

**Vidor Independent School District**  
**Vidor Middle School**  
**2019-2020 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As part of an ongoing campus improvement planning process, official representatives from Vidor Middle School's Site-Based Decision-Making Committee met on September 20, 2018 to determine campus priorities for the 2018-2019 school year, specifically related federal and state programs. This process utilized a variety of data sources and personnel observations to arrive at prioritized needs that are necessary and reasonable to achieve the goals and objectives set down in the programs' purposes as well as the campus improvement plan. The discussion focused on the following areas:

***Vidor Middle School received an Accountability Rating from TEA in 2017 of Met Standard.***

Student performance on available State assessments (TAPR), in general, and in identified subgroups (including special needs students) and individually;

achievement gaps between and among the disaggregated subgroups, including special education;

needs of migratory children as defined in section 1309(2) of P.L. 107-110;

the goals and methods for violence prevention and intervention on campus;

measurable goals for achievement made public to parents, teachers, and students;

intervention processes to ensure individual students' educational needs are met in a timely manner, particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards;

counseling, pupil services, and mentoring services;

how assessment results are used to inform curriculum, instruction, and individual interventions;

review the ten components of a schoolwide program to ensure inclusion in the campus improvement plan;

the role teachers play in deciding what assessments will be used to measure student achievement;

the allocation, coordination and integration of Federal, State, and local funds, services and programs;

a review of the scientific, research-based instructional programs for Reading, Writing, Math, Science and Social Studies, Professional Development and Counseling Services at the campus;

the qualifications of teachers and instructional paraprofessionals including language fluency;

staff participation in professional development;

strategies to attract high-quality highly qualified teachers;

teachers' opportunity to collaborate as team members and/or mentors in professional development;

parents and community involvement in activities that support student learning;

stakeholder involvement (SPED/LEP teachers and/or parents) in the needs assessment process;

the availability of health and human services to support students and their families;

communication/outreach methods for families who speak languages other than English;

frequency of education and training for parents/guardians; and,

evaluation of parent and community involvement strategies.

\*\*See TAPR

### **Demographics Strengths**

Attendance Rate: 95.8%

Math: 5th grade was at 91% and above state average.

\*\*See TAPR

# **Student Achievement**

## **Student Achievement Summary**

Vidor Middle School will focus on STAAR (State of Texas Assessment of Academic Readiness) preparation by assuring that curriculum, instruction and common assessments are aligned to the new assessments to the greatest extent possible, including the projected testing times and time allowances. VMS students will score 5% above the average in comparison to the state scores for the following state assessments: 5th and 6th grade STAAR Reading and Math and 5th grade STAAR Science.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## 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

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals

**Revised/Approved: September 17, 2019**

**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:** Vidor Middle School will focus on STAAR (State of Texas Assessment of Academic Readiness) preparation by assuring that curriculum, instruction and common assessments are aligned to the new assessments to the greatest extent possible, including the projected testing times and time allowances. VMS students will score 5% above the average in comparison to the state scores for the following state assessments: 5th and 6th grade STAAR Reading and Math and 5th grade Science.

Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd

**Evaluation Data Source(s) 1:** 5th and 6th grade STAAR Reading and Math and 5th grade STAAR Science

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>1) Students will be engaged in instructional supports to increase math performance with activities including, but not limited to: increased instructional time with double-blocked math, decreased class size in math class, Response to Intervention classes for Tier 2 and Tier 3 students, schoolwide math intervention classes provided, Think Through Math, and instructional walk throughs. All accelerated instructional activities will be supported with supplies and materials as needed. (See Math Intervention in SCE addendum)</p> <p>Instructional Aides: Instructional aides provide assistance to teachers in delivery of accelerated content in order to improve the academic achievement of students. (See Instructional Support in SCE addendum)</p> <p>DAEP &amp; ISS- certified teachers offer supplemental instruction in specialized learning environment for students with disciplinary issues.</p> <p>Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd</p>	Principal	Overall math scores on STAAR increase, common assessments, instructional walkthrough feedback.				
<p><b>Funding Sources:</b> 199 State Comp Ed - 145177.00</p>						
<p>2) Students will be engaged in instructional supports to increase reading performance with activities including, but not limited to: double-blocked ELAR classes, lower class sizes, Response to Intervention classes for Tier 2 and Tier 3 students, schoolwide reading intervention classes provided, Read 180 instruction, Education Galaxy, Lexia Learning, cooperative learning structures and instructional walk throughs. All accelerated instructional activities will be supported with supplies and materials as needed. (See Reading Intervention in SCE addendum.)</p> <p>Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd</p>	Principal	Overall reading scores on STAAR increase, common assessments, instructional walkthrough feedback.				
<p><b>Funding Sources:</b> 199 State Comp Ed - 126146.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>3) Students will be engaged in instructional supports to increase science performance with activities including, but not limited to: schoolwide intervention classes provided, science lab utilization, cooperative learning structures and new inservice for science teachers.</p> <p>Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd</p>	Principal	Overall science scores on STAAR increase, common assessments, instructional walkthrough feedback.				
<p>4) VMS GT identified students will have their individual needs addressed through the gifted and talented programs, and receive differentiated learning services by GT certified and highly qualified instructors. They will also receive opportunities for enrichment activities in a separate GT class.</p>	Principal	VMS students who are identified as GT will score 5% above the average in comparison to state scores on all assessments. This special population of students will continue to have high scores in reading, science and math on state assessments and will have scores within 5% of all students.				
<p>5) Provide the following Special Education Services: Assessment that is appropriate and in-compliance with federal and state laws. Admission, Review, &amp; Dismissal and compliance with federal and state laws. Educational Placement based on Least Restrictive Environment (LRE). Individual Educational Plans Modifications &amp; Accommodations based on individual student needs. Instructional testing arrangements based on individual needs. Access to diverse instructional settings as needed such as Inclusion Resource, Self-contained resource, living skills and ABU for individual needs services. Access to grade level TEKS, (Think Through Math, I station) Related services such as speech therapy, occupational therapy, and physical therapy.</p> <p>Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd</p>	Principal	Students will score at or above the state average for state scores on all assessments. The special population reading, science and math scores will be within 5% of all students.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
6) Provide the following ESL Program Services: HomeLanguage Survey; Policies/Procedures/Notifications; Screening /Testing; LPAC (Language Proficiency Assessment Committee); Tutorials and Accelerated Learning; ESL Teacher; Credit Recovery; Appropriate LEP/STAAR participation.	Principal	Students will score at or above the state average in comparison to state scores on all assessments. The special population reading, science and math scores will be within 5% of all students.				
7) Provide the following Homeless Services; Policies/Procedures; Identified Homeless Liaison such as Counselors; Student Identification; Program/Services.	Principal	Students will score at or above the state average in comparison to state scores on all assessments. The special population reading, science and math scores will be within 5% of all students.				
8) Response to Intervention: Utilize criteria to identify student placement on Tiers. Collaborative planning meeting on all students who did not meet Tier I criteria. Develop intervention Plan, Monitor Progress and revise plan as needed.	Principal	Students will score at or above the state average in comparison to state scores on all assessments. The special population reading, science and math scores will be within 5% of all students.				
9) Campus Site Base Decision Making Committee representatives will review policies and procedures to ensure a positive impact on student performance annually. Formative evaluations are done 4 times a year. Reviews and revisions will be recommended during CSBDM meetings as needed.	Principal	Students will score at or above the state average in comparison to state scores on all assessments. The special population reading, science and math scores will be within 5% of all students.				



= Accomplished



= Continue/Modify



= 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 Middle School's student attendance will improve from prior year and attain 97% attendance rate for all students.

**Evaluation Data Source(s) 2:** TAPR Report; Skyward Attendance Report; PEIMS Report

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) VMS students will receive rewards as they achieve attendance goals weekly, monthly and annually. These rewards and incentives include drawings for prizes, hats, and pajama pants to school, reward parties, and reward movies, field days, etc.	Principals	PEIMS reports, and attendance reports. Attendance rates for students near or above 97%.				

**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:** VMS will continue to support the district's current Level One staging for Special Education in the Performance Based Monitoring Analysis System.

**Evaluation Data Source(s) 3:** Skyward Discipline Report, PEIMS Report,

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Utilize myriad discipline alternatives to suspensions, DAEP placement for special education students and maintain spreadsheet of special education and 504 students and the number of ISS and OSS days that have been assigned. Pilot Restorative Practices in selected classrooms (committee meets to discuss progress).	Principal	PEIMS Reports, Campus Discipline Reports				


**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:** VMS will evaluate and assess campus needs to align them with district goals with the crafting of the district facility plan to allocate resources.

**Evaluation Data Source(s) 1:** AEIS Report; PEIMS Report for teacher/staff utilization; AESOP Reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Reconfigured the master schedule for VMS and increased the number of sections taught by faculty thereby decreasing class sizes. Double-blocked math and reading classes, decreased class size and increased student and teacher opportunities for more enriched instruction. Create a class for interventions and enrichment opportunities for students by adding the class to their daily schedule.	Principal	Class sizes decreased by adding additional sections of instruction by redesigning master schedule for an 8 period day. Students will score at or above the state average in comparison to state scores on all assessments.				
2) Implementation of school-wide intervention and enrichment classes to meet the needs of all students.	Principal	Students will score at or above the average in comparison to state scores on all assessments. Student/ parent surveys.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = 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:** VMS will update and continue to implement the campus plan that supports continuous integration of technology in all areas.


**Evaluation Data Source(s) 2:** Needs Assessment; Campus Usage Report such as Learning.com; technology applications assessment; TAPR report; Disaggregated Assessment Data

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Use of iPads/Chromebooks in ELAR classes to support student achievement in reading concepts.	Principal	STAAR Data, iStation, Compass Learning Reports				
2) Increase the number of Chromebooks in Math and ELAR to support student confidence in technology as well as success in student achievement.	Principal	STAAR Data, Think Through Math and iStation, Compass Learning Reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




### 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 are fully certified and highly qualified.

**Performance Objective 1:** VMS will retain teachers through support and staff development.

**Evaluation Data Source(s) 1:** Teacher turnover rate will decrease from prior year.

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue new teacher mentor program on campus and continue to only hire highly qualified teachers. Provide support for all teachers by developing professional learning communities by subject and grade level to allow for teaming and development of quality lessons.	Principal	Teacher turn over rate will decrease from 8.1% to 7%				
2) Provide meaningful and relevant staff development based on campus level needs and best practices.	Principal	100% participation by staff and faculty in staff development training. Increase in student performance on state assessments. Campus survey for teachers.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**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 are fully certified and highly qualified.

**Performance Objective 2:** Recruit and hire only teachers that are highly qualified.

**Evaluation Data Source(s) 2:** 100% of teachers on VMS campus will be highly qualified.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Recruit teachers at various job fairs.	Principal	100% of teachers will be highly qualified				

**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:** VMS 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:** Campus survey; PEIMS Discipline Report;

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continued Implementation of anti-bullying initiatives and drug awareness and drug intervention programs on campus;	Principal	Decrease in discipline incidents; campus surveys; PEIMS reports;				
2) Maintain a comprehensive and effective campus approach to character development by:  Implementation of cooperative learning structures with focus on classbuilding and teambuilding; Restorative Practices, continue PBIS support	Principal	Decrease in discipline incidents; campus surveys; PEIMS Reports;				
3) 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, classroom management, Kagan Cooperative Learning Structures, and Fundamental Five Strategies; Handle With Care.	Principal	Decrease in discipline incidents; campus surveys; PEIMS Reports; Climate Committee Reports; decrease in In-School and Out-of-School placements.				
4) Reduce accidents and Worker's Compensation Claims through training for faculty and staff at least once a month.	Principal	Decrease the number and cost of Worker's Compensation Claims				
5) Continue to improve VMS plans for crisis emergency management	Principal	Drill results and data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June

**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:** VMS 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:** SHAC Reports; Food Service Reports; AESOP absentee reports; PEIMS Reports

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Maintain an active SHAC (School Health Advisory Committee) on campus; Strive for 100% student participation in Fitnessgram;	Principal	97% daily attendance for staff and students; Increase number of students meeting state guidelines on Fitnessgram, campus surveys.				

**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:** Maintain a welcoming and inviting environment at VMS.

**Evaluation Data Source(s) 3:** Campus survey; PEIMS attendance data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>1) VMS will be an inviting and friendly place by providing opportunities for parents and visitors to experience Vidor Middle School activities.</p> <p>VMS welcomes all stakeholders to "Parent Night", and Brown Bag Luncheon for all new students to campus during the month of August. VMS also invites any parents who need computer access to use our library lab for online registration. VMS hosts Book Fairs, Science Invention Fairs, Spelling Bee Competitions, Veteran's Assemblies, and Band and Choir Concerts. All of these activities include special invitations to parents, guardians and families of students. Parents and guardians and grandparents are always welcome guests if they would like to eat lunch with their student. VMS also welcomes parent volunteers to help chaperone Field Trips, Class Parties and Field Days.</p>	Principal	Climate Committee Reports; Campus surveys; Visitors logs and comments and correspondence; PEIMS attendance reports; Site-Based Reports				


**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:** VMS 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;

**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, Monthly principal newsletters, 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 VMS as mentioned in previous strategies; Campus Survey; Parental Involvement Records; Climate Committee Reports; Site-Based Reports; Newspaper and local television reports				




= Accomplished



= Continue/Modify



= 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:** Community business leaders will be invited into the schools to share information regarding how to succeed after school in the job sector.

**Evaluation Data Source(s) 2:** Campus sign - in sheets

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) VMS will invite at least one content-related professional to classes annually.	Principal	Agendas, notices, sign-in sheets				

 = Accomplished
  = Continue/Modify
  = 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 3:** We will continue to emphasize clear communication with stakeholders, including parents and students, through a variety of methods.

**Evaluation Data Source(s) 3:** Campus survey, parental involvement records, sign-in sheets

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) VMS will conduct student and staff surveys as needed regarding specific issues.	Principal	Data from survey results.				
2) VMS will create email addresses as a method for parents to interact with campus leaders. This is located on the Vidor ISD: Vidor Middle School website.	Principal	Updated email addresses on the district and campus websites.				
3) VMS will follow a consistent discipline management plan.	Principal	Lower removals to DAEP, ISS, and /or OSS by providing alternative consequences other than removal from school; discipline data in PEIMS.				
4) VMS will practice a higher level of communication with parents when individual student decisions are made.	Principal, Teachers	Documentation with parents, email, phone calls, etc; parent survey results.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be engaged in instructional supports to increase math performance with activities including, but not limited to: increased instructional time with double-blocked math, decreased class size in math class, Response to Intervention classes for Tier 2 and Tier 3 students, schoolwide math intervention classes provided, Think Through Math, and instructional walk throughs. All accelerated instructional activities will be supported with supplies and materials as needed. (See Math Intervention in SCE addendum) Instructional Aides: Instructional aides provide assistance to teachers in delivery of accelerated content in order to improve the academic achievement of students. (See Instructional Support in SCE addendum) DAEP & ISS- certified teachers offer supplemental instruction in specialized learning environment for students with disciplinary issues. Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd
1	1	2	Students will be engaged in instructional supports to increase reading performance with activities including, but not limited to: double-blocked ELAR classes, lower class sizes, Response to Intervention classes for Tier 2 and Tier 3 students, schoolwide reading intervention classes provided, Read 180 instruction, Education Galaxy, Lexia Learning, cooperative learning structures and instructional walk throughs. All accelerated instructional activities will be supported with supplies and materials as needed. (See Reading Intervention in SCE addendum.) Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd
1	1	3	Students will be engaged in instructional supports to increase science performance with activities including, but not limited to: schoolwide intervention classes provided, science lab utilization, cooperative learning structures and new inservice for science teachers. Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd
1	1	5	Provide the following Special Education Services: Assessment that is appropriate and in-compliance with federal and state laws. Admission, Review, & Dismissal and compliance with federal and state laws. Educational Placement based on Least Restrictive Environment (LRE). Individual Educational Plans Modifications & Accommodations based on individual student needs. Instructional testing arrangements based on individual needs. Access to diverse instructional settings as needed such as Inclusion Resource, Self-contained resource, living skills and ABU for individual needs services. Access to grade level TEKS, (Think Through Math, I station) Related services such as speech therapy, occupational therapy, and physical therapy. Safeguards: Reading: Hispanic, Eco Dis, SpEd; Math: Hispanic, SpEd; Science: Eco Dis, SpEd

# State Compensatory

## Budget for Vidor Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.42.104.024104	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6125.12.104.024104	6125 Salary Support - Locally Defined	\$0.00
199.11.6125.42.104.024104	6125 Salary Support - Locally Defined	\$0.00
199.11.6141.12.104.024104	6141 Social Security/Medicare	\$0.00
199.11.6141.42.104.024104	6141 Social Security/Medicare	\$0.00
199.11.6142.12.104.024104	6142 Group Health and Life Insurance	\$0.00
199.11.6142.42.104.024104	6142 Group Health and Life Insurance	\$0.00
199.11.6143.12.104.024104	6143 Workers' Compensation	\$0.00
199.11.6143.42.104.024104	6143 Workers' Compensation	\$0.00
199.11.6144.12.104.024104	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.42.104.024104	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6145.12.104.024104	6145 Unemployment Compensation	\$0.00
199.11.6145.42.104.024104	6145 Unemployment Compensation	\$0.00
199.11.6146.12.104.024104	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.42.104.024104	6146 Teacher Retirement/TRS Care	\$0.00
<b>6100 Subtotal:</b>		<b>\$0.00</b>

# Personnel for Vidor Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barton, Kimberly	Teacher	Math Intervention	.13
Barton, Sheila	Teacher	Math Intervention	.13
Benoit, Patsy	Paraprofessional	Instructional Support	.25
Bertrand, Jamie	Teacher	Reading Intervention	.26
Calhoun, Kristi	Paraprofessional	Instructional Support	.13
Courts, Stacy	Teacher	Math Intervention	.25
Dyer, Jessica	Teacher	Reading Intervention	.13
Fletcher, Mike	Paraprofessional	Instructional Support	.13
Herrington, Samantha	Teacher	Reading Intervention	.13
Jacks, Greg	Paraprofessional	Instructional Support	.25
Leger, Kelly	Teacher	Reading Intervention	1
Mackey, Austin	Teacher	Math Intervention	.13
Meadows, Diane	Teacher	Reading Intervention	.13
Nash, Amy	Teacher	Reading Intervention	.13
Odom, Kay	Teacher	Math Intervention	.13
Orta-Glach, Staci	Teacher	Math Intervention	.13
Reich, Marlene	Teacher	Math Intervention	.13
Richards, Susan	Paraprofessional	Instructional Support	1
Ridgaway, Megan	Teacher	Reading Intervention	.13
Rush, Chelsea	Teacher	Reading Intervention	.13
Scofield, Kellie	Teacher	Reading Intervention	.13
Simmons, Angela	Paraprofessional	Instructional Support	.38
Stone, Rachel	Paraprofessional	Instructional Support	.25

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Van Pelt, Brittany	Paraprofessional	Instructional Support	1
Villasana, Sarah	Teacher	Reading Intervention	.13
Welch, Amy	Teacher	Math Intervention	.13

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kerri Pierce	Principal
Administrator	Pam Patterson	Assistant Principal
Non-classroom Professional	Vlynn Kepley	IEP Facilitator
Classroom Teacher	Stacy Courts	5th Grade Math
Classroom Teacher	Amy Nash	5th Grade ELAR
Classroom Teacher	Andy Vickery	6th Grade Social Studies
Classroom Teacher	Courtney Williams	6th Grade Social Studies
Classroom Teacher	Amy Crew	SpEd teacher
Administrator	Cindy Overman	Counselor
Non-classroom Professional	Kristen Odom	Librarian
Parent	Jayne McGlothin	6th Grade Parent
Community Representative	Klem Pruitt	Pastor, FBC
Business Representative	Heather Hawthorne	Owner, First Choice Insurance