

# LA VEGA ISD

## District Improvement Plan

### 2024/2025

*It is the mission of La Vega ISD to provide a needs-satisfying environment where everyone can produce successfully, with the understanding that learning adds quality to life. Preparing each student to contribute to an ever-changing, interdependent society is our commitment.*

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Date Reviewed:

Date Approved:

# LA VEGA ISD

## **Mission**

*It is the mission of La Vega ISD to provide a needs-satisfying environment where everyone can produce successfully, with the understanding that learning adds quality to life. Preparing each student to contribute to an ever-changing, interdependent society is our commitment.*

## **Vision**

*Making excellence a tradition.*

### Nondiscrimination Notice

LA VEGA ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# LA VEGA ISD Site Base

Name	Position
Ward, Angela	Executive Director of SPED, Assessment
Johnson, Peggy	Executive Director of Bilingual Ed & Spcl Programs
Villa, James	Campus Administrator
Gravitt, Jeanne	Campus Administrator
Rizo, Kristi	Campus Administrator
Seawright, Lisa	Campus Administrator
Ellis, Ginny	Campus Administrator
Scott, Shaunte	Campus Administrator

# LA VEGA ISD

**Goal 1.** (The academic performance of La Vega ISD student will meet state and federal standards.) The academic performance of La Vega ISD student will meet state and federal standards.

**Objective 1.** (The academic performance of La Vega ISD students will meet state and federal standards.) LVISD will provide relevant, rigorous, and engaging learning pathways that create academic success and future ready graduates. (Levers 4 and 5).Performance Objective: Implement district curriculum and strategies (TEKS Resource) to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR and EOC for all content areas will increase.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.1.1 Develop district protocols for each campus to monitor student progress according to 24-25 state accountability requirements.- Goal 1 (ESF: 4,5)	APs for Instruction, Assistant Superintendent(s), Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Multi-Classroom Leaders, Principal	Aug 2025- May 2025	(F)Title I, Pt A - \$220,000, (F)Title II, Pt A - \$65,000, (L)Staff, (O)AVID	Criteria: * Reports each grading period * Interim assessments each grading period * Screening Assessments for Literacy (CIRCLE, TxKEA, TPRI, DIBELS, Lexiles) * Screening for Math * Classroom observations * Lesson plans * Student writing samples * Campus Walk-through forms * State Assessment Scores * Data Improvement Plans * CFAs * Report Cards
2. 1.1.2 Continue to provide learning opportunities at all campuses during the summer for promotion and advancement, enrichment, instruction, and accelerated instruction to meet state testing requirements. Additional summer learning opportunities, such	Asst Supt for CIA, Campus Leadership, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Principals, Superintendent	May 2025- June 2025	(F)Title I, Pt A - \$25,000, (F)Title III - \$5,000, (L)Local Funds	Criteria: Weekly grades End of session grades End of session attendance

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
as bridge campus for ECHS and P-TECH, and MILA and EB literacy campus for primary students will (ESF: 4,5)				
3. 1.1.3 Provide support for campuses in the implementation of state accelerated learning for students who have failed to meet standard on STAAR/EOC and for identified At-Risk students struggling to meet the state academic standards. (ESF: 4,5)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principal, Superintendent	May 2024-June 2025	(L)Local Funds	Criteria: Weekly progress State Results
4. 1.1.4 Support the implementation of high-leverage instructional strategies in all Pre-K through 12 classrooms (MCL/MTRT support team lesson planning)) (ESF: 4,5)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principal	August 2024-May 2025	(L)Local Funds	Criteria: Data day observation Teacher growth reports T-Tess correlated to Student Growth by teacher. DMAC REPORTS State Assessment Scores Data Improvement Plans Screening Assessments for Literacy (CIRCLE, TxKEA, TPRI, DIBELS, Lexiles) Math CFAs Report cards
5. 1.1.5 Utilize with fidelity high-quality instructional materials in all core content areas. (ESF: 4,5)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principal	August 2024-May 2025		Criteria: State Assessment Scores Data Improvement Plan Screening Assessments for Literacy (CIRCLE, TxKEA, TPRI, DIBELS, Lexiles) Math CFAs Course enrollment Report cards

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Ascender Reports Perkins Effectiveness Report Written Replacement Plan District Developed Survey Technology Inventory Written Plan for Vetting New Tech purchases.
6. 1.1.6 Teacher Leaders, Campus Leadership, and District Leadership will provide ongoing coaching using Observation Feedback cycles for all educators at all levels. (ESF: 4,5)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principals	Aug 24-May 2025	(F)Title I, Pt D2, (F)Title II, (L)Local Funds	Criteria: Teacher-tiered coaching. Coaching calendar Campus leadership calendar Video Library
7. 1.2.1 Provide supplemental staff, curricula, instructional materials, educational software, and/or assessment resources to identify and support bilingual and ESL students to increase academic achievement of Emergent Bilinguals. (ESF: 4,5)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Director of BE, Principal, Principals	August 2024-May 2025	(F)Title III, (L)Local Funds	Criteria: Summit K-12 BOY/MOY/EOY Data Progress Monitoring CFAs CLI/TxKEA BOY/MOY TELPAS Data CLI/TxKEA
8. 1.2.2 Provide supplemental staff, curricula, instructional materials, educational software, and/or assessment resources aligned to the TEKS and STAAR Alt 2 designed for PK-12 students in math, ELA, Science, Social Studies, and Life Skills for Special Needs students. (ESF: 4,5)	Asst Dir of Special Ed, Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Principals, Superintendent	August 2024-May 2025	(L)Local Funds	Criteria: Interim Assesments Summit K-12 BOY/MOY/EOY Data Progress Monitoring CFAs CLI/TxKEA BOY/MOY"
9. 1.2.3 Provide supplemental curricula, instructional materials, educational software,	Asst Supt for CIA, Instructional Facilitators, Principals			Criteria: GT State Project GT IDENTIFICATION

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and/or assessment resources to identify and support Gifted and Talented students to increase academic achievement. (ESF: 4,5)				GT TIMELINE GT ASSESSMENT & INSTRUCTIONAL STAFF BY CAMPUS
10. 1.2.4 Provide alternative options for credit recovery and advancement for students using online curriculum, credit by examination, exam for acceleration, and summer advancement across all high school campuses and in Success Academy. (ESF: 4,5)	Asst Supt for CIA, Principal-HS			Criteria: Edgenuity Reports TTU Credit by Exam TSIA2 passing rate report. TSIA2 Preparation Camp
11. 1.2.5 Provide CCMR and study sessions in the spring and college entrance exam prep sessions in the fall and spring, to help students prepare for the PSAT, SAT, ACT, and TSIA2 exams. (ESF: 4,5)	Asst Supt for CIA, Counselors- HS, CTE Coordinator, Dean, Principal-HS, Principal-JH School			Criteria: TSIA2 passing rate. Mastery Prep passing rate. ACT/ TSIA / SAT registration / passing report. ACT School Day LOCAL ACCOUNTABILITY PLAN
12. 1.2.6 Continue to hold workshops providing information to elementary and secondary students and parents to include academic programs, high school graduation planning, higher education and financial aid opportunities, social-emotional wellness, and life readiness skills. (ESF: 4,5)	Asst Supt for CIA, Dean, Dir of Bil Ed & Spcl Pgrms, Principal- HS			Criteria: Parent Information Rosters ECHS / P-TECH Information Night Rosters Parent Nights Career Fairs Graduation Planning Nights Local Accountability Plan
13. 1.3.1 Distribute newsletters, resources, and communication in various languages and post helpful information in different languages on LVISD website and social media sites	Asst Supt for CIA, Asst Supt for Human Resources, Public Info Officer			Criteria: CANVA Newsletters Parent mass text messaging SchoolStatus phone and digital communication

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 4,5)				Website
14. 1.3.2 Continue to research ways to reach parents and community members in various languages via social media through surveys. Surveys will be used to gain feedback on communication channels used by parents, students, employees, and all stakeholders. (ESF: 4,5)	Asst Supt for CIA, Principals, Superintendent	August 2024-May 2025		Criteria: Parent Satisfaction Survey CNA Survey Principal Advisor Teams
15. 1.3.3 Share positive and engaging stories online that will benefit the LVISD community. (ESF: 4,5)	Asst Supt for CIA, Principal, Superintendent			Criteria: Facebook Posts Website Newspaper Snap Chat Tik Tok
16. 1.3.4 Monitor social media pages for each campus to ensure positive messaging across the district. (ESF: 4,5)	Asst Supt for CIA, Principal, Superintendent	August 2024-May 2025		Criteria: School Status Newsletter School Messenger LV Website
17. 1.3.5 Distribute parent newsletters in English, Spanish, to parents of students in PK - 12th grades as well as post to LVISD website. (ESF: 4,5)	Asst Supt for CIA, Principals, Superintendent, Technology Specialists	August 2024-May 2025		Criteria: School Status Newsletter School Messenger LV Website
18. 1.4.1 Provide resources and parent workshops for parent involvement and participation in the IEP process through ARD Facilitators, Student Support team members and staff. (ESF: 4,5)	Dir of Bil Ed & Spcl Pgrms, Public Info Officer	August 2024-May 2025	(L)Local Funds, (L)Staff	Criteria: CANVA Newsletters Parent mass text messaging SchoolStatus phone and digital communication ChildFind



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
19. 1.4.2 Regularly collaborate with stakeholders using multiple formats and platforms to engage in the work of the district to impact student achievement. Stakeholders will also participate in the annual review and revision of the District Improvement Plan and Family Engagement Policy, the annual evaluation of the Title I program, and other topics of interest to parents. (ESF: 4,5)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Parent Engagement Team, Student Success Team, Superintendent	August 2024-May 2025	(F)Title I, Pt A, (L)Local Funds, (L)Staff	Criteria: DQIC Minutes District Guiding Coalition Minutes Extended Principal Meeting Minutes
20. 1.4.3 Support campuses in the implementation of their parenting programs to include support in meeting Title I parent and family engagement requirements. Support will include regular training for Student Engagement and Student Success Team contacts that model and emphasize best practices and resources. (ESF: 4,5)	Dir of Bil Ed & Spcl Pgrms, Parent Engagement Team, Student Success Team	August 2024-May 2025	(L)Staff	Criteria: Student Success Team logs of Small Groups CIS Lof of Services Stronger Connections Campus Team Logs
21. 1.4.5 Expand services provided by the Community-In-Schools program to support at risk students. (ESF: 4,5)	Dir of Bil Ed & Spcl Pgrms, Principals, Student Success Team	August 2024-May 2025		Criteria: CIA Partnership Agreement

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**Objective 2.** "Long Range Board Goal: 1The academic performance of La Vega ISD students will meet state and federal standards.Short-term LVISD Goal: 1LVISD will provide relevant, rigorous, and engaging learning pathways that create academic success and future ready graduates. (Levers 4 and 5).Performance Objective 2: Supplementing and differentiating curriculum and instruction based on the needs of all student groups and programs, the percentage of students meeting or exceeding one year of academic growth

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Objective 3.** "Long Range Board Goal: 1The academic performance of La Vega ISD students will meet state and federal standards.Short-term LVISD Goal: 1LVISD will provide relevant, rigorous, and engaging learning pathways that create academic success and future ready graduates. (Levers 4 and 5).Performance Objective:3 Engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community."

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# LA VEGA ISD

**Goal 2.** (The La Vega ISD Board of Trustees will approve a fiscally sound budget.) 2. The La Vega ISD Board of Trustees will approve a fiscally sound budget.

**Objective 1.** (The La Vega ISD Board of Trustees will approve a fiscally sound budget.) Short-term Objective: 2LVISD will efficiently manage and allocate district resources to maximize student learning. Levers 1, 4 Performance Objective: 1: Through efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state, and federal requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strong School leadership & Planning High Quality Instructional Materials & Assessments (ESF: 1,4)				
2. 2.1.1 Each campus will engage with stakeholders to conduct a comprehensive needs assessment (CNA) and develop a campus improvement plan (CIP) that addresses identified needs toward improving student achievement for all student groups. (ESF: 1,4)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principals	December 2024-January 2025	(F)Title I, Pt A, (L)Local Funds, (L)Staff	Criteria: Survey data DIP CIP
3. 2.1.2 Provide services to students identified as homeless under the McKinney-Vento Homeless Assistance Act in conjunction with community partnerships across the district.. (ESF: 1,4)	Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Principals, Superintendent	April 2025-May 2025	(F)Title I, Pt A, (L)Local Funds, (L)Staff	
4. 2.1.3 Provide required services to private, non-profit schools as required by Every Student Succeeds Act (ESSA). (ESF: 1,4)	Dir of Bil Ed & Spcl Pgrms	April 2025-May 2025	(F)Title I, Pt A, (L)Local Funds, (L)Staff	Criteria: Notification
5. 2.1.4 Executive Director for Federal & State Programs, Assistant Superintendent for Finance and Executive Director of special education will attend training to stay abreast of current federal regulations and best practices in state and federal programs. The director will support the district in the implementation of federal and state requirements. (ESF: 1,4)	Asst Supt for Finance, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed	August 2024-May 2025	(F)Title I, Pt A, (L)Local Funds, (L)Staff	Criteria: Travel Documentation Training Materials / Resources

# LA VEGA ISD

**Goal 2.** (The La Vega ISD Board of Trustees will approve a fiscally sound budget.) 2. The La Vega ISD Board of Trustees will approve a fiscally sound budget.

**Objective 2.** (Long Range Goal: 2 La Vega ISD Board of Trustees will approve a fiscally sound budget.) Short-term Objective: 2LVISD will efficiently manage and allocate district resources to maximize student learning. Levers 1, 4. Performance Objective: 2: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.2.1 Continue to provide technology resources for students and staff based on adopted standards for computers and iPads. Provide technology to enable efficient and effective teaching, learning, and communication between all stakeholders. (ESF: 1,4)	Asst Supt for CIA, Superintendent, Technology Specialists	August 2024-May 2025	(F)Federal Funds, (L)Local Funds	Criteria: ACCEPTABLE USE POLICY TECHNOLOGY TICKET LOG LOG OF REPAIR / RETURN BY CAMPUS
2. 2.2.2 Provide an assessment platform that allows for continuity for assessment, data collection, and data analysis. (ESF: 1,4)	Asst Supt for CIA, Dir of Technology, Superintendent, Technology Specialists	August 2024-May 2025	(L)Local Funds	Criteria: DMAC USAGE LOG

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**Objective 1.** (Long Range Goal: 3 La Vega ISD will attract and retain quality staff.) Short-term Objective: 3LVISD will recruit, select, retain, and develop highly qualified staff by professional growth opportunities. Levers 1, 2, 5. Performance Objective: 1: Increase the capacity of district and campus leadership to facilitate collaboration and implementation of our Strategic Staffing model which will result in a decrease in teacher attrition and increase retention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.1.1 Provide professional development opportunities for district leadership, campus administrators and teachers on instructional leadership, data analysis, standards alignment, pacing curriculum, district initiatives, and development of an action plan to improve instruction and support the needs of students. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Superintendent	August 2024-May 2025	(F)Title II, Pt A, (L)Local Funds	Criteria: Observation feedback video library Guiding coalition minutes / action items / progress
2. 3.1.2 Provide professional development and support to principals of bilingual campuses, bilingual ESL teachers, ESL teachers, and district bilingual staff on content-based language instruction and research-based strategies that support the learning of Emergent Bilinguals (EBs). (ESF: 1,2,5)	Dir of Bil Ed & Spcl Pgrms, Principals	August 2024-May 2025	(F)Title III, Pt A - LEP, (L)Local Funds	
3. 3.1.3 Continue to implement Grow Your Own for paraprofessionals, Principal Fellows, and Strategic Staffing to build the instructional and cultural leadership capacity. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Director of Opportunity Culture, Superintendent	August 2024-May 2025		Criteria: Annual report on Grow Your Own financials. Data from hours and GPA for each GYO candidate Principal fellow GPA and progress report from TTU Monthly log of training / calibration / data meeting agendas for CTMs led by MCLs.
4. 3.1.4 Continue to monitor and coach the implementation of Observation and Feedback coaching cycles, align professional development with MCLs and administrative leadership on each campus. Coaching expectation is a minimum of observation and feedback twice each month. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Director of Opportunity Culture, Principals	August 2024-May 2025	(F)Title III, Pt A - LEP, (L)Staff	
5. 3.1.5 Provide professional development and	Asst Supt for CIA, Director of	August 2024-May	(F)Title III, Pt A - LEP, (L)Staff	Criteria: Teacher in need of

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
targeted support to administrators and teachers at campuses that are not making adequate progress, as indicated by low performing campuses designations on assessing needs, providing support, and monitoring high quality instruction. (Strategic Priorities: 1) (ESF: 1,2,5)	Opportunity Culture, Superintendent	2025		assistance document Student growth report T-TESS calibration by administrator
6. 3.1.6 Provide professional development and support to principals of bilingual campuses, bilingual teachers and parents, and district staff on the tenets of Dual Language to support the learning of Emergent Bilinguals. (Strategic Priorities: 1) (ESF: 1,2,5)	Dir of Bil Ed & Spcl Pgrms, Director of BE	August 2024-May 2025	(F)Title III, Pt A - LEP, (L)Staff	
7. 3.1.7 Provide counselors and nurses with induction and frequent scheduled support. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA	August 2024-May 2025	(L)Staff	Criteria: Counselor monthly activity guide
8. 3.2.1 To improve classroom learning and promote the effective implementation of curriculum, we will continue to provide new-to-the-profession teachers New Teacher Induction professional development. Teacher Residents from EPP partners will also be included in New Teacher induction. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principals			Criteria: CTM planning guide. Mentor / teacher pairing. Quarterly partner meeting minutes and agenda
9. 3.2.2 Partner with ESC Region 12 to provide the following Migrant Program Services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination (Strategic Priorities: 1) (ESF: 1,2,5)	Dir of Bil Ed & Spcl Pgrms	August 2024-May 2025	(F)Title I, Pt C (SSA)	Criteria: Contract between ESC 12 & LVISD Training Roster Slide Deck
10. 3.2.3 Provide ongoing, research-based professional development opportunities for teachers and support staff working with special	Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed	August 2024-May 2025	(F)Title III, Pt A - LEP, (L)SPED Funding	Criteria: Dyslexia training roster 504 pd slide deck and roster.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
populations to include dyslexia, 504, special education, Emergent Bilingual, Gifted and Talented, and At-Risk (Strategic Priorities: 1) (ESF: 1,2,5)				
11. 3.2.4 Provide ongoing training and resources to all counselors and College and Career Readiness Teachers on the components of Personal Graduation Plans (PGP), the technical requirements and timeline for entering the PGP information into Skyward, and CCMR Trackers, and to support staff with guiding students through career exploration. (Strategic Priorities: 1) (ESF: 1,2,5)	Principals, Superintendent	August 2024-May 2025		
12. 3.3.5 Recognize excellence in teaching by selecting elementary and secondary LVISD Teachers of the Year., Teacher Incentive Allotment designations, and Education Foundation awards. (Strategic Priorities: 1) (ESF: 1,2,5)	Superintendent	May 2025	(L)Staff	
13. 3.3.6 Recruit potential teacher applicants by hosting job fairs for potential Teacher Residents from the EPP partners and participating in job fairs in and around the state, providing critical subject stipends, and by increasing the web-based recruiting efforts and virtual interview process to broaden and diversify the applicant pool, particularly in identified shortage areas. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources	Spring 2025		Criteria: Flyers Quarterly Meetings With EPP
14. 3.3.7 Provide professional development opportunities to support classroom teachers that focus on building relationships, increasing engagement, and effective classroom management strategies to include a bully prevention framework and stronger	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms	August 2024-May 2025	(L)Staff	Criteria: Bully Prevention Log IPI Data for Each Campus Obs/Feedback Log by Teacher by Phase Stronger Connection Pd & Logs



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
connections relationship building (Strategic Priorities: 1) (ESF: 1,2,5)				

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**Objective 2.** Long Range Goal: 3La Vega ISD will attract and retain quality staff.Short-term Objective: 3LVISD will recruit, select, retain, and develop highly qualified staff by professional growth opportunities. Levers 1, 2, 5.PERFORMANCE OBJECTIVE: 2: Increase the capacity of teachers to collaborate and implement using the CTM planning cycle which results in decreased teacher attrition and increased retention and student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.2.1 To improve classroom learning and promote the effective implementation of curriculum, we will continue to provide new-to-the-profession teachers New Teacher Induction professional development. Teacher Residents from EPP partners will also be included in New Teacher induction. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principals, Superintendent		(L)Local Funds, (L)Staff	Criteria: CTM planning guide. Mentor / teacher pairing. Quarterly partner meeting minutes and agenda
2. 3.2.2 Partner with ESC Region 12 to provide the following Migrant Program Services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination (Strategic Priorities: 1) (ESF: 1,2,5)	Dir of Bil Ed & Spcl Pgrms	August 2024-May 2025	(F)Title I, Pt C (SSA)	Criteria: Contract between ESC 12 & LVISD Training Roster Slide Deck
3. 3.2.3 Provide ongoing, research-based professional development opportunities for teachers and support staff working with special populations to include dyslexia, 504, special education, Emergent Bilingual, Gifted and Talented, and At-Risk (Strategic Priorities: 1) (ESF: 1,2,5)	Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed	August 2024-May 2025	(F)Title III, Pt A - LEP, (L)SPED Funding	Criteria: Dyslexia training roster 504 pd slide deck and roster.
4. 3.2.4 Provide ongoing training and resources to all counselors and College and Career Readiness Teachers on the components of Personal Graduation Plans (PGP), the technical requirements and timeline for entering the PGP information into Skyward, and CCMR Trackers, and to support staff with guiding students through career exploration. (Strategic Priorities: 1) (ESF: 1,2,5)	Principals, Superintendent	August 2024-May 2025		
5. 3.2.5 Recognize excellence in teaching by selecting elementary and secondary LVISD Teachers of the Year., Teacher Incentive	Superintendent	May 2025	(L)Staff	

# LA VEGA ISD

**Goal 3.** (La Vega ISD will retain and attract quality staff.) 3. La Vega ISD will retain and attract quality staff.

**Objective 2.** Long Range Goal: 3La Vega ISD will attract and retain quality staff.Short-term Objective: 3LVISD will recruit, select, retain, and develop highly qualified staff by professional growth opportunities. Levers 1, 2, 5.PERFORMANCE OBJECTIVE: 2: Increase the capacity of teachers to collaborate and implement using the CTM planning cycle which results in decreased teacher attrition and increased retention and student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Allotment designations, and Education Foundation awards. (Strategic Priorities: 1) (ESF: 1,2,5)				
6. 3.2.6 Recruit potential teacher applicants by hosting job fairs for potential Teacher Residents from the EPP partners and participating in job fairs in and around the state, providing critical subject stipends, and by increasing the web-based recruiting efforts and virtual interview process to broaden and diversify the applicant pool, particularly in identified shortage areas. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources	Spring 2025	(L)Staff	Criteria: Flyers Quarterly Meetings With EPP
7. 3.2.7 Provide professional development opportunities to support classroom teachers that focus on building relationships, increasing engagement, and effective classroom management strategies to include a bully prevention framework and stronger connections relationship building (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Principals, Student Success Team	August 2024-May 2025	(L)Staff	Criteria: Bully Prevention Log IPI Data for Each Campus Obs/Feedback Log by Teacher by Phase Stronger Connection Pd & Logs
8. 3.2.8 Continue to provide ongoing professional development opportunities on technology standards, effective technology strategies, and use of technology to improve productivity and student achievement. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Principals, Technology Specialists	August 2024-May 2025	(L)Staff	Criteria: PD Schedule By Campus Technology Training Framework
9. 3.2.9 Provide targeted professional development sessions by content area and grade level to focus on building teacher capacity, monitoring progress, and the utilization of best practice instructional strategies that align instruction to the depth and rigor of the TEKS (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Principals	August 2024-May 2025	(L)Staff	Criteria: Flagship Summit Pd Offering TEKS Resource System Utilization Report

# LA VEGA ISD

**Goal 3.** (La Vega ISD will retain and attract quality staff.) 3. La Vega ISD will retain and attract quality staff.

**Objective 2.** Long Range Goal: 3La Vega ISD will attract and retain quality staff.Short-term Objective: 3LVISD will recruit, select, retain, and develop highly qualified staff by professional growth opportunities. Levers 1, 2, 5.PERFORMANCE OBJECTIVE: 2: Increase the capacity of teachers to collaborate and implement using the CTM planning cycle which results in decreased teacher attrition and increased retention and student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. 3.2.10 Identified teachers will participate in Reading Academy to improve teacher knowledge of the Science of Teaching reading to K-3rd grade students. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Principals	August 2024-May 2025	(L)Staff	Criteria: Reading Academy Report by Month Module 6 & 8 Performance by External Grader
11. 3.2.11 Provide targeted professional development support during professional development days with a focus on the classroom management and rigor action steps found in Get Better Faster (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Principals	August 2024-May 2025	(L)Staff	Criteria: Obs/Feedback Calendar of Training by Week Tiered Teacher by Campus Coach / Teacher List by Campus
12. 3.2.12 Provide targeted professional development support for elementary math, including: * Train and implement with fidelity the Eureka Math curriculum at grades K-5 * Train and implement with fidelity the Carnegie Math curriculum at grades 6-9 (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Principals	August 2024-May 2025	(L)Staff	Criteria: Campus Launch Roster K-12 Framework Classroom Observations

# LA VEGA ISD

**Goal 3.** (La Vega ISD will retain and attract quality staff.) 3. La Vega ISD will retain and attract quality staff.

**Objective 3.** Performance Objective: 3: Retain and support highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.3.1 Continue to identify teachers with 3 years of strong student growth to serve as multi-classroom leaders and expand the Master Team Reach Teacher classification and role in the strategic staffing model. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Director of Opportunity Culture, Principal, Principals, Superintendent	Spring 2025	(F)Title II, Pt A, (L)Staff	Criteria: Teacher Incentive Allotment Student Growth Data MCL Application / Interview
2. 3.3.2 Clarify the roles and responsibilities of Multi-Classroom Leaders and their accountability for coaching and leadership of Collaborative Team Meetings (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources, Director of Opportunity Culture	August 2024-May 2025	(L)Staff	Criteria: Job Descriptions Evaluation Observations / Feedback from Director and Principals
3. 3.3.3 Analyze data by teacher, their classroom management and rigorous delivery and engaging instruction to determine and match coaches to improve teacher performance. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Director of Opportunity Culture, Principals	August 2024-May 2025	(L)Staff	Criteria: Obs / Feedback Phase Level Compared to Student Growth Ipi Data Compared to Phase Level by Teacher
4. 3.3.4 Highlight and celebrate high performing teachers. Provide a video library to share as Name It, See It models in the coaching cycle. (Strategic Priorities: 1) (ESF: 1,2,5)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of Opportunity Culture, Principals	Spring 2025	(L)Staff	Criteria: Obs/Feedback Video Link Google File by Phase Coaching Logs

# LA VEGA ISD

**Goal 4.** (La Vega ISD will provide adequate facilities that enhance teaching and learning.) 4. La Vega ISD will provide adequate facilities that enhance teaching and learning.

**Objective 1.** (La Vega ISD will provide adequate facilities that enhance teaching and learning.) LVISD will create and sustain safe and supportive learning environments. ESF Levers 1, 3 Performance Objective 1: Provide professional development opportunities at the district level for students, LVISD staff, parents, and community members to learn more about Stronger Connections principles including physical, behavioral, and mental health engagement and connectedness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.1.1 Provide education and awareness training to all employees. Provide education and awareness training to students through the comprehensive school counseling program. Provide parents access to information and awareness training. (ESF: 1,3)	Dir of Bil Ed & Spcl Pgrms	August 2024-May 2025	(L)Staff	
2. 4.1.2 Continue to implement a social emotional learning curriculum that includes character traits and an enrichment curriculum for mental health wellness. Continue to support collaboration between counselors and teachers through best practices during counselor CTM meetings, guidance curriculum, and campus visits. (ESF: 1,3)	Dir of Bil Ed & Spcl Pgrms, Principals	August 2024-May 2025	(F)Title IV	
3. 4.1.3 Continue to implement a suicide prevention curriculum, across all grade levels and provide training for staff on signs of suicide and steps to follow in the event of threats. (ESF: 1,3)	Asst Supt for CIA, Counselors	October 2025	(L)Local Funds	
4. 4.1.4 Provide Emergency Operations Training to all district employees, including substitute teachers and continue to conduct Raptor Trainings, and Intruder Drills. (ESF: 1,3,5)	LV Police Dept, Superintendent, Technology Specialists	August 2024	(L)Local Funds	
5. 4.1.5 Continue to provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse and neglect) awareness. TEC 38.0041(c) (ESF: 1,3)	Asst Supt for Human Resources, LV Police Dept	August 2024	(L)Local Funds	
6. 4.1.6 Continue to provide information in district handbooks and trainings to counselors, district staff, parents, and the community on mental health awareness, trauma informed care, Safe Place Designation, sex trafficking,	Asst Supt for CIA, Asst Supt for Human Resources, LV Police Dept	August 2024-May 2025	(L)Local Funds	Criteria: Student Code of Conduct Student Handbook

# LA VEGA ISD

**Goal 4.** (La Vega ISD will provide adequate facilities that enhance teaching and learning.) 4. La Vega ISD will provide adequate facilities that enhance teaching and learning.

**Objective 1.** (La Vega ISD will provide adequate facilities that enhance teaching and learning.) LVISD will create and sustain safe and supportive learning environments. ESF Levers 1, 3 Performance Objective 1: Provide professional development opportunities at the district level for students, LVISD staff, parents, and community members to learn more about Stronger Connections principles including physical, behavioral, and mental health engagement and connectedness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
sexual abuse, and maltreatment of children awareness, utilizing Educational Code Resources found under Section 38.004. (ESF: 1,3)				
7. 4.1.7 The district will continue to implement safety initiatives and procedures such as. -TEA Bleeding Control Stations -Multi-hazard emergency operations plan for use in district facilities (SB 11). -Threat Assessment Team and provide training to principals and assistant principals on identifying and assessing potential threats (SB 11). -Facility hardening and safety upgrades -The Commissioner's Rules to Enhance School Safety. (ESF: 1,3)	Asst Supt for Human Resources, LV Police Dept	August 2024-May 2025	(L)Local Funds	Criteria: Training Log
8. 4.1.8 Provide behavioral and mental health support to students through T-CHATT, Goodwill, Klaris, LEAD, and other community resources. (ESF: 1,3)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms	August 2024-May 2025	(F)Title IV	Criteria: Training Log

# LA VEGA ISD

**Goal 4.** (La Vega ISD will provide adequate facilities that enhance teaching and learning.) 4. La Vega ISD will provide adequate facilities that enhance teaching and learning.

**Objective 2.** (Long Range Board Goal: 4 La Vega ISD will provide safe, secure, and adequate facilities that enhance) Short-term LVISD Goal: 4LVISD will create and sustain safe and supportive learning environments. (Lever 1 and 3). Performance Objective: 2 Meet the social and emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.2.1 Provide Crisis Prevention Institute (CPI) classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis. (ESF: 1,3)	Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Public Info Officer	August 2024-May 2025	(L)Local Funds	
2. 4.2.2 Provide the required review of the Student Code of Conduct for all secondary students. “Yondr pouches” presentation to be presented to groups by the end of the third week of school. (ESF: 1,3)	Asst Supt for CIA, Dir of Bil Ed & Spcl Pgrms, Parent Engagement Team, Student Success Team, Superintendent	August 2024-May 2025	(L)Local Funds	
3. 4.2.3 Continue to provide a Disciplinary Alternative Education Program at Elementary, Middle and High School levels that addresses the academic, behavioral, and social, emotional, and mental health needs of at-risk students. (ESF: 1,3)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of BE, Principals, Student Success Team, Superintendent	August 2024-May 2025	(L)Local Funds	Criteria: Discipline Logs Return To Campus Plan of Action
4. 4.2.4 Continue to implement a district-wide approach to classroom management using a restorative model of discipline, Reset Rooms, and fidelity of record keeping that includes providing training and resources to ensure alignment and fidelity of implementation across the district. (ESF: 1,3)	Asst Supt for CIA, Asst Supt for Human Resources, Dir of Bil Ed & Spcl Pgrms, Dir of Special Ed, Director of BE, Parent Engagement Team, Principals, Student Success Team, Superintendent	August 2024-May 2026	(L)Local Funds	Criteria: Behavior Logs Referral Logs Restorative Training Logs
5. 4.2.5 Continue to provide a Credit Recovery Program at High School that addresses students at risk of dropping out due to academic, behavioral, emotional, and social needs. (ESF: 1,3)	Asst Supt for CIA, HS Counselors, HS Principal	August 2024-May 2026	(L)Local Funds	Criteria: Behavior Logs Referral Logs Restorative Training Logs



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 safe, secure, and adequate facilities that enhance teaching and learning.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

Staff:

As an Interventionist, I use a scripted reading program that targets areas that struggling students are missing. (phonological awareness, phonics, fluency, and comprehension). This program is used with small groups of students (<5) who have not made adequate progress in the classroom..... The "curriculum" we use is a mixture of items we pull from many different curriculums and put together to cover our assigned teks. We try to stick to one main curriculum, but we use others too. The strengths are the notes and vocabulary are presented in a way our students seem to grasp. After use of that vocab during the lesson and practice, the students do have knowledge of the words..... Mentoring Minds and i-Ready have a clear alignment of the TEKS. Use with the TEKS Resource System along with DMAC allows for systematic lessons and testing for understanding.

Students:

.I like my school because my teacher is nice to me.....How spell I love school is school is cool School is nice Spell it better at school. I feel good at school school is cute, gummy bear breast.....TeachHer.....School is cute.  
.....I like music.....I like about the school about my teacher, teach me reading.....I .....the teachers the art class the library and recess.....pe and music and art and uil reading and socialstudies.....pe.....my teacher .....it is fun it is cool it quiet some times i mostly like recesses and i my teacher .....ilokandmafandaoort.....i like the playground,i like music and art,i like about my friend being nice and i like about my teacher being nice to me

### Student Achievement Weaknesses

Staff:

I think making sure teachers are aware of the vertical alignment. Not just from the previous year to now, but even looking at the future. Also not promoting kids that are not ready to go to the next grade level. Teacher collaboration would help because ONE teacher can not be the only one planning, it takes a team to be successful, and if people are not willing or open or even get the opportunity to give suggestions then that ends up hurting the students because all classes are different..... Technical subject matter expert does not work if the student is not shown the relevance of the subject matter given. Supporting material mastery is very much needed. Basic math, Sentence structure, Computer skills, Proper E mail techniques. All of that makes for a difficult teach and or lesson experience

Students:

.Go outside when it is too cold.....Not so loud.....It's ok.....I don't know.....play ground.....The playground.....How do you spell whole group?.....The playground

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

.....Testing.....pets in the classroom.....I wish we can have more computers. ....I want a soccer field.....nothing.....Play more with my friends .....A unicorn.....Less recess.....I wish we had to work more and read more.....I Love about this school I get. To. Who'gret Buddy.....You switch to class.....The floor are clean .....Laser tag? ??.....Eat in our room.....I wish there was a jungle gym :). ....Everyone will stop ta.....The food.....Oh, the pellagra Winslow big O.....Food .....Food.....They gave us candy everybody Friday.....They gave us bigger, playgrounds, and with monkey bars, and with and with football, and with giant Beachball and treadmills and chips every day and milk, and Fritos that everybody wanted the kids and the principal.....Nothing.....My teacher stop putting me in iss.....I want it to have monkeybars.

## Student Achievement Needs

Staff:

The math department needs training on how to teach our students to answer the new staar questions adequately in order to score the most points on their staar test this year.....We also need training on how to use and who is going to use the new Zearn curriculum we received..... It would be nice to be able to utilize the professional development strategies instead of going back to the old strategies and not being allowed to utilize the new strategies or other strategies that might help our kids. Team building pd's would be good to help build morale and they would give us the opportunity to collaborate as a team..... Learning how to organize data effectively and how to read it. AVID/AVID language .....Communicating and collaborating with other teachers. ....Differentiation.....N/A.....how to read data and use it to drive instruction..... We need a professional Development go to person.

Students:

More trust in us.....I wish the food was different at lunch.....Better time management.....Backpacks, metal detectors, pouches.....1. the food 2. the teachers 3. the colors 4.the dumb phone rule 5. the dress code6. the 10, 10 rule 7. the school period.....where we can be on our phones.....the pouches they suck.....that the school was a little bigger.....phones and no metal detectors.....phone pouches.....nothing.....no yondr pouches.....no phone pouches :( i have to talk to my family during school, remind won't help with that. i've missed important texts and calls from both my family and my job because of the pouches .....n/a.....i wish you would stop asking us for feedback and completely ignoring everything we say

## School Culture and Climate

# Comprehensive Needs Assessment

## School Culture and Climate Strengths

### Staff:

We will get surprises from the Education Foundation that are really nice. We also get a really nice Christmas bonus at mid year. Our principal also puts out a Monday Memo with "shout outs" for different staff members..... 1.The superintendent of the district personally bringing birthday cards to the staff. 2. The district giving Christmas bonus. 3. The principal giving surprise treats like providing lunch for the staff. Giving the teachers gift cards to show appreciation..... Administrators are very pleasant. They can be serious, but they remain respectful.....added vacations, lenient absence policy, bonuses.....We are offered some incentives, but mostly for those who work in certain areas and meet criteria.

### Students:

Modoc Media, AV production.....I like the way the teachers are, the ways they use to teach us how to learn every day.....I like that the teachers are friendly.....Everything.....the sports.....the days we don't do much.....the college classes they offer.....sports.....right next to wingstop.....nothing .....nothing.....not much..... latinass.....i like lunch

### Parents:

Good communication .....I'm not sure.....1. Make school fun 2. Feels very secured .....Good leadership  
Dedicated teachers..... They help the student with the language. I am very happy with the progress my son has made with the English language.....Great school, teachers have been great for my child.....Showing all kids the same treatment. Very welcoming.....La seguridad .....Hands on, and always doing something for the students. .... Positive teachers. Great communication..... Positive teachers. Great communication..... College ready stuff.....Sports. Mcc/TSTC privileges.....Most teachers communicate well.....I think this school focus on sports more than anything.....

## School Culture and Climate Weaknesses

### Staff:

No real worries. Even if a conversation is needed, it is always constructive. ....N/A.....a disconnect from what we do to the results of what we do.....People not doing their jobs, lack of consistent standards,.....I feel ashamed for when I need to take a personal day.....Teachers are not taking the opportunity to seek chances for growth.....Just being on the same page as far as student behavior.....\*Negative attitudes among staff members\*Staff members really don't know each other other than the ones on their team.....Communication, sense of belonging, etc. ....Small planning time, small salaries, excessive work, and frequent changes. ....allow the teams time to work and plan together more often. ....n/a.....I feel a disconnect from my grade level. We do not have time to work together and be on the same page

### Students:

More movement .....20 minutes of recess.....Kona ice.....Field trips.....Calmer environment .....the food cause some of it i dont like.....Recess for 20 minutes.....I wish the class will listen.....I wish my friend will always be here.....Idk.....I like on the ice.....Nice cool I like all of my teacher teacher is nice. She is a good teacher. She teach me stuff. She is a good teacher good teacher, good Teacher is a good teacher.....School is cool and cute cause I like school with gummy bears.....Longercess.....Long recess.....Extra recess.....I .....the library the playgrounds the books.....to not have pe .....theatiwhatihatstitchoolleme.....the wokers the food the bathrooms the hallways .....school luch.....nothing.....nothing.....i wish there was more teaher and more grades and more students at this school

### Parents:

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

They need to enforce the school rules at dismissal time, since there are many parents who park at the exit of the school, from side to side of the road, endangering the students since many cars pass by them. others in that area and there is not good visibility to be able to get inside the parking lots..... Needs more security. Need to supervise other students so others are not bullied.....Would like more security .....Lack of supervision for drop off in the morning.....Monitor bullying and teacher's need to do a better job at communicating .....Stop bullying and allowing teachers to lie on students .....Transparency .....Home work .....Actually involving parents in school decisions not just coming up with your own set of rules and having the parents and students feel as is if it's my way or Highway option for everyone that lives in the district.....Oooo.....Na.....The bullying needs to be handled, children do not respect each other.....None.....None that I can think of .....Speak to the cafeteria staff on being more nice to students.

## School Culture and Climate Needs

Staff:

lacking on my campus. Many of my colleagues see students as "yours and mine" instead of "ours".....N/A.....Some people feel micromanaged or targeted at times.....Inconsistency and lack of follow-through.....We have PLC's once a week during conference, and they usually take the whole conference time.....lack of accountability for students who only detract from other's education.....Testing is stressful.....Teacher attitudes, no cohesiveness among teachers, lack of student support from teachers, lack of relationships being built between teachers and students, lack of teacher understanding of student home lives.....Please look at Number 6.....No structured equality of how each individual is treated. Some are pets and some are treated as if they are dirt and should leave, quit, or retire.

Students:

Suicide awareness videos are not the only thing this school needs. Offering advice to students, providing them with different hotlines they can contact, and showing that you care and that you have an understanding of them is what this school needs. Seeing a lot of my peers struggle is difficult for me, and I am doing my best to assist, but I want to see the school as a whole contribute. Staff members need a better understanding of how to deal with certain students' needs, especially those with autism, ADHD, dyslexia, etc. Recognizing and meeting their needs is essential. I myself have a 504 plan, but not everyone has acknowledged it, despite it being supposed to be recognized by all staff. As a school, we need to do better. This is something I hope the school takes into consideration. There are a number of issues that I would like to discuss with the board, but this is my primary concern..... The food, for it to have more flavor. ?.....to stop bulling and peopel.....no iss.....that i didnt have this pouch .....noting.....How understanding teachers are about late work if ive been out

Parents:

was given 2 days notice of my child's music program at the elementary, these events should be scheduled and inform parents at least a couple weeks in advance. There should also be consideration to add awards for academic success during your six week's "school family meetings"..... More security with public events and having teachers communicate more with parents. I don't like hearing things last minute but totally understand if it happens last minute. Have teachers take more pictures of students. During dress up days my daughter was hardly in any pictures..... Sometimes it is very hard to get through when calling the office. Difficult to talk to teacher other than school status and when teacher is out hard to talk to the adult that is in charge for the day. .... some of the rules like phone pouches because you can make a rule like if you

# Comprehensive Needs Assessment

## School Culture and Climate Needs (Continued)

get your phone taken up 5 times then they use the pouch..... Better communication parents from the teachers..... Supervision of student to student contact. Bullying is a problem. I believe if the teachers and well as staff actually supervised the students this would not happen.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Staff:

I am not to sure what strategies they have. ....The week before winter break, the administration gifted us small Christmas presents. ....Promote health and wellnessShow appreciation.....Build relationships with each other.....Increased time to plan.....Team Building.....Suggestion box.....MR. Villa and our Administrator genuinely care for our students and providing a work environment that facilitates learning. The treats in our boxes and snacks/meals for us on work days are much appreciated.....The 100's chart SMART.....Incentives for perfect attendance, 6-weeks treats, holiday bonuses, and hand delivered birthday cards from the superintendent..... The strategy at first is simple and obvious. The act of weekly assignments as Hall monitors maintains an orderly hall so that students do not wander into areas that might cause questions to what they may be doing in areas that are not supervised. But having a Teacher / Administrator seen allows conversation.

Allows for fun interaction

### Staff Quality, Recruitment and Retention Weaknesses

Staff:

off campus leadership trainings, admin actually listening to us when we are asking for new curriculum or new training to help our department learn how to or have the material needed to better equip our students for the new Staar questions starting this year..... We have Pirate Pride acknowledgements for the students. It would be nice if there could be some that could be for adults as well. The kids, teachers and admin could all be involved. Something not pushed, competitive or even published.

### Staff Quality, Recruitment and Retention Needs

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs (Continued)

Staff:

I feel a disconnect from my grade level. We do not have time to work together and be on the same page.....there are some people on the team who do not have a good attitude and it brings others down.....i think morale is much better than in recent years.....Always adding on additional expectations without time to accommodate for the added work, no time to allow for teams to get together as a whole group and interact with each other .....Not sure.....Not holding everyone accountable for their negative attitude and actions. Not giving adequate time for teachers to collaborate with each other

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Staff:

The program teaches the five components of reading at a slower pace to students who have struggled/are struggling with reading and are at least one year behind grade level. The information is presented in the same, routine way in each lesson and previously taught information is also included/reviewed in the newer lessons. If students did not master a skill, they will have a chance to see it again in upcoming lessons..... Our academic strengths are that we do test and pay attention to our testing data. We reteach according to that data and the retest in a different manner to try to capture the ones we missed in the first round of testing. We are constantly spiraling back to keep older information on the minds of our students. Repetition is a strength..... MCL (ELAR) led PD is provided during weekly collaborative team meetings, follow up classroom observation feedbacks are conducted by the ELAR MCL after every instructional PD, model teaches are conducted by the ELAR MCL on writing and reading instruction

Students:

In my classes, most of the Sme is spent using computers 76.99%

### Curriculum, Instruction and Assessment Weaknesses

Staff:

The need to be held accountable for homework and for their grades. We always give them chance after chance after chance to fix their grades. All they learn is that they will get another chance to pass. They never worry until the day of the end of the 6 weeks..... Updated curriculum and resources, teachers being taught how to effectively analyze data and use that information to reteach standards, teachers having time to dig deeper into the standards and content so that they know what they are teaching. Making sure teachers know how to teach to the rigor in which students are successful

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

Students:

The work I do at this school makes me think 75.77%

## Curriculum, Instruction and Assessment Needs

Staff:

Hold students accountable! Many students know that they can do nothing and still pass. The teachers have no leverage to enforce learning if there is a lack of will on the student's part. Many students do not understand the value of an education. These students cause disruptions in the classroom for the students that do want to learn. There needs to be a place for those students. Students need to have a consequence that effects them if they don't do their part. A teacher can not force a student to learn if they don't want to, no matter the relationship between the two.... Our most recent STAAR 2023 data shows that our African-American and white students at LVIS are the lowest performing academic population. Data shows that our Hispanic students are the highest scoring. This data also matches the DMAC data that teachers analyze from our unit assessments (released STAAR exams). Teachers must use assessment data to drive classroom instruction by utilizing the rigorous lessons/instruction provided during campus PD, as well as, using the campus resources (Think Up) that provide STAAR-level rigor

Students:

I can use what I learn in school in real life 74.27%

## Family and Community Involvement

### Family and Community Involvement Strengths

Parents:

Hands on, and always doing something for the students. .... Positive teachers. Great communication..... Positive teachers. Great communication..... College ready stuff.....Sports. Mcc/TSTC privileges.....Most teachers communicate well.....I think this school focus on sports more than anything..... I like that they take great care of the safety of the students ....Leadership ....Good of teach .... I like that they have surveillance all the time ....Security. ....This school has provided support and great teaching skills ....ECHS is a great strength for those whom were accepted into the program and whom also take pride in the program.....ECHS is a great strength for those whom where accepted into the program and whom also take pride in the program.



# Comprehensive Needs Assessment

## Family and Community Involvement Weaknesses

Parents:

What needs to be improved?

They need to enforce the school rules at dismissal time, since there are many parents who park at the exit of the school, from side to side of the road, endangering the students since many cars pass by them. others in that area and there is not good visibility to be able to get inside the parking lots..... Needs more security. Need to supervise other students so others are not bullied.....Would like more security .....Lack of supervision for drop off in the morning.....Monitor bullying and teacher's need to do a better job at communicating .....Stop bullying and allowing teachers to lie on students .....Transparency .....Home work .....Actually involving parents in school decisions not just coming up with your own set of rules and having the parents and students feel as is if it's my way or Highway option for everyone that lives in the district.....Oooo.....Na.....The bullying needs to be handled, children do not respect each other.....None.....None that I can think of .....Speak to the cafeteria staff on being more nice to students. ....Parents to visit and communicate more with teachers.....Teachers need to communicate better with parents. ....I have no complaints at the moment

## Family and Community Involvement Needs

Parents:

There is a lot of material that certain subjects try to cram into a short period of time some of the things seem like they should've been taught in jr high or middle school that unfortunately doesn't seem to stick or took to long to reintroduce and I feel like students including my own may have a hard time grasping this info and using it to move forward with different materials..... Ooo.....Sending progress reports home would be nice.....Na .....None .....N/A.....Written instructions should be sent home with homework in order to know how the teacher wants the work to be completed.....I would like to know objectives for the week to reimplement at home. Test reviews so that my child can learn and adapt to study habits. ....Help with his homework at school . Due to working a different shift .....Time limits on phone .....When child is being bullied how to handle situations ..... If it were possible for each teacher to notify us what they will be teaching so we can help our children at home.

## School Context and Organization

### School Context and Organization Strengths

Staff:

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

My administrators were prepared at the beginning of this school year 89.21% Agree  
My administrators have communicated a clear vision and mission for this campus 89.29% Agree

Students:  
My teacher(s) give me individual attention when I need it 83.29

## School Context and Organization Weaknesses

Staff:  
I have a voice about the shared decisions being made 70.50%  
Campus procedures are in place and enforced 77.70%

Student:  
My teacher(s) give me individual attention when I need it 16.71%

## School Context and Organization Needs

Staff:  
My subject is an interest based subject, Most students are not really interested in this technical study.....small group instruction time .....Students have to CHOOSE to learn at some point. That's why I selected I cannot make a student learn. However, I can do things to motivate them to want to learn...creating good relationships is the best method I know.....There is not enough time to reteach.....I would reteach but there is no time

# Technology

## Technology Strengths

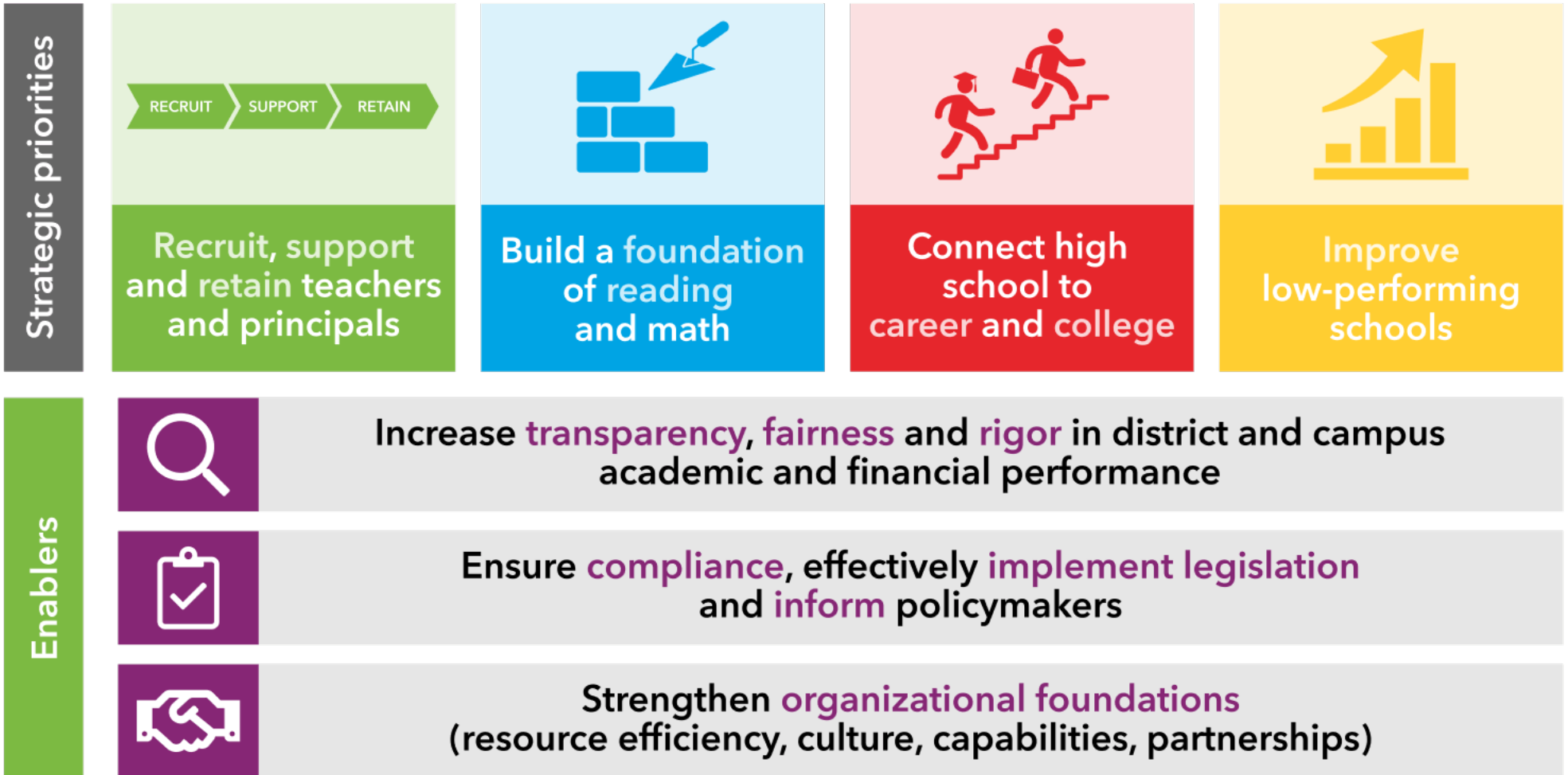
Staff:  
I know how to utilize technology to support curriculum, instruction, and assessment 95.59% agree

# Comprehensive Needs Assessment

## Technology Weaknesses

Staff:  
I receive support when there is a problem with my technology 94.93% Agree

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*