

# La Vega Elementary School 2023-2024 Executive Summary

| Data Sources Reviewed:  |   |   |   |
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| <ul style="list-style-type: none"> <li style="width: 33%;">● Comprehensive Needs Assessment</li> <li style="width: 33%;">● OC Coaching Logs</li> <li style="width: 33%;">● Continuous Improvement Continuums</li> <li style="width: 33%;">● TAPR data</li> <li style="width: 33%;">● T-TESS and Walk-Through Information</li> <li style="width: 33%;">● TPRI/Tejas Lee</li> <li style="width: 33%;">● TEA Accountability data</li> <li style="width: 33%;">● STAR Math &amp; Reading by Renaissance</li> <li style="width: 33%;">● Teacher Survey data</li> <li style="width: 33%;">● STAAR</li> <li style="width: 33%;">● PEIMS data</li> <li style="width: 33%;">● School Status</li> <li style="width: 33%;">● DMAC</li> <li style="width: 33%;">● Campus committees, faculty meetings, and staff development agendas &amp; minutes</li> </ul> |   |   |   |
| Area Reviewed   | Summary of Strengths<br>What were the identified strengths?   | Summary of Needs<br>What were the identified needs?   | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used?   |
| <p style="text-align: center;"><b>Demographics</b></p> <p>Long-Range Goals: 3, 4</p> <p>Short-Term Objectives: 1, 2, and 3</p>  | <ul style="list-style-type: none"> <li>● Stable attendance rate.</li> <li>● Klaras Center for at-risk students.</li> <li>● Dual language services provided for 1st - 3rd grade students.</li> <li>● Place students in SPED appropriately in classrooms based upon individual needs.</li> <li>● Increase in identified GT students, including LEP</li> <li>● Communities in Schools are district-wide.</li> </ul>  | <ul style="list-style-type: none"> <li>● Increase minority staff on the campus to closely mirror the student population, including Bilingual certified staff.</li> <li>● Improve services for EL students with the addition of bilingual teachers.</li> <li>● Establish character education at all grade levels.</li> <li>● Continue to develop SEL training</li> </ul>   | <ul style="list-style-type: none"> <li>● Improve the achievement performance of all students by closing the achievement gaps.</li> <li>● Improve services for EL students with the addition of bilingual teachers.</li> </ul>   |
| <p style="text-align: center;"><b>Student Achievement</b></p> <p>Long-Range Goal: 1</p> <p>Short-Term Objectives: 1, 5 and 9</p>  | <ul style="list-style-type: none"> <li>● Itemized/individual disaggregation of assessment data.</li> <li>● Academic achievement recognition and incentives in place for students.</li> <li>● Campus is conducting CTMs and data meetings.</li> <li>● District-wide high impact tutoring being implemented in STAAR tested areas (Math, Reading), using Zearn &amp; Study Island.</li> <li>● Implementation of the Opportunity Culture Model Districtwide.</li> <li>● Teachers as Leaders Training</li> <li>● Continue to implement before/after school tutorials and pull-outs, (Title I &amp; Title 3).</li> <li>● Provides supplemental services through approved before and after</li> </ul> | <ul style="list-style-type: none"> <li>● Increase to 80% or more passing on Math and Reading state assessments.</li> <li>● Continue to implement best practices across the district (AVID and RtI).</li> <li>● Special education students continue to fail state assessments</li> <li>● African American students do not perform well academically</li> <li>● SPED students do not perform well academically</li> <li>● Inquire about and initiate a plan to address performance disparity of African American and Spec. Ed. students</li> <li>● Continue to provide Saturday School</li> <li>● Increase opportunities for students to learn through visual and hands-on methods; decrease the use of worksheets</li> </ul> | <ul style="list-style-type: none"> <li>● Continue to implement best practices across the district (AVID and RtI).</li> <li>● Provide teachers with more resources/training</li> <li>● Provide materials &amp; training in collaborative teams and district's identified best practices areas</li> </ul> |

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| <p><b>School Culture and Climate</b></p> <p>Long-Range Goal: 4</p> <p>Short-Term DIP Objectives: 2, 5, 6, 7 and 8</p> | <p>school tutorials/pullouts, ACE, and Saturday Pirate Camp School.</p> <ul style="list-style-type: none"> <li>● Faculty, staff, and students feel physically safe.</li> <li>● Attendance rates exceed the state standard.</li> <li>● High academic expectations</li> <li>● 95% of students think learning is fun.</li> <li>● Staff continues to make intentional changes in order to meet students' social emotional needs.</li> <li>● All teachers believe students can learn"</li> <li>● 6 weeks attendance incentives for students (i.e. Chip, Chip Hooray)</li> </ul> | <ul style="list-style-type: none"> <li>● Although teachers perceive high levels of student engagement, students perceive a high level of teachers talking and high levels of the use of worksheets</li> <li>● Increase staff recognition for good work.</li> <li>● Continue to address student discipline &amp; decrease inappropriate/disruptive behavior</li> <li>● Improve staff to student communication &amp; relationships. (i.e. school family meetings, class family meetings, increased parent contacts, increased focus on acknowledging positive student behaviors, SITs)</li> <li>● Improve staff to staff communication &amp; relationships</li> <li>● Increase extracurricular opportunities</li> <li>● Communicate how character education is addressed across all grade levels.</li> <li>● Develop a tiered behavior intervention system (paired with district's)</li> <li>● Provide culturally relevant teaching &amp; seek to learn about students' background</li> </ul> | <ul style="list-style-type: none"> <li>● Continue to nurture a culture of high expectations.</li> <li>● Incorporate opportunities for frequent staff recognition.</li> <li>● Provide mentors for behaviorally at-risk students (i.e. bottom 20%).</li> <li>● Continue the use of positive behavior incentives.</li> <li>● Increase student engagement in classrooms through the use of hands-on &amp; visual methods of instruction, and the use of Costa's Levels of Question/Sentence Stems</li> <li>● Increase staff recognition for good work.</li> <li>● Develop a tiered behavior intervention system (paired with district's)</li> <li>● Utilize public recognition for academic achievement (i.e. marquee, Facebook, LVES website, American Bank, etc.)"</li> </ul> |
| <p><b>Staff Quality/ Professional Development</b></p> <p>Long-Range Goal: 3</p> <p>Short-Term DIP Objective: 4</p>    | <ul style="list-style-type: none"> <li>● Highly effective intervention team.</li> <li>● Professional development variety offered.</li> <li>● All new teachers are assigned a mentor.</li> <li>● 100% of the campus' faculty &amp; staff are highly qualified.</li> <li>● Teams (i.e. CLT, Grade Level, Vertical Planning Teams, and Learning Mondays) and staff development day to implement best practices throughout the school year.</li> </ul>   | <ul style="list-style-type: none"> <li>● Collaborative PD decisions amongst administration &amp; faculty.</li> <li>● Staff Escape Days for perfect attendance at the end of fall and spring semesters</li> <li>● Ensure that new hires are EL certified and receive training in all district initiatives.</li> <li>● Provide PD on AVID, OC, SEL &amp; Classroom Management.</li> <li>● Initiate dyscalculia tutoring (T3) for strategies &amp; methods within T1 &amp; T2</li> </ul>   | <ul style="list-style-type: none"> <li>● Maintain high staff retention rate.</li> <li>● Use data to assist teachers with differentiated instruction and determine intervention.</li> <li>● Maintain Collaborative Team Meetings (CTM)</li> <li>● Schedule collaborative team time once weekly, during the school day</li> <li>● Provide materials &amp; training in collaborative teams and district's identified best practices areas</li> <li>● Provide PD on AVID, OC, SEL &amp; Classroom Management.</li> <li>● Implemented SEL Access and Training.</li> <li>● Teachers need training for instructing EL students (i.e. total physical response, the bridge, etc.)</li> </ul>   |

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|   |  | <ul style="list-style-type: none"> <li>● Provide Conscious Discipline training to address students' social-emotional needs, and provide classroom management coaching for teachers as needed</li> <li>● Implement school-wide Tier 1,2,3 Behavior Plan/Procedures</li> </ul>  |  |
| <p><b>Curriculum, Instruction, Assessment</b></p> <p>Long-Range Goal: 1<br/>DIP Objective: 1</p>                      | <ul style="list-style-type: none"> <li>● Continue AVID strategies and best practices.</li> <li>● Use reports to assist teachers with differentiated instruction and determine intervention.</li> </ul>   | <ul style="list-style-type: none"> <li>● Increase achievement on interim and state assessments.</li> <li>● Increase use of 1:1 devices and SmartTV's during instruction.</li> <li>● Increase writing, science &amp; social studies instruction with fidelity</li> <li>● Dual language teachers will realign scope/sequence of TEKS and teach using themes throughout the school year</li> </ul>   | <ul style="list-style-type: none"> <li>● Increase writing, science &amp; social studies instruction with fidelity</li> <li>● Use Solution Tree lesson plan design cycle</li> <li>● Use Bambrick-Santoyo coaching model for teachers</li> </ul>   |
| <p><b>Family and Community Involvement</b></p> <p>Long-Range Goals: 1 and 4</p> <p>Short-Term Objectives: 3 and 6</p> | <ul style="list-style-type: none"> <li>● School Status used to communicate with parents via phone &amp; text.</li> <li>● Communities In Schools (CIS) social worker assists students and their families with sociological issues that impact student success.</li> <li>● Campus website and Facebook page provides information for student, parents, and staff.</li> <li>● Skyward enables parents to check their child's grades and attendance</li> <li>● Individual students recognized during six weeks' School Family Meetings for behaviors which include things such as initiative, cooperation, unity, team work, determination, perseverance)</li> </ul> | <ul style="list-style-type: none"> <li>● Establish new business and strengthen existing partnerships.</li> <li>● Provide continued/more opportunities for parental involvement.</li> <li>● Continue partnering students with mentors.</li> <li>● Restart PTO activities &amp; involvement</li> <li>● Increase parent participation in and use of online resources such as Parent Portal, on-line surveys, district website, online registration, Sangha and School Status.</li> <li>● Promote &amp; recruit parent volunteers throughout the school year</li> </ul> | <ul style="list-style-type: none"> <li>● Increase parental and community involvement in all aspects of the educational process.</li> <li>● Increase parent participation of Parent Portal</li> <li>● Promote &amp; recruit parent volunteers throughout the school year</li> <li>● Restart PTO activities &amp; involvement</li> </ul> |
| <p><b>School Context and Organization</b></p> <p>Long-Range Goals: 3 and 4</p> <p>Short-Term Objective: 4</p>         | <ul style="list-style-type: none"> <li>● Shared decision making in school procedures though CLT and grade level committees.</li> <li>● Comprehensive Needs Assessment (CNA) surveys allow all stakeholders a voice in identifying needs in school improvement.</li> </ul>  | <ul style="list-style-type: none"> <li>● Increase opportunities for creativity and social connections during student learning.</li> <li>● Campus-wide implementation of AVID</li> <li>● Seek varied ways to get parents to participate in decision making in campus policies through the SBDMC</li> </ul>   | <ul style="list-style-type: none"> <li>● Provide more technology throughout campus.</li> <li>● Provide in-depth training on ways to effectively implement technology during staff development days.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>● Extended time is devoted to low performing students, ensuring student success.</li> <li>● Campus providing interventions and after school support to students.</li> </ul>  | <p>(i.e. CQIC—Campus Quality Improvement Council).</p>  |  |
| <p><b>Technology</b></p> <p>Long-Range Goal: 1</p> <p>Short-Term Objective: 1 and 7</p> | <ul style="list-style-type: none"> <li>● Parent access to student records &amp; campus information (i.e. Skyward &amp; School Status)</li> <li>● Increased availability of district wide technology for teachers (laptops) and students (ipads &amp; Chromebooks).</li> </ul> | <ul style="list-style-type: none"> <li>● Increase knowledge of integration of technology into the curriculum.</li> <li>● Provide in-depth training on ways to effectively implement technology during staff development days."</li> </ul> | <ul style="list-style-type: none"> <li>● Provide more technology throughout campus.</li> <li>● Provide in-depth training on ways to effectively implement technology during staff development days.</li> </ul> |

# La Vega Elementary School CIP Board Goals 2023-2024

*Approved by the LVISD Board of Trustees on:*

*Approved by the Campus Quality Improvement Council on:*

## *Campus Long-range Goal(s):*

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

## *Short-term objectives for achieving campus long-range goals in the 2023-2024 school year, LVES 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. Each survey participant group will achieve 80% on the district culture and climate survey.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. 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 implementation (i.e. NearPod, Google Classroom, Microsoft Teams); and digital citizenship as measured annually through district approved assessment.
6. Implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.
7. Meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
8. Implement a Coordinated School Health program as measure by CIP activities and a 5% improvement in FitnessGram results for grade 3.

***The mission of La Vega Elementary School is to ensure high levels of learning for all students.***

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

## La Vega Elementary School Campus Improvement Plan for 2023-2024

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| <b>Long Range Goal:</b>        | La Vega Elementary School students will meet state and federal academic standards.  |
| <b>Short-term Objective: 1</b> | Meet or exceed the following for all students and all student groups: <b>Reading/ELA 80% as measured by STAAR &amp; interim assessments</b> |

|      | Activities & Title 1 School-wide Components   | Persons(s) Responsible   | Resources (Human, Material, Fiscal)  | Timeline                  | Formative Evaluation (Assessments, Assessments)  | Summative Evaluation   |
|------|---|--|--|---------------------------|--|--|
| 1.1a | Implement research-based district crosswalk for core content and allow opportunities for PK-12 students to respond to literature in Writing.  | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs & MTRTs<br>Teachers                         | <ul style="list-style-type: none"> <li>● Title I, Pt. A \$21,000.00</li> <li>● District &amp; local funds</li> </ul>   | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | TAPR Report<br>STAAR Performance Results<br>Report Card Grades<br>TPRI/Tejas Lee<br>TELPAS |
| 1.2a | Screen students and conduct data analysis<br><br><input type="checkbox"/> STAR Math & STAR Reading.<br><input type="checkbox"/> TPRI/Tejas Lee<br><input type="checkbox"/> Interim and CBA assessments                | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs & MTRTs<br>Teachers                         | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>  | Fall 2023 and Spring 2024 | STAR Test, Individualized Inventories<br>Weekly review of plans entered into the program   | AR/STAR Report<br>TAPR Report<br>STAAR Performance Results                                 |
| 1.3a | Continue to provide personnel and supplies to meet the instructional needs of our at risk students. Ensure that teachers identify student needs through building relationships.                                       | C. Denmark<br>MCLs<br>Interventionists<br>C. Eckert<br>SPED Staff<br>Instructional Aides | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Title I, Pt. A 7 FTEs \$268,975.90</li> <li>● Reading by Design Program</li> <li>● State 5 FTE \$210,916.70</li> </ul> | Fall 2023 and Spring 2024 | Dibels Progress Monitoring<br>6 Weeks Assessment<br>TPRI/Tejas Lee   | TAPR Report<br>STAAR Results<br>TPRI/Tejas Lee /EOY  |
| 1.4a | Continue to provide programs to address at-risk students<br><br><input type="checkbox"/> STAAR Tutorials 2X weekly<br><input type="checkbox"/> Extended Day/Year Programs<br><input type="checkbox"/> Saturday School | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>B. Stratton<br>S. Lopez            | <ul style="list-style-type: none"> <li>● OEY (Optional Extended Year)</li> <li>● Local funds</li> </ul>  | Fall 2023 and Spring 2024 | Extended Year Testing<br>Attendance Reports<br>Discipline Referrals  | TAPR Report<br>STAAR Results<br>PBMAS report   |

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|      |   | Teachers   |  |                           |  |  |
| 1.5a | <p>Continue to provide literacy programs/strategies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Best Practices Strategies</li> <li><input type="checkbox"/> AVID Strategies</li> <li><input type="checkbox"/> Explicit Instruction</li> <li><input type="checkbox"/> Six Weeks ELAR Assessments</li> <li><input type="checkbox"/> Beginning of Year Assessment</li> <li><input type="checkbox"/> Daily STAAR Instructional Focus and Strategies</li> <li><input type="checkbox"/> Teams for reading alignment</li> <li><input type="checkbox"/> 90-minute uninterrupted literacy class</li> <li><input type="checkbox"/> Waterford (SPED)</li> <li><input type="checkbox"/> Go Phonics</li> <li><input type="checkbox"/> Saxon Phonics</li> <li><input type="checkbox"/> Mentoring Minds</li> <li><input type="checkbox"/> Reading Horizons</li> </ul> | <p>S. Scott<br/>B. Sellers<br/>C. Denmark<br/>MCLs<br/>K. Hicks<br/>Teachers</p> | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● IMA</li> </ul> | Fall 2023 and Spring 2024 | <p>STAR Levels<br/>Six Weeks Grades<br/>Bi-weekly Assessments<br/>6 Week Assessments</p>                   | <p>TAPR Report<br/>STAAR Results<br/>Grade Placement Committee<br/>6<sup>th</sup> Six Weeks Assessments</p> <p>TPRI/Tejas Lee<br/>TELPAS<br/>PBMAS</p> |
| 1.6a | <p>Continue strategies to identify student needs:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disaggregation of practice STAAR</li> <li><input type="checkbox"/> Practice STAAR test</li> <li><input type="checkbox"/> Bi-weekly Reading Assessments</li> <li><input type="checkbox"/> Continue Six Weeks Assessment Tests</li> </ul>   | <p>S. Scott<br/>B. Sellers<br/>C. Denmark<br/>MCLs<br/>Teachers</p>              | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>                | Fall 2023 and Spring 2024 | <p>Lesson Plans<br/>Teacher STAAR Tutorials<br/>Disaggregated Data from all Assessments<br/>STAAR Room</p> | <p>TAPR Report<br/>STAAR Results<br/>Report Card Grades<br/>TPRI/Tejas Lee<br/>TELPAS</p>  |
| 1.7a | <p>Continue current technology:</p> <p>STAR Reading<br/>Reading A-Z<br/>Zearn<br/>E-mail/Internet<br/>GoNoodle<br/>BrainPop<br/>Computer Stations in Classroom<br/>Technology Hardware<br/>Skyward</p>  | <p>K. Hicks<br/>All Staff<br/>Members<br/>Technology<br/>Teachers</p>            | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>                | Fall 2023 and Spring 2024 | <p>Accelerated Reading<br/>Records, Library<br/>Checkouts, Technology<br/>Training Records</p>             | <p>TAPR Report<br/>STAAR Results</p>   |



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| 1.8a  | Continue current technology & supplies for LEP Students:<br>Zearn Lab<br>E-mail/Internet<br>Computer Stations in Classroom<br>Technology hardware<br>Skyward                                      | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>D. Ochoa | <ul style="list-style-type: none"> <li>Title III, Pt. A \$4,500.00</li> </ul>                | Fall 2023 and Spring 2024 | Accelerated Reading Records  | TAPR Report<br>STAAR Results<br>TELPAS   |
| 1.9a  | Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.  | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander             | <ul style="list-style-type: none"> <li>Local funds</li> </ul>                                | Fall 2023 and Spring 2024 | STAR Levels<br>Six Weeks Grades<br>Bi-weekly Assessments<br>6 Week Assessments   | TAPR Report<br>STAAR Results<br>Grade Placement Committee<br>6 <sup>th</sup> Six Weeks Assessments<br><br>SM<br>TPRI/Tejas Lee<br>TELPAS |
| 1.10a | Continue AVID program school wide. <ul style="list-style-type: none"> <li>Increase AVID walkthroughs</li> <li>Increase explicit instruction for students to generate more L3 questions</li> </ul> | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs<br>S. Cavazos     | <ul style="list-style-type: none"> <li>Local funds</li> <li>District AVID funding</li> </ul> | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | TAPR Report<br>STAAR Performance Results<br>Report Card Grades<br>AVID Reports   |

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| 1.11a | Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas. | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>C. Denmark<br>MCLs<br>D. Ochoa | <ul style="list-style-type: none"> <li>● Staff</li> <li>● Title I, Pt A</li> <li>● Local Funds</li> <li>● Title III</li> </ul> | Fall 2023 and Spring 2024 | Report Cards or Observation<br>Lesson Plans<br>Walk-through Reports<br>DMAC Reports<br>6-Week Assessments each grading period | State Assessment Scores 2024 |
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## La Vega Elementary School Campus Improvement Plan for 2023-2024

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| <b>Long Range Goal:</b>        | La Vega Elementary School students will meet state and federal standards.   |
| <b>Short-term Objective: 1</b> | Meet or exceed the following for all students and all student groups: <b>Writing 80% as measured by interim assessments</b> |

|      | <b>Activities &amp; Title 1 School-wide Components</b>   | <b>Persons(s) Responsible</b>                                      | <b>Resources (Human, Material, Fiscal)</b>   | <b>Timeline</b>           | <b>Formative Evaluation (Assessments, Assessments)</b>  | <b>Summative Evaluation</b>  |
|------|--|--|--|---------------------------|---|--|
| 1.1b | <p>Implement research-based district crosswalk for core content and allow opportunities for PK-12 students to respond to literature in Writing.</p> <p>Require writing across all content areas in all grade levels.</p> | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs<br>Teachers           | <ul style="list-style-type: none"> <li>● Go Phonics</li> <li>● Empowering Writers Program</li> <li>● District &amp; Local funds</li> </ul> | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Writing Journals<br>Lesson Plans<br>Student writing samples<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | Assessment Test Results<br>Report Card Grades<br>TELPAS                          |
| 1.2b | Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.   | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander                 | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>  | Fall 2023 and Spring 2024 | Six Weeks Grades<br>6 Week Assessments  | TAPR Report<br>6 <sup>th</sup> Six Weeks Assessments<br>TPRI/Tejas Lee<br>TELPAS |
| 1.3b | <p>Continue AVID program school wide.</p> <ul style="list-style-type: none"> <li>● Increase AVID walkthroughs</li> <li>● Increase explicit instruction for students to generate more L3 questions</li> </ul>             | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs & MTRTs<br>S. Cavazos | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Federal funds</li> </ul>   | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence  | TAPR Report<br>STAAR Performance Results<br>Report Card Grades<br>AVID Reports   |

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| 1.4b | Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.                      | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>C. Denmark<br>MCLs<br>D. Ochoa        | <ul style="list-style-type: none"> <li>● Staff</li> <li>● Title I, Pt A</li> <li>● Local Funds</li> <li>● Title III</li> </ul>         | Fall 2023 and Spring 2024 | Report Cards or Observation<br>Lesson Plans<br>Walk-through Reports<br>DMAC Reports<br>6-Week Assessments each grading period | State Assessment Scores 2024                                 |
| 1.5b | Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services. | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>B. Stratton<br>S. Lopez<br>SPED staff | <ul style="list-style-type: none"> <li>● IDEA 3 FTEs \$106,304.00</li> <li>● State 2 FTE \$53,340.85</li> <li>● Local funds</li> </ul> | Fall 2023 and Spring 2024 | DMAC<br>BIPS  | Appropriate placement of students for settings and services. |

## La Vega Elementary School Campus Improvement Plan for 2023-2024

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| <b>Long Range Goal:</b>        | La Vega Elementary School students will meet state and federal standards.  |
| <b>Short-term Objective: 1</b> | Meet or exceed the following for all students and all student groups: <b>Math 80% as measured by STAAR &amp; interim assessments</b> |

|      | <b>Activities &amp; Title 1 School-wide Components</b>  | <b>Persons(s) Responsible</b>   | <b>Resources (Human, Material, Fiscal)</b>  | <b>Timeline</b>           | <b>Formative Evaluation (Assessments, Assessments)</b>   | <b>Summative Evaluation</b>                                    |
|------|---|---|---|---------------------------|--|--|
| 1.1c | Monitor to ensure effective instructional strategies are being implemented in math.   | S. Scott<br>B. Sellers<br>Teachers  | <ul style="list-style-type: none"> <li>● Title I, Pt. A</li> <li>● Local funds</li> <li>● Pearson Interactive Math (envision Math)</li> <li>● Mentoring Minds</li> </ul>                | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | TAPR Report<br>STAAR Performance Results<br>Report Card Grades |
| 1.2c | Continue to provide programs to address at-risk students <ul style="list-style-type: none"> <li>□ STAAR Tutorials 2X weekly</li> <li>□ Extended Day/Year Programs</li> <li>□ Saturday School</li> </ul> | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>B. Stratton<br>S. Lopez<br>Teachers | <ul style="list-style-type: none"> <li>● OEY (Optional Extended Year)</li> </ul>  | Fall 2023 and Spring 2024 | Extended Year Testing<br>Attendance Reports<br>Discipline Referrals<br>2 Week Progress Monitoring  | TAPR Report<br>STAAR Results<br>PBMAS                          |
| 1.3c | Continue to provide personnel and supplies to meet the instructional needs of our at risk students, including SPED.   | Interventionists<br>SPED Staff<br>Instructional Aides                                     | <ul style="list-style-type: none"> <li>● Title I, Pt. A<br/>1 FTE \$52,088.00</li> <li>● Local funds</li> <li>● IDEA 2 FTEs<br/>\$67,409.08</li> <li>● State 2 FTE 53,340.85</li> </ul> | Fall 2023 and Spring 2024 | Dibels Progress Monitoring<br>6 Weeks Assessment<br>TPRI/Tejas Lee   | TAPR Report<br>STAAR Results<br>TPRI/Tejas Lee /EOY            |

|      |   |   |  |                              |   |  |
|------|---|---|--|------------------------------|---|--|
| 1.4c | <p>Continue to provide math programs/strategies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly STAAR Objectives</li> <li><input type="checkbox"/> Teams for math alignment</li> <li><input type="checkbox"/> Pearson Interactive Math</li> <li><input type="checkbox"/> Waterford (SPED)</li> <li><input type="checkbox"/> Six Weeks Math Assessments</li> <li><input type="checkbox"/> 90 Min. Math Block</li> <li><input type="checkbox"/> AVID Math Journals</li> <li><input type="checkbox"/> 2/3 Column Notes</li> <li><input type="checkbox"/> Mentoring Minds</li> </ul> <p>Use STAR Math to determine math levels, by essential standard</p> | S. Scott<br>B. Sellers<br>MCLs &<br>MTRTs<br>Teachers | <ul style="list-style-type: none"> <li>● IMA</li> <li>● Local funds</li> </ul> | Fall 2023 and<br>Spring 2024 | Six Weeks Math Grades<br>Scope and Sequence for<br>math alignment<br>Bi-weekly Assessments<br>6 Week Assessments<br>STAR Math | TAPR Report<br>STAAR Results<br>6 <sup>th</sup> Six Weeks Assessments<br>TELPAS<br>PBMAS |
| 1.5c | <p>Screen students and conduct data analysis:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Star Math</li> <li><input type="checkbox"/> Interim and CBA assessments</li> </ul>  | S. Scott<br>B. Sellers<br>MCLs &<br>MTRTs<br>Teachers | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>                | Fall 2023 and<br>Spring 2024 | Lesson Plans<br>Teacher STAAR Tutorials<br>Disaggregated Data from<br>all Assessments<br>STAAR Room                           | TAPR Report<br>STAAR Results<br>Report Card Grades<br>TPRI/Tejas Lee<br>TELPAS           |
| 1.6c | <p>Continue current technology:<br/>STAR Math<br/>Zearn<br/>EduTyping<br/>E-mail/Internet<br/>Computer Stations in Classroom<br/>Technology hardware<br/>Skyward</p>  | K. Davis<br>Teachers                                  | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● IMA</li> </ul> | Fall 2023 and<br>Spring 2024 | Accelerated Reading<br>Records, Library<br>Checkouts, Technology<br>Training Records  | TAPR Report<br>STAAR Results   |

|       |   |   |  |                           |  |  |
|-------|---|---|--|---------------------------|--|--|
| 1.7c  | Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.  | S. Scott<br>B. Sellers<br>Asst. Prin.   | <ul style="list-style-type: none"> <li>Local funds</li> </ul>  | Fall 2023 and Spring 2024 | Six Weeks Grades<br>Bi-weekly Assessments<br>6 Week Assessments  | TAPR Report<br>STAAR Results<br>Grade Placement Committee<br>6 <sup>th</sup> Six Weeks Assessments<br><br>TPRI/Tejas Lee<br>TELPAS |
| 1.8c  | Continue AVID program school wide. <ul style="list-style-type: none"> <li>Increase AVID walkthroughs</li> <li>Increase explicit instruction for students to generate more L3 questions</li> </ul> | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs &<br>MTRTs<br>S. Cavazos                       | <ul style="list-style-type: none"> <li>Local funds</li> </ul>  | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | TAPR Report<br>STAAR Performance Results<br>Report Card Grades<br>AVID Reports   |
| 1.9c  | Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.  | S. Scott<br>B. Selles<br>J. Whatley<br>L. Klander<br>C. Denmark<br>MCLs<br>D. Ochoa         | <ul style="list-style-type: none"> <li>Staff</li> <li>Title I, Pt A</li> <li>Local Funds</li> <li>Title III</li> </ul>           | Fall 2023 and Spring 2024 | Report Cards or Observation<br>Lesson Plans<br>Walk-through Reports<br>DMAC Reports<br>6-Week Assessments each grading period  | State Assessment Scores 2024   |
| 1.10c | Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services.   | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez<br>SPED staff | <ul style="list-style-type: none"> <li>IDEA 3 FTEs \$106,304.00</li> <li>State 2 FTE \$53,340.85</li> <li>Local funds</li> </ul> | Fall 2023 and Spring 2024 | DMAC<br>BIPS   | Appropriate placement of students for settings and services.   |

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|-------|---|---|--|----------------------------------|--|--|
| 1.11c | <p>Increase meets and masters, performance on state assessments.</p> <ul style="list-style-type: none"> <li>• Utilizing the MCL through opportunity culture</li> <li>• Monitor student progress through CTM and PD</li> <li>• Conduct Data Analysis meetings after each district and state assessment to discuss the finding and prepare a plan for targeted instruction</li> </ul> | <p>S. Scott<br/>B. Sellers<br/>MCLs &amp;<br/>MTRTs</p> | <ul style="list-style-type: none"> <li>• Local funds</li> <li>• AVID, SIOP</li> <li>• Cultural Teaching</li> <li>• Explicit Instruction</li> </ul> | <p>Fall 2023 and Spring 2024</p> | <ul style="list-style-type: none"> <li>• Reports each grading period</li> <li>• Interim Assessments</li> <li>• Classroom observations</li> <li>• Lesson plans</li> <li>• Student writing samples</li> <li>• Campus Walk-through forms</li> </ul> |  |
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## La Vega Elementary School Campus Improvement Plan for 2023-2024

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| <b>Long Range Goal:</b>        | La Vega Elementary School students will meet state and federal standards.   |
| <b>Short-term Objective: 1</b> | Meet or exceed the following for all students and all student groups: <b>Science 80% as measured by interim assessments</b> |

|      | Activities & Title 1 School-wide Components  | Persons(s) Responsible                             | Resources (Human, Material, Fiscal) | Timeline                         | Formative Evaluation (Assessments, Assessments)  | Summative Evaluation   |
|------|--|--|-------------------------------------|----------------------------------|--|--|
| 1.1d | Continue campus curriculum   | S. Scott<br>B. Sellers<br>Teachers                 | ● Local funds                       | Fall 2023 and Spring 2024        | Weekly review of plans entered into the program<br>Science Journals<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | Report Card Grades<br>Assessment Test Results                                    |
| 1.2d | Science Fair   | S. Scott<br>B. Sellers<br>Science Planning Teams   | ● Local funds                       | 6 <sup>th</sup> Six Weeks Period | Lesson Plans<br>Rubric Grades  | Report Card Grades   |
| 1.3d | Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting. | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander | ● Local funds                       | Fall 2023 and Spring 2024        | Six Weeks Grades<br>Bi-weekly Assessments<br>6 Week Assessments  | TAPR Report<br>6 <sup>th</sup> Six Weeks Assessments<br>TPRI/Tejas Lee<br>TELPAS |
| 1.4d | Continue to provide materials and supplies to meet the instructional needs of our at risk students.                                      | S. Scott<br>B. Sellers<br>Teachers                 | ● Local funds                       | Fall 2023 and Spring 2024        | Weekly review of plans entered into the program<br>Science Journals<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades                              | Report Card Grades<br>Assessment Test Results                                    |

|      |   |   |  |                           |  |  |
|------|---|---|--|---------------------------|--|--|
|      |   |   |  |                           | District Scope and Sequence  |  |
| 1.5d | Continue AVID program school wide. <ul style="list-style-type: none"> <li>● Increase AVID walkthroughs</li> <li>● Increase explicit instruction for students to generate more L3 questions</li> </ul> | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs<br>S. Cavazos                                  | ● Local funds  | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | TAPR Report<br>STAAR Performance Results<br>Report Card Grades<br>AVID Reports |
| 1.6d | Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.  | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>C. Denmark<br>MCLs<br>D. Ochoa        | ● Staff<br>● Title I, Pt A<br>● Local Funds<br>● Title III                     | Fall 2023 and Spring 2024 | Report Cards or Observation<br>Lesson Plans<br>Walk-through Reports<br>DMAC Reports<br>6-Week Assessments each grading period  | State Assessment Scores 2024   |
| 1.7d | Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services.   | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez<br>SPED staff | ● IDEA 3 FTEs<br>\$106,304.00<br>● State 2 FTE<br>\$53,340.85<br>● Local funds | Fall 2023 and Spring 2024 | DMAC<br>BIPS   | Appropriate placement of students for settings and services.                   |

## La Vega Elementary School Campus Improvement Plan for 2023-2024

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| <b>Long Range Goal:</b>        | La Vega Elementary School students will meet state and federal standards.  |
| <b>Short-term Objective: 1</b> | Meet or exceed the following for all students and all student groups: <b>Social Studies 80% as measured by interim assessments</b> |

|      | Activities & Title 1 School-wide Components  | Persons(s) Responsible                              | Resources (Human, Material, Fiscal) | Timeline                  | Formative Evaluation (Assessments, Assessments)  | Summative Evaluation   |
|------|--|---|-------------------------------------|---------------------------|--|--|
| 1.1e | Continue campus curriculum   | S. Scott<br>B. Sellers<br>Teachers                  | ● Local funds                       | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | Report Card Grades<br>Assessment Test Results  |
| 1.2e | Social Studies Fair  | S. Scott<br>B. Sellers<br>Soc. Stud. Planning Teams | ● Local funds                       | May 2024                  | Lesson Plans<br>Rubric Grades  | Report Card Grades   |
| 1.3e | Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting. | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander  | ● Local funds                       | Fall 2023 and Spring 2024 | Six Weeks Grades<br>Bi-weekly Assessments<br>6 Week Assessments  | TAPR Report<br>6 <sup>th</sup> Six Weeks Assessments<br><br>TPRI/Tejas Lee<br>TELPAS |
| 1.4e | Staff & students will implement celebrations of cultural diversity and promote a culturally relevant environment.                        | All campus administrators<br>Teachers               | ● Local funds                       | Fall 2023 and Spring 2024 | Lesson Plans<br>Bi-weekly & 6 weeks Assessments  | Report Card Grades   |
| 1.5e | Continue to provide materials and supplies to meet the instructional needs of our at risk students.                                      | S. Scott<br>B. Sellers<br>Teachers                  | ● Local funds                       | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Science Journals<br>Lesson Plans  | Report Card Grades<br>Assessment Test Results  |

|      |   |   |  |                           |  |  |
|------|---|---|--|---------------------------|--|--|
|      |   |   |  |                           | Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence  |  |
| 1.6e | Continue AVID program school wide. <ul style="list-style-type: none"> <li>● Increase AVID walkthroughs</li> <li>● Increase explicit instruction for students to generate more L3 questions</li> </ul> | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs &<br>MTRTs<br>S. Cavazos                       | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>  | Fall 2023 and Spring 2024 | Weekly review of plans entered into the program<br>Lesson Plans<br>Updated Curriculum Documents<br>Grade Level Meetings<br>6 Weeks Grades<br>District Scope & Sequence | TAPR Report<br>STAAR Performance Results<br>Report Card Grades<br>AVID Reports |
| 1.7e | Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.  | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>C. Denmark<br>MCLs<br>D. Ochoa        | <ul style="list-style-type: none"> <li>● Staff</li> <li>● Title I, Pt A</li> <li>● Local Funds</li> <li>● Title III</li> </ul>         | Fall 2023 and Spring 2024 | Report Cards or Observation<br>Lesson Plans<br>Walk-through Reports<br>DMAC Reports<br>6-Week Assessments each grading period  | State Assessment Scores 2023   |
| 1.8e | Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services.   | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez<br>SPED staff | <ul style="list-style-type: none"> <li>● IDEA 3 FTEs \$106,304.00</li> <li>● State 2 FTE \$53,340.85</li> <li>● Local funds</li> </ul> | Fall 2023 and Spring 2024 | DMAC<br>BIPS   | Appropriate placement of students for settings and services.                   |

## La Vega Elementary School Campus Improvement Plan for 2023-2024

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| <b>Long Range Goal:</b>        | La Vega Elementary School students will meet state and federal standards.                  |
| <b>Short-term Objective: 2</b> | Meet or exceed <b>95% student attendance rate</b> for all students and all student groups. |

|     | Activities & Title 1 School-wide Components                                      | Persons(s) Responsible   | Resources (Human, Material, Fiscal)  | Timeline                  | Formative Evaluation (Assessments, Assessments) | Summative Evaluation |
|-----|--|--|--|---------------------------|---|----------------------|
| 2.1 | Continue to implement incentive program for students who have perfect attendance | B. Stratton<br>S. Lopez<br>G. Adkinson<br>J. Whatley<br>L. Klander | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Donations</li> <li>● Food/Prizes</li> </ul>      | Fall 2023 and Spring 2024 | Report Cards                                    | Attendance Reports   |
| 2.2 | Notify parents when students are absent  | S. Scott<br>G. Adkinson  | <ul style="list-style-type: none"> <li>● School Messenger</li> <li>● Ascender</li> <li>● SchoolStatus</li> </ul> | Fall 2023 and Spring 2024 | Ascender attendance reports                     | TAPR report          |
| 2.3 | Continue to provide Communities in Schools                                       | S. Scott<br>L. Rhymes  | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>  | Fall 2023 and Spring 2024 | CIS reports<br>Ascender attendance reports      | TAPR report          |

## La Vega Elementary School Campus Improvement Plan for 2023-2024

|                              |  |
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| <b>Long Range Goals:</b>     | <ol style="list-style-type: none"> <li>1 The academic performance of La Vega Elementary School students will meet state and federal standards.</li> <li>2 The La Vega Elementary School will maintain a fiscally sound budget.</li> <li>3 La Vega Elementary School will retain and attract quality staff.</li> <li>4 La Vega Elementary School will maintain adequate facilities that enhance teaching and learning.</li> </ol> |
| <b>Short-term Objective:</b> | Each survey participant group will achieve 80% on the district culture and climate survey.   |
| <b>3</b>                     |  |

|     | Activities & Title 1 School-wide Components  | Persons(s) Responsible  | Resources (Human, Material, Fiscal)  | Timeline                  | Formative Evaluation (Assessments, Assessments)      | Summative Evaluation  |
|-----|--|---|--|---------------------------|--|---|
| 3.1 | Continue Comprehensive Needs Assessment (CNA) Surveys for each campus.   | S. Scott  | Title I, Part A  | Dec 2023– Jan 2024        | Campus Meetings to receive input and establish goals | Survey Results<br>Program Evaluations<br>Agendas, Sign-in Sheets<br>Develop a plan to address the top systemic issues |
| 3.2 | Continue special events for school family participation: <ul style="list-style-type: none"> <li><input type="checkbox"/> Red Ribbon Week</li> <li><input type="checkbox"/> Music Programs</li> <li><input type="checkbox"/> Read-Across-America</li> <li><input type="checkbox"/> Family Reading &amp; ELL Night</li> <li><input type="checkbox"/> Reading/Math STAAR Nights</li> <li><input type="checkbox"/> Career Day</li> <li><input type="checkbox"/> Fall Festival</li> <li><input type="checkbox"/> Character Educ. Assembly (School Family Meetings)</li> <li><input type="checkbox"/> Fun Day</li> <li><input type="checkbox"/> Math Fluency Facts Incentive</li> <li><input type="checkbox"/> Sight Word Challenge</li> <li><input type="checkbox"/> Spelling Bee</li> <li><input type="checkbox"/> VOICE Prevention Program</li> <li><input type="checkbox"/> Math Showcase</li> <li><input type="checkbox"/> Parent Workshops (daytime)</li> <li><input type="checkbox"/> AVID Family Picnic</li> </ul> | S. Scott<br>B. Sellers<br>J. Whatley<br>L. Klander<br>Teachers<br>Spec. Teachers<br>B. Stratton<br>S. Lopez<br>I. Gutierrez<br>L. Sawyers | <ul style="list-style-type: none"> <li>● Sign-in Sheets</li> <li>● School Calendar</li> <li>● Parents Newsletters</li> <li>● Marquee</li> <li>● Local funds</li> <li>● Snacks</li> </ul> | Fall 2023 and Spring 2024 | Schedules, Lesson Plans, Event Programs              | TAPR Report<br>STAAR Results<br>CNA Student Surveys   |

|     |  |  |   |                           |  |  |
|-----|--|--|---|---------------------------|--|--|
| 3.3 | Continue to provide health and counseling services:<br><input type="checkbox"/> On-site nurse<br><input type="checkbox"/> On-site counselor  | A. Balderas<br>B. Stratton<br>S. Lopez                                       | <ul style="list-style-type: none"> <li>● Local Funds</li> <li>● SCE 1 FTE<br/>\$22,500.00</li> </ul>        | Fall 2023 and Spring 2024 | Student Health Records<br>At-Risk reports  | Attendance Rate<br>TAPR Report<br>Promotion/Retention rate                               |
| 3.4 | Continue use of student enrichment activities:<br><input type="checkbox"/> Music<br><input type="checkbox"/> Physical Education<br><input type="checkbox"/> Library<br><input type="checkbox"/> Field Trips  | S. Scott<br>G. Jarosek<br>G. Pryor<br>S. Lopez<br>K. Hicks<br>Teachers       | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024 | Schedules, Lesson Plans,<br>Community Programs<br>Healthy & Wise<br>Curriculum                             | Report Card Grades<br><br>AR Reports   |
| 3.5 | Continue incentive activities<br><input type="checkbox"/> Zearn—weekly prizes, EOY certificates & prizes<br><input type="checkbox"/> Honor Roll<br><input type="checkbox"/> Good Citizen— <i>Pirate Ship</i><br><input type="checkbox"/> Morning Announcements<br><input type="checkbox"/> School Status<br><input type="checkbox"/> Academic Excellence—POW, Word of the Day              | All Staff as Appropriate   | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Donations</li> <li>● Food/Prizes</li> </ul> | Fall 2023 and Spring 2024 | Library Circulation<br>Classroom Six Weeks Awards<br>Progress Reports<br>Report Cards<br>Weekly AR Reports | TAPR Report<br>STAAR<br>TPRI/Tejas Lee<br>Promotion/Retention Rate<br>Discipline Reports |
| 3.6 | Address needs of high achieving and Gifted and Talented students:<br><input type="checkbox"/> Enrichment activities in the classroom<br><input type="checkbox"/> Weekly pull-out classes<br><input type="checkbox"/> GT field trips<br><input type="checkbox"/> Screening/Testing<br><input type="checkbox"/> Training of 6 hours each year<br><input type="checkbox"/> Library enrichment | S. Scott<br>B. Stratton<br>B. Sellers<br>M. Morgan<br>S. Cavazos<br>A. Gorby | <ul style="list-style-type: none"> <li>● GT Funds</li> </ul>  | Fall 2023 and Spring 2024 | Lesson Plans<br>G/T Screening Process<br>G/T Parent/Teacher Meetings                                       | G/T Plan Rating<br>STAAR Results<br>Report Card Grades<br>STAAR / TPRI/Tejas Lee         |
| 3.7 | Screen and Plan for Dyslexia students<br><br>Use research-based diagnostic assessments for the identification of struggling readers and dyslexia in order to deliver targeted intervention and instruction.  | C. Denmark<br>C. Eckert<br>F. Woodruff<br>N. Hawkins<br>S. Vinson            | <p>SCE 3 FTEs<br/>\$140,320.50</p> <p>Title I, Pt A<br/>1 FTE<br/>\$23,562.00</p>                           | Fall 2023 and Spring 2024 | Progress reports<br>Report cards<br>504 Records  | STAAR Results<br>Report Grades<br>STAAR / TPRI/Tejas Lee                                 |

|      |   |   |   |                                  |   |  |
|------|---|---|---|----------------------------------|---|--|
| 3.8  | Conduct student interventions as needed   | J. Whatley<br>L. Klander<br>B. Stratton<br>S. Lopez<br>F. Griffin<br>Teachers                                       | <ul style="list-style-type: none"> <li>● Student Intervention Team (SIT) Log</li> </ul>         | Fall 2023 and Spring 2024        | Student Intervention Team (SIT) Log                               | Discipline Records<br>TAPR Report<br>STAAR results<br>TPRI/Tejas Lee /TELPAS |
| 3.9  | Provide systematic planning/communication opportunities for staff/students <ul style="list-style-type: none"> <li>❑ <i>Learning Monday</i> faculty meetings</li> <li>❑ Collaborative Team Meetings (CTM)</li> <li>❑ Grade-level meetings</li> <li>❑ Regularly scheduled central office/campus administration meetings</li> <li>❑ Staff Development/Planning Days</li> </ul> | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez<br>C. Denmark<br>MCLs<br>Team Leaders | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Time</li> </ul>                 | Fall 2023 and Spring 2024        | Agendas, sign-in sheets, school calendar, T-TESS records<br>SBDMC | TAPR Report<br>STAAR Results<br>TPRI/Tejas Lee/TELPAS                        |
| 3.10 | Provide transitional activities for students and parents <ul style="list-style-type: none"> <li>❑ Orientation and campus visit for LVPS first grade students</li> <li>❑ Orientation and campus visit to HPM for LVE third grade students</li> </ul>   | S. Scott<br>B. Stratton<br>L. Seawright<br>K. Rizo<br>Instructional Facilitators                                    | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>                                 | May 2024                         | Orientation Activity Plans  | Orientation Activity   |
| 3.11 | Continue to host Annual Title I Parent Meetings to review campus Parental Involvement Policy & Staff meetings to discuss the value of parent involvement.   | S. Scott<br>J. Whatley<br>L. Klander  | <ul style="list-style-type: none"> <li>● Campus staff</li> </ul>                                | September 2023<br><br>March 2024 | Draft copies of CNA parent surveys                                | Sign in sheets<br>Agenda   |
| 3.12 | Increase morale between staff and students by building relationships.   | A-Team<br>CLT<br>AVID Site<br>Team<br>CDAT  | <ul style="list-style-type: none"> <li>● Local Funds</li> <li>● Conscious Discipline</li> </ul> | Fall 2023 and Spring 2024        | Teacher Feedback  | CNA Surveys  |



## La Vega Elementary School Campus Improvement Plan for 2023-2024

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

|     | <b>Activities &amp; Title 1 School-wide Components</b>  | <b>Persons(s) Responsible</b>   | <b>Resources (Human, Material, Fiscal)</b>  | <b>Timeline</b>           | <b>Formative Evaluation (Assessments, Assessments)</b>            | <b>Summative Evaluation</b>   |
|-----|---|---|---|---------------------------|---|---|
| 4.1 | Provide additional training for new personnel in classroom management techniques prior to beginning of school.  | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024 | Agenda, sign-in sheets  | In School Suspension Reports<br>Violation Reports<br>T-TESS                     |
| 4.2 | Provide staff development for all staff and review requests for out-of-district professional development. Provide professional development opportunities for all campus teaching personnel and administrators. Provide relevant and necessary development opportunities and allow for duplicate trainings to be available online. | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers                            | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Title 11 \$2,600 .00</li> <li>● Title III \$1,400.00</li> </ul> | Fall 2023 and Spring 2024 | Agendas, sign-in sheets, school calendar, T-TESS Records<br>SBDMC | STAAR Results<br>TPRI/Tejas Lee<br>TELPAS Results<br>Staff Development Calendar |
| 4.3 | Implement and monitor CTMs that include collaborative opportunities for gen education, SPED, BE/ESL; teacher collaboration and content support.   | S. Scott<br>B. Sellers<br>Teachers  | <ul style="list-style-type: none"> <li>● Food</li> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024 | Agenda, sign-in sheets  | STAAR Results<br>TPRI/Tejas Lee<br>TELPAS Results<br>Staff Development Calendar |
| 4.4 | Provide trainings & materials for Explicit Instruction, Bambrick-Santoyo, AVID, Zearn, Lead4ward, CTM (Solution Tree), Cultural   | S. Scott<br>B. Sellers<br>C. Denmark  | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024 | Training Certificates<br>CPE Forms<br>Evaluations                 |   |

|      |  |  |                                 |                           |   |   |
|------|--|--|---------------------------------|---------------------------|---|---|
|      | Relevant Pedagogy, & Conscious Discipline (Loving Guidance), LVISD Curriculum Camp trainings.                          |  |                                 |                           |   |   |
| 4.5  | Continue to work with the district HR department to recruit and retain highly qualified staff.                         | S. Scott   | ● Local funds                   | Fall 2023 and Spring 2024 | Certificates and Endorsements                                   | TAPR Reports<br>STAAR Assessment 2023   |
| 4.6  | Provide staff training for new discipline management program.  | S. Scott<br>J. Whatley<br>L. Klander             | ● Local funds                   | Fall 2023 and Spring 2024 | Agendas, sign-in sheets, school calendar, T-TESS Records, SBDMC | STAAR Results<br>TPRI/Tejas Lee<br>TELPAS Results<br>Staff Development Calendar |
| 4.7  | Continue to establish an implementation plan of Professional Learning Communities (CTMs).                              | S. Scott<br>B. Sellers<br>C. Denmark<br>MCLs     | Federal funds<br>Local Funds    | Fall 2023 and Spring 2024 | Participant Evaluation Forms<br>Staff Development Survey Logs   | TAPR Reports  |
| 4.8  | Provide initial & review AVID training to newly hired & returning teachers (i.e. AVID camp).                           | S. Scott<br>AVID Site Team                       | ● Local funds                   | August 2023               | Agendas, sign-in sheets, school calendar, T-TESS Records, SBDMC | STAAR Results<br>TPRI/Tejas Lee<br>TELPAS Results<br>Staff Development Calendar |
| 4.9  | Communicate, train, and provide appropriate resources to ensure effective implementation of the dual language program. | S. Scott<br>B. Sellers<br>C. Denmark<br>D. Ochoa | Local Funds                     | Ongoing                   | SBEC Certification Policy                                       | STAAR Results<br>TAPR Reports   |
| 4.10 | Provide PD opportunities on the implementation of accommodations and modifications for students with disabilities.     | S. Vinson<br>K. Hardaway                         | ESC12<br>Tech Asst.<br>Provider | Ongoing                   | Student data  | STAAR Results   |
| 4.11 | Incorporate opportunities for frequent staff recognition.  | S. Scott   | Local funds                     | 6 weeks drawings          | Attendance incentives for staff<br>Teacher appreciation week    |   |

## La Vega Elementary School Campus Improvement Plan for 2023-2024

|                                |   |
|--------------------------------|---|
| <b>Long Range Goal:</b>        | La Vega Elementary School will maintain adequate facilities that enhance teaching and learning.   |
| <b>Short-term Objective: 5</b> | 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 implementation (i.e. ClassLinks); and digital citizenship as measured annually through district approved assessment. |

|     | Activities & Title 1 School-wide Components   | Persons(s) Responsible                                       | Resources (Human, Material, Fiscal)  | Timeline                  | Formative Evaluation (Assessments, Assessments)   | Summative Evaluation         |
|-----|---|--|--|---------------------------|---|------------------------------|
| 5.1 | Participate in district developed technology survey.  | J. Peebles   | <ul style="list-style-type: none"> <li>● District technology</li> </ul>        | Fall 2023 and Spring 2024 | N/A   | STAR chart results           |
| 5.2 | Continue to provide opportunities for staff   | S. Scott<br>C. Borland<br>D. Bilijan<br>Technology Committee | <ul style="list-style-type: none"> <li>● Time</li> <li>● Teachers</li> </ul>   | Fall 2023 and Spring 2024 | Teacher Requests  | STAR Chart                   |
| 5.3 | Continue current technology:<br>EduTyping<br>Zearn Lab<br>E-mail/Internet<br>Computer Stations in Classroom<br>Technology hardware<br>Skyward | K. Hicks<br>K. Davis<br>All Staff<br>Members<br>Teachers     | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● IMA</li> </ul> | Fall 2023 and Spring 2024 | Accelerated Reading<br>Records, Library<br>Checkouts, Technology<br>Training Records<br>STAR Math<br>STAR Reading | TAPR Report<br>STAAR Results |
| 5.4 | Increase social media usage to promote campus involvement & awareness, using LVE webpage & LVE Facebook page                                  | AVID Site<br>CDAT<br>S. Cavazos<br>L. Klander                | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>                | Fall 2023 and Spring 2024 | Parent Surveys<br>Webpage & Facebook reports  | CNA Survey<br>PEIMS          |

## La Vega Elementary School Campus Improvement Plan for 2023-2024

|                                |   |
|--------------------------------|---|
| <b>Long Range Goal:</b>        | La Vega Elementary School students will meet state and federal standards.                                     |
| <b>Short-term Objective: 6</b> | Implement the Family and Community Participation Reporting Process to document a 10% increase in involvement. |

|     | Activities & Title 1 School-wide Components  | Persons(s) Responsible  | Resources (Human, Material, Fiscal)   | Timeline                  | Formative Evaluation (Assessments, Assessments) | Summative Evaluation  |
|-----|--|---|---|---------------------------|---|---|
| 6.1 | Continue an active PTO: <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a staff liaison for officers</li> <li><input type="checkbox"/> PTO meetings with school events i.e. Meet the Teacher, Open House</li> </ul>  | PTO Officers<br>LVE Staff<br>Parents<br>S. Scott<br>M. Zavala<br>L. Drafahl   | <ul style="list-style-type: none"> <li>● Parent Volunteers,</li> <li>● PTO fundraisers</li> </ul>   | Fall 2023 and Spring 2024 | Sign-in sheets, membership drive                | Parent Involvement Survey<br><br>TAPR Report<br><br>STAAR Results<br><br>TPRI / Tejas Lee/ TELPAS |
| 6.2 | Provide opportunities for Parental Involvement on campus: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet the Teacher Night</li> <li><input type="checkbox"/> Family Reading &amp; EL Night</li> <li><input type="checkbox"/> Annual Title I Parent Meetings</li> <li><input type="checkbox"/> Parental Involvement Policy</li> <li><input type="checkbox"/> PTO</li> <li><input type="checkbox"/> Parent/Student breakfast &amp; lunches</li> <li><input type="checkbox"/> Campus volunteers &amp; mentors</li> <li><input type="checkbox"/> Music concerts</li> <li><input type="checkbox"/> Fall &amp; Spring Book Fairs</li> <li><input type="checkbox"/> Thanksgiving Lunch</li> <li><input type="checkbox"/> Reading/Math STAAR Night</li> <li><input type="checkbox"/> Math Showcase</li> <li><input type="checkbox"/> AVID Parent Picnic</li> <li><input type="checkbox"/> Pirate Partners (daytime workshops)</li> </ul> | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez<br>G. Jarosek<br>K. Hicks<br>I. Gutierrez<br>L. Sawyers<br>Teachers | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Parents</li> <li>● Volunteers</li> <li>● Community</li> <li>● Businesses</li> </ul> | Fall 2023 and Spring 2024 | Agenda, sign-in sheets                          | Parent Involvement Logs<br><br>TAPR Report<br><br>STAAR Results<br><br>TPRI / Tejas Lee/ TELPAS   |
| 6.3 | Hold parent/teachers conferences as needed   | All Teachers (CR and Special Area)<br>Admin Team  | <ul style="list-style-type: none"> <li>● Parents/</li> <li>● Teachers</li> <li>● Sangha</li> <li>● School Status</li> </ul>                         | Fall 2023 and Spring 2024 | Conference Summary Forms                        | Documentation on file in students' cum files  |

|     |   |  |   |                           |                                       |  |
|-----|---|--|---|---------------------------|---------------------------------------|--|
| 6.4 | Provide campus information in the home language (English/Spanish): <ul style="list-style-type: none"> <li><input type="checkbox"/> Home Language Survey</li> <li><input type="checkbox"/> Parental Involvement Policy</li> <li><input type="checkbox"/> Enrollment application</li> <li><input type="checkbox"/> All forms and notes</li> </ul>   | D. Ochoa<br>S. Williams<br>I. Gutierrez<br>All Office Staff<br>CNS Staff<br>Central Office | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024 | Campus documents on file              | Forms and notes on file                        |
| 6.5 | Provide opportunity for parents to be involved in the decision-making process.<br>Seek varied ways to get parents to participate in decision making in campus policies through the SBDMC (i.e. CQIC—Campus Quality Improvement Committee). <ul style="list-style-type: none"> <li><input type="checkbox"/> Site-Based Decision-Making Committee (CQIC)</li> <li><input type="checkbox"/> Parent Advisory Committee</li> <li><input type="checkbox"/> PTO</li> </ul>   | S. Scott<br>SBDMC  | <ul style="list-style-type: none"> <li>● Parents</li> <li>● Teachers</li> <li>● Community Members</li> </ul>  | Fall 2023 and Spring 2024 | Minute, agendas, sign-in forms        | Sign – in Sheets on file in Principal’s Office |
| 6.6 | Ensure students/parents are informed of their rights and responsibilities   | S. Scott<br>J. Whatley<br>L. Klander<br>I. Gutierrez<br>G. Adkinson<br>L. Sawyers          | <ul style="list-style-type: none"> <li>● Student Handbook</li> </ul>  | Fall 2023 and Spring 2024 | Parent/guardian acknowledgement forms | Parent Signature Sheets on file in the office  |
| 6.7 | Continue communications between the school and home: <ul style="list-style-type: none"> <li><input type="checkbox"/> School Letters &amp; Teacher Notes</li> <li><input type="checkbox"/> Bank Marquee</li> <li><input type="checkbox"/> Local Newspaper</li> <li><input type="checkbox"/> TV/Radio</li> <li><input type="checkbox"/> School Marquee</li> <li><input type="checkbox"/> Parent Newsletter</li> <li><input type="checkbox"/> LVE Website</li> <li><input type="checkbox"/> Facebook page</li> <li><input type="checkbox"/> School Status</li> <li><input type="checkbox"/> Bellmead Bulletin</li> </ul> | All Staff as Appropriate   | <ul style="list-style-type: none"> <li>● American Bank</li> <li>● LVISD</li> <li>● Local TV/Radio</li> <li>● Newspapers</li> <li>● Technology</li> <li>● Local funds</li> </ul> | Fall 2023 and Spring 2024 | Publications on file                  | Information on file in the office              |

|      |  |   |   |                                  |                                     |   |
|------|--|---|---|----------------------------------|-------------------------------------|---|
| 6.8  | Provide for parent training/information sessions: <ul style="list-style-type: none"> <li><input type="checkbox"/> Annual Title I Meeting</li> <li><input type="checkbox"/> Meet the Teacher Night</li> <li><input type="checkbox"/> PTO Meetings</li> <li><input type="checkbox"/> STAAR Info Nights</li> <li><input type="checkbox"/> ARDs</li> <li><input type="checkbox"/> LPAC Meetings</li> <li><input type="checkbox"/> Reading/Math Night</li> <li><input type="checkbox"/> ESL &amp; Classes</li> <li><input type="checkbox"/> GED Classes</li> <li><input type="checkbox"/> Parent Conferences</li> <li><input type="checkbox"/> Zumba</li> <li><input type="checkbox"/> Misc. Daytime Parent Workshops</li> <li><input type="checkbox"/> SBDM (i.e. CQIC)</li> </ul> | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>Teachers<br>Parents/Volunteer<br>M. Zavala<br>L. Drahfal<br>CIS/VOICE | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024        | Records, minutes, sign-ins, agendas | TAPR Report<br><br>STAAR Results<br><br>TPRI/Tejas Lee/TELPAS |
| 6.9  | Continue to host Annual Title I Parent Meetings to review campus Parental Involvement Policy & Staff meetings to discuss the value of parent involvement.  | S. Scott<br>L. Drahfal  | <ul style="list-style-type: none"> <li>● Campus staff</li> </ul>  | September 2023<br><br>March 2024 | Draft copies of CNA parent surveys  | Sign in sheets<br>Agenda                                      |
| 6.10 | Continue community involvement activities such as: <ul style="list-style-type: none"> <li>€ Career Day</li> <li>€ Red Ribbon Week</li> <li>€ Fall Festival</li> <li>€ American Bank (2<sup>nd</sup> grade)</li> <li>€ Food for Families donations</li> <li>€ Paper Recycling</li> <li>€ Safety Assemblies</li> <li>€ Atrium of Bellmead Nursing Home (i.e. cards, gifts, etc.)</li> <li>€ Lochridge-Priest &amp; YMCA</li> </ul>   | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez<br>CIS<br>Teachers<br>Parents                 | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Parents</li> <li>● Volunteers</li> <li>● Community</li> <li>● Businesses</li> </ul> | Fall 2023 and Spring 2024        |                                     |   |

|      |   |  |  |                                  |  |   |
|------|---|--|--|----------------------------------|--|---|
| 6.11 | <p>Continue AVID program school wide.</p> <ul style="list-style-type: none"> <li>● Pirate Partners (daytime workshops)</li> <li>● AVID Parent Picnic</li> </ul> | <p>S. Scott<br/>B. Sellers<br/>C. Denmark<br/>S. Cavazos</p> | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Federal funds</li> </ul> | <p>Fall 2023 and Spring 2024</p> | <p>Draft copies of CNA parent surveys</p> <p>Records, minutes, sign-in sheets, agendas</p> <p>Parent flyers</p> <p>Community partnership documents</p> | <p>Sign – in Sheets on file in Principal’s Office</p> <p>AVID Reports</p> |
|------|---|--|--|----------------------------------|--|---|

## La Vega Elementary School Campus Improvement Plan for 2023-2024

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|--------------------------------|--|
| <b>Long Range Goal:</b>        | La Vega Elementary School will maintain adequate facilities that enhance teaching and learning.                                    |
| <b>Short-term Objective: 7</b> | La Vega Elementary will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment. |

|     | <b>Activities &amp; Title 1 School-wide Components</b>  | <b>Persons(s) Responsible</b>   | <b>Resources (Human, Material, Fiscal)</b>   | <b>Timeline</b>           | <b>Formative Evaluation (Assessments, Assessments)</b> | <b>Summative Evaluation</b>                     |
|-----|---|---|--|---------------------------|--|---|
| 7.1 | Continue to maintain and update facility and equipment:<br><input type="checkbox"/> Cleanliness of rooms  | M. Morales<br>T. Arthur<br>J. Langlotz  | <ul style="list-style-type: none"> <li>● J. Langlotz</li> <li>● Maintenance Staff and Funds</li> </ul>         | Fall 2023 and Spring 2024 | Work order, inventory checklist                        | Completed work orders                           |
| 7.2 | Continue strategies to provide safety on campus<br><input type="checkbox"/> Badge system<br><input type="checkbox"/> Parent/visitor sign-in<br><input type="checkbox"/> Crossing Guard<br><input type="checkbox"/> Flagged custody concerns in folder<br><input type="checkbox"/> Tornado/lock down/evacuation drills/evacuation plan<br><input type="checkbox"/> Convex security mirror<br><input type="checkbox"/> Posted visitor sign<br><input type="checkbox"/> 100% FEMA certified staff for Incident Command System<br><input type="checkbox"/> Surveillance cameras | S. Scott<br>J. Whatley<br>D. Jimenez<br>M. Gonzalez<br>L. Klander<br>K. Blakemore<br>Campus Safety Team | <ul style="list-style-type: none"> <li>● Time for school personnel</li> <li>● District safety funds</li> </ul> | Fall 2023 and Spring 2024 | Office records, Campus visitor sign-in sheets          | Drill Documentation Forms<br><br>Office Records |
| 7.3 | Continue activities for the fire safety awareness:<br><input type="checkbox"/> Firefighter on campus<br><input type="checkbox"/> Educational materials for students   | S. Scott<br>J. Whatley<br>L. Klander<br>Teachers<br>B. Sellers<br>B. Stratton                           | <ul style="list-style-type: none"> <li>● Bellmead Fire Department Personnel</li> </ul>                         | 10/2023                   | Lesson plans, speakers scheduled                       | Completion of activities                        |
| 7.4 | Continue monthly fire disaster drills   | S. Scott<br>J. Whatley<br>L. Klander<br>LVISD PD  | <ul style="list-style-type: none"> <li>● Calendar</li> <li>● State safety report on file</li> </ul>            | Monthly                   | Drills   | Completed calendar of drills                    |



|     |  |   |   |                           |   |  |
|-----|--|---|---|---------------------------|---|--|
| 7.5 | Continue maintenance of fire equipment   | M. Morales  | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024 | Maintenance Records   | Completed Inspection Reports                               |
| 7.6 | Continue Safe and Drug Free School activities <ul style="list-style-type: none"> <li>❑ Red Ribbon Week</li> <li>❑ McLennan Co. 911 Community Involvement &amp; Education Presentation</li> <li>❑ Character Counts Value Statements</li> <li>❑ Bullying Assembly</li> <li>❑ McLennan Co. Public Health Dept. Dental Hygiene Program</li> </ul>  | B. Stratton<br>S. Lopez<br>S. Scott<br>A. Balderas  | <ul style="list-style-type: none"> <li>● Safe and Drug Free Evaluations</li> <li>● McLennan Co.</li> <li>● Local funds</li> </ul> | Fall 2023 and Spring 2024 | Speakers scheduled, lesson plans, Discipline Records,<br><br>SBDMC, Morning Announcements | Title IV Evaluations<br><br>Safe and Drug Free Evaluations |
| 7.7 | Character Counts Assembly- 6 pillars of character to increase social skills throughout the building.   | B. Stratton<br>S. Lopez   | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | All year                  | Increase in student camaraderie and behavior  | PEIMS report<br>Discipline reports                         |
| 7.8 | Continue discipline management strategies: <ul style="list-style-type: none"> <li>❑ Develop a tiered behavior intervention system (paired with district's)</li> <li>❑ Continue social/emotional &amp; behavior management plan (PBIS) (i.e. Conscious Discipline, Pirate PRIDE); include staff training.</li> <li>❑ Communicate how character education is addressed across all grade levels.</li> <li>❑ Utilize School Status etc. for teachers to communicate with parents.</li> <li>❑ Incorporate common school-wide rules (safe, respect, responsibility)</li> <li>❑ Continue CPI Basic Training and Re-certification</li> <li>❑ Continue the use of positive behavior incentives</li> </ul> | S. Scott<br>J. Whatley<br>L. Klander<br>B. Sellers<br>B. Stratton<br>S. Lopez<br>G. Adkinson<br>CDAT<br>All La Vega Staff | <ul style="list-style-type: none"> <li>● Local funds</li> <li>● Federal funds</li> <li>● Snacks</li> <li>● Prizes</li> </ul>      | Fall 2023 and Spring 2024 | Lesson plans, violation reports, discipline records                                       | PEIMS report<br>End of the Year<br><br>Discipline Reports  |

|      |  |   |                          |                              |  |   |
|------|--|---|--------------------------|------------------------------|--|---|
| 7.9  | Review Crisis Management Plan  | J. Whatley<br>L. Klander<br>Admin. Team<br>Safety Team<br>CDAT                    | ● Meeting times          | Fall 2023 and<br>Spring 2024 | Agendas                                  | Crisis Management Team<br>Plan                            |
| 7.10 | Utilize programs for alternative placement for students not able to follow Code of Conduct<br><input type="checkbox"/> AEP<br><input type="checkbox"/> ISS/OSS | J. Whatley<br>L. Klander<br>S. Scott<br>G. Adkinson<br>I. Gutierrez<br>F. Griffin | ● Local funds            | Fall 2023 and<br>Spring 2024 | PEIMS 425 record<br>Discipline referrals | District End of Discipline report<br><br>PEIMS 425 record |
| 7.11 | Continue to implement procedures to maintain safe schools.   | S. Scott<br>J. Whatley<br>L. Klander  | ● FDE Local Board Policy | Fall 2023 and<br>Spring 2024 | Discipline Referrals                     | PEIMS Data<br>TAPR reports                                |
| 7.12 | Reduce the number of special education discipline referrals.   | S. Scott<br>J. Whatley<br>L. Klander  | ● SPED Teachers          | Fall 2023 and<br>Spring 2024 | Discipline Referrals                     | PBMAS<br>PEIMS Data<br>TAPR Reports                       |
| 7.13 | Reduce ethnic disparity within discipline referrals.   | S. Scott<br>J. Whatley<br>L. Klander  | ● Campus Leadership      | Fall 2023 and<br>Spring 2024 | Discipline Referrals                     | PBMAS<br>PEIMS Data<br>TAPR Reports                       |

## La Vega Elementary School Campus Improvement Plan for 2023-2024

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| <b>Long Range Goal:</b>        | The academic performance of La Vega Elementary School students will meet state and federal standards.                                |
| <b>Short-term Objective: 8</b> | Implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grade 3. |

|     | <b>Activities &amp; Title 1 School-wide Components</b>  | <b>Persons(s) Responsible</b>                                 | <b>Resources (Human, Material, Fiscal)</b>  | <b>Timeline</b>           | <b>Formative Evaluation (Assessments, Assessments)</b>               | <b>Summative Evaluation</b>                                |
|-----|---|---|---|---------------------------|--|--|
| 8.1 | All students will be provided with educational opportunities that address the eight components of coordinated school health as measured by CIP goals and a 5% increase Fitnessgram results. | S. Scott<br>G.Pryor<br>A. Balderas<br>S. Lopez<br>B. Stratton | <ul style="list-style-type: none"> <li>● Wellness Guide</li> <li>● Healthy &amp; Wise Curriculum</li> </ul> | Fall 2023 and Spring 2024 | Sign-in sheets<br>Agendas<br>Meeting minutes<br>Fitnessgram pre-test | FitnessGram results<br>Nurse records<br>Counseling records |
| 8.2 | All students will be provided with the opportunity to participate in physical activity (i.e. recess) for 20 mins./day.  | Teachers  | <ul style="list-style-type: none"> <li>● Time embedded in master schedule</li> </ul>                        | Fall 2023 and Spring 2024 | Discipline referral records  | PEIMS records  |
| 8.3 | All students participate in school-wide fitness program (i.e. Jump Rope For Hearts)   | S. Scott<br>G. Pryor  | <ul style="list-style-type: none"> <li>● Local funds</li> </ul>   | Fall 2023 and Spring 2024 | 6 weeks grades<br>Fitnessgram pre-test                               | FitnessGram results<br>Nurse records<br>Counseling records |
| 8.4 | Increase activities that build upper body strength and endurance during P.E.  | G. Pryor  | Healthy & Wise Curriculum<br>Fitness Gram Website   | Fall 2023 and Spring 2024 | Six week performance assessments                                     | Fitness Gram   |