

Vidor Independent School District

Vidor High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 15, 2018

Public Presentation Date: October 15, 2018

Mission Statement

The mission of Vidor High School is to foster a climate of intellectual, social, and emotional growth that will empower students to achieve their academic and personal goals, become college and career ready, and develop into confident, resourceful, lifelong learners.

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Comprehensive Needs Assessment

Revised/Approved: October 15, 2018

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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- T-TESS

Parent/Community Data

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









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: Each core subject area tested will score above the state average or improve upon the prior year's performance. The ultimate goal for the campus is to perform five points above the state average in all areas

Evaluation Data Source(s) 1: STAAR results, TAPR reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Teachers will receive their students' previous state standardized test scores as well as most-missed items of the test.	Principal Assistant Principals Counseling Staff	STAAR Test Results	✓	✓	✓	
2) Students in danger of failing and students who have been previously unsuccessful will be given or offered targeted assistance at least 3 weeks prior to the test.	Principal, Assistant Principals, Counseling Staff and Teachers.	STAAR Test Results, Accelerated Instruction Rosters, Tutorial Logs				
3) Special Education students will be placed in programs intended to address their learning needs related to their disabilities.	Principal, Assistant Principals, Counselors, Diagnosticians and teachers.	STAAR Test Results, ARD Meeting Decisions, IEP Implementation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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: Vidor High School passing rate for all standardized tests will be at or above state average. Any passing rates below state average will show a 5% increase from the previous year.

Evaluation Data Source(s) 2: STAAR/EOC Test Results

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Common Assessments will be given for 100% of EOC tested subjects in Math, Science, English, and Social Studies six weeks 1 and 2. Teachers will review common assessment data at the end of each six weeks to determine areas to address. Benchmarks will be given in the Spring semester for each EOC tested Subject.	Principal and Assistant Principals	Data from common assessments				
2) Common writing prompts will be used in the English 1 and English 2 classes during the third week of each of three of the first four six week grading periods to evaluate student readiness for EOC English exams.	Principal, Assistant Principals, English Department Head	Data from common assessments, Samples from Common Assessment Writing				
Comprehensive Support Strategy 3) Teachers of EOC tested subjects will meet in teams to discuss strategies to remediate and reassess those most-missed items from state standardized tests and common assessments.	Principal, Assistant Principals and Teachers.	STAAR Test Results, IFM Meeting notes and Data Analysis forms				
4) SWIS - Campus DAEP - is staffed with teachers from core subject areas to help students maintain educational progress in alternative setting. (See SWIS in SCE addendum.)	Principal	Staff members certified in core content areas (Math, Science, English and Social Studies) will be assigned to work with our DAEP; Master Schedule				
	Funding Sources: 199 State Comp Ed - 167270.00					
Comprehensive Support Strategy 5) STAAR/EOC remediation courses (USH, Biology, Algebra and English) will be provided for students who were previously unsuccessful on state administered tests. (See EOC in SCE addendum.)	Principal and Counseling Staff	STAAR Test Results, Accelerated Instruction Rosters				
	Funding Sources: 199 State Comp Ed - 55150.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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: All Students and all student subgroups will have a 95% participation rate on all standardized tests.

Evaluation Data Source(s) 3: TEA Accountability Summary

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) STAAR Testing Attendance - Make phone calls to students who are not at school by 8:20 a.m. -Letters are sent home the week prior to state assessment reminding parents of the dates. - SkyLert call-outs are conducted during the week before the state assessments.	Principal, Testing Coordinator and Counseling Staff	PEIMS Report				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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 4: Decrease annual drop out rate/increase completion rate. The goal for the annual drop out rate is 1.8%.

Evaluation Data Source(s) 4: TAPR Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy 1) Teachers will make a parent contact for any student that fails their class for a given six weeks</p>	Principal, Assistant Principals and Teachers	95% of 9th grade students graduate within 4 years; Parent Contact Logs				
<p>Comprehensive Support Strategy 2) Cohort groups will be maintained for the ninth grade year. All first year 9th grade students will be enrolled in a semester course with curriculum centered around developing methods for personal and academic success.</p>	Principal and Counseling Staff	95% of 9th grade students graduate within 4 years; Class Rosters; Master Schedule				
<p>Comprehensive Support Strategy 3) Provide opportunity for credit recovery through our credit recovery lab (PACE Lab). (See PACE Lab in SCE addendum.)</p>	Principal ,Counseling Staff, Assistant Principals and Staff assigned to credit recovery lab.	95% of 9th grade students graduate within 4 years; Class Rosters				
Funding Sources: 199 State Comp Ed - 111356.00						
4) Provide a freshman orientation for all 9th graders so they can learn their new school-structures, staff, and schedule	Principal ,Counseling Staff, Assistant Principals and Ninth Grade Teaching Staff.	Agenda for Student Orientation; 95% of 9th grade students graduate within 4 years				
<p>Comprehensive Support Strategy 5) Individual Graduation Committee (IGC) Meetings will be held in the Fall semester to ensure 12th grade students considered "at-risk" are given an individual graduation plan and goals.</p>	Counselors and Principal	Notes and documentation from IGC meetings.				
6) Homebound - PRS - supplemental teacher provides individualized instruction, in coordination with classroom teachers, to homebound students to keep students on track for graduation. (See PRS in SCE addendum.)						
Funding Sources: 199 State Comp Ed - 69218.00						

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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 5: Maintain a high attendance rate for all students.

Evaluation Data Source(s) 5: 96.00% Student Attendance Rate for all students and all sub groups.

Summative Evaluation 5:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Assistant Principals will make contact with parents/guardians of students in danger of violating the state attendance laws.</p>	Principals, Assistant Principals, Counseling Staff	Accountability Report, PEIMS Reports, Contact Logs				
<p>2) Students with perfect attendance will be recognized and eligible for incentives.</p>	Principals, Assistant Principals, Counseling Staff	Accountability Report, PEIMS Reports, Documentation of Attendance Incentives				
<p>3) Administrative staff and Teachers will identify and target at-risk students based on current grades, credits, absences, discipline and other criteria.</p>	Principals, Assistant Principals, Counseling Staff	Accountability Report, PEIMS Reports, Tutorial logs and Parent Contact Logs				
<p>4) Weekly attendance goals will be set. Achieving these goals will result in rewards for the entire student population.</p>	Principal, administrative staff and attendance clerks.	Accountability Report, Attendance Rate, PEIMS Report				
<p> = Accomplished = Continue/Modify = 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 6: 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, Career and Military Readiness Standards (CCMRS) in the core subjects of the district's curriculum. Ensure that all Special Education students are provided the appropriate modifications and accommodations to be successful.

Evaluation Data Source(s) 6: Special population sub groups will meet or exceed state and federal expectations for STAAR; Any subgroup failing to meet the expectations should show a 5% improvement in achievement (passing rates).

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) GT-students taught by teachers who have either GT qualification or certification-increased instructional rigor provided for students	Principal, Assistant Principals, Counseling Staff	100% of GT teachers are GT trained				
2) Dyslexia services will be provided by a certified teacher for those needing assistance.	Principal, Assistant Principals, Counseling Staff	Services provided to those in need				
Comprehensive Support Strategy 3) All teachers will be provided appropriate documentation for Special Education students and all other students with modifications, accommodations or IEPs.	Principal, Assistant Principals, Counseling Staff, Diagnosticians	Services provided to those in need, Teacher signatures or digital signatures indicating receipt of documentation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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 7: The district Performance Based Monitoring Analysis System (PBMAS) for Special Education rating will improve or maintain the Level One staging.

Evaluation Data Source(s) 7: Targeted Areas for Improvement

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Vidor HS will implement RtI (Response to Intervention) - Identify strengths and needs in students and provide intense interventions.	Principals, Campus RtI Coordinator, Counselors, Diagnosticians	Decrease in number and percentage of SpEd students enrolled at Vidor HS				
2) Vidor HS will lower special education disciplinary removals to DAEP, ISS, and/or OSS. The goal for the difference rate between removals is as follows: ISS Difference rate - 19.5% OSS Difference Rate - 9.5% DAEP Difference Rate - 1%	Principals Assistant Principals Counselors Teachers	PBMAS difference rates between general ed and special education lower.				
Comprehensive Support Strategy 3) Vidor High School's special education students' STAAR EOC passing rates will meet state standards for PBMAS or will increase by 3% from the previous year. This will be accomplished through targeted tutorials and testing strategies available for our special education students.	Principals Teachers Counselors Diagnosticians	PBMAS percentages based on Phase in 1 Level II Performance.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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 8: Students in need of Pregnancy Related Services will be provided the appropriate support.

Evaluation Data Source(s) 8: See Plan Addendum

Summative Evaluation 8:

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: Campus site-based committees will provide input to align resource allocation with campus needs

Evaluation Data Source(s) 1: TAPR Report; PEIMS Report for teacher/staff utilization; District Fixed Asset Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) The Campus Site Based committee will discuss and develop areas in need of technology and methods for effectively implementing the use of technology. A technology plan will be reviewed and updated yearly.	Principal and Campus Site Based Committee Members	Increase in the use of and availability of technology from previous year. Agendas from Site Based Meetings. Updated Technology Plan				
2) An effort will be made to purchase technology to address needs as seen by the Campus Site Based committee.	Principal and Campus Site Based Committee Members	Increase in the use of and availability of technology from previous year. Agendas from Site Based Meetings.				










= Accomplished
 = Continue/Modify
 = 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: Information will be posted to campus website and social media accounts. Call outs and mail outs will also be used to increase involvement and awareness.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) The campus will invite community members to perform/speak to the students. Topics will include bullying, career choices, health related topics, Young Audience, and/or Community Volunteers.	Principal, Assistant Principals, Counseling Staff and Teachers	Needs Assessment, Parent/Student Surveys, Schedule of speakers				
2) The community will be invited to student activities such as: "Parent Nights" at Athletic events, Band performances, Choir performances, Meet the Teacher, etc.	Principal, Assistant Principals, Counseling Staff and Teachers	Parent Surveys and Parent sign-in sheets, Community attendance at events				
3) Social Media accounts will be maintained by campus administration in order to provide additional communication methods to inform and interact with the community. An effort will be made to increase usage for the accounts.	Principal	Operation and updated information on at least 2 forms of social media.				
 = Accomplished  = Continue/Modify  = 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 3: Video cameras will be utilized at campuses to monitor.

Evaluation Data Source(s) 3: Video Cameras will be used and continuously evaluated for effectiveness.

Summative Evaluation 3:

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

Performance Objective 1: Areas of academic need will be assessed and funds will be allocated for professional development to ensure student success.

Evaluation Data Source(s) 1: Campus Teacher Survey, Personnel Professional Development completion certificates, Campus Improvement Plan

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Send staff members to specific staff development opportunities to provide opportunities for growth in targeted areas. Teachers will be trained in strategies focused on improving classroom instruction.	Principal, Assistant Principals and Core Department Heads	Percent of surveyed teachers indicating a positive correlation between professional development and improved student achievement Percent of teachers implementing district training initiatives.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: Teachers and staff will be retained through appropriate staff development and support.

Evaluation Data Source(s) 2: TAPR Report, District Teacher Survey, Campus Improvement Plan, Personnel professional development transcript records

Summative Evaluation 2:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) All newly hired teaching staff will be entered into the current Teacher Mentoring Program.	Principal, Assistant Superintendent of Human Resources	Increase teacher Retention rate from previous year	✓	✓	✓	
2) Provide opportunities for meaningful and relevant staff development based on campus level needs. Writing (TWA) and student engagement (Kagan CL) will be areas of focus.	Principal and Assistant Superintendent of Curriculum	Professional Development aligned with needs as determined by campus departments and Site Based Committee.	✓	✓	✓	

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

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

Evaluation Data Source(s) 3: Maintain 100% highly qualified teachers

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Post openings/job vacancies on multiple in multiple on-line sites	Principal	Job Posting Evidence				
2) Select only HQ teachers from the applicant pool when applicable. If a non-certified staff members is employed, staff should be fully certified within the year.	Principal and Assistant Principals	Accountability Report				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 4: Vidor ISD will provide 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 nurtured and comfortable in their surroundings

Evaluation Data Source(s) 1: District Survey, PEIMS attendance data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Maintain a welcoming and inviting environment in which all stakeholders feel safe and secure	Principal, Assistant Principals, Staff	District and Campus Survey Responses				
2) Implement and maintain bullying prevention program.	Principal, Assistant Principals, Staff	Decrease in bullying referrals and incidents of bullying.				
3) The principal will use the Student Advisory Committee to develop strategies for improving student moral and participation in campus organizations.	Principal and staff	Notes from meetings with Student Advisory committee, Enrollment in student organizations.				
4) The campus will utilize Kagan Cooperative Learning structures as a tool to enhance social skills, positive relationships, character virtues and emotional intelligence of students.	Principal, Assistant Principals, Staff	Discipline Reports and Lesson Plans				
5) Continue implementation of drug intervention and awareness program at school with Red Ribbon Week, guidance lessons on violence prevention, bullying, and conflict resolution.	Principal, Assistant Principals and Staff	Decrease total number of incidences involving controlled substances				
6) Implement a cohesive plan for crisis emergency management and participate in regularly scheduled emergency drills.	Superintendent of School, Principal, Assistant Principals and Staff	Crisis Emergency Management Plan developed and implemented, Monthly drills				
7) Students in need of ongoing behavior remediation will be placed in the Adaptive Behavior Unit (ABU).	Principal, Assistant Principals and Counseling Staff	Decrease in out of school suspensions as well as ISS and DAEP Placements among these students				

8) Parents will be contacted and made aware of any behavior resulting in an out of school suspension, in school suspension or discipline hearing due to a discipline referral.	Principal and Assistant Principal	Decrease in out of school suspensions as well as ISS and DAEP Placements				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Vidor ISD will provide 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: VHS will conduct safety drills once per month to ensure student safety.

Evaluation Data Source(s) 2: Documentation of drills

Summative Evaluation 2:

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: Vidor High School will maintain existing relationships with stakeholders and work to build positive relationships with new stakeholders.

Evaluation Data Source(s) 1: Campus survey; Parental Involvement Records; District and Campus Survey Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue to work with the community relations office through avenues such as Ch. 7; Health Fair; Parent Centers, Newspapers, Skylert, Concerts, Facebook, Assemblies and Vidor Schools Foundation. Continue to look for and keep the line of communication open between parents and families of students	Principal	Level of stakeholder participation will increase from prior year in activities hosted by VHS as mentioned in previous strategies; Campus Survey; Parental Involvement Records; Climate Committee Reports; Newspaper and local television reports				
2) Student advisory committees will be formed on the campus. The student committee will review complaints and offer suggestions.	Principal and Assistant Principals	Input from students and documentation of meetings.				
3) Parents will be contacted for any disciplinary action resulting in a change of placement for a student (ISS or OSS).	Principal and Assistant Principals	Documentation through Skyward for Parent Contacts				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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 2: 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) 2: District Survey (student, parents), PEIMS Report








Summative Evaluation 2:

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 3: Maintain an active SHAC (School Health Advisory Committee) on each campus.

Evaluation Data Source(s) 3: Meet and exceed state guidelines for SHAC council

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide training and resources that promote a healthy lifestyle for all students, staff, and parents. Train all faculty members in CPR	Principal SHAC committee members	Meet and exceed state guidelines for SHAC council				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Teachers of EOC tested subjects will meet in teams to discuss strategies to remediate and reassess those most-missed items from state standardized tests and common assessments.
1	2	5	STAAR/EOC remediation courses (USH, Biology, Algebra and English) will be provided for students who were previously unsuccessful on state administered tests. (See EOC in SCE addendum.)
1	4	1	Teachers will make a parent contact for any student that fails their class for a given six weeks
1	4	2	Cohort groups will be maintained for the ninth grade year. All first year 9th grade students will be enrolled in a semester course with curriculum centered around developing methods for personal and academic success.
1	4	3	Provide opportunity for credit recovery through our credit recovery lab (PACE Lab). (See PACE Lab in SCE addendum.)
1	4	5	Individual Graduation Committee (IGC) Meetings will be held in the Fall semester to ensure 12th grade students considered "at-risk" are given an individual graduation plan and goals.
1	5	1	Assistant Principals will make contact with parents/guardians of students in danger of violating the state attendance laws.
1	6	3	All teachers will be provided appropriate documentation for Special Education students and all other students with modifications, accommodations or IEPs.
1	7	3	Vidor High School's special education students' STAAR EOC passing rates will meet state standards for PBMAS or will increase by 3% from the previous year. This will be accomplished through targeted tutorials and testing strategies available for our special education students.

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	James McDowell	Administrator
Administrator	Devan Dart	Administrator
Classroom Teacher	Amanda Balla	9th Grade Teacher
Classroom Teacher	Bryan Brassard	Fine Arts Teacher
Classroom Teacher	Krista Courts	12th Grade Teacher
Classroom Teacher	William Powell	PE Teacher
Classroom Teacher	Eric Hartman	Spanish Teacher
Classroom Teacher	Tracy Anderson	English Teacher
Classroom Teacher	Katrina Morphis	Social Studies Teacher
Classroom Teacher	Mary Jane Noble	SpEd Teacher
Classroom Teacher	Jacob Jackson	Math Teacher
Classroom Teacher	Brandy Whisenant	CTE Teacher
Classroom Teacher	Chad VanDevender	Science Teacher
Classroom Teacher	Mary Wajert	11th Grade Teacher
Classroom Teacher	Steven Pollock	10th Grade Teacher
Parent	Jayme McGlothin	Parent/Community Member
Parent	Wendy Hudgins	Parent/Community Member
Paraprofessional	Melissa Judice	Paraprofessional
Librarian	Deedra LaPray	Librarian
Community Representative	Atasha Quebodeaux	Parent/Business Representative
Counselor	Catie Droptini	Counselor

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	2.52 FTE Certified Teachers		\$167,270.00
1	2	5	.89 FTE Certified teachers		\$55,150.00
1	4	3	1.27 FTEs Certified teacher		\$89,168.00
1	4	3	1 FTE Instructional aide		\$22,188.00
1	4	6	1 FTE Certified teacher		\$69,218.00
Sub-Total					\$402,994.00
Grand Total					\$402,994.00