

# La Vega High School Campus Improvement Plan 2018-19

**Executive Summary:** La Vega High School is a suburban School on the outskirts of Waco. The ethnic breakdown is as follows: 49.94% Hispanic, 32.83% African American, 14.68% Anglo, Other 2.54%, 15.26% LEP and 85.55% economically disadvantaged

<b>Data Sources Reviewed:</b> TEA reports Discipline data Teacher, Parent, and Student Survey Comprehensive Needs Assessment conducted by the staff Accountability Assessment Results DMAC LVHS Safety & Security Audit			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	US History trend in all groups increased Supplemental programs for Biology Expansion of ECHS  The number of students participating in the CTE program continues to be above the state average.  The number of minority faculty and staff has increased over the last 4 years  Increased enrollment	LEP students comprise more than 13% of the total School population.  The number of African American SPED students is disproportionate to the campus enrollment.  The number of overage students entering high School continues to exceed the state average at 25%.  The total number of students counted as Economically-disadvantaged  The mobility rate continues to increase	Continued intervention programs in all subject areas.  Provide a full time SPED teacher for the inclusion students in science and social studies to assist in meeting the needs of our SPED students. (2 FTE SPED)  Provide support for at risk students through interventions during the School day in all subject areas 4 FTE.

<b>Student Achievement</b>	<p>ECHS success in Biology  U.S. History EOC  Increase in TSI taken  AVID student participation  Dual Credit Enrollment  Increase College Scholarship</p>	<p>ELAR overall passing 1<sup>st</sup> time  Math overall 1<sup>st</sup> time passing  Student attendance decrease  Low staff attendance  Intervention for retesters  Dropout rate  # of students graduating on minimum plan  No distinctions on EOC  # of students @ advanced areas</p>	<p>Math Instruction – 1<sup>st</sup> time teach  ELAR Instruction – 1<sup>st</sup> time teach  Staff attendance  Student attendance  Tier 2/3 Intervention  Increase performance of special pops in ELAR, Math  Dropout rate  Increase distinctions earned on EOC  Increase students scoring advanced measures  Increase students graduating distinguished</p>
<b>School Culture and Climate</b>	<p>Higher level of accountability for students and staff  Increase in attendance of students and staff  Fully staffed increases moral and stress  More established push for UIL performance academically  Students and staff feel safe at school</p>	<p>Continued follow through of accountability  Continued incentives for attendance  Truancy cases followed through  Plan for addressing cell phone use</p>	<p>Continued use of Saturday sessions for students  Positive role models for students  Continued positive perception of La Vega schools</p>
<b>Staff Quality/ Professional Development</b>	<p>PLC meetings  Mentor program  New Teacher Academy  All staff Highly Qualified  Fully staffed  Data meetings  ESL certifications</p>	<p>Increase in number of teachers in core areas  Retention of staff  More availability of subs  More district directed PD</p>	<p>Increase numbers of core teachers/reduction of core class sizes  More PD that is content specific</p>
<b>Curriculum, Instruction, Assessment</b>	<p>Saturday Sessions/ after school tutorials  WICOR Strategies from AVID  Common Planning Time  District-wide AVID Implementation  Teachers  Parent Portal  Data meeting  Common assessments  Lesson plans</p>	<p>Vertical alignment / Cross Campus  Honors criteria  Campus Grading Policy  Technology for all students  Inclusion teachers in classrooms  Lack of Tier 2 interventions campus wide  School-wide Binder system for AVID  Instructional specialists  Class sizes</p>	<p>Intervention &amp; Inclusion Teachers  Reduce Class Size  Effective &amp; Meaningful high yield strategies &amp; management  Vertical Alignment</p>
<b>Family and</b>	<p>The use of School Messenger being</p>	<p>Add testing dates to the webpage</p>	<p>Increased opportunities for parents to assist in</p>

<b>Community Involvement</b>	<p>done bilingually and outdoor electronic marquee has improved communication with parents to alert them to activities and issues which impact their children.</p> <p>Hiring of more bilingual staff</p>	<p>Increased participation in parent support groups beyond athletics and band programs to include academics as well as campus culture and climate issues.</p> <p>Individual parent participation and support in remediation opportunities needed by their son/daughter.</p> <p>More parents involved in ARD, LPAC and SIT meetings which define services available to assist students in need.</p>	<p>school activities, meetings</p> <p>Continued use of call-outs in multi-language</p> <p>Different methods to contact parents: text and email blast</p>
<b>School Context and Organization</b>	<p>Students believe teachers care and are knowledgeable</p> <p>Highly qualified staff</p> <p>Parent Portal</p> <p>Breakfast and lunch provided for all students</p> <p>Senior Graduation Plans</p>	<p>4 Minute passing period</p> <p>English, Math, Science teachers</p> <p>Core classes prior to 7<sup>th</sup>/8<sup>th</sup></p> <p>Improve staff attendance – attendance incentives</p> <p>Parental involvement</p> <p>Master schedule</p> <p>Attendance committee</p>	<p>Hire sufficient number of teachers (especially core) with support</p> <p>Staff Attendance incentives</p> <p>Parental Involvement opportunities</p> <p>Prioritize core classes to earlier periods (conferences 7<sup>th</sup> &amp; 8<sup>th</sup>)</p> <p>Master schedule completed before the end of school year</p>
<b>Technology</b>	<p>Increase technology access</p>	<p>More technology for students</p>	<p>Improve training for staff on technology integration including in class support.</p> <p>Develop a maintenance and replacement plan for all technology resources.</p> <p>Continued support of technology use in classrooms</p> <p>Standardization of applications used campus wide</p>

# Campus Improvement Plan

**2018-2019**

***District Goal(s):***

1. By 2018-2019, La Vega ISD will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

***In the 2018-19 School year, LVHS will:***

1. Meet or exceed the state standard for all students and all student groups on all student assessments.
2. Meet or exceed 95% student attendance rate for all students and all student groups. All students and all student groups will meet or exceed a completion rate as set by the state.
3. 100% of the instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
4. Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.
5. Meet the federal requirements for safe School under Title IX for maintaining a safe and orderly environment.
6. Achieve an overall rating of three or higher in all four domains measured on the STAR (technology) chart.
7. Meet or exceed the state performance standards for the percent of students graduating under the recommended/distinguished plans.
8. Increase family and community involvement in School Strategies/Activities by 5%.

## La Vega High School Campus Improvement Plan for 2018-2019

<b>Long Range Goal:</b>	By 2018-19, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
<b>goal 1a:</b>	Meet or exceed the state performance standard for all students and all student groups-ELAR

	<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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
1a.1	Assign 9 <sup>th</sup> grade students who are below grade level in reading and writing, science, math, and social studies to the intervention program.  EOC prep classes will be required for all 10-11 graders who did not pass.  Administer a common ELAR assessment for reading and writing.  Provide daily opportunities for students to writing.  Continue to offer before and after School tutorials and Saturday and summer Academies.  Continue to offer supplemental supplies to support LEP students.  Provide a continuum of services for our special education students including instruction, intervention, field trips, and real world experiences.  Sustain the TLI grant instructional initiatives, including SIOP and AVID	Gibson, Gravitt, Acosta	3 FTE (\$60000 SCE)	August 2018	CBA reports every six weeks	TAPR Reports 2018/19
1a.2		Gibson, Gravitt, Acosta	1 FTE (\$60000 SCE)	8/18-6/19	Benchmark tests each 3/6 weeks or by unit summary	AYP Reports 2018/19
1a.3		Gibson	TEKS RESOURCE SYSTEM	Oct.2018-April 2019	Six week assessments	
1a.4		Gibson, ELAR Dept.	STAAR rubric	August 2018-June 2019	Classroom observations Lesson plans	
1a.5		Gibson, Hungate	\$6320 Title 3, Part A		Attendance rosters Students passing rates	
1a.6		ESL teacher		Summer 2019		
1a.7		Gibson, SpEd Dept.	5 FTE(SPED)	Ongoing	Master schedule	
1a.8		LVHS Admin, ELAR Dept,		Aug. 2018 June 2019	Program documentation	

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<b>Goal 1b:</b>	Meet or exceed the state performance standard for all students and all student groups: <b>Math</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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
1b.1	Administer a common assessment.	Gibson, Math Dept	TEKS RESOURCE SYSTEM, DMAC,	End of each grading period	Benchmark Tests each 6 weeks	TAPR Reports 2018/19 AYP Reports 2018/19
1b.2	Implement TEKS RESOURCE SYSTEM with fidelity.	Gibson, Math Dept.	ESC 12			
1b.3	Continue to offer before and after School tutorials and Saturday and summer Academies.	Gibson, Hungate		Sept. 2018-July 2019	Grade reports	
1b.4	Provide writing professional development every six weeks with Literacy Coach	Gibson	Teach Like a Champion, Fundamental 5, Get Better Faster	August 2018-June 2019	Workshop evaluations and sign in sheets	
1b.5	Provide acceleration class for students who fail to meet the passing standard on EOC Alg 1	Gibson	1 FTE (\$50000 SCE) 1 FTE (\$50000 HSA)	Summer 2019	Pull-out schedules; progress monitoring	
1b.6	Continue to offer a continuum of services for SPED students including instruction, intervention, field trips, and real world experiences.	Gibson SpEd Dept,	1.75 FTE (\$50000 SPED)	Ongoing	Master schedule	

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<b>Goal 1c:</b>	Meet or exceed the state performance standard for all students and all student groups: <b>Science</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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
1c.1	Administer a common assessment.	Gibson, Science Dept.	.			TAPR Reports 2018/19 AYP Reports 2018/19
1c.2	Implement TEKS RESOURCE SYSTEM with fidelity.	Gibson	TEKS RESOURCE SYSTEM, DMAC	8/18– 06/19	Benchmark tests each 6 weeks	
1c.3	Continue to offer before and after School tutorials and Saturday & summer Academies.	Gibson, Hungate		9/18-7/19	Attendance rosters, grade reports	
1c.4	Provide monthly writing professional development with the Literacy Coach	Gibson	Teach Like a Champion, Fundamental 5, TLI	August 2018	Session evaluations, sign in sheets	
1c.5	Provide a continuum of services for our special education students including instruction, intervention, field trips, and real world experiences.	Gibson, SPED Dept.		Ongoing	Master schedule	
1c.6	Provide acceleration class for students who fail to meet the EOC passing standard in Bio	Gibson, Gravitt, Acosta	1 FTE (\$50000SCE)	Aug 2018-June 2019	Master schedule	

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<b>Goal 1d:</b>	Meet or exceed the state performance standards for all students and all student groups: <b>Social Studies</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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
1.1	Administer a common assessment.	Gibson SS Dept.		Aug. 2018-June 2019	Classroom observations	TAPR Reports 2018/19 AYP Reports 2018/19
1d.2	Implement TEKS RESOURCE SYSTEM with fidelity.	Gibson	TEKS RESOURCE SYSTEM, DMAC	Aug. 2018-June 2019	Benchmark Tests each 6 weeks	
1d.3	Continue to offer Saturday & summer Academies.	Gibson, Hungate				
1d.4						
1d.5	Provide acceleration class for students who fail to meet the EOC passing standard in U.S. History	Gibson, Gravitt, Acosta		Ongoing	Master schedule	
1d.6	Provide a continuum of services for our special education students including instruction, intervention, field trips, and real world experiences.	Gibson	1 FTE(\$50,000 SPED)		Master schedule	
1d.7	Provide monthly writing professional development	Gibson,	Teach Like a Champion, Fundamental 5, TLI		Session evaluations, sign in sheets	





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<b>Goal 2b:</b>	All students and all student groups will meet or exceed a <b>completion rate of 85%</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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
2b.1	Continue to provide a mentor teacher for incoming overage freshmen.	Klander Johnson	2 FTE SCE (\$100,000)	August 2018- June 2019	Reports each grading period	TAPR 2018/19 AYP 2018/19 PBMAS 2018/19
2b.2	Continue to offer credit recovery year round.	Klander Gibson Counselors	Edgenuity software (\$33,000) 1 FTE (\$20000 SCE)	August 2018- June 2019	Progress reports Credits earned	
2b.3	Continue to offer guidance services for at risk students through the student liaison. <ul style="list-style-type: none"> <li>• DAEP</li> <li>• JJAEP &amp; JDC</li> <li>• Teen parents</li> </ul>	Counselors Glynn Baggett	.20 FTE Student Services Liaison	August 2018- June 2019	TXEIS lever report	
2b.4	Continue to provide support to homeless students.	Mr. Glenn and Ms. Baggett	Title 1 A \$500.00	August 2018 June 2019	Progress Reports each grading period, attendance records	TAPR 2018/19 AYP 2018/19 PBMAS 2018/19

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<b>Goal 3:</b>	100% of the instructional staff will obtain 15 hours of 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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
3.1	Evaluate and enhance the teacher recruitment and mentoring program.	Klander Gooden Johnson	ESC Reg. 12	June 2019	New teacher survey Teacher exit forms	TAPR Report 2018/19 AYP Report 2018/19 End of year Teacher survey CPE certificates
3.2	Provide training for staff on differentiated instruction and small group instruction.	Gibson	Administrative Staff	Each grading period.	Meeting minutes and sign-in sheets	
3.3	Use Literacy Coach for updated curriculum needs as new TEKS are presented and curriculum program is modified.	Gibson	ESC 12	monthly	Staff development evaluation forms	
3.4	Continue vertical alignment and curriculum support for STAAR/EOC.	Gibson	ESC Reg. 12	June- August 2019	Training certificates	
3.5	Continue to provide staff training for sheltered instruction.	Gibson Mullen		Sept. 2018 Jan. 2019	Attendance records	
3.6	Continue training for data disaggregation and implementation of planning models to design effective remediation using Lead4ward.	Gibson		August 2018- June 2019	Sign in sheets	
3.7	Provide professional development in AVID strategies, Margaret Kilgo data analysis and leadership.	Klander Gibson		August 2018- July 2019	CPE forms Sign in sheets PD certificates	

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<b>Goal 4:</b>	Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
4.1	Continue Comprehensive Needs Assessment Surveys.	Administrative Team	Survey forms	August, 2018 – June, 2019	Ongoing teacher input	Comprehensive needs survey results are equal to or greater than 80%
4.2	Continue publicity of positive events at School including co-curricular and extra-curricular Strategies/Activities, student honor rolls, etc.	Administrative Team Counselors Sam Zilem	American Bank marquee, School marquee	August, 2018 – June 2019	Informal feedback from conferences & interviews	
4.3	Utilize the School Messenger automated system to contact parents about upcoming events	Klander Gibson Zilem	School Messenger system	August, 2018 – June, 2019	School Messenger reports	
4.4	Continue campus planning and decision-making team meetings to improve communication among all stakeholders.	Klander		monthly	Minutes, sign in sheets	
4.5	Continue to make parents aware of parent portal access to check grades and attendance.	Administrators Counselors Teachers	Parent Portal	Each Marking Period	Program reports	

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<b>Short-term Goal 5:</b>	All Schools will meet federal requirements for safe Schools for Title IX to ensure a safe and orderly School environment.

	<b>Strategies/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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
5.1	Provide training in behavior management.	A. Ward	ESC 12 SPED funds)	Summer 2019	Teacher feedback forms	SDFS report 2018/19
5.2	Participate in annual CPI training	A. Ward SpEd teachers	(\$1000 SPED)		Attendance certificates	
5.3	Continue the use of LVISD police department.	McAdams Hicks	Blakemore	August 2018- June 2019	Citations written each reporting period	
5.4	Update the MEOP plan.	McAdams Safety Committee		August 2019	MEOP manual	
5.5	Sustain the implementation of Crime Stoppers.	Contreras/ Blakemore	\$5000	August 2018- June 2019	Crime Stopper reports	Yearly report
5.6	Provide DAEP for qualifying students	Gooden	1 FTE (\$52,000 SCE)	August 2018- June 2019	Six Weeks enrollment report	Yearly report

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<b>Goal 6:</b>	Achieve an overall rating of three or higher in all four domains measured on the STAR chart.

	<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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
6.1	Teachers will maintain and utilize ProjectShare accounts.	Gibson	Garrett	Ongoing	Account activity summary	STAR chart results
6.2	Provide professional development for required software such as DMAC, gradebook.	Gibson	Garrett, ESC 12	August 2018	Teacher usage, program reports	Sign In Sheets
6.3	Provide training for software/hardware used for instructional delivery.	Gibson Dietiker		Last Friday of the month/as needed	Training evaluation forms	Sign In Sheets
6.4	Ensure wireless connectivity across the campus and increased bandwidth for testing requirements.	Peebles		July 2018	Access and usage without issues	
6.5	Develop a maintenance and replacement plan for all technology resources.	Gibson Rudd Peebles	\$30000 CTE \$15000 IMA	September 2018	Written plan	Replacement purchases

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<b>Goal 7:</b>	Meet or exceed the state performance standards for the percent of students graduating under the recommended/distinguished plans.

	<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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
7.1	Expand CTE course offerings that lead to licensure and/or certification	Mari Keller	9.25FTEs (\$375,000 CTE Funds) Perkins Grant \$39,000	August 2018 – June 2019	Master schedule TXEIS Report of course enrollment	Level I and II Certifications
7.2	Develop a tracking system for students' success in postsecondary programs.	Sal Acosta Gravitt	Web based resources Student surveys	ongoing	Activity on web based resources	THECB report MCC annual report
7.3	Continue to offer and expand dual credit course offerings.	Shade, Acosta Gravitt	Textbooks \$25000 HSA	August 2018 – June 2019	Course enrollment Master schedule	Credits accumulated
7.4	Continue to offer AVID at all levels.	Hungate	1.14 FTE (\$54000) HS Allotment	August 2018 – June 2019	Master schedule	TAPR report 2018
7.5	Increase the number of students participating in UIL academic competitions.	Barcelona Hungate	\$3000	Fall 2018	Event summary of participants	UIL Competition Results
7.6	Implement an incentive program to recognize student achievement.	Student Recognition Committee	\$5000	End of every grading period	Bulletin board, newsletters	

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<b>Short-term Goal 8:</b>	Increase family and community involvement in School activities by 5%.

	<b>Strategies/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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
8.1	All teachers will maintain an up to date webpage.	Sam Zilem	Garrett	August 2018 – June 2019	Agendas, sign-in sheets, Minutes	Program evaluation(s)
8.2	Create a functional parent teacher organization.	Chuck Klander	HOT Council of PTAs	Fall 2018	Meeting minutes, sign in sheets	
8.3	Host a Meet the Teacher Night.	Administration PI Committee		August 2018	Meeting minutes, sign in sheets	
8.4	Conduct parent STAAR/EOC workshops.	Counselors PI Committee	\$1250	Dec. 2018 March 2019	Meeting minutes, sign in sheets	



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<b>Short-term Goal 9:</b>	Prepare students for postsecondary success by increasing by 5% the number of CTE students completing a coherent sequence of courses.

	<b>Strategies/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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
9.1	Continue to offer supplies to support CTE students and teachers.	Rudd, CATE coordinator / CTE Teachers	9.75FTEs (CTE Staff), \$10,000 CTE Budget	August 2018 – June 2019	Purchase requests, purchase orders	Program evaluation - Comparative count of students completing a coherent sequence of courses.
9.2	Develop and implement a maintenance, replacement, and expansion plan for all technology resources including those that enhance instruction, and the “hands-on” components in CTE classes.	Rudd, CATE coordinator / Peebles	2 FTE, \$180,000 CTE Budget	October 2018	Meeting minutes, sign in sheets, technology plan	
9.3	Maintain quality, up-to-date text and curriculum materials, and expand CTE Course offerings that lead to licensure and/or certification.	Rudd CATE coordinator, Gibson / CTE Teachers	9.75FTEs (CTE Staff) \$20,000 CTE Budget	August 2018- June 2019	Textbook and Curriculum orders, Course Catalog	Program evaluation- # of students obtaining certification
9.4	Continue to meet the <i>nine required uses</i> of Perkins funds, as well as appropriate <i>permissive uses</i> of Perkins funds, to provide quality supplemental opportunities and support to CTE students in preparing for postsecondary success.	Rudd / CATE coordinator Gibson CTE Teachers	9.75FTEs (CTE Staff), Perkins Grant \$36,894	August 2018 – June 2019	Purchase requests, purchase orders PER report	
9.5	Provide extracurricular opportunities for professional growth and leadership experiences for CTE staff and students.	Rudd, CATE coordinator Gibson	2 FTE, \$14,000 CTE Budget	August 2018 – July 2019	Purchase requests, proof of attendance (if no PO), program descriptions.	
9.6	Provide appropriate post- secondary opportunities to bridge the gap between college and career readiness standards	Rudd, CATE coordinator Hardin	2 FTE- CTE Budget	August 2018 – June 2019	Tracking student enrollment in post- secondary enrollment	

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<b>Long Range Goal:</b>	Increase AVID School-wide implementation through the usage of WICOR strategies in order to increase the college admissions rates for all students.
<b>Short-term Goal 10:</b>	We will increase the college acceptance rate for all students and all student groups by 5%.

	<b>Strategies/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 (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
10.1	Continue to implement instructional strategies to develop students' organizational skills that promote academic self-management (Essential 5)	AVID Site Team Administration Staff	AVID Curriculum resources	August 2018 – June 2019	Purchase requests, purchase orders	Program evaluation AVID CSS Data
10.2	Continue to implement the AVID writing and reading curriculum within the AVID Elective including campus-wide implementation of C-Notes	AVID Site Team Administration Staff	AVID content Curriculum resources	August 2018 – June 2019	Lesson plans Student work product AVID Elective student grades	EOC, TSI, SAT/ACT Writing Scores AVID CSS Data
10.3	Continue to provide students with opportunities for inquiry and collaboration to promote students' critical thinking skills	AVID Site Team Administration Staff	AVID content Curriculum resources	August 2018 – June 2019	Lesson plans Student work products	EOC, TSI, SAT/ACT scores AVID CSS Data
10.4	Continue to recruit and train AVID tutors to facilitate student access to rigorous curriculum	Hungate	AVID Training modules	August 2018- June 2019	Training Sign In Logs	AVID CSS Data
10.5	Continue to provide resources for the AVID classroom necessary to provide a college-going culture and increase awareness of college opportunities	Hungate	College recruitment materials; \$5000	August 2018 – June 2019	Purchase Orders	AVID CSS Data
10.6	Continue to provide access to necessary assessments required for college entrance	AVID Site Team Counselors Hungate	\$3500	August 2018 – June 2019	Test registration data	TSI, SAT/ACT scores AVID CSS Data
10.7	Continue to provide AVID training to staff members in order to increase the implementation of research-based instructional strategies advocated through the AVID program	AVID Site Team AVID Coordinator Administration	\$15,000 – AVID SI; \$15,000 CTE – AVID SI	August 2018 – June 2019	Walkthroughs, T-TESS, lesson plans	College acceptance data
10.8	Increase the number of rigorous courses available for AVID students	AVID Site Team Counselors	FTE allocations	August, 2018	Master Schedule	Course enrollment counts Course grades Course grades

10.9	Increase the number of AVID students successfully completing higher-level and dual credit courses	AVID Site Team Counselors	State assessment scores	August, 2018 January, 2019	Course enrollment data	
10.10	Create an AVID campus data group to facilitate the data collection process	PEIMS staff Administration Counselors	TxEIS DMAC	August 2018 January 2019	ISS Data Collection reports	2018 Certification Self Study

Working Document