

La Vega Junior High School George Dixon Campus Campus Improvement Plan 2023-2024



Our Mission

The mission of La Vega Junior High School George Dixon Camus 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.

Our Motto

"Everyone Makes Progress at La Vega Junior High School George Dixon Campus"

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

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:			
<p><u>Improvement Planning Data</u></p> <ul style="list-style-type: none"> District goals Campus goals Campus/District improvement plans Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc State and federal planning requirements 	<p><u>Accountability Data</u></p> <ul style="list-style-type: none"> Texas Academic Performance Report (TAPR) data Student Progress Domain Closing the Gaps Domain 	<p><u>Student Data: Assessments</u></p> <ul style="list-style-type: none"> State and federally required assessment information Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate Observation Survey results 	<p><u>Student Data: Student Groups</u></p> <ul style="list-style-type: none"> Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group Economically disadvantaged / Non-economically disadvantaged performance and participation data Male / Female performance, progress, and participation data Special education/non-special education population including discipline, progress and participation data At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc. Section 504 data
<p><u>Student Data: Behavior and Other Indicators</u></p> <ul style="list-style-type: none"> Attendance data Discipline records Violence and/or violence prevention records Tobacco, alcohol, and other drug-use data Student surveys and/or other feedback School safety data 	<p><u>Employee Data</u></p> <ul style="list-style-type: none"> Professional learning communities (PLC) data Staff surveys and/or other feedback State certified and high quality staff data Campus department and/or faculty meeting discussions and data Professional development needs assessment data T-TESS data T-PESS data 	<p><u>Parent/Community Data</u></p> <ul style="list-style-type: none"> Parent surveys and/or other feedback Parent engagement rate 	<p><u>Support Systems and Other Data</u></p> <ul style="list-style-type: none"> Section 504 data Processes and procedures for teaching and learning, including program implementation Budgets/entitlements and expenditures data Study of best practices

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Executive Summary

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. • AVID college readiness classes provided. • District Success Team services provided. • Klaras Centers services provided. • Communities in School (CIS) provided. 	<ul style="list-style-type: none"> • 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"> • Increase Special Education (SPED) and Emergent Bilingual (EB) achievement scores. • 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"> • Progress is being made in all core areas as indicated by Interim and STAAR assessment data. • Implementation of Opportunity Culture model. • Weekly PLCs and data meetings. • Designated tutorial days 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 quality instruction. • Student engagement • Continue to implement, monitor, and track student growth • Refine the campus wide academic and behavior RTI process.
School Culture and Climate Long-Range Goals: 4 Short-Term DIP Objectives: 2, 5, 6 and 8	<ul style="list-style-type: none"> • Safe, positive school environment • District safety and security protocols in place • Supportive administrators • A clear vision has been communicated and is shared by staff • Staff committed to campus vision and improvement • Staff members care about students • Students feel they belong at our campus 	<ul style="list-style-type: none"> • Continue common planning periods for team and departments • Classroom management and discipline continues to be a challenge • Additional training to establish quality teacher-student relationships is needed • Bullying prevention programs needed • Increase parent involvement 	<ul style="list-style-type: none"> • Provide additional training regarding classroom management strategies and discipline procedures • Continue to increase academic rigor in classrooms

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	<ul style="list-style-type: none"> All teachers participate in “positive” parent communications Collaboration among staff is actively encouraged through master schedule Time for reflection and professional growth is encouraged through master schedule (PLCs) Quality and challenging curriculum 		
<p>Staff Quality/ Professional Development</p> <p>Long-Range Goals: 3</p> <p>Short-Term DIP Objective: 4</p>	<ul style="list-style-type: none"> The campus is staffed with highly qualified professionals and paraprofessionals The majority of teachers meet or exceed expectations on T-TESS and walkthroughs Weekly PLCs provided Professional development opportunities provided throughout the year Staff attendance rate has improved Mentor program provided for new teachers (first year) and teachers new to the campus 	<ul style="list-style-type: none"> Increase on-going professional development sessions throughout the year Increase staff retention rate 	<ul style="list-style-type: none"> Increase staff attendance rate to exceed 92% Continue New Teacher Orientation sessions to broaden content addressed and include veteran teacher perspectives Broaden campus professional development program to include state conference, book studies, small group sessions, and self-selected topics addressing teacher-specific needs
<p>Curriculum, Instruction, Assessment</p> <p>Long-Range Goals: 1</p> <p>DIP Objective: 1</p>	<ul style="list-style-type: none"> La Vega Curriculum used in all core areas We have a comprehensive assessment process A clear alignment is established with curriculum resources, assessments, and TEKS Targeted interventions are linked to increased student achievement Tutorials and enrichment activities enhance the curriculum 	<ul style="list-style-type: none"> Expand the Response to Intervention (Rtl) 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 (Rtl) 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.
<p>Family and Community Involvement</p> <p>Long-Range Goals: 1&4</p>	<ul style="list-style-type: none"> Positive parent contacts are an effective strategy to connect with parents We provide significant translation support to our non-English speaking families CIS provides a wealth of services to our students and families 	<ul style="list-style-type: none"> Parent involvement is limited The same parents participate in the campus parent involvement activities We have minimal community and business partnerships 	<ul style="list-style-type: none"> Increase strategies to involve parents on campus (including classroom level) Increase partnerships with business and community members

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<p>Short-Term Objectives: 8 and 9</p>			
<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"> • Master schedule supports campus initiatives and needs (professional development, PLCs, etc.) • Feedback mechanisms are in place and used by campus staff and parents • Scheduled interventions remain a priority • Implementation of AVID system school wide encourages use of high yield teaching strategies. 	<ul style="list-style-type: none"> • Student management issues are addressed, but additional training is needed • Common planning times for departments is a must; it is critical to the campus meeting identified goals • Continue to improve student transitions to maximize instructional time • Refine the advisory period; possibly provide standard curriculum for all teachers to use. 	<ul style="list-style-type: none"> • Continue common department planning times • Incorporate additional student management training
<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 	<ul style="list-style-type: none"> • Continue to incorporate the technology TEKS into curriculum. • Provide support to investigative lessons (not just computer-based programs). • 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. • Conduct staff development on best practices for using technology in instruction within the required curriculum.

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La Vega Junior High School George Dixon Campus

CIP Board Goals

2023-2024

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.

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La Vega Junior High School George Dixon Campus Improvement Plan for 2023-2024

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 progress of all students on Math, Reading, Science and Social Studies STAAR in grades 7-8 by 80% attaining expected or accelerated progress measure. Increase the academic performance of all students who previously earned an approaches rating on all STAAR assessments in grades 7-8 by 10%. Increase the academic performance of all students previously earning a met standard rating on all STAAR assessments in grades 7-8 by 5%. EL students will increase one proficiency level on the TELPAS.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
	Curriculum					
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

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1.3	<p>Utilize instructional technology resources to provide additional content support for students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Edgenuity (Pirate Success Lab) <input type="checkbox"/> Prodigy (Math) <input type="checkbox"/> Istation (Reading and Math) <input type="checkbox"/> IXL (All Cores) <input type="checkbox"/> Coach Digital Compass <input type="checkbox"/> STAAR Master Prep <input type="checkbox"/> Maneuvering in the Middle <input type="checkbox"/> Khan Academy <input type="checkbox"/> New Path Learning <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>41,000</p>	<p>August -June</p>	<ul style="list-style-type: none"> • Progress monitoring reports provided by technology resources 	<ul style="list-style-type: none"> • Interim Assessments Results • Unit Assessments • Performance Results/TELPAS, STAAR • ISIP reports • IXL reports
	<p>Continue to provide technology to improve student achievement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inventory each semester <input type="checkbox"/> Purchase New Chromebooks 	<ul style="list-style-type: none"> • Principal • Teachers • Guiding Coalition 	<p>Local Funds</p>	<p>August -June</p>	<ul style="list-style-type: none"> • Sign-in sheets • Meetings /Agenda/Minutes 	<ul style="list-style-type: none"> •
Instruction						
1.4	<p>Provide professional development on best practices for data driven instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explicit Instruction <input type="checkbox"/> AVID <input type="checkbox"/> DDI <input type="checkbox"/> RtI <input type="checkbox"/> PLCs 	<ul style="list-style-type: none"> • District Curriculum Director • Principal • MCLs • Guiding Coalition 	<p>August-June</p> <p>2,500 PD</p>	<p>Local Funds; Title II, Part A; Title I, Part A; Title III</p>	<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>Increase the number of students who meet or exceed standard performance on state reading, math, science, & social studies assessments-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve instruction through Opportunity Culture Coaching. <input type="checkbox"/> Provide instructional staff with training on TEKS Resource System. <input type="checkbox"/> Provide training in research-based math interventions. <input type="checkbox"/> Utilize instructional support software. <input type="checkbox"/> Conduct regular data analysis. 	<ul style="list-style-type: none"> • Principal • Asst. Principals • MCLs • Guiding Coalition 	<p>Local Funds Title I, Part A Title II, Part A Title III</p>	<p>August -June</p>	<ul style="list-style-type: none"> • DMAC • Interim assessment data • Intervention and spiraling plans • MCL coaching & student data • Student progress reports & report cards • Instructional Practices Inventory (IPI) data collection reports • 	<ul style="list-style-type: none"> • TAPR • Performance Results/TELPAS, STAAR • Interim Assessments Results • MCL coaching & student data results • Admin walkthrough data • Lesson plans • Instructional Practices Inventory (IPI) data collection reports

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	<ul style="list-style-type: none"> <input type="checkbox"/> Reduce the amount of lost instructional time through consistent monitoring. 					
	Assessment/Student Progress					
1.6	<p>Campus reading improvement strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide training from Texas Reading Academy researched best practices. <input type="checkbox"/> Increase student use of the library <input type="checkbox"/> Expand the library collection. <input type="checkbox"/> Scheduled class visits to the library. 	<ul style="list-style-type: none"> • District Curriculum Director • Principal • Asst. Principals • MCLs • Guiding Coalition • District Curriculum Director 	<p>Local Funds Title I, Part A Title II, Part A Title III IStation</p>	<p>August -June</p>	<ul style="list-style-type: none"> • Screening data on reading levels and skills using IStation and interim assessment data. • Documented interventions. • On-going progress monitoring data. 	<ul style="list-style-type: none"> • Interim Assessments Results • IStation reports(ISIP) • Results/TELPAS, STAAR
1.7	<p>Provide additional academic support to students through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorials (before & after school) <input type="checkbox"/> Inclusion support as appropriate <input type="checkbox"/> Reading and math intervention <input type="checkbox"/> Pirate Success Lab (Edgenuity Lab) <input type="checkbox"/> 5th Core addition- AVID/ Pirate Path <input type="checkbox"/> CIS tutors <input type="checkbox"/> W.I.N Time <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>	<p>August -June</p>	<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
1.8	<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"/> Weekly department times <input type="checkbox"/> Weekly PLCs <input type="checkbox"/> 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>\$3,000</p>	<p>August -June</p>	<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

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1.9	<p>Provide training to teachers in effective use of data.</p> <ul style="list-style-type: none"> <input type="checkbox"/> DMAC training <input type="checkbox"/> Instructional software training <input type="checkbox"/> Responding and curriculum planning based on data training 	<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
Special Populations Focus						
1.10	<p>Provide training for teachers and paraprofessionals serving students in special programs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trainings specific to ARDs and 504 <input type="checkbox"/> ESL Certifications (for all ELAR teachers) <input type="checkbox"/> ELPS Support/Instructional Strategies for EBs <input type="checkbox"/> Provide EB Instructional Resources 	<p>Curriculum Director Principal SPED/Fed Programs Director</p>	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
1.11	<p>Utilize research-based instructional strategies to help and support dyslexic students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide services to students with dyslexia. <input type="checkbox"/> Utilize Reading by Design program to supplement reading instruction. <input type="checkbox"/> Provide teacher training and use of research based programs 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 Reading by Design	August -June	<ul style="list-style-type: none"> • Review reading performance data for dyslexic students • Documentation of professional development • Agendas and sign-in sheets 	<ul style="list-style-type: none"> • Increased student performance in reading; grades; state assessments; • Increased teacher proficiency

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1.12	<p>Provide differentiated instruction to students of special populations to insure student progress measure is being met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPED <input type="checkbox"/> EB <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 	<p>Local Funds Title I, Part A IDEA Part B State Comp Migrant SSA</p>	<p>August -June</p>	<ul style="list-style-type: none"> • Interim Assessment data • IStation data • Unit Assessments • IEP goal progress monitor • Grade Reports 	<ul style="list-style-type: none"> • Interim Assessment data • IStation data • Unit Assessments • IEP goal progress monitor • Grade Reports
1.13	<p>Identify At-Risk students according to state compensatory criteria and provide accelerated instruction to identified students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenge Academy 	<ul style="list-style-type: none"> • Principal • Asst. Principals • Counselor 	<p>Local Funds- \$2,000 State Comp. Funds Challenge Academy- \$7,000</p>	<p>August -June</p>	<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
1.14	<p>Provide assistance to homeless students to support academic success.</p> <ul style="list-style-type: none"> <input type="checkbox"/> CIS Tutoring <input type="checkbox"/> Counseling Services <input type="checkbox"/> School supplies <input type="checkbox"/> Monitor grades 	<ul style="list-style-type: none"> • Counselor • Federal Programs Coordinator • Homeless Liaison • Communities in Schools 	<p>Title I, Part A</p>	<p>August - June</p>	<ul style="list-style-type: none"> • Progress Reports 	<ul style="list-style-type: none"> • Student Report Cards • End of year grades • State assessments
College & Career Readiness						
1.15	<p>Provide high quality Tier 1 instruction to ensure college and career readiness for all students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Camp <input type="checkbox"/> TEKs Resource training 	<ul style="list-style-type: none"> • Principal • Asst. Principals • MCLs • Teachers 	<p>Local Funds Title I, Part A Title II, Part A Title III</p>	<p>August -June</p>	<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
	<p>AVID/ Pirate Path.</p> <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 	<ul style="list-style-type: none"> • Principal • Assistant Principals 	<p>Local Funds Supplies \$5,000 Field Trips \$2,800</p>	<p>August -June</p>	<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

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						<ul style="list-style-type: none"> Increased student performance State assessments
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	Inventory results	Inventory results

La Vega Junior High School George Dixon Campus Improvement Plan for 2023-2024

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 95% student attendance rate 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"> <input type="checkbox"/> Three-week progress report <input type="checkbox"/> Report cards <input type="checkbox"/> 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"> <input type="checkbox"/> Student Handbooks <input type="checkbox"/> Letters/Brochures <input type="checkbox"/> 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

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

2.3	<p>Parents will be contacted by each campus administrator or designee regarding excessive absences for their child.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly attendance data meeting with campus PEIMS clerk 	<ul style="list-style-type: none"> • Principal • Assistant Principals • 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	<p>Continue to report truancy.</p> <ul style="list-style-type: none"> <input type="checkbox"/> PEIMS Attendance Report <input type="checkbox"/> Student contracts <input type="checkbox"/> Parent contracts <input type="checkbox"/> Truancy Report sent to District <input type="checkbox"/> 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	<p>Implement an incentive program for students who have attendance rates at or above the 95% rate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prize Showcase Incentives <input type="checkbox"/> Incentive activities <input type="checkbox"/> Attendance & Citizenship Certificates 	<ul style="list-style-type: none"> • Principal • Assistant. Principal for Student Services • Campus Equity Committee • Communities in Schools 	<p>Local Funds Principals Attendance clerk TxEIS \$2,000</p>	August-June	Six-weeks Attendance Reports	<ul style="list-style-type: none"> • TAPR Attendance Reports • System Safeguards
2.6	<p>Monitor dropout rates for all student groups.</p>	<ul style="list-style-type: none"> • Assistant. Principal for Student Services • Attendance Clerk 	TxEIS Student Services Principal	August 2022- June 2023	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 2023-2024

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 meet or exceed the state standard for graduation.

	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: <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"/> Schoolwide Message Boards <input type="checkbox"/> Monthly Schoolwide Team Building Activities <input type="checkbox"/> Talent Show Night <input type="checkbox"/> School Dances <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 \$3,000 School Dances \$1000 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

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

3.2	<p>Monthly Schoolwide themes for student engagement:</p> <ul style="list-style-type: none"> <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 	<p>Local Funds</p> <p>Schoolwide Activities \$2,000</p>	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	<p>SEL (Social Emotional Learning) activities provided:</p> <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"/> CIS- Lunch Buddies 	<ul style="list-style-type: none"> • Principal • Assistant • District Student Success Team • CIS • Guiding Coalition • Communities in Schools 	<p>Local Funds</p> <p>Actives \$2,000</p>	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
3.4	<p>Provide GT (Gifted and Talented) services.</p> <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 	<p>Local Funds</p> <p>GT Teacher training-giftED21 (Annual Conference)</p> <p>\$1,500 \$2,000 Technology</p>	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
3.6	<p>Provide guidance and counseling services for at-risk students.</p>	<ul style="list-style-type: none"> • Counselor • Communities in Schools 	<p>Local Funds</p> <p>CIS \$2000</p>	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

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

						<ul style="list-style-type: none"> • Increased student performance State assessments
3.7	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 2023-2024

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

	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"> <input type="checkbox"/> Texas Tech University & Tarleton University partnership. <input type="checkbox"/> Local job fairs 	<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 certifications • T-TESS Appraisal Data
4.2	Teacher Incentive Allotment (TIA) <ul style="list-style-type: none"> <input type="checkbox"/> Teachers may earn a designation of recognized, exemplary, or master teacher <input type="checkbox"/> 	<ul style="list-style-type: none"> • Superintendent • 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 Appraisal Data • Student progress data • Lesson plans • Artifacts to support data
4.4	Opportunity Culture Teacher Leadership Initiative. <ul style="list-style-type: none"> <input type="checkbox"/> Offers teachers opportunities to grow as educational leaders <input type="checkbox"/> Offers teachers and staff additional stipend opportunities <input type="checkbox"/> Get Better Faster coaching model <input type="checkbox"/> Driven by Data 	<ul style="list-style-type: none"> • Superintendent • HR • Principal • 	Local Funds 4- MCL 64,000 3- MTRT 15,000	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

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

<p>4.5</p>	<p>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.</p> <ul style="list-style-type: none"> <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 	<p>Local Funds Title II</p>	<p>August - June</p>	<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
<p>4.6</p>	<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>	<p>August - June</p>	<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

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 2023-2024

Long Range Goals:	<ol style="list-style-type: none"> 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 Objective 5:	✓ Receive an approval rating of 88% or better on student, staff, and parent comprehensive needs surveys.

	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. <input type="checkbox"/> Band <input type="checkbox"/> Athletics <input type="checkbox"/> Soccer <input type="checkbox"/> Robotics <input type="checkbox"/> Art	<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 \$300 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. <input type="checkbox"/> Teacher UIL Coaches <input type="checkbox"/> Event information posted with signup sheets <input type="checkbox"/> W.I.N. Time used for student UIL practice	<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"> • Principal • Band Director • Athletic Director 	August-June	Local Funds	<ul style="list-style-type: none"> • Postings of successes on school webpage, school Facebook 	<ul style="list-style-type: none"> • Postings of successes on school webpage, school Facebook

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

	<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"> • Program Coordinators • Coaches • Campus Engagement Committee • Teachers 			<ul style="list-style-type: none"> • Convey successes at special events; staff to parent 	<ul style="list-style-type: none"> • Convey successes at special events; staff to parent
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>Fall Festival \$2,500</p> <p>Thanksgiving Luncheon \$200</p> <p>Band Concerts 1,500</p> <p>Student Awards \$300</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>Continue student incentive and enrichment activities:</p> <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 	<ul style="list-style-type: none"> • Principal • Teachers • Counselor • District Student Engagement Team • Communities in Schools <p>-Talent Show Night</p>	<p>August-May</p> <p>\$2,000</p>	<p>Local Funds</p> <p>LVISD Pirate Education Foundation-</p> <p>\$500 each semester</p>	<ul style="list-style-type: none"> • Record of 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

	<ul style="list-style-type: none"> <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 	<p>\$500</p> <p>School Dances \$1000</p>				
5.7	<p>Support staff morale. Through monthly activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aug.-Inservice- "Sailing Into Success" <input type="checkbox"/> Sept.- "Teacher Tailgate" <input type="checkbox"/> Oct.- "Fall Fun" <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 2023-2024

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"> <input type="checkbox"/> Campus Officer <input type="checkbox"/> Campus Security Aides <input type="checkbox"/> Security point of entry screenings. <input type="checkbox"/> Schoolwide clear backpacks. <input type="checkbox"/> Campus Safety Team. 	<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"> <input type="checkbox"/> Fire Drill <input type="checkbox"/> Severe Weather Drill <input type="checkbox"/> Shelter In Place Drill <input type="checkbox"/> Lock Out <input type="checkbox"/> Lock Down 	<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

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 2023-2024

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 Bright Bytes 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	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
7.2	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

La Vega Junior High School George Dixon Campus Improvement Plan for 2023-2024

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
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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

Short-term Objective: 8 ✓ All campuses will uniformly implement the Family and Community Participation 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 2023-May 2024	<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 MCLS Teachers Guiding Coalition Leadership Team Communities in Schools 	Local Funds School Messenger, marquees, emails, text messages, notes and letters Campus Website	August 2023– May 2024	<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 2023-2024

Long Range Goal: 1 The academic performance of La Vega ISD students will meet state and federal standards.

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

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.
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	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. <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <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

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