

Vidor Independent School District
Oak Forest Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: November 13, 2017
Public Presentation Date: November 13, 2017

Mission Statement

Oak Forest Elementary provides our students with a safe, nurturing environment where we seek to motivate and educate all students for social and academic success.

Vision

Oak Forest Elementary will provide a distinguished education to all students through quality teaching, family and community involvement, and technology integration to help students become contributing members of society.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	7
Perceptions	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.	12
Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.	19
Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff The District will continue to recruit, employ, and retain teaching, administrative, and support staff that is fully certified and highly qualified.	23
Goal 4: Safe and Secure Learning Environment Vidor ISD will provide a safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.	26
Goal 5: Enduring Relationships with Stakeholders Vidor ISD will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, TV channel, parent portal, and district callouts.	29
System Safeguard Strategies	33
State Compensatory	34
Personnel for Oak Forest Elementary School:	34
2017-2018 Campus Site-Based Committee	35
Campus Funding Summary	36
Addendums	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Oak Forest Elementary a PK-4 campus serving students in Vidor ISD. According to the 2015-2016 Texas Academic Performance Report, Oak Forest serves 770 students. Our student population is 89.6% White, 7.0% Hispanic, 0.1% African-American, 1.0% Asian, 0.5% American Indian and 1.7% two or more races. The student population is 61.2% Economically Disadvantaged. The At-Risk group makes up 63.4% of the student population and we have a mobility rate of 16.0%.

The teaching staff at Oak Forest is 94.3% White and 5.7% Hispanic. Average year of experience for teachers is 12.1%.

Class size per grade: 20.2% kindergarten, 20.0 First grade, 21.6% Second grade, 18.8% Third grade, and 17.7% Fourth grade.

Oak Forest provides Gifted and Talented enrichment to 2.9% of students identified as gifted and talented, ESL support to 2.6%, and special education services to 10.3% of students.

Oak Forest provides pull outs for Read 180, one applied class for 3rd and 4th grade covering reading and math, one applied class for k-2 for reading and math, six anchor lab teachers for k-4 for reading and math, dyslexia and speech services.

Demographics Strengths

Demographics have remained fairly steady at Oak Forest over the course of the past ten years, with the exception of the growth in the Economically Disadvantaged and Hispanic populations. However, this growth is consistent with the state wide growth of the Economically Disadvantaged and Hispanic populations in the same time period.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a large number of displaced students. **Root Cause:** Hurricane Harvey

Problem Statement 2: We have a high mobility rate. **Root Cause:** Low socio-economic hardships cause parents to leave for better housing or jobs.

Student Academic Achievement

Student Academic Achievement Summary

2017 STAAR RESULTS -

4th Grade Writing - Overall: Approaches 47%--Meets 17%--Master 2%--Did Not Meet 53%

Economically Disadvantaged: Approaches 33%, Hispanic: Approaches 46%

4th Grade Reading -Overall: Approaches 55%--Meets 29%--Maters 11%--Did Not Meet 45%

Economically Disadvantaged: Approaches 43%, Hispanic: Approaches 38%

4th Grade Math - Overall: Approaches 84%--Meets 50%--Masters 31%--Did Not Meet 16%

Economicall Disadvantaged: Approaches 79%, Hispanic: Approaches 77%

3rd Grade Reading - Overall: Approaches 60%--Meets 40%--Masters 22%--Did Not Meet 40%

Economicall Disdavantaged: Approaches 56%,

3rd Grade Math - Overall: Approaches 67%--Meets 39%--Masters 22%--Did Not Meet 33%

Economically Disadvantaged: Approaches 59%,

The overall attendance for 2016-2017 was 95.92 which was up from the 2015-2016 percent of 95.76. There are incentives in each grade level such as popcorn parties or extra free time to encourage good attendance.

Student Academic Achievement Strengths

Improvement in fourth grade math.

Discipline referrals dropped by 54 referrals for 2016-2017.

Our third grade GT population did well on the STAAR tests. 100% of the GT students approached grade level and 7 out of 9 GT students mastered both reading and math.

Attendance rates for Oak Forest remain over 96%. We will continue existing programs and develop new strategies in an effort to increase attendance to 97%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Fourth grade STAAR writing results showed a decrease in students approaching grade level with 11% fewer students approaching grade level. **Root Cause:** Teachers are in need of more intensive professional development in the area of writing.

Problem Statement 2: Both third and fourth grade saw a decrease in the number of students approaching grade level in STAAR Reading. Fourth grade saw a decrease of 13% and third grade saw a decrease of 14%. **Root Cause:** There is a need to increase the rigor of instruction and curriculum in first and second grade.

School Processes & Programs

School Processes & Programs Summary

Oak Forest gained the accountability rating of "Met Standard" for the 2015-2016 school year.

Instructional support is offered through Read 180, dyslexia, ESL, Applied classes, Anchor labs, and Gifted and Talented to meet the needs of all students.

Instructional staff will meet each nine weeks with campus administration to discuss student strengths and weaknesses based off of Common Assessment data. A plan of action will be created to address the needs of low performing students.

Benchmark tests are given to 3rd and 4th grade students to determine student's level of preparedness for STAAR and academic achievement for the year.

School Processes & Programs Strengths

There were 54 less discipline referrals in 2016-2017 than the previous year.

Teachers will be required to communicate with parents about discipline concerns before writing a discipline referral.

Kagan activities are implemented in lessons to encourage more student directed learning.

RTI and 504 interventions are in place to help students fill in gaps in their learning. This is designed to help them to stay on grade level and reduce the chance for academic failure.

Oak Forest has 100% Highly qualified teachers.

Oak Forest works closely with administration to provide teachers with high quality professional development.

This year teachers will use Edviate for a variety of topics to bring fresh and innovative ideas to the classroom. Principals will also use this program to assign videos to teachers to give support in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Oak Forest received a rating of PL3 through the PBMAS report in both areas of In School Suspensions and Out of School Suspensions. **Root Cause:** There is a need to find alternative discipline methods for our Special Education population that would allow students to remain in

class.

Problem Statement 2: Rigor of instruction needs to be increased in first and second grades. **Root Cause:** Lack of a quality phonics program and a need for teachers to stay in "their lane" through YAG.

Problem Statement 3: Increase in STAAR performance. **Root Cause:** Need for teachers to have opportunities to attend quality professional development focused on STAAR .

Perceptions

Perceptions Summary

Oak Forest has a strong and well organized PTO. With their support parents are encouraged to be involved in a school wide carnival, book fairs, father/daughter dance, and school wide fund raisers.

Parents are encouraged to participate in a variety of school wide sponsored events such as open house, track and field, awards, SomeOne Special days, Veteran's Day, class parties, and various other activities.

Oak Forest is faithful to conduct routine/monthly safety drills and daily safety inspections of the campus for student and faculty safety.

Perceptions Strengths

Oak Forest has a well organized PTO.

Teachers will be required to make two positive phone calls per week to parents to encourage positive home and school communication. Teachers are also required to use Dojo for parental communication.

The office and security staff have been instructed to help create a welcoming and inviting atmosphere for parents.

This year Oak Forest will participate with Officer Stephanie Davis from the Texas Department of Public Safety in "Reading with a Trooper".

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental apathy **Root Cause:** Oak Forest has a high population of low socio-economic students.

Problem Statement 2: Lack of parental communication **Root Cause:** Many parental phone contacts or inactive, numbers change frequently, or set voicemails to not receive phone calls.

Problem Statement 3: Many excessive tardies **Root Cause:** There is nothing in place within our system that holds parents accountable for elementary age student tardies.

Problem Statement 4: School survey results showed a need for improvement in the climate of the school. **Root Cause:** Low school morale

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.






Performance Objective 1: The campus will meet or exceed all state and federal accountability requirements.

Evaluation Data Source(s) 1: TAPR Reports, STAAR, TELPAS, Comman Assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>System Safeguard Strategy</p> <p>1) Teachers will engage in data disaggregation activities to differentiate instruction using tools such as but not limited to Eduphoria, AIMSweb, STAAR, common assessments, Renaissance 360, etc.</p>	8	Principal Teachers Counselor	Student Performance Reports			
<p>2) Increase student attendance Strategies</p> <p>-Classroom, grade level, and campus attendance incentives</p> <p>-Actively monitor attendance reports</p> <p>-Written, phone, and personal contact with parents concerning student attendance</p>	6	Classroom Teacher, Assistant Principal, Principal, registrar, counselor	PEIMS Accounting Records 97% Attendance for All Students			

3) STAAR Testing Attendance - Make phone calls to students who are not at school by 7:45 a.m. -Attendance incentives during week of testing -Letters are sent home the week prior to state assessment reminding parents of the dates. -SkyLert call-outs are conducted the night before the state assessments.	6	Testing Coordinator, Principal, Teacher	PEIMS Accounting Records			
System Safeguard Strategy 4) Target Special Populations for Compliance (Special Ed., GT, Dyslexia, 504, RTI, ESL, Homeless, and Migrant)	2	Principal, Counselor, Diagnostician, Teachers	TAPR Report 97% attendance rate for all student groups			
5) Use Common Assessments and Benchmarks to drive instruction through results	9	Principal, Teachers	Common Assessment and Benchmark Results, STAAR results			
6) Notify parents of the level of achievement for their child on required state assessments	6, 9	Principal, Teachers	STAAR Results - Parent Notifications			
7) Teachers will identify students in need of intervention, provide the intervention and use scientifically validated materials and supplies within the classroom setting, RtI, and extended learning opportunities. Items needed may include: supplemental personnel, software, manipulatives, technical devices, consumables. (See Reading/Math Intervention in SCE addendum.)	1, 9	Principal, Director of Elementary Education	STAAR Results			
	Funding Sources: 211 Title I A - 283654.00, 199 State Comp Ed - 132560.00					
8) The campus provides supplemental teachers and instructional aides to expand the 1/2 day PK program to a full day. (See PK in SCE addendum.)	2, 7	Principal, Executive Director of Elementary Education	Student Performance Reports			
	Funding Sources: 199 State Comp Ed - 230527.00					

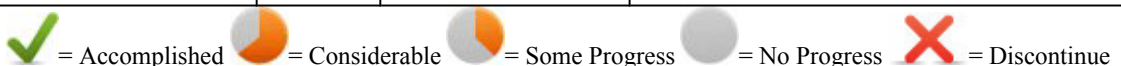
<p>System Safeguard Strategy</p> <p>9) The district has identified a need for improvement in writing scores on the 4th grade STAAR Writing tests. Oak Forest will work with the district curriculum department to achieve improvement through the District Writing Plan, Empowering Writers, weekly writing prompts, and writing portfolios.</p>		Principal, Director of Elementary Education, teachers	STAAR Results - Campus will perform at or above State average Portfolios will be checked periodically			
<p>10) Provide instructional support and individualize assistance through instructional aides working with students one-on-one or in small groups in regular classroom or learning labs. (See Instructional Support in SCE addendum.)</p>		Principal	Passing final grades/promotion			
<p>Funding Sources: 199 State Comp Ed - 55218.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 2: The campus will provide the necessary technological resources that will support continuous integration of technology in all areas.

Evaluation Data Source(s) 2: Summary Report from Learning.com

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Implement best practices for technology curriculum by using the revised technology applications TEKS Strategies -Campus representation on the Vidor ISD Technocurriculum Committee -Teachers will plan lessons that implement technology in the classroom that supports learning -Flexible computer lab and library schedule to allow teachers access to computer lab for lessons -Learning.com -District Technology Committee will discuss and make recommendation for purchase of additional technology based on Campus Needs		Principal	Formative Assessments through learning.com T-TESS and walk through data District usage report Survey results			
2) Provide staff development for emerging technology	4	Principal	STaR Chart			
System Safeguard Strategy 3) Teachers will identify students in need of intervention and work with the LAB teacher to provide supplemental instruction. Items needed may include: supplemental personnel, software, manipulatives, technical devices, consumables.	1, 2, 9, 10	Principal, Teachers	STAAR Results and Report Cards			
						

Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.






Performance Objective 3: The campus will utilize the adopted core curriculum to ensure student achievement.

Evaluation Data Source(s) 3: TAPR Report

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>System Safeguard Strategy</p> <p>1) Utilize the TEKS Resource System, a guaranteed and viable curriculum management system that is aligned with the Texas Essential Knowledge and Skills (TEKS), the College and Career Readiness Standards (CCRS), the ELPS (English Language Proficiency Standards) and is enriched by Core Knowledge.</p>	2	Director of Elementary Curriculum and Instruction, Principal, Teachers	Students will meet or exceed state and federal expectations for STAAR, 6 Weeks Common Assessments and Benchmarks.			
2) Teachers use effective methods and instructional strategies based on scientifically-based research		Principal, Teachers	STAAR Results Walk through data T-TESS Evaluations			
3) Teachers will meet regularly in the teams to share ideas and plan lessons		Principal, Teachers	Teacher Meeting summaries provided to the principal through Eduphoria. STAAR results			
4) Administrators will monitor the consistent delivery of instruction through district approved walkthroughs and follow-up meetings with teachers to review walkthrough data.	4	Principal, Teachers	STAAR Results Walk through data			

<p align="center">System Safeguard Strategy</p> <p>5) Emphasize early reading program (PK-2) by: A comprehensive language arts framework approach Systematic phonics instruction Focused fluency instruction Direct, explicit comprehension instruction Teacher use of iStation for data analysis in early reading skills Monitoring RtI program to provide early intervention (K-2)</p>	7	Principal, Teachers	iStation Reports: 90% of PK-2 students meeting progress monitoring targets as defined by iStation. 95% of students reading on grade level by the beginning of 3rd grade			
<p>6) Focus on raising the academic achievement of Pre-K students by providing them with early learning experiences that will enable them to meet academic standards throughout elementary and secondary school</p>	7	Principal, Teachers, Counselor	90%of Pre-K students will meet or exceed requirements for Kindergarten Frog Street Assessment Pre-K report card			
<p align="center">System Safeguard Strategy</p> <p>7) -Continue Support of the campus Special Ed. Programs operated by VISD: Strategies- LifeSkills, ABU, Speech, Applied, Inclusion</p>		Principal	TAPR Report			

<p>8) -Continue support of the campus' special population groups (i.e. ESL, G/T) through the integration of the English Language Proficiencies (ELPS) and the College and Career Readiness Standards (CCRS) in the core subjects of the district's curriculum. -Required 6 hours training for GT teachers -Homeless and Migrant instructional materials provided as needed</p>	2	Principal, Teachers	<p>TAPR Report</p> <p>GT teachers receive required training</p> <p>ESL Rater certification will be completed.</p>			
<p>9) GT students in grade 1-4 will receive weekly enrichment through a one-hour pullout program. Students will work to develop a project through the Texas Performance Standards Projects. They will receive further enrichment in this program through field trip(s), presenters, and hands-on activities and instruction.</p>		GT Teacher, Principal	TPSP Projects, Field Trip Documentation, teacher schedule			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 1: The campus will evaluate campus needs to align them with district goals to allocate resources.

Evaluation Data Source(s) 1: Campus Level Budget Allocations

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Campus site-based committees will provide input to align resource allocation with campus needs	10	Principal Campus Site-Base Committee	District level budget allocations align with campus level budget allocations Campus Site-Base agenda Campus Needs Assessment Campus Improvement Plan			
2) Teachers will provide input to align resource allocation with campus needs Strategies -Grade Chairs report needs at scheduled meetings -Site-base reports to their appropriate grade level		Principal Team Leader	District level budget allocations align with campus level budget allocations Campus Site-Base Agenda Team Leader Agenda			

<p>3) Gather data at the campus level from personnel for budget allocation Strategies -State and local assessment data used to designate need -District guidelines followed for allocation where appropriate and provided</p>	<p>1, 10</p>	<p>Principal Campus Site-Base Committee</p>	<p>District level budget allocations align with campus level budget allocations Campus Needs Assessment Campus Improvement Plan</p>			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 2: The Campus will establish more transparent operational processes and increase community involvement.

Evaluation Data Source(s) 2: Campus Improvement Plan

Summative Evaluation 2:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) The campus will invite community members to perform/speak to the students. Strategies: -Bullying performance/speakers -Vidor Police Department visit during Blue Santa event -Partnership Reading Program with Texas DPS		Principal Teachers Counselor	District Surveys Schedule of Speakers Career Day Documentation			
2) The Community will be invited to student activities such as school carnival, track and field day, choir performances, open house, SomeOne Special Days, and Book Fairs.		Principal PTO Memebers Teachers Parent Volunteers	Parent surveys Parent Sign in sheets Volunteer Sign in sheets			
						

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 3: Resource allocation of District monies will give priority to services/programs that directly affect student success in learning.

Evaluation Data Source(s) 3: District Teacher Surveys, Campus Improvement Plan, T-TESS

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>System Safeguard Strategy</p> <p>1) Areas of academic need will be assessed and funds will be allocated for professional development to ensure student success.</p>	4	Principal, Director of Elementary Education, Teachers	Percent of department and campus improvement plans aligning professional development goals with district goals			
<p>2) Teachers will authentically engage in reflection about current professional practices using teacher and student data, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year.</p>		Teachers, Principal	<p>TTESS Goal-Setting and Professional Development Plan</p> <p>Edivate online professional development completion records</p>			
<p>System Safeguard Strategy</p> <p>3) Data from state and local assessments provide target areas of training.</p>		Director of Elementary Education, Principal, Teachers	Percent of teachers implementing district training initiatives			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff The District will continue to recruit, employ, and retain teaching, administrative, and support staff that is fully certified and highly qualified.

Performance Objective 1: The Campus will retain teachers through support and staff development.

Evaluation Data Source(s) 1: TAPR Report

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Continue new teacher mentor program on all campuses.	5	Principal Mentor Teachers	Achieve a 95% retention rate for teachers Mentor/Mentee log sheets			
2) Attend meaningful and relevant staff development based on campus level needs.	4	Principal, Director of Elementary Education, Teachers	Percent of department and campus improvement plans aligning professional development goals with district goals walk-through data T-TESS Results			
						

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff The District will continue to recruit, employ, and retain teaching, administrative, and support staff that is fully certified and highly qualified.

Performance Objective 2: The campus will increase number of instructional staff holding a masters degree.

Evaluation Data Source(s) 2: TAPR Report

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Provide campus level mentorship for teachers seeking and completing a master's degree.	5	Principal	TAPR Report			
						

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff The District will continue to recruit, employ, and retain teaching, administrative, and support staff that is fully certified and highly qualified.

Performance Objective 3: The campus will recruit highly qualified teachers.

Evaluation Data Source(s) 3: TAPR Report

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Recommend hiring only highly qualified teachers	3	Principal	Maintain 100% Highly Qualified Teachers			
2) Provide parents with information regarding professional qualifications of their children's teachers -notify parents if their child has been assigned to be taught by a teacher who is not highly qualified for four or more consecutive weeks	3	Principal	Maintain 100% Highly Qualified Teachers			
3) The principal will attend university job fairs.		Principal	Maintain 100% qualified teachers			
						






Goal 4: Safe and Secure Learning Environment Vidor ISD will provide a safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 1: The campus will assure that all students and employees feel safe at school and that students develop the ability to resist engaging in unsafe behaviors.

Evaluation Data Source(s) 1: District Surveys, PEIMS Report, Discipline Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Develop and Implement Bullying Prevention Plan		Principal	Lowering of bullying incidences at all schools			
2) Continue implementation of drug intervention and awareness program at all schools. Strategies -Red Ribbon Week -Counselor provides guidance on violence prevention, bullying, and conflict resolution		Principal, Counselor	Decrease in total number of incidences (<1% involving controlled substances.)			
3) Maintain a comprehensive and effective campus approach to character development by: Utilizing Kagan Cooperative Learning for Social Skills and Team Building -Programs and Presentations on Character Education		Principal Counselor	Percentage of decrease in referrals on campuses			

<p>4) Provide a safe and secure instructional environment by: Aligning campus discipline plans with the VISD Student Code of Conduct Providing professional development in behavior intervention Handle with Care Training</p>		Principal	Percentage of decrease in referrals on campus			
<p>5) Reduce accidents and Worker's Compensation Claims.</p> <p>Strategies -Review safety procedures at faculty meetings</p>		Principal Staff	Number and cost of Worker's Compensation claims will decrease			
<p>6) Implement a cohesive plan for crisis emergency management -Train all staff on emergency management procedures</p>		Principal Staff	Crisis Emergency Management Plan developed and implemented Monthly Drills			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: Safe and Secure Learning Environment Vidor ISD will provide a safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 2: The campus will assure that all students and employees are provided the opportunity to engage in healthy behaviors within a wholesome environment.

Evaluation Data Source(s) 2: Meal Participation Rate, FitnessGram Participation

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Offer nutritious meals to all students and staff. -Cafeteria personnel follow all state and federal nutrition guidelines		Food Service Staff	5% increase in meal participation			
2) Maintain an active SHAC (School Health Advisory Committee) on each campus. -Campus representative on SHAC committee		Principal SHAC Committee Physical Education teacher	90% of students will meet state guidelines on Fitnessgram.			
3) Provide training and resources that promote a healthy lifestyle for all students, staff, and parents. Strategies -District Curriculum -Fitness Gram is provided to all students		Principal Food Service Manager SHAC Committee Physical Education Teacher	>95% daily student attendance district wide >95% daily staff attendance district wide Increase in participation from stakeholders for health driven events.			


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: Safe and Secure Learning Environment Vidor ISD will provide a safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 3: The district will assure that all students and employees feel nurtured and comfortable in their surroundings.

Evaluation Data Source(s) 3: District Surveys

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Maintain a welcoming and inviting environment.		Principal Staff	Percent of surveyed stakeholders indicating satisfaction with district climate >95% daily student attendance district wide >95% daily staff attendance district wide			
						






Goal 5: Enduring Relationships with Stakeholders Vidor ISD will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, TV channel, parent portal, and district callouts.

Performance Objective 1: The Campus will maintain existing relationships with stakeholders and work to build positive relationships with new stakeholders.

Evaluation Data Source(s) 1: District Surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Work through Community Relations office through avenues such as Channel 7, Health Fair, Newspapers, Skylert, Radio, TV, Homecoming Parade, Concerts, athletic events, and Vidor Schools Foundation.		Principal Staff	District Surveys			
2) Emphasize Texas Public School Week and Vidor school history by utilizing key stakeholders as valuable resources.	6	Principal Staff	District Surveys			
3) -Open House -Veterans Day Program -Partnership with Emergency Service District -Partnership with Texas DPS -Pirate Pals Mentoring Program, and Book Fair,	6	Principal	District Surveys			

<p>4) Implement Parent Involvement Activities Strategies: -Parent Orientation -Open House -Pre-K and Kindergarten S.O.S -Awards Day -Parent Center -Newsletters -PTO -District/ Campus Website -Parent/ School Compact</p>	6	Principal	District Surveys			
<p>5) Invite parents and community members to provide input and feedback to the campus concerning any issues or concerns that may arise. - Online District Surveys - Suggestion Box in foyer near receptionist window - Email/ Phone</p>	6	Principal	District Survey			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will engage in data disaggregation activities to differentiate instruction using tools such as but not limited to Eduphoria, AIMSweb, STAAR, common assessments, Renaissance 360, etc.
1	1	4	Target Special Populations for Compliance (Special Ed., GT, Dyslexia, 504, RTI, ESL, Homeless, and Migrant)
1	1	9	The district has identified a need for improvement in writing scores on the 4th grade STAAR Writing tests. Oak Forest will work with the district curriculum department to achieve improvement through the District Writing Plan, Empowering Writers, weekly writing prompts, and writing portfolios.
1	2	3	Teachers will identify students in need of intervention and work with the LAB teacher to provide supplemental instruction. Items needed may include: supplemental personnel, software, manipulatives, technical devices, consumables.
1	3	1	Utilize the TEKS Resource System, a guaranteed and viable curriculum management system that is aligned with the Texas Essential Knowledge and Skills (TEKS), the College and Career Readiness Standards (CCRS), the ELPS (English Language Proficiency Standards) and is enriched by Core Knowledge.
1	3	5	Emphasize early reading program (PK-2) by: A comprehensive language arts framework approach Systematic phonics instruction Focused fluency instruction Direct, explicit comprehension instruction Teacher use of iStation for data analysis in early reading skills Monitoring RtI program to provide early intervention (K-2)
1	3	7	-Continue Support of the campus Special Ed. Programs operated by VISD: Strategies- LifeSkills, ABU, Speech, Applied, Inclusion
2	3	1	Areas of academic need will be assessed and funds will be allocated for professional development to ensure student success.
2	3	3	Data from state and local assessments provide target areas of training.

State Compensatory

Personnel for Oak Forest Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Groves	Teacher	PK	1
Bridget Gordon	Paraprofessional	Instructional Support	1
Castleman, Nikki	Teacher	PK	1
Debbie Stampley	Teacher	Math Interventionist	1
Kamie Peddy	Teacher	PK	1
Krystal Downs	Paraprofessional	PK	1
Lori Lawhon	Paraprofessional	Instructional Support	1
Patricia Wingerson	Paraprofessional	Instructional Support	1
Stacy Crumpler	Paraprofessional	PK	1
Stacy Rector	Teacher	Reading Interventionist	1

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Carolyn Wedgeworth	Principal
Administrator	Kyra Day	Asst. Principal
Non-classroom Professional	Lauren Buckley	counselor
Classroom Teacher	Amber Groves	Teacher
Classroom Teacher	Carrie Katseres	teacher
Classroom Teacher	Elaine Myers	teacher
Classroom Teacher	Leslie Wilson	teacher
Classroom Teacher	Andrea Bradley	teacher
Classroom Teacher	Ashley Schexnider	teacher
Classroom Teacher	Nicole Clayton	teacher
Classroom Teacher	Shannon Devillier	teacher
Parent	Stephanie Finley	Parent
Business Representative	Gayle Marsh	Business/Community
Classroom Teacher	Rochel Winn	teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	2 FTE Certified Teachers		\$132,560.00
1	1	8	3 FTE Certified Teachers; 3 FTE Instructional aides		\$230,527.00
1	1	10	2 FTE Instructional aides		\$55,218.00
Sub-Total					\$418,305.00
211 Title I A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	4 FTE Certified Teachers		\$259,654.00
1	1	7	Instructional Supplies - SWP		\$24,000.00
Sub-Total					\$283,654.00
Grand Total					\$701,959.00

Addendums

2016-17 Texas Academic Performance Report

District Name: **VIDOR ISD**

Campus Name: **OAK FOREST EL**

Campus Number: **181907103**

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District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	63%	61%	-	*	60%	-	*	-	*	36%	56%	*
	2016	73%	74%	78%	-	75%	77%	*	*	-	*	*	68%	*
Mathematics	2017	78%	71%	69%	-	*	68%	-	*	-	*	*	60%	*
	2016	75%	70%	74%	-	67%	75%	*	*	-	*	*	65%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	55%	-	42%	58%	-	*	-	-	*	43%	*
	2016	75%	73%	69%	-	83%	68%	-	*	-	*	31%	64%	*
Mathematics	2017	76%	81%	86%	-	83%	86%	-	*	-	-	*	82%	*
	2016	73%	80%	76%	-	*	77%	-	*	-	*	*	75%	*
Writing	2017	65%	54%	49%	-	50%	49%	-	*	-	-	*	36%	*
	2016	69%	65%	60%	-	*	60%	-	*	-	*	*	54%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	73%	64%	-	59%	64%	-	*	-	*	21%	55%	*
	2016	75%	74%	71%	-	69%	71%	*	82%	-	75%	25%	65%	45%
Reading	2017	72%	68%	58%	-	50%	59%	-	*	-	*	27%	50%	*
	2016	73%	71%	73%	-	78%	73%	*	*	-	*	31%	66%	*
Mathematics	2017	79%	82%	77%	-	75%	77%	-	*	-	*	23%	70%	*
	2016	76%	78%	75%	-	61%	76%	*	*	-	*	23%	70%	*
Writing	2017	67%	60%	49%	-	50%	49%	-	*	-	-	*	36%	*
	2016	69%	64%	60%	-	*	60%	-	*	-	*	*	54%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	38%	30%	-	*	30%	-	*	-	*	*	23%	*
	2016	45%	35%	24%	-	*	26%	*	*	-	*	*	14%	*

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	38%	36%	-	*	36%	-	*	-	*	*	30%	*
	2016	46%	37%	30%	-	*	31%	*	*	-	*	*	17%	*
Mathematics	2017	48%	49%	47%	-	53%	46%	-	*	-	*	23%	38%	*
	2016	43%	39%	36%	-	35%	37%	*	*	-	*	*	28%	*
Writing	2017	38%	26%	19%	-	*	20%	-	*	-	-	*	17%	*
	2016	41%	32%	27%	-	*	28%	-	*	-	*	*	17%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	18%	-	*	19%	-	*	-	*	12%	12%	*
	2016	18%	12%	15%	-	12%	15%	*	*	-	*	9%	11%	*
Reading	2017	19%	13%	17%	-	*	17%	-	*	-	*	*	12%	*
	2016	17%	11%	15%	-	*	15%	*	*	-	*	*	10%	*
Mathematics	2017	23%	20%	27%	-	*	29%	-	*	-	*	*	18%	*
	2016	19%	14%	15%	-	*	15%	*	*	-	*	*	13%	*
Writing	2017	12%	4%	*	-	*	*	-	*	-	-	*	*	*
	2016	15%	10%	13%	-	*	15%	-	*	-	*	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	61%	58%	-	42%	60%	-	*	-	-	*	63%	*
	2016	62%	58%	59%	-	*	59%	-	*	-	*	*	55%	*
Reading	2017	59%	55%	37%	-	*	40%	-	*	-	-	*	39%	*
	2016	60%	56%	55%	-	*	53%	-	*	-	*	*	42%	*
Mathematics	2017	64%	67%	78%	-	67%	80%	-	*	-	-	*	86%	*
	2016	63%	61%	64%	-	*	64%	-	*	-	*	*	68%	*

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	18%	24%	-	33%	23%	-	*	-	-	*	25%	*
	2016	17%	14%	21%	-	*	19%	-	*	-	*	*	19%	*
Reading	2017	17%	16%	14%	-	*	14%	-	*	-	-	*	16%	*
	2016	16%	14%	17%	-	*	16%	-	*	-	*	*	11%	*
Mathematics	2017	20%	20%	34%	-	50%	32%	-	*	-	-	*	34%	*
	2016	17%	14%	25%	-	*	23%	-	*	-	*	*	27%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	34%	27%	-	*	23%	-	*	-	*	*	25%	*
Mathematics	2017	43%	53%	58%	-	*	54%	-	*	-	-	*	63%	*

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 731
 Grade Span: EE - 04
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	64%	-	-	-	-	-	*	*	*	-	*	*
	2016	75%	74%	71%	-	-	-	-	-	45%	56%	*	-	45%	45%
Reading	2017	72%	68%	58%	-	-	-	-	-	*	*	*	-	*	*
	2016	73%	71%	73%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	79%	82%	77%	-	-	-	-	-	*	*	*	-	*	*
	2016	76%	78%	75%	-	-	-	-	-	*	*	*	-	*	*
Writing	2017	67%	60%	49%	-	-	-	-	-	*	*	*	-	*	*
	2016	69%	64%	60%	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	38%	30%	-	-	-	-	-	*	*	-	-	*	*
	2016	45%	35%	24%	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	48%	38%	36%	-	-	-	-	-	*	*	-	-	*	*
	2016	46%	37%	30%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	48%	49%	47%	-	-	-	-	-	*	*	-	-	*	*
	2016	43%	39%	36%	-	-	-	-	-	*	*	-	-	*	*
Writing	2017	38%	26%	19%	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	32%	27%	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	18%	-	-	-	-	-	*	*	*	-	*	*
	2016	18%	12%	15%	-	-	-	-	-	*	*	*	-	*	*
Reading	2017	19%	13%	17%	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	11%	15%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	23%	20%	27%	-	-	-	-	-	*	*	*	-	*	*
	2016	19%	14%	15%	-	-	-	-	-	*	*	*	-	*	*

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 731
 Grade Span: EE - 04
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	4%	*	-	-	-	-	-	*	*	*	-	*	*
	2016	15%	10%	13%	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	61%	58%	-	-	-	-	-	*	*	*	-	*	*
	2016	62%	58%	59%	-	-	-	-	-	*	*	*	-	*	*
Reading	2017	59%	55%	37%	-	-	-	-	-	*	*	*	-	*	*
	2016	60%	56%	55%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	64%	67%	78%	-	-	-	-	-	*	*	*	-	*	*
	2016	63%	61%	64%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	18%	24%	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	14%	21%	-	-	-	-	-	*	*	*	-	*	*
Reading	2017	17%	16%	14%	-	-	-	-	-	*	*	*	-	*	*
	2016	16%	14%	17%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	20%	20%	34%	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	14%	25%	-	-	-	-	-	*	*	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	34%	27%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	43%	53%	58%	-	-	-	-	-	*	*	-	-	*	*

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	100%	-	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	-	94%	94%	-	100%	-	67%	90%	93%	100%
Not Included in Accountability													
Mobile	4%	4%	6%	-	6%	6%	-	0%	-	33%	10%	7%	0%
Other Exclusions	1%	0%	0%	-	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	0%	-	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	1%	0%	-	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	-	100%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	94%	-	88%	95%	*	100%	-	100%	96%	91%	100%
Not Included in Accountability													
Mobile	4%	4%	5%	-	13%	5%	*	0%	-	0%	4%	9%	0%
Other Exclusions	1%	0%	0%	-	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	1%	0%	-	0%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	-	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.0%	96.2%	*	96.5%	96.2%	*	96.2%	-	93.3%	95.6%	96.0%	97.0%
2014-15	95.7%	95.9%	95.9%	*	96.2%	95.9%	-	*	*	*	94.9%	95.7%	98.2%

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	731	100.0%	4,814	5,343,834
Students by Grade:				
Early Childhood Education	11	1.5%	0.6%	0.3%
Pre-Kindergarten	56	7.7%	3.8%	4.2%
Kindergarten	130	17.8%	7.2%	7.0%
Grade 1	144	19.7%	7.5%	7.4%
Grade 2	130	17.8%	7.5%	7.6%
Grade 3	136	18.6%	7.7%	7.7%
Grade 4	124	17.0%	7.5%	7.7%
Grade 5	0	0.0%	7.8%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	7.4%	7.3%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.9%	6.8%
Grade 12	0	0.0%	6.5%	6.2%
Ethnic Distribution:				
African American	2	0.3%	0.4%	12.6%
Hispanic	47	6.4%	7.1%	52.4%
White	656	89.7%	89.6%	28.1%
American Indian	4	0.5%	0.4%	0.4%
Asian	9	1.2%	0.8%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	13	1.8%	1.7%	2.2%
Economically Disadvantaged	423	57.9%	50.1%	59.0%
Non-Educationally Disadvantaged	308	42.1%	49.9%	41.0%
English Language Learners (ELL)	27	3.7%	1.2%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	2.0%	1.4%
At-Risk	342	46.8%	54.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	64			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	28.1%	44.6%	44.5%
Students with Physical Disabilities	19	29.7%	18.0%	21.9%
Students with Autism	9	14.1%	12.0%	12.5%
Students with Behavioral Disabilities	13	20.3%	23.1%	19.9%
Students with Non-Categorical Early Childhood	5	7.8%	2.3%	1.3%

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	90	14.9%	15.3%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	1	0.2%		
White	86	14.2%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.5%	1.3%	1.8%	16.7%	5.9%	7.7%
Grade 1	10.1%	6.7%	3.8%	17.6%	14.6%	6.8%
Grade 2	4.2%	1.5%	2.4%	7.1%	2.7%	3.1%
Grade 3	4.1%	2.4%	1.6%	0.0%	0.0%	1.2%
Grade 4	1.7%	0.7%	0.8%	0.0%	0.0%	0.7%
Grade 5	-	0.0%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	2.2%	0.7%
Grade 7	-	1.0%	0.7%	-	2.5%	0.8%
Grade 8	-	0.6%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.8	21.3	18.8
Grade 1	20.1	19.4	18.8
Grade 2	21.2	20.5	18.9
Grade 3	20.2	18.9	19.0
Grade 4	18.7	17.5	19.0
Grade 5	-	16.3	20.9
Grade 6	-	14.5	20.4
Secondary:			
English/Language Arts	-	11.0	16.8
Foreign Languages	-	17.6	18.7
Mathematics	-	12.0	18.0
Science	-	11.8	19.0
Social Studies	-	10.0	19.4

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	72.1	100.0%	100.0%	100.0%
Professional Staff:	57.2	79.3%	58.8%	64.0%
Teachers	50.2	69.6%	48.6%	50.0%
Professional Support	5.0	6.9%	6.6%	10.0%
Campus Administration (School Leadership)	2.0	2.8%	2.6%	2.9%
Educational Aides:	14.9	20.7%	13.1%	9.6%
Total Minority Staff:	4.0	5.5%	6.7%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.2%
Hispanic	3.0	6.0%	5.3%	26.6%
White	47.2	94.0%	93.5%	59.8%
American Indian	0.0	0.0%	0.6%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	0.0	0.1%	17.0%	23.7%
Females	50.1	99.9%	83.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	45.2	90.0%	85.9%	74.5%
Masters	5.0	10.0%	12.4%	23.6%
Doctorate	0.0	0.0%	0.9%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.0%	3.8%	7.8%
1-5 Years Experience	13.0	25.9%	19.9%	28.0%
6-10 Years Experience	10.0	20.0%	19.9%	20.9%
11-20 Years Experience	14.9	29.7%	31.4%	27.8%
Over 20 Years Experience	11.2	22.4%	24.9%	15.5%
Number of Students per Teacher	14.6	n/a	14.1	15.1

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	21.9	19.5
Average Years Experience of Principals with District	14.0	15.7	12.2
Average Years Experience of Assistant Principals	15.0	16.5	15.7
Average Years Experience of Assistant Principals with District	8.0	12.6	10.1
Average Years Experience of Teachers:	13.1	13.8	10.9
Average Years Experience of Teachers with District:	10.8	10.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$39,000	\$39,828	\$46,199
1-5 Years Experience	\$42,794	\$42,831	\$48,779
6-10 Years Experience	\$45,840	\$46,265	\$51,184
11-20 Years Experience	\$48,672	\$50,224	\$54,396
Over 20 Years Experience	\$57,012	\$57,538	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$48,256	\$49,386	\$52,525
Professional Support	\$51,924	\$61,560	\$61,728
Campus Administration (School Leadership)	\$70,874	\$75,829	\$76,471
Instructional Staff Percent:	n/a	64.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

District Name: VIDOR ISD
 Campus Name: OAK FOREST EL
 Campus Number: 181907103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 731
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	27	3.7%	1.2%	18.8%
Career & Technical Education	0	0.0%	29.3%	25.0%
Gifted & Talented Education	19	2.6%	3.9%	7.8%
Special Education	64	8.8%	12.6%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.8%	0.6%	6.0%
Career & Technical Education	0.0	0.0%	6.1%	4.5%
Compensatory Education	3.0	6.0%	5.8%	2.8%
Gifted & Talented Education	0.1	0.3%	0.8%	1.9%
Regular Education	40.7	81.1%	76.3%	72.8%
Special Education	5.4	10.8%	8.6%	8.6%
Other	0.0	0.0%	1.8%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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Oak Forest Elementary School

A Title I, Part A Schoolwide Campus

Serving Grades EE-4

Campus Improvement Plan

State Compensatory Education Programs

School Year 2017-2018



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Oak Forest Elementary School supplements the regular education program by providing intensive, accelerated instruction to help improve achievement for students identified as at-risk. The state's SCE mandate requires that Texas school districts provide additional, accelerated instruction to students who meet at least one of the statutory eligibility criteria that identify them as being at risk of dropping out of school. The program is intended to remove any disparity between students identified as "at-risk" and all other students. The campus conducts an annual needs assessment in order to ensure the proper development of the programs' scope of services. By analyzing the results of the needs assessment, the campus ensures that SCE programs can be best integrated into the regular curriculum in order to increase the academic success of students at risk of dropping out of school.

In order to be eligible for SCE funding, this campus enrollment currently includes students who meet at least one state criterion for students at risk of dropping out of school. The SCE-funded services that are provided to these students are described in the Programs/Services section of this plan.

In 2013, House Bill 5 revised to five the number of State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams required for high school students to graduate. Any student who was unsuccessful on a STAAR assessment that is no longer required have been removed from the list of at-risk students provided the student does not meet any additional state at-risk criteria.

Community and Campus Profile

An annual needs assessment is conducted by Oak Forest Elementary School that includes the principal and the site-based decision-making committee comprised of teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by

the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Based on the 16-17 TAPR, the Oak Forest Elementary School had a student population of 731 students with the following ethnic characteristics: Hispanic students comprise 6.4 percent of the total student populations, 1.2 percent are Asian; 89.7 percent are white while 1.8 percent identify as two or more races. The socio-economic characteristics are: 57.9 percent economically disadvantaged; 42.1 percent non-educationally disadvantaged; 3.7 percent English language learners (ELL); 46.8 percent at-risk; and the campus has 14.9 percent mobility.

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Oak Forest Elementary School. SCE funds may also be used to fund a disciplinary alternative education program, to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services), and to support a Title I, Part A Schoolwide program at a campus at which at least 40 percent of the students are educationally disadvantaged. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Oak Forest Elementary School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec.

29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Oak Forest Elementary School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC 42.152(c))

In accordance with TEC 42.152(c), this campus uses SCE funds to support its Title I, Part A Schoolwide Program. SCE is a state-mandated program and though state law provides flexibility with the use of SCE funds on Title I, Part A campuses with an enrollment where at least 40 percent of the students are educationally disadvantaged, SCE funds are used only to support the Title I, Part A educational program, are part of the campus budget, can be tracked back to the SCE fund code, and follow all generally accepted accounting principles. Under this flexibility, SCE funds at this campus are only used to incorporate instructional strategies that are scientifically-based and are effective in teaching low-achieving students.

State Criteria

A student at Oak Forest Elementary School is considered at risk of dropping out of school if he or she:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) was not advanced from one grade level to the next for one or more school years;^*
- 4) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) is pregnant or is a parent;

- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. This campus does not use local criteria to identify students for SCE services.

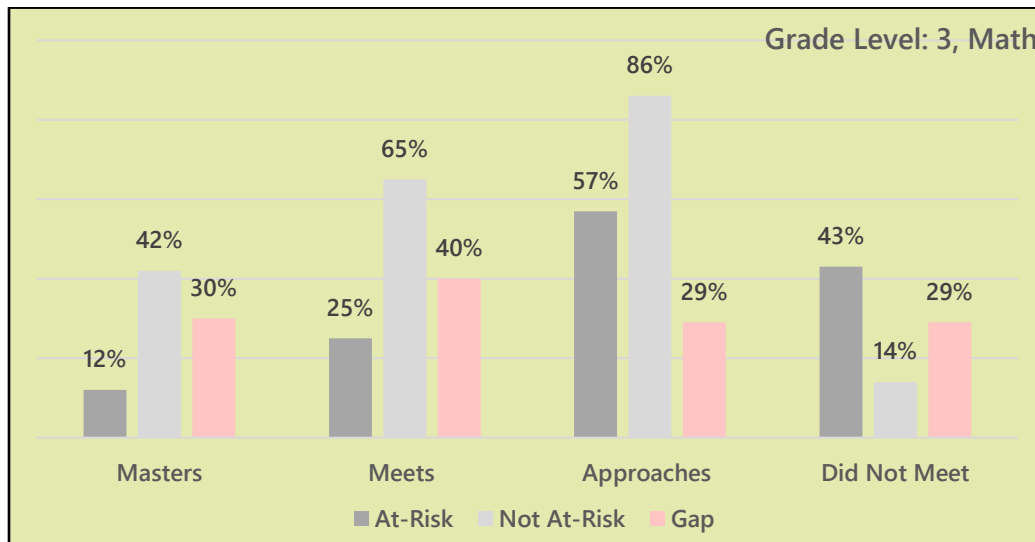
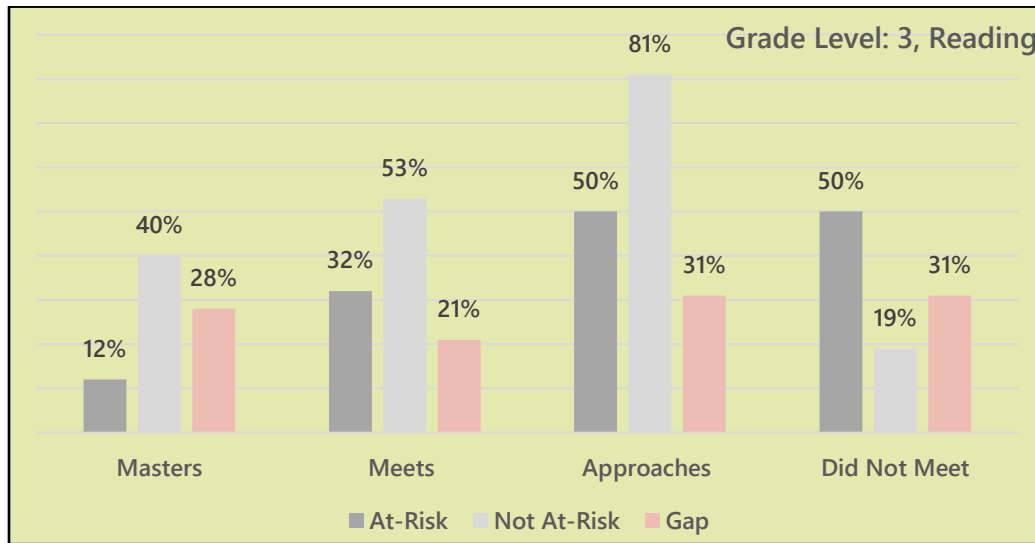
STAAR Performance, Spring 2016-2017

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Oak Forest Elementary School include reading and mathematics in grades 3–5 and writing in grades 4. The TEC §29.081 requires

that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Oak Forest Elementary School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 11. The STAAR reporting was modified for the Spring 2017 administration making it impracticable to compare the latest results with earlier STAAR administrations. The following tables show all four new performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

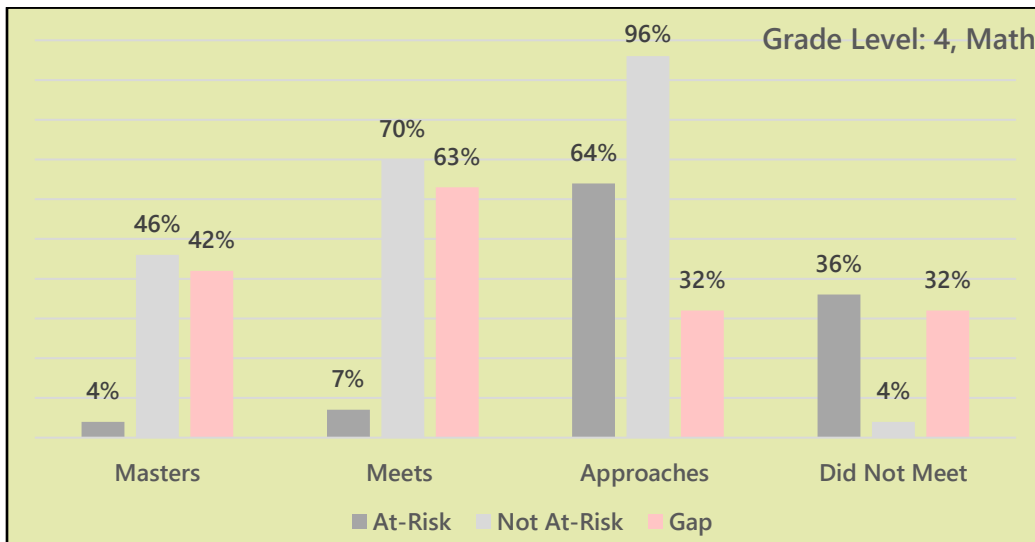
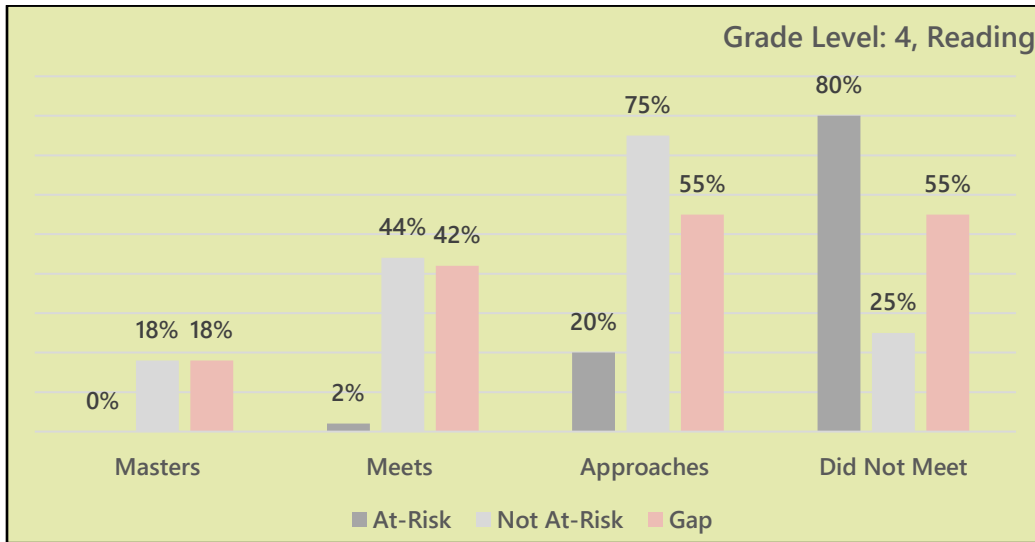
STAAR Performance by Grade and Subject, Spring 2017

Grade 3



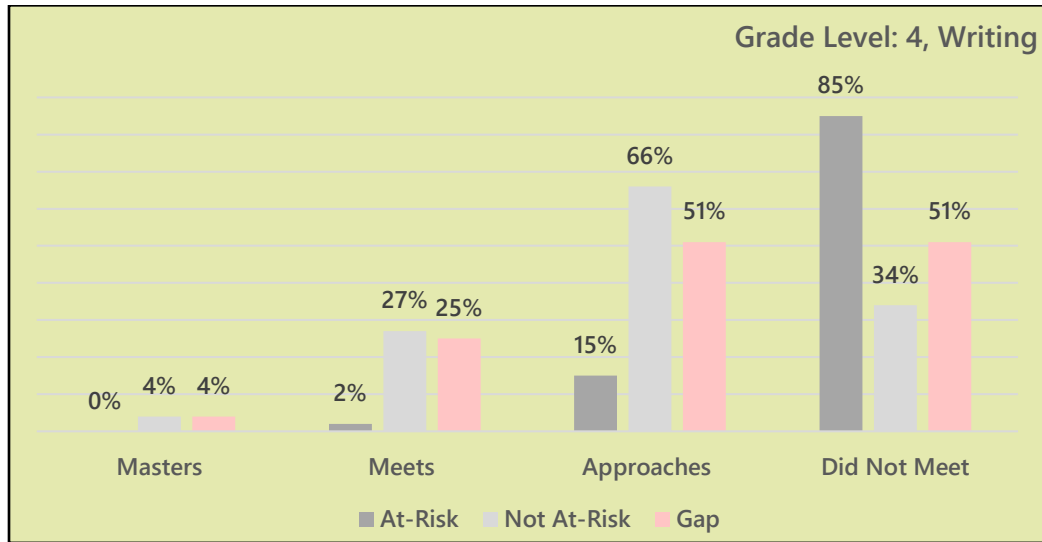
STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

Grade 4



STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

Grade 4



At-Risk Students by Criterion for School Year 2017-2018

Oak Forest Elementary			Readiness Test		Not Advanced		Failed STAAR		LEP		DPRS		Homeless	
			Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#
PK	61	10%	36	59%	0	0%			7	11%	3	5%	18	30%
K	95	15%	5	5%	0	0%			3	3%	0	0%	26	27%
1	122	19%	11	9%	20	16%			6	5%	6	5%	33	27%
2	121	19%	11	9%	29	24%			4	3%	1	1%	32	26%
3	115	18%	8	7%	26	23%	2	2%	4	3%	3	3%	34	30%
4	124	19%			35	28%	44	35%	2	2%	1	1%	42	34%
	638	100%	71	11%	110	17%	46	7%	26	4%	14	2%	185	29%

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—This funding pays for resources to assist the campus’s students from low-income families and to improve education quality and help ensure all children meet the state's student performance standards. Title I, Part A programs use effective methods and instructional strategies that are grounded in scientific research.

Title II, Part A—This federal funding targets the improvement of student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Scientifically-based professional development interventions conducted by the district for campus personnel result in improved student achievement and a well-trained staff.

Individuals with Disabilities Education Act—IDEA is the collection of federal regulations for special education that ensures a free and appropriate public education (FAPE) for students with disabilities that attend public schools. IDEA requires that each public school provide services to eligible special education students in the least restrictive environment (LRE) and in accordance with each student’s individualized education program (IEP).

State-Funded Programs

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a

specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2016-2017 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Oak Forest Elementary School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Oak Forest Elementary School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Oak Forest Elementary School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2016-2017 State Compensatory Education Program Evaluation (Cont.)

Oak Forest Elementary				
SCE-Funded Program Name	Evaluation Criteria	# of Participating Students	# Successful Students	Percent Met Standard
ALL	STAAR	41	34	83%
Instructional Support	Learning.com	560	560	100%

SCE Budget, 2017-2018

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to this campus. Oak Forest Elementary School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Oak Forest Elementary School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

Oak Forest Elementary School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus's regular education program with compensatory, intensive, and/or accelerated instruction.

In accordance with TEC, Sec. 29.081(b), Oak Forest Elementary School provides accelerated instruction for students who are enrolled and are at risk of dropping out of school. This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate.

Vidor ISD 181907

Fund 199 State Compensatory Education

Campus Detail

Fiscal Year 2018



Oak Forest Elementary	Acct Title	Activity	Cost
199-11-6118-00-103-8-30-0-00	Teacher/Professional Extra Duty Pay	Reading Intervention	\$56,985.00
199-11-6118-00-103-8-32-0-00	Teacher/Professional Extra Duty Pay	PK	\$137,534.00
199-11-6118-00-103-8-30-0-00	Teacher/Professional Extra Duty Pay	Math Intervention	\$56,985.00
199-11-6129-00-103-8-30-0-00	Support Personnel Salary	Instructional Support	\$43,990.00
199-11-6129-00-103-8-30-0-00	Support Personnel Salary	Instructional Support PK	\$53,134.00
199-11-6141-00-103-8-30-0-00	Social Security/Medicare	Math Intervention	\$826.28
199-11-6141-00-103-8-30-0-00	Social Security/Medicare	Reading Intervention	\$826.28
199-11-6141-00-103-8-30-0-00	Social Security/Medicare	Instructional Support PK	\$770.44
199-11-6141-00-103-8-30-0-00	Social Security/Medicare	Instructional Support	\$637.86
199-11-6141-00-103-8-32-0-00	Social Security/Medicare	PK	\$1,994.24
199-11-6142-00-103-8-32-0-00	Health/Life Insurance	PK	\$9,900.00
199-11-6142-00-103-8-30-0-00	Health/Life Insurance	Instructional Support	\$3,300.00
199-11-6142-00-103-8-30-0-00	Health/Life Insurance	Instructional Support PK	\$9,900.00
199-11-6142-00-103-8-30-0-00	Health/Life Insurance	Math Intervention	\$0.00
199-11-6142-00-103-8-30-0-00	Health/Life Insurance	Reading Intervention	\$3,300.00
199-11-6143-00-103-8-30-0-00	Worker's Comp.	Instructional Support PK	\$223.16
199-11-6143-00-103-8-30-0-00	Worker's Comp.	Math Intervention	\$239.34
199-11-6143-00-103-8-30-0-00	Worker's Comp.	Reading Intervention	\$239.34
199-11-6143-00-103-8-32-0-00	Worker's Comp.	PK	\$577.64
199-11-6143-00-103-8-30-0-00	Worker's Comp.	Instructional Support	\$184.76
199-11-6145-00-103-8-30-0-00	Unemployment Comp.	Reading Intervention	\$113.97

Vidor ISD 181907

Fund 199 State Compensatory Education

Campus Detail

Fiscal Year 2018



199-11-6145-00-103-8-32-0-00	Unemployment Comp.	PK	\$275.07
199-11-6145-00-103-8-30-0-00	Unemployment Comp.	Math Intervention	\$113.97
199-11-6145-00-103-8-30-0-00	Unemployment Comp.	Instructional Support PK	\$106.27
199-11-6145-00-103-8-30-0-00	Unemployment Comp.	Instructional Support	\$87.98
199-11-6146-00-103-8-30-0-00	TRS Care	Instructional Support PK	\$4,489.82
199-11-6146-00-103-8-30-0-00	TRS Care	Math Intervention	\$4,815.23
199-11-6146-00-103-8-30-0-00	TRS Care	Reading Intervention	\$4,815.23
199-11-6146-00-103-8-32-0-00	TRS Care	PK	\$11,621.62
199-11-6146-00-103-8-30-0-00	TRS Care	Instructional Support	\$3,717.16
			<hr/>
			\$411,703.67
199-11-6399-00-103-8-30-0-20	General Supplies	ALL	\$700.00
199-11-6399-00-103-8-30-0-00	General Supplies	Supplies	\$300.00
			<hr/>
			\$1,000.00
			<hr/>
		Campus 103 Total:	\$412,703.67

Vidor ISD 181907

Fund 199 State Compensatory Education

Fiscal Year 2018

Personnel Detail



Oak Forest Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Amber Groves	Teacher	PK	\$49,095.00	1.000	\$3,300.00	\$711.88	\$206.20	\$98.19	\$4,148.53	\$57,559.79
Bridget Gordon	Instructional Aide	Instructional Support PK	\$20,639.00	1.000	\$3,300.00	\$299.27	\$86.68	\$41.28	\$1,744.00	\$26,110.22
Debbie Stampley	Teacher	Math Intervention	\$56,985.00	1.000	\$0.00	\$826.28	\$239.34	\$113.97	\$4,815.23	\$66,279.82
Kamie Peddy	Teacher	PK	\$42,344.00	1.000	\$3,300.00	\$613.99	\$177.84	\$84.69	\$3,578.07	\$50,098.59
Krystal Downs	Instructional Aide	Instructional Support PK	\$16,511.00	1.000	\$3,300.00	\$239.41	\$69.35	\$33.02	\$1,395.18	\$21,547.96
Lori Lawhon	Instructional Aide	Instructional Support	\$21,214.00	1.000	\$3,300.00	\$307.60	\$89.10	\$42.43	\$1,792.58	\$26,745.71
Nikki Castleman	Teacher	PK	\$46,095.00	1.000	\$3,300.00	\$668.38	\$193.60	\$92.19	\$3,895.03	\$54,244.19
Patricia Wingerson	Instructional Aide	Instructional Support	\$22,776.00	1.000	\$0.00	\$330.25	\$95.66	\$45.55	\$1,924.57	\$28,472.04
Stacy Crumpler	Instructional Aide	Instructional Support PK	\$15,984.00	1.000	\$3,300.00	\$231.77	\$67.13	\$31.97	\$1,350.65	\$20,965.52
Stacy Rector	Teacher	Reading Intervention	\$56,985.00	1.000	\$3,300.00	\$826.28	\$239.34	\$113.97	\$4,815.23	\$66,279.82
Campus 103 Subtotal:		FTE - 10	\$348,628.00		\$26,400.00	\$5,055.11	\$1,464.24	\$697.26	\$29,459.07	\$418,303.67