

La Vega High School Campus Improvement Plan 2015-2016

Executive Summary: La Vega High School is a suburban school on the outskirts of Waco. The ethnic breakdown is as follows: 51% Hispanic, 28% African American, 20% Anglo, 9% LEP and 81.5% economically disadvantaged

Data Sources Reviewed:			
<ul style="list-style-type: none"> • 2015 Teacher, Parent, and Student Survey • Comprehensive Needs Assessment conducted by the staff • Accountability Assessment Results (TAPR 2010, 2011, 2013,2014; AYP 2011, 2013; PBMAS 2014 and DMAC) • LVHS Safety & Security Audit 2015 			
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	<p>The number of students participating in the CTE program continues to be above the state average.</p> <p>The number of minority faculty and staff has increased over the last 4 years.</p>	<p>LEP students comprise 9% of the total school population.</p> <p>The number of African American SPED students is disproportionate to the campus enrollment.</p> <p>The number of overage students entering high school continues to exceed the state average at 25%.</p> <p>The total number of students counted as Economically-disadvantaged has increased 10% over last year and is 81.5%.</p> <p>The mobility rate is 24% which is above last year by 3%.</p> <p>A significant number of students are leaving public school for homeschooling.(25% of each cohort)</p>	<p>Continue the Mentor program. (2 FTE SCE)</p> <p>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)</p> <p>Provide support for at risk students through interventions during the school day. (4 FTE SCE)</p>

<p>Student Achievement</p>	<p>The number of honor graduates doubled.</p> <p>All students eligible can participate in TSI and PSAT testing on campus.</p>	<p>The performance in all assessed areas continues to lag behind the region and state levels. LEP students need additional support for language acquisition. To increase reading and writing performance.</p> <p>Performance of African-American population (specifically males) is significantly below the other subgroups.</p> <p>The graduation rate for Anglos is significantly below the other subgroups.</p>	<p>Increase student performance in all core areas to meet or exceed state averages.</p> <p>Implement the mandatory intervention program during the school day for students who fail to meet the EOC passing standards in all four core. (4 FTEs SCE)</p>
<p>School Culture and Climate</p>	<p>The number of discipline referrals has declined.</p> <p>95% of the teaching staff agree or strongly agree that they work in a physically safe environment.</p> <p>90% of the students believe their teachers treat them with respect.</p> <p>There have been no reports of gang activity or weapons brought to school.</p>	<p>Increase student pride in school and their academic achievement.</p> <p>Students need to see the connection or relevance of high school to their future.</p> <p>Increase the level of teacher participation in decision making.</p> <p>Increase positive teacher moral</p>	<p>Implement an incentive program to recognize student achievement. (\$6000 HSA)</p> <p>Continue to work with staff to build relationships with students.</p> <p>Staff recognition</p>
<p>Staff Quality/ Professional Development</p>	<p>100% of HS teachers are highly qualified.</p> <p>AVID strategies are implemented school-wide.</p> <p>Experienced teachers are assigned to high need areas (such as freshmen and EOC remediation).</p>	<p>More training on differentiated instruction/small group instruction is needed.</p> <p>More training on technology options for instruction is needed.</p> <p>Strengthening of teacher mentoring program to retain teachers in math and science is needed.</p> <p>PD for teachers working with culturally diverse population</p>	<p>Provide training for staff on differentiated instruction and small group instruction. (\$1250.00 Title 2, part A)</p> <p>Use ESC 12 specialists for updated curriculum needs as new TEKS are presented and curriculum program is refined. (\$10000)</p> <p>Continue to provide training on sheltered instruction for ELL students. (\$2000 Title 3)</p> <p>Provide ongoing support to inclusion teachers- both SPED and general education. (\$4000 SPED)</p>

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

<p>Curriculum, Instruction, Assessment</p>	<p>Consistent core curricula with the implementation of CSCOPE.</p> <p>Use of DMAC for data disaggregation and the generation of common assessments.</p> <p>Increased CTE course selections.</p> <p>Improvements in specialized classes (inclusion, ELL, math pull-out) are being made.</p>	<p>Full time interventionist for all 4 core areas.</p> <p>Additional Instructional Coach</p> <p>Professional development for inclusion teacher to address the needs of SPED students in all 4 core areas.</p> <p>Identify and implement curriculum for Tier 2 and Tier 3 intervention in all 4 core areas.</p> <p>Smaller class sizes in Tier 1.</p>	<p>Continued vertical training and curriculum support and development in light of new state-mandated STAAR/EOC assessments.</p> <p>Continued training on data disaggregation and implementation of planning models to design effective remediation.</p> <p>Pursue sufficient staffing based on student needs and population.</p> <p>Identify and implement curriculum for Tier 2 and Tier 3 intervention in all 4 core areas. (\$10,000 TLI, \$30,000 SCE)</p>
<p>Family and Community Involvement</p>	<p>The use of SchoolMessenger and outdoor electronic marquee has improved communication with parents to alert them to activities and issues which impact their children.</p> <p>The use of Parent Portal is another important tool utilized to assist in communicating with parents about student performance and attendance as well as other issues such as behavior and conduct as noted by individual teachers.</p> <p>The updating of the campus and district website allows parents to see what their son/daughter is expected to do in class as well as to communication concerns with teachers and staff via e-mail.</p> <p>We increased the number of parent meetings.</p> <p>We have a good balance of</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>Continued efforts to create a truly functional Parent –Teacher Organization.</p> <p>More parental involvement in ARD meetings, LPAC meeting, Athletics, Bands and other extra-curricular activities is sought and encouraged.</p>

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	<p>stakeholders at our parent meetings.</p> <p>The Community in School (CIS) program to assist students with life needs.</p> <p>Implementation of ACE.</p>		
School Context and Organization	<p>The master schedule has been adjusted so that the departments have a common planning time.</p> <p>Faculty meetings are held to communicate local professional development, calendar and special items updates and/or instruction.</p>	<p>45 minute class periods are too short to meet the needs of our students in math and science.</p> <p>Increase effectiveness of departmental meetings</p>	<p>Expand the intervention program during the school day for students who fail to meet the EOC passing standards.</p>
Technology	<p>Instructional resources are available on line. (ie-CSCOPE, DMAC, TMSDS)</p> <p>Students can access credit recovery coursework through online software. (PLATO)</p> <p>Teachers have webpages to communicate with students and their parents.</p>	<p>Ongoing training for staff on new technology and webpage development.</p> <p>Remove access barriers for blocked websites that are good for instructional resources such as Teacher Tube.</p> <p>Resources to upgrade aging hardware.</p>	<p>Training for staff on technology integration including in class support.</p> <p>Expand wireless connectivity across campus and ensure adequate bandwidth for state assessments.</p> <p>Develop a maintenance and replacement plan for all technology resources.</p>

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Campus Improvement Plan

2015-2016

Approved by the LVISD Board of Trustees on:

District Goal(s):

1. By 2015-2016, 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 2015-2016 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%.

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Campus Improvement Plan for 2015-2016

Long Range Goal:	By 2015-2016, 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.
goal 1a:	Meet or exceed the state performance standard for all students and all student groups-ELAR

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1a.1	Assign 9 th grade students who are below grade level in reading and writing to the iLit program.	Chamblee, Acosta, Armstead	iLit, iPads 1 FTE (\$60000 SCE)	August 2015	iLit reports every six weeks	TAPR Report 2015 AYP Report 2015
1a.2	EOC prep classes will be required for all 10-11 graders who did not pass.	Chamblee, Acosta, Armstead	1 FTE (\$60000 SCE)	8/15-6/16	Benchmark tests each 6 weeks	
1a.3	Administer a common ELAR assessment for reading and writing.	Chamblee, Ramos	CSCOPE DMAC(21 st Century grant)	Oct.2015- April 2016	Six week assessments	
1a.4	Provide daily opportunities for students to writing.	Chamblee, ELAR Dept.	STAAR rubric	August 2015- June 2016	Classroom observations Lesson plans	
1a.5	Continue to offer before and after school tutorials and Saturday and summer Academies.	Warren/Chamblee	(\$ \$1200 SCE funds) 21 st Century grant		Attendance rosters Students passing rates	
1a.6	Continue to offer supplemental supplies to support LEP students..	Hardin	\$6320 Title 3, Part A			
1a.7	Continue to offer a full continuum of services for SPED students.	Chamblee, Sped Dept.	5 FTE(SPED)	Summer 2015	Master schedule	
1a.8	Implement the TLI grant with fidelity.	LVHS Admin, ELAR Dept, Ramos	TLI grant	Aug. 2015- June 2016	Program documentation	

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Goal 1b:	Meet or exceed the state performance standard for all students and all student groups: Math

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1b.1	Administer a common assessment.	Chamblee, Math Dept	CSCOPE, DMAC,	End of each grading period	Benchmark Tests each 6 weeks	TAPR Report 2015 AYP Report 2015
1b.2	Implement CSCOPE with fidelity.	Chamblee, Math Dept.	ESC 12			
1b.3	Continue to offer before and after school tutorials and Saturday and summer Academies.	Warren, Chamblee	21 st Century grant	Sept. 2015-July 2016	ACE reports	
1b.4	Provide writing professional development every six weeks with Literacy Coach	Ramos, Chamblee	Teach Like a Champion, TLI	August 2015-June 2016	Workshop evaluations and sign in sheets	
1b.5	Provide acceleration class for students who fail to meet the passing standard on EOC Alg 1	Chamblee	1 FTE (\$50000 SCE) 1 FTE (\$50000 HSA)	Summer 2015	Pull-out schedules; progress monitoring	
1b.6	Continue to offer a continuum of services for SPED students.	Chamblee, SPED Dept,	1.75 FTE (\$50000 SPED)		Master schedule	

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Goal 1c:	Meet or exceed the state performance standard for all students and all student groups: Science

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1c.1	Administer a common assessment.	Chamblee, Science Dept.	.			TAPR Report 2015
1c.2	Implement CSCOPE with fidelity.	Chamblee	CSCOPE, DMAC	8/15– 06/65	Benchmark tests each 6 weeks	AYP Report 2015
1c.3	Continue to offer before and after school tutorials and Saturday & summer Academies.	Warren, Chamblee	21 st Century grant (\$1200 SCE funds)	9/15-7/16	Attendance rosters, grade reports	
1c.4	Provide monthly writing professional development with the Literacy Coach	Ramos	Teach Like a Champion, TLI	August 2015	Session evaluations, sign in sheets	
1c.5	Provide a continuum of services for our special education students.	Chamblee, SPED Dept.		Aug 2015- June2016	Master schedule	
1c.6	Provide acceleration class for students who fail to meet the EOC passing standard in Bio	Chamblee, Acosta, Armstead	1 FTE (\$50000SCE)	August 2015	Master schedule	

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Goal 1d:	Meet or exceed the state performance standards for all students and all student groups: Social Studies

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1	Administer a common assessment.	Chamblee SS Dept.			Classroom observations	TAPR Reports 2014 AYP Reports 2014
1d.2	Implement CSCOPE with fidelity.	Chamblee	CSCOPE, DMAC	Aug. 2014-June 2015	Benchmark Tests each 6 weeks	
1d.3	Continue to offer Saturday & summer Academies.	Warren, Chamblee	(\$750 SCE funds) 21 st Century grant			
1d.4						
1d.5	Provide acceleration class for students who fail to meet the EOC passing standard in U.S. History	Chamblee	1 FTE(\$50,000 SPED)			
1d.6	Provide a continuum of services for our special education students.	Chamblee				
1d.7	Provide monthly writing professional development with the Literacy Coach	Chamblee, Ramos				

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Goal 2a:	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
2a.1	Continue to contact parents when absences are more than 2 per month.	Steve Hanks Ruthie Humphrey	TXEIS	August 2015- June 2016	Six weeks attendance reports.	TAPR Reports 2015 AYP Reports 2015
2a.2	Continue to report truancy to the court.	Steven Hank Truancy Officer		August 2015- June 2015	Court records	
2a.3	Implement an incentive program for students who have attendance rates at or above the 95% rate.	Student Recog. Committee	\$500	Every six weeks	List of recipients	
2a.4	Continue to provide Communities in Schools social worker to assist students with sociological needs influencing school achievement adversely.	Krumnow	1 FTE (\$15000 SCE)	August 2015- June 2016	CIS contact logs	Yearly Report

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Goal 2b:	All students and all student groups will meet or exceed a completion rate of 85% .

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2b.1	Continue to provide a mentor teacher for incoming overage freshmen.	Krumnow Johnson	2 FTE SCE (\$100,000)	August 2015- June 2016	Reports each grading period	TAPR 2015 AYP 2015 PBMAS 2015
2b.2	Continue to offer credit recovery year round.	Krumnow Chamblee Counselors	Plato software (\$33,000) 1 FTE (\$20000 SCE)	August 2015- June 2016	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"> • DAEP • JJAEP & JDC • Teen parents 	Counselors Glynn Baggett	.20 FTE Student Services Liaison	August 2015- June 2016	TXEIS lever report	
2b.4	Continue to provide support to homeless students.	Mr. Glenn and Ms. Baggett	Title 1 A \$500.00	August 2015 June 2016	Progress Reports each grading period, attendance records	TAPR 2015 AYP 2015 PBMAS 2015

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Goal 3:	100% of the instructional staff will obtain 15 hours of CPE credit.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	Evaluate and enhance the teacher recruitment and mentoring program.	Krumnow	ESC Reg. 12	June 2014	New teacher survey Teacher exit forms	TAPR Report 2016 AYP Report 2016 End of year Teacher survey CPE certificates
3.2	Provide training for staff on differentiated instruction and small group instruction.	Chamblee	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.	Chamblee Ramos	ESC 12	monthly	Staff development evaluation forms	
3.4	Continue vertical alignment and curriculum support for STAAR/EOC.	Chamblee	TLI grant funds	June- August 2015	Training certificates	
3.5	Continue to provide monthly training for sheltered instruction.	Chamblee Hardin		Sept. 2014 Jan. 2015	Attendance records	
3.6	Continue training for data disaggregation and implementation of planning models to design effective remediation using Lead4ward.	Chamblee		August 2015- June 2015	Sign in sheets	
3.7	Provide professional development in AVID strategies, Margaret Kilgo data analysis and leadership.	Krumnow Chamblee		August 2014- July 2015	CPE forms Sign in sheets PD certificates	

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Goal 4:	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, 2015 – June, 2016	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 Erica Silva	American Bank marquee, school marquee	August, 2015 – June, 2016	Informal feedback from conferences & interviews	
4.3	Utilize the School Messenger automated system to contact parents about upcoming events	Krumnow Silva	School Messenger system	August, 2015 – June, 2016	School Messenger reports	
4.4	Continue campus planning and decision-making team meetings to improve communication among all stakeholders.	Krumnow		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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Short-term Goal 5:	All schools will meet federal requirements for safe schools for Title IX to ensure a safe and orderly school environment.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	Provide training in behavior management.	Volz	ESC 12 SPED funds)	Summer 2015	Teacher feedback forms	SDFS report 2016
5.2	Participate in annual CPI training	Volz	(\$1000 SPED)		Attendance certificates	
5.3	Continue the use of LVISD police department.	Hanks Hicks	Blakemore	August 2015- June 2016	Citations written each reporting period	
5.4	Update the MEOP plan.	Hanks Safety Committee		August 2015	MEOP manual	
5.5	Sustain the implementation of Crime Stoppers.	Contreras/ Blakemore	\$5000	August 2015- June 2015	Crime Stopper reports	Yearly report
5.6	Provide DAEP for qualifying students	Baxter	1 FTE (\$52,000 SCE)	August 2015- June 2015	Six Weeks enrollment report	Yearly report

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

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	Teachers will maintain and utilize ProjectShare accounts.	Chamblee	Garrett	Ongoing	Account activity summary	STAR chart results
6.2	Provide professional development for required software such as DMAC, gradebook.	Chamblee	Garrett	September 30, 2014	Teacher usage, program reports	Sign In Sheets
6.3	Provide training for software/hardware used for instructional delivery.	Chamblee Dietiker		Last Friday of the month	Training evaluation forms	Sign In Sheets
6.4	Ensure wireless connectivity across the campus and increased bandwidth for testing requirements.	Peebles	Erate	July 2014	Access and usage without issues	
6.5	Develop a maintenance and replacement plan for all technology resources.	Chamblee Rudd Peebles	\$30000 CTE \$15000 IMA	September 2014	Written plan	Replacement purchases

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

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
7.1	Expand CTE course offerings that lead to licensure and/or certification	Sara Rudd	9.25FTEs (\$375,000 CTE Funds) Perkins Grant \$39,000	August 2015 – June 2016	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 Ingrid Armstead	Facebook Student surveys	ongoing	Activity on Facebook	THECB report MCC annual report
7.3	Continue to offer and expand dual credit course offerings.	Sal Acosta Ingrid Armstead	Textbooks \$25000 HSA	August 2015 – June 2016	Course enrollment Master schedule	Credits accumulated
7.4	Continue to offer AVID at all levels.	Natasha Garcia	1.14 FTE (\$54000) HS Allotment	August 2015 – June 2016	Master schedule	TAPR report 2016
7.5	Increase the number of students participating in UIL academic competitions.	Shanna Jones	\$3000	Fall 2015	Event summary of participants	UIL Competition Results
7.6	Implement an incentive program to recognize student achievement.	Student Recognition Committee Hardin	\$5000	End of every grading period	Bulletin board, newsletters	

Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

La Vega High School Campus Improvement Plan for 2015-2016

Long Range Goal:	By 2015-2016, 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.
Short-term Goal 8:	Increase family and community involvement in school activities by 5%.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	All teachers will maintain an up to date webpage.	Erica Silva	Borland	August 2015 – June 2016	Agendas, sign-in sheets, Minutes	Program evaluation(s)
8.2	Create a functional parent teacher organization.	Steve Hanks	HOT Council of PTAs	Fall 2015	Meeting minutes, sign in sheets	
8.3	Host a Meet the Teacher Night.	Administration PI Committee		August 2015	Meeting minutes, sign in sheets	
8.4	Conduct parent TAKS/EOC workshops.	Counselors PI Committee	\$1250	Dec. 2015 March 2016	Meeting minutes, sign in sheets	

Title I Schoolwide Components

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La Vega High School Campus Improvement Plan for 2015-2016

Long Range Goal:	By 2015-2016, 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.
Short-term Goal 9:	Prepare students for postsecondary success by increasing by 5% the number of CTE students completing a coherent sequence of courses.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1	Continue to offer supplies to support CTE students and teachers.	Rudd / CTE Teachers	9.75FTEs (CTE Staff), \$10,000 CTE Budget	August 2015 – June 2016	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 / Peebles	2 FTE, \$180,000 CTE Budget	October 2015	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 / Chamblee / CTE Teachers	9.75FTEs (CTE Staff) \$20,000 CTE Budget	August 2015- June 2016	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 / Chamblee / CTE Teachers	9.75FTEs (CTE Staff), Perkins Grant \$36,894	August 2015 – June 2016	Purchase requests, purchase orders PER report	
9.5	Provide extracurricular opportunities for professional growth and leadership experiences for CTE staff and students.	Rudd / Chamblee	2 FTE, \$14,000 CTE Budget	August 2015 – July 2016	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/Hardin	2 FTE- CTE Budget	August 2015 – June 2016	Tracking student enrollment in post- secondary enrollment	

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La Vega High School Campus Improvement Plan for 2015-2016

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

	Strategies/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 instructional strategies to develop students' organizational skills that promote academic self-management (Essential 5)	AVID Site Team Administration Staff	AVID Curriculum resources	August 2015 – June 2016	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 2015 – June 2016	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 2015 – June 2016	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	Garcia Krumnow	AVID Training modules	August, 2015	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	Administration Garcia	College recruitment materials; \$5000	August 2015 – June 2016	Purchase Orders	AVID CSS Data
10.6	Continue to provide access to necessary assessments required for college entrance	AVID Site Team Counselors Garcia	\$3500	August 2015 – June 2016	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 2015 – June 2016	Walkthroughs, PDAS, lesson plans	College acceptance data
10.8	Increase the number of rigorous courses available for AVID students	AVID Site Team Counselors	FTE allocations	August, 2015	Master Schedule	Course enrollment counts Course grades

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10.9	Increase the number of AVID students successfully completing higher-level and dual credit courses	AVID Site Team Counselors	State assessment scores	August, 2015 January, 2016	Course enrollment data	Course grades
10.10	Create an AVID campus data group to facilitate the data collection process	PEIMS staff Administration Counselors	TxEIS DMAC	August, 2015 January, 2016	ISS Data Collection reports	2016 Certification Self Study

Working Document

Title I Schoolwide Components

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