

La Vega Junior High School George Dixon Campus Campus Improvement Plan 2014-2015 Executive Summary

Data Sources Reviewed:

- PEIMS data
- Parent Survey data
- Student Survey data
- Staff Survey data
- AEIS data
- AYP data
- CIP and SIP documents
- Discipline data
- Continuous Improvement Continuums
- PDAS and Walk-Through information
- Teacher certifications
- VIA Notes
- Faculty meeting and staff development session agendas

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"> • Enrollment has remained steady or increased over the last several years • Special education population seems to be decreasing • Over 88% of our students are identified as Economically Disadvantaged 	<ul style="list-style-type: none"> • Increasing LEP population requiring additional services • Increasing minority staff on campus • Class sizes are large in math and history classes • At risk population is increasing; increase services available to this population • Continue to increase inclusion 	<ul style="list-style-type: none"> • Expanding ELL / LEP support services to include the addition of an ELL/LEP paraprofessional. • Expanding inclusion services for LEP and Special Education populations • Target high needs areas such as math to decrease student to teacher ratios • Continue to increase services targeting at risk populations

		<p>services for special education students</p> <ul style="list-style-type: none"> Continue to increase inclusion services for ELL/LEP 	
<p>Student Achievement</p> <p>CIP Strategies: 1, 2, 3, 4, 6, 7</p>	<ul style="list-style-type: none"> Progress is being made in all core areas as indicated by AEIS data DMAC is a critical tool for teachers and administrators Inclusion services are yielding increased achievement across all student groups in the areas of science and social studies Saturday math and science academies are effective and impact our student population Data indicates current interventions are working to improve student performance Addition of full time AVID elective teacher has improved student performance. 	<ul style="list-style-type: none"> Increase academic achievement of our African American and Hispanic student groups Continue and increase small group intervention opportunities for students in the areas of reading, math, and science LEP students continue to struggle in core classes Additional intervention opportunities are needed to target all grade levels and the areas of math, science, ELA, and History There is a disconnect between the instructional strategies used predominantly by teachers and students' preferred method of learning Math Coach is critical to math team 	<ul style="list-style-type: none"> Increase intervention opportunities for 7th and 8th grade students in math, science, and ELA Expand inclusion services to include all core areas and both grade levels Continue services for ESL/LEP students to include a full-time ESL teacher and inclusion instruction as well as adding an ESL/LEP paraprofessional. Increase professional development sessions targeting small group instruction and the use of High Yield Strategies (TLI and AVID) Continue Saturday academies with special attention given to incentivize attendance. Continue to implement structures that support collaboration including team and department planning Continue to incorporate strategies to minimize transition times and increase instruction times in the classroom and the master schedule Continue Math Coach Position Continue Full Time AVID elective Position Add additional sections of AVID by training current staff or adding additional staff.
<p>School Culture and Climate</p> <p>CIP Strategies: 1, 2, 3, 4, 6, 7</p>	<ul style="list-style-type: none"> Safe, positive school environment Supportive administrators Students feel they belong at our campus All teachers participate in "positive" parent communications 	<ul style="list-style-type: none"> Continue common planning periods for team and departments Classroom management and discipline continues to be a concern Classroom management training needed 	<ul style="list-style-type: none"> Incorporate district adopted management system after receiving training. Provide Professional Development based on Fred Jones' <i>Positive Classroom Discipline</i> program for teachers that struggle with management issues. Increase parent involvement opportunities and attendance at PI events

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

	<ul style="list-style-type: none"> • Collaboration among staff is actively encouraged through master schedule • Time for reflection and professional growth is encouraged through master schedule (PLCs) • Mentor groups • Variety of programs offered • Quality and challenging curriculum • A clear vision has been communicated and is shared by staff • Staff committed to campus vision and improvement • Staff members care about students 	<ul style="list-style-type: none"> • Additional training to establish quality teacher-student relationships is needed (district adopted program) • Bullying prevention programs • Full time campus officer • Increase parent involvement • Additional computers for ISS 	<ul style="list-style-type: none"> • Provide additional training regarding classroom management strategies and discipline procedures • Continue to increase academic rigor in classrooms • Investigate additional higher level course offerings on campus. • Continue after-school detention program to decrease class time missed • Increase computer resources in ISS classroom and detention center • Continue Junior Police Academy • Continue summer professional development sessions
<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 • The majority of teachers meet or exceed expectations on PDAS and walkthroughs • Administration supportive of professional development • Professional development opportunities provided throughout the year • Staff attendance rate has improved to over 90% • 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 • Increase on-going professional development sessions throughout the year to include specific middle school issues (TMSA) • Increase staff retention rate • Math Coach is critical to math team • Literacy Coach needs a more defined role in order to increase effectiveness. 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 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 • Increase staff retention rate to 75%+. • Continue math coach position • Work with the TLI Project Director to define role of the Literacy Coach.

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<p>Curriculum, Instruction, Assessment</p> <p>CIP Strategies: 1, 2, 3, 4, 6, 7</p>	<ul style="list-style-type: none"> • La Vega Curriculum used in all core areas • We have a comprehensive assessment process • A clear alignment is established with curriculum resources, assessments, and TEKS • Targeted interventions are linked to increased student achievement • Math and science academies are effective interventions • Tutorials and enrichment activities enhance the curriculum 	<ul style="list-style-type: none"> • Increase technology resources throughout the classrooms • Walk through and PDAS data indicates a need for increased usage of higher order questioning stems and activities • Academies need increased attendance. • Tutorials are poorly attended. 	<ul style="list-style-type: none"> • Continue La Vega Curriculum implementation • Continue training opportunities to support varied instructional strategies • Professional development is needed regarding Costas, HOTS, and 21st Century Learning Skills • Restructuring of Saturday Academies and tutorials is needed.
<p>Family and Community Involvement</p> <p>CIP Strategies: 2, 7, 8</p>	<ul style="list-style-type: none"> • Positive parent contacts are an effective strategy to connect with parents • We provide significant translation support to our non-English speaking families • CIS provides a wealth of services to our students and families 	<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"> • Increase PI activities • Increase strategies to involve parents on campus (including classroom level) • Increase partnerships with business and community members • 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 • Teams support special populations (ie: special education, LEP) • Feedback mechanisms are in place and used by campus 	<ul style="list-style-type: none"> • Student management issues are addressed, but additional training is needed (District Adopted Program) • Common planning times for teams and departments is a must; it is critical to the campus meeting identified goals • Additional supervision is needed outside the building before and after school hours 	<ul style="list-style-type: none"> • Continue common team and department planning times • Incorporate additional student management training • Increase student supervision in targeted areas • Minimize time lost during transition • Continue science and math academies • Improve and refine student management in ACE program • Investigate the incorporation of volunteers/parents to assist with

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	<p>staff and parents</p> <ul style="list-style-type: none"> Altered lunch schedules have improved student management and supervision Scheduled interventions remain a priority Implementation of AVID system school wide encourages use of high yield teaching strategies. 	<ul style="list-style-type: none"> Continue to improve student transitions to maximize instructional time and decrease transition time Refine the advisory period; possibly provide standard curriculum for all teachers to use. Equally distribute class sizes for each teacher 	<p>supervision (ie: Watch DOG program)</p> <ul style="list-style-type: none"> Work to increase number of AVID sections available to students in master schedule.
<p>Technology</p> <p>CIP Strategies: 1, 3, 6</p>	<ul style="list-style-type: none"> We have multiple mobile labs Mobi technology 	<ul style="list-style-type: none"> Technology equipment is in need of upgrade Most textbook resources are digital, and we do not have the hardware to support digital text student usage Continue usage and expansion of technology targeting intervention (ie: Success Maker, etc.) 	<ul style="list-style-type: none"> Upgrade current technology resources (old computers, projectors, etc.) Incorporate more advanced technology Continue technology-based intervention support Increase digital components for student work product

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La Vega Junior High School George Dixon Campus Campus Improvement Plan 2015-2015

Approved by the LVISD Board of Trustees on:

Campus Goal(s):

1. By 2014-2015, 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).
2. La Vega Junior High School will manage and maintain a fiscally sound budget
3. La Vega Junior High School George Dixon Campus will retain and attract quality staff.
4. La Vega Junior High School George Dixon Campus will provide adequate facilities that enhance teaching and learning.

Short-term goals for achieving long-range goals and district & campus performance objectives in the 2014-2015 school year, LVJHS will:

1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. Provide staff development for all staff, as appropriate, with each staff member obtaining a minimum of 15 hours of Continuing Professional Education (CPE) credits.
4. Receive an approval rating of 80% (4) or better on student, staff, and parent comprehensive needs surveys.
5. Meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
6. Continue to improve and upgrade campus technology resources for instruction.
7. Continue to improve an active partnership among parents, community members, and educators by 5%.
8. Continue to implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in Fitness Gram results.
9. Continue to implement and refine the Advancement Through Individual Determination (AVID) system school-wide throughout the campus.

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Campus Improvement Plan for 2014-2015

Long Range Goal: 1	By 2014-2015, 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) for each campus and for the District.
Short-term Goal: 1	Meet or exceed the state and federal standards for all students and all student groups in Reading

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1a	Continue reading intervention program for 7 th grade students SW1, SW2	Borland Sneed TBD	<ul style="list-style-type: none"> • TMSFA • 1 FTE SCE Funds • DMAC 	August, 2014 – June, 2015	Progress Monitoring reports each marking period Benchmark Assessments Classroom Observations	2015 STAAR Reading Results
1.2a	Continue Accelerated Reader Program	McDonald ELA Department	<ul style="list-style-type: none"> • Local funds 	August, 2014 – June, 2015	STAR Assessment Results AR Reports each marking period	2015 STAAR Reading Results
1.3a	Continue ELA after-school tutorial intervention for all students SW1, SW2, SW10	Borland Sneed ELA Department	<ul style="list-style-type: none"> • Title I, Part A funds • DMAC • 21st Century Grant 	August, 2014 – June, 2015	Student attendance rosters Failure Rates Benchmark Assessments Classroom Observations	2015 STAAR Reading Results
1.4a	Investigate expansion of reading intervention program to include 8 th grade students SW1	Borland Sneed P. Johnson	<ul style="list-style-type: none"> • Needs Assessment • Cost Analysis • DMAC 	August, 2014 – June, 2015	Meeting Agenda Items Meeting Minutes	Meeting Findings
1.5a	Continue implementation of inclusion instruction for ESL students SW1	Borland Sneed P. Johnson Yankie	<ul style="list-style-type: none"> • Needs Assessment • Program Evaluation • TIA - IFTE 	August, 2014 – June, 2015	Lesson Plans Team/Department Meeting Agenda Items and Minutes	2015 TELPAS Results 2015 PBMAS Results 2015 STAAR Reading Results Meeting Findings
1.6a	Continue common planning time for ELA team SW1, SW2	Borland Sneed ELA Department	<ul style="list-style-type: none"> • Master Schedule 	August, 2014 – June, 2015	Department Meeting Agendas Lesson Plans	2015 STAAR Reading Results
1.7a	Continue La Vega Curriculum Implementation SW1, SW2	Borland Sneed ELA Department	<ul style="list-style-type: none"> • La Vega Curriculum • LINKS Professional Development • Title II funds 	August, 2014 – June, 2015	Lesson Plans Classroom Observations	2015 STAAR Reading Results

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

1.8a	Continue implementation of grade level common assessments SW8	Sneed ELA Teachers Maloney	<ul style="list-style-type: none"> • Common Planning time • DMAC 	August, 2014 – June, 2015	Planning Meeting Agendas	DMAC Results
1.9a	Continue data disaggregation meetings SW1, SW2	Borland Sneed ELA Department	<ul style="list-style-type: none"> • DMAC • Common planning time 	August, 2014 – June, 2015	Meeting Agendas DMAC Reports Action plans	2015 STAAR Reading Results
1.10 a	Continue participation in district-wide ESL Academy	ELA Department All Teaching Staff	<ul style="list-style-type: none"> • ESC • Title III Funds 	July, 2015	Sign-In Sheets Certifications earned	2015 STAAR Reading Results
1.11 a	Continue to monitor LEP students' success	Borland Sneed ELA Department Yankie	<ul style="list-style-type: none"> • Progress Monitoring Results 	August, 2014 – June, 2015	DMAC Results Six Weeks Course grades	2015 STAAR Reading Results
1.12a	Continue to implement the AVID system school wide.	Borland Sneed Ellis AVID Site Team	<ul style="list-style-type: none"> • Monthly Meetings • Lesson plans 	August, 2014 – June, 2015	Meeting Agendas Lesson Plans Classroom Observations	2015 STAAR Reading Results

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Short-term Goal: 1	Meet or exceed the state and federal standards for all students and all student groups in Writing

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1b	Continue writing workshops for all 7 th grade students SW2	Sneed Cogburn Maloney Yankie	<ul style="list-style-type: none"> • 2015 TAKS Essays and Results • DMAC • TAKS Scoring Rubrics 	August, 2014 – June, 2015	Writing Workshop Essay Scores Benchmark Results	2015 STAAR Writing Results
1.2b	Continue ELA writing after-school tutorial intervention for all students SW1	Borland Sneed ELA Department	<ul style="list-style-type: none"> • Title I, Part A funds • DMAC • 21st Century Grant 	August, 2014 – June, 2015	Student attendance rosters Failure Rates Benchmark Assessments Classroom Observations	2015 STAAR Writing Results
1.3b	Continue common planning time for ELA team SW1, SW2	Borland Sneed ELA Department	<ul style="list-style-type: none"> • Master Schedule 	August, 2014 – June, 2015	Department Meeting Agendas Lesson Plans	2015 STAAR Writing Results
1.4b	Continue Implementation of the La Vega Curriculum SW1, SW2	Borland Sneed ELA Department	<ul style="list-style-type: none"> • La Vega Curriculum • LINKS Professional Development • Title II funds 	August, 2014 – June, 2015	Lesson Plans Classroom Observations	2015 STAAR Writing Results
1.5b	Continue to Refine the La Vega Curriculum through Curriculum Workshops	Borland Sneed Krumnow ELA Dept.	<ul style="list-style-type: none"> • La Vega Curriculum • Local Funds 	June 2014	Lesson Plans PLC Agendas Classroom Observations	2015 STAAR Writing Results
1.6b	Continue data disaggregation meetings SW1, SW2	Borland Sneed ELA Department	<ul style="list-style-type: none"> • DMAC • Common planning time 	August, 2014 – June, 2015	Meeting Agendas DMAC Reports Action plans	2015 STAAR Writing Results

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1.7b	Continue implementation of grade level common assessments SW8	Sneed ELA Teachers Maloney	<ul style="list-style-type: none"> • Common Planning time • DMAC 	August, 2014 – June, 2015	Planning Meeting Agendas	DMAC Results
1.8b	Continue participation in district-wide ESL Academy	ELA Department	<ul style="list-style-type: none"> • ESC • Title III Funds 	July, 2014	Sign-In Sheets Certifications earned	2015 STAAR Writing Results
1.9b	Continue to monitor LEP students' success	Borland Sneed ELA Department Yankie	<ul style="list-style-type: none"> • Progress Monitoring Results • TIA- 1 FTE 	August, 2014 – June, 2015	DMAC Results Six Weeks Course grades	2015 STAAR Writing Results
1.10b	Continue to implement the AVID system school wide.	Borland Sneed Ellis AVID Site Team	<ul style="list-style-type: none"> • Monthly Meetings • Lesson plans 	August, 2014 – June, 2015	Meeting Agendas Lesson Plans Classroom Observations	2015 STAAR Writing Results

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Short-term Goal: 1	Meet or exceed the state and federal standards for all students and all student groups in Mathematics

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1c	Continue math intervention program for 8 th grade students, including the Success Maker labs and the math intervention class SW1, SW2	Borland Sneed Barrett Walton/Coker Dixon/Jefferson	<ul style="list-style-type: none"> • 2 FTE Title I Part A Funds • DMAC • SCE Funds – 1 FTE 	August, 2014 – June, 2015	Progress Monitoring reports each marking period Benchmark Assessments Classroom Observations	2015 STAAR Math Results
1.2c	Continue and expand Saturday Math Academies for 7 th and 8 th grade	Borland Sneed Barrett Math Department	<ul style="list-style-type: none"> • Title I, Part A funds \$15,000 • DMAC • Student attendance incentives • Common planning time 	August, 2014 – June, 2015	Saturday Math Academy Attendance reports Benchmark Assessments Classroom passing rates	2015 STAAR Math Results
1.3c	Continue Math after-school tutorial intervention for all students SW1	Borland Sneed Barrett Math Department	<ul style="list-style-type: none"> • Title I, Part A funds \$5000 • DMAC • 21st Century Grant 	August, 2014 – June, 2015	Student attendance rosters Failure Rates Benchmark Assessments Classroom Observations	2015 STAAR Math Results
1.4c	Expand the mathematics intervention program to include 8 th grade students SW1	Borland Sneed P. Johnson	<ul style="list-style-type: none"> • Needs Assessment • DMAC 	August, 2014 – June, 2015	Meeting Agenda Items Meeting Minutes	Meeting Findings

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1.5c	Continue common planning time for Math team SW1, SW2	Borland Sneed Barrett Math Department	<ul style="list-style-type: none"> • Master Schedule 	August, 2014 – June, 2015	Department Meeting Agendas Lesson Plans	2015 STAAR Math Results
1.6c	Continue La Vega Curriculum Implementation SW1, SW2	Borland Sneed Barrett Math Department	<ul style="list-style-type: none"> • La Vega Curriculum • LINKS Professional Development • Title II funds 	August, 2014 – June, 2015	Lesson Plans Classroom Observations	2015 STAAR Math Results
1.7c	Continue to Refine the La Vega Curriculum through Curriculum Workshops	Borland Sneed Krumnow Math Dept.	<ul style="list-style-type: none"> • La Vega Curriculum • Local Funds 	June 2014	Lesson Plans PLC Agendas Classroom Observations	2015 STAAR Math Results
1.8c	Continue data disaggregation meetings SW1, SW2	Borland Sneed Math Department	<ul style="list-style-type: none"> • DMAC • Common planning time 	August, 2014 – June, 2015	Meeting Agendas DMAC Reports Action plans	2015 STAAR Math Results
1.9c	Participate in the Algebra 1 Collaborative through ESC Region 12	Borland Sneed Math Department	<ul style="list-style-type: none"> • Region 12 • Substitute Costs 	August, 2014 – June, 2015	Attendance Certificates	2015 STAAR Math Results
1.10c	Continue implementation of grade level common assessments SW8	Sneed Math Teachers Barrett	<ul style="list-style-type: none"> • Common Planning time • DMAC 	August, 2014 – June, 2015	Planning Meeting Agendas	DMAC Results
1.11 c	Continue participation in district-wide ESL Academy	Math Department	<ul style="list-style-type: none"> • ESC • Title III Funds 	July, 2014	Sign-In Sheets Certifications earned	2015 STAAR Math Results
1.12c	Continue to monitor LEP students' success	Borland Sneed Math Department Yankie	<ul style="list-style-type: none"> • Progress Monitoring Results 	August, 2014 – June, 2015	DMAC Results Six Weeks Course grades	2015 STAAR Math Results
1.13c	Continue math coach position	Borland Sneed Math Department Baxter	<ul style="list-style-type: none"> • Needs Assessment • Progress Monitoring • 1 FTE - \$45,000 	August, 2014 – June, 2015	DMAC Results Six Weeks Course grades	2015 STAAR Math Results
1.14c	Continue Pirate Math Program/Positions	Borland Krumnow Rappoport Foundation	<ul style="list-style-type: none"> • DMAC • Math Course Grades 	August, 2014 – June, 2015	DMAC Results Benchmark Results Course Grades	2015 STAAR Math Results
1.15c	Continue to implement the AVID system school wide.	Borland Sneed Ellis AVID Site Team	<ul style="list-style-type: none"> • Monthly Meetings • Lesson plans 	August, 2014 – June, 2015	Meeting Agendas Lesson Plans Classroom Observations	2015 STAAR Math Results

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Short-term Goal: 1	Meet or exceed the state and federal standards for all students and all student groups in Science

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1d	Continue science intervention program for 7 th and 8 th grade students, including the Sci-TEK lab, Success Maker lab and pull-outs SW1, SW2	Borland Sneed Travis/Duggan Walton- Massington	<ul style="list-style-type: none"> • 2 FTE Title I Part A Funds • DMAC • Sci-TEK lab curriculum \$7000 • SCE Funds – 2 FTEs 	August, 2014 – June, 2015	Progress Monitoring reports each marking period Benchmark Assessments Classroom Observations	2015 STAAR Science Results
1.2d	Continue Saturday Science Academies for 8 th grade	Borland Sneed Bartlett Science Department	<ul style="list-style-type: none"> • Title I, Part A funds \$22,000 • DMAC • Student attendance incentives \$8000 • Common planning time 	August, 2014 – June, 2015	Saturday Science Academy Attendance reports Benchmark Assessments Classroom passing rates	2015 STAAR Science Results
1.3d	Continue Science after-school tutorial intervention for all students SW1, SW2, SW10	Borland Sneed Science Department	<ul style="list-style-type: none"> • Title I, Part A funds • 21st Century Grant • DMAC 	August, 2014 – June, 2015	Student attendance rosters Failure Rates Benchmark Assessments Classroom Observations	2015 STAAR Science Results
1.4d	Implement Sci-TEK intervention program for 7 th grade students SW1	Borland Sneed P. Johnson TBD	<ul style="list-style-type: none"> • Needs Assessment • SCE, Title I, Part A, Special Education and local funds • DMAC • SCE Funds – 1 FTE 	August, 2014 – June, 2015	Progress Monitoring reports each marking period Benchmark Assessments Classroom Observations	Meeting Findings
1.5d	Continue common planning time for Science team	Borland Sneed	<ul style="list-style-type: none"> • Master Schedule 	August, 2014 – June, 2015	Department Meeting Agendas	2015 STAAR Science Results

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	SW1, SW2	Science Department			Lesson Plans	
1.6d	Continue La Vega Curriculum Implementation SW1, SW2	Borland Sneed Science Department	<ul style="list-style-type: none"> • La Vega Curriculum • LINKS Professional Development • Title II funds 	August, 2014 – June, 2015	Lesson Plans Classroom Observations	2015 STAAR Science Results
1.7d	Continue to Refine the La Vega Curriculum through Curriculum Workshops	Borland Sneed Krumnow Science Dept.	<ul style="list-style-type: none"> • La Vega Curriculum • Local Funds 	June 2014	Lesson Plans PLC Agendas Classroom Observations	2015 STAAR Science Results
1.8d	Continue data disaggregation meetings SW1, SW2	Borland Sneed Science Department	<ul style="list-style-type: none"> • DMAC • Common planning time 	August, 2014 – June, 2015	Meeting Agendas DMAC Reports Action plans	2015 STAAR Science Results
1.9d	Participate in the Science Collaborative through ESC Region 12 SW4	Borland Sneed 7 th Science Teachers	<ul style="list-style-type: none"> • Region 12 • Substitute Costs 	August, 2014 – June, 2015	Attendance Certificates	2015 STAAR Science Results
1.10d	Continue implementation of grade level common assessments SW8	Sneed Science Teachers	<ul style="list-style-type: none"> • Common Planning time • DMAC 	August, 2014 – June, 2015	Planning Meeting Agendas	DMAC Results
1.11 d	Continue participation in district-wide ESL Academy	Science Department	<ul style="list-style-type: none"> • ESC • Title III Funds 	July, 2015	Sign-In Sheets Certifications earned	2015 STAAR Science Results
1.12d	Continue to monitor LEP students' success	Borland Sneed Science Department Yankie	<ul style="list-style-type: none"> • Progress Monitoring Results 	August, 2014 – June, 2015	DMAC Results Six Weeks Course grades	2015 STAAR Science Results
1.13d	Continue to implement the AVID system school wide.	Borland Sneed Ellis AVID Site Team	<ul style="list-style-type: none"> • Monthly Meetings • Lesson plans 	August, 2014 – June, 2015	Meeting Agendas Lesson Plans Classroom Observations	2015 STAAR Science Results

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

Campus Improvement Plan for 2014-2015

Long Range Goal: 1	By 2014-2015, 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:1	Meet or exceed the state and federal standards for all students and all student groups in Social Studies

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1e	Continue History after-school tutorial intervention for all students SW1	Borland Sneed History Department	<ul style="list-style-type: none"> • Title I, Part A funds • 21st Century Grant • DMAC 	August, 2014 – June, 2015	Student attendance rosters Failure Rates Benchmark Assessments Classroom Observations	2015 STAAR History Results
1.2e	Continue common planning time for History team SW1, SW2	Borland Sneed History Department	<ul style="list-style-type: none"> • Master Schedule 	August, 2014 – June, 2015	Department Meeting Agendas Lesson Plans	2015 STAAR History Results
1.3e	Continue Implementation of La Vega Curriculum SW1, SW2	Borland Sneed History Department	<ul style="list-style-type: none"> • La Vega Curriculum • LINKS Professional Development • Title II funds 	August, 2014 – June, 2015	Lesson Plans Classroom Observations	2015 STAAR History Results
1.4e	Continue to Refine the La Vega Curriculum through Curriculum Workshops	Borland Sneed Krumnow History Dept.	<ul style="list-style-type: none"> • La Vega Curriculum • Local Funds 	June 2014	Lesson Plans PLC Agendas Classroom Observations	2015 STAAR History Results
1.5e	Continue data disaggregation meetings SW1, SW2	Borland Sneed History Department	<ul style="list-style-type: none"> • DMAC • Common planning time 	August, 2014 – June, 2015	Meeting Agendas DMAC Reports Action plans	2015 STAAR History Results
1.6e	Continue implementation of grade level common assessments SW8	Sneed History Teachers	<ul style="list-style-type: none"> • Common Planning time • DMAC 	August, 2014 – June, 2015	Planning Meeting Agendas	DMAC Results
1.7e	Continue participation in district-wide ESL Academy	History Department	<ul style="list-style-type: none"> • ESC • Title III Funds 	July, 2015	Sign-In Sheets Certifications earned	2015 STAAR History Results

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

1.8e	Continue to monitor LEP students' success	Borland Sneed History Department Yankie	<ul style="list-style-type: none"> • Progress Monitoring Results 	August, 2014 – June, 2015	DMAC Results Six Weeks Course grades	2015 STAAR History Results
1.10b	Continue to implement the AVID system school wide.	Borland Sneed Ellis AVID Site Team	<ul style="list-style-type: none"> • Monthly Meetings • Lesson plans 	August, 2014 – June, 2015	Meeting Agendas Lesson Plans Classroom Observations	2015 STAAR History Results

Working Document

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

Campus Improvement Plan for 2014-2015

Long Range Goal:1	By 2014-2015, 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	Borland Johnson Bell Rachuig	<ul style="list-style-type: none"> • TxEIS Attendance Reports • Tracking Tool • Attendance Clerk • Receptionist 	August, 2014 – June, 2015	Monitoring Flow Chart	2015 AEIS Attendance Rate
2.2	Continue timely notification to parents of students with unexcused absences	Borland Escobedo Rachuig Johnson Bell	<ul style="list-style-type: none"> • TxEIS Attendance Reports • Postage 	August, 2014 – June, 2015	Weekly attendance reports Notification database Six Weeks Attendance Rates	2015 AEIS Attendance Rate
2.3	Continue to report truancy to courts SW10	Borland Rachuig Bell	<ul style="list-style-type: none"> • TxEIS Reports • Attendance Field Officer 	August, 2014 – June, 2015	Weekly attendance reports Notification database Six Weeks Attendance Rates	2015 AEIS Attendance Rate
2.4	Continue implementation of incentive program for students who have attendance rates at or above the 95% target rate	Borland Student Incentive Committee	<ul style="list-style-type: none"> • TxEIS Attendance Reports • Tracking Tool • Attendance Clerk • Incentives \$7000 	August, 2014 – June, 2015	Weekly attendance reports Notification database Six Weeks Attendance Rates	2015 AEIS Attendance Rate

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

Campus Improvement Plan for 2014-2015

Long Range Goal:3	La Vega Junior High George Dixon Campus will retain and attract quality staff.
Short-term Goal: 3	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	Borland Sneed Bartlett Krumnow	<ul style="list-style-type: none"> • CIC Documents 	August 2014 – June, 2015	CIC Charts	2015 AEIS Report
3.2	Continue campus-wide professional development for School Improvement Initiatives, including <i>District Adopted Student Management Program</i> . SW4	Borland Sneed Borland Krumnow Campus Staff	<ul style="list-style-type: none"> • Title II, Part A Funds • Local funds \$25,500 • Region 12 	August 2014 – June, 2015	Attendance Certificates Region 12 Debit Account Monthly reports	2015 AEIS Report
3.3	Participate in district VIA and vertical teaming processes SW2, SW4	Borland Sneed Bartlett Krumnow Campus Staff	<ul style="list-style-type: none"> • Meeting Facilitators • La Vega curriculum 	August 2014 – June, 2015	Sign In Sheets Meeting Agendas Evaluation Results	2015 AEIS Report
3.4	Continue development and implementation of campus mentoring program	Borland Sneed	<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 2014 – June, 2015	Sign In sheets Meeting Agendas Evaluation Results	2015 AEIS Report Staff Retention Rate

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

3.5	Continue PD for staff addressing issues specific to middle school students, parents, and staff including but not limited to core curriculum, special populations (at risk, homeless, LEP, special education), and student management	Borland Sneed Department Leaders	<ul style="list-style-type: none"> • Title II, Part A Funds • 199- Staff Development Funds \$8000 • Release time • Sub Costs • Title I, Part D funds 	August 2014 – June, 2015	CPEs Attendance certificates Sign in Sheets	2015 AEIS Report Program Evaluation
3.6	Continue participation in district-wide ESL Academy	Borland Johnson Sneed Bartlett Campus Staff	<ul style="list-style-type: none"> • ESC • Title III Funds 	July, 2014	Sign-In Sheets Certifications earned	2015 STAAR Results
3.7	Continue campus La Vega Curriculum Summer Camps for teachers	Borland Johnson Sneed Bartlett	<ul style="list-style-type: none"> • Title I Part A Funds • Local Funds 	Summer, 2015	CPEs Attendance certificates Sign in Sheets	2015 AEIS Report Program Evaluation
3.8	Continue New-Teacher Orientation Week	Borland Baxter Sneed Bartlett Mentors	<ul style="list-style-type: none"> • Local Funds \$4000 • PD Materials 	August, 2015	CPEs Attendance certificates Sign in Sheets	2015 AEIS Report Program Evaluation
3.9	Utilize Fred Bartlett' <i>Positive Classroom Discipline</i> program for teachers that struggle with classroom management.	Borland Johnson Sneed Bartlett Mentors	<ul style="list-style-type: none"> • Local Funds \$3500 • PD Materials 	August, 2015	CPEs Student discipline PEIMS data Sign in Sheets	2015 AEIS Report Program Evaluation

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

Campus Improvement Plan for 2014-2015

Long Range Goal: 1	By 2015-2015, 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).
2	La Vega Junior High School will manage and maintain a fiscally sound budget
3	La Vega Junior High School George Dixon Campus will retain and attract quality staff.
4	La Vega Junior High School George Dixon Campus will provide adequate facilities that enhance teaching and learning.
Short-term Goal 4:	Receive an approval rating of 80% (4) 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 processes and analysis including electronic surveys, CIC meetings and data meetings SW1, SW6, SW8	Borland Sneed Bartlett Johnson	<ul style="list-style-type: none"> • Title 1, Part A funds • Staff development sessions 	October, 2014 – June, 2015	Meeting Agendas CIC charts	Survey results Program Evaluations Sign in sheets
4.2	Continue parent data meetings, including Data Nights and SSI progress meetings SW6	Sneed	<ul style="list-style-type: none"> • DMAC • Postage • \$1000 	October, 2014 – June, 2015	DMAC Results Sign In Sheets	Survey results 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	Borland Sneed Bartlett Johnson Urmston	<ul style="list-style-type: none"> • Campus Staff • Parent Meeting times • La Vega Website 	September, 2014 – June, 2015	Draft documents (CNA, CIP, SIP) Meeting Agendas	Survey results Feedback notes Sign In Sheets
4.4	Continue to host Annual Title I Parent Meeting to review campus Parent Involvement Policy and staff meetings to discuss the value of parent involvement SW6	Borland Sneed	<ul style="list-style-type: none"> • Campus Staff • Food for Attendees • \$400 	September, 2014	Draft Parent Involvement Policies	Sign-In Sheet Agenda Revised Parent Involvement policy in handbook
4.5	Continue to publicize positive events at school including honor rolls, extra-curricular events, campus-wide initiatives, etc.	Borland Sneed Urmston Johnson Magdaleno	<ul style="list-style-type: none"> • Local Funds • Website 	September, 2014 – July, 2015	Publications Campus Web page Community feedback	January 2015 CNA Results

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

4.6	Continue to utilize School Messenger automated system to provide parents about upcoming campus events	Borland Magdaleno	<ul style="list-style-type: none"> School Messenger 	August, 2014- July, 2015	Monthly Program Reports	Yearly Program Reports
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Working Document

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

Campus Improvement Plan for 2014-2015

Long Range Goal: 1	By 2015-2015, 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 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
5.1	Continue implementation of an annual technology needs assessment SW1	Borland	<ul style="list-style-type: none"> • Peebles • Borland • Survey Monkey 	October, 2014 – June, 2015	Technology Needs Survey Tool	Tech Survey results
5.2	Develop a campus plan to enhance existing technology and acquire new technology to support classroom instruction and improve student achievement SW1	Borland Sneed Bartlett Garrett	<ul style="list-style-type: none"> • 199 and Title I, Part A funds \$15,000 • Technology Director 	October, 2014 – June, 2015	Draft plan Meeting Agendas	Meeting Notes Finalized timeline Purchase orders
5.3	Develop and implement a comprehensive technology professional development plan targeting staff technology competencies and technology instructional resources SW1, SW3, SW4	Borland Sneed Garrett	<ul style="list-style-type: none"> • PD Sessions • Release time or Faculty Meeting time 	October, 2014 – June, 2015	Draft plan Meeting Agendas	Sign In Sheets PD Evaluation results
5.4	Continue to provide training opportunities for staff	Borland Sneed Garrett	<ul style="list-style-type: none"> • Project Share • Staff • \$1000 local funds 	Ongoing	Teacher feedback CNA Results	STAR Chart

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

Campus Improvement Plan for 2014-2015

Long Range Goal:1	By 2015-2015, 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: 7	Continue to improve an active partnership among parents, community members, and educators by 5%

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	Continue to provide program information and materials in both English and Spanish SW6	Borland Sneed Rachuig Escobedo Magdaleno Guerrero	<ul style="list-style-type: none"> • Translators • Translation stipend \$1000 • Title I, Part A funds \$300 • Parent Institute Electronic Resources • Website 	August, 2014 – June, 2015	Bilingual forms Bilingual notices Bilingual Materials	Parent Involvement Records
6.2	Continue communication strategies between school and home including positive parent contacts, School Messenger messages, parent newsletter, website updates, Parent Portal, and marquee information SW6	Borland Sneed Bartlett Johnson Classroom Teachers	<ul style="list-style-type: none"> • School Messenger • Teachers • Campus Website • Postage 	August, 2014 – June, 2015	School Messenger Reports Parent Contact Logs Website Counter Copies of Newsletter	Parent Survey Results
6.3	Continue mentoring program for at-risk students SW1, SW2, SW8, SW9	Keezee	<ul style="list-style-type: none"> • Mentors • \$1000 • SCE Funds – 1 FTE 	August, 2014 – June, 2015	Mentor Sign-In Sheets Mentor Roster	Program Evaluation Results
6.4	Continue Communities in Schools partnership SW1, SW6, SW10	Borland Hesbrook	<ul style="list-style-type: none"> • \$12000 • CIS Staff and tutors 	August, 2014 – June, 2015	CIS Program Rosters CIS Calendar of Events	Program Evaluation Results
6.5	Continue parent involvement activities such as parent nights, parent luncheons, and parent/student orientation SW6	Borland Keezee Sneed	<ul style="list-style-type: none"> • Translators • Title I, Part A funds \$2200 	August, 2014 – June, 2015	Sign In Sheets	Parent Survey Results
6.6	Implement Parent Classes through the campus ACE Program	Borland Robertson Sneed	<ul style="list-style-type: none"> • 21st Century Grant • Parent Surveys 	August, 2014 – June, 2015	ACE Schedule of Courses	Parent Survey Results Sign In Sheets

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

Campus Improvement Plan for 2014-2015

Long Range Goal: 4	La Vega Junior High School George Dixon Campus will provide adequate facilities that enhance teaching and learning
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
7.1	Continue campus-wide drug prevention activities including Red Ribbon Week, Drug Dog visits, Guest Assemblies	Borland Sneed Bartlett Duggan Travis	<ul style="list-style-type: none"> • Teachers • \$2000 	August, 2014 – June, 2015	Red Ribbon Week Activities Calendar POs for contracted services	Program Evaluation Results
7.2	Continue implementation of the campus crisis management plan	Borland Bartlett Sneed	<ul style="list-style-type: none"> • Teachers • Radios • Blakemore • \$1000 	August, 2014 – June, 2015	Monthly emergency drill reports	Program Evaluation Results
7.3	Develop a plan for monitoring the 20 MPH school zone in front of campus	Borland Bartlett	<ul style="list-style-type: none"> • Blakemore • Waco PD • Baxter 	August, 2014 – June, 2015	Meeting Agendas Meeting Minutes	Finalized plan
7.4	Continue the DARE program through the 7 th grade Health course	Sneed Jefferson	<ul style="list-style-type: none"> • DARE officer • Blakemore • DARE Materials 	August, 2014 – June, 2015	Lesson Plans DARE Curriculum	Program Evaluation Results
7.5	Continue implementation of a Junior Police Academy	Borland Blakemore	<ul style="list-style-type: none"> • \$700 • Meeting location and schedule 	August, 2014 – June, 2015	Calendar of Events Student Sign-In Sheets	Program Evaluation Results
7.6	Communicate facility needs to district administration	Borland	<ul style="list-style-type: none"> • Campus Needs Assessment • Safety Committee • Safety Audit Results 	August, 2014 – June, 2015	Committee Meeting Agendas and Notes	Program Evaluation Results

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

Campus Improvement Plan for 2014-2015

Long Range Goal:1	By 2014-2015, 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: 8	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	Borland Sneed Bartlett Jefferson Turk Carpenter	<ul style="list-style-type: none"> • Teachers • Local funds 	August, 2014 – June, 2015	Pre-test results Progress monitoring results	Program Evaluation Results
8.2	Continue meetings with health, PE, and nurse departments	Borland Guerrero Teachers	<ul style="list-style-type: none"> • Release time • Substitute costs 	August, 2014 – June, 2015	Meeting Agendas Meeting Minutes	Program Evaluation Results
8.3	Continue participation in the LVISD School-Health Advisory Committee	Borland Guerrero Duggan Hesbrook	<ul style="list-style-type: none"> • Release time • Substitute costs 	August, 2014 – June, 2015	Meeting Agendas Meeting Minutes Sign In Sheets	Program Evaluation Results

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

Campus Improvement Plan for 2014-2015

Long Range Goal:1	By 2014-2015, 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	Borland Sneed Bartlett Massington	<ul style="list-style-type: none"> • Teachers • Local funds 	August, 2014 – June, 2015	Pre-test results Progress monitoring results	Program Evaluation Results

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

Campus Improvement Plan for 2014-2015

Long Range Goal:1	By 2014-2015, 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 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
9.1	Continue to implement strategies and services to address needs of identified gifted and talented students	Borland Keezee	<ul style="list-style-type: none"> • Teachers • Local funds 	August, 2014 – June, 2015	Pre-test results Progress monitoring results	Program Evaluation Results

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

Campus Improvement Plan for 2014-2015

Long Range Goal:1	By 2014-2015, 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 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
10.1	Continue to implement strategies and services related to the AVID system	Borland Sneed Ellis	<ul style="list-style-type: none"> • Teachers • Local funds • 1 FTE 	August, 2014 – June, 2015	Pre-test results Progress monitoring results	Program Evaluation Results
10.2	Increase the number of AVID sections offered.	Borland Sneed Ellis TBD	<ul style="list-style-type: none"> • Teacher • Local Funds • Master Schedule 	August 2014	Pre-test results Progress monitoring results	Program Evaluation Results

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