character education programs (Teen Leadership, Keystone Curriculum, and Capturing Kids Hearts). At least six campuses will remain Character Plus schools.

Evaluation:

Vidor ISD's M. B. Flippen character education programs grew greatly during the 2005-06 school year. Each year Title IV Safe and Drug Free Schools and Communities funds are utilized to increase the number of teachers trained and to purchase classroom materials. This means that six of the VISD campuses maintain TEA status as Character Plus Schools. Teen Leadership classes were held at Vidor Middle School, Vidor Junior High and Vidor High School. Keystone curriculum was taught at the elementary and middle school level and emphasis grows each year making a difference in the lives, character and learning of VISD students.

Goal # 8

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

8.1 Through quality staff development, the district will provide opportunities for personnel to develop or enhance instructional methods that focus on improved student achievement.

Evaluation:

There were 338 teachers and administrators who participated in 54 staff development inservices.

Goal # 9

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

9.1 The district will support technology to enhance the curriculum, management, staff development, and administration.

Evaluation:

District curriculum software, including Compass Learning, Renaissance Learning – Accelerated Reader, STAR Math and Reading, STAR Early Literacy, and Writer’s Expedition, was loaded and supported through the Technology Department. . Continued support for Technology Applications courses at Vidor High School. Technology assisted as necessary in the integration of technology into classroom instruction. Curriculum Writing in the core subjects included a variety of on-line activities/opportunities for both student and teacher use.

9.2 To the extent possible, we will pursue grants and other funding sources to support implementation of the District Technology Plan.

Evaluation:

A full-time district webmaster/trainer was funded through a grant. VISD applied for and received \$65,000 in reimbursement funds for Telecommunications services in the E-Rate program. Internet services are reimbursed through the Region 5 SETTEN connection charges.

Texas High School Completion and Success Grant Cycle 3		\$30,000
Comprehensive School Reform – Texas High School Initiative	2006-07	47,000
Investment Capital Fund 3 campuses	2006-07	150,000
WADA	2006-07	600,000
E-Rate		65,000
Total Grants Awarded		\$892,000

9.3 A Distance Learning Lab will be more fully integrated into staff development and instruction.

Evaluation:

The Distance Learning Lab was moved to the Vidor High School Library. It has continued to be used for professional development. Student offerings are being investigated.

Goal # 10

Campuses will attain, maintain, or raise a 96% attendance rate for all students and each student group.

Evaluation:

District attendance was 95.54%

Goal # 11

Appropriate programs will be provided to students demonstrating need(s) in suicide prevention, conflict resolution, violence prevention and/or discipline management.

11.1 Age appropriate information regarding conflict resolution, violence prevention, and/or discipline management will be provided for students.

Evaluation:

All campuses in VISD provided age appropriate information to students regarding conflict resolution, violence prevention and/or discipline management during the 2006-2007 school year. Programs are offered in health classes and teen leadership classes, as well as other classes. Big Buc Against Drinking and Drugs (BBADD) at the high school plays a big part in informing their peers and younger students. The activities they lead during Red Ribbon Week are outstanding. Counselors all levels assure that students receive appropriate information and work with students in all of the areas stated in 11.1. Peer Mediation programs at many schools help students solve their own problems. Character Education addresses all areas. The district utilized the 425 PEIMS Report to collect data for the Title IV SDFSC report to TEA. "Limited Use" was reported in the categories of student tobacco use; student alcohol use; drug use; and school violence. No guns were reported on the Gun Free Schools report for 2006-2007.

11.1.1 Elementary schools will continue to receive Keystone Curriculum updates and training.

Evaluation:

Elementary schools continued to receive Keystone Curriculum updates and training through Title IV SDFSC funds. We moved closer to the goal of training all elementary teachers. The Middle School offered Teen Leadership as well.

11.1.2 Students in grades 7 & 8 will participate in daily Pirate Pride instruction.

Evaluation:

Students received instruction in Goal #1 objectives during Pirate Pride instruction at the junior high during 2006-07. Additionally, Teen Leadership classes were offered.

11.1.3 Students in grades 9-12 may participate in Teen Leadership classes, social skills, anger management and conflict resolution training as requested or assigned.

Evaluation:

Teen Leadership classes were offered at the high school during 2006-2007. Being leaders at their school and in the community, Teen Leadership students provided a great deal of community service, helping both the district and the community. These students are examples to their peers. Health classes, Teen Leadership and other classes address social skills, anger management and conflict resolution training. The Peer Mediation program has been quite successful in helping students resolve their own conflicts and assists with anger management.

Goal # 12

Age-appropriate career education will be provided to all students.

12.1 Basic skills and knowledge necessary for managing the dual roles of family member and wage earner will be taught.

12.2 Students will be instructed in the skills and knowledge necessary for gaining entry-level employment in a high-skill, high-wage job or continuing education at the post secondary level.

Evaluation:

Elementary - Students in the elementary school do social studies units on community workers and have an assortment of “Guest Career Speakers” throughout the year.

Middle School – Career exploration is provided to classrooms per the counselor in the library. This is done with a series of books, Under the Big Sky, a computer software program, “Career Aroma” and with Texas Workforce materials entitled “Careers Are Everywhere”.

Junior High – A computer program called VCAT is provided to all students via the computer lab to assess individual job-related interests in career exploration and job-training placement. A printout of all results is sent to the Career and Technology Education (CATE) office at Vidor High School for review when the students are deciding on career choices and CATE electives in high school. Also, throughout the year in history and English classes, guest speakers related to the unit of study were invited to discuss their career.

High School – Students were instructed in skills and knowledge necessary for gaining entry-level employment in a high skill/high wage job or to continue in a post secondary level institution in all CATE courses including: Business, Health Science Technology, Criminal Justice, Marketing, Computer Maintenance, Cosmetology, Family and Consumer Science, Agriculture and the Trade and Industry courses.

Advisory Boards with business representatives continued in all of these departments. A new Pipefitting curriculum was implemented in the Metal/Welding programs to promote a Construction Career Path. These boards met with educators, and discussed the skills and expectations they felt important for their career field. The VISD Career and Technology Dept. took the 12th grade students to a Career Fair at the Beaumont Civic Center to give them an opportunity to explore a variety of high wage jobs in this area. In addition, the VISD CTE Dept. gave a total of six scholarships to seniors at the award ceremony in May 2007 to promote the continuing education in a post secondary institution. Also CTE classes toured Lamar Institute of Technology and Lamar-Orange. CTE students participated in many educational activities such as The Job Shadow Day, skill area competitions per each program, including state competition, industry field trips, industrial guest speakers, Career Fair,

senior financial planning night, and technical college field trips. Many classes visited the VHS Career Center. There they can access computer software on career choices and colleges. Again we purchased an innovative Career Inventory/Assessment, called Kuder, to help guide students to a career area. We are offering more CTE courses that are Advanced Technical Credit (college credit). Students can leave VHS with up to 12 college credits. All these activities will enhance their full career potential.