

**La Vega Junior High School George Dixon Campus
Campus Improvement Plan
18-19**

Our Guiding Philosophy

Continuous Improvement for All

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

Our Vision

We envision a school that provides each student with challenging opportunities in a culture where creativity, respect, and an authentic enthusiasm for learning exist, one where all strive to be responsible, motivated citizens of strong character, one that embraces a strong partnership with all stakeholders, and one that promotes a passionate commitment to Pirate Pride.

Our Mission

To develop passionate learners and responsible citizens

Our Core Values- Pirate Pride

**Respect for ALL
ALL Students Can and Will Learn
Organizational and Personal Learning
Valuing Students, Families, Staff, and Partners**

Executive Summary

Data Sources Reviewed: <ul style="list-style-type: none"> • PBMAS data • AYP data • Continuous Improvement Continuums • CIP and DIP documents • PEIMS data • Campus based assessment (CBA) data • STAAR data 		<ul style="list-style-type: none"> • TELPAS data • AVID data • Teacher, Student and Parent Survey data • Discipline data • T-TESS and Walk-Through information • Professional learning communities (PLC) data • Teacher certifications 	
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics CIP Strategies: 1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> • Ethnic breakdowns has stayed consistent over the last two years • Culturally Relevant teaching practices implemented (Dr. Chance Lewis) • Many opportunities to address the needs of our students (AVID, Brave Girls Club , Student Success Team Meetings, Band, Art, Athletics, Student Council, NJHS, GT • Ethnic diversity in staff increasing 	<ul style="list-style-type: none"> • LEP population requiring additional services • At risk population is increasing; increase services available to this population • Continue to increase inclusion services for special education students • Continue to increase inclusion services for ELL/LEP • Increase intervention programs for at risk students • Continue to use Culturally Relevant teaching practices • Continue to hire high quality staff that mirror the demographics of the campus 	<ul style="list-style-type: none"> • Expanding inclusion services for LEP and Special Education populations • Additional SpEd inclusion teachers • Continue to increase services targeting at risk populations • Coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students • Increase intervention • Additional staff training on Culturally Relevant teaching practices (Dr. Chance Lewis) • Proper PEIMS coding of students • Develop RtI campus wide
Student Achievement CIP Strategies: 1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> • 1:1 implementation • Alignment of district best practices (SIOP, Explicit Instruction, AVID) • Addition of second time writing teacher has improved student performance. 	<ul style="list-style-type: none"> • Continued implementation of 1:1 initiative • Continue to implement District best practices (SIOP, Explicit Instruction, AVID) • Increase academic achievement of all students 	<ul style="list-style-type: none"> • On-going teacher training for Google classroom and blended learning best practices • Campus book study- <u>Teach like a Pirate</u> • Monitor the use and student progress data form District best practices (SIOP, Explicit Instruction, AVID, MyOn, Stride Academy) • Increase intervention opportunities for 7th and 8th

	<ul style="list-style-type: none"> • Addition of two full time bilingual aides has improved student performance. • Addition of second full time behavior aide has improved student performance. • Increased elective class selections to include high school credit courses. • Daily school-wide tutorial/enrichment time on master schedule • Department teacher teams meet weekly to monitor student progress • Data room added to track student progress • Family Data Night • CIS tutors work weekly with students • AVID elective classes currently serve half of the school population 	<ul style="list-style-type: none"> • Increase academic achievement of all Sped and ELL/ESL students • Continue and increase small group intervention opportunities for students in the areas of reading, writing, math, history, and science • Additional intervention opportunities are needed to target all grade levels and the areas of math, science, ELAR, and Social Studies • Continued use of Data Room to drill down student performance data • PBIS/ Restorative discipline practices 	<p>grade students in math, science, history, and ELA</p> <ul style="list-style-type: none"> • Monitor the use of IEP mods and accommodations • Monitor SpEd and ELL progress in inclusion classes • Track SpEd and ELL progress in interventions • Continue to expand SpEd and ELL inclusion services to include all core areas in both grade levels • Continue services for ESL/LEP students • Semester ESL/LEP parent information meetings • Semester SpEd parent information meetings • Increase professional development sessions targeting small group instruction and the use of High Yield Strategies (SIOP, Explicit Instruction, and AVID) • Continue to implement structures that support collaboration including team and department planning • Restructure PLC time to increase discussion and implementation of PD • Continue both Full Time AVID elective positions • Increase data collection process • PBIS/ Restorative discipline practices training • Implement a Smart ISS program
<p>School Culture and Climate</p> <p>CIP Strategies: 1, 2, 3, 4, 6, 7</p>	<ul style="list-style-type: none"> • Clear vision and mission has been established Staff committed to campus vision and improvement • Communication among all stakeholders has increased • Staff members care about students • Focus on learning and high expectations for student achievement • Implementation of secondary coaching model- <u>Get Better Faster</u> • Safe, positive school environment • Student attendance average of 95% • College-going culture • Supportive administrators 	<ul style="list-style-type: none"> • Continue common planning periods for team and departments • Sustained coaching model • Continue to focus on learning and high expectations for student achievement • Continue to monitor PBIS/ Restorative discipline implementation strategies • Classroom management training needed (campus program) • Additional training to establish quality teacher-student relationships is needed (Growth Mindset &) • Bullying prevention program • Increase parent involvement Offer opportunities that will allow students take ownership in the 	<ul style="list-style-type: none"> • Providing feedback opportunities for staff through surveys, Google docs, and campus leadership through weekly huddles • Continue secondary coaching model - (<u>Get Better Faster</u>) • Create school-wide calendar of events • Monitor attendance, discipline records and student participation in supplemental programs to document culture and climate improvements • New campus teachers training opportunities to address student needs both academic and social Training for classroom management issues • Anti Bullying training • Anti Bullying guest speakers • Continue to increase academic rigor in classrooms • Increase parent involvement opportunities • Incorporate semester academic events (Night at

	<ul style="list-style-type: none"> • Students feel they belong at our campus • PBIS/ Restorative Discipline implementation • Social contracts for behavior for each semester • All teachers participate in “positive” parent communications • Collaboration among staff is actively encouraged through master schedule • Time for reflection and professional growth is encouraged through master schedule (PLCs) • Variety of programs offered • Increased parent participation (Meet the Teacher Night, Moms and Muffins, Dads and Donuts, Fall Festival Family Night) • CIS support for parent education 	<p>school</p> <ul style="list-style-type: none"> • Decreased teacher turnover and increased teacher satisfaction 	<p>the Museum & On the Wall)</p> <ul style="list-style-type: none"> • On-going PBIS/ Restorative discipline practices training • Social Contracts training • Investigate the reimplementation of DARE • Continue to support CIS program on campus • Teacher, staff, and student recognition events
<p>Staff Quality/ Professional Development</p> <p>CIP Strategies: 1, 3, 4</p>	<ul style="list-style-type: none"> • The campus is staffed with highly qualified professionals and paraprofessionals • Three quarters of the teaching staff is ESL certified • The majority of teachers are proficient on T-TESS and walkthroughs data • Staff meetings designed to grow and develop staff on Wednesday and during PLC • Administration supportive of professional development • Professional development opportunities provided throughout the year • New staff orientation program effective 	<ul style="list-style-type: none"> • Teacher mentor program needs improvement focusing on specific needs of new teachers (first year) and teachers new to the campus • Administrative presence in the classrooms of new staff members • Admin support in classrooms • Increase on-going professional development sessions throughout the year to include specific middle school issues • Increase staff retention rate • Continue to increase knowledge and understanding of 21st Century Learning Skills 	<ul style="list-style-type: none"> • Improve campus mentor program to provide a more consistent support for new teachers throughout the year • Increase administrative presence in the classrooms of new staff members • Peer led teacher observations to help grow one another through collaboration amongst staff • Campus leadership team to provide support in classrooms of peers through co-teaching, modeling and observing • Increase staff attendance rate to exceed 92% • Continue New Teacher Orientation sessions to broaden content addressed and include veteran teacher perspectives • Broaden campus professional development program to include state conference, book studies, small group sessions, and self-selected topics addressing teacher-specific needs (PLCs) • AVID Summer Institute- AVID elective training Research the possibility of adding a Social studies
<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> • Use of District best practices (SIOP, Explicit Instruction, AVID, and Culturally Relevant 	<ul style="list-style-type: none"> • Implementation of RTI • Addressing needs of our ELLs in reading and writing 	<ul style="list-style-type: none"> • Monitor the use and student progress data form District best practices (SIOP, Explicit Instruction, AVID, and Culturally Relevant

<p>CIP Strategies: 1, 2, 3, 4, 6, 7</p>	<p>Teaching)</p> <ul style="list-style-type: none"> • Aligned curriculum with TEKS • School-wide use of scope and sequence in all core subjects • STAAR benchmarks given at each semester (Oct. Nov. & Jan.) • Use of Campus based assessments • Use of weekly quizzes to monitor progress and assess the need for re-teach • 1:1 implementation • Targeted interventions are linked to increased student achievement • After school tutorials to all students 	<ul style="list-style-type: none"> • Continued focus on the betterment of our PLC process • Reflection process on a daily basis • Student accountability and understanding of the need to be accountable to their learning by tracking progress through conferencing and goal setting • Effective Co-Teach model to address the needs of our Sped students in core subjects • Increase technology resources throughout the classrooms • Walk through and T-TESS data indicates a need for increased usage of higher order questioning stems and activities • Continue AVID program 	<p>Teaching)</p> <ul style="list-style-type: none"> • Implementation of RTI • On-going review of CBA and Benchmark data to determine students who need intervention • Professional development for Costas, HOTS, and 21st Century Learning Skills • Professional development for student engagement strategies • Cultural Relevant Training • Training for- SIOP- student engagement • AVID Training
<p>Family and Community Involvement</p> <p>CIP Strategies: 2, 7, 8</p>	<ul style="list-style-type: none"> • Parent contacts are an effective strategy to connect with parents • We have completed the first round of positive parent contacts • We provide significant translation support to our non-English speaking families • CIS provides a wealth of services to our students and families • We provide home visits when needed 	<ul style="list-style-type: none"> • Parent involvement is limited • The same parents participate in the campus parent involvement activities • We have minimal community and business partnerships 	<ul style="list-style-type: none"> • Curriculum Nights for parents • AVID College Night • Increase strategies to involve parents on campus (including classroom level) • Increase partnerships with business, community members and post-secondary institutions • Additional support is needed for school supplies/standard mode of dress needs for our struggling families
<p>School Context and Organization</p> <p>CIP Strategies: 3, 4, 5</p>	<ul style="list-style-type: none"> • Master schedule supports campus initiatives and needs (teams, professional development, PLCs, etc.) • Team and department planning times are built into the master schedule • Feedback mechanisms are in place and used by campus staff and parents • Scheduled interventions remain a priority 	<ul style="list-style-type: none"> • Student management issues are addressed, but additional training is needed for specific individuals. • Common planning times for departments is a must; it is critical to the campus meeting identified goals • Continue to improve student transitions to maximize instructional time and decrease transition time • Not all staff AVID trained. 	<ul style="list-style-type: none"> • Continue department planning times with emphasis on PLC/Staff development. • Incorporate additional student management training • Continue partnership with CIS program • Increase student supervision in targeted areas • Minimize time lost during transition • Recruit quality substitutes • Train new staff in AVID strategies (Summer Institute)

	<ul style="list-style-type: none"> Implementation of AVID system school wide encourages use of high yield teaching strategies. 	<ul style="list-style-type: none"> Not enough quality substitutes 	
<p>Technology</p> <p>CIP Strategies: 1, 3, 6</p>	<ul style="list-style-type: none"> school-wide 1:1 technology Math and AVID Departments have received Apple TV's through a Foundation Grant. 	<ul style="list-style-type: none"> Technology equipment is in need of upgrade Teachers need of on-going 1:1 training on implementation Continue usage and expansion of technology targeting intervention (i.e. Stride Academy, MyOn, S 	<ul style="list-style-type: none"> Continue implementation of school-wide 1:1 technology plan Monitor teacher compliance with Technology training Identify campus based Technology Specialist Create a student tech team Increased use of technology and it's applications Upgrade current technology resources (old computers, projectors, etc.)

**La Vega Junior High School George Dixon Campus
Campus Improvement Plan
2018-2019**

*Approved by the LVISD Board of Trustees on:
Campus Goal(s):*

1. By 8-2019, La Vega Junior High School George Dixon Campus will meet or exceed the performance standards as measured by the Texas Academic Performance Reports (TAPR) as measured by the Adequate Yearly Progress System (AYP).

Short-term goals for achieving long-range goals and district & campus performance objectives in the 2018-2019 school year, LVJHS will:

1. Meet or exceed the state and federal standards for all students and all student groups: Reading 80%, Writing 80%. Math 80%, Science 80%, Social Studies 80 %
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. Receive an approval rating of 90% or better on student, staff, and parent comprehensive needs surveys.
4. Provide staff development for all staff, as appropriate, with each staff member obtaining a minimum of 15 hours of Continuing Professional Education (CPE) credits.
5. Continue to implement District Instructional practices (SIOP, Explicit Instruction, Culturally Relevant, AVID college and career readiness strategies)
6. Continue to improve an active partnership among parents, community members, and educators by 10%.
7. Meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
8. Continue to improve and upgrade campus technology resources for instruction.

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal: 1	By 2018-2019, La Vega Junior High School will meet or exceed the performance standards as measured by the Texas Academic Performance Report as measured by the Adequate Yearly Progress System (AYP).
Short-term Goal: 1	Meet or exceed the state and federal standards for all students and all student groups: 80%.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1a	STAR (Standardized Test for Assessment of Reading) to establish a baseline, tier instruction and monitor progress.	Assist. Principal for Instruction	Local funds	<input type="checkbox"/> August <input type="checkbox"/> Nov. <input type="checkbox"/> Jan.	<input type="checkbox"/> Progress Monitoring reports	<input type="checkbox"/> STAR Reading Results <input type="checkbox"/> 2019 STAAR Reading <input type="checkbox"/> Student portfolios <input type="checkbox"/> Report Cards
1.2	Continue to provide programs to address At Risk students: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention class <input type="checkbox"/> Tutorials <input type="checkbox"/> Small group instruction (Teacher Table) <input type="checkbox"/> SpEd inclusion and resource classes <input type="checkbox"/> Stride Academy <input type="checkbox"/> Language and Language Live <input type="checkbox"/> SMART ISS Lab <input type="checkbox"/> SSI <input type="checkbox"/> CIS tutorial support <input type="checkbox"/> At Risk Conferences every six weeks as proactive approach to providing additional communication and support for lower achieving students <input type="checkbox"/> PBIS Framework <input type="checkbox"/> Restorative Discipline <input type="checkbox"/> Positive parent calls 	Principal Assist. Principal for Instruction ELAR dept. Science dept. Assist. Principal for Student Services (PBIS, Restorative Discipline) School Counselor	Title 1 Local funds	August 2018 – June 2019	<input type="checkbox"/> CBAs every three weeks <input type="checkbox"/> Benchmarks each semester <input type="checkbox"/> STAR (Reading level/Lexile) <input type="checkbox"/> Discipline data	<input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading <input type="checkbox"/> Report Cards
	Instructional practices aligned to District expectations and TEKS: <ul style="list-style-type: none"> <input type="checkbox"/> SIOP Model <input type="checkbox"/> ELPS <input type="checkbox"/> Explicit Instruction <input type="checkbox"/> AVID <input type="checkbox"/> Master Reading strategies <input type="checkbox"/> Culturally relevant teaching strategies <input type="checkbox"/> Mentoring Minds <input type="checkbox"/> <u>Teach Like a Pirate</u>- Campus Book Study <input type="checkbox"/> Secondary coaching model -<u>Get</u> 	Assist. Principal for Instruction ELAR dept.		August 2018 – June 2019	<input type="checkbox"/> Scope & Sequence <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> PLC Meetings <input type="checkbox"/> Six weeks Grades	<input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading <input type="checkbox"/> Report Cards

	<u>Better Faster</u>					
1.4	Continue to provide additional reading opportunities to students: <ul style="list-style-type: none"> <input type="checkbox"/> Accelerated Reader <input type="checkbox"/> MyON reading program 	Library Aide ELAR Department	Local funds	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> STAR Assessment Results <input type="checkbox"/> AR Reports each marking period 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR Reading Results <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading data <input type="checkbox"/> Report Cards
1.5a	Continue to provide ELL student support classroom : <ul style="list-style-type: none"> <input type="checkbox"/> Bi-lingual Aides <input type="checkbox"/> ESL teacher (Inclusion, ELL, ESOL support) <input type="checkbox"/> On-going staff training for SIOP, Explicit Instruction, AVID, and Culturally Relevant teaching strategies <input type="checkbox"/> Monitor ELL success across all Accountability sub-groups 	Assist. Principal for Instruction EL Coordinator/Teacher	Title 1 Local funds	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> STAR Assessment Results <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Progress data <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> Six weeks grades <input type="checkbox"/> Bi-lingual Inclusion logs 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading data <input type="checkbox"/> Report Cards
1.6a	Continue to provide SpEd student support in general education classroom : <ul style="list-style-type: none"> <input type="checkbox"/> Inclusion teachers <input type="checkbox"/> IEP review at the beginning of each semester <input type="checkbox"/> Collaborative practice: <ul style="list-style-type: none"> - Co-teaching between special and general education teachers -Co-plan, Co-instruct, and Co-assess groups of students On-going professional development				<ul style="list-style-type: none"> <input type="checkbox"/> STAR Assessment Results <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Progress data <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> Six weeks grades <input type="checkbox"/> Inclusion logs <input type="checkbox"/> Pd Agendas 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading data <input type="checkbox"/> Report Cards

1.7a	R	Assist. Principal for Instruction ELAR Dept.		August 2018 – June 2019	<input type="checkbox"/> Lesson Plans <input type="checkbox"/> <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Progress data <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> Six weeks grades <input type="checkbox"/> Inclusion logs <input type="checkbox"/> PD Agendas	<input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading data <input type="checkbox"/> Report Cards
1.8a	Implement AVID Critical Reading Process in all subject areas <input type="checkbox"/> Plan before reading <input type="checkbox"/> Build vocabulary <input type="checkbox"/> Pre-read <input type="checkbox"/> Interact with the text <input type="checkbox"/> Extend beyond the text	Principal Assist. Principal for Instruction R Dept AVID Site Team		August 2018 – June 2019	<input type="checkbox"/> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student Cornell notes	<input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading data <input type="checkbox"/> Report Cards
1.9a	Continue common planning time for R. <input type="checkbox"/> Review the SCSB Curriculum <input type="checkbox"/> Map out curriculum scope and sequence <input type="checkbox"/> Analyze formative data from common assessments and benchmark assessments <input type="checkbox"/> Analyze summative data of students <input type="checkbox"/> Develop lesson plans and units <input type="checkbox"/> Share best instructional practices, resources and lessons (SIOP, Explicit Instruction, AVID, Culturally Relevant teaching strategies) <input type="checkbox"/> Develop or identify pre-assessments and common assessments <input type="checkbox"/> Use data to progress monitor each student <input type="checkbox"/> Align data with instructional best practices to impact student learning <input type="checkbox"/> Discuss effectiveness of lesson plans – what works, what	Assist. Principal for Instruction ELAR team	Master Schedule	August 2018 – June 2019	<input type="checkbox"/> Weekly Department meeting agendas and minutes report provided to Principal <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Data reports <input type="checkbox"/> Walk through data	<input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> Report Cards

	<p>doesn't</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share proven instructional/behavioral strategies and classroom activities <input type="checkbox"/> Analyze student work and completed assignments <input type="checkbox"/> Plan academic and behavioral interventions for groups of students (RtI) 					
1.10a	<p>Continue data disaggregation meetings every three weeks, and on District Staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure student progress <input type="checkbox"/> Make sure students don't fall through the cracks <input type="checkbox"/> Measure program effectiveness <input type="checkbox"/> Assess instructional effectiveness <input type="checkbox"/> Guide curriculum development <input type="checkbox"/> Promote accountability <input type="checkbox"/> Maintain educational focus <input type="checkbox"/> Show trends (but not necessarily solution) <p>SW1, SW2</p>	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>R Dept</p>		<p>August 2018 – June 2019</p> <p>District staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oct. 8th <input type="checkbox"/> Nov. 5th <input type="checkbox"/> Jan.7 & 8th <input type="checkbox"/> Feb. 18th 	<ul style="list-style-type: none"> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Test scores <input type="checkbox"/> Rigor of coursework- -Lesson Plans -Walk throughs <input type="checkbox"/> Attendance rates <input type="checkbox"/> Failure rates 	<ul style="list-style-type: none"> <input type="checkbox"/> 2019 STAAR data <input type="checkbox"/> TELPAS
1.11a	<p>Continue the use of data room to monitor/ track all students and sub pops in order to respond to their needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teach/spiraling <input type="checkbox"/> Small group instruction <input type="checkbox"/> Intervention support 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>ELAR Dept</p>		<p>August 2018 – June 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Color coding system <input type="checkbox"/> Data reports <input type="checkbox"/> Intervention plans 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading data <input type="checkbox"/> Report Cards
1.12a	<p>Continue to provide a grade level reading intervention teacher .</p>	<p>Principal</p>		<p>August, 2018 – June, 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Classroom Observations 	<ul style="list-style-type: none"> <input type="checkbox"/> 2019 STAAR data <input type="checkbox"/> Report Cards

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	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.	<p>Content area teachers develop common writing assignments to practice skill development and demonstrate knowledge of writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Quick Writes <input type="checkbox"/> Admit/Exit Slips <input type="checkbox"/> Articles, Editorials, Poems, Short Stories <input type="checkbox"/> Writing portfolios, consisting of samples of individual student work that represent the interests and growth of the student over time 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>ELAR, History, Science, and Math Departments</p>	Local Funds DMAC	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Student attendance rosters <input type="checkbox"/> Failure Rates <input type="checkbox"/> Benchmark Assessments <input type="checkbox"/> Classroom Observations <input type="checkbox"/> Classroom discussions <input type="checkbox"/> Reflection Logs <input type="checkbox"/> Dept. Meetings/Minutes <input type="checkbox"/> Lesson Plans <input type="checkbox"/> PLCs <input type="checkbox"/> Student Work Samples Displayed <input type="checkbox"/> Student Portfolios 	<ul style="list-style-type: none"> <input type="checkbox"/> 9 STAAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> Report Cards
1.3		Assist. Principal for Instruction	La Vega Curriculum STAAR Title II funds	August, 2018 – June, 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Student work samples <input type="checkbox"/> Classroom Observations 	<ul style="list-style-type: none"> <input type="checkbox"/> 2019 STAAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> Report Cards
1.4b	<p>Continue to provide programs to address At Risk students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intervention class 	<p>Principal</p> <p>Assist. Principal for Instruction</p>	Title 1 Local funds	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> CBAs every three weeks <input type="checkbox"/> Benchmarks each semester 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading

	<input type="checkbox"/> Tutorials <input type="checkbox"/> Small group instruction (Teacher Table) <input type="checkbox"/> SpEd inclusion and resource classes <input type="checkbox"/> Stride Academy <input type="checkbox"/> Language and Language Live <input type="checkbox"/> SMART ISS Lab <input type="checkbox"/> SSI <input type="checkbox"/> CIS tutorial support <input type="checkbox"/> At Risk Conferences every six weeks as proactive approach to providing additional communication and support for lower achieving students <input type="checkbox"/> PBIS Framework <input type="checkbox"/> Restorative Discipline <input type="checkbox"/> Positive parent calls	SpEd dept. Writing dept. Assist. Principal for Student Services (PBIS, Restorative Discipline) School Counselor			<input type="checkbox"/> STAR (Reading level/Lexile) <input type="checkbox"/> Discipline data	
1.7b	Continue to provide SpEd student support in general education classroom <ul style="list-style-type: none"> <input type="checkbox"/> IEP review at the beginning of each semester <input type="checkbox"/> On-going professional development 	Assist. Principal for Instruction SpEd Coordinator SpEd teachers District SpEd Director	DMAC	August 2018 – June 2019	<input type="checkbox"/> STAR Assessment Results <input type="checkbox"/> Lesson Plans <input type="checkbox"/> <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Progress data <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> Six weeks grades <input type="checkbox"/> PD Agendas	<input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading
1.8b	Writing	Assist. Principal for Instruction Writing Team		August 2018 – June 2019	<input type="checkbox"/>	<input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading Results
1.9b	Implement AVID Critical Reading Process in all subject areas <ul style="list-style-type: none"> <input type="checkbox"/> Plan before reading <input type="checkbox"/> Build vocabulary <input type="checkbox"/> Pre-read <input type="checkbox"/> Interact with the text <input type="checkbox"/> Extend beyond the text 	Principal Assist. Principal for Instruction Writing Team AVID Site Team		August 2018 – June 2019	<input type="checkbox"/> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student Cornell notes	<input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Writing Results

1.10b	<p>Continue common planning time for Writing and R.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the SCSB Curriculum <input type="checkbox"/> Map out curriculum scope and sequence <input type="checkbox"/> Analyze formative data from common assessments and benchmark assessments <input type="checkbox"/> Analyze summative data of students <input type="checkbox"/> Develop lesson plans and units <input type="checkbox"/> Share best instructional practices, resources and lessons (SIOP, Explicit Instruction, AVID, Culturally Relevant teaching strategies) <input type="checkbox"/> Develop or identify pre-assessments and common assessments <input type="checkbox"/> Use data to progress monitor each student <input type="checkbox"/> Align data with instructional best practices to impact student learning <input type="checkbox"/> Discuss effectiveness of lesson plans – what works, what doesn't <input type="checkbox"/> Share proven instructional/behavioral strategies and classroom activities <input type="checkbox"/> Analyze student work and completed assignments <input type="checkbox"/> Plan academic and behavioral interventions for groups of students (RtI) <input type="checkbox"/> PBIS Framework 	<p>Assist. Principal for Instruction</p> <p>ELAR team</p> <p>Assist. Principal for Student Services</p>	Master Schedule	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly Department meeting agendas and minutes report provided to Principal <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Data reports <input type="checkbox"/> Walk through data 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR <input type="checkbox"/> TELPAS
1.11b	<p>Continue the use of data room to monitor / track all students and sub pops in order to respond to their needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teach/spiraling <input type="checkbox"/> Small group instruction <input type="checkbox"/> Intervention support 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Writing Team</p>		August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Color coding system <input type="checkbox"/> Data reports <input type="checkbox"/> Intervention plans 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Reading Results

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1.1c	<p>Continue to provide support for At Risk students:</p> <p>Intervention class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorials <input type="checkbox"/> Small group instruction (Teacher Table) <input type="checkbox"/> SpEd inclusion and resource classes <input type="checkbox"/> Stride Academy RtI <input type="checkbox"/> SMART ISS Lab <input type="checkbox"/> SSI (8th grade) <input type="checkbox"/> CIS tutorial support <input type="checkbox"/> At Risk Conferences every six weeks as proactive approach to providing additional communication and support for lower achieving students <input type="checkbox"/> PBIS Framework <input type="checkbox"/> Restorative Discipline <input type="checkbox"/> Positive parent calls 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>SpEd dept.</p> <p>Math dept.</p> <p>Assist. Principal for Student Services (PBIS, Restorative Discipline)</p> <p>School Counselor</p>	Title 1 Local funds	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> CBAs every three weeks <input type="checkbox"/> Benchmarks each semester <input type="checkbox"/> STAR (Reading level/Lexile) <input type="checkbox"/> Discipline data 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Math data
1.4c	<p>Continue to provide SpEd student support in Math general education classroom :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inclusion teachers <input type="checkbox"/> IEP review at the beginning of each semester <input type="checkbox"/> Collaborative practice: <ul style="list-style-type: none"> - Co-teaching between special and general education teachers -Co-plan, Co-instruct, and Co-assess groups of students <input type="checkbox"/> On-going professional development 	<p>Assist. Principal for Instruction</p> <p>SpEd Coordinator</p> <p>SpEd teachers</p> <p>SpEd teachers</p> <p>District SpEd Director</p>	DMAC	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> STAR Assessment Results <input type="checkbox"/> Lesson Plans <input type="checkbox"/> <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Progress data <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> Six weeks grades <input type="checkbox"/> Inclusion logs <input type="checkbox"/> Pd Agendas 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Math data
1.5c	Continue Math	<p>Assist. Principal for Instruction</p> <p>Math Dept.</p>		August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Math data

1.6c	<p>Implement AVID Strategies in math classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interactive notebooks <input type="checkbox"/> Focused note taking- Cornell notes <input type="checkbox"/> Build vocabulary <input type="checkbox"/> Critical reading <input type="checkbox"/> Binder organization <input type="checkbox"/> SQRQCQ, a six-step study strategy— survey, question, read, question, compute (construct), question 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Math Dept.</p> <p>AVID Site Team</p>		August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student Cornell notes 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Math data
1.7c	<p>Continue common planning time for Math.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grade level CBAsMap out curriculum scope and sequence <input type="checkbox"/> Analyze formative data from common assessments and benchmark assessments <input type="checkbox"/> Analyze summative data of students <input type="checkbox"/> Develop lesson plans and units <input type="checkbox"/> Share best instructional practices, resources and lessons (SIOP, Explicit Instruction, AVID, Culturally Relevant teaching strategies) <input type="checkbox"/> Develop or identify pre-assessments and common assessments <input type="checkbox"/> Use data to progress monitor each student <input type="checkbox"/> Align data with instructional best practices to impact student learning <input type="checkbox"/> Discuss effectiveness of lesson plans – what works, what doesn't <input type="checkbox"/> Share proven instructional/behavioral strategies and classroom activities <input type="checkbox"/> Analyze student work and completed assignments <input type="checkbox"/> Plan academic and behavioral 	<p>Assist. Principal for Instruction</p> <p>Math Dept.</p>	Master Schedule	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly Department meeting agendas and minutes report provided to Principal <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Data reports <input type="checkbox"/> Walk through data 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR Math data <input type="checkbox"/> TELPAS

	<p>interventions for groups of students (RtI)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PBIS Framework 					
1.8c	<p>Continue data disaggregation meetings every three weeks, and on District Staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure student progress <input type="checkbox"/> Make sure students don't fall through the cracks <input type="checkbox"/> Measure program effectiveness <input type="checkbox"/> Assess instructional effectiveness <input type="checkbox"/> Guide curriculum development <input type="checkbox"/> Promote accountability <input type="checkbox"/> Maintain educational focus <input type="checkbox"/> Show trends (but not necessarily solutions) <p>SW1, SW2</p>	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Math Dept.</p>		<p>August 2018 – June 2019</p> <p>District staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oct. 8th <input type="checkbox"/> Nov. 5th <input type="checkbox"/> Jan.7 & 8th <input type="checkbox"/> Feb. 18th 	<ul style="list-style-type: none"> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Test scores <input type="checkbox"/> Rigor of coursework- -Lesson Plans -Walk through data <input type="checkbox"/> Attendance rates <input type="checkbox"/> Failure rates 	<ul style="list-style-type: none"> <input type="checkbox"/> 2019 STAAR Math data <input type="checkbox"/> TELPAS
1.9c	<p>Continue the use of data room to monitor / track all students and sub pops in order to respond to their needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teach/spiraling <input type="checkbox"/> Small group instruction <input type="checkbox"/> Intervention support 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Math Dept.</p>		<p>August 2018 – June 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Color coding system <input type="checkbox"/> Data reports <input type="checkbox"/> Intervention plans 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR Math data
1.10c	<p>Continue to provide a grade level intervention teacher . RtI</p>			<p>August, 2018 – June, 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Classroom Observations 	<ul style="list-style-type: none"> <input type="checkbox"/> 2019 STAAR Math data

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1.1d	<p>Continue to provide support for At Risk students:</p> <ul style="list-style-type: none"> Intervention class <ul style="list-style-type: none"> <input type="checkbox"/> Tutorials <input type="checkbox"/> Small group instruction (Teacher Table) <input type="checkbox"/> SpEd inclusion and resource classes <input type="checkbox"/> Stride Academy RtI <input type="checkbox"/> SMART ISS Lab <input type="checkbox"/> SSI (8th grade) <input type="checkbox"/> CIS tutorial support <input type="checkbox"/> At Risk Conferences every six weeks as proactive approach to providing additional communication and support for lower achieving students <input type="checkbox"/> PBIS Framework <input type="checkbox"/> Restorative Discipline <input type="checkbox"/> Positive parent calls 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>SpEd dept.</p> <p>Science dept.</p> <p>Assist. Principal for Student Services (PBIS, Restorative Discipline)</p> <p>School Counselor</p>	Title 1 Local funds	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> CBAs every three weeks <input type="checkbox"/> Benchmarks each semester <input type="checkbox"/> STAR (Reading level/Lexile) <input type="checkbox"/> Discipline data 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Science data
1.4d	<p>Continue to provide SpEd student support in general education Science classroom :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inclusion teachers <input type="checkbox"/> IEP review at the beginning of each semester <input type="checkbox"/> Collaborative practice: <ul style="list-style-type: none"> - Co-teaching between special and general education teachers -Co-plan, Co-instruct, and Co-assess groups of students <input type="checkbox"/> On-going professional development 	<p>Assist. Principal for Instruction</p> <p>SpEd Coordinator</p> <p>SpEd teachers</p> <p>District SpEd Director</p>	DMAC	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> STAR Assessment Results <input type="checkbox"/> Lesson Plans <input type="checkbox"/> <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Progress data <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> Six weeks grades <input type="checkbox"/> Inclusion logs <input type="checkbox"/> Pd Agendas 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Science data
1.5d	Continue Science	<p>Assist. Principal for Instruction</p> <p>Science Dept.</p>		August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Science data

1.6d	<p>Implement AVID Strategies in Science classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interactive notebooks <input type="checkbox"/> Focused note taking- Cornell notes <input type="checkbox"/> Build vocabulary <input type="checkbox"/> Critical reading <input type="checkbox"/> Binder organization <input type="checkbox"/> SQRQCQ, a six-step study strategy— survey, question, read, question, compute (construct), question 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Science Dept.</p> <p>AVID Site Team</p>		August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student Cornell notes 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Science data
1.7d	<p>Continue common planning time for Science dept.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grade level CBAsMap out curriculum scope and sequence <input type="checkbox"/> Analyze formative data from common assessments and benchmark assessments <input type="checkbox"/> Analyze summative data of students <input type="checkbox"/> Develop lesson plans and units <input type="checkbox"/> Share best instructional practices, resources and lessons (SIOP, Explicit Instruction, AVID, Culturally Relevant teaching strategies) <input type="checkbox"/> Develop or identify pre-assessments and common assessments <input type="checkbox"/> Use data to progress monitor each student <input type="checkbox"/> Align data with instructional best practices to impact student learning <input type="checkbox"/> Discuss effectiveness of lesson plans – what works, what doesn't <input type="checkbox"/> Share proven instructional/behavioral strategies and classroom activities <input type="checkbox"/> Analyze student work and completed assignments <input type="checkbox"/> Plan academic and behavioral 	<p>Assist. Principal for Instruction</p> <p>Science Dept.</p>	Master Schedule	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly Department meeting agendas and minutes report provided to Principal <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Data reports <input type="checkbox"/> Walk through data 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR Science data <input type="checkbox"/> TELPAS

	<p>interventions for groups of students (RtI)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PBIS Framework 					
1.8d	<p>Continue data disaggregation meetings every three weeks, and on District Staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure student progress <input type="checkbox"/> Make sure students don't fall through the cracks <input type="checkbox"/> Measure program effectiveness <input type="checkbox"/> Assess instructional effectiveness <input type="checkbox"/> Guide curriculum development <input type="checkbox"/> Promote accountability <input type="checkbox"/> Maintain educational focus <input type="checkbox"/> Show trends (but not necessarily solutions) <p>SW1, SW2</p>	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Science Dept.</p>		<p>August 2018 – June 2019</p> <p>District staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oct. 8th <input type="checkbox"/> Nov. 5th <input type="checkbox"/> Jan.7 & 8th <input type="checkbox"/> Feb. 18th 	<ul style="list-style-type: none"> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Test scores <input type="checkbox"/> Rigor of coursework- -Lesson Plans -Walk through data <input type="checkbox"/> Attendance rates <input type="checkbox"/> Failure rates 	<ul style="list-style-type: none"> <input type="checkbox"/> 2019 STAAR Science data <input type="checkbox"/> TELPAS
1.9d	<p>Continue the use of data room to monitor / track all students and sub pops in order to respond to their needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teach/spiraling <input type="checkbox"/> Small group instruction <input type="checkbox"/> Intervention support 	<p>Assist. Principal for Instruction</p> <p>Science Dept.</p>		<p>August 2018 – June 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Color coding system <input type="checkbox"/> Data reports <input type="checkbox"/> Intervention plans 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR Science data

1.1e	<p>Continue to provide support for At Risk students:</p> <ul style="list-style-type: none"> Intervention class <ul style="list-style-type: none"> <input type="checkbox"/> Tutorials <input type="checkbox"/> Small group instruction (Teacher Table) <input type="checkbox"/> SpEd inclusion and resource classes <input type="checkbox"/> Stride Academy RtI <input type="checkbox"/> SMART ISS Lab <input type="checkbox"/> SSI (8th grade) <input type="checkbox"/> CIS tutorial support <input type="checkbox"/> At Risk Conferences every six weeks as proactive approach to providing additional communication and support for lower achieving students <input type="checkbox"/> PBIS Framework <input type="checkbox"/> Restorative Discipline <input type="checkbox"/> Positive parent calls 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>SpEd dept.</p> <p>Social Studies dept.</p> <p>Assist. Principal for Student Services (PBIS, Restorative Discipline)</p> <p>School Counselor</p>	<p>Title 1</p> <p>Local funds</p>	<p>August 2018 – June 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CBAs every three weeks <input type="checkbox"/> Benchmarks each semester <input type="checkbox"/> STAR (Reading level/Lexile) <input type="checkbox"/> Discipline data 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Social Studies data
1.4e	<p>Continue to provide SpEd student support in general education classroom :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inclusion teachers <input type="checkbox"/> IEP review at the beginning of each semester <input type="checkbox"/> Collaborative practice: <ul style="list-style-type: none"> - Co-teaching between special and general education teachers -Co-plan, Co-instruct, and Co-assess groups of students <input type="checkbox"/> On-going professional development 	<p>Assist. Principal for Instruction</p> <p>SpEd Coordinator</p> <p>SpEd teachers</p> <p>SpEd teachers</p> <p>District SpEd Director</p>	<p>DMAC</p>	<p>August 2018 – June 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> STAR Assessment Results <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> Progress data <input type="checkbox"/> Dept. Meetings <input type="checkbox"/> Six weeks grades <input type="checkbox"/> Inclusion logs <input type="checkbox"/> Pd Agendas 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Social Studies data
1.5e	<p>Continue Math</p>	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Math Dept.</p>		<p>August 2018 – June 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> s 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Math data

1.6e	<p>Implement AVID Strategies in Social Studies classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interactive notebooks <input type="checkbox"/> Focused note taking- Cornell notes <input type="checkbox"/> Build vocabulary <input type="checkbox"/> Critical reading <input type="checkbox"/> Binder organization <input type="checkbox"/> SQRQCQ, a six-step study strategy— survey, question, read, question, compute (construct), question 	<p>Assist. Principal for Instruction</p> <p>Social Studies Dept.</p> <p>AVID Site Team</p>		August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student Cornell notes 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> TELPAS <input type="checkbox"/> 2019 STAAR Social Studies data
1.7e	<p>Continue common planning time for Social Studies .</p> <ul style="list-style-type: none"> <input type="checkbox"/> GMap out curriculum scope and sequence <input type="checkbox"/> Analyze formative data from common assessments and benchmark assessments <input type="checkbox"/> Analyze summative data of students <input type="checkbox"/> Develop lesson plans and units <input type="checkbox"/> Share best instructional practices, resources and lessons (SIOP, Explicit Instruction, AVID, Culturally Relevant teaching strategies) <input type="checkbox"/> Develop or identify pre-assessments and common assessments <input type="checkbox"/> Use data to progress monitor each student <input type="checkbox"/> Align data with instructional best practices to impact student learning <input type="checkbox"/> Discuss effectiveness of lesson plans – what works, what doesn't <input type="checkbox"/> Share proven instructional/behavioral strategies and classroom activities <input type="checkbox"/> Analyze student work and completed assignments <input type="checkbox"/> Plan academic and behavioral interventions for groups of students (Rtl) 	<p>Assist. Principal for Instruction</p> <p>Social Studies Dept.</p>	Master Schedule	August 2018 – June 2019	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly Department meeting agendas and minutes report provided to Principal <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Data reports <input type="checkbox"/> Walk through data 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR Social Studies data <input type="checkbox"/> TELPAS

	<input type="checkbox"/> PBIS Framework					
1.8e	<p>Continue data disaggregation meetings every three weeks, and on District Staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure student progress <input type="checkbox"/> Make sure students don't fall through the cracks <input type="checkbox"/> Measure program effectiveness <input type="checkbox"/> Assess instructional effectiveness <input type="checkbox"/> Guide curriculum development <input type="checkbox"/> Promote accountability <input type="checkbox"/> Maintain educational focus <input type="checkbox"/> Show trends (but not necessarily solutions) <p>SW1, SW2</p>	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Social Studies Dept.</p>		<p>August 2018 – June 2019</p> <p>District staff Development days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oct. 8th <input type="checkbox"/> Nov. 5th <input type="checkbox"/> Jan.7 & 8th <input type="checkbox"/> Feb. 18th 	<ul style="list-style-type: none"> <input type="checkbox"/> Department Meeting Agendas <input type="checkbox"/> Test scores <input type="checkbox"/> Rigor of coursework- -Lesson Plans -Walk through data <input type="checkbox"/> Attendance rates <input type="checkbox"/> Failure rates 	<ul style="list-style-type: none"> <input type="checkbox"/> 2019 STAAR Social Studies data <input type="checkbox"/> TELPAS
1.9e	<p>Continue the use of data room to monitor / track all students and sub pops in order to respond to their needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teach/spiraling <input type="checkbox"/> Small group instruction <input type="checkbox"/> Intervention support 	<p>Principal</p> <p>Assist. Principal for Instruction</p> <p>Social Studies Dept.</p>		<p>August 2018 – June 2019</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Color coding system <input type="checkbox"/> Data reports <input type="checkbox"/> Intervention plans 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR data <input type="checkbox"/> 2019 STAAR Social Studies data

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal:1	By 2017-2018, La Vega Junior High School will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal:2	Meet or exceed 95% student attendance rate for all students and all student groups.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1	Continue implementation of attendance monitoring process for tracking students with high absenteeism	Principal PEIMS Clerk	<ul style="list-style-type: none"> • TxEIS Attendance Reports • Tracking Tool • Attendance Clerk • Receptionist • Truancy Officer 	August 2018 – June 2019	<input type="checkbox"/> Monitoring Flow Chart	<input type="checkbox"/> 2019 /TAPR Attendance Rate
2.2	Continue timely notification to parents of students with unexcused absences	Assist. Principal for Student Services PEIMS Clerk Office Staff	<ul style="list-style-type: none"> • TxEIS Attendance Reports • Postage 	August 2018 – June 2019	<input type="checkbox"/> Weekly attendance reports <input type="checkbox"/> Notification database <input type="checkbox"/> Six Weeks Attendance Rates	<input type="checkbox"/> 2019 /TAPR Attendance Rate
2.3	Continue to report truancy to courts SW10	Assist. Principal for Student Services PEIMS Clerk	<ul style="list-style-type: none"> • TxEIS Reports • Attendance Field Officer • Truancy Officer 	August 2018 – June 2019	<input type="checkbox"/> Weekly attendance reports <input type="checkbox"/> Notification database <input type="checkbox"/> Six Weeks Attendance Rates	<input type="checkbox"/> 2019 /TAPR Attendance Rate
2.4	Continue implementation of incentive program for students who have attendance rates at or above the 95% target rate	Principal Student Incentive Committee	<ul style="list-style-type: none"> • TxEIS Attendance data • Tracking Tool • Attendance Clerk • Incentives \$7000 	August 2018 – June 2019	<input type="checkbox"/> Weekly attendance reports <input type="checkbox"/> Notification database <input type="checkbox"/> Six Weeks	<input type="checkbox"/> 2019 / TAPR Attendance Rate

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal: 1	By 2018-2019, La Vega Junior High School George Dixon Campus will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP).					
Short-term Goal 3:	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
4.2	Continue comprehensive needs assessment processes and analysis including electronic surveys, CIC meetings and data meetings SW1, SW6, SW8	Principal	<ul style="list-style-type: none"> • Title 1, Part A funds • Staff development sessions 	October, 2018 – June, 2019	<input type="checkbox"/> Meeting Agendas <input type="checkbox"/> CIC charts	<input type="checkbox"/> Survey results <input type="checkbox"/> Program Evaluations <input type="checkbox"/> Sign in sheets
4.2	Continue parent data meetings, including Data Nights and SSI progress meetings SW6	Principal Assist. Principal for Instruction	<ul style="list-style-type: none"> • DMAC • Postage • \$1000 • School Messenger 	October, 2018 – June, 2019	<input type="checkbox"/> DMAC Results <input type="checkbox"/> Sign In Sheets	<input type="checkbox"/> Survey results <input type="checkbox"/> Parent Participation results
4.3	Continue to communicate CNA results, including CIP and SIP strategies to parents, staff, and district personnel and provide opportunity for feedback SW6	Principal	<ul style="list-style-type: none"> • Campus Staff • Parent Meeting times • La Vega Website • School Messenger 	September, 2018 – June, 2019	<input type="checkbox"/> Draft documents (CNA, CIP, SIP) <input type="checkbox"/> Meeting Agendas	<input type="checkbox"/> Survey results <input type="checkbox"/> Feedback notes <input type="checkbox"/> Sign In Sheets
4.4	Distribute weekly principal's newsletter, Monday Memo, to staff in an effort to update and celebrate the campus initiatives such as School wide Literacy, PBIS, AVID, and Technology Integration.	Principal		September, 2019	<input type="checkbox"/> Sign-in sheets	<input type="checkbox"/> Staff survey
4.4	Invite teachers to a brown-bag lunch round table discussion with the principal	Principal	<ul style="list-style-type: none"> • Campus Staff • Food for Attendees • \$1000 	September, 2019	<input type="checkbox"/> Sign-in sheets	<input type="checkbox"/> Staff survey

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal:1	By 2018-2019, La Vega Junior High School will meet or exceed the performance standards as measured by the Texas Academic Performance Report as measured by the Adequate Yearly Progress System (AYP).					
Short-term Goal: 4	Provide staff development for all staff, as appropriate, with each staff member obtaining a minimum of 15 hours of Continuing Professional Education (CPE) credits.					
	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	Utilize Continuous Improvement Continuum development plan to effectively address campus needs SW1, SW4, SW5, SW6	Principal	<ul style="list-style-type: none"> • CIC Documents 	August 2018 – June 2019	<input type="checkbox"/> CIC Charts	2019 /TAPR Report
3.2	Continue campus-wide professional development for School Improvement Initiatives SW4	Principal Assist. Principal for Student Services	<ul style="list-style-type: none"> • Title II, Part A Funds • Local funds • Region 12 	August 2018 – June 2019	<input type="checkbox"/> Attendance Certificates <input type="checkbox"/> Region 12 Debit Account Monthly reports	2019 /TAPR Report
3.3	Participate in district PDIF and level informational and planning meetings. SW2, SW4	Principal Assist. Principal for Instruction	<ul style="list-style-type: none"> • Meeting Facilitators • La Vega curriculum 	August 2018 – June 2019	<input type="checkbox"/> Sign In Sheets <input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Evaluation Results	2019 /TAPR Report
3.4	Continue development and implementation of campus mentoring program	Principal Assist. Principal for Instruction	<ul style="list-style-type: none"> • Title II, Part A Funds • 199- Staff Development Funds • Release time • Sub Costs • Mentors and New Staff • Training Sessions 	August 2018 – June 2019	<input type="checkbox"/> Sign In sheets <input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Evaluation Results	9/ TAPR Report Staff Retention Rate

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal: 1	By 2018-2019, La Vega Junior High School will meet or exceed the performance standards as measured by the Texas Academic Performance Report as measured by the Adequate Yearly Progress System (AYP).					
Short-term Goal 5:	Meet federal requirements for safe schools under Title IX to ensure a safe and orderly environment promoting student achievement					
	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	Continue campus-wide drug prevention activities including Red Ribbon Week, Drug Dog visits, Guest Assemblies	Assist. Principal for Student Services	<ul style="list-style-type: none"> • Teachers • \$2000 	August, 2018 – June, 2019	Red Ribbon Week Activities Calendar POs for contracted services	Program Evaluation Results
5.2	Continue implementation of the campus crisis management plan	Assist. Principal for Student Services	<ul style="list-style-type: none"> • Teachers • Radios • Blakemore • \$1000 	August, 2018 – June, 2019	Monthly emergency drill reports	Program Evaluation Results
5.3	Re-implement the Junior Police Academy	Assist. Principal for Student Services	<ul style="list-style-type: none"> • \$700 • Meeting location and schedule 	August, 2018 – June, 2019	Calendar of Events Student Sign-In Sheets	Program Evaluation Results
5.4	Communicate facility needs to district administration	Principal	<ul style="list-style-type: none"> • Campus Needs Assessment • Safety Committee • Safety Audit Results 	August, 2018 – June, 2019	Committee Meeting Agendas and Notes	Program Evaluation Results
5.5	Continue and re-tool morning detention program to ensure effectiveness and attendance.	Assist. Principal for Student Services	<ul style="list-style-type: none"> • Classroom • Local Funds: \$4000 extra duty Pay 	September 2018- June 2019	Reduction in ISS Placements Reduction in Tardies	EOY Discipline Reporting
5.6	Implement the PBIS and Restorative Discipline System Campus wide	Assist. Principal for Student Services	<ul style="list-style-type: none"> • Local Funds • ESC Trainer • Teachers 	Summer 2019	Reduction in ISS/DAEP Placements	EOY Discipline Reporting CNA Survey Results

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal:1	By 2018-2019 La Vega Junior High School will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal: 6	Continue to improve an active partnership among parents, community members, and educators by 10%

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
.1	Continue to provide program information and materials in both English and Spanish SW6	Principal Office Staff Assist. Principal for Instruction	<ul style="list-style-type: none"> • Translators • Translation stipend \$1000 • Title I, Part A funds \$300 • Website • School Messenger 	August, 2018 – June, 2019	<input type="checkbox"/> Bilingual forms <input type="checkbox"/> Bilingual notices <input type="checkbox"/> Bilingual Materials	<input type="checkbox"/> Parent Involvement Records <input type="checkbox"/> School Messenger Reports
6.2	Continue communication strategies between school and home including positive parent contacts, School Messenger messages, website updates, Parent Portal, and marquee information SW6	Principal Office Staff Assist. Principal for Instruction	<ul style="list-style-type: none"> • School Messenger • Teachers • Campus Website • Postage 	August, 2018 – June, 2019	<input type="checkbox"/> School Messenger Reports <input type="checkbox"/> Parent Contact Logs <input type="checkbox"/> Website Counter <input type="checkbox"/> Copies of Newsletter	<input type="checkbox"/> Parent Survey Results
.3	Revamp and improve mentoring program for at-risk students SW1, SW2, SW8, SW9	Assist. Principal for Instruction	<ul style="list-style-type: none"> • Mentors • \$1000 	August, 2018 – June, 2019	<input type="checkbox"/> Mentor Sign-In Sheets <input type="checkbox"/> Mentor Roster	<input type="checkbox"/> Program Evaluation Results
6.4	Continue Communities in Schools partnership SW1, SW6, SW10	Principal	<ul style="list-style-type: none"> • \$1200 • CIS Staff and tutors 	August, 2018 – June, 2019	<input type="checkbox"/> CIS Program Rosters <input type="checkbox"/> CIS Calendar of Events	<input type="checkbox"/> Program Evaluation Results
.5	Continue parent involvement activities such family academic nights, parent luncheons, and parent/student orientation	Principal Assist. Principals	<ul style="list-style-type: none"> • Translators • Title I, Part A funds \$2200 	August, 2018 – June, 2019	<input type="checkbox"/> Sign In Sheets	<input type="checkbox"/> Parent Survey Results

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal: 1		By 2018-2019, La Vega Junior High School will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.				
Short-term Goal 8:		Continue to improve and upgrade campus technology resources for instruction.				
	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	Continue implementation of an annual technology needs assessment SW1	Principal Assist. Principal for Instruction	<ul style="list-style-type: none"> • Peebles • Survey Monkey 	October, 2018 – June, 2019	<input type="checkbox"/> Technology Needs Survey Tool	<input type="checkbox"/> Tech Survey results
8.2	Develop a campus plan to enhance existing technology and acquire new technology to support classroom instruction and improve student achievement such as the implementation of a 1:1 technology initiative. SW1	Principal Assist. Principal for Instruction	<ul style="list-style-type: none"> • 199 and Title I, Part A funds \$15,000 • Technology Director 	October, 2018 June, 2019	<input type="checkbox"/> Draft plan <input type="checkbox"/> Meeting Agendas	<input type="checkbox"/> Meeting Notes <input type="checkbox"/> Finalized timeline <input type="checkbox"/> Purchase orders
8.3	Develop and implement a comprehensive technology professional development plan targeting staff technology competencies and technology instructional resources SW1, SW3, SW4	Assist. Principal for Instruction	<ul style="list-style-type: none"> • PD Sessions • Release time or Faculty Meeting time 	October, 2018 – June, 2019	<input type="checkbox"/> Draft plan <input type="checkbox"/> Meeting Agendas	<input type="checkbox"/> Sign In Sheets <input type="checkbox"/> PD Evaluation results
8.4	Provide on-going technology specific professional development to ensure technology tools are meaningfully integrated into curriculum.	Assist. Principal for Instruction	<ul style="list-style-type: none"> • Project Share • Staff • \$1000 local funds 	Ongoing	<input type="checkbox"/> Teacher feedback <input type="checkbox"/> CNA Results	<input type="checkbox"/> STAR Chart

8.5	Continue to encourage the development of thoughtful, impactful grant proposals for the La Vega Pirate Education Foundation	Assist. Principal for Instruction	<ul style="list-style-type: none">• Grant Applications• Equipment Quotes	Spring 2019	<input type="checkbox"/> Completed Applications <input type="checkbox"/> Quotes from Technology Department	<input type="checkbox"/> Number of Awarded Grants
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Campus Improvement Plan for 2018-2019

Long Range Goal:1	By 2018-2019, La Vega ISD will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal: 9	Continue to implement a Coordinated School Health Program promoting student achievement and wellness

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	Continue to implement strategies to address student fitness needs based upon the Fitness gram assessments	Assist. Principal for Instruction PE teachers	<ul style="list-style-type: none"> • Teachers • Local funds 	August, 2018 – June, 2019	<input type="checkbox"/> Pre-test results <input type="checkbox"/> Progress monitoring results	<input type="checkbox"/> Program Evaluation Results
8.2	Continue meetings with health, PE, and nurse departments	Principal	<ul style="list-style-type: none"> • Release time • Substitute costs 	August, 2018 – June, 2019	<input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Meeting Minutes	<input type="checkbox"/> Program Evaluation Results
8.3	Continue participation in the LVISD School-Health Advisory Committee	Principal Health Teacher	<ul style="list-style-type: none"> • Release time • Substitute costs 	August, 2018 – June, 2019	<input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Meeting Minutes <input type="checkbox"/> Sign In Sheets	<input type="checkbox"/> Program Evaluation Results
8.4	Continue vision, hearing, and scoliosis screenings yearly.	School nurse	<ul style="list-style-type: none"> • Screening Room 	August 2018 – June 2019	<input type="checkbox"/> List of Screened Students <input type="checkbox"/> Parent Contacts	<input type="checkbox"/> Program Evaluation Results

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal:1	By 2018-2019, La Vega ISD will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal: 9	Continue to implement the Career and Technology Education program promoting student achievement and college and career readiness

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1	Continue to implement strategies to address student CATE needs based upon current TEKS and assessment data	Assist. Principal for Instruction	<ul style="list-style-type: none"> • Teachers • Local funds 	August, 2018 – June, 2019	<input type="checkbox"/> Pre-test results <input type="checkbox"/> Progress monitoring results	<input type="checkbox"/> Program Evaluation Results

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal:1	By 2018-2019, La Vega ISD will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal: 10	Continue to implement Gifted and Talented program to encourage development of gifted students.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
10.1	Continue to implement strategies and services to address needs of identified gifted and talented students	School Counselor	<ul style="list-style-type: none"> • Teachers • Local funds GT \$2000 	August, 2018 – June, 2019	<input type="checkbox"/> Pre-test results <input type="checkbox"/> Progress monitoring results	<input type="checkbox"/> Program Evaluation Results

LVJHGD Campus Improvement Plan for 2018-2019

Long Range Goal:1	By 2018-2019, La Vega ISD will meet or exceed the performance standards as measured by the Texas Academic Performance Report (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal: 1	Continue to implement the AVID (Advancement Via Individual Determination) system on campus to promote college Readiness.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
11.1	Continue to implement strategies and services related to the AVID system SW2, SW10	Principal Assist. Principal for Instruction	<ul style="list-style-type: none"> • Teachers • Local funds • 2 FTE 	August, 2018 – June, 2019	<input type="checkbox"/> Pre-test results <input type="checkbox"/> Progress monitoring results	<input type="checkbox"/> Program Evaluation Results <input type="checkbox"/> CSS
11.2	Continue to provide training in order to promote AVID strategies school wide. SW2, SW4,	Principal Assist. Principal for Instruction AVID Site Team	<ul style="list-style-type: none"> • 2 FTE \$84,000 • Local Funds • Master Schedule 	August 2018 – June 2019	<input type="checkbox"/> Pre-test results <input type="checkbox"/> Progress monitoring results	<input type="checkbox"/> Program Evaluation Results <input type="checkbox"/> CSS
11.3	Implement the AVID Bridge program to provide transition instruction for students enrolled in advanced courses./ECHS SW2, SW4, SW10	Principal Assist. Principal for Instruction AVID Site Team	<ul style="list-style-type: none"> • AVID Funds \$8000 • Classrooms 	June-July 2019	<input type="checkbox"/> Pre-test results <input type="checkbox"/> Program Results	<input type="checkbox"/> 2018 STAAR Results <input type="checkbox"/> ECHS Enrollment

