

La Vega Junior High Campus Improvement Plan for 2022-23

Executive Summary

Data Sources Reviewed:

Improvement Planning	Accountability Data	Student Data: Assessments	Student Data: Student Groups	Student Data: Behavior and Other Indicators	Employee Data	Parent/Community Data
<ul style="list-style-type: none"> District goals Campus Performance Objectives Summative Review from previous year Current and/or prior year(s) campus and/or district improvement plans 	<ul style="list-style-type: none"> Texas Academic Performance Report (TAPR) data Student Achievement Domain Student Progress Domain Closing the Gaps Domain PBMAS data 	<ul style="list-style-type: none"> State of Texas Assessments of Academic Readiness (STAAR) Texas English Language Proficiency Assessment System (TELPAS) results Istation Indicators of Progress (ISIP) 	<ul style="list-style-type: none"> At-risk Race and ethnicity data Male / Female performance Special education data EL or LEP data GT data Career and Technical Education (CTE) data 	<ul style="list-style-type: none"> Attendance data Mobility rate, Discipline records Violence Tobacco, alcohol, and other drug-use data Student surveys and/or other feedback Class size averages School safety data Enrollment trends 	<ul style="list-style-type: none"> Professional learning communities (PLC) data Staff surveys and/or other feedback Teacher/Student Ratio State certified and high quality staff data Professional development needs TTESS data 	<ul style="list-style-type: none"> Parent surveys and/or other feedback Parent engagement rate

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Long-Range Goals: 3,4 Short-Term Objectives: 1, 2, and 3	<ul style="list-style-type: none"> Consistent student enrollment. Stable attendance rate. District truancy officer provided. SPED appropriately scheduled in classrooms based upon individual needs. ESL classes provided. Bilingual Aides provided. Career and Technical Education (CTE) course offerings provided. AVID college readiness class provided. District Success Team services provided. Klaras Centers services provided. Communities in School (CIS) provided. Opportunity Culture implemented in core subject areas. 	<ul style="list-style-type: none"> Shift staff demographics to match student enrollment. Increase Special Education (SPED) and Emergent Bilingual (EB) achievement scores. Reduce disparity between ethnicities for discipline referrals. Increase GT services. 	<ul style="list-style-type: none"> Improve the achievement performance of all students by closing the achievement gaps. Improve services for SPED and EB students Reduce disparity between ethnicities for discipline referrals.
Student Achievement Long-Range Goal: 1 Short-Term Objectives: 1, 5 and 9	<ul style="list-style-type: none"> Data Driven Instruction Implementation of Opportunity Culture model. Weekly PLCs and data meetings. Designated Tutorial Day for struggling students or did not Meets on STAAR. Math and Reading intervention classes provided. Inclusion class support. AVID classes provided. 	<ul style="list-style-type: none"> Increase student growth all core subjects by 1.5 years' growth as measured by Interim and STAAR assessments. Continue to implement, monitor, and track student growth Refine the campus wide academic and behavior RTI process. Increase meets and masters, performance on state assessments. 	<ul style="list-style-type: none"> High expectations for student learning. High quality instruction. Student engagement Assessment matching expectation RTI Data review and next steps

School Culture and Climate Long-Range Goals: 4 Short-Term DIP Objectives: 2, 5, 6 and 8	<ul style="list-style-type: none"> • Students and staff feel safe. • Positive Office Referrals for students. • Monday Memo provided weekly. • High level of staff participation in school decision making process. • Beginning the implementation of SEL. • Student Council monthly activities. 	<ul style="list-style-type: none"> • Increase recognition for staff and students. • Increase the attendance rate for all students and staff. • Implement SEL and Health Relationships curriculum • Improve EB parent communication and engagement. 	<ul style="list-style-type: none"> • Increase positive recognition for staff and students. • Increase the attendance rate for all students and staff. • Implement SEL curriculum • Continue to implement Healthy Relationships curriculum • Train staff on PBIS Schoolwide imitative.
Staff Quality/ Professional Development Long-Range Goals: 3 Short-Term DIP Objective: 4	<ul style="list-style-type: none"> • All new to the district teachers are given mentors • Weekly Professional Learning Communities (PLCs). • Disaggregate, IStation, Interim Assessments, Campus CBSs STAAR, STAAR Alt, and TELPAS data to determine professional development (PD) needs of instructional staff. • Additional Districtwide professional development provided • T-TESS Walk Through Protocol • Nation Board Certification opportunity through district resources. • TIA (Teacher Incentive Allotment) opportunity is provided. • Opportunity Culture leadership opportunity provided 	<ul style="list-style-type: none"> • Monitor mentoring program for new teachers with updated mentor training. • Disaggregate, IStation, Interim Assessments, Campus CBSs STAAR, STAAR Alt, and TELPAS data to determine professional development (PD) needs of instructional staff. • Implement Opportunity Culture system to extend the reach highly effective teachers more globally to better serve students. • Provide SIOP training for all staff • Provide best practices in classroom management. • Provide professional development for culturally relevant teaching strategies. • Targeted staff development for SPED, EB 	<ul style="list-style-type: none"> • Continue to monitor and strengthen mentoring for new teachers. • Provide Curriculum Camp to staff. • T-TESS Walk Through Protocol. • Nation Board Certification opportunity through district resources. • TIA (Teacher Incentive Allotment) opportunity is provided. • Expand Opportunity Culture leadership.
Curriculum, Instruction, Assessment Long-Range Goals: 1 DIP Objective: 1	<ul style="list-style-type: none"> • Curriculum Mapping • Rigorous TEKS instruction in all core subjects for both 7th & 8th grade • Scheduled Interim Assessments for Math, Reading Science and Social Studies • Disaggregate, IStation, Interim Assessments, Campus CBSs STAAR, STAAR Alt, and TELPAS data • Use of District Curriculum- TEKS Resource and Schoology Online platform. • Campus PD on delivery of high-yield strategies, connect to teacher appraisal system (T-TESS), and provide coaching where needed. • Weekly PLCs and planning time scheduled. 	<ul style="list-style-type: none"> • Monitor rigorous TEKS instruction in all core subjects for both 7th & 8th grade • Expand the Response to Intervention (RtI) and student supports in all core content areas. • Increase teacher expertise in responding to data and providing scaffolded supports. • Implement and monitor the level of student engagement. • Increase achievement on CBA, Interim assessments and state assessments. • Monitor implementation of PD on delivery of high-yield strategies, connect to teacher appraisal system (T-TESS), and provide coaching where needed. 	<ul style="list-style-type: none"> • Provide Curriculum Camp to staff. • Continue to monitor rigorous TEKS instruction in all core subjects for both 7th & 8th grade • Expand the Response to Intervention (RtI) in all core content • Monitor implementation of PD on delivery of high-yield strategies, connect to teacher appraisal system (T-TESS), and provide coaching where needed.
Family and Community Involvement Long-Range Goals: 1&4 Short-Term Objectives: 8 and 9	<ul style="list-style-type: none"> • Communities-in-School (CIS) continues to provide support for students and families of 1st-12th grades. • Parent communication is provided in English and Spanish. • Active partnership with the District Parent Involvement Team. • Annual Title I parent meetings are held for all Title I school-wide campuses in conjunction with Parent University. • Parent Portal enables parents to check their child's grades and attendance. • School Status and Schoology platforms used for parent communication. 	<ul style="list-style-type: none"> • Increase parent use of online resources such as Parent Portal, On-line Surveys, District Website, etc. • Involve parents in the campus decision-making process. • Increase parent involvement. 	<ul style="list-style-type: none"> • Educate parents on the use of online resources such as Parent Portal, On-line Surveys, District Website, etc. • Provide opportunities for parents to participate in the campus decision-making process. • Increase parent involvement.

<p>School Context and Organization</p> <p>Long-Range Goals: 3 and 4</p> <p>Short-Term Objective: 4</p>	<ul style="list-style-type: none"> • Shared decision making through Guiding Coalition and PLC planning • Comprehensive Needs Assessment (CNA) surveys to allow stakeholders a voice in identifying needs/improvements in academics and school culture. • Implementation of AVID Schoolwide • Master schedule based on student needs. • Extra time provided during the school day (W.I.N. Time) for intervention and student support. • Active School Safety Team 	<ul style="list-style-type: none"> • Increase shared responsibility and decision making with faculty staff, students, parents and community members. • Continue to grow AVID Schoolwide Strategies • Continue to offer and find additional ways for intervention and student support. • Provide a greater amount of time for GT program. 	<ul style="list-style-type: none"> • Increase shared responsibility and decision making with faculty staff, students, parents and community members. • Continue to grow AVID Schoolwide Strategies • Continue to offer additional intervention student support. • Provide a greater amount of time for GT program.
<p>Technology</p> <p>Long-Range Goals: 1</p> <p>Short-Term Objective: 7</p>	<ul style="list-style-type: none"> • 1:1 technology offered to all students • Schoology Online Learning Platform 	<ul style="list-style-type: none"> • Continue to Incorporate the technology TEKS into curriculum. • Provide support to do investigative lessons (<i>not just computer-based programs</i>). • Designate an instructional technology support staff member on each campus – Leaders in Technology Education (LITES). • Continue to maintain and replace electronic devices as needed. • Conduct staff development on best practices for using technology in instruction within the required curriculum. 	<ul style="list-style-type: none"> • Continue to maintain and replace electronic devices as needed. • Train staff to instruct with technology and integrate technology into existing curriculum.

La Vega Junior High School George Dixon Campus CIP Board Goals 2022-2023

Approved by the LVISD Board of Trustees on:

Approved by the District Quality Improvement Council on:

District Long-range Goal(s):

1. The academic performance of La Vega ISD students will meet state and federal standards.
2. The La Vega ISD Board of Trustees will approve a fiscally sound budget.
3. La Vega ISD will retain and attract quality staff.
4. La Vega ISD will provide adequate facilities that enhance teaching and learning.

Short-term objectives for achieving district long-range goals in the 2022-2023 school year, LVISD will:

1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. All students and all student groups will meet or exceed the state standard for graduation.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. Each survey participant group will achieve 80% on the district culture and climate survey.
6. All schools will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
7. Students and staff achieve a level of Proficient in foundational digital skills (*i.e. word processing, spreadsheet, presentation software*); telecommunications (*i.e. School Status*); LMS implantation (*i.e. NearPod, Google Classroom, Microsoft Teams*); and digital citizenship as measured annually through district approved assessment.
8. All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.
9. All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in Fitness Gram results for grades 3-12.

La Vega Junior High School George Dixon Campus Improvement Plan for 2022-2023

Our Vision

La Vega Junior High School George Dixon Campus, where everyone learns, grows, and succeeds.

Our Mission



Our mission is to provide a safe student-centered school environment where students feel welcome, valued, and have a strong sense of purpose to make progress towards their academic goals.



As an AVID school, La Vega Junior High George Dixon Campus supports AVID's mission "to close the achievement gap by preparing all students for college readiness and success in a global society."

Our Motto

"Everyone Matters at La Vega Junior High School George Dixon Campus"

La Vega Junior High school George Dixon Campus Improvement Plan for 2022-2023

Long Range Goal: 1	La Vega Junior High School George Dixon Campus students will meet state and federal standards.
Short-term Objective: 1	<p>✓ Meet or exceed the state and federal standards for all students and all student groups:</p> <ul style="list-style-type: none"> • Increase the academic performance of all students on Math and Reading STAAR in grades 7-8 by 10%. • Increase the academic performance of all students on STAAR writing (grade 7) by 10%. • EL students will increase one proficiency level on the TELPAS each year. • Increase the academic performance of all student groups on grade 8 Social Studies STAAR assessment by 10%. • Increase the academic performance of all student groups on grade 8 Social Science STAAR assessment by 10%. • Increase the percentage of students at the “meets expectations” level to raise state accountability Academic Achievement Domain and School Progress Domain scale scores to 70%. • Increase the academic performance of all students previously earning a met standard rating on all STAAR assessments in grades 7-8 by 5%.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1	Adhere to the district/campus identified "Essential Standards" to ensure a <u>guaranteed and viable curriculum</u> that all students receive on the tested TEKS prior to state assessments.	<ul style="list-style-type: none"> • District Curriculum Director • Principal • Asst. Principals • MCLs • Teachers • Guiding Coalition 	TEKS Resource System (TRS) Framework Local Funds	August -June	<ul style="list-style-type: none"> • Observation/walkthrough data • Unit/ lesson plans • On-going assessment data 	<ul style="list-style-type: none"> • Classroom observations • T-TESS • MCL coaching & student data results • Lesson plans • Interim Assessments Results • Performance Results/TELPAS, STAAR
1.2	Continue the implementation, monitoring and reinforcement of the approved curriculum framework (TEKS Resource System)	<ul style="list-style-type: none"> • District Curriculum Director • Principal • Asst. Principals • MCLs • Guiding Coalition 	TEKS Resource System (TRS) Framework Local Funds	August -June	<ul style="list-style-type: none"> • Observation/walkthrough data • Unit/ lesson plans • On-going assessment data 	<ul style="list-style-type: none"> • Unit/lesson plans • Observation/walkthrough data • State assessment scores

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

1.3	<p>Increase the number of students who meet or exceed standard performance on state reading and math assessments-</p> <ul style="list-style-type: none"> ❑ Improve instruction through Opportunity Culture. ❑ Conduct regular data analysis. 	<ul style="list-style-type: none"> • Principal • Asst. Principals • MCLs • Guiding Coalition 	Local Funds	August -June	<ul style="list-style-type: none"> • CBA data/ DMAC • Interim assessment data • Intervention and spiraling plans • MCL coaching & student data • Student progress reports & report cards 	<ul style="list-style-type: none"> • TAPR • Performance Results/TELPAS, STAAR • Interim Assessments Results • MCL coaching & student data results • Classroom observations • Lesson plans
1.4	Provide professional development on best practices for data driven instruction.	<ul style="list-style-type: none"> • District Curriculum Director • Principal • MCLs • Guiding Coalition 	<p>August-June</p> <p>2,500 PD</p>	Local Funds; Title II, Part A; Title I, Part A; Title III	<ul style="list-style-type: none"> • Training documents; Sign-In sheets; Teacher Feedback; Professional Development Documentation 	<ul style="list-style-type: none"> • Classroom observations • T-TESS • MCL coaching & student data results • Lesson plans • Interim Assessments Results • Performance Results/TELPAS, STAAR
1.5	<p>Implement reading improvement strategies.</p> <ul style="list-style-type: none"> ❑ Increase student use of the library ❑ Expand the library collection. ❑ Scheduled class visits to the library. ❑ Provide training on Texas Reading Academy researched best practices. ❑ Implement a campus-wide vocabulary initiative. 	<ul style="list-style-type: none"> • District Curriculum Director • Principal • Asst. Principals • MCLs • Guiding Coalition • District Curriculum Director 	Local Funds Title I, Part A Title II, Part A Title III	August -June	<ul style="list-style-type: none"> • Screening data on reading levels and skills. • Documented interventions. • On-going progress monitoring data. 	<ul style="list-style-type: none"> • Interim Assessments Results • Performance • Results/TELPAS, STAAR
1.6	Utilize Istation's Indicators of Progress, Advanced Reading (ISIP- AR) to assess and monitor reading levels and skills.	<ul style="list-style-type: none"> • Principal • Asst. Principals • MCLs • Teachers • Guiding Coalition 	<p>Local Funds; Title I, Part A; Title II, Part A; Title III;</p> <p>IStation</p>	August -June	<ul style="list-style-type: none"> • Screening data on reading levels and skills and documented interventions; progress reports 	<ul style="list-style-type: none"> • IStation reports • Interim Assessments Results • Performance Results/TELPAS, STAAR

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

1.7	Utilize research-based instructional strategies to help and support dyslexic students. <input type="checkbox"/> Provide services to students with dyslexia. <input type="checkbox"/> Utilize instructional technology to supplement reading instruction (Language Live) <input type="checkbox"/> Provide training and use of best practices for dyslexia students	<ul style="list-style-type: none"> Principal District Admin 504 Coordinator District SPED Director 	Local Funds, Title I, Part A, State Comp District- Language Live	August -June	<ul style="list-style-type: none"> Screening data on reading levels and skills and documented interventions Progress reports Documentation of professional development for dyslexia teacher Agendas and sign-in sheets 	<ul style="list-style-type: none"> Increased student performance in reading; grades; state assessments; Increased teacher proficiency
1.8	Provide accommodations for instruction and assessments as appropriate, and focus on differentiated instruction to meet the needs of various student populations: <input type="checkbox"/> SPED <input type="checkbox"/> EL <input type="checkbox"/> G/T <input type="checkbox"/> 504 <input type="checkbox"/> Dyslexia <input type="checkbox"/> Migrant <input type="checkbox"/> At-Risk students	<ul style="list-style-type: none"> Principal Teachers SPED/Federal Programs Director ESL Coordinator 	Local Funds Title I, Part A IDEA Part B State Comp Migrant SSA	August -June	<ul style="list-style-type: none"> Unit assessments and benchmarks Progress report 	<ul style="list-style-type: none"> Increased student performance on report cards; state assessments results
1.9	Provide required trainings for teachers and paraprofessionals serving students in special programs. <input type="checkbox"/> EB Training <input type="checkbox"/> Trainings specific to ARDs and 504	<ul style="list-style-type: none"> Curriculum Director Principal SPED/Fed Programs Director 	Local Funds; IDEA Part B	August-June	<ul style="list-style-type: none"> Record of teacher / staff participation in professional development and trainings; Positive behavior strategies / Agendas and sign-in sheets 	<ul style="list-style-type: none"> Increased teacher proficiencies Admin walkthroughs/ observations Reduces disciplinary incidents for students in special programs
1.10	Continue to provide professional development to assist teachers in addressing the English Language Proficiency standards. <input type="checkbox"/> Sheltered Instruction Training/strategies <input type="checkbox"/> ESL Certifications (for all ELAR teachers) <input type="checkbox"/> ELPS Support/Instructional Strategies for ELs <input type="checkbox"/> ESL Professional Development and Workshops <input type="checkbox"/> ESL Instructional Resources TELPAS Verifier/ Rater Training	<ul style="list-style-type: none"> Principal Testing Coordinator Teachers Federal Programs Director ESL Coordinator 	Local Funds Title II, Part A Title III ESL, 2,500	August -June	<ul style="list-style-type: none"> Certificates of Participation Agendas and sign-in sheets 	<ul style="list-style-type: none"> Increase teacher proficiencies Admin walkthroughs/ observations Increase student achievement on TELPAS and STAAR

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

1.11	<p>Monitor the progress of ESL students and provide additional support for students to become proficient in English and to obtain mastery of the grade -level /content specifics TEKS.</p> <ul style="list-style-type: none"> <input type="checkbox"/> ESL Progress Monitoring Spreadsheets <input type="checkbox"/> Small group instruction <input type="checkbox"/> TELPAS Results/State Assessments <input type="checkbox"/> Progress report/report cards <input type="checkbox"/> WIN Time Tutorials 	<ul style="list-style-type: none"> • Principal • Teachers • Federal Programs Director • ESL Coordinator 	<p>Local Funds Title II, Part A Title III</p>	August -June	<ul style="list-style-type: none"> • Unit assessments and benchmarks • DMAC reports • Progress report/report cards 	<ul style="list-style-type: none"> • End of year grades • TELPAS • STAAR
1.12	<p>Provide professional development to teachers on best practices Identified Standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explicit Instruction <input type="checkbox"/> Dyslexia support <input type="checkbox"/> EB Support <input type="checkbox"/> AVID WICOR Strategies <input type="checkbox"/> Sheltered Instruction /ELPS in all core classes <input type="checkbox"/> Data driven instruction 	<ul style="list-style-type: none"> • Principal • Asst. Principals • MCLs • Curriculum Director 	<p>Local Funds Title II, Part A Title I, Part A Title III</p> <p>1,000 PD</p>	August -June	<ul style="list-style-type: none"> • Training documents • Sign-In sheets • Teacher Feedback • Professional Development Documentation 	<ul style="list-style-type: none"> • Teacher feedback knowledge of content and delivery of instruction and use of instructional strategies • Admin. walkthroughs/ observations • Increase in student performance on grades and unit and state assessments
1.13	<p>Implement math improvement strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide appropriate math materials <input type="checkbox"/> Utilize instructional math support software. <input type="checkbox"/> Provide training in research-based math interventions. <input type="checkbox"/> Accelerated instruction support 	<ul style="list-style-type: none"> • Principal • Asst. Principals • Math MCL • Curriculum Director 	<p>Local Funds Title I, Part A Title II, Part A Title III</p> <p>10,500 IXL</p>	August -June	<ul style="list-style-type: none"> • Screening data on math skill levels and skills and documented interventions • progress reports 	<ul style="list-style-type: none"> • Increased student performance in math
1.14	<p>Utilize instructional <u>technology resources</u> to provide additional content support for students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language Live (Reading Intervention) <input type="checkbox"/> Edgenuity (Success Lab) <input type="checkbox"/> Prodigy (Math) <input type="checkbox"/> Zearn (Math) <input type="checkbox"/> Istation (all cores) <input type="checkbox"/> IXL (All Cores) <input type="checkbox"/> News 2 You (SPED) 	<ul style="list-style-type: none"> • Curriculum Director • Principal • Instructional Technologist 	<p>Local Funds Title II</p> <p>25,000</p>	August -June	<ul style="list-style-type: none"> • Progress monitoring reports provided by technology resources 	<ul style="list-style-type: none"> • Increased student performance math and reading

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

1.15	Provide high quality Tier 1 instruction to ensure college and career readiness for all students. <input type="checkbox"/> Curriculum Camp <input type="checkbox"/> TEKs Resource training	<ul style="list-style-type: none"> Principal Asst. Principals MCLs Teachers 	Local Funds Title I, Part A Title II, Part A Title III	August -June	<ul style="list-style-type: none"> High quality instructional delivery and design Administrative observations Increased academic achievement 	<ul style="list-style-type: none"> High quality instructional delivery and design Administrative observations Increased academic achievement STAAR data
1.16	Administer career interest inventory surveys to students and utilize results to plan for programs of study.	<ul style="list-style-type: none"> Principal Asst. Principals MCLs Counselor 	Local Funds	Spring Semester	<ul style="list-style-type: none"> Inventory results 	<ul style="list-style-type: none"> Inventory results
1.17	Identify At-Risk students according to state compensatory criteria and provide accelerated instruction to identified students. Challenge Academy	<ul style="list-style-type: none"> Principal Asst. Principals Counselor 	Local Funds- \$2,000 State Comp. Funds Challenge Academy-\$7,000	August -June	<ul style="list-style-type: none"> State Assessment Results Number of at risk students identified 	<ul style="list-style-type: none"> Increased student performance on report cards, state assessments
1.18	Provide assistance to homeless students to support academic success.	<ul style="list-style-type: none"> Counselor Federal Programs Coordinator Homeless Liaison Communities in Schools 	Title I, Part A	August - June	<ul style="list-style-type: none"> Progress Reports 	<ul style="list-style-type: none"> Student Report Cards End of year grades State assessments
1.19	Provide training to teachers in effective use of data. <input type="checkbox"/> Train teachers to utilize DMAC <input type="checkbox"/> Train teachers on instructional software <input type="checkbox"/> Support data disaggregation through PLCs. <input type="checkbox"/> Support teachers adjusting instruction based on data	<ul style="list-style-type: none"> Curriculum Director Principal MCLs 	Local Funds Title II	August-June	<ul style="list-style-type: none"> Record of teacher / staff participation in professional development and trainings; unit exams and benchmarks 	<ul style="list-style-type: none"> Increase in teacher proficiencies Admin. walkthroughs/ observations Increase in unit/ CBA exams and benchmarks
1.20	Conduct scheduled assessments. <input type="checkbox"/> Unit <input type="checkbox"/> Interim <input type="checkbox"/> State Assessments (TELPAS- Feb. STAAR- April & May)	<ul style="list-style-type: none"> Asst. Principal for Instruction MCLs Department Teams Leadership Team (SLT) 	Local Funds \$4,000	August -June	<ul style="list-style-type: none"> Unit/ CBA assessments Interim assessments Progress reports 	<ul style="list-style-type: none"> End of year grades TELPAS STAAR

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

1.21	<p>Conduct regular data analysis assessments to discuss the findings and prepare a plan for targeted instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> During Weekly PLC Time <input type="checkbox"/> During Scheduled District Data Days 	<ul style="list-style-type: none"> • Principal • Asst. Principals • MCLs • Department Teams • Campus ESL Teacher • Campus SPED Coordinator 	<p>Local Funds</p> <p>\$2,000</p>	August -June	<ul style="list-style-type: none"> • Unit/ CBA assessments reports • Interim assessments reports 	<ul style="list-style-type: none"> • Increased student performance on report cards, state assessments
1.22	<p>Plan, develop, and implement a Response to Intervention (RtI) model in all core areas.</p> <ul style="list-style-type: none"> <input type="checkbox"/> W.I.N. Time- Schoolwide intervention time during 5th period. <input type="checkbox"/> Tier 3- Math Pullouts <input type="checkbox"/> Tier 2 /3 <input type="checkbox"/> Success Center <input type="checkbox"/> 	<ul style="list-style-type: none"> • Principal • Asst. Principals • MCLs • Department Teams • Campus SPED Coordinator 	<p>Local Funds</p> <p>At-Risk- \$2,000</p>	August -June	<ul style="list-style-type: none"> • Master Schedule • Lesson plans • Class rosters • W.I.N. Time student pull-out lists 	<p>Increased student performance on:</p> <ul style="list-style-type: none"> • Report cards • End of year grades • TELPAS • STAAR
1.23	<p>Provide additional academic support to students through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorials <input type="checkbox"/> Inclusion support as appropriate <input type="checkbox"/> Reading and math intervention services <input type="checkbox"/> Success Center <input type="checkbox"/> Summer school <input type="checkbox"/> Instructional ESL Aide(s) 	<ul style="list-style-type: none"> • Principal • Leadership Team (SLT) • District Admin • District ESL Director • Secondary ESL Coordinator • District SPED Director • Campus SPED Coordinator • Communities in Schools 	<p>State Comp. Funds</p> <p>Instructional ESL Aides (2) \$40,000</p> <p>Math & Reading Intervention Teachers \$180,000</p> <p>Summer School- \$25,000</p>	August -June	<ul style="list-style-type: none"> • Classroom Observations • CBA data/ DMAC • Interim assessment data • Intervention and spiraling plans • MCL coaching & student data • Student progress reports & report cards 	<ul style="list-style-type: none"> • Increased performance on grades and state assessments • Reduces student retention

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 2	✓ Meet or exceed <u>95% student attendance rate</u> for all students and all student groups.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1	Keep parents informed of attendance and academic progress: <ul style="list-style-type: none"> • Three-week progress report • Report cards • IEP reports, and other reports 	<ul style="list-style-type: none"> • Principal • Teachers • Leadership Team (SLT) • Communities in Schools 	Local Funds	Progress reports every 3 weeks	<ul style="list-style-type: none"> • Progress reports • Reports cards • IEP reports 	<ul style="list-style-type: none"> • Parental Feedback
2.2	Inform parents of attendance policies and required documentation for absences. <ul style="list-style-type: none"> ❑ Student Handbooks ❑ Letters/Brochures ❑ Campus communication 	<ul style="list-style-type: none"> • Principal • Counselor • Campus Equity Committee • Communities in Schools 	Local Funds	August-June	<ul style="list-style-type: none"> • Documentation of contacts • Attendance data 	<ul style="list-style-type: none"> • Increased attendance rates
2.3	Parents will be contacted by each campus administrator or designee regarding excessive absences for their child	<ul style="list-style-type: none"> • Principal • Counselor 	Local Funds	August-June	<ul style="list-style-type: none"> • Documentation of contacts • Attendance data 	<ul style="list-style-type: none"> • Increased student achievement; grades
2.4	Continue to report truancy. <ul style="list-style-type: none"> ❑ PEIMS Attendance Report ❑ Student Contract ❑ Parent Contract ❑ Truancy Report sent to District Truancy Officers 	<ul style="list-style-type: none"> • Assistant. Principal for Student Services • Attendance Clerk • Truancy Officer 	Principals Attendance clerk Skyward	August-June	Six-weeks Attendance Reports	<ul style="list-style-type: none"> • TAPR Attendance Reports • System Safeguards
2.5	Implement an incentive program for students who have attendance rates at or above the 95% rate <ul style="list-style-type: none"> ❑ Prize Showcase Incentives ❑ Incentive activities ❑ Attendance & Citizenship Certificates 	<ul style="list-style-type: none"> • Principal • Assistant. Principal for Student Services • Campus Equity Committee • Communities in Schools 	Local Funds Principals Attendance clerk TxEIS \$2,000	August-June	Six-weeks Attendance Reports	<ul style="list-style-type: none"> • TAPR Attendance Reports • System Safeguards

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

2.6	Monitor dropout rates for all student groups.	<ul style="list-style-type: none"> • Assistant Principal for Student Services • Attendance Clerk 	TxEIS Student Services Principal	August 2021-June 2022	TxEIS Six-weeks Reports	<ul style="list-style-type: none"> • TAPR Attendance Reports • System Safeguards

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 3	✓ All students and all student groups will <u>meet or exceed the state standard for graduation.</u>

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	Continue student incentive and enrichment activities: <input type="checkbox"/> Prize Showcase <input type="checkbox"/> Semester Awards <input type="checkbox"/> Good Citizenship Awards <input type="checkbox"/> AVID Student Morning Announcements <input type="checkbox"/> Schoolwide Message Boards <input type="checkbox"/> Monthly Schoolwide Team Building Activities <input type="checkbox"/> Talent Show Night <input type="checkbox"/> School Dance <input type="checkbox"/> Field Trips <input type="checkbox"/> Career Day Event	<ul style="list-style-type: none"> Principal Assistant Principals Guiding Coalition Communities in Schools (Career Day, Mentors, Lunch Groups, Campus Guests) 	Local Funds Showcase \$2,000 Awards \$500 Team Building Activity \$2,000 School Dances \$300 Field Trips \$8,000	August-June	<ul style="list-style-type: none"> Programs Documentation of events 	<ul style="list-style-type: none"> Increased student participation Increased student performance in core content areas Increased student performance State assessments
3.2	Monthly Schoolwide themes for student engagement: <input type="checkbox"/> Aug.-Welcome Back <input type="checkbox"/> Sept.- Hispanic Heritage Month <input type="checkbox"/> Oct.- Global Diversity Awareness / Red Ribbon Week <input type="checkbox"/> Nov.- Native American Heritage Month <input type="checkbox"/> Dec.- Kindness Month <input type="checkbox"/> Jan. - STAAR Kick Off <input type="checkbox"/> Feb.- Black History Month <input type="checkbox"/> Mar.-Women's History Month <input type="checkbox"/> Apr. – Earth Day Actives <input type="checkbox"/> May- Asian Pacific American Heritage Month	<ul style="list-style-type: none"> Principal Assistant Principals Guiding Coalition District Engagement Committee Campus Leadership Team 	Local Funds Schoolwide Actives \$2,000	August-May	<ul style="list-style-type: none"> Programs Documentation of events 	<ul style="list-style-type: none"> Increased student participation Increased student performance in core content areas Increased student performance State assessments
3.3	SEL (Social Emotional Learning) activities provided: <input type="checkbox"/> Instruction during W.I.N. Time <input type="checkbox"/> Monthly Friday Enrichment Activities	<ul style="list-style-type: none"> Principal Assistant District Student Success Team CIS 	Local Funds Actives \$2,000	August-June	<ul style="list-style-type: none"> Programs Documentation of events 	<ul style="list-style-type: none"> Increased student participation Increased student performance in core content areas Increased student performance on State assessments

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

	<input type="checkbox"/> CIS- Lunch Buddies	<ul style="list-style-type: none"> Guiding Coalition Communities in Schools 				
3.4	Provide GT (Gifted and Talented) services. <ul style="list-style-type: none"> <input type="checkbox"/> Instruction during W.I.N. Time <input type="checkbox"/> Monthly Friday Enrichment Activities <input type="checkbox"/> Field Trips 	<ul style="list-style-type: none"> Principal Assistant Principals 	Local Funds GT Teacher training-giftED21 (Annual Conference) \$1,500 \$2,000 Technology	August-June	<ul style="list-style-type: none"> Unit / Lesson plans Progress reports Unit/ CBA assessments Interim assessments 	<ul style="list-style-type: none"> Increased student participation Increased student performance in core content areas Increased student performance State assessments
3.5	Continue the AVID program. <ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide use of organized binders <input type="checkbox"/> Schoolwide use of focus note taking <input type="checkbox"/> Schoolwide use of One Pagers <input type="checkbox"/> Field Trips <input type="checkbox"/> Site Team Training 	<ul style="list-style-type: none"> Principal Assistant Principals Campus AVID Coordinator District AVID Coordinator Binders- Science Dept. Notes- ELAR Dept. Planners- Elect. Dept. Socratic Sem.- SS. Dept. One Pager- Math Dept. 	Local Funds Supplies \$5,000 Field Trips \$2,800 AVID Training (Teachers 7,000) (Admin 6,000)	August-June	<ul style="list-style-type: none"> Master Schedule AVID data reports ASENDER reports on course enrollment 	<ul style="list-style-type: none"> Increased student performance in all core contents Increased student performance Unit/ CBA assessments Increased student performance State assessments
3.6	Provide guidance and counseling services for at-risk students.	<ul style="list-style-type: none"> Counselor Communities in Schools 	Local Funds CIS \$2000	August-June	<ul style="list-style-type: none"> Counseling Logs Student plans CIS Program documentation 	<ul style="list-style-type: none"> Counseling Logs Student plans CIS Program documentation Increased student performance in all core contents Increased student performance Unit/ CBA assessments Increased student performance State assessments
3.7	Provide additional college and career readiness opportunities for all at-risk students. <ul style="list-style-type: none"> <input type="checkbox"/> AVID 	<ul style="list-style-type: none"> Principal Assistant Principals Counselor AVID District & Campus Coordinator AVID Site Team 	Career and Technology Education Allotment	August-June	<ul style="list-style-type: none"> Student scheduling Master schedule Student data 	<ul style="list-style-type: none"> Student scheduling Master schedule Student data Increased student performance in all core contents Increased student performance Unit/ CBA assessments Increased student performance State assessments

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

3.8	Provide guidance, counseling, and transition services for students receiving special education services.	<ul style="list-style-type: none"> • Counselor • Principal • Dir. of SPED • Campus SPED Coordinator 	Local Funds	August 2018-January 2019	<ul style="list-style-type: none"> • ARD documentation • Student data • Student scheduling • Counseling Logs/ notes 	<ul style="list-style-type: none"> • ARD documentation • Student data • Student scheduling • Counseling Logs/ notes • Increased student performance in all core contents • Increased student performance Unit assessments • Increased student performance State assessments
-----	--	---	-------------	--------------------------	---	--

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Long Range Goal: 3	La Vega ISD will retain and attract quality staff.
Short-term Objective: 4	✓ 100% of instructional staff will obtain <u>15 hours of Continuing Professional Education (CPE) hours of credit.</u>

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
4.1	Seek high quality certified teachers.	<ul style="list-style-type: none"> • Superintendent • HR • Principal 	SBEC Certifications State certification requirements	August-July	<ul style="list-style-type: none"> • State certification requirements 	<ul style="list-style-type: none"> • Review of state certification
4.1	Meet the highly qualified requirement for all paraprofessionals.	<ul style="list-style-type: none"> • Superintendent • HR • Principal 	State criteria for paraprofessionals	August-July	<ul style="list-style-type: none"> • HR evaluations of paraprofessional credentials 	<ul style="list-style-type: none"> • Review of paraprofessional certifications
4.3	Through the Teacher Incentive Allotment, teachers may earn a designation of recognized, exemplary, or master teacher	<ul style="list-style-type: none"> • Superintend • HR • Principal 	Allotment Funds	August - June	<ul style="list-style-type: none"> • T-TESS Data • Student progress data • Lesson plans • Artifacts to support data 	<ul style="list-style-type: none"> • T-TESS Data • Student progress data • Lesson plans • Artifacts to support data
4.4	Provide Opportunity Culture Teacher Leadership imitative.	<ul style="list-style-type: none"> • Superintend • HR • Principal 	Local Funds 2- MCL 32,000 3- MTRT 4,500 3- TR 6,750 Region 12 Training <input type="checkbox"/> Driven by Data <input type="checkbox"/> Get Better Faster coaching model	August - June	<ul style="list-style-type: none"> • T-TESS Data • Student progress data • Lesson plans • Artifacts to support data 	<ul style="list-style-type: none"> • T-TESS Data • Student progress data • Lesson plans • Artifacts to support data
4.5	Provide mentors for new teachers / teachers new to the district, and provide training /support to these teachers with orientation to the district /campus, classroom management techniques, “best practices” in instruction, curriculum and planning support, etc. <input type="checkbox"/> Common Planning Time <input type="checkbox"/> Monthly Scheduled Mentor/ Mentee Activities Checklist	<ul style="list-style-type: none"> • District HR • Curriculum Director • Principal • MCL 	Local Funds Title II	August - June	<ul style="list-style-type: none"> • New teacher orientation • Professional development documentation • Mentoring meetings • Teacher Feedback 	<ul style="list-style-type: none"> • Retention of teachers • Increased teacher proficiencies/support • Increased student performance in all core contents • Increased student performance Unit/ CBA assessments • Increased student performance State assessments

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

4.6	<p>Continue to provide specific professional development to ensure Tier I instructional best practices for all students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum planning that supports high levels of rigor and student thinking <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Positive classroom culture <input type="checkbox"/> Student engagement <input type="checkbox"/> Tiered academic interventions 	<ul style="list-style-type: none"> • Principal • Curriculum Director • OC MCL • AVID Site Team • Campus Leadership Team 	<p>Local Funds Title II</p> <p>\$2,000</p>	August - June	<ul style="list-style-type: none"> • Training documents • Sign-In sheets • Teacher Feedback 	<ul style="list-style-type: none"> • Teacher feedback knowledge of content and delivery of instruction and use of instructional strategies • Admin. walkthroughs/ observations • Increase in student performance on grades and unit/ CBA and state assessments
4.7	<p>Provide professional development opportunities on AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cornel Note Taking System/3-C Notes/Focused Notes <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Organized Student Binders <input type="checkbox"/> One Pagers 	<ul style="list-style-type: none"> • Principal • Curriculum Director • District AVID Director • OC MCL • AVID Site Team • Campus Leadership Team 	<p>Local Funds Title II</p> <p>AVID Training (Teachers 7,000)</p>	August - July	<ul style="list-style-type: none"> • Training documents • Sign-In sheets • Teacher Feedback 	<ul style="list-style-type: none"> • Teacher feedback knowledge of content and delivery of instruction and use of instructional strategies • Admin. walkthroughs/ observations • Increase in student performance on grades and unit and state assessments

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Long Range Goals: 1 2 3 4	The academic performance of La Vega ISD students will meet state and federal standards. The La Vega ISD Board of Trustees will approve a fiscally sound budget. La Vega ISD will retain and attract quality staff. La Vega ISD will provide adequate facilities that enhance teaching and learning.
Short-term Objective 5:	✓ <u>Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.</u>

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	Continue Comprehensive Needs Assessment (CNA) Survey.	<ul style="list-style-type: none"> Principal Campus Leadership Team 	Title I, Part A	Dec – Jan	Campus Meetings to receive input and establish goals	<ul style="list-style-type: none"> Sign-in sheets Survey Results Program Evaluations
5.2	Continue to provide numerous opportunities for students to participate in a wide range of co-curricular activities, extracurricular activities, and clubs/committees. <ul style="list-style-type: none"> <input type="checkbox"/> Band <input type="checkbox"/> Athletics <input type="checkbox"/> Art <input type="checkbox"/> Student Council <input type="checkbox"/> NJHS <input type="checkbox"/> CIS Lunch Buddies 	<ul style="list-style-type: none"> Principal Band Director Athletic Director Program Coordinators Coaches Teachers Campus Equity Committee Communities in Schools 	August-June Student Council \$900 NJHS \$200 NJHS Membership \$800	Local Funds	Record of student participation	<ul style="list-style-type: none"> Increase in student engagement Parent support / attendance at activities and events
5.3	Continue to encourage and increase student engagement and participation in extracurricular in UIL Academics.	<ul style="list-style-type: none"> Principal Band Director Athletic Director Program Coordinators Coaches Teachers Campus Equity Committee 	August-June UIL Stipend \$500 UIL Supplies \$1,000 UIL Fee \$800	Local Funds	Record of student participation	<ul style="list-style-type: none"> Increase in student engagement Parent support / attendance at activities and events
5.4	Publicize student and campus accomplishments to parents and community. <ul style="list-style-type: none"> <input type="checkbox"/> Web page <input type="checkbox"/> Social Media <input type="checkbox"/> News Letter every 6 weeks 	<ul style="list-style-type: none"> Principal Band Director Athletic Director Program Coordinators Coaches Campus Engagement Committee Teachers 	August-June	Local Funds	<ul style="list-style-type: none"> Postings of successes on school webpage, school Facebook Convey successes at special events; staff to parent 	<ul style="list-style-type: none"> Postings of successes on school webpage, school Facebook Convey successes at special events; staff to parent

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

5.5	<p>Involve parents and community in school activities and special events/presentations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> PEP Rallies <input type="checkbox"/> Band Concerts <input type="checkbox"/> Career Fair <input type="checkbox"/> Athletic Events <input type="checkbox"/> Award Ceremonies <p>Monthly events for school family participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aug.-Meet The Teacher Family Evening <input type="checkbox"/> Sept.- Breakfast with Dad <input type="checkbox"/> Oct- Breakfast with Mom. <input type="checkbox"/> Oct.- Fall Festival Oct. <input type="checkbox"/> Nov.-Thanksgiving Luncheon <input type="checkbox"/> Dec- Winter Wonderland Event/ Band Concert <input type="checkbox"/> Dec- Student Awards <input type="checkbox"/> Jan, - High School Schedule Evening <input type="checkbox"/> Feb.- STAAR Night <input type="checkbox"/> Mar.- Spring Band Concert <input type="checkbox"/> Apr. – Spring Family Picnic <input type="checkbox"/> May -Student Awards 	<ul style="list-style-type: none"> • Principal • Teachers • Counselor • District Student Engagement Team • Campus Engagement Committee • Communities in Schools <p>Breakfast with Dad \$300</p> <p>Breakfast with Mom. \$300</p> <p>Fall Festival \$1,500</p> <p>Thanksgiving Luncheon \$400</p> <p>Winter Wonderland Event/ Band Concert 1,500</p> <p>Student Awards \$300</p> <p>STAAR Night \$700</p>	August-June	Local Funds	<ul style="list-style-type: none"> • Programs • Documentation of events • Number of parents and community in attendance 	<ul style="list-style-type: none"> • Increased parent / community support and participation in school events • Student engagement • Increase in academic achievement
5.6	<p>Provide "No One Eats Alone Program" monthly with guest visitors during student lunch periods.</p>	<ul style="list-style-type: none"> • Principal • Teachers • Counselor • District Student Engagement Team • Campus Engagement Committee • Communities in Schools 	August-May	Local Funds	<ul style="list-style-type: none"> • Record of guest participation 	<ul style="list-style-type: none"> • Increase in student morale • engagement • Increase in academic achievement

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

5.7	Continue student incentive and enrichment activities: <ul style="list-style-type: none"> <input type="checkbox"/> Prize Showcase <input type="checkbox"/> Semester Awards <input type="checkbox"/> Good Citizenship Awards <input type="checkbox"/> AVID Student Morning Announcements <input type="checkbox"/> Schoolwide Message Boards <input type="checkbox"/> Monthly Schoolwide Team Building Activities <input type="checkbox"/> Talent Show Night <input type="checkbox"/> School Dance <input type="checkbox"/> Field Trips <input type="checkbox"/> Career Day Event 	<ul style="list-style-type: none"> • Principal • Teachers • Counselor • District Student Engagement Team • Communities in Schools <p>-Talent Show Night \$500</p> <p>School Dances \$1000</p>	August-May \$2,000	Local Funds LVISD Pirate Education Foundation- \$500 each semester	<ul style="list-style-type: none"> • Record of participation 	<ul style="list-style-type: none"> • Increase in student morale • engagement • Increase in academic achievement
5.8	Support staff morale. Through monthly activities: <ul style="list-style-type: none"> <input type="checkbox"/> Aug.-Inservice- “Learning Fiesta” <input type="checkbox"/> Sept.- “September Sunshine” <input type="checkbox"/> Oct.- “Teacher Tailgate” <input type="checkbox"/> Nov.- “Gobbling & Grateful” <input type="checkbox"/> Dec.- “Elf & Exit” <input type="checkbox"/> Jan, - Inservice – “Warm and Cozy Winter” <input type="checkbox"/> Feb.- “We Love your Dedication” <input type="checkbox"/> Mar.- “Breakin’ for Burritos” <input type="checkbox"/> Apr. “Nacho Average Teacher” <input type="checkbox"/> May- “Chill Out” 	<ul style="list-style-type: none"> • Principal • Campus Social Committee <p>\$7,000</p>	August-May	Local Funds	<ul style="list-style-type: none"> • Record of participation 	<ul style="list-style-type: none"> • Increase in staff morale

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Long Range Goal: 4	La Vega ISD will provide adequate facilities that enhance teaching and learning.
Short-term Objective: 6	✓ All schools will meet federal requirements for safe schools for Title IX to ensure a <u>safe and orderly school environment</u> .

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	Implement the facilities safety and security systems campus-wide.	<ul style="list-style-type: none"> Principal Campus Safety Team LV Police Dept. Guiding Coalition Leadership Team 	Local Funds Title IV	August	Distribution of security systems information and access for staff	Security system evaluation
6.2	Review campus emergency policies and procedures and communicate emergency policies and procedures to all staff.	<ul style="list-style-type: none"> Principal Campus Safety Team 	Local Funds	August	<ul style="list-style-type: none"> Sign-in sheets Training agenda 	Assessment/survey of trained staff
6.3	Conduct routine safety drills as required.	<ul style="list-style-type: none"> Principal 	Local Funds	August – June	Date / documentation of drills conducted	Reports of drills
6.4	All students will receive orientation on: <ul style="list-style-type: none"> <input type="checkbox"/> Student Handbook <input type="checkbox"/> Code of Conduct <input type="checkbox"/> PBIS school-wide expectations throughout the year. 	<ul style="list-style-type: none"> Principal Teachers Guiding Coalition Leadership Team 	Local Funds Title IV	August – June	<ul style="list-style-type: none"> Student Handbooks and Code of Conduct Acknowledgment Forms Discipline Forms 	PEIMS End of Year Discipline Reports
6.5	Provide professional development opportunities on: <ul style="list-style-type: none"> <input type="checkbox"/> PBIS school-wide expectations. 	<ul style="list-style-type: none"> Principal Asst. Principals MCLs Teachers Guiding Coalition Leadership Team 			<ul style="list-style-type: none"> 	

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 7	✓ Achieve a proficient rating in the four domains of the BrightBytes survey (Classroom, Access, Skills and Environment).

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
7.1	Continue to provide technology to improve student achievement.	<ul style="list-style-type: none"> Principal Teachers Campus Equity Committee 	Local Funds	August – June	<ul style="list-style-type: none"> Sign-in sheets Meetings /Agenda/Minutes 	<ul style="list-style-type: none"> Technology Inventory Written Replacement Plan Bright Bytes Survey
7.2	Staff will be surveyed to determine individual campus training needs.	<ul style="list-style-type: none"> Principal Asst. Principals MCLs Teachers Guiding Coalition Leadership Team 	Local Funds	August-January	<ul style="list-style-type: none"> Sign-in sheets Training agenda Survey Results Training Evaluations 	Bright Bytes Survey
7.3	Continue to provide technology training opportunities for staff.	<ul style="list-style-type: none"> Principal Asst. Principals MCLs Teachers Guiding Coalition Leadership Team 	Local Funds	August – June	<ul style="list-style-type: none"> Teacher Requests Sign-in sheets Training agenda Training Calendar 	Bright Bytes Survey

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 8	✓ All campuses will uniformly implement the <u>Family and Community Participation</u> Reporting Process to document a 10% increase in involvement.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	Provide opportunities for parents and the community to participate in the educational process.	<ul style="list-style-type: none"> Principal Asst. Principals MCLSs Teachers Guiding Coalition Leadership Team Communities in Schools 	Local Funds	August 2021– May 2022	<ul style="list-style-type: none"> Agendas, sign-in sheets 	<ul style="list-style-type: none"> CNA Survey State Assessments Attendance data
8.3	Continue to assure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish.	<ul style="list-style-type: none"> Principal Asst. Principals MCLSs Teachers Guiding Coalition Leadership Team Communities in Schools 	Local Funds School Messenger, marquees, emails, text messages, notes and letters Campus Website	August 2021– May 2022	<ul style="list-style-type: none"> School Status logs, Marquees Emails Text messages, notes & letters 	<ul style="list-style-type: none"> Review of communication in both English and Spanish to determine timeliness.
8.4	Continue to provide individual academic results to parents.	<ul style="list-style-type: none"> Principal Teachers Campus Equity Committee 	Assessment Data Mailing Materials Parent Portal	BOY MOY EOY	<ul style="list-style-type: none"> Progress Reports Report Cards TPRI, STAAR, EOC, CPALLS, TELPAS, Parent Portal Texas Assessment Management Systems (TAMS) 	<ul style="list-style-type: none"> Parent Conference Logs Progress Reports and Report Cards
8.5	Continue to host Annual Title I Parent meetings to review campus Parent Involvement Policy & Staff meetings to discuss the value of parent involvement	<ul style="list-style-type: none"> Principal Teachers Campus Equity Committee Communities in Schools 	Campus Staff	Annually	<ul style="list-style-type: none"> Parent Involvement Policy Parent Agreement Compact 	<ul style="list-style-type: none"> Agendas, Sign-in Sheets Revised Campus Parent Involvement Policy, School, Student and Parent Agreement Compact

La Vega Junior High school George Dixon Campus Improvement Plan for 2021-2022

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 9	✓ All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in Fitness Gram results for grades 3-12.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1	Continue to provide Health Education and opportunities to develop healthy living habits. <input type="checkbox"/> Physical Education Classes <input type="checkbox"/> Athletics classes/participation <input type="checkbox"/> Fitness Gram Assessment <input type="checkbox"/> Health curriculum	<ul style="list-style-type: none"> Principal Counselor District Student Success Team Communities in Schools 	Local funds	August-June	<ul style="list-style-type: none"> Committee Reviews SHAC Committee Input 	<ul style="list-style-type: none"> Fitness Gram results Grades in PE/Athletics/Health courses Participation in Athletics
9.2	Campus will address teen dating violence, sexual harassment, sexual violence, and bullying prevention with students.	<ul style="list-style-type: none"> Principal Counselor District Student Success Team Communities in Schools 	Local Funds Title IV Big Decisions	August – June	<ul style="list-style-type: none"> Reduction in number of bullying and sexual harassment incidents 	<ul style="list-style-type: none"> Campus Discipline Report Resources
9.3	Teachers will participate in staff development sessions on: <input type="checkbox"/> Dating Violence Prevention <input type="checkbox"/> Bullying Prevention <input type="checkbox"/> Internet / Cyberbullying Presentation <input type="checkbox"/> Training on Child Abuse and Neglect and Sexual Abuse	<ul style="list-style-type: none"> Principal Counselor District Student Success Team Communities in Schools 	Local Funds Title IV	August – May	<ul style="list-style-type: none"> Sign-in Sheets Staff Development Agendas / Records Certificate of completion records 	<ul style="list-style-type: none"> Campus Discipline Reports PEIMS End of Year Reports; Counselor Referrals
9.4	Provide tobacco, drug, and alcohol prevention education to students. <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Special Presentations <input type="checkbox"/> Curriculum <input type="checkbox"/> Posters / Literature / Brochures <input type="checkbox"/> Community Resources <input type="checkbox"/> Counseling	<ul style="list-style-type: none"> Principal Counselor P.E. Teachers District Student Success Team Communities in Schools 	Local Funds Title IV	August – June	<ul style="list-style-type: none"> Lesson plans Brochures Health / counseling resources 	<ul style="list-style-type: none"> Campus Discipline Report End of year PEIMS Discipline Report

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention;

SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs