

**NOTICE OF REGULAR**  
**State of Texas**  
**County of Orange**  
**West Orange-Cove Consolidated ISD**  
**Board Members may participate by telephone**  
**and/or video conferencing**

**June 22, 2020**  
**6:00 PM**

Notice is hereby given of a Regular of the Board of Trustees of the West Orange-Cove CISD, to be held on June 22, 2020, at 6:00 PM—**In light of the COVID-19 pandemic and related issues, this meeting shall be held only by video conferencing and/or telephone.**

**Vision Statement:**

Empowering lives through excellence every day.

**District Goals:**

**Goal 1:** WOCCISD believes that student success is measured in many ways.

**Goal 2:** WOCCISD will afford every student the opportunity to graduate college and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation.

**Goal 3:** WOCCISD will be good stewards of the taxpayer’s funds.

**Goal 4:** District facilities will be maintained in a manner that extends the functional life of all buildings and equipment.

**Goal 5:** Community Relations: WOCCISD believes in positive, accurate, and open communications throughout the district.

**Goal 6:** WOCCISD believes in improvement that is intentional, systemic, and enduring.

- I. **Public Hearing**
  - A. 2020 Notice of Public Meeting to Discuss Proposed Tax Rate 4
- II. **Routine Business**
  - A. Call to Order
  - B. Invocation
  - C. Pledge of Allegiance
  - D. Certification of Notice
- III. **Oath of Office & Certification Notice**
- IV. **Audience with Patrons (limited to 5 minutes per patron)**

Persons wishing to participate in this portion of the meeting reserved for that purpose were required to sign up as they arrive and to indicate the topic about which they wish to speak.
- V. **Consent Agenda Items:**
  - A. Budget Amendments Memo 5
  - B. Consider Approval of Budget Amendments 6
- VI. **Finance**

A.	<b>Information/Discussion Items: (Goal 3)</b>	
1.	Financial Statements (Robin Hataway)	7
a.	Operating Statements (General, Food Service, Debt Service)	8
b.	Check Register	
c.	Investment Report	13
d.	Tax Collections (2019, 2020)	15
2.	Head Start Financials (Vickie Oceguela)	17
B.	<b>Action Items:</b>	
1.	Consider Approval of 2020-2021 Tax Rate	21
2.	Consider Approval of 2020-2021 Budgets (General, Food Service, Debt Service)	22
VII.	<b>Instruction (Goal 1 &amp; 2)</b>	
A.	<b>Information/Discussion Items:</b>	
1.	Head Start Directors Report (Vickie Oceguela)	24
2.	Discuss the potential partnership between Digital Workforce Academy and WOCCISD (Ashton Knox & Melvin White)	25
B.	<b>Action Items:</b>	
1.	Consideration and approval of the revised campus turnaround plan and Board resolution for WOSMS	35
2.	Consideration and approval of the waiver for the required early notice of students at-risk of failure (Covid-19)	62
3.	Consideration of approval of adding African American Studies to the course catalog at the High School	
VIII.	<b>Policy</b>	
A.	<b>Action Items:</b>	
1.	Consider approval for the 2020-2021 salary schedule (Robin Hataway and Dr. Nina LeBlanc)	
IX.	<b>The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.</b>	
A.	Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)	
1.	Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.	
2.	Consider legal advice regarding items specifically listed on the agenda.	
B.	Teachers and Administrators (Tex.Gov't Code 551.074)	
1.	Discussion of Selection/Employment	
2.	Discussion of Evaluation	
3.	Reassignment and Resignations	
4.	Duties	
5.	Discipline	
6.	Discussion of Termination	
7.	Consider renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.	
8.	Consider activation of an emergency permit for a classroom teacher	
9.	Evaluation of Superintendent	
C.	Discussion of Discipline of Students (Tex.Govt. Code 551.082)	
D.	Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)	

- E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)
  - 1. Consider hiring of professional personnel
- X. **The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.**
- XI. **Personnel (Dr. Nina LeBlanc)**
  - A. **Action Item: (Goal 6)**
    - 1. Consider approval of contractual staff
    - 2. Consider approving the updated Superintendent Contract
- XII. **Adjourn**

#boldsubject#

All final votes, actions, or decisions shall be taken or made in Open Session.

This notice was posted and filed in compliance with the Open Meetings Law on .

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Rickie Harris,  
Superintendent

# NOTICE OF PUBLIC MEETING TO DISCUSS PROPOSED TAX RATE

The West Orange-Cove CISD will hold a public meeting at 6:00 p.m., June 22, 2020 in the Education Service Center at 902 W. Park Ave., Orange, Texas. **The purpose of this meeting is to discuss the school district's tax rate that will be adopted. Public participation in the discussion is invited.**

**The school district has elected to adopt a tax rate before receiving the certified appraisal roll from the chief appraiser(s) of the appraisal district(s) and before adopting a budget. In accordance with Texas Tax Code, Section 26.05(g), the chief appraiser(s) of the appraisal district(s) in which the school district participates has (have) certified to the assessor for the school district an estimate of the taxable value of property in the school district as provided by the Texas Tax Code, Section 26.01(e). In accordance with the Texas Education Code, Section 44.004(j), following adoption of the tax rate, the school district will publish notice and hold another public meeting before the school district adopts a budget.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	\$1.05470/\$100 (proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	\$0.25500/\$100 (proposed rate to pay bonded indebtedness)

### Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	<u>Preceding Tax Year</u>	<u>Current Tax Year*</u>
Total appraised value** of all property	\$2,695,858,597	\$2,608,394,206
Total appraised value** of new property***	\$5,841,418	\$2,051,432
Total taxable value**** of all property	\$1,905,479,978	\$1,840,147,342
Total taxable value**** of new property***	\$4,147,407	\$1,456,517

\*All values identified are based on estimate(s) of taxable value received pursuant to Section 26.01(e), Tax Code.  
 \*\*Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.  
 \*\*\* "New property" is defined by Section 26.012(17), Tax Code.  
 \*\*\*\* "Taxable value" is defined by Section 1.04(10), Tax Code.

### Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness\* \$58,654,945

\*Outstanding principal.

### Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance &amp; Operations</u>	<u>Interest &amp; Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
<b>Last Year's Rate</b>	\$1.06830	\$0.25500*	\$1.32330	\$10,252	\$1,243
<b>Rate to Maintain Same Level of Maintenance &amp; Operations Revenue &amp; Pay Debt Service</b>	\$1.02588	\$0.31460*	\$1.34048	\$10,816	\$1,807
<b>Proposed Rate</b>	\$1.05470	\$0.25500*	\$1.30970	\$11,036	\$2,223

\*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both.  
 The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

### Comparison of Proposed Levy with Last Year's Levy on Average Residence

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$82,528	\$81,686
Average Taxable Value of Residences	\$41,022	\$40,349
Last Year's Rate Versus Proposed Rate per \$100	\$1.3233	\$1.3097
Taxes Due on Average Residence	\$542.84	\$528.45
Increase (Decrease) in Taxes		(\$14.39)

**Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.**

**Notice of Rollback Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.3693. This election will be automatically held if the district adopts a rate in excess of the rollback rate of \$1.3693.**

### Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment.

Maintenance and Operations Fund Balance(s)	\$13,227,620
Interest & Sinking Fund Balance(s)	\$3,017,413



# WEST ORANGE – COVE CISD

902 W. Park Ave., P.O. Box 1107

Orange, Texas 77630

Phone: 409.882.5600 Fax: 409.882.5467

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## BOARD DOCUMENT

**MEETING DATE:** June 22, 2020

**AGENDA ITEM:** Consider Approval of Budget Amendments

Attached are the posted budget amendments for your review. These budget amendments allocate funds that are not in the adopted budget.

If members of the Board of Trustees have questions regarding any of these budget amendments, we request that they contact our office prior to the Board meeting so that we may have detailed answers to any questions during or before the meeting.

*Rickie Harris*  
Rickie Harris  
Superintendent

*Robin Hataway*  
Robin Hataway  
Executive Director of Finance

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
19-00137	Temperature Check Station for Graduation	2019-2020	05/26/2020	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Temperature Check Station for Graduation	199 E 33 6399 CV 749 0 99 000		05/26/2020	2,620.00	0.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
19-00138	COVID - Face Masks	2019-2020	05/27/2020	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		COVID - Face Masks	199 E 33 6399 CV 749 0 99 000		05/27/2020	9,000.00	0.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
19-00139	North Roof Decking	2019-2020	06/05/2020	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		North Roof Decking	199 E 51 6629 RF 104 0 99 114		06/05/2020	304,000.00	0.00

\*\*\*\*\* End of report \*\*\*\*\*



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## BOARD DOCUMENT

**MEETING DATE:** June 22, 2020

**AGENDA ITEM:** Financial Statements for Information

Financial Statements as of May 2020, for the General Operating, Food Service, and Debt Service Funds are attached for your review. These statements are designed to provide information regarding the financial status of the district to the Board of Trustees.

If members of the Board of Trustees have questions regarding the financial statements, we request that they contact our office prior to the Board meeting so that we may have detailed answers to any questions during or before the meeting.

Rickie Harris  
Dr. Rickie Harris  
Superintendent

Robin Hataway  
Robin Hataway  
Executive Director of Finance

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	19,997,800	20,000,600	20,298,807	21,305,613
00	58--	STATE PROGRAM REVENUES	4,526,835	4,526,835	5,476,199	2,284,249
00	59--	FEDERAL PROGRAM REVENUES	520,000	520,000	398,061	774,747
00	61--	PAYROLL COSTS-TEACHERS & OTHER	0	0	0	90
00	----	NO FUNCTION	25,044,635	25,047,435	26,173,067	24,364,699
11		INSTRUCTION				
11	61--	PAYROLL COSTS-TEACHERS & OTHER	12,125,848	12,179,300	8,935,030	8,603,846
11	62--	PURCHASE & CONTRACTED SVS	582,321	704,354	465,407	251,028
11	63--	SUPPLIES AND MATERIALS	261,800	301,886	217,366	411,108
11	64--	OTHER OPERATING EXPENSES	57,940	63,246	31,559	68,298
11	----	INSTRUCTION	13,027,909	13,248,786	9,649,362	9,334,280
12		LIBRARY				
12	61--	PAYROLL COSTS-TEACHERS & OTHER	228,393	228,393	184,961	172,531
12	62--	PURCHASE & CONTRACTED SVS	6,150	6,150	6,054	6,111
12	63--	SUPPLIES AND MATERIALS	6,900	8,900	6,161	55,659
12	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	0	0	62,952
12	----	LIBRARY	241,443	243,443	197,176	297,253
13		CURRIC & INSTR DEVELOPMENT				
13	61--	PAYROLL COSTS-TEACHERS & OTHER	181,481	184,281	192,124	149,039
13	62--	PURCHASE & CONTRACTED SVS	41,175	44,687	26,680	34,121
13	63--	SUPPLIES AND MATERIALS	4,000	3,105	1,621	3,962
13	64--	OTHER OPERATING EXPENSES	56,100	53,483	35,853	33,464
13	----	CURRIC & INSTR DEVELOPMENT	282,756	285,556	256,278	220,586
21		INSTRUCTIONAL ADMINISTRATION				
21	61--	PAYROLL COSTS-TEACHERS & OTHER	550,305	550,305	498,609	450,805
21	62--	PURCHASE & CONTRACTED SVS	2,750	2,750	2,750	2,461
21	63--	SUPPLIES AND MATERIALS	4,500	5,417	3,896	2,347
21	64--	OTHER OPERATING EXPENSES	8,375	7,458	5,275	6,859
21	----	INSTRUCTIONAL ADMINISTRATION	565,930	565,930	510,530	462,472
23		SCHOOL ADMINISTRATION				
23	61--	PAYROLL COSTS-TEACHERS & OTHER	1,325,479	1,325,479	1,080,022	1,109,045
23	62--	PURCHASE & CONTRACTED SVS	15,100	15,400	12,716	14,979
23	63--	SUPPLIES AND MATERIALS	13,000	15,510	12,384	15,570
23	64--	OTHER OPERATING EXPENSES	15,000	12,190	11,210	10,622
23	----	SCHOOL ADMINISTRATION	1,368,579	1,368,579	1,116,332	1,150,216

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
31		GUIDANCE AND COUNSELING SVS				
31	61--	PAYROLL COSTS-TEACHERS & OTHER	522,691	522,691	354,258	322,051
31	62--	PURCHASE & CONTRACTED SVS	57,700	57,750	48,698	55,773
31	63--	SUPPLIES AND MATERIALS	4,000	3,950	3,841	3,841
31	----	GUIDANCE AND COUNSELING SVS	584,391	584,391	406,797	381,665
32		SOCIAL WORK SERVICES				
32	61--	PAYROLL COSTS-TEACHERS & OTHER	17,841	17,841	14,613	14,429
32	----	SOCIAL WORK SERVICES	17,841	17,841	14,613	14,429
33		HEALTH SERVICES				
33	61--	PAYROLL COSTS-TEACHERS & OTHER	112,700	112,700	90,244	86,715
33	62--	PURCHASE & CONTRACTED SVS	40,500	40,500	14,329	27,513
33	63--	SUPPLIES AND MATERIALS	6,000	19,420	7,478	5,799
33	----	HEALTH SERVICES	159,200	172,620	112,051	120,027
34		PUPIL TRANSPORTATION				
34	61--	PAYROLL COSTS-TEACHERS & OTHER	870,984	868,584	673,980	703,015
34	62--	PURCHASE & CONTRACTED SVS	86,500	191,969	109,664	19,804
34	63--	SUPPLIES AND MATERIALS	242,000	236,537	131,518	168,675
34	64--	OTHER OPERATING EXPENSES	63,252	65,895	58,312	39,377
34	----	PUPIL TRANSPORTATION	1,262,736	1,362,985	973,474	930,871
36		CO-CURR/EXTRA CURR ACTIVITIES				
36	61--	PAYROLL COSTS-TEACHERS & OTHER	484,830	484,830	371,992	390,384
36	62--	PURCHASE & CONTRACTED SVS	70,200	70,350	45,703	59,530
36	63--	SUPPLIES AND MATERIALS	76,360	104,017	82,907	55,090
36	64--	OTHER OPERATING EXPENSES	114,868	109,297	72,785	84,795
36	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	0	0	12,656
36	----	CO-CURR/EXTRA CURR ACTIVITIES	746,258	768,494	573,387	602,455
41		GENERAL ADMINISTRATION				
41	61--	PAYROLL COSTS-TEACHERS & OTHER	885,510	885,510	826,276	805,430
41	62--	PURCHASE & CONTRACTED SVS	390,450	423,030	262,421	175,115
41	63--	SUPPLIES AND MATERIALS	95,000	100,860	76,636	63,340
41	64--	OTHER OPERATING EXPENSES	198,660	160,220	101,790	120,824
41	----	GENERAL ADMINISTRATION	1,569,620	1,569,620	1,267,123	1,164,709
51		PLANT MAINTENANCE & OPERATION				
51	61--	PAYROLL COSTS-TEACHERS & OTHER	1,679,087	1,628,687	1,398,712	1,312,932
51	62--	PURCHASE & CONTRACTED SVS	1,129,690	1,507,732	1,333,355	1,074,366
51	63--	SUPPLIES AND MATERIALS	330,000	314,325	215,405	364,227
51	64--	OTHER OPERATING EXPENSES	621,777	639,499	635,114	593,748
51	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	2,283,367	1,914,459	2,258,110

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
51		PLANT MAINTENANCE & OPERATION				
51	----	PLANT MAINTENANCE & OPERATION	3,760,554	6,373,610	5,497,045	5,603,383
52		SECURITY & MONITORING SERVICES				
52	61--	PAYROLL COSTS-TEACHERS & OTHER	83,010	156,669	137,970	12,006
52	62--	PURCHASE & CONTRACTED SVS	189,500	102,614	45,111	155,074
52	63--	SUPPLIES AND MATERIALS	120	29,620	25,517	120
52	64--	OTHER OPERATING EXPENSES	0	4,535	1,575	0
52	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	63,351	63,010	8,750
52	----	SECURITY & MONITORING SERVICES	272,630	356,789	273,183	175,950
53		DATA PROCESSING SERVICES				
53	61--	PAYROLL COSTS-TEACHERS & OTHER	212,446	212,446	207,983	193,954
53	62--	PURCHASE & CONTRACTED SVS	85,550	86,349	74,425	70,058
53	63--	SUPPLIES AND MATERIALS	74,000	74,000	38,927	62,089
53	64--	OTHER OPERATING EXPENSES	3,500	34,154	27,857	1,841
53	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	114,001	113,981	305,159
53	----	DATA PROCESSING SERVICES	375,496	520,950	463,173	633,101
61		COMMUNITY SERVICES				
61	64--	OTHER OPERATING EXPENSES	6,000	6,000	3,521	2,538
61	----	COMMUNITY SERVICES	6,000	6,000	3,521	2,538
91		CONTRACTED INSTR SERVICES				
91	62--	PURCHASE & CONTRACTED SVS	200,000	200,000	0	1,212,232
91	----	CONTRACTED INSTR SERVICES	200,000	200,000	0	1,212,232
99		OTHER INTERGOVERNMENTAL CHARGE				
99	62--	PURCHASE & CONTRACTED SVS	410,000	410,000	296,979	287,552
99	----	OTHER INTERGOVERNMENTAL CHARGE	410,000	410,000	296,979	287,552
Grand Revenue Totals			25,044,635	25,047,435	26,173,067	24,364,609
Grand Expense Totals			24,851,343	28,055,594	21,611,024	22,593,809
Grand Totals			193,292	3,008,159	4,562,043	1,770,800
			Profit	Loss	Profit	Profit

Number of Accounts: 1509

\*\*\*\*\* End of report \*\*\*\*\*

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	143,500	143,500	122,541	144,358
00	58--	STATE PROGRAM REVENUES	70,150	70,150	37,519	46,227
00	59--	FEDERAL PROGRAM REVENUES	1,572,000	1,572,000	1,155,264	1,318,939
00	----	NO FUNCTION	1,785,650	1,785,650	1,315,324	1,509,524
35		FOOD SERVICE				
35	61--	PAYROLL COSTS-TEACHERS & OTHER	528,402	528,402	484,581	468,072
35	62--	PURCHASE & CONTRACTED SVS	354,140	357,909	237,962	269,573
35	63--	SUPPLIES AND MATERIALS	849,143	847,444	521,943	525,040
35	64--	OTHER OPERATING EXPENSES	7,500	9,000	6,268	3,822
35	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	400,000	709,365	594,209	89,025
35	----	FOOD SERVICE	2,139,185	2,452,120	1,844,963	1,355,532
		Grand Revenue Totals	1,785,650	1,785,650	1,315,324	1,509,524
		Grand Expense Totals	2,139,185	2,452,120	1,844,963	1,355,532
		Grand Totals	353,535	666,470	529,639	153,992
			Loss	Loss	Loss	Profit

Number of Accounts: 112

\*\*\*\*\* End of report \*\*\*\*\*

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	4,658,200	4,658,200	4,754,487	4,514,516
00	58--	STATE PROGRAM REVENUES	78,359	78,359	77,500	78,359
00	59--	FEDERAL PROGRAM REVENUES	265,000	265,000	267,680	266,683
00	----	NO FUNCTION	5,001,559	5,001,559	5,099,667	4,859,558
71		DEBT SERVICES				
71	65--	DEBT SERVICE	5,194,268	5,194,268	5,118,159	4,105,839
71	----	DEBT SERVICES	5,194,268	5,194,268	5,118,159	4,105,839
Grand Revenue Totals			5,001,559	5,001,559	5,099,667	4,859,558
Grand Expense Totals			5,194,268	5,194,268	5,118,159	4,105,839
Grand Totals			192,709	192,709	18,492	753,719
			Loss	Loss	Loss	Profit

Number of Accounts: 22

\*\*\*\*\* End of report \*\*\*\*\*

Summary Investment Report and Cash Balance Report  
West Orange-Cove CISD  
As of May 31, 2020

	Beginning Balance 4/30/2020	Deposits	Withdrawals	Interest	Ending Balance 5/31/2020	Interest Rate
<b>Investment Pool Account</b>						
<i>First Public - Lone Star</i>						
General Operating Fund	53,180.52	94,841.70	123,925.00	6.85	24,104.07	0.3200%
Interest & Sinking Fund	12,284.82	21,611.68	28,125.00	1.56	5,773.06	0.3200%
<b>Total Investment Pool</b>	<b>65,465.34</b>	<b>116,453.38</b>	<b>152,050.00</b>	<b>8.41</b>	<b>29,877.13</b>	
<b>Cash Bank Accounts</b>						
<i>First Financial</i>						
Money Market - M&O Funds	17,787,908.61		1,417,914.71	4,938.46	16,374,932.36	0.3400%
General Operating Fund	121,735.67	1,093,711.16	906,012.77	215.91	309,649.97	0.6500%
Payroll	188,583.26	1,659,247.48	1,677,327.21	135.33	170,638.86	0.6500%
Debt Service	3,993,181.31	28,125.00	500.00	1,154.52	4,021,960.83	0.3400%
Bond Funds	6,814,420.91		140,219.00	1,940.50	6,676,142.41	0.3400%
Food Service	780,828.29	26,375.31	225,599.60	366.74	581,970.74	0.6500%
<b>Total Cash Balances</b>	<b>\$ 29,686,658.05</b>	<b>\$ 2,807,458.95</b>	<b>\$ 4,367,573.29</b>	<b>\$ 8,751.46</b>	<b>\$ 28,135,295.17</b>	
<b>Total All Accounts</b>	<b>\$ 29,752,123.39</b>	<b>\$ 2,923,912.33</b>	<b>\$ 4,519,623.29</b>	<b>\$ 8,759.87</b>	<b>\$ 28,165,172.30</b>	

13

I certify that the above investments comply with the Texas Public Funds Investment Act and West Orange-Cove CISD Policy CDA.

Robin Hataway  
Robin Hataway  
Executive Director of Finance

**Operating Fund Summary****West Orange-Cove CISD****As of May 31, 2020**

	Balance 5/31/2018	Balance 5/31/2019	Balance 5/31/2020
<b>Investment Pool Account</b>			
<i>First Public - Lone Star</i>			
General Operating Fund	116,093.14	53,506.16	24,104.07
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Money Market - M&O Funds	16,718,157.87	16,000,873.93	16,374,932.36
General Operating Fund	620,562.61	106,956.44	309,649.97
Payroll	329,569.59	276,988.37	170,638.86
<b>Total Operating Cash Balances</b>	<b>\$ 17,784,383.21</b>	<b>\$ 16,438,324.90</b>	<b>\$ 16,879,325.26</b>

**Debt Service Fund Summary****West Orange-Cove CISD****As of May 31, 2020**

	Balance 5/31/2018	Balance 5/31/2019	Balance 5/31/2020
<b>Investment Pool Account</b>			
<i>First Public - Lone Star</i>			
Interest & Sinking Fund	25,602.80	11,936.40	5,773.06
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Debt Service	3,324,662.78	3,854,205.03	4,021,960.83
<b>Total Debt Service Cash Balances</b>	<b>\$ 3,350,265.58</b>	<b>\$ 3,866,141.43</b>	<b>\$ 4,027,733.89</b>

**Food Service Fund Summary****West Orange-Cove CISD****As of May 31, 2020**

	Balance 5/31/2018	Balance 5/31/2019	Balance 5/31/2020
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Food Service	526,132.43	861,990.82	581,970.74
<b>Total Food Service Cash Balances</b>	<b>\$ 526,132.43</b>	<b>\$ 861,990.82</b>	<b>\$ 581,970.74</b>

*Robin Hataway*

Robin Hataway

Executive Director of Finance

YEAR TO DATE RECAPULATION FOR AGENCY: SWO

		ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY	BEGIN	25,177,247.04	.00	25,177,247.04		2,486,819.16		27,664,066.20
	LATE HS/65	42,876.35-	.00	42,876.35-		7,576.56-		50,452.91-
OTHER ADJUSTMENTS		27,278.62-	.00	27,278.62-		177,737.27-		205,015.89-
	SUPPLEMENTS	.00	45,788.29	45,788.29		4,579.05		50,367.34
	ADJUSTED	25,107,092.07	45,788.29	25,152,880.36		2,306,084.38		27,458,964.74
	COLLECTED	24,219,785.90-	30,662.14-	24,250,448.04-	96.41	227,636.67-	9.87	24,478,084.71-
PR YR REF/NSF CHK		.00	.00	.00		19,652.67-		19,652.67-
	UNCOLLECTED	887,306.17-	15,126.15-	902,432.32-		2,058,795.04-		2,961,227.36-
LATE RENDITION BEGIN		12,861.55	.00	12,861.55		7,447.35		20,308.90
LATE REND	ADJUSTED	12,948.12	2.85	12,950.97		7,244.16		20,195.13
COLLECTED	LEVY	24,219,785.90	30,662.14	24,250,448.04	96.41	227,636.67	9.87	24,478,084.71
	DISCOUNTS	.00	.00	.00		.00		.00
	PENALTY	40,296.70	20.54	40,317.24		27,764.57		68,081.81
	INTEREST	10,867.19	3.50	10,870.69		97,819.10		108,689.79
	NET	24,270,949.79	30,686.18	24,301,635.97		353,220.34		24,654,856.31
	COURT COST	.00	.00	.00		.00		.00
	ABST FEES	.00	.00	.00		.00		.00
	ATTY FEES	4,688.75	.00	4,688.75		53,393.20		58,081.95
	OTHER FEES	.00	.00	.00		.00		.00
	REND PENLTY	11,867.07	2.85	11,869.92		121.30		11,991.22
	(AGENCY %)	11,273.72	2.71	11,276.43		116.18		11,392.61
	(CAD %)	593.35	.14	593.49		5.12		598.61
	TOTAL	24,287,505.61	30,689.03	24,318,194.64		406,734.84		24,724,929.48

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2017 -	430,342.32	13,261.03-	3,500.56	420,581.85	73,282.43-	13,190.83-	334,108.59-	17.42
2016 -	296,324.13	3,157.14-	621.17	293,788.16	27,873.10-	6,184.80-	259,730.26-	9.48
2015 -	261,044.88	2,419.91-	457.32	259,082.29	30,609.42-	277.04-	228,195.83-	11.81
2014 -	218,741.87	2,862.02-	.00	215,879.85	21,735.75-	.00	194,144.10-	10.06
2013 -	204,493.65	2,311.63-	.00	202,182.02	16,377.50-	.00	185,804.52-	8.10
2012 -	174,703.74	2,302.59-	.00	172,401.15	10,742.07-	.00	161,659.08-	6.23
2011 -	310,235.82	153,778.48-	.00	156,457.34	20,173.54-	.00	136,283.80-	12.89
2010 -	117,234.64	1,674.33-	.00	115,560.31	10,442.83-	.00	105,117.48-	9.03
2009 -	76,785.32	553.90-	.00	76,231.42	6,253.73-	.00	69,977.69-	8.20
2008 -	60,625.91	482.94-	.00	60,142.97	1,822.67-	.00	58,320.30-	3.03
2007 -	44,603.62	208.59-	.00	44,395.03	1,795.11-	.00	42,599.92-	4.04
2006 -	50,742.63	181.23-	.00	50,561.40	2,068.50-	.00	48,492.90-	4.09
2005 -	48,912.73	197.66-	.00	48,715.07	1,271.30-	.00	47,443.77-	2.60
2004 -	33,641.13	145.42-	.00	33,495.71	968.14-	.00	32,527.57-	2.89
2003 -	31,077.47	523.21-	.00	30,554.26	410.27-	.00	30,143.99-	1.34
2002 -	26,635.97	437.54-	.00	26,198.43	504.95-	.00	25,693.48-	1.92
2001 -	23,361.65	371.71-	.00	22,989.94	153.87-	.00	22,836.07-	0.66
2000 -	23,125.05	371.71-	.00	22,753.34	389.78-	.00	22,363.56-	1.71
1999 -	18,027.81	60.39-	.00	17,967.42	.00	.00	17,967.42-	0.00
1998 -	13,887.37	12.40-	.00	13,874.97	40.08-	.00	13,834.89-	0.28
1997 -	6,267.31	.00	.00	6,267.31	19.42-	.00	6,247.89-	0.30
1996 -	6,464.63	.00	.00	6,464.63	186.60-	.00	6,278.03-	2.88
1995 -	4,410.55	.00	.00	4,410.55	180.20-	.00	4,230.35-	4.08
1994 -	1,973.82	.00	.00	1,973.82	.00	.00	1,973.82-	0.00
1993 -	1,167.33	.00	.00	1,167.33	.00	.00	1,167.33-	0.00
1992 -	696.55	.00	.00	696.55	.00	.00	696.55-	0.00
1991 -	183.88	.00	.00	183.88	.00	.00	183.88-	0.00
1990 -	203.90	.00	.00	203.90	.00	.00	203.90-	0.00
1989 -	212.98	.00	.00	212.98	.00	.00	212.98-	0.00
PRIOR YEARS	690.50	.00	.00	690.50	335.41-	.00	355.09-	48.57

YEAR TO DATE RECAPULATION FOR AGENCY: SWO - WEST ORANGE CISD

	ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY BEGIN	24,905,236.10	.00	24,905,236.10		2,610,161.98		27,515,398.08
LATE HS/65	36,933.82-	.00	36,933.82-		5,483.25-		42,417.07-
OTHER ADJUSTMENTS	491,403.73-	.00	491,403.73-		49,363.81-		540,767.54-
SUPPLEMENTS	.00	55,384.13	55,384.13		809.82		56,193.95
ADJUSTED	24,376,898.55	55,384.13	24,432,282.68		2,556,124.74		26,988,407.42
COLLECTED	23,698,669.42-	37,213.91-	23,735,883.33-	97.14	302,478.67-	11.83	24,038,362.00-
PR YR REF/NSF CHK	.00	.00	.00		71,484.25-		71,484.25-
UNCOLLECTED	678,229.13-	18,170.22-	696,399.35-		2,182,161.82-		2,878,561.17-
LATE RENDITION BEGIN	8,455.04	.00	8,455.04		6,544.55		14,999.59
LATE REND ADJUSTED	25,670.29	.00	25,670.29		5,583.22		31,253.51
COLLECTED LEVY	23,698,669.42	37,213.91	23,735,883.33	97.14	302,478.67	11.83	24,038,362.00
DISCOUNTS	.00	.00	.00		.00		.00
PENALTY	80,127.39	60.95	80,188.34		43,355.09		123,543.43
INTEREST	11,171.48	11.04	11,182.52		91,824.99		103,007.51
NET	23,789,968.29	37,285.90	23,827,254.19		437,658.75		24,264,912.94
COURT COST	.00	.00	.00		.00		.00
ABST FEES	.00	.00	.00		.00		.00
ATTY FEES	6,656.83	.00	6,656.83		74,126.73		80,783.56
OTHER FEES	.00	.00	.00		.00		.00
REND PENLTY	22,438.15	.00	22,438.15		250.33		22,688.48
(AGENCY %)	21,316.34	.00	21,316.34		245.51		21,561.85
(CAD %)	1,121.81	.00	1,121.81		4.82		1,126.63
TOTAL	23,819,063.27	37,285.90	23,856,349.17		512,035.81		24,368,384.98

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2018 -	668,958.15	6,815.54-	809.82	662,952.43	209,625.81-	70,806.67-	382,519.95-	31.62
2017 -	299,549.99	3,396.31-	.00	296,153.68	19,540.38-	677.58-	275,935.72-	6.59
2016 -	239,412.80	2,007.51-	.00	237,405.29	15,477.91-	.00	221,927.38-	6.51
2015 -	216,462.81	2,594.71-	.00	213,868.10	13,237.50-	.00	200,630.60-	6.18
2014 -	183,752.85	3,089.31-	.00	180,663.54	8,960.88-	.00	171,702.66-	4.95
2013 -	176,697.30	3,370.37-	.00	173,326.93	6,594.69-	.00	166,732.24-	3.80
2012 -	154,494.45	3,260.38-	.00	151,234.07	4,571.64-	.00	146,662.43-	3.02
2011 -	130,698.43	10,827.82-	.00	119,870.61	4,587.04-	.00	115,283.57-	3.82
2010 -	100,745.08	3,047.93-	.00	97,697.15	4,478.16-	.00	93,218.99-	4.58
2009 -	67,117.06	2,156.15-	.00	64,960.91	1,533.74-	.00	63,427.17-	2.36
2008 -	55,535.17	2,057.91-	.00	53,477.26	1,935.63-	.00	51,541.63-	3.61
2007 -	41,222.84	2,032.01-	.00	39,190.83	812.27-	.00	38,378.56-	2.07
2006 -	48,419.30	1,849.58-	.00	46,569.72	1,672.94-	.00	44,896.78-	3.59
2005 -	46,997.39	1,578.73-	.00	45,418.66	1,434.93-	.00	43,983.73-	3.15
2004 -	32,461.10	1,197.98-	.00	31,263.12	1,291.13-	.00	29,971.99-	4.12
2003 -	30,143.57	1,106.29-	.00	29,037.28	2,151.16-	.00	26,886.12-	7.40
2002 -	25,490.09	621.22-	.00	24,868.87	2,210.56-	.00	22,658.31-	8.88
2001 -	22,469.75	518.77-	.00	21,950.98	212.17-	.00	21,738.81-	0.96
2000 -	22,363.56	1,591.36-	.00	20,772.20	414.91-	.00	20,357.29-	1.99
1999 -	17,430.17	1,101.59-	.00	16,328.58	36.77-	.00	16,291.81-	0.22
1998 -	8,393.03	625.59-	.00	7,767.44	313.63-	.00	7,453.81-	4.03
1997 -	6,241.51	.00	.00	6,241.51	49.22-	.00	6,192.29-	0.78
1996 -	6,269.02	.00	.00	6,269.02	515.91-	.00	5,753.11-	8.22
1995 -	4,221.34	.00	.00	4,221.34	473.20-	.00	3,748.14-	11.20
1994 -	1,959.29	.00	.00	1,959.29	.00	.00	1,959.29-	0.00
1993 -	1,167.33	.00	.00	1,167.33	.00	.00	1,167.33-	0.00
1992 -	696.55	.00	.00	696.55	.00	.00	696.55-	0.00
1991 -	183.88	.00	.00	183.88	.00	.00	183.88-	0.00
1990 -	203.90	.00	.00	203.90	51.92-	.00	151.98-	25.46
PRIOR YEARS -	404.27	.00	.00	404.27	294.57-	.00	109.70-	72.86

2019-2020

Report Date: 5/4/2020

Real Time Expenditures: 1,057,138.66

Previous Draw Date:

September Drawdown	90,061.98
October Drawdown	99,194.10
November Drawdown	135,534.61
December Drawdown	96,748.88
January Drawdown	117,920.89
February Drawdown	135,921.04
March Drawdown	139,142.67
April Drawdown	122,275.06
May Drawdown	120,339.43



FC OBJ	OBJ	Original Budget	Revised Budget	FYTD Activity	Revised Budget
11	61-- PAYROLL COSTS-T	888,010.00	894,479.00	636,009.58	894,479.00
11	62-- PURCHASE & CONT	0.00	13,000.00	10,288.20	13,000.00
11	63-- SUPPLIES AND MA	0.00	18,326.00	14,432.90	18,326.00
11	64-- OTHER OPERATING	0.00	4,975.00	3,514.24	4,975.00
11	---- INSTRUCTION	888,010.00	930,780.00	664,244.92	930,780.00
12	61-- PAYROLL COSTS-T	0.00	0.00	0.00	0.00
12	63-- SUPPLIES AND MA	0.00	1,500.00	0.00	1,500.00
12	---- LIBRARY	0.00	1,500.00	0.00	1,500.00
13	61-- PAYROLL COSTS-T	61,344.00	63,844.00	50,521.23	63,844.00
13	62-- PURCHASE & CONT	0.00	10,660.00	3,060.00	10,660.00
13	63-- SUPPLIES AND MA	0.00	0.00	0.00	0.00
13	64-- OTHER OPERATING	0.00	3,486.00	2,224.01	3,486.00
13	---- CURRIC & INSTR	61,344.00	77,990.00	55,805.24	77,990.00
21	61-- PAYROLL COSTS-T	0.00	0.00	0.00	0.00
21	---- INSTRUCTIONAL A	0.00	0.00	0.00	0.00
23	61-- PAYROLL COSTS-T	107,623.00	110,836.00	106,560.16	110,836.00
23	62-- PURCHASE & CONT	0.00	17,399.00	17,399.00	17,399.00
23	63-- SUPPLIES AND MA	0.00	696.51	657.51	696.51
23	64-- OTHER OPERATING	0.00	7,897.94	5,179.75	7,897.94
23	---- SCHOOL ADMINIST	107,623.00	136,829.45	129,796.42	136,829.45
31	61-- PAYROLL COSTS-T	61,049.00	61,049.00	50,128.07	61,049.00
31	63-- SUPPLIES AND MA	0.00	250.00	30.00	250.00
31	64-- OTHER OPERATING	0.00	1,195.00	0.00	1,195.00
31	---- GUIDANCE AND CO	61,049.00	62,494.00	50,158.07	62,494.00
32	61-- PAYROLL COSTS-T	164,576.00	167,076.00	138,057.02	167,076.00
32	63-- SUPPLIES AND MA	0.00	0.00	0.00	0.00
32	64-- OTHER OPERATING	0.00	3,390.00	2,776.18	3,390.00
32	---- SOCIAL WORK SER	164,576.00	170,466.00	140,833.20	170,466.00
33	61-- PAYROLL COSTS-T	54,539.00	54,789.00	45,353.63	54,789.00
33	62-- PURCHASE & CONT	0.00	8,900.00	4,385.00	8,900.00
33	63-- SUPPLIES AND MA	0.00	2,995.00	1,730.30	2,995.00
33	64-- OTHER OPERATING	0.00	0.00	0.00	0.00
33	---- HEALTH SERVICES	54,539.00	66,684.00	51,468.93	66,684.00
34	61-- PAYROLL COSTS-T	19,647.00	19,647.00	14,168.72	19,647.00
34	62-- PURCHASE & CONT	0.00	0.00	0.00	0.00
34	63-- SUPPLIES AND MA	0.00	3,090.00	33.87	3,090.00
34	64-- OTHER OPERATING	0.00	1,500.00	0.00	1,500.00
34	66-- "CAPITAL OUTLAY	0.00	40,000.00	40,000.00	40,000.00
34	---- PUPIL TRANSPORT	19,647.00	64,237.00	54,202.59	64,237.00
41	62-- PURCHASE & CONT	0.00	1,500.00	0.00	1,500.00
41	64-- OTHER OPERATING	0.00	85,727.00	28,905.34	85,727.00
41	---- GENERAL ADMINIS	0.00	87,227.00	28,905.34	87,227.00
51	61-- PAYROLL COSTS-T	24,084.00	49,705.00	18,205.60	49,705.00
51	62-- PURCHASE & CONT	0.00	8,200.00	7,899.61	8,200.00
51	63-- SUPPLIES AND MA	0.00	0.00	0.00	0.00
51	66-- "CAPITAL OUTLAY	0.00	209,019.00	0.00	209,019.00
51	---- PLANT MAINTENAN	24,084.00	266,924.00	26,105.21	266,924.00

<u>FC OBJ</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Revised Budget</u>
53 63--	SUPPLIES AND MA	0.00	4,613.80	4,133.19	4,613.80
53 ----	DATA PROCESSING	0.00	4,613.80	4,133.19	4,613.80
61 62--	PURCHASE & CONT	0.00	200.00	100.00	200.00
61 63--	SUPPLIES AND MA	0.00	12,560.99	1,510.79	12,560.99
61 64--	OTHER OPERATING	0.00	2,530.76	2,441.19	2,530.76
61 ----	COMMUNITY SERVI	0.00	15,291.75	4,051.98	15,291.75
81 66--	"CAPITAL OUTLAY	0.00	0.00	0.00	0.00
81 ----	FACILITIES ACQU	0.00	0.00	0.00	0.00

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Grand Expense T      1,380,872.00      1,885,037.00      1,209,705.09      1,885,037.00

**Number of Accounts:**    365

\*\*\*\*\* End of report \*\*\*\*\*

**WEST ORANGE - COVE  
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

BE IT ORDAINED AND ORDERED by the Board of Trustees of the  
**West Orange-Cove Consolidated Independent School District** that

We, the Board of Trustees of the **West Orange-Cove Consolidated  
Independent School District**, do hereby levy or adopt the tax rate on \$100 valuation for  
the School for the tax year **2020** as follows:

\$ 1.0547 for the purpose of maintenance and operation.

\$ .255 for the payment of principal and interest on debt

\$ 1.3097 total tax rate

Ordered this 22 day of June 2020.

WEST ORANGE-COVE CONSOLIDATED  
INDEPENDENT SCHOOL DISTRICT

\_\_\_\_\_  
President,  
Board of Trustees

ATTEST:

\_\_\_\_\_  
Secretary,  
Board of Trustees

										2019-20	2020-21
										Original Budget	workng bud
240	R	00	----	--	----	-	--	----	NO FUNCTION	1,750,650.00	1,816,500.00
240	R	--	----	--	----	-	--	----	Revenue	1,750,650.00	1,816,500.00
240	E	35	----	--	----	-	--	----	FOOD SERVICE	2,104,635.00	1,681,997.00
240	E	--	----	--	----	-	--	----	Expense	2,104,635.00	1,681,997.00
240	-	--	----	--	----	-	--	----	FOOD SERVICE	-353,985.00	134,503.00
Grand Revenue Totals										1,750,650.00	1,816,500.00
Grand Expense Totals										2,104,635.00	1,681,997.00
Grand Totals										353,985.00	134,503.00
										Loss	Profit

Number of Accounts: 69

\*\*\*\*\* End of report \*\*\*\*\*





# WEST ORANGE – COVE CISD

## NORTH EARLY LEARNING CENTER

801 Cordrey St.  
Orange, Texas 77631

Phone: 409.882.5434 Fax: 409.882.5449

*Vickie Price*  
*Head Start Director / Principal*

### Head Start Principal/Director's Report: May 2020

❖ Student Enrollment for 2019-2020 School Year

124- 4 year olds

115- 3-year olds

239 - Total

❖ Waiting list: 34

❖ Student Attendance: **Goal is 95%**

❖ August- 97.56%

❖ September- 94.22%

❖ October- 92.28%

❖ November-88.73%

❖ December-92.97%

❖ January- 91.05%

❖ February- 87.37%

❖ March- 96.47%

❖ April- remote learning

❖ May-remote learning

❖ Cumulative- 92.05%

❖ Virtual May Activities:

All activities have been moved to a virtual experience

❖ Meal Counts:

Breakfast- offering curbside meals due to Covid 19

Lunch- offering curbside meals due to Covid 19

❖ Donations:

Zero donations

School Closed Due to COVID-19 on March 23.

# **GOLDEN TRIANGLE EMPOWERMENT CENTER:** “TOOLS FOR LEARNING, SKILLS FOR LIVING”

Proposal for Collaboration

West Orange-Cove ISD & Golden Triangle Empowerment Center

March 23, 2020

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- Golden Triangle Empowerment Center (GTEC) is a subsidiary of Digital Workforce Academy Inc (DWA), providing industry recognized innovative workforce training for in-demand industries in Southeast Texas.
- GTEC is geographically aligned to help industry partners meet SETX talent needs with two locations in Beaumont and Port Arthur.



## Program Highlights:

- ❑ 2007 PAIG sponsored a GTEC pilot with Motiva maintenance and EPC contractor for expansion project
- ❑ 2016 Lamar University Center CICE awarded a contract to GTEC for their workforce development initiative
- ❑ 2016 GTEC became an accredited NCCER school and Assessment Center to offer training for 70 crafts
- ❑ 2017 Jefferson County Sheriff asked GTEC to expand our NCCER training in the County Jail
- ❑ 2018 GTEC signed an MOU with Lamar Institute of Technology (LIT)
- ❑ 2018 GTEC signed a contract with MRSW Management to provide paid Apprenticeship for students
- ❑ 2018 GTEC received funding from Rebuild Texas for training and finance to fund the staffing service
- ❑ 2018 GTEC becomes an approved Vocational Rehabilitation skills training provider (Voc Rehab)
- ❑ 2018 GTEC received a Self Sufficiency Grant from TWC
- ❑ 2017 and 2018 received grant from Greater Houston Partnership c/o Motiva
- ❑ 2018 GTEC is an approved Workforce Solutions training provider (WIOA)



- National Center for Construction Education and Research (NCCER) is a standardized training and credentialing program for the various pathways within the construction industry with curricula for more than 70 craft areas and a complete series of more than 70 assessments.



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- GTEC is an accredited training provider for NCCER and provides students with **NCCER certification.**



- Since our origin in Southeast Texas in 2007, GTEC has trained over **1,500** people from the local community.
- Our training has helped our participants learn both life and occupational skills while preparing them to perform at a high levels in the workplace that has far exceeded the expectations of our customers.



- West Orange-Cove CISD is the gateway to transforming the community by educating students via academics and vocational training.
- A collaboration with GTEC will provide an opportunity for families of students to establish career paths, economically improving their quality of life while allow the district to leverage its infrastructure to increase the workforce skills of Orange County residents.



## Our Request for Collaboration

GTEC seeks to enter into a MOU agreement with WOCCISD with the following components:

- GTEC to develop onsite NCCER Accredited training for students participating in the CTE center at West Orange-Stark High School.
- GTEC to offer the same accredited classes to regular student population, parents and community members in the evenings and weekends.
- GTEC to setup an assessment testing center for participants to take their certification exams onsite upon the completion of courses.



## How to Collaborate ?

- GTEC would interface with Engineering, Procurement, and Construction contractors to leverage funding and subject matter experts to assess, develop, and implement curriculum at the CTE center to help fill the labor force skill gaps in skilled labor.
- GTEC would work with our partners to develop a pathway to careers by developing the entry skills needed by trainees to be placed into an apprenticeship programs in the demand crafts of Welding, Pipefitting, and Electrical that lead to a journeyman status.



## Funding Opportunities for WOCCISD

- The Texas Workforce Commission Office of Employer Initiatives, Jobs and Education for Texans Grant Program have a solicitation ISD's can apply to purchase and install equipment necessary for the development and improvement of career and technical education courses that lead to a license, certificate or post secondary degree in a high-demand occupation. This opportunity would be available for application in the 2020-2021 school year.
- We would like to coordinate the establishment of a College certification program trainees have the option to obtain a certification in Structural, Combination Welding, Associates Degree in welding, American Welding Society (AWS). The grant requirements require a sponsorship between ISD and college with an approved welding program. We have an agreement with Lamar Orange (LSCO), that will help satisfy grant requirements.
- We will also work with industry partners to assist in funding other in-demand pathway to career training that lead to craft certifications.



# **GOLDEN TRIANGLE EMPOWERMENT CENTER:**

**“TOOLS FOR LEARNING, SKILLS FOR LIVING”**

**QUESTIONS...?**



# Campus Turnaround Plan

## Campus Information

District Name:	Superintendent:	DCSI:	Board President:
West Orange-Cove CISD	Dr. Rickie Harris	Dr. Larry Haynes	Mrs. Ruth Hancock
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
West Orange-Stark Middle School	181906041	Mr. Brodrick McGrew	Dr. Larry Haynes
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	Jan-19	Mr. Johnny Vines	June 22, 2020

## Turnaround Method

*Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.*

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	√
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	35
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	

## Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

Current Implementation: Summary	
Implementation Level At Diagnostic	The leadership team meets every Friday to monitor the academic progress of students. We currently have job descriptions with clearly defined roles for all of the members of our campus administrative team. Evaluation documents (TPESS) are aligned to the job descriptions. Campus leaders have been assigned a core content area to focus on, including the TTESS evaluation of all teachers within that content area. Expectations for follow-up visits with teachers after walkthroughs and the requirement of coaching teachers have been clearly delineated. The administrative team meets every Friday to discuss walkthrough visits, campus discipline and instructional concerns. They also celebrate successes and recognize great work. There is a need to further develop teacher leaders, particularly those who are serving as mentors for struggling teachers. Our leadership team has been trained with Relay GSE (Get Better Faster), but there is a need for follow-up training and opportunities for practice to sharpen coaching skills.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	
Full Implementation: Vision	

**with clear roles and responsibilities.**

1.1 Develop campus instructional leaders

At full implementation, all job descriptions will be updated to reflect the additional duties required to help the campus sustain growth. Job descriptions for Instructional Coaches will be clear and concise. As new hires come on board, a clear set of written expectations will be provided during the interview process. Deeper, more thought-provoking questions will be in place for all interviews. Teachers and administrators will begin to get comfortable with the significantly increased levels of coaching and monitoring required. Teachers will lead coaching sessions during their PLC meetings and PD sessions. Campus leaders will add additional content areas to their evaluation rotation. They will also organize, plan, and deliver PD sessions to staff members. Their TPESS evaluations will reflect attainment of their short-term goals and significant progress towards their long-term goals. The principal will assign new responsibilities to administrators as they become ready to assume more responsibilities. The teacher-coaching model will be fully implemented with follow-up conversations becoming a part of our identity. With the additional coaching and support, job satisfaction among campus teachers should increase. Teachers should experience success with regards to student growth in all content areas. Campus turnover rates would drop by at least 5-10% over a three year period. All campus instructional leaders will implement and use standardized protocols and procedures for communicating with stakeholders, sharing information, conducting professional development sessions with teachers, and participating in all leadership-related activities on the campus. A self-reflection component will be developed and used for evaluative purposes and for completing the annual needs assessment at the end of the school year. A calendar of regularly scheduled training sessions/PD for campus administrators will be developed and implemented based on TPESS data and information gleaned from the needs assessment and self-assessment processes.

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Current Implementation: Summary**

Implementation Level At Diagnostic	Currently, the campus has clear selection criteria, protocols, hiring, and induction processes in place. The campus places a premium on attracting teachers with middle school experience. Attracting teachers with a demonstrated mastery of the core content they're teaching is also a priority. The campus also seeks to attract more teachers of color. The placement of teachers is strategic and based on the needs of students and teacher strengths. The overall campus turnover rate has improved over previous years. A comprehensive mentoring program is in place for all new staff members (new to education and new to us). Qualified mentors have been assigned. New employees are provided with two full days of induction prior to the start of the school year. Recruitment efforts by our HR Department has been extensive. The District has implemented a "Grow Your Own" model to assist aspiring educators who desire to work here with
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

**Full Implementation: Vision**

With full implementation, staff turnover rates will drop below 10% for all positions (professional, paraprofessional, support personnel). Staff members will express higher levels of job satisfaction and overall support via an online survey. We expect to have a qualified pool of applicants for all teaching positions once we reach full implementation. We have significantly increased the salaries of beginning teachers over the last three years. Opportunities to earn additional money through our merit pay plan (STAAR scores, student growth, campus distinctions) are also in place. Pre-service expectations regarding the campus's behavior management plan will be shared, explained in detail, and practiced by all new employees. Our recruiting efforts will extend beyond Texas and Louisiana. We will expand our "Grow Your Own" program for current employees and students who want to become paraprofessionals or teachers. Campus administrators will regularly post job openings on campus bulletin boards. We will partner with Lamar University, McNeese St. University (LA), Texas Southern University, and several other HBCUs ( and with the teacher certification department at Region V ESC) to create pathways for potential teaching candidates to complete their student teaching experiences with WOCCISD. Marketing materials such as flyers, banners, online links to jobs, folders filled with information about WOCCISD will be distributed at various job fairs in and around SE Texas. Our strongest content area teachers will **be trained in adult learning facilitation and team dynamics. This training will enhance their abilities to provide assistance to struggling teachers, along with feedback regarding their performance during these sessions.** We will continue to use video training clips from Get Better Faster to demonstrate/provide an exemplar for how these sessions should look. We will continue to look at ways to retain our quality substitutes, including the possibility of increasing daily rates in hard-to-fill areas, extending the amount of training they receive before school starts and the development of an evaluative tool to better rate their performance in the classroom. Substitutes who perform at a high rate will be given priority when openings are available. Likewise, those who consistently struggle will only be used in emergency-type situations.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Current Implementation: Summary**

Implementation Level At Diagnostic	The campus currently has a distinct mission and vision statements that clearly reflect the culture of the campus. Both statements are revisited annually to determine if they still represent the campus as it moves forward. The values include high expectations for shared ownership for student success. The leadership team and staff demonstrate support for the school, mission, vision, goals, and values. The campus's goals are aligned with the district's goals. The strategies for each goal are formatively evaluated three times per year, followed by a summative evaluation in June. All of the campus leaders are involved in this process. School safety is a top priority and area of focus for the campus. While we conduct all of the drills as required, few have posed any scenarios that might require an alternative plan. While the mission, vision and goals are clear, the campus needs to implement ways to better promote the mission, vision and goals of the campus with students and parents.
<b>Full Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

**Full Implementation: Vision**

At full implementation, the campus will have an attainable and sustainable mission and vision statement. All stakeholders--teachers, administrators, support personnel, parents, community members, and business partners will regularly collaborate to refine our goals as needed. The District will be revisiting mission and vision statements, goals, and strategies as part of a new 1-3-5 year plan. Once the revisions are completed, these statements will be prominently displayed in all commons areas throughout the school (main entry, cafeteria, gym, hallways). All stakeholders will be responsible for evaluating the progress toward goal attainment during the formative evaluation cycles. A fully-implemented growth mindset will be evident in all of our staff members and students. We fully understand where we can have the biggest impact on STAAR with our students. Our clear expectations will be that every student, regardless of where they come to us, will grow at least one year over the course of a school year; 1 year of instruction = 1 year of growth (at a minimum). Our RtI processes will be fully implemented with fidelity, identified students will receive the extra remediation they need, and overall growth will increase. **We will continue to set high expectations with regards to increasing the number of students who receive credit for achieving one of the necessary milestones for CCMR and post-secondary success.** The campus climate survey results will be shared with staff members during the evaluation and planning process.

S with a year-long scope and

**Current Implementation: Summary**

Implementation Level At Diagnostic	All campus instructional staff are required to follow the format presented in the TEKS Resource System, which is aligned with the TEKS and includes a scope and sequence broken into units and interim assessments aligned to state assessments. Curricular resources with key ideas, essential questions, and recommended materials are in place. All teachers follow the Year-at-a-Glance (YAG) and Instructional Focus Documents (IFD) for each of the TEKS. The suggested timelines for each skill are utilized, but we have found that we often need additional instructional time to teach to mastery. Our students typically are more than a year behind, so we are trying to teach new content and repair the foundation at the same time. This often leads to frustration for our teachers. We know that while coverage isn't our goal, it is still a necessity.
<b>Full Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

**Full Implementation: Vision**

4.1 Curriculum and assessments aligned to TEKS sequence.

At full implementation, we will have customized the pacing schedules and unit timelines in the TEKS Resource System to better meet the needs of our students. At that point, the TEKS Resource System will become more of an instructional tool-- an added resource, rather than a scripted, inflexible lesson plan with unrealistic timelines. Adequate oversight will be provided by campus administration to ensure that the scope and sequence documents are being followed by all classroom teachers. **WOSMS will develop and implement with fidelity a professional development calendar that provides introductory and on-going content-focused, job-embedded training. This training will be linked to high-quality curricular resources designed to meet the needs of all students, including those with disabilities and learning English as a second language.** All teachers will post the TEK for each day's lesson on the board. Our administrative and teaching staffs will evaluate all of our curriculum documents annually and make suggestions for improvement. This ongoing process will become a part of who we are. We will have a flexible scope and sequence for all content areas that can be modified as needed, including the extension of teaching time/reteaching time. These documents will provide for coverage of the TEKS prior to the administration STAAR. **We will provide assessments that are aligned to state standards with appropriate levels of rigor.** All assessment dates will be on our district-wide calendar, along with review dates. **Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, will be used in all classrooms.** Student progress will be tracked in the data room after each unit assessment and again following all benchmark/mock assessments. The campus will utilize all state-provided interim assessment opportunities. Student data will be disaggregated in Eduphoria and used to formulate scaffolding, reteach, and tutorial plans. All subpops will be tracked as part of our emphasis on Domain 3 - Closing the Gaps. Additional training through the service center (Region V ESC) and independent service providers will be utilized to help raise the instructional rigor in each content area.

**Current Implementation: Summary**

Implementation Level At Diagnostic	Currently, all lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments. We currently have a template in Eduphoria that teachers use to write their lesson plans. Content area teams meet weekly to discuss upcoming TEKS and ask questions regarding content delivery. The template includes TEKS, differentiation, supplies and materials, guided and independent practice, and ELPS. Teachers post the TEKS, "I will" and "We will" statements on their boards, along with their ELPS goals. These components are looked for during routine walkthroughs. Administrators are assigned to specific content areas to help add clarity to the planning process and provide a point of contact when issues arise. Instructional coaches provide comments and suggestions on submitted plans weekly. Many of these comments are shared during administrative staff meetings on Fridays.
<b>Full Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>yes</b>	

**Full Implementation: Vision**

Formative assessments.

5.1 Objective-driven daily lesson plans with fc

At full implementation, we would want all content teams to submit projected lesson plans at least a week in advance with the expectation/understanding that modifications may have to be made. Lesson plans will be vetted using the TEKS and appropriate scope and sequence for each content area. Campus administrators (Principal, APs, Dean of Instruction, Instructional Coaches) and teacher leaders will meet with teachers to discuss any areas of concern. Teachers will receive feedback within a timeframe that allows for revision and resubmission of their plans. All lesson plans will be complete, with a fully implemented objective and activities that are clearly aligned to the TEKS. A clear progression of the lesson should be evident with regards to introductory activities, questions to consider, level of rigor, technology application and usage and some form of an exit ticket. Options for differentiation will be included for all lessons. All lesson plans will follow the district-approved YAG and scope and sequence. Administrators will intervene if someone gets too far behind or strays from the plan. Feedback provided by the Instructional Coach will be more prescriptive and will include specific recommendations for improvement. All lesson plans will be thoroughly vetted before teachers are allowed to proceed with teaching the lessons. When clarity is needed, teachers will demonstrate the strategies they plan to use during instruction. This will significantly decrease misalignment and "underteaching" the TEKS. The vetting process will also ensure that the proper levels of rigor are being used. Over time, the lesson planning process will become a regular part of who we are and what we do. All campus leaders will receive the most up-to-date information on working with students with disabilities. We will continue to send administrators to the SPED Law Conference every October in order to stay current with our practices. We will continue to expand our bilingual/ESL program by requiring an adequate number of teachers to become ESL certified per grade level. ESL teachers will receive additional training before school starts. Our overall STAAR scores for our ESL students and students with disabilities and will more closely mirror the scores of the rest of the population (within 5-10%) per subject. At full implementation student performance in both of these groups will increase enough that the district will no longer be staged on the RDA (PBMAS) in those areas. All teachers will document the strategies they intend to use for students with disabilities (Inclusion) and ELPS goals and objectives will be posted daily. Campus walkthroughs will document the full implementation of these plans.

**Current Implementation: Summary**

Implementation Level At Diagnostic	Campus instructional leaders review disaggregated data to track and monitor progress of all students and provide evidence-based feedback to teachers on a regular basis. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in misconceptions, and determine root causes for student misunderstanding. PLCs are held regularly and demonstrate a high-level of collaboration. Campus administrators spend significant time during the summer disaggregating our STAAR scores in all content areas. We have a team of teachers and administrators who meet in June to develop and refine our district-created assessments. At that time, pacing calendars are adjusted to fit the calendar for the upcoming year. A thorough item analysis (for each of the TEKS) is available in Eduphoria and utilized by our campus staff. Additional training is needed due to turnover and misconceptions about the meaning of the data.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>Yes</b>	

**Full Implementation: Vision**

### 5.3 Data-driven instruction.

At full implementation, WOSMS will be data-driven in all areas including curriculum, assessment, student discipline, staff needs, community and parent involvement and personnel (appraisals). A highly functioning and inclusive, collaborative culture will become the norm during PLC meetings. Our team members have received and read portions of Driven by Data (part of our Relay GSE training). We will use relevant data to inform all of our decisions about staff development needs, campus trends, and teacher retention/placement. We will utilize all of the components in Eduphoria to get as many different looks at our data as possible. Teachers will receive exemplars (samples of disaggregated data) to assist them with their planning. We will also use our Lead4ward resources with fidelity. All students who were at "Meets" or "Masters" on last year's STAAR will be identified and placed on our data boards. Students with the most realistic chances of moving from "Meets" to "Masters" or from "Approaches" to "Meets" will be targeted for additional help. **Additionally, student progress toward measurable goals will be posted in all core-content classrooms. Students will also track their own progress toward their goals in personal journals. Teachers will meet individually with students at least three times per year to discuss progress toward goal attainment and make and any necessary adjustments.** Once the key misconceptions and learning gaps are identified, the team will revise and modify plans as they move forward. Student data will be utilized to determine which students are in need of reteaching or acceleration. During PLC meetings, teachers will practice their reteach components and receive feedback from their peers and from the instructional leaders on campus. After the identified gaps/skills have been retaught, the instructional team will revisit the data to identify any areas that are still in need of improvement. The master schedule will reflect an adequate and common planning time for all grade levels/content areas per week. That time will be protected as much as possible. Teachers will attend data talks and planning sessions with plenty of ideas of their own instead of just showing up with an empty bucket. Over time, teachers will lead these discussions and help coach one another. Teachers will clearly understand that far more than just their attendance is expected at these meetings. Full, active participation where all team members contribute will be the norm. Content sparring sessions that help propel us from good to great will be second-nature. Teachers will lead their own meetings, set the agenda based on norms, and submit a summary of their discoveries/conclusions. The teachers will develop exemplars for their delivery and for all student work. Data from student work, collaborative sessions with teachers, and data from walkthroughs will frame conversations aimed at determining root causes to problems associated with student learning. Once root causes are identified, all stakeholders will develop intervention plans based on data.

**After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.**

## School Improvement Turnaround Plan

### District Commitment Theory of Action

*In this section, describe the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. The District Theory Commitment Theory of Action should address each of the Foundational Essential Actions and DDI.*

If the District (DCSI, Central Office staff) provides opportunities and resources to help grow our administrative staff and teachers in the areas highlighted in the Foundational Essential Actions, (1.1, 2.1, 3.1, 4.1, 5.1 and 5.3), specifically the introduction of effective coaching and feedback strategies; and if the District provides systems, strategies, and incentives that lead to the successful recruitment and retention of highly-qualified candidates for all vacancies; and if the District provides training geared toward the implementation of systems and procedures that promote effective planning, and the adoption of a clear focus on an attainable mission, vision, and goals; and if the District provides training for all staff members that promotes the utilization of an effective curriculum and scopes and sequences that are clearly aligned to the TEKS; and if the District builds capacity in-house and utilizes trainers from our ESC to promote and implement well thought-out, vetted lesson plans are developed and based on student data, West Orange-Stark Middle School will develop a more successful, stronger school culture and move from "Comprehensive School, Year 2" to being a highly effective and successful campus that no longer requires additional state intervention because the components of school improvement will be firmly embedded in our daily practices.

### System and Capacity Building

*In this section, describe the efforts the campus and district will make to build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.*

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
--	---	----------------------------	---	---

<p>We will continue to build capacity in our administrative staff by training them how to provide effective coaching and feedback strategies <b>in the lesson plan cycle</b> to all teachers. We will continue utilizing the protocols in <i>Get Better Faster</i>. <b>Administrators will be provided opportunities to practice using these techniques effectively prior to making classroom visits. Because of administrative turnover, capacity building sessions for new administrators geared towards learning and implementing the Get Better Faster protocols for providing coaching and feedback will be conducted during the summer break. Returning administrators will be receive follow-up/review of training protocols and District expectations.</b></p>	<p>Relay GSE, Region V ESC; Internal Capacity Building</p>	<p>2020-2023</p>	<p><b>Year 1:</b> All administrators and/or TTESS appraisers will receive ongoing training regarding the teacher coaching and feedback cycle. We will utilize face-to-face training, mentor assistance training, and training provided by our ESC. <b>Coaching sessions with teachers will be videoed and reviewed by administrative staff members. During these video reviews, current administrators will demonstrate competency with this process and receive feedback and recommendations for growth; New administrators will attend training and begin learning the process; our partners at Region V will make campus visits to evaluate/vet our processes</b> <b>Year 2: Establish performace targets for all staff members for TTESS and STAAR;</b> All teacher evaluations (TTESS, walkthroughs) will include a feedback &amp; strategy component. <b>Individual teacher performance will demonstrate growth on the TTESS instrument;</b> <b>Year 3: Refine processes and procedures as we transition out of turnaround mode.</b></p>	<p>1.1 , 4.1 &amp; 5.1</p>
<p><b>We will continue to build capacity in our staff by providing training on effective interviewing skills and vetting processes. Emphasis will be placed on matching interviewee skill sets with those desired by the district. Campus-level interviewing committees will be established and trained to assist with this process. Once new staff members are brought on board, qualified mentors will be assigned, preferrably those in the same content areas as the new hires.</b></p>	<p>Region V ESC, Lamar University, Lamar St. College-Orange, several other colleges and universities in Texas.</p>	<p>2021-2023</p>	<p><b>Years 1-3:</b> All administrators will be trained to interview and properly vet candidates. A candidate profile will be developed and used to help identify the best "fits" for the district. <b>Year-long mentor/mentee activities will help mentees make a successful transition into the classroom. A mentoring program that provides for weekly and monthly meetings to discuss areas of refinement and reinforcement will be held. Surveys will be developed to capture their thoughts/feelings/needs at three points during the year. Survey data will be used to refine our processes moving forward.</b></p>	<p>42 2.1, 1.1</p>

<p>We will continue to build capacity in our staff by having them actively participate in a thorough needs analysis for the campus each spring. They will be trained to disaggregate data and evaluate our current status using a rubric. We will utilize the data to update our campus improvement plan. We make every effort to ensure that our campus and district plans are aligned to the TEKS and all other state standards. Mission/Vision and goals and strategies are reviewed regularly. Teachers, support staff, parents, campus administrators and District administrators will participate in this process.</p>	<p>Plan4Learning, Region V ESC; Internal Capacity Building Efforts</p>	<p>2021-2023</p>	<p><b>Years 1-3:</b> Our administrative team reviews and evaluates our mission and vision statements, goals, and strategies at our annual retreat in July. Teachers will review the plans during inservice and provide comments and suggestions for improvement. The plans will be shared with all stakeholders during the first reporting period (Open House/Parent Night) <b>Years 2-3:</b> Evaluate and refine the process; Implement any changes to the district's mission, vision, and goals.</p>	<p>3.1 &amp; 4.1</p>
<p>We will build capacity in our staff by training them to evaluate and post their students' work, along with the TEK (in its entirety) on bulletin boards. Special training provided in-house and through Region V ESC will be provided to ensure the proper use of verbs/level of rigor. Teachers and administrators (campus/district) conduct boardwalks to check for alignment. Follow-up debriefing sessions will be held within the same week to discuss findings/suggestions for improvement. New hires will be trained using the RPM (Reflective Practice Model) so they will be able to refine their own planning practices.</p>	<p>Region V, Lead4ward, Eduphoria, TEKS Resource System; Reflective Practice Model (RPM); Internal Capacity Building Efforts</p>	<p>2020</p>	<p><b>Year 1:</b> Teachers and campus leaders receive training in the Reflective Practice Model 3-4 times per year (from Dr. Willis Mackey, CEO of RPM, (an outside source) typically twice in the fall, twice in the spring). Region V provides TEKS Resource System training for teachers and administrators every year in August. Boardwalks will transition from being administrator-led to teacher-led. As a result, the TEKS will be taught at the right levels of rigor which will result in higher student outcomes.</p>	<p>4.1 Curriculum and assessment aligned to TEKS with a year-long scope and sequence; 5.3 43</p>
<p>We need to ensure that the feedback process evolves to a face-to-face process to eliminate any confusion. Follow-up training for lesson plan writing/expectations will provided in-house and through our ESC during PD days prior to the start of the school year; Exemplar lesson plans will be provided as a guide for teachers. Days are scheduled weekly to plan for upcoming lessons. Lesson plans are developed as part of this process. All plans are vetted by their campus administrative teams. Formative assessment training is provided prior to the first day of school. The effective use of formative assessments within the planning process will be strongly emphasized with clear expectations and exemplars provided.</p>	<p>Region V ESC, Eduphoria; Internal Capacity Building Efforts</p>	<p>2020</p>	<p><b>Year 1:</b> Lesson plan expectations training begins with new teacher induction and extends throughout the year for all employees. Instructional coaches will provide face-to-face suggestions for improvement on a weekly basis. Teachers will resubmit plans for vetting by the instructional coaches until they are approved. Classroom walkthroughs are held throughout the year and evidence of planning is an area we consistently look for. Documentation of classroom visits is housed in Eduphoria and reviewed by campus and district administrators. Weekly follow-up meetings based on identified needs will be held to discuss strengths and concerns. Lesson plans, student portfolios, anecdotal evidence, and classroom observations will be used to document overall performance and effectiveness.</p>	<p>5.1 Objective-driven daily lesson plans with formative assessments</p>
<p>We will build capacity in all of our STAAR tested areas by</p>	<p>Eduphoria, Lead4ward, Region V</p>	<p>2020-2023</p>	<p><b>Years 1-3:</b> Data disaggregation will continue to be an</p>	<p>5.3 Data Driven Instruction</p>

## Critical Implementation Milestones

*In this section, describe the critical implementation milestones (high-level description of actions that will be completed) that the campus and/or district will meet in each year of implementation in order to achieve the vision of full implementation of each Essential Action shared on the Turnaround Foundations tab. **Milestones for the 2-3 high leverage focus areas identified in the ESF Diagnostic must be addressed first**, as these are the campus' largest gaps in practice and systems (and will have the greatest impact on the implementation of other Essential Actions). **The milestones listed here must be included in each year's Targeted Improvement Plan.** Add rows as needed.*

<u>Pre-Implementation</u>	<u>Essential Action</u>
Share key focus areas and major initiatives with staff prior to PD days in the summer.	1.1
Pertinent instructional data are identified, goals/expectations formed and implemented	5.3
Implement hiring protocols to identify and hire candidates with strong content knowledge and whose philosophies align with our mission, values, and goals	2.1
Ensure adequate budget and PD calendar is available to address DDI components for administrators and teachers.	1.1; 5.3
<u>Implementation Year 1</u>	<u>Essential Action</u>
Match highly qualified mentors with mentees; provide adequate finances and planning time to fulfill our expectations	5.3, 3.1
Teachers will receive differentiated PD training aligned to their individual learning goals and needs	2.1
Teachers are trained to properly disaggregate data in Eduphoria and Lead4ward	5.3
Baseline data is used during PLCs and lesson planning sessions	4.1, 5.1, 5.3
<u>Implementation Year 2</u>	<u>Essential Action</u>
Evaluations from prior year's mentors/mentees used to modify/improve the plan/expectations; new cohort begins	1.1, 2.1, 5.1 <sup>44</sup>
Lead teachers start leading the data discussions with data provided for them; build leadership capacity within our teacher leaders	5.3
Lesson plans are turned in one week in advance; teachers help vet each other's plans	4.1, 5.1
A healthy talent pool exists for all posted vacancies; hiring rubric developed along with candidate profiles for each vacancy	2.1
<u>Implementation Year 3 and beyond</u>	<u>Essential Action</u>
<i>Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.</i>	
Teacher turnover rates are less than 10%, particularly in core content areas	2.1
Lesson planning process is lead completely by teachers	5.1, 4.1
Mentoring program provides adequate levels of support; former mentees ready to become mentors	2.1, 3.1
Data discussions are planned and organized by teachers (they gather their own data, set agendas, etc.)	5.3, 5.1, 3.1
Campus-level administrators will develop new personal growth plans (1-3-5 year plans) with action steps/goals	1.1

## Budget and Financial Resources

*Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.*

*For example, salaries for teachers and principals should not be included; however, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.*

<b>Category</b>	<b>Amount</b>	<b>Description</b>
Payroll	\$ 50,000.00	2 years of tutorials, Saturday school sessions (teacher extra-duty pay) and Summer school
Professional Development	\$ 20,000.00	Additional training for all teachers (coaching, using data, content-specific training, conferences CAMT, CAST)
Supplies and Materials	\$ 10,000.00	consumables, materials for tutorials (2 years)
Other Operating Costs	\$ 20,000.00	student incentives, transportation and snacks/lunches (2 years)
Capital Outlay	\$ -	

**After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.**

### School Action-Reassign

*In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.*

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

### School Action Planning Milestones

*In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.*

#### Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					46

#### Year 1 - Planning Phase 2: Develop - Develop and finalize plans for student reassignment

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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**Year 1 - Planning Phase 3: Approve and finalize plans and goals for student reassignment to new schools**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**Year 1 - Planning Phase 4: Transition - Support transition planning for students and schools**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**Year 2 - Implementation: District implements reassignment with fidelity**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

## School Action-Restart: Turnaround Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

## School Action Planning and Implementation Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

### Year 1 - Planning Phase 1: Envision - Align restart strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					49

### Year 1 - Planning Phase 2: Develop - Develop policies and systems for implementing ACE

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes


<b>Year 1 - Planning Phase 3: Transition - Support transition planning for ACE model implementation</b>					
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Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					50

<b>Year 2 - Implementation: ACE Implementation Fidelity</b>					
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Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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**After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.**

## School Action-Restart: Partner Managed Plan

*In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.*

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

### School Action Planning Milestones

*In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.*

#### Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					52

#### Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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**Year 1 - Planning Phase 3: Recruit for Call for Quality Schools - Recruit and cultivate education leaders and organizations to implement school actions**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**Year 1 - Planning Phase 5: Transition - Support transition planning for schools**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
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**Year 2 - Implementation: District implements partnership with fidelity**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.**

## School Action-New School: District Managed Plan

*In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.*

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

### School Action Planning Milestones

*In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.*

#### Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					55

#### Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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**Year 1 - Planning Phase 3: Recruit - Recruit and cultivate education leaders and organizations to implement school actions**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**Year 1 - Planning Phase 4: Approve - Approve and finalize plans and performance agreements for new schools**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**Year 1 - Planning Phase 5: Transition - Support transition planning for new schools**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
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**Year 2 - Implementation: District implements new school with fidelity**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

## School Action-Restart: Partner Managed Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

## School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

### Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					58

### Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes


**Year 1 - Planning Phase 3: Recruit for Call for Quality Schools - Recruit and cultivate education leaders and organizations to implement school actions**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					59

**Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts**

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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<b><u>Year 1 - Planning Phase 5: Transition - Support transition planning for schools</u></b>					
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Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
					60

<b><u>Year 2 - Implementation: District implements partnership with fidelity</u></b>					
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Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

**RESOLUTION OF THE WEST ORANGE-COVE CONSOLIDATED ISD BOARD OF TRUSTEES  
TO APPROVE THE REVISED WOSMS TURNAROUND PLAN**

WHEREAS, West Orange-Cove Consolidated ISD Board of Trustees and the Superintendent attest that the District Coordinator of School Improvement, principal supervisor (if applicable) and principal for West Orange-Stark Middle School have the knowledge, skills, and experience necessary to implement the plan as written;

WHEREAS, West Orange-Cove Consolidated ISD Board of Trustees and the Superintendent attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan;

WHEREAS, West Orange-Cove Consolidated ISD Board of Trustees and the Superintendent attest that assistance was requested from parents and community members in developing the campus turnaround plan for West Orange-Stark Middle School , per Texas Education Code (TEC) 39A.103(2). In addition, the request and input have been recorded and are available upon request;

WHEREAS, the West Orange-Cove Consolidated ISD Board of Trustees and the Superintendent attest that the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39A.104(a); and,

WHEREAS, the West Orange-Cove Consolidated ISD Board of Trustees and the Superintendent attest that this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward, and the district confirms its commitment to support the school in the successful implementation of this plan:

NOW, THEREFORE, be it resolved that: The Board of Trustees of West Orange-Cove Consolidated ISD and the Superintendent on June 22, 2020 have approved the campus turnaround plan for West Orange-Stark Middle School to be submitted to the Texas Education Agency.

ADOPTED June 22, 2020

West Orange-Cove Consolidated INDEPENDENT SCHOOL DISTRICT

By:

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Vice President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member



# Waivers

2019-2020 Application for Other Waiver

Waiver ID: 53629

### Application Information

Category: General

Creator: Larry Haynes, District Editor

Status: Draft

Creation Date: 5/29/2020

Approving Superintendent:

Assigned To: Larry Haynes

### LEA Contact

Full Name: Larry Haynes

Phone: (409) 882-5556

Email: lhay@woccisd.net

### LEA Information

LEA: WEST ORANGE-COVE CISD (181906)

Address: P O BOX 1107, ORANGE, TX 77631-1107

Phone: (409) 882-5437

### Date of LEA Board of Trustees Approval

Date: 4/27/2020

### Special Instructions

This waiver allows districts and charter schools to request a waiver of a requirement, restriction, or prohibition imposed by the Texas Education Code (TEC) or rule of the board or commissioner, except as prohibited by TEC § 7.056 (e).

### Waiver Description

Enter a brief waiver description:

Waiver of required early notice of students at risk of failure (Covid-19)

### General Questions

1. Give a brief narrative description of the requested waiver.

Waiver of required early notice of students at risk of failure (Covid-19 disruptions)

2. Does the district or campus plan reflect the need for this waiver? If yes, what is the specific objective impacted by the waiver?

NA

3. Cite the section(s) of the Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.

TEC 28.0211(d)(3) and TAC 101.2009(b)

**4. Describe the plan to be implemented, if the waiver is granted.**

NA

**5. How will granting this waiver help achieve the district's or campus' objective?**

NA

**6. Please explain how the school district or campus will evaluate the impact of the waiver towards meeting the district's or campus' goal.**

NA

**Requested Years**

2019-2020

**LEA Attachments (0)**

There are no LEA attachments.