

Regular
Tuesday, October 18, 2005 7:00 PM

Administration Building
400 East Loop 340
Waco, TX 76705

Agenda

- I. Roll Call, Establishment of Quorum, Call to Order, Opening Ceremony, and Review Listing of Agenda Items
Presenter: Board President
- II. Public Hearing on the Annual Financial Integrity Rating System of Texas (FIRST) Management Report
Presenter: Mr. Gary W. Williams and Mr. Charles Langlotz
- III. Public Participation
Presenter: Board President
- IV. Recognition Items
Presenter: Dr. Monte Geren and Mr. Phil Bancale
- V. Special Reports - Construction Report, Legislative Report, and Superintendent's Report
Presenter: Mr. Cliff Brown, Dr. Tamra Walthall, and Dr. Monte Geren
- VI. Departmental Reports
Presenter: LVISD Staff
 - VI.A. Fall Report on 2005-2006 Class Sizes/Enrollment
Presenter: Dr. Sharon M. Shields
 - VI.B. Update on Testing
Presenter: Dr. Sharon M. Shields
 - VI.C. Advanced Academic Opportunities
Presenter: Dr. Sharon M. Shields
 - VI.D. McLennan Community College (MCC) Performance Report on 2004 High School Graduates Attending MCC
Presenter: Dr. Sharon M. Shields
- VII. Consider Approval of Consent Agenda Items
 - VII.A. Minutes for Meetings Held
Presenter: Ms. Lori Mynarcik
 - VII.B. Personnel Items - Resignations, Contract Recommendations / Renewals, Job Description(s) or Revisions to Job Description(s), and Revisions to Paygrade Chart
Presenter: Mr. Al Bishop
 - VII.C. Textbook Update
Presenter: Ms. Maria Green
 - VII.D. Quarterly Investment Report
Presenter: Mr. Gary W. Williams
 - VII.E. Monthly Budget Analysis Report
Presenter: Mr. Gary W. Williams
 - VII.F. Consider Approval of PDAS Appraisers for 2005-2006
Presenter: Mr. Al Bishop

- VIII. Action / Discussion Items
 - VIII.A. Consider Approval of District and Campus Improvement Plans
 - Presenter:** Dr. Sharon M. Shields
 - VIII.A.1. District Quality Improvement Plan
 - VIII.A.2. La Vega Primary Center Campus Improvement Plan
 - VIII.A.3. La Vega Elementary School Campus Improvement Plan
 - VIII.A.4. La Vega Intermediate School H. P. Miles Campus Campus Improvement Plan
 - VIII.A.5. La Vega Junior High School George Dixon Campus Campus Improvement Plan
 - VIII.A.6. La Vega High School Campus Improvement Plan
 - VIII.A.7. SUCCESS Program Campus Improvement Plan
 - VIII.A.8. MCCA Campus Improvement Plan
 - VIII.B. First Reading of Texas Association of School Boards (TASB) Policy Update 76 Affecting (LOCAL) Policies
 - Presenter:** Mr. Al Bishop
 - VIII.B.1. CAA (LOCAL) Fiscal Management Goals and Objectives: Financial Ethics
 - VIII.B.2. DC (LOCAL) Employment Practices
 - VIII.B.3. EHBD (LOCAL) Special Programs: Federal Title I
 - VIII.B.4. FD (LOCAL) Admissions
 - VIII.B.5. FDB (LOCAL) Admissions: Intradistrict Transfers
 - VIII.B.6. FDD (LOCAL) Admissions: School Safety Transfers
 - VIII.B.7. FDD (LOCAL) Admissions: School Safety Transfers
 - VIII.B.8. FL (LOCAL) Student Records
 - VIII.B.9. FNAA (LOCAL) Student Expression: Distribution of Nonschool Literature
 - VIII.B.10. FOD (LOCAL) Student Discipline: Expulsion
- IX. Closed Meeting
 - IX.A. Discussion Regarding Personnel Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges (If Needed)
 - IX.B. Confer With Employees of the District to Receive Information or Ask Questions (If Needed)
 - IX.C. Discussion Regarding Student Discipline (If Needed)
 - IX.D. Consultation with the District's Attorney (If Needed)
- X. Adjournment

ROLL CALL, ESTABLISHMENT OF QUORUM, AND CALL TO ORDER

The meeting was called to order at _____ m.

Board of Trustees Members Present: _____

Board of Trustees Members Absent: _____

BOARD PRESIDENT: THE OPENING CEREMONY CONSISTING OF THE PLEDGE OF ALLEGIANCE TO THE AMERICAN FLAG AND TO THE TEXAS FLAG WILL BE PROVIDED BY:

(NAME, TITLE, POSITION, LVIDS CAMPUS/DEPT.)

PLEASE STAND FOR OUR OPENING CEREMONY.

PLEDGE TO UNITED STATES FLAG.

PLEDGE TO TEXAS FLAG:

HONOR THE TEXAS FLAG, I PLEDGE ALLEGIANCE TO THEE,

TEXAS, ONE AND INDIVISIBLE.

APPROVE LISTING OF AGENDA ITEMS

Motion: _____ For: _____

Second: _____ Against: _____ Abstain: _____

School Personnel Present: _____

Others Present: _____

Public Hearing on and Acceptance of the LVISD Financial Integrity Rating System of Texas (FIRST) Report

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Mr. Gary W. Williams and Mr. Charles Langlotz

Background Information:

In 1999, the Texas State Legislature passed a requirement that the Texas Education Agency develop a system to rate the financial integrity of all Texas school districts. For the third year in a row, the district achieved the highest rating awarded by the state (Superior Achievement). The attached information outlines the report sent to us by TEA, and Mr. Charles Langlotz will share a presentation explaining the findings.

Fiscal Implication:

None.

Administrative Recommendation:

It is recommended that the Board accept the report regarding Schools FIRST as submitted by the Texas Education Agency and the district administration.

Motion:

Second:

For:

Against:

Abstain:

LA VEGA INDEPENDENT SCHOOL DISTRICT



Annual Financial Integrity Rating System Of Texas Management Report

For the Year Ending August 31, 2004



Mr. Phil Bancale, Board President
Dr. Monte Geren, Superintendent

Mr. Gary W. Williams, Deputy Superintendent Support Services
Mr. Charles R. Langlotz, Director of Finance

La Vega Independent School District
Annual Financial Integrity Rating System of Texas
Management Report

Introduction

This is the third year of Schools **FIRST** (Financial Integrity Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of Schools **FIRST** is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The Schools **FIRST** accountability rating system assigns one of four financial accountability ratings to Texas school districts, with the highest being "Superior Achievement", followed by "Above Standard Achievement", "Standard Achievement", and "Substandard Achievement". Districts with serious data quality problems may receive the additional rating of "Suspended – Data Quality". Districts that receive "Substandard Achievement" or "Suspended – Data Quality" ratings under Schools **FIRST** must file a corrective action plan with the Texas Education Agency.

Many business-related issues are covered in this report. The primary reporting tool, however, is the Financial Accountability Ratings Worksheet. This worksheet was developed by representatives of the Texas Education Agency (TEA), the Texas Business & Education Council (TBEC), and the Texas Association of School Business Officials (TASBO). It is administered by TEA and calculated on information submitted to the Agency via our PEIMS submission and audit report each year. PEIMS data has always been critical on the student side of the submission, and this project will add a great degree of importance to our financial submission each year.

The worksheet consists of 21 Yes/No criteria. If the district answers **NO** to Indicators 1, 2, or 3; or, if the district answers **NO** to both Indicators 4 and 5, the district's rating is "Substandard Achievement".

The 2003-2004 District Status for La Vega Independent School District is a rating of "SUPERIOR ACHIEVEMENT". LVISD scored a 20 out of the possible 21 yes answers.

La Vega Independent School District
Annual Financial Integrity Rating System of Texas
Management Report

Overview of the Worksheet
“No” Response

La Vega Independent School District had only one “No” response on the worksheet; that being Indicator Number 11. This indicator has to do with the percent of operating fund expenditures expended for instruction and if the district’s percentage is below the 54% established for the indicator the district receives a “No” answer. LVISD’s percentage for Indicator Number 11 was 50.76%.

Indicator #11 – Was the Percent of Operating Expenditures for Instruction More Than 54%?

This indicator shows a district’s ability to focus the majority of its funding so that it directly pays for student instruction. Only items such as salaries of classroom teachers and classroom supplies qualify as “Instruction” expenditures in this calculation (Function 11). La Vega ISD’s percentage for school year 2004 was 50.76% or approximately 3% under the 54% threshold. This means the district will need to do a better job of watching operating expenditures and get this percentage up for 2005. This Indicator also is proposed to change under the Commissioner’s Rules Concerning Financial Accountability Rating System, from 54% to 59%. The 79th session of the Texas Legislature also gave consideration to instructional costs by attaching an amendment to school finance legislation requiring a 65% instructional cost ratio. Although the school finance reform did not pass the Legislature during this session or two special sessions, the issue of instructional costs will continue to be a major item in any funding formula in the future. In fact, the Governor has issued an Executive Order directing the Commissioner of Education to develop a phase in of operating expenditures for instruction up to 65%.

La Vega Independent School District
Annual Financial Integrity Rating System of Texas
Management Report

Overview of the Worksheet
“Yes” Responses

Indicator #1 – Was the Total Fund Balance less Reserved Fund Balance greater than zero in the General Fund?

La Vega ISD continues to maintain a healthy fund balance in the General Operating fund. At the end of the 2003-2004 fiscal year covered by this report, LVISD’s General Operating Fund Unreserved Fund Balance was \$3,450,866.

Indicator #2 – Were there NO disclosures in the Annual Report and/or other sources of information concerning default on bonded indebtedness obligations?

The annual audit report from the District’s outside auditors carries a lot of weight in this 21-point checklist. This indicator seeks to make certain that each district has paid their bills/obligations on bonds issued to pay for school construction, etc. Defaulting on a debt service payment is very serious. It is also a sure sign of a major financial weakness. La Vega ISD has never defaulted on a bonded debt payment.

Indicator #3 - Was the Annual Financial Report filed within one month after the November 27 or January 28 deadline depending upon the district’s Fiscal Year end date (June 30 or August 31)?

La Vega ISD’s fiscal year ends on August 31. Up until recently, districts only had 120 days after the end of their fiscal year to file the report (December 31). Now districts have 150 days (January 28) to file their annual report. La Vega ISD’s Annual Financial Report was received by the Agency on January 10th, 2005.

Indicator #4 – Was there an Unqualified Opinion in the Annual Financial Report?

A “qualification” on the District’s financial report means that the district needs to correct some of its reporting or financial controls. A district’s goal, therefore, is to receive an “Unqualified Opinion” on its Annual Financial Report. La Vega ISD received an “Unqualified Opinion” on its Annual Financial Report for the Fiscal Year ended August 31, 2004.

La Vega Independent School District
Annual Financial Integrity Rating System of Texas
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Indicator #5 – Did the Annual Financial Report NOT disclose any instance(s) of material weakness in internal controls?

A clean audit of the District’s Annual Financial Report would state that LVISD has no material weaknesses in internal controls. Any internal weaknesses create a risk of LVISD not being able to properly account for its use of public funds, and should be immediately addressed. La Vega ISD’s Annual Financial Report not only received an “Unqualified Opinion”, there was also no instance(s) of material weakness found in internal controls.

Indicator #6 – Was the percent of total tax collections (including delinquent) greater than 96 percent?

Tax revenue is the “lifeblood” of any school district. This indicator measures a district’s success in collecting the taxes owed to it by the community’s businesses and homeowners by placing a 96 percent minimum collection standard. A district must collect 96 percent or more of its taxes, **including** any delinquent taxes owed from past years. The McLennan County Tax Office collects the taxes for La Vega ISD, while the law firm of McCray Veselka Bragg & Allen, P.C. collected the district’s delinquent taxes in Fiscal Year 2004. Tax collections for both current and delinquent taxes at the end of 2004 were 99.70%. This Indicator may be changed by a proposed amendment to 19 TAC Chapter 109, Commissioner’s Rules Concerning Financial Accountability Rating System, to read, “Was the Three-Year Average percent of Total Tax Collections (including Delinquent) greater than 97%”.

Indicator #7 – Did the comparison of PEIMS data to like information in the Annual Financial Report result in an aggregate variance of less than 4 percent of expenditures per fund type (Data Quality Measure)?

This indicator measures the quality of data reported to PEIMS (Public Education Information Management System) and in the District’s Annual Financial Report to make certain that the data reported in each case “matches up”. If the difference in numbers reported in any fund type is more than 4 percent, La Vega ISD would “fail” this measure. La Vega ISD’s Data Quality Measure on this Indicator was 0%. This Indicator is also proposed for a change by the Commissioner’s Rules Concerning Financial Accountability Rating System by changing the variance from 4% to 3%.

La Vega Independent School District
Annual Financial Integrity Rating System of Texas
Management Report

Indicator #8 – Were Debt-Related Expenditures (net of IFA and/or EDA allotment) less than \$770 per student? (If the district’s five-year percent change in students was a 2 percent increase or more, or if property taxes collected per penny of tax effort were more than \$100,000, then answer this indicator YES).

This indicator shows the Legislature’s intent for school districts to spend money on education, rather than fancy buildings, by limiting the amount of money districts can spend on debt to \$770 per student. La Vega ISD’s debt related expenditures per student were \$196.05 in the 2004 school year.

Indicator #9 – Was there NO disclosure in the Annual Audit Report of Material Noncompliance?

NO disclosure means the Annual Audit Report includes no disclosure indicating that the school district failed to comply with laws, rules and regulations for a government entity. Again, there were no disclosures in La Vega ISD’s Annual Audit Report of material noncompliance.

Indicator #10 – Did the district have full accreditation status in relation to financial management practices? (E.g. no master or monitor assigned)

TEA has never had to take over control of La Vega ISD due to financial issues. La Vega ISD has continued to maintain full accreditation status with regard to its financial practices.

Indicator #12 – Was the aggregate of Budgeted Expenditures and Other Uses LESS THAN the aggregate of Total Revenues, Other Resources and Fund Balance in General Fund?

La Vega ISD did not overspend its budget for 2004. To receive a negative rating on this indicator, LVISD’s total expenditures and other uses for the fiscal year would have to have exceeded the total funds available.

La Vega Independent School District
Annual Financial Integrity Rating System of Texas
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Indicator #13 – If the district’s Aggregate Fund Balance in the General Fund and Capital Projects Fund was LESS THAN zero, were construction projects adequately financed? (Were construction projects adequately financed or adjusted by change orders or other legal means to avoid creating or adding to the fund balance deficit situation?)

La Vega ISD did not over-spend on school buildings or other capital projects. This indicator measures LVISD’s ability to construct facilities without damaging its Fund Balance. More on the 2004 Bond issue passed by the voters of LVISD and the construction progress can be found later in this report.

Indicator #14 – Was the ratio of Cash and Investments to Deferred Revenues (excluding amount equal to net Delinquent Taxes Receivable) in the General Fund greater than or equal to 1:1? (If Deferred Revenues are less than Delinquent Taxes Receivable, then answer this indicator YES.)

This indicator measures whether or not La Vega ISD has sufficient cash and investments to balance Fund Balance monies such as TEA overpayments (deferred revenues). In other words, LVISD should have fund balance monies of its own that are at least equal to those dollars that are there due to overpayments from TEA, and we should not be spending “next year’s” monies this year.

Indicator #15 – Was the Administrative Cost Ratio less than the standard in State Law?

TEA and state law sets a cap on the percentage of a district’s budget that school districts can spend on Administration. For a district our size, state law sets an acceptable Administrative Cost Ratio at 0.1401. In 2004, La Vega ISD’s Administrative Cost Ratio was 0.1197. More on the Administrative Cost Ratio can be found later in this report.

Indicator #16 – Was the Ratio of Students to Teachers within the ranges shown below according to district size?

This indicator measures the district’s pupil-teacher ratio to ensure that it is within TEA recommended ranges for districts of our student population range. For example, districts with a student population between 1,000 and 4,999 should have no more than 22 students per teacher and no fewer than 11.5 students per teacher. La Vega ISD’s ratio of students to teachers in 2004 was 13.9942.

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| Indicator #16 | | |
|--------------------------------|--------------------------|-------------|
| District Size - | Ranges for Ratios | |
| No. of Students Between | Low | High |
| <500 | 7 | 22 |
| 500 - 999 | 10 | 22 |
| 1,000 - 4,999 | 11.5 | 22 |
| 5,000 - 9,999 | 13 | 22 |
| => 10,000 | 13.5 | 22 |

Indicator #17 – Was the Ratio of Students to Total Staff within the ranges shown below according to district size?

This indicator measures the pupil-staff ratio to ensure that it is within TEA-recommended ranges for districts of our student population range. For example, districts with a student population between 1,000 and 4,999 should have no more than 14 students per staff member and no fewer than 6 students per district employee. La Vega ISD’s ratio of students to total staff in 2004 was 6.3793.

| Indicator #17 | | |
|--------------------------------|--------------------------|-------------|
| District Size - | Ranges for Ratios | |
| No. of Students Between | Low | High |
| <500 | 4 | 14 |
| 500 - 999 | 5.5 | 14 |
| 1,000 - 4,999 | 6 | 14 |
| 5,000 - 9,999 | 6.5 | 14 |
| => 10,000 | 6.6 | 14 |

Indicator #18 – Was the Fund Balance in the General Fund more than 50% and less than 150% of Optimum according to the Fund Balance and Cash Flow Calculation Worksheet in the Annual Financial Report?

Exhibit J-3, page 27, of the 2004 Annual Financial Audit, shows the calculation for the above indicator. La Vega ISD’s Fund Balance in the General Fund was \$3,723,833 which was more than 50% (\$1,434,983.50) but less than the 150% figure (\$4,304,950.50).

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Indicator #19 – Was the decrease in Undesignated Fund Balance less than 20 percent over two Fiscal Years? (If 1.5 times Optimum Fund Balance in General Fund or if Total Revenues exceeded Operating Expenditures in the General Fund, then answer this indicator YES.)

This indicator checks to see if districts are “feeding off their Fund Balance” to pay for salaries or other district operating expenses. This indicator also notes rapid decreases in the district’s undesignated Fund Balance (those dollars not designated as a “land fund” or “construction fund”) or emergency fund.

Indicator #20 – Was the Aggregate Total of Cash and Investments in the General Fund more than \$0?

This indicator looks to see if the district has cash in the bank, and/or investments. As noted in Indicator #18, LaVega ISD’s fund balance at the end of 2004 was \$3,723,833. Excess funds (those funds not needed immediately for accounts payable or payroll) are invested in one of the investment pools or at the District’s depository. La Vega ISD’s cash in the checking account at the District’s depository bank is set up as an interest bearing account.

Indicator #21 – Were Investment Earnings in all Funds more than \$15 per student?

Is the district using its cash or reserve fund (Fund Balance) monies wisely? La Vega ISD’s investment earnings in 2004 amounted to \$80.30 per student.

La Vega Independent School District
Annual Financial Integrity Rating System of Texas
Management Report

Other Data Concerning the District's Operations

The purpose of this section of the report is to discuss other aspects of the District's business operations not covered by the worksheet. The worksheet should be viewed as a good basic tool with which to assess the district's primary business practices. However, we should not stop there! The district should always be working towards improvement in all aspects of its operation to maximize funds available to campuses for educational purposes and to its ancillary departments that support the campuses.

On the following pages we will briefly review a number of business practices not covered by the Financial Accountability Worksheet directly.

Financial Strength

The State of Texas recommends we discuss financial strength in this report. This is a difficult topic to address because there are many measures of financial strength; some are better than others, and it is hard to tell which the best measure is for LVISD. For La Vega ISD however, the district believes the most significant financial indicator of strength is its ability to meet its cash flow needs from September to December each year without borrowing money. For the past five years, LVISD has not had to borrow funds for operating reasons, which tells us that the district has adequate financial strength at this time.

Operating Costs Comparison

Only a small portion of the districts total General Fund expenditures are flexible or variable in nature. Salaries and benefits comprise the biggest expenditure each year, followed closely by Maintenance and Operations costs. Utility payments fluctuate greatly from year to year, but still make up the third largest single expenditure. Once you remove those three large expenditures from the equation, you are left with a small portion of the districts budget that retains some semblance of control for us. Supplies, materials, travel and training and a few contracted services comprise this remaining balance. LVISD consider these costs to be its controllable operating costs. The chart below demonstrates how the district's operating costs per student have increased/decreased over time.

Operating Costs Comparison

| YEAR | OPERATING COSTS PER STUDENT | \$\$\$ CHANGE FROM PREVIOUS YEAR | %%% CHANGE FROM PREVIOUS YEAR |
|---------|--------------------------------|-------------------------------------|----------------------------------|
| 1999-00 | \$6,516 | \$ 620 | 10.52% |
| 2000-01 | \$6,587 | \$ 71 | 1.09% |
| 2001-02 | \$7,013 | \$ 426 | 6.47% |
| 2002-03 | \$7,262 | \$ 249 | 3.55% |
| 2003-04 | \$7,679 | \$ 417 | 5.74% |

One measure the State of Texas uses to measure operating cost efficiency is the administrative cost ratio. TEA has a formula that is mandated by law. Basically, it takes administrative costs (functions 21 – Instructional Leadership and 41 – General Administration) and divides them by instructional costs (functions 11 – Instruction; 12 – Instructional Resources and Media; 13 – Curriculum & Staff Development; and, 31 – Guidance & Counseling) to arrive at a percentage. A district’s size determines their administrative cost limitation. Based on La Vega ISD’s size, its administrative cost ratio limit is 14.01%. This indicator is covered in the worksheet for 2003-04, but since it deals with the sensitive issue of administrative costs, the district felt it prudent to demonstrate that its administrative cost ratio has been less than the state’s limit for the past several years. SB900 enacted during the 78th Texas Legislature’s Regular Session in 2003 repealed Section 42.201 of the Texas Education Code (TEC) relating to administrative cost ratios. The bill continued the statute only for the limited purpose of recovering amounts from districts that meet the criteria for excess administrative costs for 2002-2003.

Administrative Cost Ratio Comparison

| YEAR | STATE LIMIT | DISTRICT ACTUAL |
|---------|-------------|-----------------|
| 1999-00 | 14.01% | 12.44% |
| 2000-01 | 14.01% | 11.63% |
| 2001-02 | 14.01% | 12.41% |
| 2002-03 | 14.01% | 0.% |
| 2003-04 | 14.01% | 0.% |

The administrative cost ratio indicator is proposed for some changes again by the Commissioner’s Rules Concerning Financial Accountability Rating System; however, the percent for LVISD’s ADA Group will remain the same at 14.01%.

Personnel Management

The District’s longstanding personnel goal is to attract and retain qualified staff, and to offer a competitive salary and benefit package each year. With the No Child Left Behind Act, that staff must now be “highly qualified” as well. It hasn’t always been easy to do so, but each year the District has managed to find the funding to fit a salary increase into the budget. Even more of a challenge has been to present a comprehensive health insurance package to our employees.

Debt Management

The taxpayers of the La Vega ISD authorized a \$16 million bond program in February 2004. A total of 530 votes were cast, 349 for the bond program and 181 against the bond program. The District is vigorously pursuing any and all state funding available in order to lessen the impact on the taxpayers of the District. State funding opportunities available to the District include both the Instructional Facilities Allotment (IFA) and Existing Debt Allotment (EDA). To date, all bonds which were authorized have been sold and are now being invested in interest bearing accounts in both a state money market pool and the District’s local depository.

Facility Acquisition and Construction Management

The \$16 million bond issue mentioned in the above paragraph provides for two new campuses in the La Vega ISD; the first being a complete rebuilding of the elementary campus on the existing site that will include the addition of two classroom wings, library, cafetorium, P.E. gym, and administrative space. The second,

construct a new Primary Center preferably on a site owned by the district. This facility will accommodate the consistent growth at the KG level, allow for expansion of the Pre-K program, and expansion of early childhood services to include four-year olds and qualifying three-year old students. Lastly, the bond proceeds will be used to make other improvements to existing District facilities if funds are available.

Cash Management

The worksheet addresses a couple of cash/investment issues, but only in a very basic manner. The worksheet criteria essentially say you should have cash available, and you should earn a minimal rate of return on it. However, the investment and cash management program for La Vega ISD is much more complex than this.

First, there is state and local board policy that requires the District to invest funds with five objectives in mind. These objectives are: suitability, safety, liquidity, marketability, diversity and yield.

Suitability, safety and liquidity are almost redundant. If a security is suitable and safe, the probability is that it is liquid. If it's liquid and suitable, it's safe. State and local policy specify what types of securities the District can purchase, and virtually all of them fall within these restrictions. The District does not purchase ones that do not fall within the interpretation of these policy restrictions. Even though Certificates of Deposit are legal investments, they are highly illiquid and their marketability can fluctuate, so the District does not use this method of investment.

There are also a few investments that are legal for the District to purchase, but they aren't very marketable. Consequently, the District does not invest in these either. The District strives to maintain diversity in our portfolio, balancing cash in money market pools and one local bank in Waco. This is true for the General Fund, Debt Service Fund and Bond Construction Fund. The funds from the sale of bonds are invested in money market pools. A monthly Investment Report is included in each month's Board of Trustees meeting agenda for review and approval. The Board also has to approve the District's Investment Policy on a yearly basis.

Local Board of Trustees policy states that the Superintendent or designee shall serve as the investment officer for the District. By resolution, the Board has designated both the Deputy Superintendent for Support Services and Director of Finance for the District as investment officers. These investment officers must have at a minimum, 10 hours training in the Public Funds Investment Act every two years from an independent contractor. Both the Deputy Superintendent and Director of Finance have fulfilled these training requirements.

Tax Collections

One of the indicators addresses tax collections for the year under review. As important as this criterion is from year to year, we felt additional discussions was warranted. The minimum criterion is 96%, which our District has exceeded each year for the past several years as shown in the chart below.

| <u>For Year</u> <u>Ended</u> | <u>Total Tax</u> <u>Collections</u> |
|---------------------------------|--|
| 1998 | 100.02% |
| 1999 | 98.69% |
| 2000 | 98.06% |
| 2001 | 98.32% |
| 2002 | 97.89% |
| 2003 | 97.60% |
| 2004 | 99.70% |

Of course, several sections of this report, financial strength, debt management, construction management, cash management, and financial allocations are all a lot easier if taxes (both local and debt service) are collected at a high collection rate consistently over the years. With the state's share of funding decreasing it is more important than ever that local tax collections remain high and consistent in the coming years.

Budgetary Planning & Financial Allocations

The District's budget process usually begins in January each year. During the first month of planning, budget allocations are developed for each campus and department; a budget manual is updated for the new year and distributed to all budget managers. Campuses and departments get funds based on their previous year's budgets adjusted up or down for the future years' needs. Special project requests for amounts supplemental to allocations are considered individually each year. Budget input is scheduled for February. In March, the district begins attempting to calculate state and local tax revenues and the budget starts to take on some form. June is the month the district is first able to give the Board and the public a preliminary view of how the next year's budget looks. In odd-numbered years, the legislature is in session, and that complicates and delays the district's budgeting process. The optimal time for making a public salary decision is May. June and July are busy months budget-wise, as decisions are made on special project requests, revenue data is fine-tuned and a final budget is submitted to the Board of Trustees for approval in August.

The district's budget process is a proactive and highly participatory one, and campuses and departments are given a great deal of discretion as to how to budget their funds. After the budget is adopted, each campus or department is given equal latitude regarding amending their budget when their plans or needs change. This decentralized style of budget management is required by the state of Texas to a certain degree. Site-based decision-making empowers our campuses and, most importantly, it provides a system that works best in the long run for all concerned by allocating resources where they are needed, even when those needs change.

Annual Audit Report

Each year, the district has an audit performed by independent accountants which currently is the firm of Jaynes, Reitmeier, Boyd & Therrell, P.C. Their job is to report on the district's financial status and to ensure that the district is doing a good job of keeping its financial records up to required standards. This report is a critical element of the accountability ratings worksheet, included in several indicators. In another section of this report, the district discussed its compliance with the criteria in the worksheet for last year. Included in the Annual Audit Report are a Schedule of Findings and Questioned Costs for the Federal Programs. La Vega ISD had NONE in the 2004 audit. A Management Audit Letter, which is usually included with the Annual Audit Report, comments on findings that, while not involving material weaknesses in internal accounting control, are opportunities for strengthening internal controls and operating efficiency. The 2004 audit was the third year the audit document was prepared in compliance with GASB 34 regulations.

Other Issues

As mentioned previously in this report, several Indicators have been proposed for change under the Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Sec. 109.1002, Financial Accountability Ratings. In addition to the proposed changes for some indicators, a new Indicator, Indicator 2 (a Critical Indicator) will be added to the present 21, making a total of 22 Indicators. The new Indicator would read: Was the Total Net Asset Balance in the Governmental Activities Column in the Statement of Net Assets greater than zero? Some of the proposed changes are likely to have a significant impact on the financial rating for some school districts.

YEAR

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Financial Integrity Rating System of Texas

2003-2004 DISTRICT STATUSES

| | | | | 1 |
|-----------------|-------------|----------------------|---------------|---|
| <u>District</u> | <u>Name</u> | <u>Rating</u> | <u>Status</u> | |
| 161906 | LA VEGA ISD | Superior Achievement | | |
| | | | | 1 |

Audit Home Page: [School Financial Audits](#) | Send comments or suggestions to sfinance@tea.state.tx.us

THE TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

YEAR



Financial Integrity Rating System of Texas

2003-2004 DISTRICT STATUS

| Name: LA VEGA ISD(161906) | | | |
|-------------------------------------|---|--|--------|
| Rating: Superior Achievement | | Last Updated: 8/5/2005 3:29:59 PM | |
| Indicators Answered YES: 20 | | Indicators Answered NO: 1 | |
| # | Indicator Description | Updated | Result |
| 1 | <u>Was The Total Fund Balance Less Reserved Fund Balance Greater Than Zero In The General Fund?</u> | 5/23/2005 10:02:36 AM | Yes |
| 2 | <u>Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?</u> | 5/23/2005 10:02:36 AM | Yes |
| 3 | <u>Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?</u> | 5/23/2005 10:02:37 AM | Yes |
| 4 | <u>Was There An Unqualified Opinion in Annual Financial Report?</u> | 5/23/2005 10:02:37 AM | Yes |
| 5 | <u>Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal Controls?</u> | 5/23/2005 10:02:37 AM | Yes |
| 6 | <u>Was The Percent Of Total Tax Collections (Including Delinquent) Greater Than 96%?</u> | 5/23/2005 10:02:37 AM | Yes |
| 7 | <u>Did The Comparisons Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 4 Percent Of Expenditures Per Fund Type (Data Quality Measure)?</u> | 5/23/2005 10:02:38 AM | Yes |
| 8 | <u>Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < \$770.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 2%, Or If Property Taxes Collected Per Penny Of Tax Effort > \$100,000, Then Answer This Indicator Yes)</u> | 5/23/2005 10:02:39 AM | Yes |

| | | | |
|----|---|--------------------------|-----|
| 9 | <u>Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?</u> | 5/23/2005 10:02:39 AM | Yes |
| 10 | <u>Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Master Or Monitor Assigned)</u> | 5/23/2005 10:02:40 AM | Yes |
| 11 | <u>Was The Percent Of Operating Expenditures Expended For Instruction More Than 54%?</u> | 5/23/2005 10:02:40 AM | No |
| 12 | <u>Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?</u> | 5/23/2005 10:02:41 AM | Yes |
| 13 | <u>If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)</u> | 5/23/2005 10:02:42 AM | Yes |
| 14 | <u>Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivables) In The General Fund = Or > 1:1? (If Deferred Revenues < Net Delinquent Taxes Receivable, Then Answer This Indicator Yes)</u> | 5/23/2005 10:02:42 AM | Yes |
| 15 | <u>Was The Administrative Cost Ratio Less Than The Standard In State Law?</u> | 5/23/2005 10:02:42 AM | Yes |
| 16 | <u>Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?</u> | 5/23/2005 10:02:43 AM | Yes |
| 17 | <u>Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?</u> | 5/23/2005 10:02:44 AM | Yes |
| 18 | <u>Was The Total Fund Balance In The General Fund More Than 50% And Less Than 150% Of Optimum According To The Fund Balance And Cash Flow Calculation Worksheet In The Annual Financial Report?</u> | 5/23/2005 10:02:44 AM | Yes |
| 19 | <u>Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If 1.5 Times Optimum Fund Balance < Total Fund Balance In General Fund Or If Total Revenues > Operating Expenditures In The General Fund, Then Answer This Indicator Yes)</u> | 5/23/2005 10:02:45 AM | Yes |
| 20 | <u>Was The Aggregate Total Of Cash And Investments In The General Fund More Than \$0?</u> | 5/23/2005 10:02:45 AM | Yes |
| 21 | <u>Were Investment Earnings In All Funds More Than \$15 Per Student?</u> | 5/23/2005 10:02:46 AM | Yes |

DETERMINATION OF RATING

| | | |
|-----------|---|--|
| A. | Did The District Answer No To Indicators 1, 2, Or 3? Or Did The District Answer No To Both 4 and 5? If Answered No To Either, The District's Rating Is Substandard Achievement . | |
| B. | Determine Rating By Applicable Range For The Number Of Indicators Answered No : | |
| | Superior Achievement | 0-2 |
| | Above Standard Achievement | 3-4 |
| | Standard Achievement | 5-6 |
| | Substandard Achievement | 7+ Or No To One Default Indicator |

INDICATOR 16 & 17 RATIOS

| Indicator 16 | Ranges for Ratios | | Indicator 17 | Ranges for Ratios | |
|--|-------------------|------|--|-------------------|------|
| | Low | High | | Low | High |
| District Size - Number of Students Between | | | District Size - Number of Students Between | | |
| < 500 | 7 | 22 | < 500 | 4 | 14 |
| 500-999 | 10 | 22 | 500-999 | 5.5 | 14 |
| 1000-4999 | 11.5 | 22 | 1000-4999 | 6 | 14 |
| 5000-9999 | 13 | 22 | 5000-9999 | 6.5 | 14 |
| => 10000 | 13.5 | 22 | => 10000 | 6.6 | 14 |

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THE TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

ANNUAL **F**INANCIAL
INTEGRITY **R**ATING **S**YSTEM
OF **T**EXAS MANAGEMENT
REPORT

Report/Public Hearing

October 18, 2005

7:00 P.M.

Schools **FIRST**

- Third year of financial accountability system for Texas school districts
- Primary goal – To achieve quality performance in the management of school districts' financial resources, a goal made more significant due to complexity of accounting associated with Texas' school finance system
- Developed by TEA in response to Senate Bill 875 of the 76th Texas Legislature in 1999

Schools **FIRST**

- Four financial accountability ratings determined by number of indicators answered NO:
 - Superior Achievement (0 – 2)
 - Above Standard Achievement (3 – 4)
 - Standard Achievement (5 – 6)
 - Substandard Achievement (7+ or NO to one default Indicator)
 - Suspended – Data Quality

Schools **FIRST**

- Worksheet consists of 21 YES/NO criteria
- NO answer to Indicators 1, 2, or 3; or both 4 and 5 – automatic “Substandard Achievement”
- LVISD scored 20 out of 21 YES answers
- NO answer to Indicator 11

Schools **FIRST**

- 2003-2004 District Status for La Vega I S D:

**“SUPERIOR
ACHIEVEMENT”**



Stories • Sports • Movies • Play • Staff • Back to wacot

HotStory

These fashion trends have to go

JEWELISHA JEFFERSON

One thing my family, friends and I have noticed in the past year how fashion has taken the wrong road. A belt is no longer worn to hold up pants, and shoelaces obviously are no longer needed.

The main cause of this downhill trend in fashion is television, but videos and most of the fashions seen in the stores contribute as well.

The baggy jeans, gold mouthpieces and floppy tongues hanging out of tennis shoes have to go. I cannot stand it. This style is mostly worn by guys, but, surprisingly, some girls have also adopted this look. The bad fashions for girls are the "Daisy Dukes" and light-up high heels and sandals. Sorry to tell you, guys and gals, but these looks are not attractive.

I think these styles make our generation look terrible, and unfortunately, the look grows worse everyday.

Believe it or not, people do judge you by the way you present yourself through your clothing and grooming. Most people are completely wrong, but a first impression is everything. Learn to dress in a style you want people to associate with you.

Some people feel that by dressing in these fashions, they will become part of the "in crowd." Others say they're just trying to express themselves as individuals.

Dressing like the other 700 kids in a school is not expressing yourself as an individual. If you feel you need to express yourself, go buy that shirt that none of your friends thought was cute, but you did. Buy those jeans that are "out of style" if you like them, or those shoes that were so cute yet so unusual to you.

If you feel that this fashion craze is you, then feel free to express yourself, but just remember you might be mistaken for something or someone you're not.

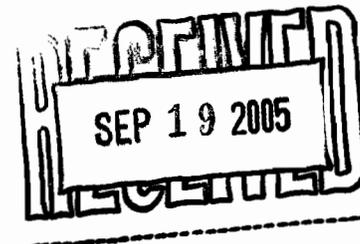
If our generation wants our parents, teachers and society to look at us as young adults, then we need to start covering up, pulling up and lacing up some of our fashions.

Jewelisha Jefferson is a freshman at La Vega High School.



TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512/463-9734 • FAX: 512/463-9838 • <http://www.tea.state.tx.us>



September 12, 2005

DR. MONTE GEREN, SUPERINTENDENT
LA VEGA ISD
3100 BELLMEAD DR
WACO, TX 76705-3096

SUBJECT: Person Identification Database (PID) Error Rate Success!

2004-2005 PEIMS Summer/Submission 3 PID Error Rate

This letter includes your district's PID error rate for the 2004-2005 PEIMS Summer/Submission 3. For Submission 3, your district's PID error rate is 0.0% with 0 PID errors. For this submission, your district meets the PID error rate standard of 10 or fewer student records with PID errors or a PID error rate on student records of 2.0% or lower. You are to be congratulated for your success and I appreciate your interest and support for enhancing the overall quality of PEIMS data.

Background

The PID system is used by the Texas Education Agency (TEA) to manage and store identifying information on individuals who are reported to TEA through the Public Education Information Management System (PEIMS). The PID system includes records for students and teachers. The purpose of the PID system is to ensure that each time data are collected for the same individual, certain pieces of basic identifying information match.

PID errors make it impossible to link data across two or more data submissions. The introduction of longitudinal performance measures of school completers and school leavers requires linking many years of data. Because desk audits of district leaver data submissions require student data be linked across years, the accuracy of the PID information has become increasingly critical.

PID Questions

Several PID discrepancy reports are available through EDIT+. The PID Error Rate Policy is posted on the TEA website. The policy may be accessed on the Internet at: <http://www.tea.state.tx.us/peims/>. Clicking on the PID button will provide access to the PID policy and other helpful PID information. We ask that you direct PID questions to your ESC PEIMS Coordinator or to Esmeralda Luna at (512) 463-9820.

Sincerely,

Criss Cloudt, Associate Commissioner
Accountability and Data Quality

cc: District PEIMS Coordinators
ESC PEIMS Coordinators

La Vega ISD
 Primary School
 Construction Status
 October 13, 2005

| Work Item | Status | | | |
|-------------------------|---------|---------|---------|----------|
| | 7/19/05 | 8/15/05 | 9/16/05 | 10/13/05 |
| • Sanitary Sewer: | 60% | 90% | 95% | 95% |
| • Storm Water: | 60% | 90% | 90% | 90% |
| • Site Work | 40% | 40% | 40% | 60% |
| • Concrete Grade Beams: | 15% | 30% | 100% | 100% |
| • Concrete Floor Slab: | 0% | 0% | 74% | 100% |
| • Bus Loop: | 0% | 0% | 0% | 0% |
| • U. G Electrical: | 60% | 80% | 90% | 90% |
| • U. G. Plumbing: | 60% | 80% | 90% | 90% |
| • Remodel Interior CPA | 60% | 60% | 65% | 80% |
| • Structural Steel | | | 25% | 75% |
| • Masonry | | | | 20% |

Lost Time to Date:

- 11 Weather days, 3 Cement ration days = Total of 14 days.

La Vega ISD
Elementary School
Construction Status
October 13, 2005

| Item of Work | Status | | | |
|------------------------|---------|-------------|-------------|-------------|
| | 7/19/05 | 8/15/05 | 9/15/05 | 10/13/05 |
| • Fire Line Main: | 60% | 60% | 60% | 60% |
| • Sanitary Sewer: | 70% | 70% | 95% | 95% |
| • Storm Water: | 70% | 70% | 70% | 70% |
| • Site Work | 15 % | 15% | 15% | 15% |
| • Concrete Floor Slab: | 44% | 100% | 100% | 100% |
| • Bus Loop: | 15% | 15% | 15% | 15% |
| • U. G Electrical: | 90% | 90% | 90% | 90% |
| • Electrical Rough-in | | | | 75% |
| • U. G. Plumbing: | 90% | 90% | 95% | 95% |
| • Plumbing Rough-in | | | | 85% |
| • Masonry | 1% | 20% | 30% | 62% |
| • Structural Steel | | | 70% | 90% |
| • Metal Stud Framing | | | 49% | 70% |
| • Roofing | | | | 70% |

- **Lost time to date:**
- 9 Weather days, 2 Cement ration days = Total 11 days.

La Vega ISD
High School
Construction Status
September 15, 2005

| Work Item | Status | |
|-------------------------|---------|----------|
| | 9/15/05 | 10/13/05 |
| • Site Work | 90% | 90% |
| • Utility Relocation: | 20% | 100% |
| • Drilled Piers | 0 | 100% |
| • Sanitary Sewer: | 0 | 0 |
| • Storm Water: | 0 | 0 |
| • U. G Electrical: | 0 | 20% |
| • U. G. Plumbing: | 0 | 0 |
| • Concrete Grade Beams: | 0 | 10% |
| • Concrete Floor Slab: | 0 | 0 |

Lost Time to Date:

None to date.

Fall Report on 2005-2006 Class Sizes/Enrollment

Presented for:

Board action Report/Review Only Date: October 18, 2005

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Sharon M. Shields

Background Information:

This report is being provided to the Board of Trustees to inform you of class sizes and enrollment data for the La Vega ISD thus far during the fall 2005 semester.

Texas Education Code 25.111, **Student/Teacher Ratios**, notes that except as provided by Section 25.112, each school district must employ a sufficient number of teachers to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance.

Texas Education Code 25.112, **Class Size**, provides that a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. A survey of class size for grades kindergarten through fourth was completed on October 11, 2005. All sections were in compliance at that time. Class size for grades kindergarten, first, second, third, and four will be monitored throughout the school year.

The attached documents include an enrollment report by grade level and campus for the entire LVISD.

Fiscal Implication:

It might be necessary to increase sections in the future should the enrollment increase.

Administrative Recommendation:

This report is being provided for informational purposes.

Tuesday, October 11, 2005 Class Size for LaVega Primary Center

PPCD

Teacher

Angela Tenney – See Pre-K , Kindergarten, & 1st Grade

Students - 1

Total-1

Pre Kindergarten

Jennifer Featherston

Students 21 (+2 noneligible)

Ann Trevino

Students 22

Le Ann Folden

Students 22

Angela Tenney

Students 1

Marlene Hittesdorf

Students 21 (+1 noneligible)

Kristy Lamar

Students 20

Cynthia Pierce

Students 22 (+1 noneligible)

Heather Sullivan

Students 22

Total- 151

Kindergarten

Karen Burch 18

Connie Holmes 17

Kelly Macik 18

Pat Ogden 18

Jacqlyn Pene 18

LeiLani Prince 18

| | | |
|------------------|----|------------|
| Lanna Birt | 17 | |
| Jody Steed | 17 | |
| Nerida Becerra | 20 | |
| Sharen Underwood | 16 | |
| Ben Dixon | 18 | |
| Angela Tenney | 2 | Total- 197 |

First Grade

| | | |
|-------------------|----|------------|
| Sally Peavy | 19 | |
| Dawna Day | 20 | |
| Cheri Beuerlein | 19 | |
| Rhonda Heilhecker | 19 | |
| Karye Kellum | 20 | |
| Allyson Mabel | 19 | |
| Karen Musselman | 21 | |
| Gayle Pullin | 20 | |
| Tiffany Quinn | 19 | |
| Lisa Seawright | 19 | |
| Karen Thompson | 19 | Total- 216 |
| Angela Tenney | 2 | |

Grand Total – 565 (+4 noneligible)

La Vega Elementary Staff Roster 2004-2005 Peggy Johnson, Principal

| Second GradeTeacher | Number of Students | Third Grade Students | Number of Students |
|-------------------------------|--------------------|----------------------|--------------------|
| Erica Able | 19 | Diann Acevedo | 21 |
| Christy Baish | 21 | Donna Davis | 18 |
| Christie Carrigan | 19 | Melanie Dumas | 20 |
| Blanca Centeno | 22 | Kerry Halstead | 20 |
| Teresa Jones | 18 | Mindy Hamilton | 20 |
| Rhonda Linarea | 19 | Carmen Haynes | 20 |
| Shaunte Mckinney | 17 | Nika Mason | 21 |
| Michelle Pellegrino | 18 | Stephanie Parker | 20 |
| Cheryl Peter | 18 | Jessica Rust | 21 |
| Rebekah Smith | 17 | Renee Stump | 20 |
| GiGi Young | 18 | | |
| Total | 206 | Total | 201 |
| Special Self Contained | | | |
| Shawnda Phipps | 2 | | 2 |
| Total Enrolled | 411 | | |

**La Vega Elementary
Special Teacher and Paraprofessional
Classroom Totals
2004-2005**

| Special Teacher | Classroom | Grade | Total |
|-------------------------|------------------|--------------|--------------|
| Denise Childs | Resource | 2nd | 5 |
| Denise Childs | Resource | 3rd | 6 |
| | | Total | 11 |
| Diane Christie | Reading | 3rd | 25 |
| | | Total | 25 |
| Gloria Duran | ESL | 2nd | 25 |
| Gloria Duran | ESL | 3rd | 25 |
| | | Total | 50 |
| Suzanne Durham | Reading | 2nd | 30 |
| | | Total | 30 |
| Stephanie Hammond | Speech | 2nd | 21 |
| Stephanie Hammond | Speech | 3rd | 13 |
| | | Total | 34 |
| Paraprofessional | Class | Grade | Total |
| Joyce Garner | Resource | 2nd | 5 |
| Joyce Garner | Resource | 3rd | 6 |
| | | Total | 11 |
| Annette Schoenrad | ESL | 2nd | 5 |
| Annette Schoenrad | ESL | 3rd | 7 |
| | | Total | 12 |
| Frances Simpson | Dyslexia | 2nd | 10 |
| Frances Simpson | Dyslexia | 3rd | 13 |
| | | Total | 23 |
| Cindy Snider | Dyslexia | 2nd | 10 |
| Cindy Snider | Dyslexia | 3rd | 11 |
| | | Total | 21 |
| Paula Wyatt | Reading | 2nd | 20 |
| | | Total | 20 |

La Vega Intermediate Staff Roster 2005-2006 Bonita McRae, Principal

4th Grade Teacher

Ms. Campbell 19
 Ms. English 19
 Ms. Epperson 21
 Mr. Fuentes 20
 Ms. Harris 22
 Ms. Houser 21
 Ms. Matus 19
 Ms. Newton 19
 Ms. Scott 20

5th Grade Teacher

Mr. Almond 19
 Ms. Brunson 21
 Ms. Callison 18
 Ms. Carlson 21
 Ms. Criddle 21
 Mr. Dunigan 21
 Ms. Miller 19
 Ms. Reed 20
 Mr. Salvesen 17
 Ms. Taylor 21
 Ms. Wagner 19

6th Grade Teacher

Mrs. Alvarez 21
 Ms. French 19
 Ms. Kahn 18
 Ms. Male 19
 Ms. McCreary 17
 Ms. McElroy 19
 Ms. McNeil 21
 Mr. Ware 19
 Ms. Whitford 18

TOTAL 181

220

172

Special Self-Contained
 Thrasher 1

3

1

TOTAL ENROLLED 573

SPECIAL TEACHER AND PARAPROFESSIONAL CLASSROOM TOTALS

| Special Teacher | Classroom | Grade | Total |
|------------------------|-------------------------|-----------------|--------------|
| Ms. Loa | ESL | 4 th | 5 |
| | | 5 th | 8 |
| | | 6 th | 6 |
| Mr. Debose | Math Interventionist | 4 th | 4 |
| | | 5 th | 42 |
| Ms. Lewis | Math Interventionist | 5 th | 56 |
| | | 6 th | 3 |
| Ms. Eckert | Dyslexia | 4 th | 16 |
| | | 5 th | 21 |
| | | 6 th | 7 |
| Ms. Hall | Reading Interventionist | 5 th | 43 |
| Ms. Farrar | Speech | 4 th | 6 |
| | | 5 th | 5 |
| | | 6 th | 1 |
| Ms. Mathews | Resource | 4 th | 25 |
| Ms. Kuehl | Resource | 5 th | 20 |
| Ms. Wallace | Resource | 6 th | 14 |

Student Count:

12th - 118

11th - 123

10th - 133

9th - 233

Total: 607

Fall 2005 Class Sizes**La Vega High School**

| Class | Block | Teacher | Count |
|-----------------|-------|-----------------------------|------------|
| AEP A | A | Jones, Nathan Wayne | 8 |
| LATE ARR A1 | A | N/A | 3 |
| MTHAP A | A | Besette, Julie Mae | 16 |
| DCP A | A | Bishop, Kathy Lynn | 10 |
| JRNLSM A | A | Breen, Larry Bill | 7 |
| IND STUD JRNL A | A | Breen, Larry Bill | 2 |
| PE 2 A | A | Cody, Clay | 24 |
| ALG 2 A | A | Daugherty, Connie Marie | 11 |
| CONST SYS A | A | Drake, Edwin | 12 |
| ENG 4 A | A | Eggebrecht, Pamela Sue | 13 |
| BAND 1A | A | English, Tommy Charles | 28 |
| BAND 2 A | A | English, Tommy Charles | 21 |
| BAND 3 A | A | English, Tommy Charles | 15 |
| BAND 4 A | A | English, Tommy Charles | 20 |
| ENG 3 A | A | Garcia, Natasha Karla | 7 |
| ENG FOUR A | A | Gill, Suzette | 4 |
| ENG ONE A | A | Gill, Suzette | 3 |
| ENG THREE A | A | Gill, Suzette | 2 |
| Funct Eng A | A | Godfrey, William Robert | 6 |
| ART 1 A | A | Grogan, Ava D | 20 |
| PENJROTC 1A | A | Haney, Ralph Eugene | 10 |
| PENJROTC 2A | A | Haney, Ralph Eugene | 2 |
| NJROTC 3A | A | Haney, Ralph Eugene | 2 |
| GEOM A | A | Hanks, Donald Hogan | 13 |
| GOVT A | A | Hataway, Dennis James | 13 |
| SPAN 2 A | A | Hoffman, Jenny Lea | 18 |
| ASST OFF A | A | Hurst, Sue Simone | 1 |
| ECO-FE A | A | Hyde, Don Jerry | 15 |
| HLTHED A | A | Jefferson, Jeffery Laway... | 23 |
| BCIS I A:A | A | Keys, Jason | 19 |
| USHIST A | A | Kilgo, George Ray | 22 |
| WGEOG A | A | Lecker, Evan Louis | 17 |
| ALG 1 A | A | Limmer, James | 14 |
| CHEM 1 A | A | Mc Adams, Dana Joanne | 19 |
| BIO 1 A | A | Oliver, Steven Thomas | 19 |
| WHIST A | A | Palacios, Robert | 23 |
| MATH 1A | A | Penney, Laura Kristine | 4 |
| MATH 2A | A | Penney, Laura Kristine | 4 |
| MATH 3A | A | Penney, Laura Kristine | 2 |
| PE 1 A | A | Salter, Sherry Jean | 32 |
| ENG 1 A | A | Sora, Chemise Donchel | 20 |
| HOUSING A | A | Squires, Teresa Nan | 8 |
| GCS A | A | Strickland, Paula Jane | 0 |
| SPAN 1 A | A | Swearingen, Rosa Merce... | 15 |
| COMMAPP A | A | Taylor, Megan Beth | 22 |
| INT PHYS&CHEM A | A | Tyus, Joseph | 22 |
| BCIS II A:A | A | Yowell, Brooke | 16 |
| | | | 607 |
| AEP A | B | Jones, Nathan Wayne | 8 |
| BIO 1 A | B | Berkshire, Kelly L | 17 |
| DCP A | B | Bishop, Kathy Lynn | 13 |
| ENG 1 A | B | Breen, Larry Bill | 17 |

Student Count:

12th - 118

11th - 123

10th - 133

9th - 233

Total: 607

**Fall 2005 Class Sizes
La Vega High School**

| Class | Block | Teacher | Count |
|-----------------|-------|---------------------------|------------|
| ALG 1 A | B | Brinkman, Paul | 15 |
| VOC PREP 1A | B | Canet, Melissa Ann | 11 |
| VOC PREP 2A | B | Canet, Melissa Ann | 1 |
| PE 2 A | B | Cody, Clay | 16 |
| ALG 2 HA | B | Daugherty, Connie Marie | 16 |
| ASST LIB A | B | Dietiker, Diane G | 1 |
| EPSI A | B | Duron, Leasa Renae | 13 |
| ENG 3 A | B | Eggebrecht, Pamela Sue | 19 |
| ENG FOUR A | B | Gill, Suzette | 1 |
| ENG ONE A | B | Gill, Suzette | 5 |
| ENG THREE A | B | Gill, Suzette | 2 |
| ENG TWO A | B | Gill, Suzette | 4 |
| Funct Math A | B | Godfrey, William Robert | 8 |
| ART 1 A | B | Grogan, Ava D | 22 |
| NJROTC 2A | B | Haney, Ralph Eugene | 2 |
| PENJROTC 2A | B | Haney, Ralph Eugene | 10 |
| NJROTC 3A | B | Haney, Ralph Eugene | 1 |
| GEOM A | B | Hanks, Donald Hogan | 20 |
| GOVT A | B | Hataway, Dennis James | 19 |
| ASST OFF A | B | Hurst, Sue Simone | 4 |
| ECO-FE A | B | Hyde, Don Jerry | 22 |
| MULTIMED A | B | Keys, Jason | 19 |
| USHIST A | B | Kilgo, George Ray | 21 |
| ALG 1 A | B | Limmer, James | 16 |
| CHEM 1 A | B | Mc Adams, Dana Joanne | 20 |
| BIO 1 A | B | Oliver, Steven Thomas | 19 |
| WHIST A | B | Palacios, Robert | 18 |
| ENG 2 A | B | Parten, James Dellis | 24 |
| MATH 1A | B | Penney, Laura Kristine | 5 |
| MATH 2A | B | Penney, Laura Kristine | 4 |
| MATH 3A | B | Penney, Laura Kristine | 3 |
| VOCENSEM 1A | B | Presley, Earl Gregory | 9 |
| VOCENSEM 2A | B | Presley, Earl Gregory | 6 |
| VOCENSEM 3A | B | Presley, Earl Gregory | 2 |
| VOCENSEM 4A | B | Presley, Earl Gregory | 2 |
| READING 1A | B | Riggs, Wanda A | 17 |
| PE 1 A | B | Salter, Sherry Jean | 20 |
| TEEN LDR A | B | Sheehy, James Robert | 15 |
| ENG 1PRE-AP A | B | Sora, Chemise Donchel | 15 |
| PFD A | B | Squires, Teresa Nan | 16 |
| GCS A | B | Strickland, Paula Jane | 0 |
| SPAN 2 A | B | Swearingen, Rosa Merce... | 20 |
| SPAN 1 A | B | Swearingen, William R | 18 |
| INT PHYS&CHEM A | B | Tyus, Joseph | 16 |
| WGEOG A | B | Ward, Michael Christopher | 23 |
| ACCNTG A:A | B | Yowell, Brooke | 12 |
| | | | 607 |
| BIO 1 A | C | Berkshire, Kelly L | 12 |
| GEOM H A | C | Besette, Julie Mae | 15 |
| DCP A | C | Bishop, Kathy Lynn | 9 |
| ENG 1 A | C | Breen, Larry Bill | 16 |
| ALG 1 A | C | Brinkman, Paul | 16 |

Student Count:

12th - 118

11th - 123

10th - 133

9th - 233

Total: 607

Fall 2005 Class Sizes**La Vega High School**

| Class | Block | Teacher | Count |
|--------------------|-------|-----------------------------|------------|
| PE 2 A | C | Cody, Clay | 15 |
| ASST LIB A | C | Dietiker, Diane G | 2 |
| TECH SYS A | C | Drake, Edwin | 13 |
| ENG 4 A | C | Eggebrecht, Pamela Sue | 24 |
| ENG 3 A | C | Garcia, Natasha Karla | 14 |
| ENG FOUR A | C | Gill, Suzette | 6 |
| ENG ONE A | C | Gill, Suzette | 4 |
| ENG THREE A | C | Gill, Suzette | 2 |
| ENG TWO A | C | Gill, Suzette | 1 |
| Funct Voc Skills A | C | Godfrey, William Robert | 9 |
| ART 1 A | C | Grogan, Ava D | 19 |
| NJROTC 1A | C | Haney, Ralph Eugene | 3 |
| PENJROTC 1A | C | Haney, Ralph Eugene | 4 |
| NJROTC 4A | C | Haney, Ralph Eugene | 2 |
| PENJROTC 2A | C | Haney, Ralph Eugene | 1 |
| NJROTC 2A | C | Haney, Ralph Eugene | 3 |
| PRE-CAL A | C | Hanks, Donald Hogan | 14 |
| GOVT A | C | Hataway, Dennis James | 20 |
| SPAN 2 A | C | Hoffman, Jenny Lea | 23 |
| ASST OFF A | C | Hurst, Sue Simone | 3 |
| ECO-FE A | C | Hyde, Don Jerry | 22 |
| HLTHED A | C | Jefferson, Jeffery Laway... | 23 |
| AEP A | C | Jones, Nathan Wayne | 8 |
| USHIST A | C | Kilgo, George Ray | 26 |
| WGEOG A | C | Lecker, Evan Louis | 16 |
| GEOM A | C | Limmer, James | 20 |
| CHEM 1 A | C | Mc Adams, Dana Joanne | 23 |
| BIO 1 A | C | Oliver, Steven Thomas | 13 |
| WHIST A | C | Palacios, Robert | 20 |
| CHMUS 1A | C | Presley, Earl Gregory | 11 |
| CHMUS 3 A | C | Presley, Earl Gregory | 1 |
| CHMUS 4 A | C | Presley, Earl Gregory | 1 |
| ENG 2 A | C | Riggs, Wanda A | 23 |
| ASST CC A | C | Salazar, Maria Elena | 1 |
| PE 1 A | C | Salter, Sherry Jean | 24 |
| TEEN LDR A | C | Sheehy, James Robert | 19 |
| PFD A | C | Squires, Teresa Nan | 17 |
| GCS A | C | Strickland, Paula Jane | 0 |
| SPAN 1 A | C | Swearingen, Rosa Merce... | 16 |
| SPAN 1 A | C | Swearingen, William R | 15 |
| THARTS 1 A | C | Taylor, Megan Beth | 18 |
| INT PHYS&CHEM A | C | Tyus, Joseph | 19 |
| BCIS I A:A | C | Yowell, Brooke | 21 |
| | | | 607 |
| AEP A | D | Jones, Nathan Wayne | 8 |
| BIO 1 A | D | Berkshire, Kelly L | 24 |
| ALG 1 A | D | Bessette, Julie Mae | 21 |
| DCP A | D | Bishop, Kathy Lynn | 14 |
| ALG 1 A | D | Brinkman, Paul | 22 |
| VOC PREP 1A | D | Canet, Melissa Ann | 12 |
| VOC PREP 3A | D | Canet, Melissa Ann | 2 |
| ALG 2 A | D | Daugherty, Connie Marie | 9 |

Student Count:

12th - 118

11th - 123

10th - 133

9th - 233

Total: 607

**Fall 2005 Class Sizes
La Vega High School**

| Class | Block | Teacher | Count |
|---------------------|--------------|---------------------------|--------------|
| ASST LIB A | D | Dietiker, Diane G | 1 |
| TECH SYS A | D | Drake, Edwin | 19 |
| ENG 4 A | D | Eggebrecht, Pamela Sue | 27 |
| STUDACTV A | D | Garcia, Natasha Karla | 1 |
| Funct Hlthed A | D | Godfrey, William Robert | 9 |
| OCCPREP A | D | Godfrey, William Robert | 1 |
| ART 2 A | D | Grogan, Ava D | 14 |
| ART 3 A | D | Grogan, Ava D | 3 |
| NJROTC 4A | D | Haney, Ralph Eugene | 1 |
| PRE-CAL A | D | Hanks, Donald Hogan | 11 |
| USHIST A | D | Hataway, Dennis James | 18 |
| SPAN 3 A | D | Hoffman, Jenny Lea | 14 |
| SPAN 4 A | D | Hoffman, Jenny Lea | 1 |
| ASST OFF A | D | Hurst, Sue Simone | 1 |
| DESKTOP PUB A:A | D | Keys, Jason | 1 |
| WEBMST A | D | Keys, Jason | 11 |
| USHIST A | D | Kilgo, George Ray | 20 |
| WGEOG A | D | Lecker, Evan Louis | 24 |
| GEOM A | D | Limmer, James | 20 |
| CHEM 1 A | D | Mc Adams, Dana Joanne | 21 |
| WHIST A | D | Palacios, Robert | 22 |
| C ENG 1301 A | D | Parten, James Dellis | 15 |
| MATH 1A | D | Penney, Laura Kristine | 5 |
| MATH 2A | D | Penney, Laura Kristine | 2 |
| MATH 3A | D | Penney, Laura Kristine | 4 |
| ENG 2 A | D | Riggs, Wanda A | 16 |
| ASST CC A | D | Salazar, Maria Elena | 2 |
| ATHLETICSG 3A | D | Salter, Sherry Jean | 15 |
| ATHLETICSG 4A | D | Salter, Sherry Jean | 12 |
| PEEQUIVATHG 2A | D | Salter, Sherry Jean | 25 |
| TEEN LDR A | D | Sheehy, James Robert | 12 |
| ENG 1PRE-AP A | D | Sora, Chemise Donchel | 19 |
| PFP A | D | Squires, Teresa Nan | 7 |
| GCS A | D | Strickland, Paula Jane | 0 |
| SPAN 2 A | D | Swearingen, Rosa Merce... | 16 |
| SPAN 1 A | D | Swearingen, William R | 23 |
| THARTS 1 A | D | Taylor, Megan Beth | 19 |
| INT PHYS&CHEM A | D | Tyus, Joseph | 20 |
| WGEOG A | D | Ward, Michael Christopher | 23 |
| BCIS I A:A | D | Yowell, Brooke | 20 |
| | | | 607 |
| AEP A | E | Jones, Nathan Wayne | 8 |
| TSTC A | E | N/A | 7 |
| MCC A | E | N/A | 1 |
| Work Period A | E | N/A | 13 |
| EARL REL A8 | E | N/A | 1 |
| BIO 1 A | E | Berkshire, Kelly L | 24 |
| ALG 2 A | E | Bessette, Julie Mae | 21 |
| ALG 1 A | E | Brinkman, Paul | 21 |
| Funct Rec/Leisure A | E | Canet, Melissa Ann | 7 |
| PHYSICS A | E | Cobb, Lisa Renee | 21 |
| ALG 2 A | E | Daugherty, Connie Marie | 22 |

Student Count:

12th - 118

11th - 123

10th - 133

9th - 233

Total: 607

Fall 2005 Class Sizes**La Vega High School**

| Class | Block | Teacher | Count |
|-------------------|-------|---------------------------|------------|
| TECH SYS A | E | Drake, Edwin | 18 |
| C ENG 2322 A | E | Eggebrecht, Pamela Sue | 18 |
| ENG 3 A | E | Garcia, Natasha Karla | 22 |
| ENG FOUR A | E | Gill, Suzette | 2 |
| ENG ONE A | E | Gill, Suzette | 4 |
| ENG THREE A | E | Gill, Suzette | 2 |
| ENG TWO A | E | Gill, Suzette | 4 |
| OCCPREP A | E | Godfrey, William Robert | 2 |
| NJROTC 1A | E | Haney, Ralph Eugene | 2 |
| PENJROTC 1A | E | Haney, Ralph Eugene | 19 |
| PENJROTC 2A | E | Haney, Ralph Eugene | 3 |
| NJROTC 3A | E | Haney, Ralph Eugene | 2 |
| ENGSOL 2A | E | Harlin, Patricia Ann | 3 |
| PSYCH A | E | Hataway, Dennis James | 22 |
| SPAN 2 A | E | Hoffman, Jenny Lea | 25 |
| ASST OFF A | E | Hurst, Sue Simone | 4 |
| PEEQUIVATHB 1A | E | Jones, Nathan Wayne | 32 |
| BCIS I A:A | E | Keys, Jason | 16 |
| WGEOG A | E | Lecker, Evan Louis | 27 |
| GEOM A | E | Limmer, James | 21 |
| WHIST A | E | Palacios, Robert | 21 |
| Basics Soc Stud A | E | Parten, James Dellis | 9 |
| MATH 1A | E | Penney, Laura Kristine | 5 |
| MATH 2A | E | Penney, Laura Kristine | 1 |
| MATH 3A | E | Penney, Laura Kristine | 4 |
| ENG 2 A | E | Riggs, Wanda A | 24 |
| PEEQUIVATHG 1A | E | Salter, Sherry Jean | 28 |
| TEEN LDR A | E | Sheehy, James Robert | 18 |
| ENG 1 A | E | Sora, Chemise Donchel | 24 |
| NFS A | E | Squires, Teresa Nan | 19 |
| GCS A | E | Strickland, Paula Jane | 0 |
| COMMAPP A | E | Taylor, Megan Beth | 22 |
| WHIST A | E | Ward, Michael Christopher | 21 |
| BCIS I A:A | E | Yowell, Brooke | 17 |
| | | | 607 |
| AEP A | F | Jones, Nathan Wayne | 8 |
| EARL REL A8 | F | N/A | 4 |
| Work Period A | F | N/A | 27 |
| TSTC A | F | N/A | 7 |
| MCC A | F | N/A | 1 |
| BIO 1 A | F | Berkshire, Kelly L | 22 |
| GEOM A | F | Bessette, Julie Mae | 22 |
| ADJRNL-YRBK 1A | F | Breen, Larry Bill | 3 |
| IND STUD JRNL A | F | Breen, Larry Bill | 2 |
| Comp Maint Tech A | F | Brinkman, Paul | 18 |
| ALG 2 A | F | Daugherty, Connie Marie | 21 |
| ASST LIB A | F | Dietiker, Diane G | 1 |
| TECH SYS A | F | Drake, Edwin | 18 |
| ENG 4 A | F | Eggebrecht, Pamela Sue | 21 |
| ENG 3 A | F | Garcia, Natasha Karla | 19 |
| ENG FOUR A | F | Gill, Suzette | 2 |
| ENG ONE A | F | Gill, Suzette | 3 |

Student Count:

12th - 118

11th - 123

10th - 133

9th - 233

Total: 607

**Fall 2005 Class Sizes
La Vega High School**

| Class | Block | Teacher | Count |
|--------------------|--------------|-----------------------------|--------------|
| ENG THREE A | F | Gill, Suzette | 5 |
| ENG TWO A | F | Gill, Suzette | 5 |
| OCCPREP A | F | Godfrey, William Robert | 7 |
| PEER ASST 2A | F | Grogan, Ava D | 3 |
| PEERASST 1A | F | Grogan, Ava D | 16 |
| NJROTC 3A | F | Haney, Ralph Eugene | 10 |
| NJROTC 4A | F | Haney, Ralph Eugene | 1 |
| ALG 1 A | F | Hanks, Donald Hogan | 20 |
| SPAN 2 A | F | Hoffman, Jenny Lea | 17 |
| ASST OFF A | F | Hurst, Sue Simone | 3 |
| HLTHED A | F | Jefferson, Jeffery Laway... | 29 |
| BCIS I A:A | F | Keys, Jason | 20 |
| WGEOG A | F | Lecker, Evan Louis | 25 |
| CHEM 1 A | F | Mc Adams, Dana Joanne | 21 |
| BIO 1 A | F | Oliver, Steven Thomas | 24 |
| C ENG 1301 A | F | Parten, James Dellis | 14 |
| ENG 2 PRE-AP A | F | Riggs, Wanda A | 22 |
| PE 1 A | F | Salter, Sherry Jean | 16 |
| PE 2 A | F | Salter, Sherry Jean | 15 |
| TEEN LDR A | F | Sheehy, James Robert | 17 |
| ENG 1 A | F | Sora, Chemise Donchel | 23 |
| GCS A | F | Strickland, Paula Jane | 0 |
| SPAN 1 A | F | Swearingen, Rosa Merce... | 21 |
| SPAN 1 A | F | Swearingen, William R | 18 |
| THARTS 2 A | F | Taylor, Megan Beth | 4 |
| THARTS 3 A | F | Taylor, Megan Beth | 4 |
| THARTS 4 A | F | Taylor, Megan Beth | 1 |
| INT PHYS&CHEM A | F | Tyus, Joseph | 21 |
| WGEOG A | F | Ward, Michael Christopher | 26 |
| | | | 607 |
| AEP A | G | Jones, Nathan Wayne | 8 |
| EARL REL A8 | G | N/A | 31 |
| Work Period A | G | N/A | 35 |
| TSTC A | G | N/A | 7 |
| MCC A | G | N/A | 1 |
| BIO 1 A | G | Berkshire, Kelly L | 21 |
| MATH SKILLS A | G | Bessette, Julie Mae | 13 |
| ENG 1 A | G | Breen, Larry Bill | 18 |
| Comp Maint Tech A | G | Brinkman, Paul | 13 |
| Funct Vocational A | G | Canet, Melissa Ann | 7 |
| ALG 2 A | G | Daugherty, Connie Marie | 16 |
| TECH SYS A | G | Drake, Edwin | 15 |
| ENG 3 A | G | Garcia, Natasha Karla | 14 |
| OCCPREP A | G | Godfrey, William Robert | 7 |
| ART 1 A | G | Grogan, Ava D | 21 |
| ENGSOL 1A | G | Harlin, Patricia Ann | 6 |
| USHIST A | G | Hataway, Dennis James | 18 |
| SPAN 3 A | G | Hoffman, Jenny Lea | 9 |
| ASST OFF A | G | Hurst, Sue Simone | 3 |
| HLTHED A | G | Jefferson, Jeffery Laway... | 26 |
| ATHLETICSB 3A | G | Jones, Nathan Wayne | 19 |
| ATHLETICSB 4A | G | Jones, Nathan Wayne | 17 |

Student Count:

12th - 118

11th - 123

10th - 133

9th - 233

Total: 607

Fall 2005 Class Sizes**La Vega High School**

| Class | Block | Teacher | Count |
|-----------------|--------------|---------------------------|--------------|
| PEEQIVATHB 2A | G | Jones, Nathan Wayne | 31 |
| VIDTECH A | G | Keys, Jason | 9 |
| WGEOG A | G | Lecker, Evan Louis | 21 |
| CHEM 1 A | G | Mc Adams, Dana Joanne | 20 |
| WHIST A | G | Palacios, Robert | 23 |
| Basics of Sci A | G | Parten, James Dellis | 7 |
| MATH 1A | G | Penney, Laura Kristine | 6 |
| MATH 2A | G | Penney, Laura Kristine | 1 |
| ENG 2 A | G | Riggs, Wanda A | 23 |
| TEEN LDR A | G | Sheehy, James Robert | 19 |
| ENG 1 A | G | Sora, Chemise Donchel | 19 |
| PFD A | G | Squires, Teresa Nan | 18 |
| GCS A | G | Strickland, Paula Jane | 0 |
| SPAN 1 A | G | Swearingen, Rosa Merce... | 23 |
| COMMAPP A | G | Taylor, Megan Beth | 21 |
| INT PHYS&CHEM A | G | Tyus, Joseph | 20 |
| BCIS I A:A | G | Yowell, Brooke | 21 |
| | | | 607 |

**SUCCESS PROGRAM
2005-2006 SCHOOL YEAR
FALL 2005 CLASS SIZES**

Success Program
Oct. 11, 2005-17 Students

| Lorea Johnson-Teacher | 9th | 10th | 11th | 12th | Totals |
|--------------------------------|------------|-------------|-------------|-------------|--------------------|
| <i>AM Session</i> | 0 | 2 | 6 | 1 | <i>9 Students</i> |
| <i>PM Session</i> | 1 | 2 | 4 | 1 | <i>8 Students</i> |
| <i>Totals per Grade Level:</i> | 1 | 4 | 10 | 2 | <i>17 Students</i> |

McLennan County Challenge Academy

2005 Fall Class Size Counts

The total student count for MCCA is as follows:

Elementary Male Classroom (Long, Herrington) – 13

Jr. High Male Classroom (Ledesma, Bartlett) – 32

High School Male (McKain, Hodges) – 19

Female Classroom (Fretwell, Burns, Powell) – 20

Isolation Classroom (Bickerstaff, Watson) - 10

Total Participants

| |
|----|
| 93 |
|----|

Plan for Increased TAKS Scores – La Vega High School 2005-2006

1. **May – 2005** TAKS Study Guides received and mailed home for each student and each subject area of TAKS not passed from grade 9 -12.
2. **Aug. 9, 2005** Staff meeting to look at percentages and strategies to improve scores to remain “acceptable” in 2006 with higher standards.
3. **Aug. 15, 2005** Copy of TAKS Individual Student report given to science, math, social studies, and English/language arts teachers by class periods so they can look at objectives that need more work and gear lesson plans accordingly.
4. **Aug. 16, 2005** Tutorial information mailed to parents with TAKS Confidential Student Report for seniors who re-tested in July.
5. **Aug. 17 – 22, 2005** Schedules were checked and all seniors who failed Math were placed in a Math Skills class for local credit or a Math Applications class for full credit, and those who failed ELA were placed in Reading for full credit. Those students who could not take the class or chose not to were required to get parent permission to not take the class. The parent was informed that the student would not be taking advantage of all available resources to help them pass TAKS Exit in that subject.
6. **Aug. 19- 22, 2005** Conferences with students as they were given their copy of TAKS scores from July – also given information on how many problems they lacked to passing each particular test, objectives that need strengthening, and days and times for tutorials.
7. **Sept. 6, 2005** Announcements beginning daily about the tutorials offered in our Academic Camps, PLATO recovery program, and TAKS tutorials. Posters placed on walls in front of school, by cafeteria, on halls to remind students of times.
8. **Sept. 7, 2005** Seniors who still need to pass one or more TAKS tests were called to Ms. Moore’s office for a conference on tutorials available and to make sure each student has the Exit Level TAKS Study Guide(s). Each student was also provided with a personal copy of tutorial times and dates.
9. **Sept. 8, 2005** Parent letter mailed home to each senior who still has one or more tests to pass informing parent of all opportunities provided to the students for remediation.
10. **Sept. 8, 2005** TAKS Tutorials to be offered in Math, Science, Social Studies, and ELA on Mondays and Wednesdays from 3:45 – 5:00 for all grade levels. Resource: Buckle Down Publishing. Also TRACK and PLATO will be available

in the library from 4:00 – 6:00 Mon – Thurs. and in computer labs before and after school.

11. **Sept. 9, 2005** TEA Individualized TAKS Study Guide mailed home with an explanation letter to parents, parent information sheet on study guide, and sheets on all tutorials that can be posted at home.
12. **Sept. 12, 2005** “Study Buddies” assigned to administrators. All administrators will be assigned 7 – 8 seniors to visit with on a regular basis to monitor going to tutorials and provide support and encouragement.
13. **Sept. 13, 2005** TAKS Information Booklet from TEA copied and given to each senior core teacher for additional information.
14. **Sept. 19, 2005** Math and Science Bell Ringers began in all non-core classes
15. **Sept. 26, 2005** Grand Central Station will be open for all students from 3:45 – 5:30 Monday – Thursday for TAKS remediation and tutorials.
16. **Sept. 27, 2005** Lisa Cobb (Math/Science Facilitator) begins a pullout program for seniors who do not have a science class in preparation for 1st TAKS tests.
17. **Oct. 11, 2005** Community ELA TAKS Parent Seminar – First of 4 seminars in each one of the core areas tested offered to parents to help them become aware of the TAKS objectives, see examples of sample questions, and various test taking skills and strategies. 7:00 p.m. in High School Auditorium.
18. **Oct. 13, 2005** TAKS Science Blitz – 6:00 – 8:00 p.m. Tutorial “cram session” on all science objectives tested on science exit level exam.
19. **Oct. 24, 2005** PGP (Personal Graduation Plan) Counselors begin meeting with parents and students to discuss requirements for graduation that are remaining to be met. This may include attendance issues, credit recovery, and mastery of all sections of TAKS.
20. **Oct. 25, 2005** Community Science TAKS Parent Seminar – Second of 4 seminars in each one of the core areas tested offered to parents to help them become aware of the TAKS objectives, see examples of sample questions, and various test taking skills and strategies. 7:00 p.m. in High School Auditorium.
21. **Nov. 8, 2005** Community Math TAKS Parent Seminar – Third of 4 seminars in each one of the core areas tested offered to parents to help them become aware of the TAKS objectives, see examples of sample questions, and various test taking skills and strategies. 7:00 p.m. in High School Auditorium.
22. **Nov. 15, 2005** Community Social Studies TAKS Parent Seminar – Last of 4

seminars in each one of the core areas tested offered to parents to help them become aware of the TAKS objectives, see examples of sample questions, and various test taking skills and strategies. 7:00 p.m. in High School Auditorium.

23. **Nov. 16, 2005** Installation of BEN phone system. System will be used to contact parents with TAKS information, notification of their student missing mandatory tutorials, and students class absences.

24. **Dec. 1, 2005** Senior students who failed Oct TAKS retests will be required to attend tutorials a minimum of twice a week. Students will be allowed to choose morning (7:00 – 8:00 a.m.) or afternoon (4:00-5:00 p.m.) on Mondays and Wednesdays. These students would possibly also be placed into another class for the subject area needed if their schedule and credits allow it. Students with extenuating circumstances will be allowed to use TRACK in lieu of tutorials with documentation of 2 hours spent per week minimum.

La Vega High School
ADVANCED OFFERINGS/OPPORTUNITIES

| <u>Event</u> | <u>Date</u> | <u>Location</u> |
|---|--|---|
| <u>PSAT</u> | <u>October 12, 2005</u> | <u>La Vega High School</u> |
| (PA system announcements and posters are placed in the hallway regarding PSAT registration, since this testing is managed locally. Reminder e-mails are sent to teachers to announce as well. Teachers are encouraged to give incentives for students to sign up for the PSAT. Counselors visit with 9 th and 10 th graders to encourage students to sign up for the PSAT.) | | |
| <u>SAT</u> | <u>October 8, 2005</u> <u>November 5, 2005</u> <u>December 3, 2005</u> <u>January 28, 2006</u> <u>April 1, 2006</u> <u>May 6, 2006</u> <u>June 3, 2006</u> | <u>Various Locations</u> |
| <u>ACT</u> | <u>September 24, 2005</u> <u>October 22, 2005</u> <u>December 10, 2005</u> <u>February 11, 2006</u> <u>April 8, 2006</u> <u>June 10, 2006</u> | <u>Various Locations</u> |
| <u>Advanced Courses</u> | <u>Spring</u> | <u>LVHS Course Catalog</u> |
| <u>College Night</u> | <u>October 17, 2005</u> | <u>Baylor's McLean Student Center</u> |
| (Announcements on the PA, posters, and reminder e-mails sent to English teachers) | | |
| <u>Dual Credit College Courses</u> | <u>Fall and Spring</u> <u>Summer</u> | <u>La Vega High School</u> <u>McLennan Community College</u> <u>Texas State Technical College</u> |
| <u>MAC Grant Program</u> | <u>Fall and Spring</u> | <u>LVHS Senior English Classes</u> |
| <u>SAT/ACT</u> | | |
| (Counselors visit classes for the MAC Grant program, 12 th grade students are reminded of SAT/ACT test registration deadlines. Seniors are provided two resources: 1) a Senior "Plan of Action" which details activities to be completed each month to stay on track for attending college, and 2) a listing of registration dates for the SAT on one side and the ACT on the other.) | | |
| <u>The Texas Common Application</u> | <u>Fall</u> | <u>LVHS Senior English Classes</u> |
| Discussed with seniors when we visit the senior English classes for the MAC Grant Program, distributed, if the student asks for one. Ms. Eggebrecht this year had the senior students in her English classes compose a generic essay that can be adapted to one or more of the essays that may be required by the Texas Common Application. | | |

La Vega High School
ADVANCED OFFERINGS/OPPORTUNITIES continued

| | | |
|-----------------------------|-------------|-------------|
| <u>Freshman Orientation</u> | <u>Fall</u> | <u>LVHS</u> |
|-----------------------------|-------------|-------------|

During Freshmen Orientation there was a 20 min. session when counselors spoke to the students. The following topics are discussed:
Graduation plans
Importance of graduating on the highest plan possible for each individual student
Top 10% Rule “automatic admission “
Listing/explanation of advanced course offerings during junior and senior year, i.e. Dual credit on campus and off.
Explain the strategy to graduate at the top of the class, i.e. Take the most difficult courses available and make the best grades possible.
Explanation of grade points and credits
Some of the above information is discussed by Ms. Keezee at La Vega Junior High.

| | | |
|--------------------------|---------------|--|
| <u>Scarborough Faire</u> | <u>Spring</u> | <u>La Vega High Sch. English Classes</u> |
|--------------------------|---------------|--|

Scarborough Faire is scheduled by the Pre-AP English teachers.

| | | |
|----------------------------------|------------------------|----------------------------|
| <u>Scholarship Opportunities</u> | <u>Fall and Spring</u> | <u>La Vega High School</u> |
|----------------------------------|------------------------|----------------------------|

(Beginning in the middle of the 2nd six weeks, scholarship opportunities are mailed to the seniors when progress reports and report cards are mailed. As scholarships become available, announcements are made and postings are placed by English 4, college English, Economics and Govt. classroom doors. Scholarship offerings are placed in a Scholarship File and students are encouraged to visit the file frequently.)

| | | |
|---------------------------------------|-----------------------|--|
| <u>“Cash for College” Publication</u> | <u>Fall or Spring</u> | <u>La Vega High Sch. English Classes</u> |
|---------------------------------------|-----------------------|--|

(A publication from Representative Jim Dunham’s Office is issued to seniors through English when made available by his office. Extra copies are kept in the counseling center and distributed to parents and students upon request.)

| | | |
|---------------------------------|------------------------|----------------------------|
| <u>Personal Graduation Plan</u> | <u>Fall and Spring</u> | <u>La Vega High School</u> |
|---------------------------------|------------------------|----------------------------|

| | | |
|---|----------------------------|----------------------------|
| <u>Parent/Student Financial Aid Night</u> | <u>January or February</u> | <u>La Vega High School</u> |
|---|----------------------------|----------------------------|

| | | |
|------------------------------|------------------------|------------------------------------|
| <u>Student Career Center</u> | <u>Fall and Spring</u> | <u>La Vega High School Library</u> |
|------------------------------|------------------------|------------------------------------|

| | | |
|---|-----------------------|----------------------------|
| <u>Career Interest Inventory 9th&11th</u> | <u>Fall or Spring</u> | <u>La Vega High School</u> |
|---|-----------------------|----------------------------|

| | | |
|--|------------------------|----------------------------|
| <u>Success In High School & Moving to the Next Level</u> | <u>Fall and Spring</u> | <u>La Vega High School</u> |
|--|------------------------|----------------------------|

(“Making It Count” – an assembly focusing on preparing students for college.
“Starting High School on the Right Foot,” 9th Grade, October; “Finishing High School Strong,” 10th Grade, Spring; and “Preparing for Career or Post-Secondary Education,” 12th Grade, Spring)

| | | |
|--|--------------------------|----------------------------|
| <u>College & Military Recruiters</u> | <u>Fall & Spring</u> | <u>La Vega High School</u> |
|--|--------------------------|----------------------------|

(Recruiters set up booths in Commons’ area during lunch. Some presentations are made during class.)

McLennan Community College

Performance Report on 2004 High School Graduates Attending MCC

An assessment of attendance rates, pass rates, enrollment in developmental courses, and retention

September 2005

Prepared by:
*Office of Institutional Effectiveness and Planning
McLennan Community College
1400 College Drive
Waco, Texas 76708
254 299-8636; pillich@mclennan.edu*

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| Performance (Pass Rates and Attrition Rates) | 12 |
| Enrollment in Developmental Courses | 15 |
| Fall-to-Spring Retention | 17 |

Purpose and Background: This report examines the performance of local-area high school graduates (2004) enrolled in credit and developmental courses at MCC during the fall 2004 semester. The results include data from public schools only. In most cases, the number of high school graduates was obtained through the Texas Education Agency Web site at the following address: <http://www.tea.state.tx.us/adhocrpt/adstg04.html>. In some cases, the number of graduates was obtained directly from the school district. Please note that the data reflect all graduates for the 2004 year, including summer 2004 graduates. The results from this report will be used by MCC to help identify the needs of our students. The study examined 1) the percentage of local-area high school graduates attending MCC, 2) the demographics of local-area high school graduates attending MCC, 3) MCC grade distribution of local-area high school graduates, 4) the percentage of local-area high school graduates enrolled in developmental courses, and 5) the percentage of local-area high school graduates attending MCC during the fall 2004 semester who returned to MCC in the spring 2005 semester. The report contains an executive summary as well as detailed results. Comparisons across schools should be made with caution because of the substantial differences in the number of graduates attending MCC. It is also useful to examine changes across years for a given school. For many of the analyses, the data from the previous graduating class (2003) are included. For some of the performance measures, data from 2002 graduates are also included.

Summary of Results:

(Note: Percentages have been rounded to the nearest integer.)

Percentage of Local-Area High School Graduates Attending MCC

- 27% (658) of the 2,421 local-area high school graduates (2004) attended MCC during the fall 2004 semester
 - The percentage of local-area high school graduates (2003) attending MCC was 29% during the fall 2003 semester
- Crawford High School had the highest percentages of graduates (44%) enrolled at MCC
- Midway High School had the largest number of 2004 graduates (127) attending MCC during the fall 2004 semester

Demographics

- 64% (421) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester were female
- 32% (225) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester were minority
- 69% (452) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester majored in academic (transfer) programs
- 77% (505) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester enrolled in 12 or more hours (full-time)

Performance of Local-Area High School Graduates Attending MCC

- The pass rate for all local-area high school graduates (2004) attending MCC during the fall 2004 semester was 74%
 - The campus-wide pass rate for all MCC students was 70%
 - The pass rate for 2003 graduates attending MCC during the fall 2003 semester was 74%

- Crawford High School, Riesel High, and China Spring High School had the highest pass rates with each school having a passing rate of 85% or higher
- The course attrition rate for all local-area high school graduates (2004) was 10%
 - The campus-wide attrition rate for all MCC students was 19%
 - The course attrition rate for 2003 local-area high school graduates attending MCC during the fall 2003 semester was 13%

Percentage of Local-Area High School Graduates Enrolled in Developmental Courses

- 45% (298) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester enrolled in at least one developmental course
 - 45% of 2003 local-area high school graduates attending MCC during the fall 2003 semester enrolled in at least one developmental course
- 78% (231) of all local-area high school graduates (2004) enrolling in developmental courses enrolled in a developmental math course
 - 80% (246) of all local-area high school graduates (2003) enrolling in developmental courses enrolled in a developmental math course
- 49% (145) of all local-area high school graduates (2004) enrolling in developmental courses enrolled in a developmental reading course
 - 37% (113) of all local-area high school graduates (2003) enrolling in developmental courses enrolled in a developmental reading course
- 23% (67) of all local-area high school graduates (2004) enrolling in developmental courses enrolled in a developmental writing course
 - 19% (58) of all local-area high school graduates (2003) enrolling in developmental courses enrolled in a developmental writing course

Percentage of Local-Area High School Graduates (2004) Attending MCC During the Fall 2004 Semester Who Returned in Spring 2005

- 87% (573) of all local-area high school students attending MCC during the fall 2004 semester returned in Spring 2005
 - 84% of 2003 local-area high school graduates attending MCC during the fall 2003 semester returned in Spring 2004

Note: If you have any questions about the data presented in this report, please contact Dr. Paul Illich (254-299-8636, or pillich@mclennan.edu)

Percentage of Local-Area High School Graduates Attending MCC

Percentage of Local-Area High School Graduates Attending MCC

- 27% (658) of the 2,421 local-area high school graduates (2004) attended MCC during the fall 2004 semester
 - The percentage of local-area high school graduates (2003) attending MCC was 29% during the fall 2003 semester
- Crawford High School had the highest percentages of graduates (44%) enrolled at MCC
- Midway High School had the largest number of 2004 graduates (127) attending MCC during the fall 2004 semester

McLennan Community College
2004 Local-Area High School Graduates Enrolled at MCC During the Fall
2004 Semester

Note: Includes Public Schools Only

| High School | 2004 Graduates* | Attended MCC in Fall 2004** | % of 2004 Graduates | % of 2003 Graduates Attending MCC in Fall 2003 |
|-----------------------------|--------------------|-----------------------------------|------------------------|---|
| AJ Moore Academy | 146 | 32 | 21.9 | 25.2 |
| Axtell High School | 71 | 17 | 23.9 | 33.9 |
| Bosqueville High School | 38 | 14 | 36.8 | 28.1 |
| Bruceville-Eddy High School | 84 | 26 | 31.0 | 15.9 |
| China Spring High School | 143 | 46 | 32.2 | 33.1 |
| Connally High School | 161 | 44 | 27.3 | 35.6 |
| Crawford High School | 43 | 19 | 44.2 | 52.4 |
| La Vega High School | 132 | 27 | 20.5 | 21.1 |
| Lorena High School | 131 | 35 | 26.7 | 28.8 |
| Mart High School | 47 | 7 | 14.9 | 30.0 |
| McGregor High School | 64 | 12 | 18.8 | 28.6 |
| Midway High School | 428 | 127 | 29.7 | 31.4 |
| Moody High School | 56 | 12 | 21.4 | 22.6 |
| Riesel High School | 51 | 19 | 37.3 | 36.1 |
| Robinson High School | 170 | 56 | 32.9 | 35.6 |
| University High School | 205 | 47 | 22.9 | 21.8 |
| Waco High School | 322 | 82 | 25.5 | 23.1 |
| West High School | 129 | 36 | 27.9 | 35.3 |
| Total | 2421 | 658 | 27.2 | 29.1 |

* Number of graduates were obtained from the Texas Education Agency Web site
WISD graduate data were obtained directly from WISD representatives. Campus level data for WISD were not available through the TEA Web site.

** Students had to enroll in at least one course to be included in the pool of students attending MCC.

Source: MCC Colleague

Demographics

- 64% (421) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester were female
- 32% (225) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester were minority
- 69% (452) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester majored in academic (transfer) programs
- 77% (505) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester enrolled in 12 or more hours (full-time)

McLennan Community College
2004 Local-Area High School Graduates Attending MCC During the Fall 2004
Semester Gender Comparison

| High School | Female | | Male | | Total | |
|---|------------|-------------|------------|-------------|------------|------------|
| | # | % | # | % | # | % |
| AJ Moore Academy | 24 | 75.0 | 8 | 25.0 | 32 | 100 |
| Axtell High School | 10 | 58.8 | 7 | 41.2 | 17 | 100 |
| Bosqueville Independent School | 6 | 42.9 | 8 | 57.1 | 14 | 100 |
| Bruceville Eddy High School | 13 | 50.0 | 13 | 50.0 | 26 | 100 |
| China Spring High School | 34 | 73.9 | 12 | 26.1 | 46 | 100 |
| Connally High School | 29 | 65.9 | 15 | 34.1 | 44 | 100 |
| Crawford High School | 8 | 42.1 | 11 | 57.9 | 19 | 100 |
| La Vega High School | 22 | 81.5 | 5 | 18.5 | 27 | 100 |
| Lorena High School | 28 | 80.0 | 7 | 20.0 | 35 | 100 |
| Mart High School | 6 | 85.7 | 1 | 14.3 | 7 | 100 |
| McGregor High School | 6 | 50.0 | 6 | 50.0 | 12 | 100 |
| Midway High School | 69 | 54.3 | 58 | 45.7 | 127 | 100 |
| Moody High School | 6 | 50.0 | 6 | 50.0 | 12 | 100 |
| Riesel High School | 10 | 52.6 | 9 | 47.4 | 19 | 100 |
| Robinson High School | 32 | 57.1 | 24 | 42.9 | 56 | 100 |
| University High School | 38 | 80.9 | 9 | 19.1 | 47 | 100 |
| Waco High School | 58 | 70.7 | 24 | 29.3 | 82 | 100 |
| West High School | 22 | 61.1 | 14 | 38.9 | 36 | 100 |
| Total | 421 | 64.0 | 237 | 36.0 | 658 | 100 |
| All 2004 High School Graduates Attending MCC | 582 | 62.5 | 349 | 37.5 | 931 | 100 |

Source: MCC Colleague

McLennan Community College
2004 Local-Area High School Graduates Attending MCC During the Fall 2004 Semester
Ethnicity Comparison

| | White | | African American | | Hispanic | | Asian/Pacific Islander | | Am. Indian / Alaskan Native | | Non-Res. Alien | | Total | |
|---|------------|-------------|------------------|-------------|------------|-------------|---------------------------|------------|--------------------------------|------------|----------------|------------|------------|------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| AJ Moore Academy | 5 | 15.6 | 14 | 43.8 | 12 | 37.5 | 1 | 3.1 | | 0.0 | | 0.0 | 32 | 100 |
| Axtell High School | 17 | 100.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 | 17 | 100 |
| Bosqueville Independent School | 11 | 78.6 | 1 | 7.1 | 1 | 7.1 | | 0.0 | 1 | 7.1 | | 0.0 | 14 | 100 |
| Bruceville Eddy High School | 23 | 88.5 | | 0.0 | 3 | 11.5 | | 0.0 | | 0.0 | | 0.0 | 26 | 100 |
| China Spring High School | 42 | 91.3 | | 0.0 | 3 | 6.5 | | 0.0 | 1 | 2.2 | | 0.0 | 46 | 100 |
| Connally High School | 31 | 70.5 | 8 | 18.2 | 5 | 11.4 | | 0.0 | | 0.0 | | 0.0 | 44 | 100 |
| Crawford High School | 18 | 94.7 | | 0.0 | 1 | 5.3 | | 0.0 | | 0.0 | | 0.0 | 19 | 100 |
| La Vega High School | 10 | 37.0 | 9 | 33.3 | 8 | 29.6 | | 0.0 | | 0.0 | | 0.0 | 27 | 100 |
| Lorena High School | 33 | 94.3 | | 0.0 | 2 | 5.7 | | 0.0 | | 0.0 | | 0.0 | 35 | 100 |
| Mart High School | 6 | 85.7 | 1 | 14.3 | | 0.0 | | 0.0 | | 0.0 | | 0.0 | 7 | 100 |
| McGregor High School | 7 | 58.3 | 2 | 16.7 | 2 | 16.7 | | 0.0 | 1 | 8.3 | | 0.0 | 12 | 100 |
| Midway High School | 96 | 75.6 | 5 | 3.9 | 17 | 13.4 | 9 | 3.0 | | 0.0 | | 0.0 | 127 | 100 |
| Moody High School | 10 | 83.3 | 1 | 8.3 | | 0.0 | | 0.0 | 1 | 8.3 | | 0.0 | 12 | 100 |
| Riesel High School | 19 | 100.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 | 19 | 100 |
| Robinson High School | 48 | 85.7 | 2 | 3.6 | 6 | 10.7 | | 0.0 | | 0.0 | | 0.0 | 56 | 100 |
| University High School | 4 | 8.5 | 14 | 29.8 | 29 | 61.7 | | 0.0 | | 0.0 | | 0.0 | 47 | 100 |
| Waco High School | 20 | 24.4 | 45 | 54.9 | 15 | 18.3 | 1 | 1.2 | | 0.0 | 1 | 1.2 | 82 | 100 |
| West High School | 33 | 91.7 | | 0.0 | 3 | 8.3 | | 0.0 | | 0.0 | | 0.0 | 36 | 100 |
| Total | 433 | 65.8 | 102 | 15.5 | 107 | 16.3 | 11 | 1.7 | 4 | 0.6 | 1 | 0.2 | 658 | 100 |
| All 2004 High School Graduates Attending MCC | 628 | 67.5 | 137 | 14.7 | 149 | 16.0 | 12 | 1.3 | 4 | 0.4 | 1 | 0.1 | 931 | 100 |

Source: MCC Colleague

McLennan Community College
2004 Local-Area High School Graduates Attending MCC During the Fall 2004 Semester --
Program Comparison

| High School | Academic | | Technical | | Total | |
|---|------------|-------------|------------|-------------|------------|------------|
| | # | % | # | % | # | % |
| AJ Moore Academy | 18 | 56.3 | 14 | 43.8 | 32 | 100 |
| Axtell High School | 12 | 70.6 | 5 | 29.4 | 17 | 100 |
| Bosqueville Independent School | 10 | 71.4 | 4 | 28.6 | 14 | 100 |
| Bruceville Eddy High School | 18 | 69.2 | 8 | 30.8 | 26 | 100 |
| China Spring High School | 38 | 82.6 | 8 | 17.4 | 46 | 100 |
| Connally High School | 31 | 70.5 | 13 | 29.5 | 44 | 100 |
| Crawford High School | 17 | 89.5 | 2 | 10.5 | 19 | 100 |
| La Vega High School | 14 | 51.9 | 13 | 48.1 | 27 | 100 |
| Lorena High School | 23 | 65.7 | 12 | 34.3 | 35 | 100 |
| Mart High School | 6 | 85.7 | 1 | 14.3 | 7 | 100 |
| McGregor High School | 10 | 83.3 | 2 | 16.7 | 12 | 100 |
| Midway High School | 99 | 78.0 | 28 | 22.0 | 127 | 100 |
| Moody High School | 8 | 66.7 | 4 | 33.3 | 12 | 100 |
| Riesel High School | 11 | 57.9 | 8 | 42.1 | 19 | 100 |
| Robinson High School | 39 | 69.6 | 17 | 30.4 | 56 | 100 |
| University High School | 23 | 48.9 | 24 | 51.1 | 47 | 100 |
| Waco High School | 51 | 62.2 | 31 | 37.8 | 82 | 100 |
| West High School | 24 | 66.7 | 12 | 33.3 | 36 | 100 |
| Total | 452 | 68.7 | 206 | 31.3 | 658 | 100 |
| All 2004 High School Graduates Attending MCC | 624 | 67.0 | 307 | 33.0 | 931 | 100 |

Source: MCC Colleague

McLennan Community College
2004 Local-Area High School Graduates Attending MCC During the Fall 2004 Semester
Course Load Comparison

| High School | Full-Time | | Part-Time | | Total | |
|---|---------------------|-------------|-----------------------|-------------|------------|------------|
| | 12 or more Semester | | Less than 12 Semester | | | |
| | Hours | | Hours | | | |
| | # | % | # | % | # | % |
| AJ Moore Academy | 23 | 71.9 | 9 | 28.1 | 32 | 100 |
| Axtell High School | 13 | 76.5 | 4 | 23.5 | 17 | 100 |
| Bosqueville Independent School | 12 | 85.7 | 2 | 14.3 | 14 | 100 |
| Bruceville Eddy High School | 20 | 76.9 | 6 | 23.1 | 26 | 100 |
| China Spring High School | 36 | 78.3 | 10 | 21.7 | 46 | 100 |
| Connally High School | 35 | 79.5 | 9 | 20.5 | 44 | 100 |
| Crawford High School | 14 | 73.7 | 5 | 26.3 | 19 | 100 |
| La Vega High School | 19 | 70.4 | 8 | 29.6 | 27 | 100 |
| Lorena High School | 30 | 85.7 | 5 | 14.3 | 35 | 100 |
| Mart High School | 5 | 71.4 | 2 | 28.6 | 7 | 100 |
| McGregor High School | 10 | 83.3 | 2 | 16.7 | 12 | 100 |
| Midway High School | 93 | 73.2 | 34 | 26.8 | 127 | 100 |
| Moody High School | 11 | 91.7 | 1 | 8.3 | 12 | 100 |
| Riesel High School | 16 | 84.2 | 3 | 15.8 | 19 | 100 |
| Robinson High School | 43 | 76.8 | 13 | 23.2 | 56 | 100 |
| University High School | 34 | 72.3 | 13 | 27.7 | 47 | 100 |
| Waco High School | 60 | 73.2 | 22 | 26.8 | 82 | 100 |
| West High School | 31 | 86.1 | 5 | 13.9 | 36 | 100 |
| Total | 505 | 76.7 | 153 | 23.3 | 658 | 100 |
| All 2004 High School Graduates Attending MCC | 729 | 78.3 | 202 | 21.7 | 931 | 100 |

Source: MCC Colleague

Performance of Local-Area High School Graduates Attending MCC

- The pass rate for all local-area high school graduates (2004) attending MCC during the fall 2004 semester was 74%
 - The campus-wide pass rate for all MCC students was 70%
 - The pass rate for 2003 graduates attending MCC during the fall 2003 semester was 74%
- Crawford High School, Riesel High, and China Spring High School had the highest pass rates with each school having a passing rate of 85% or higher
- The course attrition rate for all local-area high school graduates (2004) was 10%
 - The campus-wide attrition rate for all MCC students was 19%
 - The course attrition rate for 2003 local-area high school graduates attending MCC during the fall 2003 semester was 13%

McLennan Community College
Grade Performance for 2004 Local-Area High School Graduates During the Fall 2004
Semester

Ranked by % Passing Grades (A,B,C, or Credit)

Grades for each course taken by a student are included

| High School | A,B, C, or Credit | | D,F, OR No Credit | | Withdrawal | | Total | |
|---|-------------------|-------------|-------------------|-------------|------------|-------------|-------------|------------|
| | # | % | # | % | # | % | # | % |
| Crawford High School | 73 | 90.1 | 4 | 4.9 | 4 | 4.9 | 81 | 100 |
| Riesel High School | 68 | 86.1 | 8 | 10.1 | 3 | 3.8 | 79 | 100 |
| China Spring High School | 173 | 85.2 | 15 | 7.4 | 15 | 7.4 | 203 | 100 |
| Lorena High School | 124 | 84.4 | 8 | 5.4 | 15 | 10.2 | 147 | 100 |
| Bruceville Eddy High School | 86 | 81.1 | 11 | 10.4 | 9 | 8.5 | 106 | 100 |
| Mart High School | 21 | 75.0 | 5 | 17.9 | 2 | 7.1 | 28 | 100 |
| Midway High School | 413 | 75.0 | 78 | 14.2 | 60 | 10.9 | 551 | 100 |
| West High School | 117 | 74.1 | 26 | 16.5 | 15 | 9.5 | 158 | 100 |
| Robinson High School | 165 | 71.4 | 29 | 12.6 | 37 | 16.0 | 231 | 100 |
| McGregor High School | 36 | 70.6 | 9 | 17.6 | 6 | 11.8 | 51 | 100 |
| Bosqueville Independent School | 43 | 69.4 | 13 | 21.0 | 6 | 9.7 | 62 | 100 |
| Moody High School | 36 | 67.9 | 4 | 7.5 | 13 | 24.5 | 53 | 100 |
| University High School | 136 | 65.7 | 33 | 15.9 | 38 | 18.4 | 207 | 100 |
| La Vega High School | 80 | 64.5 | 28 | 22.6 | 16 | 12.9 | 124 | 100 |
| Connally High School | 131 | 63.9 | 40 | 19.5 | 34 | 16.6 | 205 | 100 |
| Waco High School | 224 | 59.9 | 87 | 23.3 | 63 | 16.8 | 374 | 100 |
| AJ Moore Academy | 81 | 56.6 | 36 | 25.2 | 26 | 18.2 | 143 | 100 |
| Axtell High School | 42 | 55.3 | 20 | 26.3 | 14 | 18.4 | 76 | 100 |
| Total | 2049 | 74.1 | 454 | 16.5 | 376 | 9.5 | 2879 | 100 |
| All 2004 High School Graduates Attending MCC | 3038 | 72.2 | 600 | 14.3 | 569 | 13.5 | 4207 | 100 |

Source: MCC Colleague

McLennan Community College
Pass Rate Comparisons Among 2004, 2003, and 2002 Local-Area High
School Graduates During the Fall 2004, Fall 2003, and Fall 2002
Semesters

Ranked by 2004% Passing Grades (A,B,C, or Credit)

| High School | % of Passing Grades (A, B, C, or Credit) | | |
|-----------------------------|--|-------------|-------------|
| | Fall 2004 | Fall 2003 | Fall 2002 |
| Crawford High School | 90.1 | 81.3 | 90.6 |
| Riesel High School | 86.1 | 75.4 | 65.4 |
| China Spring High School | 85.2 | 75.7 | 85.8 |
| Lorena High School | 84.4 | 76.7 | 72.3 |
| Bruceville Eddy High School | 81.1 | 94.9 | 81.8 |
| Midway High School | 75.0 | 78.3 | 81.0 |
| Mart High School | 75.0 | 60.2 | 69.6 |
| West High School | 74.1 | 76.5 | 81.7 |
| Robinson High School | 71.4 | 78.3 | 75.4 |
| McGregor High School | 70.6 | 75.0 | 70.7 |
| Bosqueville High School | 69.4 | 84.4 | 69.7 |
| Moody High School | 67.9 | 69.2 | 89.5 |
| University High School | 65.7 | 61.6 | 58.6 |
| La Vega High School | 64.5 | 73.9 | 71.8 |
| Connally High School | 63.9 | 75.3 | 72.0 |
| Waco High School | 59.9 | 75.2 | 68.0 |
| AJ Moore Academy | 56.6 | 56.7 | 65.3 |
| Axtell High School | 55.3 | 69.6 | 68.3 |
| Total | 74.1 | 74.4 | 74.8 |

Source: MCC Colleague

Percentage of Local-Area High School Graduates Enrolled in Developmental Courses

- 45% (298) of all local-area high school graduates (2004) attending MCC during the fall 2004 semester enrolled in at least one developmental course
 - 45% of 2003 local-area high school graduates attending MCC during the fall 2003 semester enrolled in at least one developmental course

- 78% (231) of all local-area high school graduates (2004) enrolling in developmental courses enrolled in a developmental math course
 - 80% (246) of all local-area high school graduates (2003) enrolling in developmental courses enrolled in a developmental math course

- 49% (145) of all local-area high school graduates (2004) enrolling in developmental courses enrolled in a developmental reading course
 - 37% (113) of all local-area high school graduates (2003) enrolling in developmental courses enrolled in a developmental reading course

- 23% (67) of all local-area high school graduates (2004) enrolling in developmental courses enrolled in a developmental writing course
 - 19% (58) of all local-area high school graduates (2003) enrolling in developmental courses enrolled in a developmental writing course

McLennan Community College
Percentage of 2004 Local-Area High School Graduates Enrolled in Developmental Courses
During the Fall 2004 Semester

| High School | Enrolled in One or More Developmental Courses | Total Students | % | % of 2003 Graduates in Developmental Courses in Fall 2003 | % of 2002 Graduates in Developmental Courses in Fall 2002 |
|---|--|---------------------------|-----------------|--|--|
| Mart High School | 5 | 7 | 71.4 | 61.1 | 66.7 |
| University High School | 33 | 47 | 70.2 | 60.5 | 54.8 |
| AJ Moore Academy | 22 | 32 | 68.8 | 70.6 | 68.8 |
| Waco High School | 54 | 82 | 65.9 | 71.2 | 67.9 |
| Bosqueville High School | 9 | 14 | 64.3 | 55.6 | 25.0 |
| La Vega High School | 15 | 27 | 55.6 | 50.0 | 42.3 |
| Connally High School | 22 | 44 | 50.0 | 30.8 | 47.1 |
| Axtell High School | 8 | 17 | 47.1 | 65.0 | 53.8 |
| China Spring High School | 21 | 46 | 45.7 | 45.8 | 25.0 |
| Bruceville-Eddy High School | 11 | 26 | 42.3 | 30.0 | 30.4 |
| Riesel High School | 8 | 19 | 42.1 | 30.8 | 33.3 |
| Moody High School | 5 | 12 | 41.7 | 25.0 | 40.0 |
| Midway High School | 46 | 127 | 36.2 | 42.9 | 64.3 |
| Crawford High School | 6 | 19 | 31.6 | 22.7 | 28.6 |
| McGregor High School | 3 | 12 | 25.0 | 40.9 | 53.8 |
| West High School | 9 | 36 | 25.0 | 35.4 | 44.9 |
| Robinson High School | 13 | 56 | 23.2 | 29.7 | 45.1 |
| Lorena High School | 8 | 35 | 22.9 | 28.9 | 50.0 |
| Total | 298 | 658 | 45.3 | 45.2 | 51.1 |
| All 2004 High School Graduates Attending MCC | 410 | 931 | 44.0 | 50.0 | 46.9 |

Source: MCC Colleague

McLennan Community College
Developmental Enrollment (2004 Local-Area High School Graduates) During the Fall
2004 Semester -- Subject Comparison

| High School | Enrolled in One or More Developmental Courses | Math | | Reading | | Writing | |
|-----------------------------|--|------------------|-------------|------------|-------------|-----------|-------------|
| | | # | % | # | % | # | % |
| | | Mart High School | 5 | 4 | 80.0 | 1 | 20.0 |
| University High School | 33 | 24 | 72.7 | 16 | 48.5 | 12 | 36.4 |
| AJ Moore Academy | 22 | 18 | 81.8 | 12 | 54.5 | 4 | 18.2 |
| Waco High School | 54 | 42 | 77.8 | 29 | 53.7 | 18 | 33.3 |
| Bosqueville High School | 9 | 6 | 66.7 | 7 | 77.8 | 2 | 22.2 |
| La Vega High School | 15 | 12 | 80.0 | 8 | 53.3 | 2 | 13.3 |
| Connally High School | 22 | 19 | 86.4 | 10 | 45.5 | 7 | 31.8 |
| Axtell High School | 8 | 5 | 62.5 | 6 | 75.0 | 1 | 12.5 |
| China Spring High School | 21 | 17 | 81.0 | 12 | 57.1 | 5 | 23.8 |
| Bruceville-Eddy High School | 11 | 5 | 45.5 | 7 | 63.6 | 2 | 18.2 |
| Riesel High School | 8 | 4 | 50.0 | 4 | 50.0 | 4 | 50.0 |
| Moody High School | 5 | 3 | 60.0 | 3 | 60.0 | 2 | 40.0 |
| Midway High School | 46 | 40 | 87.0 | 13 | 28.3 | 4 | 8.7 |
| Crawford High School | 6 | 6 | 100.0 | 2 | 33.3 | | 0.0 |
| McGregor High School | 3 | | 0.0 | 3 | 100.0 | | 0.0 |
| West High School | 9 | 8 | 88.9 | 5 | 55.6 | 2 | 22.2 |
| Robinson High School | 13 | 11 | 84.6 | 4 | 30.8 | | 0.0 |
| Lorena High School | 8 | 7 | 87.5 | 3 | 37.5 | 2 | 25.0 |
| Total | 298 | 231 | 77.5 | 145 | 48.7 | 67 | 22.5 |

Source: MCC Colleague

Percentage of Local-Area High School Graduates (2004)
Attending MCC During the Fall 2004 Semester Who Returned in
Spring 2005

- 87% (573) of all local-area high school students attending MCC during the fall 2004 semester returned in Spring 2005
- 84% of 2003 local-area high school graduates attending MCC during the fall 2003 semester returned in Spring 2004

McLennan Community College
Percentage of Local-Area High School Graduates (2004) Attending MCC During the Fall
2004 Semester Who Returned in Spring 2005

Ranked by % of students retained from fall 2003 to spring 2004

| High School | Enrolled in Fall 2004 | Returned in Spring 2005 | % Retained | % of 2003 Graduates Retained from Fall 2003 to Spring 2004 | % of 2002 Graduates Retained from Fall 2002 to Spring 2003 |
|----------------------------------|----------------------------------|------------------------------------|-------------------|---|---|
| Moody High School | 12 | 9 | 75.0 | 90.9 | 80.0 |
| Mart High School | 7 | 7 | 100.0 | 88.9 | 100.0 |
| Bosqueville High School | 14 | 12 | 85.7 | 88.9 | 75.0 |
| Waco High School | 82 | 71 | 86.6 | 87.7 | 89.3 |
| La Vega High School | 27 | 23 | 85.2 | 87.5 | 85.2 |
| Connally High School | 44 | 35 | 79.5 | 86.5 | 97.1 |
| Crawford High School | 19 | 18 | 94.7 | 86.4 | 95.2 |
| McGregor High School | 12 | 8 | 66.7 | 86.4 | 76.9 |
| Riesel High School | 19 | 18 | 94.7 | 84.6 | 66.7 |
| Midway High School | 127 | 115 | 90.6 | 84.2 | 94.4 |
| Lorena High School | 35 | 32 | 91.4 | 84.2 | 81.8 |
| West High School | 36 | 29 | 80.6 | 83.3 | 91.8 |
| China Spring High School | 46 | 43 | 93.5 | 83.3 | 91.7 |
| Robinson High School | 56 | 46 | 82.1 | 82.8 | 88.2 |
| University High School | 47 | 39 | 83.0 | 81.4 | 88.1 |
| Bruceville-Eddy High School | 26 | 24 | 92.3 | 80.0 | 95.7 |
| AJ Moore Academy | 32 | 30 | 93.8 | 76.5 | 81.3 |
| Axtell High School | 17 | 14 | 82.4 | 75.0 | 76.9 |
| Total | 658 | 573 | 87.1 | 84.2 | 89.8 |
| All High School Graduates | 931 | 780 | 83.8 | 83.3 | 88.3 |

Source: MCC Colleague

CONSENT AGENDA ITEMS

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

N/A

Background Information:

The consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Fiscal Implication:

N/A

Administrative Recommendation:

N/A

Motion:

Second:

For:

Against

Abstain:

Approve Minutes for Meeting(s) Held

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren or Lori Mynarcik

Background Information:

The Board shall prepare and retain minutes or make a tape recording of each of its open meetings. The minutes shall state the subject matter of each deliberation and shall indicate each vote, order, decision, or other action taken by the Board. The minutes or tapes are public records and shall be made available for public inspection and copying on request to the Superintendent or designee.

Fiscal Implication:

None.

Administrative Recommendation:

Board review and approval.

Motion:

Second:

For:

Against:

Abstain:



La Vega Independent School District
3100 Bellmead Drive, Waco, Texas 76705-3096
254-799-4963 ♦ 254-799-8642 FAX

Office of the Superintendent

La Vega I.S.D. Board of Trustees
Minutes of the Regular Meeting
September 20, 2005

BOARD MEMBERS PRESENT - Phil Bancale, Mildred Watkins, Kevin Harris, and Henry C. Jennings.

BOARD MEMBERS ABSENT – Randy Devorsky, Rodney Outlaw, and Dr. Tamra Walthall.

SCHOOL PERSONNEL PRESENT - Dr. Monte Geren, Gary W. Williams, Dr. Sharon M. Shields, Al Bishop, Cliff Brown, Charles Langlotz, Patricia Harvey, Steve Salvesen, Jana Miller, Bonnie McRae, Nancy Muhammad, and Lori Mynarcik.

OTHERS PRESENT - Steve Harvey, Demi Wood, Thomas Wood, and Kimberly Wood.

CALLED TO ORDER AND OPENING CEREMONY - Board President Phil Bancale established a quorum and brought the board meeting to order at 7:00 p.m. Ms. Bonnie McRae, Principal at La Vega Intermediate School H. P. Miles Campus, led the Pledge to the United States Flag and the Pledge to the Texas Flag.

APPROVED LISTING OF AGENDA ITEMS - Motioned by Mr. Jennings and seconded by Mrs. Watkins, the Board unanimously approved the listing of agenda items.

PUBLIC PARTICIPATION - None.

RECOGNITION ITEMS - The Board of Trustees recognized Demi Wood, a student at La Vega Intermediate School H. P. Miles Campus. Miss Wood composed the winning entry in a contest at La Vega Intermediate School H. P. Miles Campus to establish a pledge for their campus.

SPECIAL REPORTS - Board Members were given the following reports.

Construction Report - Mr. Cliff Brown, Director of Construction, provided a report on current construction projects.

Superintendent's Information to the Board - Dr. Geren, Superintendent, updated the Board on calendar and other miscellaneous items.

Enrollment Report - Mr. Al Bishop, Executive Director for Personnel and Administrative Services, provided a report on enrollment for the 2005-2006 school year. The projected enrollment is 2,597 students. Enrollment peaked on September 12th with 2,611 students, and the enrollment as of September 19th was 2,595.

Textbook Update - All textbooks for the 2005-2006 school year have been ordered. Campus textbook coordinators are submitting supplemental textbook requests as necessary, and these requests are submitted in a timely manner.

APPROVED CONSENT AGENDA ITEMS - On a motion by Mr. Harris and seconded by Mr. Jennings, the Board unanimously approved the following Consent Agenda items:

- The minutes for the August 9, 2005 called board meeting;
- The minutes for the August 16, 2005 regular board meeting;
- The minutes for the August 30, 2005 called board meeting;
- The Tax Collection Reports for the period ending on August 31, 2005; and
- The funding and terms specified in the Texas Reading First Initiative for Grades K-3 Cycle 1 Year 3 Continuation Funding Grant.

ACTION / DISCUSSION ITEMS - The following items were considered and/or approved by the Board of Trustees.

Approved Resolution Authorizing Extracurricular Status for the McLennan County 4-H Organization and Approved McLennan County Extension Agents as Adjunct Staff Members - Motioned by Mrs. Watkins and seconded by Mr. Harris, the Board unanimously approved a resolution regarding the extracurricular status of the 4-H Organization and the recognition of Texas Cooperative Extension Staff Members as adjunct faculty members of La Vega ISD.

Nomination of Candidate for the McLennan County Appraisal District Board of Directors - Motioned by Mr. Jennings and seconded by Mrs. Watkins, the Board unanimously agreed to nominate Mr. Billy Hubert for a position on the McLennan County Appraisal District Board of Directors.

Budget Management Resolution - On a motion by Mrs. Watkins and seconded by Mr. Jennings, the Board unanimously agreed to authorize the Superintendent or his designee to approve budget adjustments that do not change the overall level of appropriations.

Approved Additions and Modifications of the La Vega High School and La Vega Junior High School George Dixon Campus Student Handbooks and Student Code of Conduct - Mr. Harris made a motion to approve the recommended additions and modifications of the La Vega High School and La Vega Junior High School George Dixon Campus Student Handbooks and Student Code of Conduct. Mrs. Watkins seconded the motion and it passed unanimously.

The change in the Student Code of Conduct for all campuses will prohibit all knives or knifelike instruments. Changes in the student handbooks pertain to the dress code, graffiti, and trespassing on school grounds.

Adoption of Amended Tax Rate for 2005-2006 - Motioned by Mr. Harris and seconded by Mr. Jennings, the Board unanimously agreed to adopt an amended tax rate of \$1.6925, composed of \$1.50 for Maintenance and Operations and \$0.1925 for Debt Service.

The District set its 2005-06 tax rate on August 31, 2005. Based on the best information available at that time, the Board adopted a tax rate of \$1.7975, with \$1.50 dedicated to Maintenance and Operations and \$0.2975 dedicated to Debt Service. Since that time, the District has learned that Existing Debt Allotment (EDA) funds, which help pay a portion of debt service costs, have been approved and appropriated. The administration has confirmed that the District will receive \$525,052 in EDA funds in 2005-06. This new information allowed the District to amend the Debt Service tax rate from \$0.2975 to \$0.1925, resulting in a new overall tax rate of \$1.6925.

Mr. Bancale, Board President, made the following announcement: "The Board will hold a public hearing on the proposed amended tax rate on September 29, 2005 at 12 noon in the Board Room of the Administration Building, located at 3100 Bellmead Drive, Bellmead, Texas, 76705. Action on the amended tax rate may be taken at this meeting. The public is invited and encouraged to attend and comment on the proposed amended tax rate."

CLOSED MEETING - A closed session of the Board was declared at 9:00 p.m. on September 20, 2005 as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.074, to discuss personnel or to hear complaints against personnel. The closed meeting ended at 9:10 p.m. on September 20, 2005.

ADJOURNMENT - On a motion by Mrs. Watkins and seconded by Mr. Jennings, the Board unanimously agreed to adjourn the meeting at 9:10 p.m. on September 20, 2005.

Date of Board Approval

President, La Vega I.S.D. Board of Trustees

Secretary, La Vega I.S.D. Board of Trustees



La Vega Independent School District
3100 Bellmead Drive, Waco, Texas 76705-3096
254-799-4963 ♦ 254-799-8642 FAX

Office of the Superintendent

**La Vega I.S.D. Board of Trustees
Minutes of the Called Meeting
September 29, 2005**

BOARD MEMBERS PRESENT – Mildred Watkins, Rodney Outlaw, Dr. Tamra Walthall, and Henry C. Jennings.

BOARD MEMBERS ABSENT – Randy Devorsky, Phil Bancale, and Kevin P. Harris.

SCHOOL PERSONNEL PRESENT – Dr. Monte Geren, Gary W. Williams, Dr. Sharon M. Shields, Al Bishop, Charles Langlotz, David Edison, Larry Kaska, and Lori Mynarcik.

OTHERS PRESENT – None.

CALLED TO ORDER - Mrs. Mildred Watkins, Board Vice President, established a quorum and brought the board meeting to order at 12:00 p.m. Mr. Gary W. Williams, Executive Director for Personnel and Administrative Services, led the Pledge of Allegiance to the American Flag and the Pledge to the Texas Flag.

APPROVED LISTING OF AGENDA ITEMS - Motioned by Mr. Outlaw and seconded by Mr. Jennings, the Board unanimously approved the listing of agenda items.

PUBLIC HEARING TO DISCUSS 2005-2006 PROPOSED AMENDED TAX RATE - A public hearing was conducted on the 2005-2006 Proposed Amended Tax Rate. The hearing was declared open at 12:17 p.m. and was closed at 12:21 p.m. There were no questions or comments from the audience.

ACTION/DISCUSSION ITEMS

Approved Ordinance Adopting an Amended Tax Rate - Motioned by Mr. Jennings and seconded by Dr. Walthall, the Board unanimously agreed to adopt an amended tax rate of \$1.5000 for Maintenance and Operations and \$.1925 for Debt Service, for a total amended tax rate of \$1.6925, as outlined in the attached resolution.

Approved the Lease Purchase of Voice over Internet Protocol (VOIP) Telephone System - Mr. Jennings made a motion to approve the lease purchase of Voice Over Internet Protocol (VOIP) telephone equipment from Key Government Finance, Inc. for the principal amount of \$25,393 and interest of \$1,419.64. Mr. Outlaw seconded the motion, and it passed unanimously.

CLOSED MEETING - None.

ADJOURNMENT - On a motion by Mr. Jennings and seconded by Mr. Outlaw, the Board unanimously agreed to adjourn the called meeting at 12:25 p.m. on September 29, 2005.

Date of Board Approval

President, La Vega I.S.D. Board of Trustees

Secretary, La Vega I.S.D. Board of Trustees

Personnel Items

- 1. **Personnel Resignations, Contract Renewals, and Contract Recommendations**
- 2. **Job Description(s) or Revisions to Job Description(s)**
- 3. **Paygrade Chart or Revisions to Paygrade Chart**

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Note: Additional personnel items finalized after board agendas have been printed will be submitted at the board meeting.

Contact Person:

Mr. Al Bishop

Background Information:

Board Members approve the resignations of all professional personnel.

The Board of Trustees of any independent school district may employ by contract a superintendent, a principal or principals, teachers, or other executive officers for a term not to exceed the maximum specified in this section. In those independent school districts with a scholastic population of fewer than 5,000, the term of such contracts shall not exceed three years.

The personnel department, campus principals, and management teams interview and check references on each applicant who makes application to become a member of the staff of the La Vega Independent School District.

The Board of Trustees must approve revisions to the LVISD Job Description Manual.

Fiscal Implication:

Personnel salaries are a budgeted item.

Administrative Recommendation:

Board approval of the resignations, contract renewals, contract recommendations, job descriptions or revisions to job descriptions, and revisions to the Paygrade Chart as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Personnel Contracts/Resignations

RESIGNATIONS

The following resignations are presented for approval:

| Name | Assignment | Reason for Resignation |
|---------------------|------------|------------------------|
| LeAnn Folden | PK Teacher | Relocating to Kansas |

I hereby authorize the administration to utilize my signature stamp to issue contracts to personnel and approve resignations as recommended herein.

President, La Vega ISD Board of Trustees

October 18, 2005

Quarterly Investment Report

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Mr. Gary W. Williams

Background Information:

N/A

Fiscal Implication:

N/A

Administrative Recommendation:

Board approval of the Quarterly Investment Report.

Motion:

Second:

For:

Against:

Abstain:

**LA VEGA INDEPENDENT SCHOOL DISTRICT
STATEMENT OF INVESTMENT POSITION-BY FUND
AS OF AUGUST 2005**

| <u>FUND</u> | <u>CHECKING</u> | <u>TEXPOOL</u> | <u>TEXAS TERM</u> | <u>LONE STAR POOL</u> | <u>MBIA INVESTORS</u> | <u>Am-BANK BOND ACCT</u> | <u>TOTAL BY FUND</u> |
|-------------------------|----------------------|----------------------|------------------------|---------------------------|---------------------------|------------------------------|--------------------------|
| OPERATING FUND | \$ 397,498.92 | \$ 11,809.96 | \$ 919.15 | | \$ 710,375.78 | | \$ 1,120,603.81 |
| PAYROLL FUND | 456,657.50 | | 1,041.24 | \$ 2,429.92 | | | 460,128.66 |
| FOOD SERVICE | 16,920.29 | | 25,796.86 | 0.00 | | | 42,717.15 |
| CHALLENGE ACADEMY | 16,286.56 | 128,587.90 | | | | | 144,874.46 |
| SCHOLARSHIP FUND | 6,353.99 | | | | | | 6,353.99 |
| INTEREST & SINKING FUND | 14,575.92 | 0.00 | | | 179,255.93 | | 193,831.85 |
| CAPITAL PROJECTS FUND | | | | 0.01 | 35,955.38 | | 35,955.39 |
| CONSTRUCTION FUND | | | 6,174,668.67 | | | | 6,174,668.67 |
| BOND ACCOUNT | | | | | | \$ 5,722,875.57 | 5,722,875.57 |
| TOTAL BY TYPE | \$ 908,293.18 | \$ 140,397.86 | \$ 6,202,425.92 | \$ 2,429.93 | \$ 925,587.09 | \$ 5,722,875.57 | \$ 13,902,009.55 |

**LA VEGA INDEPENDENT SCHOOL DISTRICT
 DETAIL OF TRANSACTIONS FOR TEXPOOL BY FUND
 QUARTER ENDED 08/31/05**

OPERATING FUND:

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|--------------------|------------------|--------------------|-----------------|--------------------|---------------------|
| BAL 05/31/05 | | | | \$11,713.52 | \$11,713.52 |
| 06/30/05 | | | 29.45 | 11,742.97 | |
| 07/31/05 | | | 32.47 | 11,775.44 | |
| 08/31/05 | | | 34.52 | 11,809.96 | |
| BAL.08/3105 | | | | \$11,809.96 | \$11,809.96 |

INTEREST AND SINKING FUND:

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|----------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL. 05/31/05 | | | | \$681,901.17 | \$681,901.17 |
| 06/30/05 | | | 1,714.04 | 683,615.21 | |
| 07/29/05 | | | 1,891.44 | 685,506.65 | |
| 08/15/05 | | (685,506.65) | | 0.00 | |
| BAL. 08/31/05 | | | | \$0.00 | \$0.00 |

CHALLENGE ACADEMY:

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|--------------------------------|------------------|--------------------|-----------------|---------------------|---------------------|
| BAL.05/31/05 | | | | \$247,029.96 | \$247,029.96 |
| 06/22/05 | | (65,000.00) | | 182,029.96 | |
| 06/30/05 | | | 576.15 | 182,606.11 | |
| 07/27/05 | | (10,000.00) | | 172,606.11 | |
| 07/31/05 | | | 500.72 | 173,106.83 | |
| 08/26/05 | | (45,000.00) | | 128,106.83 | |
| 08/31/05 | | | 481.07 | 128,587.90 | |
| BAL.08/31/05 | | | | \$128,587.90 | \$128,587.90 |
| GRAND TOTAL AT 05/31/05 | | | | \$140,397.86 | \$140,397.86 |

**LA VEGA INDEPENDENT SCHOOL DISTRICT
 DETAIL OF TRANSACTIONS FOR TEXAS TERM LOCAL GOVERNMENT
 INVESTMENT POOL
 QUARTER ENDED 08/31/05**

OPERATING FUND:

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|----------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL.05/31/05 | | | | \$469,430.42 | \$469,430.42 |
| 06/27/05 | | (200,000.00) | | 269,430.42 | |
| 06/30/05 | | | 1,079.13 | 270,509.55 | |
| 07/15/05 | | (200,000.00) | | 70,509.55 | |
| 0728/05 | | (70,000.00) | | 509.55 | |
| 07/31/05 | | | 406.98 | 916.53 | |
| 08/31/05 | | | 2.62 | 919.15 | |
| BAL. 08/31/05 | | | | 919.15 | \$919.15 |

PAYROLL CLEARING INVESTMENT FUND

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|----------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL.05/31/05 | | | | \$4,832.18 | 4,832.18 |
| 06/30/05 | | | 11.81 | 4,843.99 | |
| 07/01/05 | 400,000.00 | | | 404,843.99 | |
| 07/31/05 | | | 1,089.17 | 405,933.16 | |
| 08/04/05 | | (405,000.00) | | 933.16 | |
| 08/31/05 | | | 108.08 | 1,041.24 | |
| BAL. 08/31/05 | | | | 1,041.24 | \$1,041.24 |

LUNCH FUND INVESTMENT

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|----------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL.05/31/05 | | | | \$100,276.09 | \$100,276.09 |
| 06/30/05 | | | 245.02 | 100,521.11 | |
| 07/01/05 | 25,000.00 | | | 125,521.11 | |
| 07/07/05 | | (50,000.00) | | 75,521.11 | |
| 07/13/05 | | (25,000.00) | | 50,521.11 | |
| 07/27/05 | | (10,000.00) | | 40,521.11 | |
| 07/31/05 | | | 183.48 | 40,704.59 | |
| 08/15/05 | | (15,000.00) | | 25,704.59 | |
| 08/31/05 | | | 92.27 | 25,796.86 | |
| BAL. 08/31/05 | | | | 25,796.86 | \$25,796.86 |

CONSTRUCTION FUND INVESTMENT

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|--------------------------------|------------------|--------------------|-----------------|---------------------|-----------------------|
| BAL 05/31/05 | | | | \$8,130,568.76 | \$8,130,568.76 |
| 06/30/05 | | | 13,939.73 | 8,144,508.49 | |
| 07/31/05 | | | 14,404.39 | 8,158,912.88 | |
| 08/23/05 | | (2,000,000.00) | | 6,158,912.88 | |
| 08/30/05 | | | 15,755.79 | 6,174,668.67 | |
| BAL 08/31/05 | | | | 6,174,668.67 | \$6,174,668.67 |
| GRAND TOTAL AT 08/31/05 | | | | 6,202,425.92 | \$6,202,425.92 |

LA VEGA INDEPENDENT SCHOOL DISTRICT
 DETAIL OF TRANSACTIONS FOR LONE STAR INVESTMENT POOL BY FUND
 QUARTER ENDED 08/31/2005

PAYROLL CLEARING: (LSIP LIQUIDITY FUND)

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|----------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL.05/31/05 | | | | \$2,410.70 | \$2,410.70 |
| 06/30/05 | | | 5.84 | 2,416.54 | |
| 07/29/05 | | | 6.49 | 2,423.03 | |
| 08/31/05 | | | 6.89 | 2,429.92 | |
| BAL. 08/31/05 | | | | \$2,429.92 | |

FOOD SERVICE: (LSIP LIQUIDITY FUND)

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|---------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL. 05/31/05 | | | | \$0.00 | |
| BAL.08/31/05 | | | | \$0.00 | \$0.00 |

CAPITAL PROJECTS FUND

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|--------------------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL.05/31/05 | | | | \$ 67.74 | \$ 67.74 |
| 06/02/05 | | (67.74) | | \$0.00 | |
| 06/30/05 | | | 0.01 | 0.01 | |
| 07/29/05 | | | | 0.01 | |
| 08/31/05 | | | | 0.01 | |
| BAL. 08/31/05 | | | | \$0.01 | \$ 0.01 |
| GRAND TOTAL AT 08/31/05 | | | | \$2,429.93 | \$2,429.93 |

LA VEGA INDEPENDENT SCHOOL DISTRICT
 DETAIL OF TRANSACTIONS FOR MBIA-INVESTMENT POOL
 QUARTER ENDED 08/31/05

CAPITAL PROJECTS

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|----------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL.05/31/05 | | | | \$35,664.59 | \$35,664.59 |
| 06/30/05 | | | 88.53 | 35,753.12 | |
| 07/31/05 | | | 97.60 | 35,850.72 | |
| 08/31/05 | | | 104.66 | 35,955.38 | |
| BAL. 08/31/05 | | | | 35,955.38 | \$35,955.38 |

INTEREST & SINKING

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|----------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL 05/31/05 | | | | \$177,806.37 | 177,806.37 |
| 06/30/05 | | | 441.32 | 178,247.69 | |
| 07/31/05 | | | 486.52 | 178,734.21 | |
| 08/31/05 | | | 521.72 | 179,255.93 | |
| BAL. 08/31/05 | | | | 179,255.93 | \$179,255.93 |

GENERAL FUND

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|--------------------------------|------------------|--------------------|-----------------|-------------------|---------------------|
| BAL 05/31/05 | | | | 1,005,864.27 | \$1,005,864.27 |
| 05/20/05 | | (300,000.00) | | 705,864.27 | |
| 04/30/05 | | | 2,287.40 | 708,151.67 | |
| 05/31/05 | | | 2,224.11 | 710,375.78 | |
| BAL. 08/31/05 | | | | 710,375.78 | 710,375.78 |
| GRAND TOTAL AT 08/31/05 | | | | 925,587.09 | |

**LA VEGA INDEPENDENT SCHOOL DISTRICT
 DETAIL OF TRANSACTIONS FOR AMERICAN BANK BOND ACCOUNT
 QUARTER ENDED 08/31/05**

BOND ACCOUNT

| <u>DATE</u> | <u>PURCHASES</u> | <u>REDEMPTIONS</u> | <u>INTEREST</u> | <u>BOOK VALUE</u> | <u>MARKET VALUE</u> |
|--------------------------------|------------------|--------------------|-----------------|-----------------------|-----------------------|
| BAL.05/31/05 | | | | \$6,668,517.32 | \$6,668,517.32 |
| 06/09/05 | | (554,893.00) | | 6,113,624.32 | |
| 06/16/05 | | (31,715.39) | | 6,081,908.93 | |
| 06/30/05 | | | 53,267.09 | 6,135,176.02 | |
| 07/07/05 | | (947,224.00) | | 5,187,952.02 | |
| 07/13/05 | | (7,405.80) | | 5,180,546.22 | |
| 07/26/05 | | (14,737.24) | | 5,165,808.98 | |
| 08/02/05 | | (1,191,527.00) | | 3,974,281.98 | |
| 08/12/05 | | (15,060.41) | | 3,959,221.57 | |
| 08/23/05 | | (236,346.00) | | 3,722,875.57 | |
| 08/24/05 | 2,000,000.00 | | | 5,722,875.57 | |
| | | | | 5,722,875.57 | |
| BAL. 08/31/05 | | | | \$5,722,875.57 | |
| GRAND TOTAL AT 08/31/05 | | | | \$5,722,875.57 | \$5,722,875.57 |

***Note: Interest is earned daily but posted quarterly.**

LA VEGA INDEPENDENT SCHOOL DISTRICT
 DETAIL OF TRANSACTIONS FOR CHECKING ACCOUNTS
 FOR QUARTER ENDED 08/31/05

| NAME | AMERICAN BNK ACCT NUMBER | BALANCE 05/31/05* | JUNE CREDITS | JUNE DEBITS | BALANCE 06/30/05* | JULY CREDITS | JULY DEBITS | BALANCE 07/31/05* | AUGUST CREDITS | AUGUST DEBITS | BALANCE 08/31/05* |
|-------------------------|-----------------------------|----------------------|-----------------|----------------|----------------------|-----------------|----------------|----------------------|-------------------|------------------|----------------------|
| OPERATING FUND | 190016097 | 603,355.07 | 1,909,696.18 | (2,151,117.99) | 361,933.26 | 1,610,400.38 | (1,778,335.21) | 193,998.43 | 3,930,986.38 | (3,727,485.89) | 397,498.92 |
| PAYROLL FUND | 190016105 | 1,114,907.37 | 1,402,150.74 | (1,401,315.91) | 1,115,742.20 | 1,246,794.23 | (1,601,456.22) | 761,080.21 | 1,703,261.28 | (2,007,683.99) | 456,657.50 |
| FOOD SERVICE | 190016089 | 65,376.64 | 117,977.89 | (113,855.57) | 69,498.96 | 85,350.73 | (137,311.97) | 17,537.72 | 74,005.19 | (74,622.62) | 16,920.29 |
| CHALLENGE ACADEMY | 191007756 | 47,465.69 | 98,583.81 | (80,413.36) | 65,636.14 | 27,988.13 | (79,021.76) | 14,602.51 | 128,595.23 | (126,911.18) | 16,286.56 |
| SCHOLARSHIP FUND | 191050871 | 7,644.96 | 3.14 | 0.00 | 7,648.10 | 2.89 | (1,000.00) | 6,650.99 | 3.00 | (300.00) | 6,353.99 |
| INTEREST & SINKING FUND | 190016063 | 17,665.10 | 7,491.90 | 0.00 | 25,157.00 | 6,417.71 | 0.00 | 31,574.71 | 690,562.42 | (707,561.21) | 14,575.92 |
| TOTALS | | 1,856,414.83 | 3,535,903.66 | (3,746,702.83) | 1,645,615.66 | 2,976,954.07 | (3,597,125.16) | 1,025,444.57 | 6,527,413.50 | (6,644,564.89) | 908,293.18 |

* BALANCES PER BANK STATEMENT

La Vega Independent School District
Comparison of Revenue, Expenditures and Fund Balance
as of 09/30/2005

| Description | General Fund | | |
|-----------------------------------|----------------------|---------------------------|------------------|
| | Approved Budget | Year-to-Date Expenditures | Percent Expended |
| Revenue: | | | |
| Local & Intermediate Sources | \$ 6,331,486 | \$ 57,856 | 0.91% |
| State Sources | \$ 10,576,619 | \$ 2,063,408 | 19.51% |
| Federal Sources | \$ 65,000 | \$ 6,423 | 9.88% |
| TOTAL REVENUE | \$ 16,973,105 | \$ 2,127,687 | 12.54% |
| Expenditures: | | | |
| Instruction Services | \$ 9,341,984 | \$ 855,321 | 9.16% |
| Instructional Media | \$ 324,375 | \$ 24,150 | 7.45% |
| Staff Development | \$ 258,090 | \$ 13,176 | 5.11% |
| Instructional Administration | \$ 275,575 | \$ 17,337 | 6.29% |
| School Leadership | \$ 1,365,739 | \$ 108,090 | 7.91% |
| Guidance & Counseling Services | \$ 721,190 | \$ 55,957 | 7.76% |
| Attendance & Social Work | \$ 67,839 | \$ 2,014 | 2.97% |
| Health Services | \$ 141,564 | \$ 16,991 | 12.00% |
| Pupil Transportation | \$ 682,800 | \$ - | 0.00% |
| Child Nutrition Services | | | |
| Co-Curricular Activities | \$ 676,922 | \$ 45,364 | 6.70% |
| General Administration | \$ 998,186 | \$ 81,726 | 8.19% |
| Maintenance and Operations | \$ 2,209,166 | \$ 97,992 | 4.44% |
| Security Services | \$ 23,523 | \$ 3,853 | 16.38% |
| Technology Services | \$ 371,697 | \$ 47,624 | 12.81% |
| Community Services | \$ 103,501 | \$ 11,894 | 11.49% |
| Debt Services | | | |
| Capital Outlay | | | |
| Intergovernmental Charges | \$ 108,000 | \$ - | 0.00% |
| TOTAL EXPENDITURES | \$ 17,670,151 | \$ 1,381,489 | 7.82% |
| Other Resources | | | |
| Other Uses | \$ 2,242,594 | | |
| TOTAL OTHER SOURCES (USES) | \$ 2,242,594 | | |
| Beginning Fund Balances | \$ 3,723,833 | | |
| Projected Ending Fund Balances | \$ 784,193 | | |

La Vega Independent School District
Comparison of Revenue, Expenditures and Fund Balance
as of 09/30/2005

| Description | Special Revenue Funds | | |
|-----------------------------------|-----------------------|---------------------------|------------------|
| | Approved Budget | Year-to-Date Expenditures | Percent Expended |
| Revenue: | | | |
| Local & Intermediate Sources | \$ 1,331,275 | \$ 122,211 | 9.18% |
| State Sources | \$ 407,851 | \$ 38,123 | 9.35% |
| Federal Sources | \$ 4,246,034 | \$ 79,683 | 1.88% |
| TOTAL REVENUE | \$ 5,985,160 | \$ 240,017 | 4.01% |
| Expenditures: | | | |
| Instruction Services | \$ 1,803,340 | \$ 270,886 | 15.02% |
| Instructional Media | \$ 6,500 | \$ 169 | 2.60% |
| Staff Development | \$ 206,566 | \$ 74,574 | 36.10% |
| Instructional Administration | | \$ 64 | |
| School Leadership | \$ 184,178 | \$ 15,608 | 8.47% |
| Guidance & Counseling Services | \$ 238,705 | \$ 10,844 | 4.54% |
| Attendance & Social Work | \$ 26,901 | \$ 3,065 | 11.39% |
| Health Services | \$ 1,100 | \$ 170 | 15.44% |
| Pupil Transportation | \$ 4,100 | | 0.00% |
| Child Nutrition Services | \$ 1,275,100 | \$ 43,794 | 3.43% |
| Co-Curricular Activities | | \$ 42 | |
| General Administration | | \$ 360 | |
| Maintenance and Operations | \$ 47,900 | \$ 7,456 | 15.57% |
| Security Services | \$ 42,300 | \$ 1,681 | 3.98% |
| Technology Services | \$ 1,851,821 | \$ 254 | 0.01% |
| Community Services | \$ 6,000 | \$ 170 | 2.83% |
| Debt Services | | | |
| Capital Outlay | | | |
| Intergovernmental Charges | | \$ 7,122 | |
| TOTAL EXPENDITURES | \$ 5,694,511 | \$ 436,259 | 7.66% |
| Other Resources | \$ 242,594 | | 0.00% |
| Other Uses | | | |
| TOTAL OTHER SOURCES (USES) | \$ 242,594 | | 0.00% |
| Beginning Fund Balances | | | |
| Projected Ending Fund Balances | | | |

La Vega Independent School District
Comparison of Revenue, Expenditures and Fund Balance
as of 09/30/2005

| Description | Debt Services Funds | | |
|-----------------------------------|----------------------------|------------------------------|---------------------|
| | Approved Budget | Year-to-Date Expenditures | Percent Expended |
| Revenue: | | | |
| Local & Intermediate Sources | \$ 1,106,228 | \$ 5,515.87 | 0.50% |
| State Sources | \$ 300,254 | | 0.00% |
| Federal Sources | | | |
| TOTAL REVENUE | \$ 1,406,482 | \$ 5,516 | 0.39% |
| Expenditures: | | | |
| Instruction Services | | | |
| Instructional Media | | | |
| Staff Development | | | |
| Instructional Administration | | | |
| School Leadership | | | |
| Guidance & Counseling Services | | | |
| Attendance & Social Work | | | |
| Health Services | | | |
| Pupil Transportation | | | |
| Child Nutrition Services | | | |
| Co-Curricular Activities | | | |
| General Administration | | | |
| Maintenance and Operations | | | |
| Security Services | | | |
| Technology Services | | | |
| Community Services | | | |
| Debt Services | \$ 1,536,370 | \$ - | 0.00% |
| Capital Outlay | | | |
| Intergovernmental Charges | | | |
| TOTAL EXPENDITURES | \$ 1,536,370 | \$ - | 0.00% |
| Other Resources | | | |
| Other Uses | | | |
| TOTAL OTHER SOURCES (USES) | | | |
| Beginning Fund Balances | \$ 496,774 | | |
| Projected Ending Fund Balances | \$ 366,886 | | |

La Vega Independent School District
Comparison of Revenue, Expenditures and Fund Balance
as of 09/30/2005

| Description | Capital Projects Funds | | |
|-----------------------------------|-------------------------------|------------------------------|---------------------|
| | Approved Budget | Year-to-Date Expenditures | Percent Expended |
| Revenue: | | | |
| Local & Intermediate Sources | \$ 150,000 | \$ 71,043 | 47.36% |
| State Sources | | | |
| Federal Sources | | | |
| TOTAL REVENUE | \$ 150,000 | \$ 71,043 | 47.36% |
| Expenditures: | | | |
| Instruction Services | | | |
| Instructional Media | | | |
| Staff Development | | | |
| Instructional Administration | | | |
| School Leadership | | | |
| Guidance & Counseling Services | | | |
| Attendance & Social Work | | | |
| Health Services | | | |
| Pupil Transportation | | | |
| Child Nutrition Services | | | |
| Co-Curricular Activities | | | |
| General Administration | | | |
| Maintenance and Operations | | | |
| Security Services | | | |
| Technology Services | | | |
| Community Services | | | |
| Debt Services | | | |
| Capital Outlay | \$ 14,700,000 | \$ 1,499,912 | 10.20% |
| Intergovernmental Charges | | | |
| TOTAL EXPENDITURES | \$ 14,700,000 | \$ 1,499,912 | 10.20% |
| Other Resources | \$ 2,000,000 | \$ - | 0.00% |
| Other Uses | | | |
| TOTAL OTHER SOURCES (USES) | \$ 2,000,000 | \$ - | 0.00% |
| Beginning Fund Balances | \$ 16,106,817 | | |
| Projected Ending Fund Balances | \$ 3,556,817 | | |

Consider Approval of District and Campus Improvement Plans

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Sharon M. Shields
Ms. Tammy Brinkman
Ms. Peggy Johnson
Ms. Bonnie McRae
Mr. Bryant Adams
Mr. Jerry Brem

Background Information:

Each district and campus is required annually to prepare a district and campus improvement plan. The plans should focus on improving the performance of all students as measured by the Academic Excellence Indicator System (AEIS) and Annual Yearly Progress (AYP) Report. The plans should outline the major initiatives the district and campuses will focus on throughout the school year. Additionally, the plans should identify the budgetary priorities for the district.

The proposed 2005-2006 DIP and CIP's have been responsive to feedback from numerous sources, including 2004-2005 AEIS data, AYP reports, goals identified by the Board of Trustees and Superintendent, and district and campus needs assessment.

Fiscal Implication:

Financial implications have been identified in the plans and are included in the approved 2005-2006 budget.

Administrative Recommendation:

The administration recommends the Board approve the 2005-2006 District Improvement Plan and Campus Improvement Plans as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:

1. Focus on the improvement of reading, writing, and math, science, and social studies competencies at all grade levels.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|------------------------------|---|-----------------------------|---|---|
| 1.1 Improve/increase recruiting efforts for teachers in an effort to attract, select, and retain quality professional staff with a focus on recruiting minority teachers <i>and administrators</i> (TIA 14) | M. Geren, Supt. A. Bishop | Recruitment log | March 2006 June 2006 | <ul style="list-style-type: none"> • Time • Training • Title II • PDA's | Staffing Personnel Records JR 3 |
| 1.2 Continue to pay stipend for teachers in critical shortage areas and language interpreters | M. Geren A. Bishop | Board Agenda Minutes | September 2005 | <ul style="list-style-type: none"> • Title II • Training | Board Agenda Minutes Personnel Records |
| 1.3 Continue District Mentoring Programs to attract and retain quality professional staff | A. Bishop | Board Agenda Minutes Meeting Agendas and Notes | August 2005 May 2006 | <ul style="list-style-type: none"> • Title II • Time • Mentees • Mentors | Board Agenda Minutes Meeting Agendas and Notes Mentoring Program Evaluation |
| 1.4 Continue to pay a significant percentage for a medical health plan for the employee; and offer a free life insurance plan | M. Geren G. Williams | Approved 2005-2006 Budget | August 2005 | <ul style="list-style-type: none"> • Money • Medical Health Plan • Life Insurance Plan | Approved 2005-2006 Budget Board Meeting Minutes Payroll Records |
| 1.5 Emphasize accountability by appropriately using PDAS, implementing ILD training, and the Commissioner-Recommended Student Performance Domain for teacher and administrator evaluations respectively. (TIA 15) | M. Geren A. Bishop | PDAS Checklist | As Scheduled | <ul style="list-style-type: none"> • Staff Training • Principals • Reg. XII, ESC | Completion of all teacher and administrator evaluations reflecting use of student performance data as a part of the employee's evaluation TAKS results |
| 1.6 Continue Leading Edge Training (LET) for aspiring and current administrators | M. Geren | LET Agenda and notes | Monthly | Professional Materials | Meeting Agendas and Notes Personnel Records Sign-In Sheets |

| ACTIVITIES | PERSON RESPONSIBL | FORMATIVE | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|---|--|---|---|
| 1.7 Provide highly qualified paraprofessionals to assist teachers in order to allow for small group instruction | Principals A. Bishop | Class size report Lesson plans | Monthly | <ul style="list-style-type: none"> SCE funds 7 FTE Title I | AEIS report TPRI/Observation AYP Report |
| 1.8 Ensure that all Gifted and Talented personnel have received appropriate training (30 hours-teachers, 6 hours administrators/counselors, and 6 hours annually – GT teachers) (TIA 14, 15) | Principals S. Shields | Participant Certificate of Training | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> Reg. XII G/T Coop Title II | Personnel records G/T Training Database |
| 1.9 Continue horizontal and vertical alignment teams for all disciplines | S. Shields Instructional Facilitators Assist. Prin. for Instruction | Staff Development Schedule, Agendas, and Notes | Aug.- Oct. 2005 Dec. 2005 Jan. – Feb. 2006 April - May 2006 | <ul style="list-style-type: none"> Training Funding Vertical Alignment Teams Margret Kilgo Training | TEKS for all disciplines taught Curriculum Documents TAKS, RPTE, & SDAA II Results |
| 1.10 Continue to expand and improve early intervention programs for children birth to five years (TIA 17, 19) | M. Green J. Spring Parent Educator | Early Childhood Reports | Oct. 2005 April 2006 | <ul style="list-style-type: none"> SCE Funds Curriculum Title I | Parent Educator Evaluation |
| 1.11 Continue to expand Pre-Kindergarten full-day program for students who are eligible for the free and reduced lunch program and/or have been identified as limited English | S. Shields T. Brinkman | Attendance reports | Monthly | <ul style="list-style-type: none"> Title I, Part A funds SCE funds 2 FTE | AEIS Report Early Reading Evaluation Student attendance Student report cards 3 rd Grade TAKS Results |
| 1.12 Continue to revise the systematic framework for achieving academic excellence for all students | S. Shields | Principals and Facilitators' Meeting Faculty Meetings | Aug. 2005 Jan. 2006 | <ul style="list-style-type: none"> La Vega Plan | Principals' & Facilitators' Meetings AEIS Report TAKS Performance Results |
| 1.13 Continue to develop electronic TEKS-based curriculum maps which can be used to ensure TEKS-based instruction and promote vertical, horizontal, and regional collaboration | S. Shields Principals Asst. Principals for Instruction Inst. Facilitators | A-Team and Principal & Facilitator's Meeting agendas and notes Staff Development Agendas Semester Curriculum Maps | Six Weeks Semester | <ul style="list-style-type: none"> Teacher Input Computer TEKS TAKS RPTE SDAA II Atlas Rubicon | TAKS Results Curriculum Guides AYP Reports RPTE Results SDAA II Results Atlas Rubicon |
| 1.14 Continue the comprehensive after-school program for grades K-8 targeting academic, social, and affective needs. Transportation provided, if needed. | S. Shields M. Green Principals | Attendance Records Bus Transportation Report Principal Reports | Oct. 2005 Dec. 2005 Feb. 2006 May 2006 | <ul style="list-style-type: none"> Teachers Title I Bus | Evaluation Report TAKS/SDAA II Results Early Reading Evaluation |

| ACTIVITIES | PERSON RESPONSIBL | FORMATIVE | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|---|---|---|--|
| 1.15 Reading and Math Interventionist will provide additional accelerated instructional services to 4 th , 5 th , and 6 th graders not meeting the TAKS standard. | S. Shields B. McRae | Master Schedule | Aug. 2005 Nov. 2005 Jan. 2006 Mar. 2006 May 2006 | <ul style="list-style-type: none"> Title I ARI/AMI Funding Voyager Software Computer SuccessMaker CAI | Title I Report ARI/AMI Evaluation Report TAKS Results Intensive Reading Instruction Grant Report Personnel Records |
| 1.16 Expand computer assisted instruction opportunities district-wide. | Principals S. Shields M. Green L. Kaska | <i>SuccessMaker Enterprise Progress Reports</i> <i>Plato Reports</i> <i>Waterford Reports</i> Campus Installations Voyager Report Agile Mind Reports | Sept. 2005 – May 2006 | <ul style="list-style-type: none"> Title I, Computers SuccessMaker Software THSC Grant Reading First Voyager Software UT Dana Center Agile Mind Application | TAKS Results SuccessMaker Enterprise, Plato, and Waterford Progress Reports Teacher & Administrator Survey Intensive Reading Instruction Grant Report UT Dana Center Reports Comprehensive School Reform Grant Report |
| 1.17 Continue district-wide formative testing program to monitor all student's progress throughout the year (TIA 18) | Principals S. Shields | District-wide Testing Schedule Assessment Results Reports Staff Development Agenda | Sept. 2005 Dec. 2005 Mar. 2006 Apr. 2006 May 2006 | <ul style="list-style-type: none"> Scantron Forms Practice Assessment District Assessments | TAKS, SDAA II, & RPTE Results |
| 1.18 Identify and assess current resources being used for reading, writing, science, social studies and math instruction; determine action steps needed to address any concerns / weaknesses noted in instructional resources | S. Shields Campus Instructional Leaders | Program Records Database Tutorial & Enrichment Programs | Oct. 2005 March 2006 | <ul style="list-style-type: none"> Formative Assessment Results | La Vega Plan 2005-2006 TAKS/SDAA II/RPTE results |
| 1.19 Continue services to meet the needs of identified Special Education students within the "LRE" Least Restrictive Environment: <ul style="list-style-type: none"> ARD Meetings (Annual, Review and Dismissal) Modifications Vocational Program Initial Testing, Timelines, Identification Special Transportation CAP (Comprehensive Assessment Process) Special Education and Regular Education staff Assist each other to meet the needs of students with special needs Provide all appropriate teachers with copies of IEP, modifications, and TAKS/TAKS/SDAA II data Related Services (TIA 19) | L. Volz Sp. Ed. Teachers Diagnosticians Speech Therapists Counselors Related Services Personnel | Administrative training Lesson plans ARD documents IEP report cards Related service reports | On-going Weekly Per occurrence 6 Weeks | <ul style="list-style-type: none"> Training Special Education Teachers Funding S. Shields Sp. Ed. Teachers Diagnosticians Staff Development Related Service Contractors ESC, Region 12 Workshops IDEA, B | Sp. Ed. TAKS/TAKS results Sp. Ed. Annual progress reports SDAA II, SCR (Confidential student report) Alternate Testing Annual ARD Committee Meetings |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|---|---------------------------------|---|--|
| 1.20 Continue services to meet the needs of students identified as limited in English proficiency <ul style="list-style-type: none"> • Continue to pursue hiring bilingual teachers (K-5) • Continue English as Second Language Services (ESL) • Language Proficiency Assessment Committee (LPAC) • Modifications (Reg. Ed.) | M. Green M. Wilson | Progress reports Report Cards Lesson Plans | 3-weeks 6-weeks Weekly | <ul style="list-style-type: none"> • ESL Teachers • Bilingual Teachers • (Staff Development) • SCE funds • Title III | RPTE SDAA II TAKS TAKS - I Student Annual Reviews |
| 1.21 Provide major documents in English and Spanish/or Interpreter as needed for parents (TIA 16) | M. Green A. Bishop | Document Checklist | Semester | <ul style="list-style-type: none"> • Time • Software Programs • Principals • Bilingual Teachers | Copies of the documents on file Parental Involvement |
| 1.22 Continue to expand the array of learning opportunities for Gifted and Talented students (TIA 13) | S. Shields | Master schedule Dual-credit enrollment Lesson Plans | Aug. 2005 Semester Weekly | <ul style="list-style-type: none"> • G/T Funds • District G/T Committee | Annual G/T Evaluation Master Schedule |
| 1.23 Continue to increase student awareness and participation in articulated and dual concurrent enrollment programs (TIA 13) | S. Shields LVHS Instructional Leaders | Dual/Concurrent Enrollment Report Articulation Agreement | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> • Course Syllabi • TEKS • Course Registration | Board Meeting Minutes Student Handbook TAKS, TAKS-I SAT/ACT results Student Transcript |
| 1.24 Continue to implement the district-wide Dyslexia Program and refine identified areas of need <ul style="list-style-type: none"> • Screening & identification • Grading policy • Transition from campus to campus | M. Green | Training | Sept. 2005 | <ul style="list-style-type: none"> • Training • Curriculum • SCE funds | Dyslexia Plan Observation Survey TAKS Student Program Progress TPRI (2 nd) |
| 1.25 Continue to improve services to meet the needs of migrant students | M. Green M. Wilson, Migrant Specialist | Migrant forms Certificate of Eligibility forms | Weekly | <ul style="list-style-type: none"> • ESC, 12 • Title I, Part C | NGS report |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|----------------------------------|---|--|---|---|
| 1.26 Provide additional reading, science, social studies and math instruction before, during, and after school for students who have been identified as at-risk <ul style="list-style-type: none"> • Tutorials • ZAP/Saturday school • TAKS Remediation • Accelerated reading/math courses/labs - Plato • Extended Day/Year Programs • Substitutes & transportation • RIF matching funds (TIA 19) | M. Green | District-wide Assessment Results Teacher Recommendations Report Card Grades Reading Surveys/Inventories CAI Tracking Report System | Sept. 2005 Jan. 2006 Feb. 2006 April 2006 Summer 2006 Ongoing | <ul style="list-style-type: none"> • SCE funds • Optional Extended Year Program Funds • Accelerated Reading Initiative funds • Title I, Part D • Reading First Grant • mClass TPRI • Palms • Voyager Kits • DIBELS | TAKS Results Promotion/Retention rate TPRI Reading results Student Transcript Voyager Reports DIBELS Reports VIP Reports TRACK IT Agile Mind SuccessMaker |
| 1.27 Continue SIT process for academic and behavioral intervention (TIA 19) | S. Shields Counselors | Counselors' logs Meetings & minutes Referrals | Monthly As needed Per Occurrence | <ul style="list-style-type: none"> • Related Specialist • SITeam • Counselors | AEIS data TAKS TPRI Observation Survey Dropout rate |
| 1.28 Provide counseling services to students who have been identified as at-risk <ul style="list-style-type: none"> • School counselors • LSSP • Communities in Schools | S. Shields L. Volz | SIT Referrals CIS Referrals Counselors' logs | Weekly | SCE funds Special Education Funding | AEIS report CIS Reports Special Education Records |
| 1.29 Continue to implement CATE related activities and courses for students in grades PreK – 12. <ul style="list-style-type: none"> • Coordinate planning with CATE teachers & reg. ed. teachers. • Purchase CATE equipment and provide career aptitude testing. | M. Green J. Brem J. Pierce | Individual career plans at LVHS Interest survey at 8 th grade Enrollment in DCP Lesson Plans Purchase Orders | July 2005 Oct. 2005 Jan. 2006 March 2006 Fall 2006 | <ul style="list-style-type: none"> • CATE/Carl Perkins funds • Counselors • Local funds | CATE curriculum with integrated planning Inventory |
| 1.30 Utilize Title I, Part A funds to enable schools to provide opportunities for all students to meet the state student performance standards. <ul style="list-style-type: none"> • Instructional facilitators • Reading Interventions • Instructional aides • Math Interventions (TIA 13, 19) | M. Green Principals | Class size reports Student report cards Student progress reports Interviews | Monthly | <ul style="list-style-type: none"> • Title I, Part A funds • ESC, 12 Support Team | AEIS report TPRI/Observation survey Title I Budget |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|-------------------------|--|---|-------------------------------|---|
| 1.31 Utilize Title II funds to provide high quality professional development (TIA 14,15) | M. Green S. Shields | Student report cards Teacher interviews | Aug.2005 Nov. 2005 Jan. 2006 March 2006 June 2006 | • Title II funds | Title II program evaluation AEIS report ESC12 Teacher Academies Enrollment |
| 1.32 Utilize Title IV funds to support comprehensive drug and violence prevention program and improve parental involvement • Parent educator • PALS • GREAT & Peer Mediation (TIA 16) | M. Green | PEIMS 425 report Parent surveys Student surveys | Aug. 2005 Dec. 2005 June 2006 | • Title IV funds | Title IV performance evaluation Gun Free Schools report Student Survey summary |
| 1.33 Utilize Title V Innovative funds to improve instructional programs for all students and increase community involvement • Library materials • Summer library programs with community involvement • Pre-K (TIA 16) | M. Green | Library circulation counts Summer program participation | Sept. 2005 Dec. 2005 March 2006 June 2006 | • Title V Innovative | TAKS results TPRI Observation Survey |
| 1.34 Utilize Class Size Reduction funds to reduce student to teacher ratio in kindergarten and first grade (TIA 13, 19) | M. Green T. Brinkman | Progress reports Report cards | 3-weeks 6-weeks | • Title II CSR Funds | Annual CSR report to BOT, parents, and community TPRI |
| 1.35 Utilize the support/technical assistance of Education Service Center School Support Team | S. Shields | CPE forms | Monthly | • Region 12, ESC Personnel | ESC 12/CPE Summary Report Staff Development Calendar Staff Development Survey results |
| 1.36 Ensure the District meets the posting and notice requirements in Title VI of the Civil Rights Act of 1964. • Provide students, teachers, and other program beneficiaries with notice of their rights and responsibilities | A. Bishop | Handbook | Aug. 2005 | • Local Funds | Handbooks |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--------------------|---|-----------|---|---------------------------|
| 1.37 Ensure the District meets the posting and notice requirements in Title IX (gender equality) (TIA 13) | A. Bishop | Formative notices Employee/Student Handbooks | Aug. 2005 | <ul style="list-style-type: none"> • Local Funds | Publication of compliance |

Summative Evaluation of Strategy: Achievement of 2005-2006 District and Campus Performance Objectives in the areas of Reading, Writing, Math, Science, Social Studies, and All Tests Taken; student performance is at the “met” or “commended” level; decrease in teacher turnover rate for 2005-2006 school year as compared to 2004-2005

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:

2. Focus on increasing student attendance and decreasing student dropouts.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---------------------------------|--|--------------------------|--|--|
| 2.1 Utilize appropriate resources to help enforce student attendance | D. Hooks, Attendance Officer | Attendance Court Report logs | Monthly | <ul style="list-style-type: none"> • Justice of Peace • Attendance Officer | Attendance rate Dropout rate |
| 2.2 Continue to enhance attendance system to provide for timely parental notification of student truanancies and absences (TIA 19) | Principals Attendance Clerks | ADA report Telephone logs PEIMS Snapshot | Weekly Daily Daily | <ul style="list-style-type: none"> • Parent letters • Telephone calls • Home visits | Attendance rate Dropout rate TAKS End-of-Course |
| 2.3 Continue to utilize student attendance officer to help enforce student attendance and develop procedures manual for utilizing the services of the Student Attendance Officer district-wide (TIA 19) | Dr. Geren | Officer’s log No-show report | Monthly Aug. 2005 | <ul style="list-style-type: none"> • SCE funds | Attendance rate Dropout rate TAKS End-of-Course |
| 2.4 Continue the PEP program, childcare services, and Pregnancy Related Services including home-based instruction for postpartum students. (TIA 19) | M. Green L. Duron | Enrollment report PEP Student enrollment | Quarterly | <ul style="list-style-type: none"> • PEP Grant • SCE funds • LVFRC • PEP Teacher | Dropout rate Graduation rate |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|------------------------------------|--|--------------------|--|--|
| 2.5 Continue the SUCCESS Program to expand the options available to students “at-risk” of dropping out of school or recovering students who have already dropped out of school. | J. Spring J. Brem | Board agenda SUCCESS Program Updates | Quarterly | <ul style="list-style-type: none"> • Title I, Part D • Application • TEA • Curriculum • CATE • Funding | Board Meeting Minutes Alternative Education Program Application Filed to TEA Personnel Records Payroll Records LVHS Parent and Student Handbook |
| 2.6 Continue the Junior High SUCCESS program targeting appropriate coverage 6 th , 7 th , and 8 th graders. | S. Shields B. Adams B. McRae | Junior SUCCESS Program Updates Board Agenda | Quarterly | <ul style="list-style-type: none"> • Plato Software • Personnel • Computers • Curriculum • Title I | Board Meeting Minutes Personnel Records Payroll Records Report Card TAKS Results Title I Report |
| 2.7 Research possibility of establishing Centralized Alternative Learning Services Program (ALSP) (TIA 13) | M. Geren, Supt. | Team meeting agendas Board agendas | Monthly | <ul style="list-style-type: none"> • Supt. • Asst. Supt. • Principals | Centralized ALSP Dropout rate |
| 2.8 Utilize Title I, Part D, Subpart 2 funds to provide support programs for at-risk youth <ul style="list-style-type: none"> • McLennan County Juvenile Probation • After-school Acceleration Program (TIA 19) | S. Shields | Programmatic assessments Programmatic summary reports | Weekly Semester | <ul style="list-style-type: none"> • Plato Software • Personnel • Computers • Title I, Part D | Program Evaluation Report Dropout rate Parent/Teacher/Student surveys |

Summative Evaluation of Strategy: Achievement of 2005-2006 District and Campus Performance Objectives in the areas of student attendance and dropouts; student achievement is at the “met”, “commended”, and “meets AYP” levels

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:

3. Provide staff development for all staff, as appropriate.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|---|--|---|--|
| 3.1 Continue a comprehensive staff development plan to effectively address campus and district needs (TIA 15) | S. Shields | Questionnaires Campus and District Assessment results Lesson Plans | Fall 2005 Spring 2006 Weekly | <ul style="list-style-type: none"> Formative Assessment Results Teachers Waiver Application | TAKS results TAKS results TPRI results RPTE results EOC results |
| 3.2 Implement TEKS-based electronic curriculum mapping project in all subject areas. | S. Shields Campus Instructional Leaders | Calendar Meetings Staff Development Plan | Aug. 2005 Sept. 2005 Nov. 2005 Feb. 2006 March. 2006 May 2006 | <ul style="list-style-type: none"> Time Money TEKS Curriculum Resources Computer | Vertical and Horizontal Alignment Meeting Agendas Staff Development Evaluations Rubicon Atlas Curriculum Maps |
| 3.3 Provide training to appropriate staff members regarding the recruitment and selection of teachers (TIA 15) | A. Bishop | Training sessions | Feb. 2006 | <ul style="list-style-type: none"> District-wide materials | Interview summary |
| 3.4 Evaluate current school calendar and make suggestions for 2006-2007 school calendar to help ensure staff development days are scheduled appropriately (TIA 15) | M. Geren, Supt. | Calendar Meetings | Oct. 2005 Feb. 2006 March 2006 April 2006 | <ul style="list-style-type: none"> District Calendar Committee | Board-approved calendar |
| 3.5 Develop La Vega ISD Staff Development Standards, effective 2005-2006. | S. Shields Administrators | Meeting Agenda Draft Standards | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> Survey | LVISD Board of Trustees approved Staff Development Standards |

Summative Evaluation of Strategy: Achievement of District and Campus Performance Objectives for 2005-2006; decrease teacher turnover rate in 2005-2006 as compared to 2004-2005

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:

4. Focus on improving the school climate for students, faculty, and staff; thereby helping to improve public perception of the District.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|----------------------|---------------------------------------|---------------------------|--|
| 4.1 Continue to implement social responsibility curriculum at all grade levels | S. Shields Campus Instructional Leaders | Lesson Plans | Weekly | • Character Ed Curriculum | District End of Year Report PEIMS 425 Report Title IV Annual Evaluation Report |
| 4.2 Provide on-going staff development in the areas of student management and effective student discipline (TIA 15) | A. Bishop | PEIMS 425 Report | Aug. 2005 Fall 2005 Spring 2006 | • Principals | PEIMS 425 Title IV Annual Evaluation Report End of Year Staff Development/Report |
| 4.3 Provide programs for alternative placement for discipline and accelerated instruction • ISS/AEP • MCCA • SUCCESS (TIA 19) | G. Williams A. Bishop S. Shields | PEIMS 425 | Weekly | • SCE funds | PEIMS 425 Title IV Annual Evaluation Report |
| 4.4 Continue publicity of positive events at school including co-curricular and extra-curricular activities, student honor rolls, etc. (TIA 16) | Lori Mynarcik Principals | Publications | Per Occurrence | • Time • Local funds | Surveys (student & parent) Bellmead Chamber of Commerce and La Vega ISD Newsletter |

Summative Evaluation of Strategy: Achievement of District and Campus Performance Objectives for 2005-2006; lower teacher turnover rate in 2005-2006 as compared to 2004-2005; decrease in the number of student discipline referrals in 2005-2006 as compared to 2004-2005; improvement in employee satisfaction as evidenced by employee surveys

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:

5. Increase efforts to improve communication between superintendent; Board of Trustees; administrative, teaching, and support staff; campus and District planning and decision-making teams.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--------------------|---------------------------|----------|---|--|
| 5.1 Continue weekly updates to the Board of Trustees | M. Geren | Board Updates | Weekly | <ul style="list-style-type: none"> • Central Office/Campus Information | Compilation of updates Board survey |
| 5.2 Continue Executive Team meetings to improve communication between central office administrative staff | M. Geren | Minutes | Weekly | <ul style="list-style-type: none"> • Executive Team | Compilation of minutes Executive Team Survey |
| 5.3 Continue Administrative Team meetings to improve communication between central office administrative staff, campus administrative staff, and support staff supervisors | M. Geren | Meeting agendas & minutes | Monthly | <ul style="list-style-type: none"> • Administrative Team | Compilation of agendas/minutes Administrative team survey |
| 5.4 Continue Principals’ Meetings to improve communication between superintendent and campus principals | M. Geren | Agendas & minutes | Monthly | <ul style="list-style-type: none"> • Principals • Supt. | Compilation of agendas/minutes Principals’ survey |
| 5.5 Continue Superintendent’s Advisory Council to improve communication between superintendent and campus staff | M. Geren | Agendas & minutes | Monthly | <ul style="list-style-type: none"> • Advisory Council • Supt. | Compilation of agendas/minutes Advisory Council survey |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--------------------------|----------------------|------------|--|----------------------|
| 5.6 Continue district and campus planning and decision-making team meetings to improve communication among all stakeholders (TIA 16, 18) | S. Shields Principals | Agendas & minutes | Bi-monthly | <ul style="list-style-type: none"> • SBDM • Committees | Campus SBDM survey |

Summative Evaluation of Strategy: Increased involvement in decision-making, increased visibility and accessibility of the superintendent, and improved staff morale as evidenced by employee surveys and feedback from Campus and District planning and decision-making teams

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will

6. Implement a long-range plan for facilities construction and relocation.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|--|--------------------------|---|--|
| 6.1 Update all facilities needs and long range utilization on each campus as identified by faculty, community, and empirical data. | Principals M. Geren G. Williams C. Brown | Facilities survey Facilities committee meeting agendas | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> • Principals • Financial Advisor • Engineers/Architects • Facilities Review and Planning Committee | Report of District Construction Manager/Architects made to Board |
| 6.2 Implement plans for facilities construction, renovation and/or relocation. | M. Geren G. Williams C. Brown | Agendas & minutes Construction Progress Reports | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> • Engineers/Architects | Facilities plan Construction Specifications Payment Applications |
| 6.3 Allocate needed resources to implement plans for facilities construction, renovation, and/or relocation | G. Williams M. Geren | Agendas & minutes Construction Progress Reports | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> • Financial Advisor • Engineers/Architects | Facilities budget approved Payment Applications |

Summative Evaluation of Strategy: Long-range plan for facilities utilization and expansion approved by Board of Trustees

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:

7. Provide for increased technology available to students and staff and increased use of technology by students and staff.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|---------------------------------------|---|---|
| 7.1 Actively pursue external funding sources to support the purchase of additional technology | M. Green IF for Technology L. Kaska | Grant Application | Quarterly | <ul style="list-style-type: none"> • Internet • Newspaper • TEA | Applications submitted |
| 7.2 Disseminate and review technology competencies for students, faculty, staff, and administrators (TIA 13, 14, 15) | L. Kaska G. Williams IF for Technology Technology Planning Committee | Campus Meetings Lesson Plans | Aug. 2005 Sept. 2005 Oct. 2005 | <ul style="list-style-type: none"> • Technology Competencies | PDAS |
| 7.3 Continue to provide in-district training opportunities for staff and ensure that all staff members and students are attaining technology competencies according to the timelines specified in the District’s technology plan (TIA 14, 15) | L. Kaska IF for Technology Technology Planning Committee | Teacher requests Training Lesson Plans | As needed Weekly | <ul style="list-style-type: none"> • Principals • Teachers • Title II, Part D | PDAS |
| 7.4 Continue to implement Intel Teach to the Future Training (TIA 13, 14, 15) | S. Shields L. Kaska IF for Technology K. Thompson | Training certificates Receipt of laptop computers | Aug. 2005 Fall 2005 Spring 2006 | <ul style="list-style-type: none"> • Master Teachers • Participating Teachers • Title II, Part D | Intel Annual Reports District Developed Intel Evaluation Staff Development Schedule |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|-------------------------|----------------------------------|---------------------------------|---|--|
| 7.5 Continue to expand student and faculty voice/video/data communications district-wide (TIA 13) | L. Kaska G. Williams | District Voice/Video/Data Report | On-going throughout school year | <ul style="list-style-type: none"> • Software • Hardware • Wide-area network • E-rate Funds | On-line student access maintenance District Voice/Video/Data Report |
| 7.6 Continue to monitor and enforce acceptable use of all district software and hardware | G. Williams L. Kaska | Filter software reports | Monthly | <ul style="list-style-type: none"> • Filter Software Maintenance • L. Kaska | Annual Acceptable Use Report |

Summative Evaluation of Strategy: Increase in external funding available for technology; new system software for business and personnel offices acquired and implementation initiated; increased numbers of students and staff mastering technology competencies as outlined in the District's technology plan

Long-Range Goal:

By 2005-2006, to achieve “met” the standard as measured by the Academic Excellence Indicator System (AEIS) and “meets AYP”, as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:

8. Increase efforts to improve communication between students, parents, faculty, and staff about post-high school opportunities.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|--|---|--|---|
| 8.1 Provide staff, students and parents with information regarding the impact of diploma plan choices on post-high school opportunities (TIA 16) | S. Acosta E. Watkins S. Shields | Counselors’ meetings Agendas & minutes | Fall 2005 | <ul style="list-style-type: none"> • Counselors • Handbooks • Counselor Website • M. Keezee • N. Muhammad | Student diploma plan summary |
| 8.2 Continue to encourage parents to guide students in pursuing recommended or distinguished achievement graduation plans with minimum plans being available only in extenuating circumstance | M. Keezee S. Acosta E. Watkins S. Shields | Parent/student Forums | Spring 2005 Fall 2005 Spring 2006 | <ul style="list-style-type: none"> • Counselors | Number in Recommended or Distinguished Achievement Graduation Plans |
| 8.3 Increase the number of students scoring at or above criteria on college entrance examinations (SAT/ACT) | S. Shields | PSAT Test-Takers Plato progress reports | Weekly | <ul style="list-style-type: none"> • PSAT Test Prep • Inst. Facilitators • Asst. Prin. for Instruction • Plato Software SAT/ACT website | Curriculum Alignment College Exam Preparation Materials AEIS Report SAT/ACT scores PSAT Results |
| 8.4 Provide staff, students and parents with information and sources of information about higher education admissions and financial aid opportunities (TIA 16, 19) | S. Acosta E. Watkins S. Shields | Agenda of Parent/Student/Staff Meetings Log of student contacts | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> • Counselors • Website College Admissions | Brochures Financial Aid Leaflets |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|--------------------------|---|---|
| 8.5 Provide staff, students and parents with information about Texas grant program and the Teach for Texas grant program (TIA 16, 19) | S. Acosta E. Watkins S. Shields | Brochures Agenda of Parent Meetings | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> Grant Documents Counselors | LVHS Counselor's Website Number of students selecting recommended and distinguished achievement plan |
| 8.6 Increase number of LVHS graduates enrolling in post-secondary institutions | S. Shields | The Annual Skills Program/Alternative Test | Summer 2006 | <ul style="list-style-type: none"> Counselors Principals | The Annual Skills Program/Alternative Test |
| 8.7 In accordance with TEC 51.803, instructional services will be notified that top 10% of the graduating will receive admission to state colleges and universities | S. Shields Sr. Class Sponsor H.S. Counselors | Posters Letters | Aug. 2005 Jan. 2006 | <ul style="list-style-type: none"> Posters Letters | TAKS Scores SAT/ACT results End-of-Course exams College admissions (TASP) McLennan Community College Performance Report |
| 8.8 Implement the Personal Graduation Plans (PGP) for 6 th – 12 th graders “at-risk” of dropping out of school as based on state assessment standards | S. Shields M. Keezee E. Watkins S. Acosta | Meeting Agenda | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> TAKS/TAKS-I/RPTE/SDAA II Results IEP Forms Counselors PGP Handbook | Completed Personal Graduation Plan (PGP) TAKS/TAKS-I/RPTE/SDAA II improved performance |
| 8.9 Increase the number of seniors passing the TAKS and TAKS-I Exit Level assessments for graduation | J. Brem M. Moore S. Acosta E. Watkins S. Shields | Meetings Master Schedule Agendas Notes | Fall 2005 Spring 2006 | <ul style="list-style-type: none"> Computers TAKS Academy TRACK IT Tutorials TEA Study Guides Core Elective Courses | TAKS & TAKS – I Exit Level Results AEIS Report |

Summative Evaluation of Strategy: Increased number of students completing the recommended or distinguished achievement plans; increased enrollment into post-secondary institutions by LVHS graduating seniors

La Vega ISD
Federal Funding Allocations
2005-2006

Campus Selections

| Campus Name | Campus Number | Grades Served | Number of Students Enrolled Residing in LV | Low-Income Percentage |
|------------------------|---------------|---------------|--|-----------------------|
| La Vega Primary Center | 106 | PK – 1 | 535 | 89.1% |
| La Vega Elementary | 105 | 2 - 3 | 402 | 87.8% |
| La Vega Intermediate | 103 | 4 - 6 | 581 | 84.0% |
| La Vega Junior High | 042 | 7 - 8 | 421 | 76.5% |
| La Vega High School | 002 | 9 – 12 | 622 | 58.7% |

Title I, Part A - **\$694,782**

La Vega Primary Center

- ◆ Instructional Facilitator
- ◆ Reading Recovery Teachers – 3
- ◆ Pre-Kindergarten Teacher
- ◆ Student Success Initiative Reading Teacher
- ◆ Afterschool program

La Vega Elementary

- ◆ Instructional Facilitator
- ◆ Student Support Aide
- ◆ Student Support / Dyslexia Aide
- ◆ Instructional Aide
- ◆ Dyslexia Aide
- ◆ ESL Aide
- ◆ Afterschool program

La Vega Intermediate School - H.P. Miles Campus

- ◆ Instructional Facilitator
- ◆ CCC Lab Aide
- ◆ Reading interventionist
- ◆ Math interventionist
- ◆ Afterschool program

La Vega Junior High – George Dixon Campus

- ◆ SUCCESS teacher
- ◆ SUCCESS aide

Parent Involvement

Parent Involvement activities district-wide.

La Vega ISD
Federal Funding Allocations
2005-2006

Title I, Part C – Migrant Education **\$32,859**

Used to fund a Migrant/LEP Specialist to work with the migrant students in grades PK-12th grade. Provide staff development opportunities on strategies and programs to work with migrant students. Provide in-home activities with 3 and 4 year old migrant students.

Title I, Part D - **\$29,690**

- ◆ SUCCESS Program Coordinator
- ◆ Professional Contracted Services for SUCCESS
- ◆ Supplies for SUCCESS
- ◆ After-school program for PLATO
- ◆ Programs to support MCYC

Title II, Part A - TPTR **\$148,138**

Class-Size Reduction -

- ◆ Class-Size Reduction Teacher – Kindergarten
- ◆ Class-Size Reduction Teacher – 1st Grade

New Teacher Orientation and Teacher Mentoring

- ◆ Professional development activities to meet the needs of diverse groups of learners
- ◆ Mentors
- ◆ Buddies
- ◆ New teacher orientation

Professional Development

- ◆ Professional development activities in core academic subject areas
- ◆ Contracted services with Region 12 for staff development

Stipends for teachers

- ◆ Recruiting, hiring and retention of highly qualified teachers, principals and pupil services personnel
- ◆ Bilingual teacher stipends (3)
- ◆ KCB teacher stipend

La Vega ISD
Federal Funding Allocations
2005-2006

Title II, Part D - Technology **\$12,388**

Funding for providing ongoing, sustained, and intensive high-quality professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology –

- to access data and resources to develop curricula and instructional materials;
- to enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators, and to retrieve internet-based learning resources; and
- to lead to improvements in classroom instruction in the core academic subjects, including increasing student technology literacy, that effectively prepare students to meet challenging state academic content standards and student academic achievement standards.

Title III, LEP Education **\$26,500**

Migrant/LEP Specialist hired to work with LEP program PK-12th grade and provide staff development opportunities for district personnel. Funding for providing ongoing, sustained, and intensive high-quality professional development in strategies to work with LEP students.

Title IV, Part A – Safe and Drug Free Schools **\$15,951**

Funding will be used on the following activities:

- ◆ SDFS representative stipends at each campus
- ◆ Drug use prevention programs including DARE, GREAT and PALS
- ◆ Drug dog visits
- ◆ Parent and/community awareness activities

La Vega ISD
Federal Funding Allocations
2005-2006

Title V, Part A – Innovative

\$8,234

Funding will be used on the following activities:

- ◆ Programs to recruit, train and hire qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State and or local academic content standards and student academic achievement standards.
- ◆ Professional development activities to assist teacher and other school personnel (including school library media personnel) regarding how to use technology effectively
- ◆ Library services and materials
- ◆ Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching
- ◆ Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.

La Vega Primary Center

2005 – 2006 Campus Quality Improvement Plan

La Vega Independent School District

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---------------------------------------|--|--|-----------------------------------|--|
| 1.3 Focus on writing by <ul style="list-style-type: none"> • providing opportunity for informal writing such as journaling, list making, etc. • teaching composition by modeling and allowing students ample opportunity to practice this skill • bringing some work to publishing stage | *T. Brinkman K. Davis J. Davies | lesson plans | Sept. 2005 Jan. 2006 May 2006 | | Lesson Plans, writing samples |
| 1.4 Continue activities to ensure student success in Math by <ul style="list-style-type: none"> • integrating Math Their Way and Saxon Math into the scope and sequence • mandating full Math Their Way training for new staff members and provide annual follow-up training for all staff members • Providing for 60 minutes of math in Kindergarten and first grade | *T. Brinkman *K. Davis | Rubicon scope and sequence Agendas and rosters of training sessions Lesson plans | August 2005 Jan. 2006 May 2005 | \$7,000 Local \$7,000 Title II | Rubicon scope and sequence by grade level Agendas and rosters of training sessions |
| 1.5 Develop a written curriculum for all grade levels that is fully aligned to TEKS and TAKS objectives | *T. Brinkman *K. Davis | Horizontal Curriculum document | Sept. 2005 Jan. 2006 May 2006 | | |
| 1.6 Fulfill the requirements of the La Vega Plan (district TAKS preparation plan) by <ul style="list-style-type: none"> • continuing the administration of TPRI in Kindergarten and ITBS in 1st grade; use of (DIBELS) Dynamic Indicators of Basic Early Literacy Skills to monitor in interventions • disaggregating and using the data from these test administrations to drive instruction • communicating results of these tests with parents • supporting all TAKS objectives in instruction PK through 1st grade | *T. Brinkman *K. Davis | Fall, Winter TPRI Assessment Timeline Schedule of meetings to disaggregate data Timeline and samples for sending parent report and letters Lesson Plans | Fall 2005 Spring 2005 | Reading First Grant \$4000 | Spring TPRI Completed Benchmark tests; completed DIBELS materials Timeline and samples for sending parent report and letters Lesson Plans |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---------------------------|---|------------------------------------|--|---|
| 1.7 Continue to follow the LVISD uniform guidelines for lesson plans <ul style="list-style-type: none"> • coordinating lesson plans with the Curriculum Guide documents • providing easy to follow lesson plans for substitute teachers | *T. Brinkman | Substitute Folder in office | Aug. 2005 Jan. 2006 May 2006 | | Daily lesson plans for year |
| 1.8 Encourage students to read during and beyond the school day by <ul style="list-style-type: none"> • making books from a variety of genre available in the classroom and in the library PK-1st grade • providing appropriate shelves, racks, and containers to house the books • continuing Library Nights | *T. Brinkman *K. Davis | Purchase orders Schedule of Library Nights | Oct. 2005 Jan. 2006 | Title I Funds \$12,000 Reading First Grant Funds For Waterford \$28,000 | Check-out sheets Inventory Library Night sign-in sheets |
| 1.9 Utilize Title VI Innovative funds to enhance Library Inventory and support the Summer Library Program . | *T. Brinkman V. Kruse | Purchase orders | Oct. 2005 Jan 2006 May 2006 | Title VI funds | Inventory |
| Staff Development 1.10 Continue Staff Development opportunities by <ul style="list-style-type: none"> • following district calendar • receiving input from all staff through campus planning process • evaluating effect of staff development on teacher and student performance • training staff members in creating meaningful hands-on activities • meeting all staff development requirements of the Reading First Grant • ensuring instruction is tied to TAKS and TEKS | *T. Brinkman *K. Davis | Classroom Observations LVPC staff development calendar | Aug. 2005 Jan. 2006 May 2006 | Local Budget | Completed LVPC staff development calendar Sign-in sheets from staff development opportunities Documentation from individual training sessions Continuing Professional Education participation certificates |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|----------------------------|--|--|------------------------------------|--|
| Planning and Decision Making *1.11 Continue opportunities for Planning and Decision – Making <ul style="list-style-type: none"> • using a Campus Quality Improvement Council • coordinating meeting schedules for grade level and faculty meetings • using written communications to disseminate information | *T. Brinkman | Schedules of meetings; agendas and minutes of meetings Copies of communications Schedule of activities | Aug. 2005 Jan. 2006 May 2006 | | Schedules of meetings Copies of meeting agendas and minutes Copies of communications; Results of staff climate survey |
| 1.12 Continue position of Instructional Facilitator 211-21-6119.00-106-3-30-000 | *T. Brinkman | Employment records | July 2005 June 2006 | Title I Funds | Employment records |
| 1.13 Continue position of Reading Coach as specified in the Reading First Grant Application | *S. Shields T. Brinkman | Employment records | Sept 2005 June 2006 | Reading First Grant funds | Employment records |
| 1.14 Assure optimum utilization of instructional aides and their time; continue training for paraprofessionals through Region 12 | *T. Brinkman | Written plan with timeline Instructional Aide Schedules Registrations and POs | Aug. 2005 Jan. 2006 May 2006 | State Compensatory Education Funds | Instructional Aide schedules Employment records |
| 1.15 Improve Teacher Retention through team building activities, collaboration with mentors, master teachers, principal, instructional facilitator, and counselor | *K. Davis | Documentation of mentor/mentee collaboration; records of support and instructional meetings | Aug. 2005 Jan. 2006 May 2006 | Stipend paid to mentors – Title II | Completed mentor/mentee notebooks; completed documentation for Texas Beginning Educator Support System (TxBESS) |
| 1.16 Ensure LVPC staff ability to work effectively with Diverse Populations and to Eliminate Gender Bias | J. Heston K. Davis | Disaggregation of discipline and academic data | Aug. 2005 Jan 2006 May 2006 | | Disaggregated data Employment records Agendas and sign-in sheets from training sessions |
| 1.17 Emphasize Accountability by appropriate use of the Professional Development and Appraisal System (PDAS) for evaluations . | *T. Brinkman | Observation Summary Teacher Self Reports 1, 2, 3 | Sept. 2005 March 2005 May 2005 | | Annual Appraisals |
| Early Childhood 1.18 Develop a Cooperative Agreement with the Economic Opportunities Advancement Corporation (EOAC) and the local Headstart programs | *J. Heston | Records of meetings | October 2005 January 2006 May 2006 | | Written agreement |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|-----------------------------------|--|---|---|---|
| <p>*1.19 Continue campus Pre-Kindergarten program by</p> <ul style="list-style-type: none"> • providing 7 Pre-K teachers; FTE, Budget: 199-11-6119.00-106-3-30-XXX • providing 7 Pre-K Aides; FTE, Budget: ?-11-6229.00-106-3-30 • maximizing opportunity for coordination of services between general education+PPCD | <p>*T. Brinkman *K. Davis</p> | <p>Notices in English/Spanish; PK registration forms; and class rolls</p> <p>Employment records</p> <p>Employment records</p> | <p>July 2005 Jan. 2006 May 2006</p> | <p>State Compensatory Education Funds</p> | <p>Employment records</p> <p>Employment Records</p> |
| <p>1.20 Continue the Sopris West Pre-Kindergarten Program, “We Can” in PK (and PPCD as appropriate)</p> <ul style="list-style-type: none"> • supplementing literacy instruction with Hampton-Brown Literacy Program • integrating these programs with <u>Handwriting Without Tears</u> and Tucker Signing • providing training for new PK staff and refresher training for all PK staff in these programs | <p>*T. Brinkman K. Davis</p> | <p>Curriculum Guide documents; Teacher lesson plans</p> | <p>July 2005 Jan.2006 May 2006</p> | | <p>Curriculum Guide documents; Teacher lesson plans</p> |
| <p>1.21 Continue to ensure that all Pre-Kindergarten and PPCD (Preschool Program for Children with Disabilities) classes are full by aggressive advertising and recruiting in English and Spanish</p> | <p>*T. Brinkman</p> | <p>Copies of flyers sent home with students; copies of posters displayed throughout community with list of places where located; log of signs on marquee and radio spots</p> | <p>July 2005 Jan.2006 May 2006</p> | | <p>Class rosters indicating classes are full</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|---|--|--|
| <p>Programs 1.22 Continue services to address the needs of At-Risk students</p> <ul style="list-style-type: none"> encouraging parent involvement through parent conferences improving support of retained students by providing as needed an intervention, monitoring progress, assigning each to a mentor, and referring to Retention Guidance Groups implementing the 3 Tier Model of Reading Instruction continuing Reading Interventionists in 1st grade 211-11-6119.00-106-4-24-000 continuing Kindergarten reading intervention at the beginning of the year providing instructional aides; FTE, Budget: 199-11-6229.00-106-4-24-XXX providing additional classroom materials; Budget: 199-11-6119.00-106-4-24-XXX ensuring reduction in class size providing counselor; FTE, Budget: 199-31-6119.00-106-4-24-XXX continuing Comprehensive After-school Program (C.A.P.) and Extended Year Program (E.Y.P.) investigating providing an Extended Year program for Pre-Kindergarten conducting annual program needs assessment providing mentoring of new teachers by the Reading Coach | <p>*T. Brinkman *K Davis *J. Davies *J. Heston</p> | <p>Sign-in sheets for parental involvement</p> <p>Progress reports and report cards at end of each six week grading period; list of retainees matched with a mentor; guidance group rosters</p> <p>Employment records</p> <p>Employment records and aide schedules</p> <p>Inventory</p> <p>Class rolls Employee records; schedule of counseling classes and groups</p> <p>Student rosters for C.A.P. and E.Y.P.</p> <p>Committee Notes form Needs Assessments</p> | <p>Aug. 2005 Jan. 2006 May 2006</p> | <p>Student Success Initiative Funds; Title I funds; State Compensatory Education Funds</p> <p>Reduction in Class Size grant</p> <p>OEY Funds; Student Success Initiative Funds</p> | <p>Documentation and disaggregated data re Parental Involvement</p> <p>Employment records; intervention schedules; assessment data</p> <p>Employment records and aide schedules</p> <p>Inventory</p> <p>Employment records and class rolls</p> <p>Employee records; schedule of counseling classes and groups</p> <p>C.A.P. and E.Y.P. rosters and assessment data</p> <p>Program Evaluation:</p> <ul style="list-style-type: none"> Matrix of End of Year testing EYP assessment data Retention data Progress reports and report cards End of year assessments Results of annual Program Needs Assessment |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|------------------------------------|------------------|---|
| 1.23 Continue Special Education services to address the needs of identified students through <ul style="list-style-type: none"> • ARDS • Inclusion • Modifications • Resource Classroom • PPCD • Speech • Occupational/Physical Therapy Counselor | *T. Brinkman | S.I.T (Student Intervention Team) meeting minutes; campus calendar; ARD minutes; IEPs | Aug. 2005 Jan. 2006 May 2006 | | Program Evaluation: <ul style="list-style-type: none"> • TAKS exemptions • Alternative assessment results |
| 1.24 Implement C.A.P. strategies (Comprehensive Analysis Process) by <ul style="list-style-type: none"> • providing training for campus professional staff on completion of initial referral packet and understanding of application timelines • providing training to campus professional staff on classroom modification, supplementary aides, and services • improving communications between classroom teachers and special education service providers | *T. Brinkman | Sign-in sheets from training sessions | Aug. 2005 Jan. 2006 May 2006 | | written plan if indicated |
| 1.25 Implement staff development on how to teach and manage high needs special education students in the mainstream classroom | *T. Brinkman | Agendas and Sign-in sheets from training sessions | Oct. 2005 Jan. 2006 May 2006 | | Agendas and Sign-in sheets from training sessions |
| 1.26 Continue to implement appropriate Dyslexia program for students identified while on LVPC campus by <ul style="list-style-type: none"> • referring by teacher involved through Student Intervention Team process • placing in reading interventions • evaluating effect • screening and assessment • identifying as 504 • placing in program | *T. Brinkman *J. Heston *K. Davis | S.I.T minutes Reading Intervention schedules and student rosters 6 weeks reading grades, running records Test data Parent meeting minutes Program rosters | Aug. 2005 Jan. 2006 May 2006 | | Program Evaluation: <ul style="list-style-type: none"> • Student Intervention records • Screening assessments • Schedule of interventions used |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|----------------------------|--|------------------------------------|---|--|
| 1.27 Provide better support for students with dyslexic tendencies on the LVPC campus by <ul style="list-style-type: none"> • training classroom teachers, aides • training intervention teachers • using staff experts in strategies for dyslexic learners | *J. Davies | Report to Staff | Oct. 2005 Feb. 2006 May 2006 | | Presentation to Staff |
| 1.28 Continue Bilingual/ESL (English as a Second Language) services to address the needs of identified students by <ul style="list-style-type: none"> • assuring home language survey on file • screening and testing appropriate students • meeting with LPAC (Language Proficiency Assessment Committee) • Continuing to provide 2 full time ESL teachers • providing staff training in teaching ESL students • providing Extended Year Program for LEP (Limited English Proficiency) students | *T. Brinkman | Documentation per student on file Home language survey Test data as appropriate Records of LPAC meetings held Schedule of classes Roster of EYP | Aug. 2005 Jan. 2006 May 2006 | State Compensatory Education Funds | Program Evaluation: <ul style="list-style-type: none"> • TAKS exemption • Alternative assessments |
| 1.29 Continue and refine Gifted and Talented services to address the needs of identified students by <ul style="list-style-type: none"> • distributing policies and procedures to parents • screening and testing referred students • increasing the number of trained personnel | *T. Brinkman *J. Heston | GT policies and procedures Referral forms; screening & testing data Training certificates | Aug. 2005 Jan. 2006 May 2006 | | Program Evaluation: <ul style="list-style-type: none"> • Student participation information • Diversity data • Student portfolios and projects |
| 1.30 Continue Career Awareness activities including <ul style="list-style-type: none"> • providing class lessons by counselor • scheduling field trips • engaging guest speakers • involving parents in career awareness activities | *J. Heston | Counselor's lesson plans List of field trips and guest speakers Teacher lesson plans Schedule of special presentations | Aug. 2005 Jan. 2006 May 2006 | | Program Evaluation: <ul style="list-style-type: none"> • Staff evaluation of Career Awareness activities |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|--|------------------------------------|------------------|---|
| *1.31 Identify, recruit, and provide services for Migrant Students | *C. Ludwig M. Wilson | | Aug. 2005 Jan. 2006 May 2006 | Title I Migrant | Program Evaluation: • Migrant Records • Student Identification Records |
| Technology 1.32 Continue to integrate Technology in instruction in all classes PK – 1st grade by <ul style="list-style-type: none"> • using technology stations in each classroom • training staff in appropriate use of technology for instruction • writing technology into horizontally aligned units/lesson plans • assuring new staff members master staff technology proficiencies • investigating sources for purchase of updated versions of software | K. Thompson | Inventory of computer placement Training schedules and rosters Lesson plans | Aug. 2005 Jan. 2006 May 2006 | | Instructional units and lesson plans with technology included; Sign-in sheets of training sessions; Documentation of staff technology; Proficiencies rosters |
| Attendance 1.33 Continue strategies to promote Student Attendance by <ul style="list-style-type: none"> • calling home, conferencing with parents • providing student incentives • providing class recognition – flags, announcements, etc. • using services of school attendance officer • disaggregating attendance data by student groups / gender | Teachers Brinkman Hill Hill | Log of calls and conferences List of incentives and recognitions Record of contacts by officer Disaggregated data | Aug. 2005 Jan. 2006 May 2006 | | Improved attendance rates for all groups |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|--|--|------------------|---|
| <p>Assessment 1.34 Establish optimum test schedule</p> <ul style="list-style-type: none"> meeting the requirements of the Reading First Grant administering items from the <u>Observation Survey</u> as determined appropriate administering the <u>Texas Primary Reading Inventory</u> (TPRI) in Kindergarten and First grade (beginning of year, middle of year, and end of year) administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) every 2 weeks for all students in Tier 2 and Tier 3 reading interventions administering running records to all 1st grade students every six weeks using <u>Developmental Reading Assessment</u> Benchmark books administering Saxon Math assessments according to program requirements Administering the PALS in PK at the beginning of the year and at the end of the year | <p>*K. Davis J. Davies</p> <p>Reading Interventions</p> <p>teachers</p> <p>teachers</p> | <p>Assessment schedules per grade level</p> <p>Matrices of the results of all assessments</p> <p>Running records per student in 1st grade teachers' notebooks</p> <p>Math scores in grade books</p> <p>PK Test documents and matrix of scores</p> | <p>Aug. 2005 Oct. 2005 Jan. 2006 May 2006</p> | | <p>Assessment schedules per grade level</p> <p>End of Year Reading Levels for first grade</p> <p>Running Records Notebooks</p> <p>Teacher Gradebooks</p> <p>Written document outlining aligned assessment practices</p> <p>PK Test documents and matrix of scores</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--------------------|-------------------------------------|------------------------------------|------------------|-------------------------------------|
| 1.35 Utilize services and technical assistance of an ESC School Support Team | *T. Brinkman | Record of assistance rendered | Aug. 2005 Jan. 006 May 2006 | | Record of assistance rendered |
| Federal Requirements *1.36 Insure compliance with the requirements of Title VI | T. Brinkman | Notices; Publication for compliance | Aug. 2005 Jan. 2006 May 2006 | | Notices, Publication for compliance |
| * 1.37 Insure compliance with requirements of Title IX | T. Brinkman | Notices; Publication for compliance | Aug. 2005 Jan. 2006 May 2006 | | Notices; Publication for compliance |

Summative Evaluation of Strategy: Matrices of student data on End of Year Assessments will indicate that each student has reached the established grade level standards. The results of a campus climate survey will reflect improved staff morale and teamwork.

Long Range Goal #2: All parents, community members, and educators at La Vega Primary Center will be active partners in the education of our students.

Annual Performance Objective: This year we will establish a new criterion to determine involvement. The 2004-2005 data will become the baseline for demonstrating future progress. Thereafter, our objective will be the following:

Parent / community involvement at La Vega Primary Center will increase by 5% from the previous year's documented involvement.

Identified Needs Addressed: Parental involvement; better communications; collaborative support of campus discipline standards

| Parental Involvement | *2002 – 2003 | *2003-2004 | **2004-2005 | **2005-2006 |
|---|--------------|-------------|--------------|-------------|
| Attended Public Awareness Sessions | 1907 | 2279 | 2109 | |
| Attended Parent/Teacher Conferences | 951 | 1268 | 1265 | |
| Attended Parent Training Sessions | 104 | 274 | 475 | |
| Participated as a Campus Volunteer | 157 | 223 | 591 | |
| Participated in Campus Fundraising | 132 | 69 | 173 | |
| Returned Parent Survey | 215 | 325 | 293 | |
| *Percent of Parental Involvement | *97% | *97% | **90% | ** |

* Standard for Involvement previous to 2004-2005:
Participated in **TWO** of the six documented events

** Standard for Involvement 2004-2006:
Participated in **THREE** of the six events

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|------------------------------------|------------------|---|
| Planning and Decision Making *2.1 Provide opportunities for parental involvement in Planning and Decision Making by including on CQIC (Campus Quality Improvement Council), providing for rotation of members every 2 years with staggered terms | *T. Brinkman J. Heston K. Davis J. Davies L. Shank M. Hittesdorf J. Pene K. Thompson K. Herrera L. Prince D. Grisham | Sign-in sheets for all activities; minutes of meetings | Aug. 2004 Jan. 2005 May 2005 | | Sign-in sheets for all activities; minutes of meetings Results of Membership Drive Records of Service Projects |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|------------------------------------|-------------------------------------|--|
| <p>Communications * 2.3 Continue Communication Between School and Home through</p> <ul style="list-style-type: none"> • Open House • Parent/Teacher conferences • Classroom newsletters and Campus Calendars of Activities • Progress reports • Report cards • School marquee • Class displays on bulletin boards in the foyer • Parent information meetings regarding Extended Year Program | *T. Brinkman K. Davis M. Hittesdorf Y. Blackwood S. Ashley | <p>Copy of parent survey and other communication documents on file; agendas and sign-in sheets for staff development</p> <p>Copies of all documents on file</p> <p>Guidelines and schedule of classes to provide foyer displays</p> <p>Schedules, handouts, and sign-in sheets from parent meetings</p> | Aug. 2004 Jan. 2005 May 2005 | | Summaries of parent surveys; communication documents on file; sign-in sheets from staff development and from parent meetings |
| * 2.4 Give every family a Student Handbook (English or Spanish) to ensure students and parents are fully informed of their rights and responsibilities | *T. Brinkman C. Ludwig | Parent signatures on receipt of Student Handbook | Aug. 2004 Jan. 2005 May 2005 | | Signed parent receipt pages on file |
| *2.5 Disseminate Campus Documents <ul style="list-style-type: none"> • Grading policy • Parent involvement policy • Student/parent/ school agreement • Discipline policy | *T. Brinkman K. Davis | Parent signature on documents on file as appropriate | Aug. 2004 Jan. 2004 May 2005 | | Documents on file, with signatures as appropriate |
| * 2.6 Provide major campus Documents in English and Spanish , including <ul style="list-style-type: none"> • Student handbook • Home Language Survey • Free/Reduced Lunch forms • Parent Involvement Policy • Student/Teacher/ Parent Agreement • Pre-K Enrollment forms • Student Enrollment forms • GT referral form • Dyslexia forms • Parent survey | *T. Brinkman Y. Blackwood S. Ashley | Copies of forms and other communications in English and Spanish on file | Aug. 2004 Jan. 2005 May 2005 | Stipends for translators – Title II | Copies of forms in English and Spanish on file |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|--|-------------------------------------|------------------|--|
| 2.7 Provide Spanish Language Translator for Registration, Open House, Conferences, ARDS, and other opportunities for communicating with Spanish speaking families and provide all written communications in Spanish and English | *T. Brinkman Y. Blackwood | List of meetings where translators are provided SIT and ARD documents | Aug. 2004 Jan. 2005 May 2005 | Translators | List of meetings where translators are provided SIT and ARD documents |
| 2.8 Provide opportunities for staff members to learn Spanish during staff meetings; measure staff interest in ongoing training | *T. Brinkman Y. Blackwood S. Ashley | Collection of phrases and their translation | Jan. 2005 May 2005 | | Use of Spanish phrases in meetings and in public places |
| Staff Development 2.9 Provide training for all staff on Communicating with Parents at SITs, ARDs, and conferences, especially regarding appropriate etiquette when using a translator | *T. Brinkman J. Heston K. Davis | Agenda and sign in sheets for training | Sept. 2004 Jan. 2005 May 2005 | | Agenda and sign in sheets for training |
| Parent Training 2.10 Collaborate with Parent Educator in developing and implementing Parenting Programs and Resources <ul style="list-style-type: none"> • including Parent Educator on LVPC Parental Involvement Committee and Campus Quality Improvement Council • providing Brown Bag Parent Sessions with Parent Educator on LVPC Campus <ul style="list-style-type: none"> ○ in evenings ○ during school days • making parents aware of services • providing “Love and Logic” training • informing parents and community members of the library of parent resources on the LVE campus | *J. Heston C. Guffey D. Grisham | Sign-in sheets and agendas of parenting program | Aug. 2004 Jan. 2005 May 2005 | | Parent Survey Summaries |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--------------------|-----------------------------|----------|------------------|-----------------------------------|
| Survey 2.11 Disseminate and summarize Parent Survey for annual feedback | *T. Brinkman | Returned, completed surveys | May 2006 | | Summaries of information received |

Summative Evaluation of Strategy:

Annual parental involvement records will reflect a 5% or better increase.

Results of parent surveys will indicate improved parent /school relations.

Student assessments will show that all students have reached the established grade level standards.

TAKS scores/AEIS documents will be reviewed and disaggregated indicating improvement in these areas.

Long Range Goal #3: La Vega Primary Center will have a safe, orderly environment that promotes student success.

Annual Performance Objective: A safe, orderly environment at La Vega Primary Center will be reflected in gains in student achievement as evidenced by scores on campus level assessments.

Identified Needs Addressed: Address safety issues; refine campus discipline plan; improve technology

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|---|------------------|--|
| <p>Discipline / Responsibility 3.1 Promote appropriate student behavior by implementing the LVPC Discipline Management Plan outlined in the Procedures for Responsible Behavior Notebook by</p> <ul style="list-style-type: none"> • adding and implementing a consistent school-wide language for behavior modification • establishing a Positive Reinforcement Plan for each classroom • continuing to develop a school wide incentives program that recognizes appropriate behavior of all students • encouraging cooperation and partnering among teachers | <p>*T. Brinkman J. Heston</p> | <p>Reduced number of office referrals and placements in ISS</p> | <p>Aug. 2005 Jan. 2006 May 2006</p> | | <p>Campus Discipline Referral records and District End of Year Discipline Report</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|------------------------------------|------------------|---|
| <p>Staff Development TIA 15 3.2 Provide staff development on discipline and instructional strategies to engage at risk and high needs students in learning by</p> <ul style="list-style-type: none"> • providing staff development for new teachers on campus initiatives already in place • providing training as needed for all staff to further develop discipline tools and techniques for various age groups and specific kinds of needs • continuing training in <u>Love and Logic; Non-Violent Crisis Prevention Intervention (CPI)</u> • providing training in Behavior Modification techniques to use with ADHD/ADD students as needed • developing LVPC staff specialists in various aspects of discipline strategies • providing resources in library, such as <u>Love and Logic; Discipline for Life</u> (Madeline Swift); Dr. Welsh <u>An Alternative to Punishment</u> | *T. Brinkman J. Heston D. Grisham | Schedules, agendas, and sign-in sheets from staff development that is held | Oct. 2005 Jan. 2006 May 2006 | | Campus Discipline Referral records and District End of Year Discipline Report |
| 3.3 Provide (calendars, newsletters, etc.) daily (hand stamp, daily folders, stickers, etc.) Communication With Parents regarding discipline and academics | *T. Brinkman K. Davis | Copies of communications on file Results of parent survey | Aug. 2005 Jan. 2006 May 2006 | | Parent Survey Summaries |
| 3.4 Continue individual, group, and classroom guidance to support student acquisition of Social Responsibility Skills | *J. Heston T. Brinkman | Schedules of guidance sessions | Aug. 2005 Jan. 2006 May 2006 | | Schedules of guidance sessions completed |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|---|------------------------------------|------------------|---|
| 3.5 Collaborate with Kids Changing Behavior class personnel in developing a plan to assure optimum behavioral and academic learning for LVPC students in the class. | *T. Brinkman J. Heston | Report to staff | Oct. 2005 Jan. 2006 May 2006 | | Written plan for LVPC students in Kids Changing Behavior class |
| 3.6 Develop a Violence Prevention Plan and provide orientation for staff | *T. Brinkman | Agendas and sign-in sheets at staff development | Oct. 2005 Jan. 2006 May 2006 | | Violence Prevention Plan on file |
| Safety 3.7 Improve Dismissal Procedures <ul style="list-style-type: none"> requesting parents contact school by 12:30 (PK) and by 1:45 (K-1) to ensure that changes in transportation will take place sending written notification of change to the classroom teacher | *T. Brinkman C. Ludwig B. Sulak | Communications to parents and teachers on file | Aug. 2005 Jan. 2006 May 2006 | | Decreased number of parent complaints; positive feedback on parent survey |
| 3.8 Complete and implement Crisis Management Plan by <ul style="list-style-type: none"> utilizing Campus Response Team following the Crisis Management Plan, such as locked doors; using code words, etc. | *T. Brinkman K. Rizo | Crisis Management Plan completed; sign-in sheet from training | Aug. 2005 Jan. 2006 May 2006 | | Crisis Management Plan on file Documentation of drills |
| 3.9 Conduct monthly Fire and Disaster Drills , assuring that some are held while all Pre Kindergarten classes are on the main campus | *T. Brinkman | Documentation of drills | Aug. 2005 Jan. 2006 May 2006 | | Documentation of drills |
| 3.10 Remedy other Safety Related Problems by: <ul style="list-style-type: none"> providing more first aid kits to take on field trip requiring that children do not travel alone while on campus | *T. Brinkman L. Roberts K. Nesbitt | Documentation of completed work | Aug. 2005 Jan. 2006 May 2006 | | Documentation of completed work |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--------------------|---|---|----------------------------------|---|
| <p>Safe and Drug Free Schools and Communities 3.11 Continue S/DFSC (Safe and Drug Free Schools and Communities) activities</p> <ul style="list-style-type: none"> • Red Ribbon Week • Drug Free Schools curriculum • Parent/student videos • Activities from Counselor • Great American Smokeout • TV Turn-off Week • Fire Prevention Week | <p>**J. Heston</p> | <p>Documentation of programs held</p> | <p>Aug. 2005 Jan. 2006 May 2006</p> | <p>Title IV funds</p> | <p>Program Evaluation: Annual S/DFSC evaluation report</p> |
| <p>Technology 3.12 Continue to ensure that all necessary Technology Needs are met by</p> <ul style="list-style-type: none"> • purchasing additional hardware and software for use in the classroom • continuing purchase of equipment related to presentation and demonstration • purchasing updated versions of software • investigating providing additional learning software on the network • implementing Waterford Early Literacy Program (Pearson) in all PK Classrooms | <p>K. Thompson</p> | <p>Equipment and software inventory</p> | <p>Aug. 2005 Jan. 2006 May 2006</p> | <p>Reading First Grant Funds</p> | <p>Equipment and software inventory</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--------------------|--|------------------------------------|------------------|--|
| 3.13 Provide staff development in Technology by <ul style="list-style-type: none"> • implementing and providing training in the Waterford Literacy Program in appropriate grade levels and classrooms • participating in the INTEL Teach to the Future training • providing Technology Specialist/Software Specialist who is familiar with programs and their use | *K. Thompson | Rosters of training sessions and certification of completion of training | Aug. 2005 Jan. 2006 May 2006 | | Rosters of training sessions and certification of completion of training |
| 3.14 Investigate funding sources for technology purchases. | K. Thompson | Needs assessment | Aug. 2005 Jan. 2006 May 2006 | | Report of findings |
| 3.15 Develop a plan to assure that students develop appropriate technology skills | K. Thompson | Assessment of student skills | Aug. 2005 Jan. 2006 May 2006 | | Report of findings |

Summative Evaluation of Strategy:

Campus Discipline Referral records and District End of Year Discipline Report will indicate improved student discipline.; S/DFSC annual evaluations will indicate initiative has been effective.; Technology competencies evaluation forms will reflect that staff required competencies have been mastered.

Matrices of student assessment data will indicate that each student has reached the established grade level standards.; Staff surveys and evaluations

Campus Name: La Vega Elementary

Date of Committee Approval:

District Name: La Vega ISD

Date of Board Approval:

CAMPUS NAME: LA VEGA ELEMENTARY

Date of Committee Approval:

District Name: LA VEGA ISD

Long-Range Goal #1: La Vega Elementary will meet the needs of all students, including, but not limited to academic, social, physical and emotional. Annual Performance Objective: In 2005-2006, all sub-groups of the student population at La Vega Elementary will maintain or increase by 5 % on all reading district and state assessments and by 12% on all math district and state assessments.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|---|-------------------|-----------|---|--|
| CURRICULUM/INSTRUCTION 1.1 Continue use of Accelerated Reader Program. <input type="checkbox"/> STAR (Standardized Test for Assessment of Reading) to determine reading levels. 1.1a Implement Rubicon Atlas Curriculum Mapping | J. Keahey P. Johnson Classroom Teachers | STAR Test, Individualized Inventories Weekly review of plans entered into the program | | 8/05-5/06 | \$1,800 Operating Funds District Funds | Library Records AEIS Report TAKS Performance Results |
| 1.2 Reading Campus Coach 1.2a Small Groups | Cynthia Denmark Reading Interventionists | VIP assessments 6 Weeks Benchmark TPRI | | 8/05-5/06 | State Compensatory Funds | AEIS Report TAKS Results TPRI /EOY / ITBS |
| Reading and Math 1.3 Continue to provide programs to address at-risk students <input type="checkbox"/> TAKS Tutorials 2X weekly <input type="checkbox"/> Extended Day/Year Programs <input type="checkbox"/> Guided Reading <input type="checkbox"/> Additional Aide for Inclusion for At-risk students <input type="checkbox"/> Additional aides <input type="checkbox"/> CAP program (TIA 13, 19) | P. Johnson K. Bray D. Edison | Extended Year Testing Attendance Reports Discipline Referrals 2 Week Progress Monitoring | | 8/05-5/06 | OEY (Optional Extended Year) State Compensatory Funds Reading First Grant | AEIS Report TAKS Results |

Campus Name: La Vega Elementary

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Date of Board Approval:

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|-------------------|------------------|--|--|
| <p>Reading 1.4 Continue to provide reading programs/strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accelerated Reader <input type="checkbox"/> Guided Reading <input type="checkbox"/> Six Weeks LA Benchmarks <input type="checkbox"/> Beginning of Year Assessment <input type="checkbox"/> Daily TAKS Instructional Focus and Strategies <input type="checkbox"/> Teams for reading alignment <input type="checkbox"/> 90-minute uninterrupted reading class <input type="checkbox"/> Student Success Initiative <input type="checkbox"/> SuccessMaker <p>(TIA 17, 19)</p> | <p>P. Johnson K. Bray J. Keahey Classroom Teachers</p> | <p>STAR Levels Six Weeks Grades Reading Inventory Scores VIP Assessments Weekly Assessment Grids SM Levels Fluency Probes LaVega Plan</p> | | <p>8/05-5/06</p> | <p>\$1,800 \$14,552 Operating Funds Measuring Up to TAKS Gourmet Curriculum</p> | <p>AEIS Report TAKS Results Grade Placement Committee SM ITBS (2nd grade)</p> |
| <p>Math 1.5 Continue to provide math programs/strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly TAKS Objectives <input type="checkbox"/> Teams for math alignment <input type="checkbox"/> Campus developed curriculum <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Six Weeks Math Benchmarks <input type="checkbox"/> 90 Min. Math Block <p>(TIA 13, 19)</p> | <p>P. Johnson K. Bray Classroom Teachers</p> | <p>Six Weeks Math Grades Scope and Sequence for math alignment activities LaVega Plan SM Levels</p> | | <p>8/05-5/06</p> | <p>\$4,000 Title I Operating Funds Measuring Up to TAKS Gourmet Curriculum -3rd grade</p> | <p>AEIS Report TAKS Results 6th Six Weeks Benchmarks</p> |

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Date of Committee Approval:

District Name: La Vega ISD

Date of Board Approval:

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|---|-------------------|-----------|---|--|
| <p>Programs 1.6 Continue assessment and instruction for English as a Second Language (ESL) students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language Proficiency Assessment Committee (LPAC) <input type="checkbox"/> Annual Reading Proficiency Tests in English (RPTE) <input type="checkbox"/> Provide ESL teacher <input type="checkbox"/> Provide ESL aide <input type="checkbox"/> Administer Woodcock-Muoz for new students | G. Duran A. Schoenradt B. Centeno | Language Proficiency Assessment Committee Minutes/Records Alternative Assessments | | 8/05-5/06 | \$1,500 | Reading Proficiency Assessment Results TAKS Results TELPAS |
| <p>SPECIAL EVENTS 1.7 Continue special events for student participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Red Ribbon Week <input type="checkbox"/> Music Programs <input type="checkbox"/> Event Cook-Outs <input type="checkbox"/> Read-Across-America <input type="checkbox"/> TAKS Math Night <input type="checkbox"/> TAKS Reading Night (TIA 13, 19) | P. Johnson G. Jarosek G. Pryor J. Keahey Classroom Teachers K. Gillette E. Generals | Schedules, Lesson Plans, Event Programs | | 8/05-5/06 | Sign-in Sheets School Calendar Parents Newsletters Marquee | AEIS Report TAKS Results End-of-Year Parent Survey |

Campus Name: La Vega Elementary

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|---|--|---|-------------------|-----------|---------------------------------------|--|
| SUPPORT SYSTEMS 1.8 Continue to provide health and counseling services: <input type="checkbox"/> On-site nurse <input type="checkbox"/> On-site counselor | P. Lednicky K. Gillette | Student Health Records | | 8/05-5/06 | \$200 State Compensatory Funds | Attendance Rate AEIS Report Promotion/Retention rate |
| CURRICULUM INSTRUCTION 1.9 Continue use of student enrichment activities: <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Art <input type="checkbox"/> Library (TIA 13) | P. Johnson G. Jarosek G. Pryor J. Keahey V. Baggett S. Tierce | Schedules, Lesson Plans, Community Programs | | 8/05-5/06 | \$600 \$250 \$100 \$1,400 | Report Card Grades AR Reports |

Campus Name: La Vega Elementary

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| | | | | | | |
|--|--|--|--|------------------|----------------|--|
| <p>ASSESSMENTS 1.10 Continue strategies to identify student needs: <input type="checkbox"/> Disaggregation of practice TAKS <input type="checkbox"/> Practice TAKS test <input type="checkbox"/> Continue Weekly Reading Assessments <input type="checkbox"/> Implement Weekly Math Assessments <input type="checkbox"/> Continue Six Weeks Benchmark Tests (TIA 13. 19)</p> | <p>P. Johnson K. Bray C. Denmark Classroom Teachers</p> | <p>Lesson Plans Teacher TAKS Tutorials Disaggregated Data from all Assessments</p> | | <p>8/05-5/06</p> | <p>\$1500</p> | <p>AEIS Report TAKS Results Report Card Grades</p> |
| <p>1.11 Continue curriculum alignment in core subjects (2-3) <input type="checkbox"/> TEKS <input type="checkbox"/> TAKS Objectives (TIA 15)</p> | <p>K. Bray</p> | <p>Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades Rubicon Atlas Scope and Sequence</p> | | <p>8/05-5/06</p> | <p>Title I</p> | <p>AEIS Report TAKS Results Report Card Grades</p> |

Campus Name: La Vega Elementary

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|--|--|--|-------------------|-----------|------------------|---|
| <p>CENTIVES/RECOGNITION 1.12 Continue incentive activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> AR Awards <input type="checkbox"/> Perfect Attendance Awards <input type="checkbox"/> Honor Roll Awards <input type="checkbox"/> Good Citizen Awards <input type="checkbox"/> Morning Announcements <input type="checkbox"/> End of Year Tickets <input type="checkbox"/> Good Behavior Awards <input type="checkbox"/> Prove Our Work (TIA 13) | P. Johnson D. Edison K. Bray J. Keahey Classroom Teachers P. Williams | Library Circulation Classroom Six Weeks Awards Progress Reports Report Cards Weekly AR Reports | | 8/05-5/06 | \$500 \$1,500 | AEIS Report TAKS Results Promotion/Retention Rate Discipline Reports Attendance Reports |
| <p>PROGRAMS 1.13 Address needs of high achieving and Gifted and Talented students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrichment activities in the classroom <input type="checkbox"/> Screening/Testing <input type="checkbox"/> Training of 6 hours each year <input type="checkbox"/> Library enrichment (TIA 13) | P. Johnson K. Gillette K. Bray GT Teachers | Lesson Plans G/T Screening Process G/T Parent/Teacher Meetings | | 8/05-5/06 | Operating Funds | G/T Plan Rating TAKS Results Report Card Grades |
| 1.14 Screen and Plan for dyslexia students (TIA19) | C. Eckert F. Simpson C. Snider | Progress reports Report cards 504 Records | | 9/05-5/06 | \$3,500 | TAKS Results Report Grades |

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|---|---|---|-------------------|-------------|--------------------------------------|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> 1.15 Continue Special Education services to address the needs of students in a timely manner: <input type="checkbox"/> Conduct annual Admission, Review, and Dismissal as needed <input type="checkbox"/> Inclusion assistance provided for special education students <input type="checkbox"/> Provide training on completing the initial referral packet <input type="checkbox"/> Reevaluation packet and understanding the applicable timelines for campus professional staff <input type="checkbox"/> Develop an implementation plan to address identified staffing needs <input type="checkbox"/> Implement SuccessMaker (TIA 19) | <p>P. Johnson D. Childs S. Phipps A. Bernard G. Mayes D. Edison K. Gillette K. Bray</p> | <p>Individual education Plan (IEP) for each student, ARD records</p> <p>Scheduling, student records, previous ARD decisions, ARD committees, Individual Educational Plans (IEPs)</p> <p>Sis Weeks Benchmarks</p> <p>Continuing Education Documentation (CPE) forms, faculty meeting presentations</p> | | 8/05-5/06 | <p>\$3,350</p> <p>IDEA – B Funds</p> | <p>SDAA Results</p> <p>Annual ARD committee meetings</p> <p>Special Education Records</p> |
| <p>SUPPORT SYSTEMS</p> <p>1.16 Conduct student interventions as needed (TIA 19)</p> | <p>P. Johnson K. Gillette K. Bray D. Edison C. Eckert</p> | <p>Student Intervention Team (SIT) Log</p> | | 8/05 - 5/06 | SIT Packets | <p>Discipline Records</p> <p>AEIS Report</p> <p>TAKS results</p> |

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|--|--|---|-------------------|------------------|---|--|
| <p>PLANNING OPPORTUNITIES 1.17 Provide systematic planning/communication opportunities for staff/students <input type="checkbox"/> Faculty Meeting <input type="checkbox"/> Grade-level meetings <input type="checkbox"/> Regularly scheduled central office/campus administration meetings <input type="checkbox"/> Staff Development/Planning Days (TIA 14)</p> | <p>P. Johnson K. Gillette K. Bray D. Edison Classroom Teachers</p> | <p>Agendas, sign-in sheets, school calendar, PDAS records SBDM</p> | | <p>8/05-5/06</p> | <p>\$200</p> | <p>AEIS Report TAKS Results</p> |
| <p>1.18 Provide the approved staff development for all staff and review requests for out-of-district professional development. (TIA 14, 15)</p> | <p>P. Johnson S. Shields K. Bray</p> | <p>Agendas, sign-in sheets, school calendar, PDAS Records SBDM</p> | | <p>8/05-5/06</p> | <p>\$5,100 Title I</p> | <p>TAKS Results TPRI Results RPTE Results Staff Development Calendar</p> |
| <p>1.0 Provide additional training for new personnel in classroom management techniques prior to beginning of school.</p> | <p>P. Johnson A. Bishop S. Shields K. Bray</p> | <p>Agenda, sign-in sheets</p> | | <p>8/05-5/06</p> | <p>State Compensatory Funds</p> | <p>In School Suspension Reports Violation Reports PDAS</p> |
| <p>CURRICULUM/INSTRUCTION 1.20 Purchase additional materials and supplies for all classrooms (TIA 17)</p> | <p>P. Johnson R. Nevills</p> | <p>Materials, Purchase Orders</p> | | <p>8/05-5/06</p> | <p>\$1,000</p> | <p>TAKS Results Budget Expenditures</p> |

Campus Name: La Vega Elementary

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| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|-------------------|-----------|---|-----------------------------|
| TRANSITIONS 1.21 Provide transitional activities for students and parents <input type="checkbox"/> Orientation and campus visit for LVPC first grade students <input type="checkbox"/> Orientation and campus visit to ELVIS for LVE third grade students | P. Johnson T. Brinkman B. McRae Instructional Facilitators K. Gillette | Orientation Activity Plans | | 5/06 | \$200 | AEIS Report TAKS Results |
| SUPPORT SYSTEMS 1.22 Utilize technical assistance support for Education Service Center, school support team (TIA 17) | P. Johnson K. Bray | Staff development records, certificates, ESL sign-in sheets | | 8/04-5/05 | \$1,000 | AEIS Report TAKS Results |
| TECHNOLOGY 1.23 Continue current technology: <input type="checkbox"/> AR <input type="checkbox"/> E-Class <input type="checkbox"/> Study Island Lab <input type="checkbox"/> E-mail/Internet <input type="checkbox"/> Internet <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Computer Stations in Classroom <input type="checkbox"/> Palm Pilots (TIA 13) | J. Keahey All Staff Members Technology | Accelerated Reading Records, Library Checkouts, Technology Training Records SuccessMaker | | 8/05-5/06 | \$1,000 \$500 \$1,000 Title I Title II Comp Ed | AEIS Report TAKS Results |

Campus Name: La Vega Elementary

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Date of Board Approval:

Long-Range Goal #2: All parents, community members, and educators at La Vega Elementary will be active partners in the education of our students.

Annual Performance Objective: Parent/Community involvement at La Vega elementary will increase by 10% in 2004-2005.

| PARENTAL INVOLVEMENT | 2001-2002 | 2002-2003 | 2003-2004 |
|--|------------------|------------------|------------------|
| <input type="checkbox"/> Attend Public Awareness Meeting | 340 | 315 | 250 |
| <input type="checkbox"/> Attend two Teacher/Parent Conferences | 63 | 102 | 150 |
| <input type="checkbox"/> Attend one Parent Training/Info Session | 186 | 219 | 225 |
| <input type="checkbox"/> Participate as a Campus Volunteer | 0 | 27 | 30 |
| <input type="checkbox"/> Participate in Campus Fundraising | 125 | 150 | 250 |
| <input type="checkbox"/> Returned Parent Surveys | 0 | 0 | 0 |

2003-2004 Standard: Two out of four documented events

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|----------------------------------|--------------------------|-----------------|--|--|
| INVOLVEMENT OPPORTUNITIES 2.1 Continue an active PTO: <input type="checkbox"/> Provide a staff liaison for officers <input type="checkbox"/> PTO meetings with school events i.e. Meet the Teacher, Open House (TIA 16) | PTO Officers LVE Staff Parents K. Bray D. Edison P. Johnson | Sign-in sheets, membership drive | | 8/05-5/06 | Parent Volunteers, Membership funds, fundraisers | Parent Involvement Survey AEIS Report TAKS Results |
| 1.0 Host opportunity for parents to come to school <input type="checkbox"/> Meet the Teacher Night <input type="checkbox"/> Open House <input type="checkbox"/> TAKS Reading Night <input type="checkbox"/> TAKS Math Night <input type="checkbox"/> School Wide Programs (TIA 16) | P. Johnson K. Bray D. Edison Classroom Teachers | Agenda, sign-in sheets | | 8/05-5/06 | Time for school personnel and parents | Parent Involvement Survey AEIS Report TAKS Results |

Campus Name: La Vega Elementary

Date of Committee Approval:

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Date of Board Approval:

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|---------------------------------------|-------------------|-----------|--|-----------------------------|
| COMMUNICATION CONFERENCES 2.3 Hold parent/teachers conferences as needed (TIA 17) | Classroom Teachers G. Jarosek G. Pryor | Conference Summary Forms | | 8/05-5/06 | Parents/Teachers | AEIS Report TAKS Results |
| 2.4 Provide campus information in the home language (English/Spanish): <input type="checkbox"/> Home Language Survey <input type="checkbox"/> Free/Reduced lunch form <input type="checkbox"/> Parental Involvement Policy <input type="checkbox"/> School/Parent Agreement <input type="checkbox"/> Permission Forms <input type="checkbox"/> G/T Referral Forms <input type="checkbox"/> Web site (TIA 17) | G. Duran K. Bray P. Johnson D. Edison E. Generals | Campus documents on file | | 8/05-5/06 | State Compensatory Funds | AEIS Report TAKS Results |
| PLANNING OPPORTUNITIES 2.5 Provide opportunity for parents to be involved in the decision-making process: <input type="checkbox"/> Campus Quality Improvement Council <input type="checkbox"/> (TIA 17) | P. Johnson SBDM | Minute, agendas, sign-in forms | | 8/05-5/06 | Parents Teachers Community Members | AEIS Report TAKS Results |
| 2.6 Ensure students/parents are informed of their rights and responsibilities (TIA 17) | P. Johnson | Parent/guardian acknowledgement forms | | 8/05-5/06 | Student Handbook | AEIS Report TAKS Results |

Campus Name: La Vega Elementary

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|---|--|-------------------------------------|-------------------|-----------|--|--|
| <p>COMMUNICATION 2.7 Continue communications between the school and home:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus Newsletter <input type="checkbox"/> Teacher Fliers <input type="checkbox"/> Bank Marquee <input type="checkbox"/> Local Newspaper <input type="checkbox"/> TV/Radio <input type="checkbox"/> School Marquee (TIA 17) | P. Johnson K. Bray D. Edison | Publications on file | | 8/05-5/06 | American Bank LVIDD Pirate Pride Local TV/Radio Newspapers Technology | Parent Involvement Survey AEIS Report TAKS Results |
| <p>2.8 Provide for parent training/information sessions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet the Teacher Night <input type="checkbox"/> PTO Meetings <input type="checkbox"/> TAKS Info Night <input type="checkbox"/> ARDs <input type="checkbox"/> LPAC Meetings <input type="checkbox"/> Reading Night <input type="checkbox"/> Parent Conferences <input type="checkbox"/> Workshops for Parents <input type="checkbox"/> SuccessMaker (CCC), AR, Math <input type="checkbox"/> Weekly night when computer lab/library available for use (TIA 17) | P. Johnson D. Grisham D. Edison K. Bray Classroom Teachers G. Duran Special Ed | Records, minutes, sign-ins, agendas | | 8/05-5/06 | Special Education Staff, Parent, Volunteers | Parent Involvement Survey AEIS Report TAKS Results |

Campus Name: La Vega Elementary

Date of Committee Approval:

District Name: La Vega ISD

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|--|---|--|--|------------------|--|---|
| <p>INVOLVEMENT OPPORTUNITIES 2.9 Provide opportunities for Parental Involvement on the campus:</p> <ul style="list-style-type: none"><input type="checkbox"/> Parental Involvement Policy<input type="checkbox"/> Parent Agreement<input type="checkbox"/> Parent Involvement Day<input type="checkbox"/> PTO<input type="checkbox"/> Parent/Student lunches<input type="checkbox"/> Music and awards presentations<input type="checkbox"/> Campus Volunteers <p>(TIA 17, 19)</p> | <p>P. Johnson D. Grisham D. Edison G. Jarosek K. Bray K. Gillette</p> | | | <p>8/05-5/06</p> | <p>Parents Volunteers Community Businesses</p> | <p>Parent Involvement Survey AEIS Report TAKS Results</p> |
|--|---|--|--|------------------|--|---|

Campus Name: La Vega Elementary

Date of Committee Approval:

District Name: La Vega ISD

Date of Board Approval:

Long-Range Goal #3: La Vega Elementary will have a safe, orderly environment that promotes successful student learning.

Annual Performance Objective: A safe, orderly environment at La Vega Elementary will be evidenced by gains in student achievement as shown in Goal 1, Objective 1.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---------------------------------|--------------------------|-----------------|---|-----------------------------|
| TECHNOLOGY 3.1 Implement new technology: <input type="checkbox"/> Purchase age appropriate computer software <input type="checkbox"/> Improve monitoring system for ISS room. <input type="checkbox"/> Purchase new computers (TIA 19) | P. Johnson | Invoices, technology in place | | 8/05-5/06 | \$4,500 | AEIS Report TAKS Results |
| 3.2 Continue to maintain and update facility and equipment: <input type="checkbox"/> Cleanliness of rooms <input type="checkbox"/> | J. Olivarez T. Arthur L. Roberts | Work order, inventory checklist | | 8/05-5/06 | L. Roberts Maintenance Staff and Funds | Completed work orders |

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| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|---|-------------------|-----------|---------------------------|------------------------------|
| SAFETY 3.4 Continue strategies to provide safety on campus <input type="checkbox"/> Badge system <input type="checkbox"/> Parent/visitor sign-in <input type="checkbox"/> Crossing Guard <input type="checkbox"/> Flagged custody concerns in folder <input type="checkbox"/> Tornado/lock down/evacuation drills/evacuation plan | P. Johnson R. Nevills B. Myers P. Williams K. Bray K. Gillette D.Edison | Office records, Campus visitor sign-in sheets | | 8/05-5/06 | Time for school personnel | Parent Involvement Survey |
| 3.5 Continue activities for the fire safety awareness: <input type="checkbox"/> Firefighter on campus <input type="checkbox"/> Educational materials for students <input type="checkbox"/> Firehouse in October | P. Johnson Classroom Teachers K. Bray K. Gillette D. Edison | Lesson plans, speakers scheduled | | 8/05-5/06 | Fire Department Personnel | Completion of activities |
| 3.6 Continue monthly fire disaster drills | P. Johnson D. Edison | Calendar State safety report on file | | 8/05-5/06 | Drills | Completed calendar of drills |
| 3.7 Continue maintenance of fire equipment | J. Olivarez | Maintenance Records | | 8/05-5/06 | | Completed Inspection Reports |

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| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | CHECK POINT DATES | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|---|-------------------|---|---|---|
| <p>COMMUNITY 3.8 Continue Safe and Drug Free School activities <input type="checkbox"/> Red Ribbon Week <input type="checkbox"/> Speakers on Campus <input type="checkbox"/> Character Counts Value Statements (TIA 19)</p> | <p>K. Gillette</p> | <p>Speakers scheduled, lesson plans, Discipline Records, SBDM</p> | | <p>8/05 -5/06 Character Word each six weeks</p> | <p>Title IV Evaluations Safe and Drug Free Evaluations</p> | <p>Title IV Evaluations Safe and Drug Free Evaluations</p> |
| <p>DISCIPLINE 3.9 Continue discipline management strategies: <input type="checkbox"/> Continue campus-wide Discipline Plan <input type="checkbox"/> Continue CPI Basic Training and Re-certification <input type="checkbox"/> Referral Free Celebration <input type="checkbox"/> End of Year Luau (TIA 13, 19)</p> | <p>P. Johnson D. Edison K. Bray K. Gillette P. Williams All La Vega Staff Special Ed.</p> | <p>Lesson plans, violation reports, discipline records</p> | | <p>8/05-5/06 Each 6 weeks</p> | <p>\$1,000</p> | <p>PEIMS report End of the Year Discipline Reports</p> |
| <p>3.10 Review and update Crisis Management Plan (TIA 13, 19)</p> | <p>P. Johnson D. Edison</p> | <p>Discipline Log</p> | | <p>8/05-5/06</p> | | <p>Completed Crisis Management Team Plan End of the Year Discipline Report</p> |
| <p>3.11 Provide programs for alternative placement for students not able to follow Code of Conduct Behavior adjustment class (K-5) <input type="checkbox"/> AEP</p> | <p>P. Johnson D. Edison</p> | <p>PEIMS 425 record Discipline referrals</p> | | <p>8/05-5/06</p> | <p>State Compensatory Funds</p> | <p>District End of Discipline report PEIMS 425 record</p> |

Long-Range Goal:

All students at La Vega Intermediate School –HP Miles will reach their full potential and will contribute positively to society.

Annual Performance Objective: All student sub-groups at LVIS-HPM will maintain or increase by 5% on Math, Language Arts state assessments and remove the rating of unacceptable in the area of Science

Strategy for Achieving Long-Range Campus Performance Objectives:

Fill in student learning gaps and reach recognized status.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|---|------------------|---|
| 1.1 Ensure compliance with the requirements in Title IX . (Gender equality) | B. McRae, Principal | <ul style="list-style-type: none"> Student/Staff Handbook Notices | August 2005 May 2006 | | Student/Staff handbook Notices |
| 1.2 Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964. <ul style="list-style-type: none"> Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities. | B. McRae, Principal B. McRae, Principal | Notices Publication of compliance Student/Staff Handbook | August 2005 May 2006 | | Notices Publication of compliance Handbook |
| 1.3 Provide Bilingual services to meet the needs of identified students. <ul style="list-style-type: none"> Continue Bilingual Services. Language Proficiency Assessment Committee (LPAC) (TIA 12, 13,14,15) | Dir, Special Prog B. McRae, Principal Anita Loa Anita Loa Anita Loa | Bilingual and LPAC (Language Proficiency Assessment Committee) documentation. <ul style="list-style-type: none"> LPAC minutes Testing records Home/Language Survey | August 2005 May 2006 LPAC meet each semester. | | Bilingual and LPAC: <ul style="list-style-type: none"> Alternative Assessment Results Exemption Documentation TAKS Results Annual Attendance Records Language Proficiency Test |

| | | | | | |
|---|--|--|--|--|--|
| <p>1.5 Provide major documents in English and Spanish/ or Interpreter as needed.</p> <ul style="list-style-type: none"> • Home Language Survey • Free/Reduced Lunch Form • Handbook receipt • Gifted and Talented Referral form • EYOP Information • Extended Day Information • Notes from school home to parents (TIA16) | <p>B. McRae, Principal Anita Loa</p> | <ul style="list-style-type: none"> • Copies of the documents on file • Develop more documents to be in Spanish | <p>August 2005 May 2006</p> <p>Or</p> <p>As needed</p> | | <p>Copies of the documents on file</p> |
|---|--|--|--|--|--|

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|--|---------------------------------|--|--|
| <p>1.6 Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities.</p> <ul style="list-style-type: none"> • Cultural Awareness Committee • Counseling Lessons | <p>B. McRae, Principal Kristi Rizo Chris Borland Nancy Muhammad Chad Heath</p> | <ul style="list-style-type: none"> • Teacher Lesson Plans • School Calendar | <p>August 2005 May 2006</p> | <p>Phil Bancale Guest Speakers Community Activities related to Hispanic Awareness Month and Black History Month Character Educ. Survey Sheet</p> | <ul style="list-style-type: none"> • Teacher Lesson Plans • School Calendar |
| <p>1.7 Provide career awareness activities.</p> <ul style="list-style-type: none"> • Classroom Mentors • Career Day • Title IX / Title IV Leadership Development (TIA 13) | <p>B. McRae Kristi Rizo Chris Borland Chad Heath N. Muhammad</p> | <ul style="list-style-type: none"> • Photos • News Articles • Campus Planning • Committee Minutes • Fall and Spring Newsletter • Student/Staff handbooks | <p>August 2005 May 2006</p> | <p>Community Parent Volunteers Business People Mentors PTO</p> | <ul style="list-style-type: none"> • Photos • New Articles • Campus Planning • Committee Minutes • Campus Newsletter • Student/Staff Handbooks |
| <p>1.8 Attendance – monitor absences daily</p> <ul style="list-style-type: none"> • Phone calls • Home visits • Parent/Teacher Conferences • Incentives • Gold Award Committee | <p>B. McRae, Principal Gayle Richter Debbie Ray Teachers</p> | <ul style="list-style-type: none"> • Daily Attendance PEIMS report • Banners • Ice Cream (treats) highest attendance per grade level | <p>August 2005 May 2006</p> | <p>\$1000</p> | <ul style="list-style-type: none"> • Daily Attendance PEIMS report |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|---------------------------------|---|--|
| <p>1.9 Display Character Education posters depicting values and appropriate social skills throughout the school. (TIA 12,13,14)</p> | <p>Debbie Cripe Chad Heath Nancy Muhammad</p> | <ul style="list-style-type: none"> • Visibility of posters • Lesson Plans • Student handbooks | <p>August 2005 May 2006</p> | <p>Materials from Young Peoples Press</p> | <ul style="list-style-type: none"> • Visibility of posters • Lesson Plans • Student Handbooks • Classroom Guidance |
| <p>1.10 Continue Character Education Curriculum with students. • Student planners (TIA 12,13,14)</p> | <p>N. Muhammad Chad Heath</p> | <ul style="list-style-type: none"> • Counselor Lesson Plans • Modeled by all faculty and staff | <p>August 2005 May 2006</p> | <p>Materials from Young Peoples Press</p> | <ul style="list-style-type: none"> • Counselor Lesson Plans • Evidence of modeling by staff • Evidence of improved student character |
| <p>1.11 Inform Parents of Character Education Curriculum both in English and Spanish via flyers or newsletters.</p> | <p>N. Muhammad C. Heath, Counselor K. Rizo, Ins. Fac. B. McRae, Principal Anita Loa</p> | <ul style="list-style-type: none"> • LPAC Minutes | <p>August 2005 May 2006</p> | <p>Materials from Young Peoples Press</p> | <ul style="list-style-type: none"> • Fall and Spring Newsletter |
| <p>1.12 Address needs of High Achieving and Gifted and Talented (GT) students: • Enrichment activities within classroom- noted on lesson plans • Screening/Testing • Six hour annual update (TIA13)</p> | <p>Bonnie McRae, Principal C. Heath, Counselor N. Muhammad Peggy Harris Jana Miller Glenda McCreary</p> | <ul style="list-style-type: none"> • Teacher lesson plans • G.T. testing results • Documentation as provided by teachers and others • Program Evaluations • Training Certificates | <p>August 2005 May 2006</p> | | <ul style="list-style-type: none"> • Teacher lesson plans • G.T. testing results • Documentation as provided by teacher and others. • Program Evaluations • Training Certificates |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|--|---------------------------------|--|---|
| <p>1.13 Provide students with involvement and leadership opportunities.</p> <ul style="list-style-type: none"> • Display student work and accomplishments throughout the school. • Continue DARE (Drug Awareness Resistance Education) • Continue Drug Prevention activities • Continue Junior City Council Program • Red Ribbon Week | <p>4th – 6th Teachers</p> <p>Jana Miller 5th Grade Teachers B. McRae, Principal</p> <p>4th Grade Teachers 5th Grade Teachers 6th Grade Teachers</p> <p>Jana Miller 5th Grade Teachers</p> <p>Chad Heath All Faculty</p> | <p><i>Taking a Stand</i> Essay</p> <p>Campaigns</p> | <p>August 2005 May 2006</p> | <p>Bellmead Police Department</p> <p>Bellmead City Council</p> | <p>Comments of praise among campus staff, students, and visitors. Graduation Ceremony</p> <p>Classroom projects</p> <p>Scheduled Activities</p> |
| <p>1.14 Continue use of student enrichment activities.</p> <ul style="list-style-type: none"> • Music • Art • P.E. • Library • Band | <p>B. McRae, Principal Vicki Garcia Sam Smith Gary Johnson Carolyn Trussell Debbie Cripe Tom English Ramon Carillo Holly Johnson</p> | <ul style="list-style-type: none"> • Schedules • Teacher Lesson Plans • Comments from Parents and community members | <p>August 2005 May 2006</p> | | <p>Schedule of Events Master Schedules and Calendar</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|--|--|--|--|
| <p>1.15 Strengthen and Develop Student Reading Programs.</p> <ul style="list-style-type: none"> Continue AR (Accelerated Reader) Continue STAR (Standard Test for Assessment of Reading) to assess student-reading levels. Continue AR Committee Continue Reading Renaissance Program Successmaker Computer Lab Dyslexia Program Voyager Reading for 5th grade (TIA 13) | <p>K Rizo, Facilitator Debbie Cripe All Teachers</p> <p>Debbie Cripe</p> <p>Peggy Harris All Teachers and Instructional Aides</p> <p>4th Sherria Shirey 5th Carolyn Trussell Mamie Hall</p> | <p>Previous data for individual students</p> <p>Percentage of students reading below grade level. Lab Reports</p> | <p>August 2004 May 2005</p> | <p>K Rizo, Facilitator</p> <p>\$300</p> <p>\$9,000</p> <p>\$55,000</p> | <p>Increased student reading levels as measured by the STAR Test.</p> <p>Increased student performance as indicated on the TAKS Test. (Texas Assessment of Knowledge and Skills)</p> <p>Year end lab reports Weekly Reports by class</p> |
| <p>1.16 Continue and Expand TAKS Preparation.</p> <ul style="list-style-type: none"> Develop a campus TAKS Plan based on the District TAKS Plan. Horizontal Alignment Benchmark Assessments Continue teaching TEKS (Texas Essential Knowledge and Skills) through well-planned lessons. Maintain and Utilize TAKS Data Disaggregate data Review and Revise Pacing Charts for 4th –6th Grade in the subjects of: <ul style="list-style-type: none"> 1. Math 2. Language Arts 3. Social Studies 4. Science Implement TAKS Coach Materials TAKS Gourmet Sleek TAKS prep Materials for Science LABS (TIA 19) | <p>Dr. Sharon Shields B. McRae K Rizo, Facilitator</p> <p>All teachers</p> <p>All teachers</p> <p>K Rizo, Facilitator</p> <p>All teachers B. McRae K Rizo, Facilitator</p> <p>4th Grade Teachers 5th Grade Teachers 6th Grade Teachers All Teachers</p> | <p>TAKS results. Higher expectations of students.</p> <p>Pacing Charts</p> <p>Teacher lesson plans. WEBCCAT</p> <p>Prior data from TAKS scores.</p> <p>AEIS-IT Report</p> <p>Chart TAKS Teacher Lesson Plans.</p> <p>Evidence of TAKS Coach material covered in lesson plans</p> | <p>August 2005 May 2006</p> <p>September 05</p> <p>August 2005 May 2006</p> <p>October 2005 May 2006</p> | <p>Sharon Shields</p> <p>B. McRae, Principal</p> <p>K Rizo, Facilitator</p> <p>K Rizo, Facilitator</p> <p>\$27,000.00</p> <p>\$6,000</p> | <p>Pacing Charts Teacher Lesson Plans Benchmark Tests</p> <p>Prior Data from TAKS scores. AEIS-IT Report</p> <p>Teacher Lesson Plans</p> <p>Completed curriculum documents and scope and sequences</p> <p>TAKS/SDAA results RPTE results</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|---|---------------------------------|--------------------------------|---|
| <p>1.17 Continue programs to address the needs of At-Risk Students.</p> <ul style="list-style-type: none"> • Continue to use the SIT (Student Intervention Team) process to identify and address needs in students for possible dyslexia, learning disabilities, 504, behavior, etc. • Dyslexia program • Successmaker Program • Include TAKS remediation classes within the daily schedule for 5th grade retest students • Saturday School • Extended Day Tutorials • Extended Year Optional Program • Monitor student enrollment for non-returning students • Counseling Program • Mentoring Program • Operation Star Fish (TIA 19) | <p>B. McRae, Principal K Rizo, Facilitator C. Heath, Counselor N. Muhammad SIT Members</p> <p>Carla Eckert K Rizo, Facilitator</p> <p>S. Shirey B. McRae, Principal K Rizo, Facilitator Classroom Teachers</p> <p>B. McRae, Principal G. Richter</p> <p>C. Heath, Counselor N. Muhammad N. Muhammad</p> <p>N. Muhammad</p> | <ul style="list-style-type: none"> • District policy for student intervention • Yellow SIT folders in vault • Orange 504 folders in vault <p>Documentation of conferences</p> <p>Progress Reports</p> <p>List of enrolled students Progress Reports</p> <p>Daily schedule Student grades/progress</p> <p>Counselor Logs Mentor Sign In Sheets</p> <p>Star Fish Reports</p> | <p>August 2005 May 2006</p> | <p>OEYP Grant</p> <p>\$500</p> | <ul style="list-style-type: none"> • Completed SIT forms with adequate documentation • Yellow SIT folders in vault • Orange 504 folders in vault <p>Progress Reports/Report Cards Progress Reports</p> <p>List of enrolled students Progress Reports</p> <p>Completed student work Greater academic achievement for individual students Completed Logs Completed Logs</p> <p>Completed Reports</p> |
| <p>1.18 Continue to provide math programs /strategies.</p> <ul style="list-style-type: none"> • Continue to coordinate terminology with other campuses and update curriculum • Math TAKS Academies • Math Intervention/Remediation • Math Tutor (Sleek) | <p>K Rizo, Facilitator</p> <p>All Math Teachers</p> <p>W. Debose C. Lewis</p> | <p>Daily grades and test scores. Meeting Agendas Finished Documents Reports to faculty Program Records</p> | <p>August 2005 May 2006</p> | | <p>Daily grades Completed documents</p> <p>Completed documents</p> |

| | | | | | |
|--|--|--|---------------------------------|---|---|
| <ul style="list-style-type: none"> Math TAKS Coach workbooks and software Successmaker | | | | | |
| <p>1.19 Continue to provide language arts programs /strategies.</p> <ul style="list-style-type: none"> Voyager Reading Reading Intervention/Remediation Continue to coordinate terminology with other campuses and update curriculum Michael Eaton (4th grade) Reading Academies Six Traits Writing Process Writing Successmaker Training from Richard Marques-Reading Recipes | <p>K Rizo, Facilitator</p> <p>Fifth Grade Teachers M. Hall All Teachers</p> <p>Language Arts Teachers</p> | <p>Daily grades and test scores. Program Records Meeting Agendas Finished Documents Reports to faculty Lesson Plans Workshop registrations</p> | <p>August 2005 May 2006</p> | <p>Bonnie McRae</p> <p>Voyager Curriculum</p> | <p>Daily grades Completed documents</p> <p>Classroom observations Completion certificates</p> |
| <p>1.20 Improve Science instruction to raise the AEIS rating from unacceptable to acceptable or higher.</p> <ul style="list-style-type: none"> TEKS Science Academies Training Continue to coordinate terminology with other campuses and update curriculum TAKS Science Coach Gourmet Science Region 4 TAKS Science Materials Classroom demos Utilize the Dana Center for Science TEKS lessons, units related to TAKS testing content Science Related Field Trips-5th grade Rewriting Science textbook tests/assignments in TAKS question format | <p>B. McRae, Principal K. Rizo, Facilitator Science Committee 4th grade teachers</p> <p>6th grade teachers</p> <p>5th Grade teachers All grades 5th Grade C. Borland</p> | <p>Workshop registrations</p> <p>Lesson Plans</p> <p>Science Benchmark Tests – ongoing</p> <p>Administrative walk-thru</p> <p>Rubicon</p> | <p>August 2005 May 2006</p> | <p>\$4,000</p> <p>\$10,000</p> | <p>Completion certificates</p> <p>Completed Curriculum documents</p> <p>Science TAKS Data Spring 06</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|---|--|---|---|
| <p>1.21 Continue to provide Incentive / Recognition Activities</p> <ul style="list-style-type: none"> • STAR Performers • End of Year Awards • Accelerated Reader Awards • Perfect Attendance Awards • Honor Roll Awards • Student Birthday • Good Behavior • Most Improved Award • Weekly Class Attendance Celebrations (TIA 13) | <p>B. McRae, Principal K Rizo, Facilitator C. Heath, Counselor N. Muhammad Carolyn Trussell Teachers</p> | <p>Encourage and build self-esteem Student Records Increased attendance</p> | <p>August 2005 May 2006</p> <p>Given each 6 weeks and/or at the end of year.</p> | <p>Community and Business Donations</p> <p>Popsicle Parties</p> | <p>Certificates and recognition at Awards Day.</p> |
| <p>1.22Continue Special Events for student's participation:</p> <ul style="list-style-type: none"> • TAKS Focus Nights • Award Day • Student Greeters & Assistants • Music Programs • Field Trips • Spirit Day • Career Day • Open House • Visiting Author • Fall/Spring Open House • Patriots Day Activities • Veteran's Day Observance • Veteran's Recognition • Food For Families • PTO Nights • Cultural Heritage Celebrations (TIA 13, 19) | <p>B. McRae, Principal K. Rizo, Facilitator C. Trussell N. Muhammad Vicki Garcia M. Babers Teachers N. Muhammad/ C. Heath D. Cripe</p> <p>PTO President</p> | <p>Student, parent, community input</p> | <p>August 2005 May 2006</p> | <p>\$1500.00</p> <p>Community Presenters</p> | <p>Student participation documentation:</p> <ul style="list-style-type: none"> • Schedules • Sign-In Sheets • Agendas • Campus Newsletter |
| <p>1.23 Provide transitional activities..</p> <ul style="list-style-type: none"> • Meet the teacher night/First Day Assemblies/Campus Tours | <p>B. McRae, Principal K. Rizo, Facilitator C. Heath, Counselor N.Muhammad All Teachers</p> | <p>Encourage community, parental, and student involvement</p> | <p>August 2005 May 2006</p> | <p>B. McRae C. Heath N. Muhammad K Rizo</p> | <p>Sign in sheets</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|----------------------------------|--|---|
| <p>1.24 Provide systematic Planning / communication opportunities for staff and /or students.</p> <ul style="list-style-type: none"> • Faculty meetings • Grade level meetings • Weekly Campus Administrative meetings • Monthly calendar of events • Main office open at 7:15 a.m. • Consistent morning and afternoon announcements (Same time each day) • Open discussions regarding budget and educational decisions • Continue to implement Lesson Plan procedures and forms • Identification of CQIC (Campus Quality Improvement Committee) members • Enforce consistent discipline • Fewer classroom disruptions from office • Horizontal/Vertical Alignment • Early Release Days • Follow District policies and campus procedure notebook • Reports from Superintendent's Council <p>(TIA 14)</p> | <p>B. McRae, Principal K. Rizo, Facilitator C. Heath, Counselor 4th Grade Teachers 5th Grade Teachers 6th Grade Teachers Self-Cont. Teachers Resource Teachers Elective Teachers Suzanne Ferrero Gayle Richter All staff</p> | <p>Meeting agendas, minutes, sign-in sheets, e-mails, schedules</p> | <p>August 2005 May 2006</p> | <p>B. McRae K. Rizo C. Heath N. Muhammad Dr. Shields</p> | <p>Meeting agendas, minutes, sign-in sheets, e-mails, schedules</p> <p>Well planned lessons</p> <p>Discipline reports to PEIMS (Public Education and Information Management System)</p> <p>Discipline referrals decreased</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|---|---|---|---|
| <p>1.25 Provide staff development in the following areas:</p> <ul style="list-style-type: none"> • At Risk Students • Special Education, Referral Process and tracking • Program Placement – Profile Sheets • Select and implement appropriate modifications • SIT (Student Intervention Team) • 504 • Gifted and Talented • Dyslexia • TAKS Administration • Technology in the classrooms • Discipline • District Code of Conduct • Classroom management • Violence Prevention • The La Vega Plan • LVIS-HP Miles Campus Plan • Disseminate survey to evaluate planning process • Rubicon Curriculum • Successmaker • TAKS Coach • TAKS strategies • Data Disaggregation <p>TIA 14,15)</p> | <p>B. McRae, Principal C. Heath, Counselor N. Muhammad K Rizo, Facilitator</p> <p>C. Heath N. Muhammad</p> <p>Carla Eckert</p> <p>C. Heath, Counselor Dr. Sharon Shields K. Rizo C. Heath B. McRae, Principal K. Rizo, Facilitator</p> | <p>Staff Development Calendar PDAS Records Employee Handbook Student Handbook</p> | <p>August 2005 May 2006</p> | <p>District Staff</p> <p>Region 12 training</p> | <ul style="list-style-type: none"> • Staff Development Calendar • In-service Agendas • January Staff Development Agendas • Sign-In Sheets • PDAS Records • Employee Handbook • Student Handbook • Completed CPE Forms <p>Completed teacher surveys on file</p> <p>Evidence in Rubicon Atlas website</p> |
| <p>1.26 Provide Technology training and opportunities to utilize technology skills</p> <ul style="list-style-type: none"> • INTEL – teach to the future • Rubicon | <p>B. McRae, Principal LVIS Technology Committee Sherria Shirey K. Rizo</p> | | <p>August 2005 May 2006</p> <p>October 2005</p> | | <p>Lesson Plans E-mails Presentations</p> <p>Lesson Plans</p> |

| | | | | | |
|---|--|--|--|--|--|
| <ul style="list-style-type: none">• Successmaker• SLEEK• TAKS Coach• ECLASS <p>(TIA,13,14,15,19)</p> | | | | | |
|---|--|--|--|--|--|

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|-------------------------|---|--|
| 1.27 Work with ESC to identify / recruit children of migrant workers. | B. McRae, Principal M. Wilson, MSC | Migrant worker survey ESC Migrant records | August 2005 May 2006 | Region 12 Service Center | Migrant worker survey ESC Migrant records |
| 1.28 Continue to provide Health Services to students: • On – Site Nurse/Aide | Tomassa Gurrero R.Richards, RN | Student Health Records | August 2005 May 2006 | \$15, 000 | Student Health Records |
| 1.29 Purchase needed supplies for all classrooms (TIA 12,13,14,15) | B. McRae, Principal | Purchase Orders | August 2005 May 2006 | \$20,000 | Purchase Orders |
| 1.30 Continue to promote a high level of student attendance • Six Weeks Awards • End of Year Certificate • Class Attendance Award (TIA 13) | B. McRae, Principal Kristi Rizo Chris Borland C. Heath, Counselor N. Muhammad | Attendance Records | August 2005 May 2006 | Community Donations Club Funds | Attendance Records |
| 1.31 Title VI Innovative Teaching • Library Program • Bluebonnet Program • Read to Succeed Program • Book IT • Storybook Christmas • Storyteller • RIF • Book Fair | B. McRae, Principal D. Cripe, Librarian Bluebonnet Committee | Parent Survey Student /Community Interest | June 2005 July 2006 | \$2,000 \$75 \$15 \$500 \$1,000 | Book Circulation Sign-In Sheets |

Long-Range Goal: La Vega Intermediate School – HP Miles will achieve an active partnership among parents, community members, and educators, which will promote successful student learning.

Annual Performance Objective: In 2004-2005 parent/community involvement at La Vega Intermediate will increase by 10%. (Base on estimated 50% in 2000-2001)

Identified Needs Addressed: Increased parental involvement in campus activities and policies.

| PARENTAL INVOLVEMENT | 2003-2004 | 2004-2005 | 2005-2006 |
|--|------------------|------------------|------------------|
| • Attend Meet the Teacher Night | 275 | 287 | |
| • Attend one Teacher/Parent Conference | 315 | 335 | |
| • Attend one Parent Training/Information Session | 256 | 355 | |
| • Participate as a Campus Volunteer | 10 | 27 | |
| • Returned Parent Surveys | 34 | 52 | |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|--|--|-------------------------------|--|
| Involvement Opportunities 2.1 Disseminate Campus Documents: <ul style="list-style-type: none"> • Student Handbook • Parent Involvement Policy • School/Parent Agreement • Personal Graduation Plan (TIA17) | B. McRae, Principal C. Heath, Counselor N. Muhammad K Rizo, Facilitator | Previous Documentation Signed PGP's | August 2005 May 2006 August 2005 May 2006 | Student handbook PGP's | <ul style="list-style-type: none"> • Student handbook • Copies of Parental Involvement Policy • School/Parent Agreement • Sign-In sheets from classrooms • Policy and Agreement on file |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|---|---|---|
| <p>2.2 Continue to provide a wide variety of opportunities for parents and community to be involved in school activities and programs.</p> <ul style="list-style-type: none"> • Work with PTSO officers and parents to plan and carry out regular PTSO meetings and programs • PTSO fund-raisers • Programs/Speakers/Training • Parents and Community Members invited to speak and read in classrooms. • Parental involvement in Jr. City Council Program • Parents and Community members involved in the District Quality Improvement Committee • Continue and enhance Adopt-a-School relationship with community members. • “Go Get It Program” Participation • Mentoring Program (Classroom and Individual Mentors) (TIA17) | <p>B. McRae, Principal C. Heath, Counselor N. Muhammad K Rizo, Facilitator</p> <p>Mrs. Gongora, PTSO President B. McRae, Principal PTSO</p> <p>B. McRae, Principal J. Miller Parent Volunteers</p> <p>Sharon Shields</p> <p>Chad Heath N. Muhammad</p> <p>N. Muhammad</p> <p>N. Muhammad, Mentoring Coordinator</p> | <p>Campus Newsletters Parent Letters Memo and White Board Sign-in sheets of participants</p> <p>Minutes of meetings Sign – in sheets</p> <p>List of contributions and gifts itemized</p> <p>Program Participants</p> <p>Parent/Teacher/Mentor Survey</p> | <p>August 2005 May 2006</p> <p>August 2005 May 2006</p> <p>August 2005 May 2006</p> | <p>District Staff Campus Staff PTSO officers PTSO members Parents Community</p> <p>Bellmead City Council</p> <p>HEB Cotton Patch Parent Community Planning Team</p> <p>“Go Get It Curriculum”</p> <p>Teachers/Mentors WLDI \$3000 (School Supplies Project Spirit</p> | <p>Campus Newletters Parent Letters Sign-in sheets of participants</p> <p>Finalized calendar of events</p> <p>List of contributions and gifts itemized</p> <p>Sign-In Sheet Minutes of meeting</p> <p>Program Evaluation</p> <p>Written Evaluations from mentors (June '05)</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|--|---------------------------------|------------------|--|
| <p>2.3 Continue communication between school and home in home language</p> <ul style="list-style-type: none"> • Notes and letters sent home about special events, field trips, PTSO meetings, and counselor events • School newsletter, “Pirate Pride” sent home once in the Fall and once in the Spring • Special events and program information sent home in English and Spanish • Three week reports and report cards sent home to inform of school progress • Campus Web site used to inform parents and community • Elementary Student Handbook • Send home graded work weekly <ul style="list-style-type: none"> • Student planners • Daily Student Agenda <p>(TIA 17)</p> | <p>Suzanne Ferrero C.Heath, Counselor N. Muhammad B. McRae, Principal K. Rizo, Facilitator All Teachers Anita Loa Tomassa Guerrero</p> <p>Lori Mynarcik Donnell Carlson B. McRae T. Brinkman P. Johnson</p> <p>All Teachers All Teachers</p> | <p>Encourage good communication in order to have:</p> <ul style="list-style-type: none"> • Strong parental participation • Clear understanding of school procedures and expectations | <p>August 2005 May 2006</p> | | <p>Documentation for all communication areas may include copies of:</p> <ul style="list-style-type: none"> • Newsletters • Letters sent home • Three week progress reports • Six Weeks Grades <p>Web page updated each semester or as needed</p> <p>Final copy of survey designed and produced by the Parent/Community Committee</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|--|--|------------------|---|
| <p>2.4 Meet with designated parents at ARD's (Admission, Review, Dismissal) meetings for Special Education Students</p> | <p>Dr. Sharon Shields All Teachers B. McRae, Principal Linda Volz Dr. Kent</p> | <p>Individual Education Plan for students—signed by all attending parties.</p> | <p>August 2005 May 2006</p> <p>Within a week following the meeting</p> | | <p>Individual Education Plan for student signed by all attending parties.</p> |

Long-Range Goal #3: La Vega Intermediate School (LVIS) will have a safe, orderly environment conducive to successful student learning

Annual Performance Objective: La Vega Intermediate School will have a safe, orderly environment, which is evidenced by gains in student achievement as shown in *Goal 1, Objective 1*

Identified Needs Addressed: Emergency equipment and plan in place, consistent discipline plan, training needed for drug and safety issues, aesthetic improvements

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|--------------------------------|------------------|---|
| <p>3.1 Provide aesthetic improvements to facilities:</p> <ul style="list-style-type: none"> • Entryway- park bench, plants, colorful furniture, bulletin boards • La Vega Sign replace to express school pride • Maintain plants and shrubs around school grounds • Stop use of herbicides • Park benches in hallway • Addition of walkway awnings in front and back of campus | <p>Lynn Roberts Maintenance Department</p> <p>PTO</p> <p>Environmental Safety Expert Bonnie McRae, Principal Conrad Medrano, Head Custodian</p> | <p>Overall appearance and safety of facilities</p> | <p>June 2005 June 2006</p> | | <p>Aesthetic appearance improved</p> <p>Safety hazards removed/improved</p> |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|----------------------|--|--------------------------|---|
| 3.2 Provide extensive cleaning and/or waxing of entire campus and maintain on a regular basis: <ul style="list-style-type: none"> Floors, doors, baseboard, chairs, desks, walls, stage, bathroom stalls, windows, sidewalks, shelves, lockers, equipment | B. McRae, Principal Lynn Roberts Conrad Medrano | | June 2005 June 2006 | | |
| 3.3 Continue to maintain and re-stripe Driveway for bus lanes | B. McRae, Principal Lynn Roberts | | June 2005 August 2006 | \$500 | Restriping complete |
| 3.4 Have janitorial staff check for gas leaks seasonally | Conrad Medrano | | June 2005 August 2006 | | Leaks checked and documented |
| 3.5 Implement team and crisis management plan: <ul style="list-style-type: none"> Provide flashlights for each classroom and support staff rooms Provide a back-up signal system if needed in emergency Crises Response Plan Update training in AED CPR training | B. McRae, Principal K. Nesbitt S. Ferrero Assigned personnel Administrators | | June 2005 August 2006 Completed Nov. 2005 April 2006 | Environmental Specialist | <ul style="list-style-type: none"> Team in place Crises Response Plan |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|--|------------------------------------|----------------------|--|
| <p>3.6 Make improvements to insure safety for all students:</p> <ul style="list-style-type: none"> Review fire escape routes and make changes as necessary Enforce use of identification badges through out campus Monthly fire/tornado/lockdown drills Review and design new maps <p>(TIA19)</p> | <p>B. McRae, Principal Conrad Medrano Chad Heath All Staff Crises Management Team</p> | | <p>August 2005 August 2006</p> | | <p>Drill / Disaster Log</p> |
| <p>3.7 Install appropriate technology to enhance curriculum and general operations of the school:</p> <ul style="list-style-type: none"> Install more printers so that there is at least two per wing Replace outdated technology equipment Inventory building denoting computers per class Add computer lab to 4th grade hallway | <p>B. McRae, Principal C. Borland A. Mathews K. McNeil P. Reed J. Miller D. Cripe</p> | | <p>August 2005 August 2006</p> | | <p>Equipment installed and ready for use</p> <p>Completed Oct. 2005</p> |
| <p>3.8 Continue Safe & Drug Free School Activities</p> <ul style="list-style-type: none"> Fire Prevention Week DARE Great American Smoke-out Video Library-Drug Free Schools Red Ribbon Week Parent Nights Classroom Guidance Fire Drills <p>(TIA19)</p> | <p>C. Heath, Counselor R. Richards, RN</p> <p>Jana Miller</p> <p>D. Cripe C. Borland B. McRae K. Rizo C. Heath</p> | <p>High number of At-Risk Students</p> | <p>August 2005 August 2006</p> | <p>Fire Marshall</p> | <ul style="list-style-type: none"> Activities in place District Title VI Evaluation Campus Safe/Drug Free Schools <ul style="list-style-type: none"> Community Report |

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| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|----------------------|---|------------------|--|
| <p>3.9 Application of Discipline Policy</p> <ul style="list-style-type: none"> • Student Code of Conduct • Student Handbook • Parent Meetings • ISS • Counseling • Teacher/Parent Conference • SIT Team • Agendas • Parent Letters and / or Calls • AEP <p>(TIA 19)</p> | <p>B. McRae, Principal Chad Borland C. Heath, Counselor N. Muhammad, Counselor K Rizo, Facilitator All Teachers</p> | | <p>August 2005 May 2006</p> | | <p>Improved Campus Discipline PEIMS Report</p> |
| <p>3.20 Texas Behavior Initiative Training</p> <ul style="list-style-type: none"> • Training by district • Crisis Intervention Training (CPI) | <p>Dr. Sharon Shields B. McRae, Principal K. Rizo, Facilitator C. Heath, Counselor N. Muhammad C. Borland Crisis Team</p> | | <p>August 2005 August 2006 December 2005</p> | | |

La Vega Junior High School-George Dixon Campus

Mission 2005-2006

To have the courage, knowledge and imagination to prepare all children to think critically and creatively to prepare them to be lifelong learners, and to prepare them for life in an information-based society where application of knowledge and the ability to work with information are essential.

Campus Philosophy

- ◆ Increased opportunities for success must be provided for all children.
- ◆ Teamwork yields greater results in improved student achievement.
- ◆ The focus is always on the student and learning is measured on an individual basis.
- ◆ Respect and responsibility are foremost in the quest for success.
- ◆ Social, emotional, physical, and academic needs must be addressed for all children.
- ◆ Collaborative decision-making is essential with the central focus always being the students learning.

A Formula for Student Success

Classroom TEKS-based Formative Assessment

And

Quality Classroom Instruction

Result In

Classroom Success for All

And Lead to

Success on TEKS-based TAKS for All Students

And

Wider Opportunities for Future Success in Life

La Vega Junior High School-George Dixon Campus Goals 2005-2006

- 1) All students at La Vega Junior High School-George Dixon Campus will demonstrate exemplary academic and social performance and will contribute positively to the global community.
- 2) La Vega Junior High School-George Dixon Campus will achieve an active partnership among parents, community members and educators, which will promote successful students learning.
- 3) La Vega Junior High School-George Dixon Campus will have a safe, orderly environment conducive to successful student learning.

**La Vega Independent School District
District Goal & Strategies**

By 2005-2006, we will strive to achieve “recognized status” as measured by the Academic Excellence Indicator System for each campus and for the District.

Strategies for Achieving Long –Range Goal and District & Campus Performance

Objectives: In the 2005-2006 school year, LVISD will:

1. Focus on the improvement of reading, writing, math, and social studies competencies at all grade levels in all subject areas
2. Focus on all teachers teaching the TEKS as a basis for their curriculum
3. Focus on increasing student attendance and decreasing student dropouts
4. Provide staff development for all staff, as appropriate
5. Focus on improving the school climate for students, faculty, and staff thereby helping to improve public perception of the school district
6. Continue to increase efforts to improve communication between superintendent, Board of Trustees, administrative, teaching and support staff, campus and district planning and decision-making teams
7. Implement a long-range plan for facilities utilization and expansion
8. Provide for increased technology availability to students and staff and increased use of technology by students and staff

**La Vega Junior High School
George Dixon Campus
2005-2006**

Planning Teams

Student/Staff Issues

Linda Stockton , Teacher
New Coach, Teacher
Kristina Cron, Teacher
Sherril Polansky, Teacher
Scott Fay, Teacher
Lesley Baker, Teacher
Jeremy McCaig, Teacher
Audra Sopher, Teacher
Rebecca Scott, Teacher
Linda Barkley, Teacher
Elaine Clark, Teacher
Ever Betts, Aide
Paula Cass, Teacher
Elicia Krumnow, Asst. Principal

Facility/Safety Issues

Sherrell Huff, Teacher
Patricia Harvey, Teacher
Bill Cass, Teacher
Robert Salter, Teacher

Josephine Clay, Teacher
Pat Harlin, Teacher
Jo Beth Milam, Teacher
Norma Burns, Teacher
Freddie Williams, Aide
Lesia McGee, Aide
Stephen Hanks, Asst. Principal

Parent/Community Issues

Jackie Duggan, Teacher
Susan Cogliati, Librarian
Shasta Krumnow, Teacher
Tabitha Hutchinson, Teacher
Monty Francis, Teacher
Holly Johnson, Teacher
Linda Hewgley, Teacher
Ara Rauls, Teacher
Gwen Lee, Teacher
Beth Aldridge, Teacher
Erica Sheppard, Teacher
Arthur Edwards, Aide
Jamie Doolittle, Teacher
Mary Keezee, Counselor
Terrence Toliver, Aide

Freddie DeBose, Aide
Annette Manders, Teacher
Jeanie Sanchez , Teacher
Glen Maxwell, Aide

2005-2006
La Vega Junior High School-George Dixon Campus
Campus Quality Improvement Council

Bryant Adams, Principal

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Elicia Krumnow, Assistant Principal—Adjunct Member

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Mary Keezee, Non-Teaching Professional

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Linda Stockton, Teacher Representative

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Norma Burns, Teacher Representative

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Rebecca Scott, Special Education Representative

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Beth Aldridge, Special Programs Representative

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Freddie Debose, Para-Professional Representative

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Sabrina Dean, Auxiliary Representative

La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

Tina Gonzales, 8th Grade Parent Representative

3600 Scroggins Apt. #5G Waco, Tx. 76705 Home (254) 799-2274 Work (254)296-7300

Michelle Williams, 7th Grade Parent Representative

4302 Bellcrest Street Waco, Tx. 76705 Home (254)799-6232 Work (254)662-6786

Mayela Garcia, Student Representative 8th Grade

3712 Parrish Waco, Texas 76705 (254)799-3364)

Charles Trickett, Student Representative 7th Grade

3719 Parrish St. Waco, Tx. 76705 (254)799-4741

Kevin Petty, Business Representative, Roy Beatty Cleaners-Bellmead

711 La Clede Waco, Tx. 76705 Work (254) 799-4303

Tim Castiglia, Business Representative, Tim's Greenhouse

200 Hogan Lane Waco, Tx. 76705 Work (254)754-1800

Elton Hall, Community Member Representative

1217 Cloverleaf Waco, Tx. 76705 Home (254)799-5975 Cell (254)722-0452

Coy Emert, Community Representative

3719 Orchard Lane Waco, Tx. 76705 Home (254)799-8518 Work (254)755-8611

Gary Williams, District Level Professional Representative

LaVega ISD Administration 3100 Bellmead Dr. Waco, Tx 76705 (254)799-4963

**Department Teams and Training Groups
2005-2006
La Vega Junior High School
George Dixon Campus
LaVega ISD**

Group 1:

Math: (5)

Paula Cass
Jeanie Sanchez
Bill Cass
Kristina Cron
Demetrice Conner
Debby Marak

ELA: (6)

Linda Stockton

Shasta Krumnow
Sherrell Huff
Jeremy McCaig
Gwen Lee

Special Ed: (8)

Elaine Clark
Lesia McGee
Freddie Williams
Diane Barkley
Rebecca Scott
Ever Betts
Arthur Edwards
Audrea Sopher

Science: (3)

Tabitha Hutchinson
Linda Hewgley
Michie Smith
Beth Aldridge

Group 2:

Electives: (9)

Norma Burns
Jackie Duggan
Pat Harvey
Holly Johnson
JoBeth Milam
Earl Presley
Ara Rauls
Erica Sheppard
Josephine Clay

Support Services: (7)

Annette Manders
Glen Maxwell
Jamie Doolittle
Tammie McHone
Freddie DeBose
Terrence Toliver
Susan Cogliati (Librarian)
Mary Keezee (Counselor)

History: (4)

Monte Francis
Robert Salter
Sherril Polansky
Lesley Baker

Daily Schedule

La Vega Jr. High School-George Dixon Campus

2005-2006

| | | |
|----------|------------------------|--|
| Period 1 | 8:20 a.m.- 9:10 a.m. | |
| Period 2 | 9:14 a.m.- 10:04 a.m. | |
| Period 3 | 10:08 a.m.- 10:58 a.m. | |
| Period 4 | 11:02 a.m.- 11:52 a.m. | 2 nd Lunch 11:56 a.m.- 12:56 p.m. |
| Period 4 | 11:36 a.m.- 12:26 p.m. | 1 st Lunch 11:02 a.m.- 11:32 a.m. |
| Period 5 | 12:30 p.m.- 1:20 p.m. | |
| Period 6 | 1:24 p.m.- 2:14 p.m. | |
| Period 7 | 2:18 p.m.- 3:08 p.m. | |
| Period 8 | 3:12 p.m.- 4:02 p.m. | |

1st Lunch Period

(11:02 a.m.- 11:32 a.m.)

P. Cass

Conner

Doolittle (11:40 a.m. Lunch)

Duggan

Francis

Harvey

S. Krumnow

Lee

Salter

Sanchez

Rauls

Sheppard

2nd Lunch Period

(11:56 a.m.- 12:26 p.m.)

Burns

B. Cass

Clay

Cron

Huff

Marak

McCaig

Polansky

Stockton

La Vega Junior High School-George Dixon Campus LaVega ISD

Planning Dates/Description

- September 9, 1998** ***The LaVega ISD Administration team met with Mary Ann Moody,***
Field Service Agent, and Linda Holbrook, Title I Educational Specialist, both
From ESC Region 12 to discuss the meaning and requirements of a Title I School wide
program. All campuses in the district were eligible to have a School wide Program. The
group decided to explain the requirements to their
Campus staff and reach a decision per campus on starting the process to have a
school-wide program.
- September 30, 1998 Linda Holbrook met with the H. P. Miles staff to give an overview of the federal
and state law on campus planning as it relates to the School wide program and the state
accountability system. She explained what it meant to be a school-wide
program.
- November 4, 1998 Linda Holbrook provided Site-Based Decision Making training for the H. P.
Miles Middle School staff. She discussed the guidelines from the Integrated Planning
Guide: team composition, roles and responsibilities, and the six areas of decisions.
- December 2, 1998 The H. P. Miles staff, community members and parents developed a vision for the
campus for the next five years by specifically listing the descriptors of their
“Dream School”. Linda Holbrook and Nelda Kettler facilitated the activity.
- January 5, 1999 The H. P. Miles Middle School staff, parents, community members and selected students
started the process for the Comprehensive Needs Assessments. They were organized into
four teams: Student Issues, Parent Issues, Parent/Community Issues, and Facility/Safety
Issues. Linda Holbrook facilitated the activity and guided them into areas for study and
research. The task was to identify their strengths, trends, current successful practices,
prioritized needs, staff development needs and sources.
- March 3, 1999 The Team Leaders from the four teams presented the finding from the Comprehensive
Needs Assessment to the entire staff and invited guests.
Several gave results of the surveys and the needs that were identified.
They explained their process of study and reported the prioritized needs. Linda Holbrook
and Nelda Kettler facilitated the meeting.
- March 29, 1999 The four-team leaders met with Linda Holbrook and Carlon Lemmons from ESC
Region 12 to clarify the expectations for the compiled data from the Needs Assessment.
The group determined the campus goals and measurable objectives.
- May 11, 1999 Linda Holbrook and Carlon Lemmons met the four-team leaders to develop the first
draft of the new campus plan. The plan was then presented to the entire staff and SBDM
for review and revision. After the staff/team approval, the plan was printed in final form
to go to Central Office.
- May 24, 1999 The H. P. Miles Middle School staff and Site-Based Team met to review/revise
the campus plan. The four-team leaders presented the plan goal sheets.
The staff and SBDM team approved the document.
- September 3, 1999 Linda Holbrook, Carlon Lemmons, from ESC Region 12, met with Dr. Sharon
Shields, S. Jansing N. Kettler, and B. Adams for plan review and revision.

| | |
|--------------------|--|
| September 9, 1999 | The H. P. Miles Campus Quality Improvement Council (SBDM) met. The team reviewed and approved the Campus Improvement Plan. |
| September 21, 1999 | The H. P. Miles Middle School Campus Plan was presented to the La Vega ISD School Board for final approval. |
| February 25, 2000 | Carlton Lemmons, ESC Region 12, met with H. P. Miles staff to update campus needs assessment and to work with the planning teams (which involved new members) on the 2000-2001 Campus Improvement Plan. Activities included breakout groups, Q & A Sessions, and whole group consensus. |
| March 27, 2000 | Planning Teams met during Early Release Staff Development time to identify new targets to reach our campus goals. Budget planning, scheduling and staffing were discussed. |
| April 5, 2000 | More revisions and updates were added to the CIP during and afternoon of group planning sessions. Nelda Kettler and team leaders facilitated. |
| July 2000 | La Vega ISD School Board approved H. P. Miles Middle School Campus Improvement Plan. |
| August 3, 2000 | Linda Holbrook met with Bryant Adams and Nelda Kettler to review and revise the plan. State guidelines were discussed and implemented. |
| September 6, 2000 | The H. P. Miles Middle School CQIC met. The CIP was again discussed, Title I components were identified, and budget amounts were appropriately entered. |
| September 15, 2000 | All teachers at H. P. Miles Middle School met with Nelda Kettler during their respective conference periods. The CIP was discussed and no further revisions were made at that time. |
| October 16, 2000 | The Campus Leadership Team met with Nelda Kettler. The CIP and the staff development plan for the current year were approved. |
| October 24, 2000 | The H. P. Miles CQIC met and each member received the final revision of the Campus Improvement Plan. The team also approved the staff development plan for 2000 – 2001. |
| April 25, 2001 | The H. P. Miles CQIC and the Campus Leadership Team combined for the spring planning meeting. The master schedule was previewed and approved as well as the continuation of the honors program at HPM. The summative evaluation of the Campus Improvement Plan was discussed. Final revisions of the plan for the upcoming school year will be done in the summer and fall. |
| October 1, 2001 | Planning teams started revising the CIP. All teams met on October 5 and October 8 to finalize their revisions. |
| October 9, 2001 | Team chairpersons met with Mr. Adams, Mrs. Kettler, and Mr. Borland to share CIP revisions and make any necessary addition/deletion changes. Later, on the same day, the CQIC met to review the revised plan and to input further ideas from parents, students, and community sectors. After a period of time, the revisions were completed and the HPM CQIC, pending Board approval and DQIC approval, approved the new plan. |
| November 27, 2001 | HPM Campus Quality Improvement Council met to distribute and discuss our campus quality improvement plan and answer any questions. We also reviewed the campus AEIS Report and answered any questions concerning the report. We also discussed the possibility of HPM school uniforms. |

- October 8, 2002 HPM Campus Quality Improvement Council met to introduce new members to review and approve our campus improvement plan as presented. We also will revisit the possibility of HPM school uniforms and the process for presenting this to our parents and the community.
- November 12, 2002 HPM Campus Quality Improvement Council met to discuss school uniforms and the types of school uniforms. We also talked about the issue being presented to our District Quality Improvement Council.
- May 6, 2003 HPM Campus Quality Improvement Council met to discuss a proposal for consideration to change our current Skills for Living Course to Health Education starting the 2003-2004 school year to meet urgent curriculum needs of our junior high students. There was final consideration and recommendation made by this committee to consider the change for the 2003-2004 school year.
- September 9, 2003 La Vega Jr. High School Campus Quality Improvement Council met to review and approve the Campus Improvement Plan.
- April 13, 2004 La Vega Jr. High School-George Dixon Campus met to discuss and approve high school credit for the following: Health Ed.—1/2 year credit, Physical Ed.—1/2 year credit, which will include; weight training and aerobics class. Also, Business Communication Applications Systems (BCIS)—1 credit.
- October 18, 2004 La Vega Jr. High School-George Dixon Campus met to review and approve the Campus Improvement Plan.
- April 13, 2004 La Vega Jr. High School-George Dixon Campus CQIC met to review and discuss course offerings for high school credit at the jr. high school level. The committee also reviewed TAKS objectives for Science.
- October 18, 2004 The La Vega Jr. High School-George Dixon Campus CQIC met to approve our Campus Quality Improvement Plan for 2004-2005. The committee also reviewed and discussed TAKS data from the 2003-2004 school year.
- October 25, 2005 Campus Quality Improvement Council meeting scheduled

Comprehensive Needs Assessment Summary

Through a system of planning, La Vega Junior High School-George Dixon Campus used numerous sources to arrive at the goals and objectives for the upcoming school year. Each year the planning for the next year starts as the current year is beginning. Faculty meetings, team meetings, departmental meetings, administrative meetings, and grade level meetings provide the means to analyze data and reach consensus on a plan to improve student achievement. We can proudly say that we have seen substantial growth in most areas in the past three years, but we will not be satisfied until all gaps are closed and all children are learning to the highest potential possible. We believe that this campus can and will become an exemplary campus because the total group effort to reach the goal has spread to the student body. An attitude of “I believe in myself” is shining through in the classrooms.

The planning teams have put together initiatives and means for reaching campus goals. Data from six weeks reports, district wide assessments, and the annual AEIS report help us in regularly checking the progress. With this system of information, a plan is devised during the school year to tutor children as needed to help each one to be successful.

The Three Priority Goals of La Vega Junior High School-George Dixon Campus

- All students at La Vega Junior High School-George Dixon Campus will demonstrate exemplary academic and social performance and will contribute positively to the global community.
- La Vega Junior High School-George Dixon Campus will achieve an active partnership among parents, community members, and educators, which will promote successful learning.
- La Vega Junior High School-George Dixon Campus will have a safe, orderly environment conducive to successful student learning.

Sources Used in the Comprehensive Need Assessment

- ◆ TAKS Scores
- ◆ AEIS Data
- ◆ District Policy
- ◆ Federal Programs Guidelines
- ◆ Discipline Referral Records
- ◆ Safe/Drug Free Schools and Community Evaluation
- ◆ Parental Involvement Records
- ◆ District Effectiveness and Compliance Reference Guide
- ◆ ESC Region 12 Planning Documents
- ◆ Campus Awards
- ◆ Parent Survey
- ◆ Staff Survey
- ◆ Student Input
- ◆ American Disabilities Act Guidelines
- ◆ District Technology Plan
- ◆ District Improvement Plan
- ◆ 2005 TAKS Score Results
- ◆ McCap Survey
- ◆ AYP Data

La Vega Junior High School-George Dixon Campus (LVJHGD)

Parental Involvement Policy

2005 – 2006

Educators and parents have mutual goals, which are to promote lifelong learning and to allow students to develop strengths and interests to evolve into a successful career. At LVJHGD, we focus on how teachers can shape instruction to meet the unique needs of learners. Effective communication between parents and educators will create a partnership that will lead to a higher level of student success through personalized learning. Our school accepts the lively diversity among its students and incorporates individualized instruction to provide the students with the substance and skills to survive in a rapidly changing culture and economy. The “Parent Connection” is a vital tool in the building of campus where ALL students are learning and performing to the very best of their ability.

LVJHGD parents are campus partners and we must work together between our school and community. Parents are encouraged to commit to school involvement, which will enrich the lives of their children.

- Review the information in the Student Handbook (including the Student Code of Conduct) with your child; sign and return the acknowledgement form(s). Parents with questions should contact the principal (Mr. Bryant Adams).
- Participate in school activities, such as Open House, extracurricular activities, National Parent Involvement Week, parent-teacher conferences, decision-making councils, planning committees, the parent volunteer program, PTO, and others.
- Place a high priority on education and take advantage of the educational opportunities the school provides.
- Attend School Board Meetings to learn more about the LaVega ISD operations. The LaVega ISD Board meets on the third Tuesday of each month at 7:00 P.M. in the District’s Administration Building.
- Be aware of your child’s school activities and class schedule. Monitor academic progress carefully and contact teachers as needed. Work with teachers in a partnership to help meet the needs of your child.
- Exercise your right to review teaching materials, textbooks, other instructional aids, and tests that have been administered to your child.
- Review your child’s records, when needed. You may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments administered to your child.
- If an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs, you may temporarily remove your child from the classroom. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Furthermore, your child must satisfy grade level and graduation requirements as determined by the school and by the Texas Education Agency.
- Become a school volunteer. For further information, contact Principal Bryant Adams, Asst. Principal Elicia Krumnow, Asst. Principal Stephen Hanks, or Counselor Mary Keezee.

La Vega Junior High School-George Dixon Campus

Parent Compact

2004 – 2005

Students are guided to reach their highest potential intellectually, emotionally, socially, and physically. In accordance with our Parental Involvement Policy, we, as educators, parents, and students, acknowledge our responsibilities in the learning process.

AS A STUDENT, I WILL BE RESPONSIBLE FOR:

- Attending school regularly
- Showing respect and cooperating with all adults at the school
- Coming to class on time with the necessary supplies and prepared to work
- Completing all assignments, including homework to the best of my ability
- Respecting the rights of others to learn without disruption.
- Abiding by the rules set forth in the Student Code of Conduct
- Spending the necessary time at home on daily schoolwork and reading

SIGNATURE: _____ DATE: _____

AS A PARENT, I WILL BE RESPONSIBLE FOR:

- Seeing that my child is punctual and attends school regularly
- Supporting the school Discipline Policy including the Dress Code Policy
- Establishing a time for homework for my child and review homework regularly
- Provide a quiet, well-lighted place for reading, writing and studying
- Encouraging my child's effort by staying aware of what my child is learning
- Reading with my child and letting my child see me read
- Monitoring my child's academic progress and encouraging participation in tutorial programs as needed
- Participating in LVJHGDC campus activities when possible
- Stressing the importance of education and the respect for educators

SIGNATURE: _____ DATE: _____

AS A TEACHER, I WILL BE RESPONSIBLE FOR:

- Caring for students and exhibiting that care through daily actions
- Recognizing the individual talents and needs of students
- Providing meaningful instruction in a way that will motivate and encourage students
- Providing a safe, positive learning environment for students
- Challenging students to take risks and to discover their maximum potential
- Supplying clear evaluations of academic progress to students and parents in a timely manner
- Providing assistance to parents so they can help their children with assignments
- Consistently checking for comprehension of lessons and assignments
- Preparing students for success in the subsequent grade level
- Teaching skills beyond the subject area, such as study skills, test-taking skills, and organizational skills as well as encouraging questions from students
- Enrichment! Enrichment! Enrichment!

SIGNATURE: _____ DATE: _____

Awards and Recognitions 2005-2006

- The Duke Talent Search program recognized 7th grade students who score well on TAKS and encourage them to take SAT or ACT
- **Eleven students placed in the 2005-2006 District UIL Academic Meet.**
- We had twenty six 7th and 8th grade students involved in peer mediation in 2004
- **More than 160 people came to Parent Involvement Days in November 2004.**
- HPM works with the community in providing: Gang Resistance Education and Awareness Training (GREAT) at our school. It is a violence prevention-training program.
- **La Vega Jr. High-George Dixon band had eight students that earned a second division excellent rating on a solo. The band had nineteen students to earn a 1st division superior rating on a solo. The band also had 22 students that were involved in an ensemble that made a 1st division superior rating.**
- **La Vega Jr. High-George Dixon band six students that made the Association of Texas Small Schools Band (ATTSSB) All Region, and four students that made the Texas Music Educators Association (TMEA) All Region band**
- **Seventh grade boys won 2004-2005 district 17AAA basketball**
- **Eighth grade boys won 2004-2005 district 17AAA basketball**
- PALs worked with other campuses to provide peer tutors through Peer Assistance and Leadership
- PALs assist with campus help day
- Fifteen students were recognized for meeting Accelerated Reader goals and awarded a field trip
- **88% of our seventh grade students passed the TAKS writing test during the 2004-2005 school year**
- All 8th grade students who maintained an “A” average in the 7th grade and first semester of the 8th grade are given the President’s Academic Award
- AEP students involved in violence prevention counseling by counselor from the Advocacy Center
- Texas Grant information to all 8th graders as well as
- Personal Graduation Plans (PGPs) for all students who failed a part of TAKS
- Students of the Month-recognizing good citizens
- President’s Academic Awards – recognizing those 8th graders who maintained an “A” average in the 7th grade and the first semester of the 8th grade and had very high scores on the TAKS test
- Upward Bound – tutorial program at MCC that helps prepare students for college
- Career Day – Approximately 25 presenters spent the afternoon of March 3rd with our students for our Second Annual Career Day Fair. This number included representatives from MCC, Baylor, and TSTC
- Counselor’s Parent Newsletter given monthly for students to share with their parents/guardians
- Character Education – Broadcast a caring message daily via intercom, also, show character tapes to all students at the beginning of the year regarding: Respect for differences, gossiping, taunting and bullying, and exploring your character
- Secret Agents Club – These students will perform acts of kindness to teachers, staff and other students as well as look for acts of kindness performed by others
- Twenty Point Club for students who raise their grades by 20 points from one six weeks to the next without having a failing grade
- Twenty of twenty seven 8th grade students passed the credit by exam Spanish I test during the summer of 2005.
- One student received state recognition for participation in the Duke Talent Search Pr

New Reforms
2005-2006
La Vega Junior High School-George Dixon Campus

- Continue the STAR Reading Program
- Continue the PALS Program at La Vega Junior High School-George Dixon Campus
- Increase participation in UIL academic events
- Decrease failures through utilization of our restructured tutorial program
- Design a Celebrate Freedom Week which involve all students and teachers
- Increase parental involvement through Open House, National Parent Involvement Day luncheons, and teacher contacts
- Continue Communities in School's program
- Continue a new character education program called Project Wisdom, which includes goals to help students make wiser choices. The targets are to build character, build self-esteem, and build community
- Continue a textbook accountability system using technology
- Continue the daily campus-wide Pledge of Allegiance to the American and Texas Flag
- Continue to improve using the SEAMS absence reporting system
- Ensure that all teachers are teaching the TEKS as a basis for their curriculum
- Ensure that all teacher lesson plans are TEKS based
- Continue to write and improve comprehensive curriculum guides for all subject areas
- Continue implementation of McCap abstinence curriculum
- Continue a seventh period schedule for the 2005-2006 school year
- Continue teacher appreciation program partnering with local businesses and community individuals in 2005-2006
- Continuing a SUCCESS Program for over-age students in 2005-2006
- Continue a PLATO Program in all core academic areas in 2005-2006
- Continue an Accelerated Math and Accelerated Reading program in 2005-2006
- Continue a personal graduation program for all students in 2005-2006
- Continue a Career Day
- **Add commended performance to 7th and 8th grade student badges as well as recognizing these students during our awards assembly**
- **Weekly recognition of perfect attendance**
- **Mad Minutes**
- **Awards assembly recognition each six weeks during the entire school year**
- **Eighth period schedule (Department & Team Planning times)**

Long-Range Goal #1:

All students at La Vega Junior High School will demonstrate exemplary academic and social performance and will contribute positively to the global community.

Strategy for achieving Long-Range Goal and Performance Objectives: In 2005-2006, all student subgroups at La Vega Junior High School-George Dixon Campus will maintain or increase by 5% on all state assessments.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|--|--|---|--|
| 1.1 Continue to provide <u>Gifted and Talented (GT) Services</u> <ul style="list-style-type: none"> • 6 hours of staff development on GT strategies • Utilize district screening and testing procedures • Communicate with parents regarding policies, procedures, and progress • Enrichment trips for students • TIA 13 • 30 hours of GT training each teacher by 5/07 | M. Keezee L. Stockton E. Krumnow | Testing results Staff Development Certificates Student Projects | Aug. 2005 – May 2006 Benchmark Dates: Nov. 2005 Feb. 2006 May 2006 | ESC Reg. 12 Dr. S. Shields \$500 for training \$500 for materials \$350 for testing | GT Training Database Teacher survey of credit hours |
| 1.2 Continue services to address the needs of <u>English as a Second Language (ESL)</u> students <ul style="list-style-type: none"> • Screening/testing • District Language Proficiency Assessment Committee (LPAC) | P. Harlin E. Krumnow M. Keezee | Minutes of LPAC meetings Student records Exemption documentation | Aug. 2005 – May 2006 Benchmark Dates: Nov. 2005 Jan. 2006 May 2006 | ESC Reg.12 D. Lovesmith M. Wilson | Practice Texas Assessment of Knowledge and Skills Test RPTE results Program Evaluation |
| 1.3 Continue to provide recognition and incentives for perfect attendance <ul style="list-style-type: none"> • End of the Year Awards Assemblies • AB Honor Roll | D. Kroll B. Adams S. Hanks | Public Education Information Management System (PEIMS) | Aug. 2005 – May 2006 | \$2800 | AEIS Report |
| 1.4 Continue to call parents of absent students | D. Kroll R. Dyer L. Rivera Teachers D. Hooks A. Slafka | Roll Sheets Call Logs | Aug. 2005 – May 2006 | Perfect attendance incentives | PEIMS |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|---|--|---|--|---|
| 1.5 Continue <u>Special Education Services</u> <ul style="list-style-type: none"> • Annual Admissions Review and Dismissal (ARDS) • Life Skills Class • Transitional Planning • Special Services for the visually and hearing impaired • Implement strategies from the Comprehensive Assessment Plan • Speech Therapy • TIA 19 • Behavioral class TBSI training • TBSI Training | A. Sopher E. Clark G. Mays R. Richards L. Cochran E. Krumnow L. Barkley M. Green R. Scott L. Voltz | Individual Education Plan (IEP) Modifications Transition Plan Behavioral Intervention Plan (BIP) Occupational Health Minutes SDAA Benchmark Assessments Practice SDAA | Aug. 2005 – May 2006 | Released Tests | ARDS Program evaluation SDAA results |
| 1.6 Work with Education Service Center (ESC) on the identification/recruitment of Migrant Students. | Migrant Service Coordinator: Marilyn Wilson | Migrant records at ESC | Aug. 2005 – May 2006 | ESC Reg. 12 | |
| 1.7 Provide mentor program for new teachers <ul style="list-style-type: none"> • TIA 14 | B. Adams E. Krumnow M. Keezee Participating teachers | District Mentor Evaluation Documents Monthly mentoring meetings | Aug. 2005 – May 2006 | A. Bishop | Mentor/ Mentee Survey Summary |
| 1.8 Cooperate with colleges/universities with teacher preparation programs and student teacher placement | B. Adams Participating teachers | Sign-in sheets Evaluations with university supervisors | Aug. 2005– May 2006 Oct. 2005 Dec. 2005 March 2006 May 2006 | Baylor Education Department Kris Goree Dr. Eldon Barrett | |
| 1.9 Ensure compliance with Federal Requirements in Title IX <ul style="list-style-type: none"> • TIA 13 | B. Adams W. Williams | Student handbook Employee handbook | Aug. 2005 – May 2006 | A. Bishop | Notices/ publications of compliance |
| 1.10 Ensure compliance with Federal Requirements in Title VI <ul style="list-style-type: none"> • TIA 16 | B. Adams S. Cogliati | Student handbook Employee handbook | Aug. 2005 – May 2006 | D. Lovesmith | Notices/ publications of compliance |
| 1.11 Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities <ul style="list-style-type: none"> • TIA 13 | All Teachers S. Cogliati M. Keezee | Lesson Plans Posters Photographs/ Scrapbooks | Aug. 2005– May 2006 | Guest Speaker \$1000 | Campus developed survey for students |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|--------------------------------------|--|---|
| 1.12 Continue department meetings to discuss pending events | Teachers Department Heads | Meeting Minutes Agendas Collaborative Activity Plans | Aug. 2005– May 2006 | Campus Calendar School Calendar | |
| 1.13 Provide guest speakers/ community leaders to address academic and social issues | B. Adams E. Krumnow M. Keezee | School Calendar entry School Newsletter Flyers McCap Survey | Aug. 2005– May 2006 | McCap \$1200 | McCap Survey |
| 1.14 Continue to plan the improvement of Texas Assessment of Knowledge and Skills (TAKS) scores of “at risk” and economically disadvantaged students and other subgroups • TIA 18 | B. Adams E. Krumnow M. Keezee Campus Improvement Team | Lesson Plans District Assessments Disaggregated Data Staff Development | Aug. 2005 – May 2006 | Dr. S. Shields E. Krumnow \$3000 Plato, Sleek, and TAKS Workshops Region 12 Cheryl Cox | Academic Excellence Indicator System (AEIS) TAKS Scores |
| 1.15 Incorporate TAKS objectives in Texas Essential Knowledge and Skills (TEKS) curriculum planning • TIA 18 | B. Adams E. Krumnow Department Chairs Core curriculum teachers | Lesson Plans Accelerated Class Results Vertical Teams | Aug. 2005 – May 2006 | \$5000 ESC 12 Joan Berry Dr. S. Shields E. Krumnow I TEKSTAR | Aligned integrated curriculum Curriculum guides |
| 1.16 Provide extensive support for the TAKS instruction and evaluation through the use of adequate materials, supplies, and technology • TIA 18 | E. Krumnow Campus Leadership Team | Requisitions and Invoices On-Campus Training | Aug. 2005 – May 2006 Dec. 2005 | Kamico \$7500 Step Up to the TAKS \$4000 Plato Gourmet Curriculum, Sleek Software, Curriculum Writing Teams/Staff Development C. Cox Training Waco Tribune Herald Plato & TAKS Workshops | Curriculum guides |
| 1.17 Continue extracurricular activities, University Interscholastic League, and continue PALS All to address the social development of the students | Academic Sponsors Coaches Club Sponsors | List of participants Calendar of events End of Year Awards | Aug. 2005 – May 2006 | \$6500 Newspapers Web Sites | UIL Results Awards Assemblies |
| 1.18 Reward students for academic and social performance by continuing the Student of the Month program Honor roll recognition program | M. Keezee E. Krumnow B. Adams | Photo recognition on school bulletin board Public school announcements Web Sites Honor roll incentives | Each six weeks | \$500 \$800 | Report cards |
| 1.19 Continue to Implement TAKS strategies for all students • TIA 18 | All teachers E. Krumnow | Lesson Plans District Assessments PDAS | Oct. 2005 March 2006 May 2006 | Advisory \$5000 | AEIS Report TAKS scores |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|---|--|--|--|
| 1.20 Provide technology training and utilization opportunities to all students (computer application classes, multimedia research projects, research papers) | E. Krumnow All teachers Technology Committee | Lesson Plans Class Rosters Master Schedules Staff Development | Aug. 2005 – May 2006 | \$4000 L. Kaska | Staff Development Calendar Staff Development Survey Forms Lesson Plans |
| 1.21 Continue awareness of career options (Career Day) for seventh and eighth graders | E. Krumnow J. Clay 8 th grade teachers M. Keezee | Scheduled Dates Aptitude Tests Activity Plans Lesson Plans Guest Sign-In Sheets | Aug. 2005 – May 2006 | \$1500 Guest Speakers TSTC, MCC Baylor Businesses | Calendar |
| 1.22 Continue Reading Improvement Program for grades 7 and 8 • TIA 13 | B. Aldridge G. Lee S. Cogliati E. Krumnow Lang. Arts Teachers | Student Schedules Classroom rosters Diagnostic and Post Assessments | Aug. 2005 Dec. 2005 May 2006 | \$4500 STAR Program SCE Funds \$12,096 (38% FTE) STARS Academics | TAKS Reading Results |
| 1.23 Continue Dyslexia Program for Middle School • TIA 13, 19 | B. Aldridge M. Keezee | Screening & 504 Accommodations Student rosters & Master Schedule Parent Notification sheets | Aug. 2005 Dec. 2005 May 2006 | D. Lovesmith \$800 SCE Funds \$8,947 (38% FTE) | |
| 1.24 Collaborate with School Support Team from ESC Reg. 12 and institutions of higher education to ensure training in successful strategies | E. Krumnow B. Adams Grade Level Chairs Dept. Heads | Training Certificates Minutes of Staff Development Meetings Agendas | Aug. 2005 Dec. 2005 May 2006 | ESC Region 12 \$8000 Baylor University Kelly Fox, Consultant Cheryl Cox | Staff Development Survey |
| 1.25 Ensure that students and their parents are fully informed of their rights and responsibilities | B. Adams E. Krumnow S. Hanks All Staff M. Keezee | Student Handbook Employee Handbook Open House Parent Newsletters | | | Handbooks |
| 1.26 Improve 7th Grade TAKS Writing and Reading scores for ALL Students. | E. Krumnow S. Huff S. Krumnow All Teachers | Quarterly Assessments Data Analysis Tutorials Practice TAKS Assessments | Sept. 2005 Dec. 2005 Feb. 2006 May 2006 | TAKS Workshops \$8,124 campus budget | Improved TAKS Writing Results |
| 1.27 Continue services to address the needs of At-Risk students • Extended Day • AAA • AEP • Saturday School • Tutorials • TIA 19 | B. Adams E. Krumnow S. Hanks F. DeBose A. Manders M. Keezee | List of At-Risk students Six Weeks Grades Demographic Summaries Master Schedule Benchmark Assessments | Aug. 2005 Dec. 2005 May 2006 Each Six Weeks | \$25,000 Campus Budget SCE Funds \$21,100 | TAKS Scores Program Evaluation |
| 1.28 Involve parents from a variety of backgrounds in planning and decision making process • TIA 16 | B. Adams E. Krumnow S. Hanks M. Keezee | Minutes from CQIC meetings SBDM Training Session Parent Recognition | Aug. 2005 Dec. 2005 March 2006 May 2006 | \$500 Student Planners | Sign-In Sheets |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|---|---|---|
| 1.29 Continue to promote a safe and drug free school <ul style="list-style-type: none"> • Red Ribbon Week • Guest Speakers • GREAT • Drug dog • Peer Assistance Leadership | J. Duggan B. Adams S. Hanks B. Aldridge E. Krumnw | Calendar of Events Drug Free Activities/ Assemblies Lesson Plans Health Curriculum | Aug. 2005 Dec. 2005 March 2006 May 2006 | \$500 M. Green Waco Police Department | Survey results |
| 1.30 Continue the Accelerated Reader Program | S. Cogliati G. Lee B. Aldridge Lang. Arts Department | Student Reading Records STAR Assessments | Aug. 2005 Dec. 2005 May 2006 | \$7000 | TAKS Reading Results |
| 1.31 Continue Student Counseling groups <ul style="list-style-type: none"> • Grief • Anger • Straight Talk • Peer Mediation | M. Keezee | List of Participants Minutes of Meetings | Aug. 2005 Oct. 2005 Dec. 2005 March 2006 May 2006 | ESC Region 12 \$500 | Survey Results |
| 1.32 Continue end of year awards assemblies for 7th & 8 th grades | J. McCaig S. Polansky B. Adams L. Rivera M. Keezee | List of Recipients Program Registered Guests | Aug. 2005 – May 2006 | \$2000 | Program Recognition |
| 1.33 Continue Campus Meetings <ul style="list-style-type: none"> • Faculty Meetings • Departmental Meetings • CQIC Meetings • Campus Leadership Team Meetings | B. Adams E. Krumnow S. Hanks Department Chairs | Agenda/ Minutes Activity Plans | Aug. 2005- May 2006 | \$2000 | Sign-In Sheet LVJHGDC Calendars |
| 1.34 Continue counseling services <ul style="list-style-type: none"> • Monthly Parent Newsletters • Coordinate 504 accommodations • 20 Point Club • Duke Talent Search for grade 7 • President's Academic Award for grade 8 • Mentor Program • Communities in Schools (CIS) | M. Keezee R. Dyer | Rosters Test results Newsletter 504 Classroom Accommodations Media Coverage Services Records | Aug. 2005– May 2006 | Baylor University SCE Funds \$47, 959 (.5 FTE) | Program Evaluation |
| 1.35 Continue Student Intervention Team (SIT) <ul style="list-style-type: none"> • TIA 19 | M. Keezee Teachers | SIT Referrals Minutes | Aug. 2005 Oct. 2005 Dec. 2005 March 2006 May 2006 | Files | Documentation Decreased Retentions |
| 1.36 Continue Student Health Intervention | R. Richards T. Guerrero | Student Health Records Medication Log | Aug. 2005– May 2006 Dec. 2005 | School Health Room | Student Sign-In Sheet Records |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|--|---|--|--|
| 1.37 Continue After-School Tutorial Program | B. Adams E. Krumnow Core Teachers CIS Program Baylor Volunteer M. Csehy | Teacher Referrals Report Cards | Aug. 2005- May 2006 Dec. 2005 | McLennan County Youth Collaboration CIS Teachers Baylor Student Volunteers LVHS PALS Bus Transportation | Student Sign-In Sheet Grade Reports |
| 1.38 Integrate technology into core curriculum | Classroom Teachers B. Adams E. Krumnow District Technology Integration | Lesson Plans Student Products | Aug. 2005- May 2006 | \$30,000 Software and Hardware | End Products Student Presentations Increased Academic Success |
| 1.39 Mad Minutes | E. Krumnow Campus Teachers Dr. Shields | TAKS Scores | Aug. 2005 Nov. 2005 Feb. 2006 April 2006 | Staff Support Scheduled Time Intercom | Improved TAKS scores |
| 1.40 Continue the Honors program to begin preparing junior high school students for the rigors of high school academics and high academic achievement | B. Adams E. Krumnow All Teachers of Honors Classes | Master Schedule | Aug. 2005- May 2006 Nov. 2005 Feb. 2006 | \$5000 Training and Materials | Student and Parent Evaluations Increased Student Academic Achievement |
| 1.41 Continue high school credits for Health, Physical Ed., and BCIS | B. Adams E. Krumnow M. Keezee D. Kroll Teachers | Master Schedule Review Lesson Plan Review Teacher Training and Staff Development Input and Survey | Aug. 2005 Nov. 2005 Mar. 2006 May 2006 | Lesson Plans Teacher Training and Staff Development | Teacher Staff Development Survey Results |
| 1.43 Improve 7th and 8th grades Math TAKS scores | E. Krumnow B. Adams Math Teachers All Staff | Lesson Plan Review Data Analysis Results Student Tutorials Participation Sleek and Plato Reports Practice TAKS Assessments Benchmark Quizes | Aug. 2005 Nov. 2005 Feb. 2006 Apr. 2006 | Plato Program Sleek Program AEIS IT C. Cox Training TAKS Data TAKS Academies \$3000 campus budget | Improved Lesson Plans Improved Math TAKS scores |
| 1.44 Continue a model SUCCESS program for over-age LVJHGDC students | B. Adams E. Krumnow J. Doolittle T. Toliver Dr. Shields M. Green | Plato Program Student Testing Assessments Plato Student Reports | Sept. 2005 Nov. 2005 Feb. 2006 May 2006 | Plato Program Computers Staff Training Testing Data Teacher & Aide \$50,000 | Plato Individualized Student testing Assessments |
| 1.45 Implement a Grand Central Station Program (Version of a Content Mastery Program) at LVJHGDC | E. Krumnow B. Adams Teachers L. Volz R. Scott All Teachers | Student Participation Students Reports Student Assessments Teacher Lesson Plans and Input | Aug. 2005 Oct. 2005 Dec. 2005 Feb. 2006 Apr. 2006 May 2006 | Teacher Training Staff Training Check Points \$7,000 | Teacher Failure Rate Student Testing Assessments Student Participation Rate |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|-------------------------------------|--|--------------------------------|--|---|-----------------------------------|
| 1.46 Implement Rubicon Atlas | E. Krumnow B. Adams All Teachers | Completed Teacher Lesson Plans | Aug. 2005 Nov. 2005 Jan. 2006 Mar. 2006 May 2006 | Technology Training Staff Development Planning Time | On Line Curriculum Document |

**La Vega Independent School District
La Vega Junior High Campus Quality Improvement Plan**

Reviewed by the Committee: September 13, 2005

Approved by the LVISD Board of Trustees: November , 2005

Long-Range Goal #2:

The La Vega Jr. High School-George Dixon Campus will achieve an active* partnership among parents, community members, and educators which will promote successful learning.

*Active partnership involves eye-to-eye contact, signature sheets, and distribution of information

Strategy for achieving Long-Range Goal and Performance Objectives: In 2005 – 2006 parental involvement will increase by 5%.

| PARENTAL INVOLVEMENT | 2003-2004 | 2004-2005 | 2005-2006 |
|--|------------------|------------------|------------------|
| *Attended Meet-the-Teacher Night | 80% | 85% | 85% |
| *Attended one Parent-Teacher Conference | 70% | 75% | 75% |
| *Attend one Parent Training / Info Session | 75% | 80% | 80% |
| Returned Parent Survey | | | |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|---|---|---|--------------------------------|---|
| 2.1 Continue to disseminate major campus information/ documents • Student Handbook • Parental Involvement Policy • School/ Parent Agreement | B. Adams S. Hanks E. Krumnow All Teachers | Parent Sign-In Sheets Parent/ Teacher Conference registrations Flyers | Sept. 2005 March 2006 May 2006 | Recruited Businesses \$3500 | Annual Parental Involvement Records Parent Compact |
| 2.2 Continue to ensure that students and their parents are fully informed of their rights and responsibilities | B. Adams S. Hanks E. Krumnow | Signed Parent information sheets | Aug. 2005 Sept. 2005 Dec. 2005 Feb. 2006 April 2006 | | Documentation |
| 2.3 Continue to provide program information/ materials in home language • Home Language Survey • Free/ Reduced Lunch Form • Parental Involvement Policy • School/ Parent Agreement • G/T Referral Form • Student Handbook | B. Adams L. Rivera T. Guerrero J. Snow P. Harlin D. Kroll M. Keezee | Signed and returned forms | Aug. 2005 Sept.2005 May 2006 | Stipend \$1000 | Annual Report |
| 2.4 Continue to involve parents from a variety of backgrounds (that represent the various student subgroups) in the decision-making and planning processes: • Site-Based Decision Making Committee | B. Adams S. Hanks E. Krumnow | Sign-In Sheets from attendees Agendas | Sept. 2005 Nov. 2005 Feb. 2006 May 2006 | \$1000 Supplies \$500 | CQIC Survey Summary |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|--|--|--|--|--|---|
| 2.5 Continue communication between school and home: <ul style="list-style-type: none"> • Send parents a copy of AEIS report in Spanish and English • Send the Home Language Survey to parents in both Spanish and English so parents can communicate needs to us • Send newsletter to every parent in the district • Publish campus announcements for parents on the campus marquee • Publish campus announcements for parents on the campus homepage on the internet • Provide <u>TAKS Study Guide for Parents</u> | B. Adams L. Rivera E. Krumnow M. Keezee Classroom Teachers | Signed and returned forms Collected Documents Newsletters Phone Contact Progress Reports Report Cards Attendance Letters Discipline Referrals Student Handbook Parent-Teacher Conferences | Monthly Aug. 2005– June 2006 Each Six Weeks | \$1000 Employee Time | TAKS Score Reports AEIS Reports Parent Surveys Web Page Collected Documentation Parent Signature Sheets Parent-Teacher Conference Forms |
| 2.6 Continue including parents as sponsors/ chaperones for student field trips | Grade Level Teachers | Sign-In Sheet for Sponsors Trip Plans | Aug. 2005– June 2006 | \$6000 | Trip Reports |
| 2.7 Continue Mentorship Program for Students and encourage teacher participation | R. Dyer M. Keezee | Registration and pairing of Mentors and Mentees Campus Sign-In Sheet | Sept. 2005 Dec. 2005 June 2006 | Recruited Business Sponsors \$2500 (budget) | Mentor/ Mentee Evaluations |
| 2.8 Continue to provide training to teachers in the area of sensitivity needs of children of poverty | B. Adams E. Krumnow | Sign-In Sheet for teachers attending training | Aug. 2005 Dec. 2005 May 2006 | Dr. S. Shields \$2000 McCap | Teacher Evaluations |
| 2.9 Continue hosting evening activities for parents as opportunities to strengthen parent/ teacher relationships | B. Adams E. Krumnow All Departments | Sign-In Sheets for attendees Agendas Promotional Newsletter | Aug. 2005 Oct. 2005 March 2006 June 2006 | Recruited Business Sponsors \$3000 (budget) | Evaluations |
| 2.10 Initiate parent survey to evaluate campus programs | B. Adams E. Krumnow Campus Improvement Plan Planning Teams | Summary Documentation Returned Surveys | Nov. 2005 Dec. 2005 March 2006 May 2006 | Postage | Survey Results CQIC |
| 2.11 Initiate an Informative Meeting for Parents concerning the G/T and Pre-AP programs | B. Adams E. Krumnow L. Stockton Honors Teachers | Meeting Sign-In Sheets | Aug. 2005 Sept. 2005 | \$200 | Meeting Evaluations |
| 2.12 Continue successful volunteer programs | M. Keezee R. Dyer | Evidence of program implemented on campus School Supplies | Sept. 2005– May 2006 | Title 5 Funds | Annual Report |
| 2.13 Continue to host meet the teacher night | B. Adams S. Hanks E. Krumnow All teachers and staff | Parent Sign-In Sheets Parent/Teacher Conferences Registrations Flyers | Sept. 2005 March 2006 May 2006 | Recruited Businesses \$3500 | Annual Parental Involvement Records Parent Compact |
| 2.14 Celebrate parent Involvement Week in Nov. by inviting parents to dine with their children during a scheduled week | M. Keezee R. Dyer E. Krumnow B. Adams | Sign-In sheet for attending Parents | Nov. 2005 | \$1500 | Parent Surveys Evaluations |

**La Vega Independent School District
La Vega Junior High Campus Quality Improvement Plan
2005**

**Reviewed by the Committee: September 13, 2005
Approved by the LVIDS Board of Trustees: November 18, 2005**

Long-Range Goal #3:

The La Vega Junior High School-George Dixon Campus will have a safe and orderly environment conducive to successful student learning.

Strategy for achieving Long-Range Goal and Performance Objectives: In 2005-2006, La Vega Junior High School-George Dixon Campus will have a safe and orderly environment as evidenced by a reduction in discipline referrals and the number of instances reported on the annual Safe/Drug-free Schools/Community Evaluation.

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|---|---|--|-----------------------------|
| 3.1 Continue to provide drug prevention activities: • Red Ribbon Week: Poster Contests, Various Activities • Guest Speakers (La Vega High PALS, Prison Inmates, Athletes) • Drug Use Surveys • Drug Dog Program | B. Adams E. Krumnow B. Aldridge J. Duggan M. Keezee R. Dyer | Calendar of Events Sign-in Sheets Media Coverage Health Curriculum | Aug. 2005– May 2006 Jan. 2006 | \$2000 | Student Surveys |
| 3.2 Continue to update information to teachers, staff, and parents on dealing with anger management issues | B. Adams S. Hanks E. Krumnow M. Keezee | Schedule of Campus In-service Meetings | Aug. 2005– May 2006 | ESC Region 12 Selected Videos \$2500 | Evaluations from in-service |
| 3.3 Continue a violence prevention training program | B. Adams S. Hanks J. Duggan | Health Ed. Class | Aug. 2005– May 2006 | ESC Region 12 Waco Police Department | Master Schedule |
| 3.4 Provide awareness of the American Disabilities Act Guidelines (ADA) | Facility Team P. Harvey | Information handout | Aug. 2005– May 2006 Jan. 2006 | Central Office Staff | CIP |
| 3.5 Continue to update facilities to ensure compliance with ADA guidelines. | B. Adams | Paid purchase order | Aug. 2005 Jan. 2006 May 2006 | Approved Bidder Central Office Staff | Building Check-Up |
| 3.6 Continue to monitor high traffic areas of concern: • Hallways • Mornings • Lunch • Bus Duty • Monitor Bathrooms | S. Hanks B. Adams Campus Staff | Duty Rosters | Aug. 2005 Oct. 2005 Feb. 2006 May 2006 | \$4000 | Add Personnel (monitors) |
| 3.8 Discuss rules and regulations in student handbook with students and obtain parent signature sheet from booklet | Teachers from each grade level | Signed Parent Form | Aug. 2005- Sept. 2005 | Time | |

| ACTIVITIES | PERSON RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCES NEEDED | SUMMATIVE EVALUATION |
|---|--|--|---|---|---|
| 3.9 Create and implement a crisis management plan for the campus | B. Adams S. Hanks E. Krumnow Entire Staff | Report from Committee Training records | Aug. 2005– May 2006 Nov. 2005 March 2006 | District Management Team | |
| 3.10 Implement a student pick-up/drop-off system to ensure the safety of students | S. Hanks E. Krumnow Waco Police Dept. | Written plan sent to parents | Aug. 2005– May 2006 | Waco Police Department Administrator Orange Cones | Student/ Parent Surveys |
| 3.11 Continue to offer Peer Mediation to students | M. Keezee | Completed Peer Mediation Requests | Aug. 2005– May 2006 Feb. 2006 | \$500 | Student Evaluations |
| 3.12 Continue to allow teachers to attend curriculum workshops | B. Adams E. Krumnow | Completed training request form | Aug. 2005– May 2006 | \$7500 | Certificates |
| 3.13 Ensure fire extinguishers are in every classroom with electrical equipment (computers) | B. Adams S. Hanks | Paid Purchase Order | Aug. 2005– May 2006 Oct. 2005 | Approved bidder Maintenance Department | Installed Equipment |
| 3.14 Continuation of the Gang Resistance Education and Training (GREAT) program | J. Duggan | Lesson Plans | Aug. 2005– May 2006 Nov. 2005 March 2006 | Waco Police | Student Evaluations |
| 3.15 Institute team & department meetings on a once per six weeks basis to discuss current/potential discipline and safety issues | B. Adams S. Hanks M. Keezee Team Chairs | Written minutes of each meeting | Aug. 2005– May 2006 | Schedule | Summary Report |
| 3.16 Maintain the installation of a warning system for the visually impaired and auditory impaired. | B. Adams | Reported bids Reports to CQIC and Facilities Committee | Aug. 2005– May 2006 | | Bid Report to District and Campus |
| 3.18 Continue Violence Prevention for targeted 8 th graders | M. Keezee | Statistical Documentation Student Data | Aug. 2005– May 2006 Dec. 2005 | Baylor University Grant Program | Compiled Data |
| 3.19 Continue AEP/ ISS and MCCA | B. Adams S. Hanks F. DeBose A. Manders | PEIMS 435 Report Discipline Referrals | Aug. 2005 Dec. 2005 March 2006 June 2006 | SCE Funds \$70,079 (1FTE teacher and 2 FTE Aids) | Discipline referrals EOY Discipline Report |
| 3.20 Develop a plan for monitoring the 20 mph school zone | B. Adams S. Hanks E. Krumnow | Reports from staff members Reports from parents and community members Report from Waco PD | Oct. 2005 Dec. 2005 Feb. 2006 April 2006 | Teachers Administrators Parents Community Members Waco Police Dept. | Report from staff and community surveys |

La Vega High School - Campus Improvement Plan 2005-2006

Campus Name: LA VEGA HIGH SCHOOL

Date of Committee Approval:

District Name: LA VEGA I.S.D.

Date of Board Approval:

Long Range Goal # 1: All students at La Vega High School will reach their full academic and social potential and will be responsible citizens in a global society.

Annual Performance Objective: In 2005-2006, all students at La Vega High School will increase by at least 5% on all district and state assessments.

Identified Needs: Gaps in student achievement; need for continued data disaggregation/analysis; need for continued collaboration/development of knowledge/skills, and need for continued vertical and horizontal alignment in core subject areas.

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation / Assessment) | Benchmark Dates |
|--|--|---------------|-------------|-------------|---|---|
| | | | | | Formative: | |
| Programs | | | | | | |
| 1.1 Continue and expand services to address the needs of identified G/T students <ul style="list-style-type: none"> • Policy/Procedures/ Notification • Nominations/Screening • Assessment • Professional Development: <ul style="list-style-type: none"> ➤ Teachers – 30 Hours ➤ Teachers – 6 Hour Annual Update ➤ Administrators and Counselors – 6 Hours • Advanced Curriculum Pre AP, AP, Honors, and Dual Credit classes | Jerry Brem Marsha Moore Sal Acosta Erna Watkins Jim Parten | 8/05 | 5/06 | ESC Reg. 12 | Policy/procedure documents on file; Parent Communications; List of identified students/PEIMS/ Training/ Staff Development records; Assessment Records; Progress Reports; Report Card Grades; Lesson Plans; Course Offerings / Curriculum; Advanced-Level Student Products | Benchmark Checks: <ol style="list-style-type: none"> 1) Number of identified students 11/05 2) Number by Gender/Diversity 11/05 3) Percentage of Mastery on Benchmark and District Assessments 9/05; 12/05; 2/06; 5/06 Program Evaluation: Surveys from parents and students; TAKS; Local Program Evaluation 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|--|---------------|-------------|--|---|--|
| | | | | | Formative: | |
| Programs, Continued | | | | | | |
| 1.2 Continue services to identified Special Education students <ul style="list-style-type: none"> • Policies/Procedures/Notification • ARD's, annual and as needed • Implementation of CAP (Comprehensive Analysis Process) and training on each strategy <ul style="list-style-type: none"> >Transitional Planning >Initial testing / placement >Least restrictive environment >Related services >Annual evaluation/ follow-up • Classroom modifications • Assistive technology, as needed • Speech • Inclusion • Resource room • Self-Contained classroom • VAC Program • Grand Central Station Program | Jerry Brem Linda Volz Marsha Moore Erna Watkins Sal Acosta Melissa Canet | 8/05 | 5/06 | ESC Reg. 12 Special Ed Teachers Educational Diagnostician ARD Committee Members | Benchmark Checks: <ol style="list-style-type: none"> 1) Number of identified Special Education students 2) Number by Gender/Diversity 3) Percentage mastering TAKS/SDAA Assessments Program Evaluation: TAKS; SDAA; Surveys; Local Program Evaluation | 9/05; 5/06 9/05; 5/06 5/06 5/06 |
| 1.3 Continue Career and Technology/Carl Perkins programs/activities: <ul style="list-style-type: none"> • Policies/Procedures • Course Sequence • Coordination/Planning • Individual Education Program Modifications • Integrated Academic/CATE Courses • Counseling *compliance with Title VI and IX | Jerry Brem Maria Green Erna Watkins Sal Acosta Marsha Moore Kathy Bishop Leasa Duron | 8/05 | 5/06 | ESC Reg. 12 McLennan Community College Texas State Technical College | Benchmark Checks: <ol style="list-style-type: none"> 1) Number of students enrolled in CATE courses 2) Number of dual credit courses & articulation agreement courses Program Evaluation: TAKS; Surveys; Local Program Evaluation | 9/05; 1/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|-------------------------------------|-----------------------|---------------|-------------|----------|---|--------------------|
| | | | | | | |

| | | | | | Formative: | |
|--|--|------|------|-------------------------------|--|--|
| Programs, Continued | | | | | | |
| 1.4 Provide services for identified ESL students <ul style="list-style-type: none"> • Home Language Survey • Policies/Procedures/ Notification • Parent Consultation • Screening / Testing • LPAC (Language Proficiency Assessment Committee) • Translations • Follow-up (Exited Students) • Staff Development on ESL Strategies/Modifications • Classroom/Curriculum Support | Jerry Brem Maria Green Marilyn Wilson Erna Watkins Sal Acosta Pat Harlin Bill Swearingen Jocelyn Pierce | 8/05 | 5/06 | ESC Reg. 12 Pat Harlin | <p>Benchmark Check:</p> <p>1) Number of students identified for ESL Program 12/05; 5/06</p> <p>2) Percentage of ESL students passing core classes 12/05; 5/06</p> <p>Program Evaluation: TAKS; RPTE; Pre/Post Testing; Surveys; Local Program Evaluation</p> | |
| 1.5 Continue programs/services for students identified with Dyslexic tendencies: <ul style="list-style-type: none"> • Policies/Procedures / Notification • Parent Notification/Consent • Identification/Student Assessment • Program/Activities • Staff Development • Early Identification • Accommodations | Jerry Brem Marsha Moore Erna Watkins Sal Acosta Suzette Gill | 8/05 | 5/06 | ESC Reg. 12 | <p>Benchmark Checks:</p> <p>1) Identification of Dyslexic students</p> <p>2) Academic progress in core subjects and state assessments</p> <p>Program Evaluation: TAKS; Surveys; Pre/Post Testing; Local</p> | |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|--|---------------|-------------|--|---|--------------------------------|
| | | | | | Program Evaluation | |
| | | | | | Formative: | |
| Programs, Continued | | | | | | |
| 1.6 Provide programs/activities to serve identified At-Risk students: <ul style="list-style-type: none"> • Policies/Procedures/ Notification • Student Identification • Program Activities • Staff Development <ul style="list-style-type: none"> ○ At-Risk Criteria ○ Services/Programs ○ Confidentiality • Pregnancy Related Services • Community in Schools • Credit Recovery Programs • Personal Graduation Plans | Jerry Brem Marsha Moore Erna Watkins Sal Acosta Leasa Duron Melissa Canet Jason Keys | 8/05 | 7/06 | ESC Reg. 12 PEP Instructor CIS Personnel SCE Funds Activity: | Benchmark Checks: 1) Identification of At-Risk students 2) Academic progress in core subjects and state assessments Program Evaluation: TAKS; Pre/Post Testing; Local Program Evaluation | 8/05 – 5/06 8/05 – 5/06 |
| Curriculum/Instruction | | | | | | |
| 1.7 Provide an enriched curriculum that is scientifically research-based to insure academic success for all students in all subjects <u>English/Language Arts Reading / Writing:</u> Continue activities to insure success in Reading / Writing: TAKS Short Answer paragraphs, Essay Writing, Vocabulary Word Study, Literary Terms Study, Sustained Silent Reading, Word Wall for LEP students Implementation of new reading | Jerry Brem Marsha Moore Pam Eggebrecht Wanda Riggs – Master Reading teacher English Dept. Teachers | 8/05 | 5/06 | TEA Core Curriculum ESC Reg. 12 Scope & Sequence Departmental Meetings Disaggregated Data (Margaret Kilgo) Released and web based testing materials Academic Camps | Pre-Test: all students were evaluated to determine quantity of differentiation of instruction Benchmark Checks: 1) District Assessments 2) Implementation of Ruby Payne/Harry Wong strategies in classroom 3) Implementation of vertical and horizontal alignment for prevention of gaps in instruction 4) Benchmark tests | Fall 05 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|--|-----------------------|---------------------|--|---|--|
| program for struggling students TAKS Parent Night | | | | Reg. 12 – Teacher TAKS Academy | 5) Number of students earning English credits 6) TAKS scores | |
| | | | | | Formative: | |
| Curriculum/Instruction, Continued | | | | | | |
| Math: Continue activities to insure success in Math: Collaboration among common math areas TAKS and Academic Tutorials • Agile Minds Program integration • Dana Center initiatives for TAKS score improvements • Vertical Alignment • TAKS Parent Night | Jerry Brem Marsha Moore Connie Daugherty Math Dept. Teachers | 8/05 | 5/06 | TEA Core Curriculum ESC Reg. 12 EXCEL Program PLATO Program NovaNet Program Curriculum materials Ruby Payne/Harry Wong materials Academic Camps | Benchmark Checks: 1) Number of students earning math credits 2) District Assessments 3) Benchmark Tests 4) TAKS scores | 12/05 – 5/06 Fall 05 8/05 – 5/06 |
| Science: Continue activities to insure success in Science: • Dana Center initiatives for TAKS score improvements • TAKS and Academic Tutorials • Daily Science Bell Ringers for all non-core classes • Pull-Out Program during elective for TAKS re-testers • TAKS Summer Science Academy • TAKS Parent Night • Spring – Family Science Lab Night – once a month | Jerry Brem Marsha Moore Lisa Cobb Dana McAdams Jocelyn Pierce Science Dept. Teachers | 8/05 | 5/06 | TEA Core Curriculum ESC Reg. 12 Teacher technology training Academic Camps Atlas Rubican Video Streaming TEA Website – Study resources, Test sites Lab Manuals and resources | Benchmark Checks: 1) Use of technology in laboratory settings 2) District Assessments 3) Number of students earning science credits 4) Benchmark Tests 5) TAKS scores | Fall 05 8/05 – 5/06 8/05 – 5/06 |
| Social Studies: Continue activities to insure | Jerry Brem Marsha Moore | 8/05 | 5/06 | TEA Core Curriculum | | |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|--|-----------------------|---------------------|--|---|----------------------------|
| success in Social Studies: <ul style="list-style-type: none"> • TAKS and Academic Tutorials • TAKS Parent Night • 5 Min. Bell Ringers each to reinforce learning • Videos for reinforcement • Internet Activities • Power Point Presentations | Dennis Hataway Social Studies Dept. Teachers | | | ESC Region 12 Teacher technology training Academic Camps Video Streaming TEA Website – Study resources, test sites | Benchmark Checks: 1) District Assessments 2) Benchmark Tests 3) Number of students earning social studies credits 4) TAKS scores | Fall 05 8/05 – 5/06 |
| | | | | | Formative: | |
| Mastery Activities | | | | | | |
| 1.8 Continue to provide opportunities for students not mastering required objectives to acquire needed skills: <ul style="list-style-type: none"> • Tutorials/Academic Camps • Credit recovery – PLATO • Summer School • TRACK Program | Jerry Brem Marsha Moore Erna Watkins Sal Acosta | 8/05 | 5/06 | Credit recovery & tutorial teachers Tutorial software Study guides | Benchmark Checks: 1) Number of students earning credits 2) Increased graduation rates | 8/05 – 5/06 8/05 – 5/06 |
| Staff Development | | | | | | |
| 1.9 Provide appropriate staff development to meet the needs of all staff. <ul style="list-style-type: none"> • Atlas Rubican • Lesson Plan Development • Curriculum Development and Alignment • Behavior Management • Conflict Resolution • Higher Level Thinking Skills | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | ESC Reg. 12 Administrative Staff | Discipline procedures outlined and implemented by LVHS Staff Decreased number of referrals to the office | 8/04 – 5/05 8/04 – 5/05 |
| Assessments | | | | | | |
| 1.10 Develop/administer appropriate assessments to monitor student progress | Jerry Brem Marsha Moore Erna Watkins | 8/05 | 5/06 | TAKS, PSAT, ACT & SAT study materials | Scores on State & National assessments 3-week Progress Reports | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|---|---|-----------------------|---------------------|--|---|----------------------------|
| <ul style="list-style-type: none"> • TAKS Practice/Field tests • PSAT/SAT • ACT • ASVAB • Progress Reports/Report Cards | Sal Acosta Gene Haney | | | ESC Reg. 12 | Report Card Grades Benchmark Tests TAKS scores | |
| Dropout Prevention | | | | | | |
| 1.11 Continue to provide Dropout Prevention strategies/activities: <ul style="list-style-type: none"> • Credit recovery – PLATO • Success Program • Personal Graduation Plans • Mentoring | Jerry Brem Marsha Moore Erna Watkins Sal Acosta | 8/05 | 5/06 | PLATO software Success Program PGP software | (1) Number of students earning credits (2) Graduation rates (3) Number of students passing Exit Level TAKS tests | 8/05 – 5/06 |
| | | | | | Formative: | |
| Technology Uses | | | | | | |
| 1.12 Continue to expand the use of technology for instruction and educational management <ul style="list-style-type: none"> • Continue purchasing, networking & expanding campus technology for the classroom setting • Increase participation in Intel Teach To the Future Program • Teacher Star Chart Survey • Staff Development • Implementation of A+ Program • Implementation of Technology Systems Program | Jerry Brem Larry Kaska Paul Brinkman Edwin Drake Technology Committee | 8/05 | 5/06 | ESC Reg. 12 LVISD Technology Dept. LVHS Library Diane Dietiker Dennis Hataway Robert Palacios A+ Program Technology Systems Program District & Campus budgets | Expanded technology so that staff and students have access to appropriate technology resources to support curricular goals | 8/05 – 5/06 |
| Transitions | | | | | | |
| 1.13 Continue activities to transition students successfully through the educational process <ul style="list-style-type: none"> • Personal Graduation Plan | Jerry Brem Marsha Moore Erna Watkins Sal Acosta | 8/05 | 5/06 | College & University recruiters and liaisons Career Seminars | Increased College & University recruiters and liaisons speaking to students about career opportunities, grants , scholarships, etc. | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|---|---|-----------------------|---------------------|--|---|----------------------------|
| | | | | PGP software | | |
| Clubs/Organizations | | | | | | |
| 1.14 Provide campus clubs and organizations for student involvement, leadership development, and community service. <ul style="list-style-type: none"> • Athletic Programs • NJROTC • Band • Choir • Academic Programs • Spanish Club • Student Council • National Honor Society • CHIPS • DCP | Jerry Brem Willie Williams Professional Staff members | 8/05 | 5/06 | Program rules & guidelines School budgets Fund raisers | Records of student participation Awards ceremonies Community benefits | 8/05 – 5/06 |
| | | | | | Formative: | |
| Communications | | | | | | |
| 1.15 Continue approaches to improve communication on the campus among the staff members. <ul style="list-style-type: none"> • Provide email for intra-campus & intra-district communications • Departmental Meetings • Faculty Meetings • Weekly Staff Bulletins | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Lisa Cobb Natasha Garcia Dept. Chairs | 8/05 | 5/06 | LVISD Technology Dept | Immediate & reliable communication between campus staff members, district employees and the outside world | 8/05 – 5/06 |
| 1.16 Implement plan for meeting NCLB requirements for staff qualifications/certification: <ul style="list-style-type: none"> • All Teachers – Highly Qualified • All Paraprofessionals – Certified | Jerry Brem Al Bishop Dept. Chairs | 8/05 | 5/06 | Certification records Al Bishop | Employment of highly qualified teachers and certified paraprofessionals | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|---|-----------------------|---------------------|---|--|----------------------------|
| Planning Opportunities | | | | | | |
| 1.17 Provide various opportunities for the staff and others to be involved in planning for campus improvement <ul style="list-style-type: none"> • CEIC Committee • Departmental Meetings | Jerry Brem Marsha Moore | 8/05 | 5/06 | SBDM Committee | Minutes of meetings Surveys Proposals | 8/05 – 5/06 |
| Higher Education | | | | | | |
| 1.18 Provide information on higher education opportunities: <ul style="list-style-type: none"> • Admission and Financial Aid Opportunities • Texas Grant & Teach for Texas Grant • FAFSA • Loan opportunities • Informed Curriculum Choices | Jerry Brem Marsha Moore Erna Watkins Sal Acosta | 8/05 | 5/06 | College & University recruiters and liaisons Informative handouts in counseling center | Increased percentages of graduating seniors attending two/four year colleges, universities, and technical schools. | 8/05 – 5/06 |
| | | | | | Formative: | |
| 1.19 Provide opportunities for students to participate in college level classes <ul style="list-style-type: none"> • Dual Credit Classes • College Credit Classes | Jerry Brem Marsha Moore Erna Watkins Sal Acosta | 8/05 | 5/06 | College & University professors from MCC & TSTC | Benchmark Checks 1) Number of students enrolled in classes 2) Number of credits earned | 8/05 – 5/06 |
| Attendance | | | | | | |
| 1.20 Continue strategies/activities to assure high student attendance rate of 96% or better <ul style="list-style-type: none"> • Refer students with a pattern of poor attendance to court | Jerry Brem David Fuller Jocelyn Pierce Don Hooks | 8/05 | 5/06 | TEA Guidelines for compulsory attendance LVISD Policy on student attendance | Benchmark Checks 1) Number of students with perfect attendance 2) Increased ADA 3) Individual student percentage records | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|--|-----------------------|---------------------|---|---|----------------------------|
| <ul style="list-style-type: none"> Purchase Parent Connection System to contact parents about student absences | | | | | | |
| Major Campus Documents | | | | | | |
| 1.21 Disseminate all major campus documents in English and Spanish and/or provide an interpreter, if needed. | Jerry Brem Office Staff | 8/05 | 5/06 | LVHS office staff | Student Handbook; Parent Involvement Policies/Compact; Enrollment Forms | 8/05; 12/05; 5/06 |
| Federal Requirements | | | | | | |
| 1.22 Ensure compliance with the requirements of Title IX (Sexual Discrimination) <ul style="list-style-type: none"> Posted Notice P.E./Athletic Presentations Student/ Staff Handbooks | Jerry Brem Office Staff Willie Williams Sherry Salter | 8/05 | 5/06 | Region XII State/Federal law Al Bishop LVHS office staff | Notices; Student/Staff Handbooks; Application Form UIL Handbook | 8/05; 12/05; 5/06 |
| 1.23 Ensure compliance with the requirements of Title VI (Civil Rights) <ul style="list-style-type: none"> Posted Notice Student/Staff Handbooks | Jerry Brem Office Staff | 8/05 | 5/06 | Region XII State/Federal law Al Bishop LVHS office staff | Notices; Application Form; Student/Staff Handbooks | 8/05; 12/05; 5/06 |
| | | | | | Formative: | |
| 1.24 Ensure that all students and parents are informed of their rights and responsibilities <ul style="list-style-type: none"> Student Handbook Parent Involvement Policies and Practices School/Parent Compact | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Office Staff Central Office Staff | 8/05 | 5/06 | Region XII LVHS office staff | Student Handbook; Parental Involvement Policies; School/Parent Compact | 8/05; 12/05; 5/06 |
| | | | | | Summative: <ul style="list-style-type: none"> TAKS scores SDAA scores TPRI Scores | 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|---|-------------------------------|-----------------------|---------------------|-----------------|---|----------------------------|
| | | | | | <ul style="list-style-type: none"> • AEIS Data | |

La Vega High School - Campus Improvement Plan 2005-2006

Campus Name: LA VEGA HIGH SCHOOL

Date of Committee Approval: October 8, 2004

District Name: LA VEGA I.S.D.

Date of Board Approval:

Long Range Goal # 2: All parents, community members, and educators at La Vega High School will be active partners in the education of our students.

Annual Performance Objective: In 2005-2006, increased parent/community involvement at La Vega High School will be evidenced by an increase in the number of parent/community contacts

Identified Needs: Lack of parent involvement/participation in school activities; need for increased communication

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|--|-----------------------|---------------------|--|--|----------------------------|
| | | | | | Formative: | |
| Communication | | | | | | |
| 2.1 Continue numerous approaches to assure open communication between the school and home <ul style="list-style-type: none"> • Newsletters • Marquee • District Website • Progress Reports/Report Cards • Surveys • Parent phone contacts • Phone Master • On-Line Newspaper | Jerry Brem | 8/05 | 5/06 | Sal Acosta, Webmaster Dennis Hataway, NHS Sponsor LVHS Office Staff | Newsletters; Marquee; Website; Progress Reports; Report Cards; Surveys | 9/05; 12/05; 5/06 |
| Teacher /Parent Conferences | | | | | | |
| 2.2 Conduct teacher/parent conferences in person, by phone, mail or email. | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | LVHS Professional teaching staff | Conference/contact logs | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|---|--|-----------------------|---------------------|--|--|----------------------------|
| | | | | | | |
| | | | | | Formative: | |
| Involvement Opportunities | | | | | | |
| 2.3 Continue opportunities for parents and community members to be actively involved in the programs of the school <ul style="list-style-type: none"> • Booster Clubs • Members of Committees • Class Sponsors • Freshman Orientation • Induction Ceremonies • Extracurricular Programs • Volunteers | Jerry Brem Sal Acosta Erna Watkins | 8/05 | 5/06 | ESC Reg. 12 LVHS Professional staff | Membership records Sign-in logs Records (list) of Activities | 8/05 – 5/06 |
| Training/ Information Sessions | | | | | | |
| 2.4 Provide numerous opportunities for sharing information or training with parents | Jerry Brem Marsha Moore Maria Green Dalia Grisham | 8/05 | 5/06 | ESC Reg. 12 LVISD Parent Educator Program | Sign-in logs Program Bulletins | 8/05 – 5/06 |
| Planning Opportunities | | | | | | |
| 2.5 Provide opportunities for parents and community members to be involved in the planning process <ul style="list-style-type: none"> • CEIC Committee • Comprehensive Planning Process • School/Parent Compact | Jerry Brem | 8/05 | 5/06 | SBDM Committee Long Range Planning Committee | Sign-in logs Meeting minutes | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|--|-----------------------|---------------------|--|---|----------------------------|
| | | | | | | |
| | | | | | Formative: | |
| Surveys | | | | | | |
| 2.6 Disseminate a parent survey to collect information /input for planning and school improvement | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | SBDM Committee LVHS Administrative Staff Survey forms | Survey Results | 8/05 – 5/06 |
| Rights and Responsibilities | | | | | | |
| 2.7 Ensure that parents and students are informed of their rights and responsibilities <ul style="list-style-type: none"> • Student Handbook • Student Code-of-Conduct • School/Parent Compact • G/T Policy and Procedures • Special Education Rights | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | SBDM Committee LVHS Administrative Staff LVHS Special Education Staff | Handbook; Code of Conduct; School/Parent Compact; G/T Policy/Procedures; Special Education Rights | 8/05 – 5/06 |
| | | | | | Summative Evaluation: <ul style="list-style-type: none"> • Parental Involvement Records • Survey Information • TAKS Scores • AEIS Data | 5/06 |

La Vega High School - Campus Improvement Plan 2005-2006

Campus Name: LA VEGA HIGH SCHOOL
District Name: LA VEGA I.S.D.

Date of Committee Approval:
Date of Board Approval:

Long Range Goal # 3: La Vega High School will have a safe, orderly environment that promotes successful student learning.

Annual Performance Objective: In 2005-2006, a safe, orderly environment at La Vega High School will be evidenced by a reduction in the number of incidents reported on the S/DFSC (PEIMS 425) record.

Identified Needs: Continue implementation of uniform and consistent discipline policy/practices; increased knowledge of crisis plan/policies and activities

| Safe/Drug-Free Schools and Communities Data / Goals | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|------------------|------------------|------------------|------------------|
| Number of students placed in AEP | 196 | 104 | 28 | 22 |
| Number of code of conduct violations (PEIMS 425 Code 21) | - | 336 | 540 | 871 |
| Number of incidents related to tobacco (PEIMS 425 Code 33) | 18 | 6 | 0 | 0 |
| Number of incidents related to alcohol (PEIMS 425 Code 05, 37) | 1 | 0 | 0 | 0 |
| Number of incidents related to other illegal drugs (marijuana, cocaine, etc. - PEIMS 425 Codes 04, 06, 36) | 1 | 2 | 0 | 1 |
| Number of fights (mutual combat – PEIMS 425 Code 41) | 82 | 75 | 37 | 34 |
| Number of assaults or retaliation on school personnel, volunteer, and other adults (PEIMS 425 Code 08, 27, 29, 31) | 0 | 1 | 0 | 0 |
| Number of assaults on students (PEIMS 425 Code 28, 30) | 2 | 0 | 0 | 0 |
| Number of weapons (firearms, knives, clubs) on campus (PEIMS 425 Code 11, 12, 13) | 0 | 1 | 0 | 5 |
| Number of incidents related to targeted violence threats (PEIMS 425 Code 26, 35) | 0 | 0 | 0 | 0 |
| Number of incidents related to gang violence (PEIMS 425 Code 34) | 0 | 0 | 0 | 0 |
| Number of other felonies (PEIMS 425 Code 02, 16, 17, 18, 19, 22) | 0 | 0 | 0 | 0 |
| Number of student ISS Placements | | | | 230 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|---|-------------------------------|-----------------------|---------------------|-----------------|---|----------------------------|
|---|-------------------------------|-----------------------|---------------------|-----------------|---|----------------------------|

| | | | | | | |
|--------------------------------------|--|--|--|--|--|-----------|
| Number of student suspensions | | | | | | 49 |
|--------------------------------------|--|--|--|--|--|-----------|

| | | | | | Formative: | |
|--|--|------|------|---|--|-----------------------------|
| Discipline Management | | | | | | |
| 3.1 Revise/improve the campus discipline management: <ul style="list-style-type: none"> • Implement Foundations Program • Implement CHAMPS Discipline Plan • Student Code of Conduct • Student Handbook | Jerry Brem David Fuller Jocelyn Pierce | 8/05 | 5/06 | Campus/District Discipline Plan Code of Conduct Student Handbook | Signed Acceptance Forms Revision of Student Handbook | 9/05; 2/06; 5/06 9/05 |
| Crisis Mngt./Violence Prevention | | | | | | |
| 3.2 Identify/maintain <ul style="list-style-type: none"> • Crisis Management/ Response Plan • Crisis Response Team/Training • Staff Orientation to Emergency Drills: Building Evacuation (Fire); Shelter In Place (Tornado); Lockdown; BASE (Building Active Shooter Emergency); Site Evacuation | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Kathleen Nesbitt | 8/05 | 5/06 | ESC Reg. 12 Crisis Response Handbook Diagrams of evacuation plans | Crisis Response Team Membership List; Meeting Agendas/Sign-in Sheets; Staff Development; Crisis Plan; Drills | 9/05; 12/05; 4/06 |
| Technology | | | | | | |
| 3.3 Continue the expansion/ purchasing/ networking of campus technology in order to meet current needs by following the district technology plan and developing timeline to do the following: | Jerry Brem Diane Dietiker Larry Kaska Technology Committee | 8/05 | 5/06 | Campus/District Technology Plans | District records and Purchase Orders that document improvements in and purchase of campus based technology | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|--|---|-----------------------|---------------------|--|--|----------------------------|
| | | | | | | |
| | | | | | Formative: | |
| Climate Issues | | | | | | |
| 3.4 Continue to encourage and develop a positive and nurturing climate for students, parents, and teachers <ul style="list-style-type: none"> • Recognition of “A” – “B” honor roll students • Awards Night • TAKS Awards | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Staff | 8/05 | 5/06 | T.B.S.I materials Teen Leadership materials Parent Meetings | Fewer discipline problems Positive parent responses Parent Surveys | 8/05 – 5/06 |
| Surveys | | | | | | |
| 3.5 Continue to administer surveys: <ul style="list-style-type: none"> • Teacher • Student | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | Survey Forms | Surveys; Compilation of Results; Action Plan | 5/06 |
| Safety Issues | | | | | | |
| 3.6 The campus will conduct monthly Disaster Drills <ul style="list-style-type: none"> • Fire • Tornado • Violence | Jerry Brem Kathleen Nesbitt | 8/05 | 5/06 | Crisis Response Handbook Diagrams of evacuation plans | Records of disaster drills | 8/05 – 5/06 |
| 3.7 Maintain building security <ul style="list-style-type: none"> • Video surveillance system • Locked hallway/classroom doors • Visitor sign-in/badges • Teacher sign-in/out | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | Video surveillance cameras & servers Security guidelines for staff | Record of incidents Decrease in vandalism | 8/05 – 5/06 |
| | | | | | Formative: | |
| 3.8 Ensure student safety by contacting parents when a child | Jerry Brem David Fuller | 8/05 | 5/06 | Attendance records | Attendance records and contact information | 8/05 – 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|---|--|-----------------------|---------------------|---|---|----------------------------|
| is absent | Jocelyn Pierce Sue Hurst | | | | | |
| | | | | | Formative: | |
| Safe/Drug-Free Schools and Communities Activities | | | | | | |
| 3.10 Continue S/DFSC activities on campus <ul style="list-style-type: none"> Needs Assessment Strategies (based on identified needs) Drug Prevention Programs | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | ESC Reg. 12 PALS Program Drug testing for athletics | Benchmark Checks: Number of serious discipline referrals Program Evaluation: Title IV Safe and Drug Free Evaluation; Local Program Evaluation; PEIMS 425 Record | 8/05 – 5/06 |
| 3.11 Continue other S/DFSC complementary activities on campus <ul style="list-style-type: none"> Health Education Life Skills Teen Leadership | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | M.A. Marak Janette Scott ESC Reg. 12 | Benchmark Checks: Success rate of students in the programs Program Evaluation: Title IV Safe and Drug Free Evaluation; Local Program Evaluation; PEIMS 425 Record | 8/05 – 5/06 |
| Staff Development/Strategies | | | | | | |
| 3.12 Continue to provide training/ strategies in the following areas: <ul style="list-style-type: none"> Conflict Resolution Violence Prevention Texas Behavior Support Initiative (TBSI) System for safe student restraint (CPI) | Jerry Brem Marsha Moore David Fuller Jocelyn Pierce | 8/05 | 5/06 | ESC Reg. 12 In-service Training | Professional Development sign-in sheets | 8/05 – 5/06 |
| | | | | | Summative: <ul style="list-style-type: none"> Annual S/DFSC Evaluation Technology Plan/ Inventory State Disaster Report | 5/06 |

| Initiatives: Strategies/ (steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/ Assessment) | Benchmark Dates |
|---|-------------------------------|-----------------------|---------------------|-----------------|--|----------------------------|
| | | | | | <ul style="list-style-type: none"> • TAAS Scores / ITBS Scores • AEIS Data | |

TAKS Update – The Good, the Bad, and the UGGGGLY

I. Where We Are - Schoolwide Performance 2005 –

Reading – Loss of 4 percentage points overall from 2004

African Am. -3 Hispanic -5 White 0 Economically Disadvantaged -8

Social Studies – Loss of 2 percentage points overall from 2004

African Am. 0 Hispanic +6 White -7 Economically Disadvantaged -4

Mathematics – Loss of 1 percentage point overall from 2004

African Am. -2 Hispanic +8 White -4 Economically Disadvantaged -6

Science – Gain of 5 percentage points overall from 2004 !

African Am. +12 Hispanic +6 White +5 Economically Disadvantaged -2

Grade Level Performance 2005 -

9th Grade – (last years 8th graders)

Reading – More females met standard (83%) than males (73%)

Percent meeting standard - African Am. 79% Hispanic 69% White 85%

Objectives needing primary focus:

Applying Knowledge of Literary Elements

Average Percent of Items correct - African Am. 74% Hispanic 73% White 80%

Mathematics – More females met standard (52%) than males (36%)

Percent meeting standard - African Am. 35% Hispanic 44% White 52%

Objectives needing primary focus:

Numbers, Operations, and Quantitative Reasoning

Average Percent of Items correct - African Am. 49% Hispanic 54% White 53%

Patterns, relationships, and Algebraic Reasoning

Average Percent of Items correct - African Am. 50% Hispanic 56% White 62%

Concepts and Uses of Measurement

Average Percent of Items correct - African Am. 38% Hispanic 37% White 39%

Social Studies – More females met standard (82%) than males (69%)

Percent meeting standard - African Am. 71% Hispanic 75% White 78%

Objectives needing primary focus:

Issues and Events in U.S. History

Average Percent of Items correct - African Am. 62% Hispanic 55% White 64%

Geographic Influences on History

Average Percent of Items correct - African Am. 64% Hispanic 58% White 66%

Political Influences on History

Average Percent of Items correct - African Am. 60% Hispanic 58% White 62%

10th Grade – (last years 9th graders)

Reading – More females met standard (79%) than males (53%)

Percent meeting standard - African Am. 60% Hispanic 61% White 80%

Objectives needing primary focus:

Short Answer Rating (Literary Selection)

Average Percent of Items correct - African Am. 30% Hispanic 32% White 32%

Short Answer Rating (Expository Selection)

Average Percent of Items correct - African Am. 19% Hispanic 16% White 22%

Short Answer Rating (Connecting Selections)

Average Percent of Items correct - African Am. 13% Hispanic 23% White 21%

Mathematics – More females met standard (32%) than males (28%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Properties and Attributes of Functions

Average Percent of Items correct - African Am. 48% Hispanic 47% White 49%

Linear Functions

Average Percent of Items correct - African Am. 46% Hispanic 52% White 45%

Measurement and Similarity

Average Percent of Items correct - African Am. 39% Hispanic 47% White 43%

Mathematical Processes and Tools

Average Percent of Items correct - African Am. 44% Hispanic 47% White 54%

11th Grade – (last years 10th graders)

English Language Arts – More males met standard (61%) than females (59%)

Percent meeting standard - African Am. 49% Hispanic 53% White 70%

Objectives needing primary focus:

Short Answer Rating (Literary Selection)

Average Percent of Items correct - African Am. 34% Hispanic 33% White 42%

Short Answer Rating (Expository Selection)

Average Percent of Items correct - African Am. 25% Hispanic 30% White 34%

Short Answer Rating (Connecting Selections)

Average Percent of Items correct - African Am. 15% Hispanic 21% White 28%

Mathematics – More females met standard (38%) than males (33%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Properties and Attributes of Functions

Average Percent of Items correct - African Am. 39% Hispanic 47% White 57%

Geometric Relationships and Spatial Reasoning

Average Percent of Items correct - African Am. 35% Hispanic 46% White 52%

Measurement and Similarity

Average Percent of Items correct - African Am. 27% Hispanic 35% White 42%

Percents/Proportions/Probability/Statistics

Average Percent of Items correct - African Am. 41% Hispanic 45% White 50%

Social Studies – More females met standard (69%) than males (67%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Issues and Events in U.S. History

Average Percent of Items correct - African Am. 49% Hispanic 48% White 60%

Political Influences on History

Average Percent of Items correct - African Am. 54% Hispanic 54% White 61%

Science – More males met standard (35%) than males (31%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Interdependence of Organisms and the Environment

Average Percent of Items correct - African Am. 44% Hispanic 47% White 53%

Structures and Properties of Matter

Average Percent of Items correct - African Am. 34% Hispanic 33% White 41%

12th Grade – (last years 11th graders)

English Language Arts – More females met standard (88%) than males (81%)

Percent meeting standard - African Am. 91% Hispanic 81% White 83%

Objectives needing primary focus:

Short Answer Rating (Literary Selection)

Average Percent of Items correct - African Am. 38% Hispanic 31% White 38%

Short Answer Rating (Expository Selection)

Average Percent of Items correct - African Am. 38% Hispanic 42% White 46%

Short Answer Rating (Connecting Selections)

Average Percent of Items correct - African Am. 20% Hispanic 22% White 24%

Mathematics – More males met standard (67%) than females (63%)

Percent meeting standard - African Am. 50% Hispanic 63% White 77%

Objectives needing primary focus:

Geometric Relationships and Spatial Reasoning

Average Percent of Items correct - African Am. 37% Hispanic 47% White 52%

Measurement and Similarity

Average Percent of Items correct - African Am. 43% Hispanic 45% White 58%

Mathematical Processes and Tools

Average Percent of Items correct - African Am. 44% Hispanic 47% White 57%

Social Studies – More males met standard (93%) than females (87%)

Percent meeting standard - African Am. 92% Hispanic 89% White 89%

Objectives needing primary focus:

Issues and Events in U.S. History

Average Percent of Items correct - African Am. 61% Hispanic 62% White 67%

Geographical Influences on History

Average Percent of Items correct - African Am. 69% Hispanic 70% White 80%

Political Influences on History

Average Percent of Items correct - African Am. 69% Hispanic 64% White 75%

Science – More males met standard (80%) than females (63%)

Percent meeting standard - African Am. 65% Hispanic 54% White 89%

Objectives needing primary focus:

Organisms of Living Systems

Average Percent of Items correct - African Am. 50% Hispanic 43% White 57%

Structures and Properties of Matter

Average Percent of Items correct - African Am. 43% Hispanic 44% White 51%

II. Where We Want To Be

2005 Campus Accountability Data Table

| | |
|----------------|------------|
| Reading/ELA | 70% |
| Social Studies | 80% |
| Math | 44% |
| Science | 53% |

**We are “barely” an acceptable campus this year because of math and science scores being so low
We did not meet AYP standards because we fell in all areas but science**

2005-2006 Campus Goal

- **To maintain our “Acceptable” Campus rating for 2006 as the standards are being moved up**

La Vega High School

Campus Improvement Plan

Needs Assessment

2005 – 2006

I. Schoolwide Performance – April 2005 –

Reading – Loss of 4 percentage points overall from 2004

African Am. -3 Hispanic -5 White 0 Economically Disadvantaged -8

Social Studies – Loss of 2 percentage points overall from 2004

African Am. 0 Hispanic +6 White -7 Economically Disadvantaged -4

Mathematics – Loss of 1 percentage point overall from 2004

African Am. -2 Hispanic +8 White -4 Economically Disadvantaged -6

Science – Gain of 5 percentage points overall from 2004 !

African Am. +12 Hispanic +6 White +5 Economically Disadvantaged -2

Grade Level Performance 2005 - 9th Grade – (last years 8th graders)

Reading – More females met standard (83%) than males (73%)

Percent meeting standard - African Am. 79% Hispanic 69% White 85%

Objectives needing primary focus:

Applying Knowledge of Literary Elements

Average Percent of Items correct - African Am. 74% Hispanic 73% White 80%

Mathematics – More females met standard (52%) than males (36%)

Percent meeting standard - African Am. 35% Hispanic 44% White 52%

Objectives needing primary focus:

Numbers, Operations, and Quantitative Reasoning

Average Percent of Items correct - African Am. 49% Hispanic 54% White 53%

Patterns, relationships, and Algebraic Reasoning

Average Percent of Items correct - African Am. 50% Hispanic 56% White 62%

Concepts and Uses of Measurement

Average Percent of Items correct - African Am. 38% Hispanic 37% White 39%

Social Studies – More females met standard (82%) than males (69%)

Percent meeting standard - African Am. 71% Hispanic 75% White 78%

Objectives needing primary focus:

Issues and Events in U.S. History

Average Percent of Items correct - African Am. 62% Hispanic 55% White 64%

Geographic Influences on History

Average Percent of Items correct - African Am. 64% Hispanic 58% White 66%

Political Influences on History

Average Percent of Items correct - African Am. 60% Hispanic 58% White 62%

Grade Level Performance 2005 - 10th Grade – (last years 9th graders)

Reading – More females met standard (79%) than males (53%)

Percent meeting standard - African Am. 60% Hispanic 61% White 80%

Objectives needing primary focus:

Short Answer Rating (Literary Selection)

Average Percent of Items correct - African Am. 30% Hispanic 32% White 32%

Short Answer Rating (Expository Selection)

Average Percent of Items correct - African Am. 19% Hispanic 16% White 22%

Short Answer Rating (Connecting Selections)

Average Percent of Items correct - African Am. 13% Hispanic 23% White 21%

Mathematics – More females met standard (32%) than males (28%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Properties and Attributes of Functions

Average Percent of Items correct - African Am. 48% Hispanic 47% White 49%

Linear Functions

Average Percent of Items correct - African Am. 46% Hispanic 52% White 45%

Measurement and Similarity

Average Percent of Items correct - African Am. 39% Hispanic 47% White 43%

Mathematical Processes and Tools

Average Percent of Items correct - African Am. 44% Hispanic 47% White 54%

Grade Level Performance 2005 - 11th Grade – (last years 10th graders)

English/Language Arts – More males met standard (61%) than females (59%)

Percent meeting standard - African Am. 49% Hispanic 53% White 70%

Objectives needing primary focus:

Short Answer Rating (Literary Selection)

Average Percent of Items correct - African Am. 34% Hispanic 33% White 42%

Short Answer Rating (Expository Selection)

Average Percent of Items correct - African Am. 25% Hispanic 30% White 34%

Short Answer Rating (Connecting Selections)

Average Percent of Items correct - African Am. 15% Hispanic 21% White 28%

Mathematics – More females met standard (38%) than males (33%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Properties and Attributes of Functions

Average Percent of Items correct - African Am. 39% Hispanic 47% White 57%

Geometric Relationships and Spatial Reasoning

Average Percent of Items correct - African Am. 35% Hispanic 46% White 52%

Measurement and Similarity

Average Percent of Items correct - African Am. 27% Hispanic 35% White 42%

Percents/Proportions/Probability/Statistics

Average Percent of Items correct - African Am. 41% Hispanic 45% White 50%

Social Studies – More females met standard (69%) than males (67%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Issues and Events in U.S. History

Average Percent of Items correct - African Am. 49% Hispanic 48% White 60%

Political Influences on History

Average Percent of Items correct - African Am. 54% Hispanic 54% White 61%

Science – More males met standard (35%) than females (31%)

Percent meeting standard - African Am. 29% Hispanic 30% White 30%

Objectives needing primary focus:

Interdependence of Organisms and the Environment

Average Percent of Items correct - African Am. 44% Hispanic 47% White 53%

Structures and Properties of Matter

Average Percent of Items correct - African Am. 34% Hispanic 33% White 41%

Grade Level Performance 2005 - 12th Grade – (last years 11th graders)

English Language Arts – More females met standard (88%) than males (81%)

Percent meeting standard - African Am. 91% Hispanic 81% White 83%

Objectives needing primary focus:

Short Answer Rating (Literary Selection)

Average Percent of Items correct - African Am. 38% Hispanic 31% White 38%

Short Answer Rating (Expository Selection)

Average Percent of Items correct - African Am. 38% Hispanic 42% White 46%

Short Answer Rating (Connecting Selections)

Average Percent of Items correct - African Am. 20% Hispanic 22% White 24%

Mathematics – More males met standard (67%) than females (63%)

Percent meeting standard - African Am. 50% Hispanic 63% White 77%

Objectives needing primary focus:

Geometric Relationships and Spatial Reasoning

Average Percent of Items correct - African Am. 37% Hispanic 47% White 52%

Measurement and Similarity

Average Percent of Items correct - African Am. 43% Hispanic 45% White 58%

Mathematical Processes and Tools

Average Percent of Items correct - African Am. 44% Hispanic 47% White 57%

Social Studies – More males met standard (93%) than females (87%)

Percent meeting standard - African Am. 92% Hispanic 89% White 89%

Objectives needing primary focus:

Issues and Events in U.S. History

Average Percent of Items correct - African Am. 61% Hispanic 62% White 67%

Geographical Influences on History

Average Percent of Items correct - African Am. 69% Hispanic 70% White 80%

Political Influences on History

Average Percent of Items correct - African Am. 69% Hispanic 64% White 75%

Science – More males met standard (80%) than females (63%)

Percent meeting standard - African Am. 65% Hispanic 54% White 89%

Objectives needing primary focus:

Organisms of Living Systems

Average Percent of Items correct - African Am. 50% Hispanic 43% White 57%

Structures and Properties of Matter

Average Percent of Items correct - African Am. 43% Hispanic 44% White 51%

II. Accountability Ratings

2005 Campus Accountability Data Table

| | |
|----------------|------------|
| Reading/ELA | 70% |
| Social Studies | 80% |
| Math | 44% |
| Science | 53% |

2005-2006 Campus Goal

To maintain or exceed our “Acceptable” Campus rating for 2006

2006 Campus Accountability Data Table

| Academically Acceptable | | Recognized | Improvement Needed |
|-------------------------|------------|------------|--------------------|
| Reading/ELA | 60% | 70% | |
| Social Studies | 60% | 70% | |
| Math | 40% | 70% | +26 |
| Science | 35% | 70% | +17 |

SUCCESS Program-Campus Improvement Plan
La Vega ISD
2005-2006

Campus Name: SUCCESS Program
District Name: La Vega ISD

Date of Committee Approval: September 9, 2005
Date of Board of Trustees Approval: October 18, 2005

Long-Range Goal #1: All SUCCESS Program students will be provided quality and equitable instruction and services which will allow them to reach his/her highest potential in a global society.

Strategy for achieving Long-Range Goal and Performance Objectives: In 2005-2006, all SUCCESS students will maintain or increase by 5% on state assessments; 100% Mastery for all Exit Level testers.

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|--------------------------|---|--------------|--|-------------------------|
| 1.1 Continue to improve planning and preparation of state assessment-TAKS for all students; College entrance exams | L. Johnson J. Spring | Lesson Plans Staff Development API Curriculum | 8-05 to 5-06 | Region 12, Dr. S. Shields, Partnership for High Achieve- ment | TAKS Scores AEIS |
| 1.2 Provide learning opportunities for students preparing for assessments and for non mastery students | L. Johnson J. Spring | Lesson Plans Remediation Packets District Assessments Practice Tests | 8-05 to 5-06 | Sleek-\$288 TAKS Connect PLATO (\$1500) Agile Mind, Track-It | TAKS Scores |
| 1.3 Continue to align curriculum TEKS based semester tests with TAKS Based questions | L. Johnson J. Spring | Chapter Tests Semester Exams | 8-05 to 5-06 | API Curriculum Rubicon-Atlas, The Partner- Ship for High Achievement, Mary Kilgo- Research Model | TAKS Scores |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|---|--|---|--|--|---|
| <p>1.4 Continue to increase student success and completion of graduation requirements: .Diagnostic assessments</p> <p>.Students attending both sessions to include TAKS tutorials</p> <p>.Implement and monitor Personal Graduation Plans</p> | <p>L. Johnson J. Spring</p> | <p>Diagnostic Results</p> <p>Number of credits completed</p> <p>Personal Graduation Plans</p> | <p>8-05 to 5-06</p> <p>8-05 and 1-06</p> | <p>HS Faculty S. Acosta E. Watkins WRAT & TABE \$300</p> <p>TEA Waiver Flexible Taking of Attendance</p> <p>AEIS-IT Region 12 Dr. S. Shields</p> | <p>Graduation Rate</p> <p>Completion Rate</p> <p>TAK Scores</p> |
| <p>1.5 Continue to support good school attendance by: .Incentives for a Perfect Week of attendance .Attendance Hearing Conf. as needed .Daily contact with parents of absent students</p> | <p>L. Johnson J. Spring</p> | <p>Attendance Register</p> | <p>8-05 to 5-06</p> | <p>Attendance Register</p> | <p>PEIMS</p> |
| <p>1.6 Provide Sessions for : .Student Growth, self esteem .Team Building .Volunteerism</p> | <p>G. Clark L. Johnson J. Spring</p> | <p>Session Evaluations, Photo recognition on hallway display case for graduates, military personnel, student work</p> | <p>9-05 to 5-06</p> | <p>\$2500.00, Community Organizations, Videos</p> | <p>Evaluations, Student Completion, Graduate Rate</p> |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|--------------------------|---|--------------|--|---|
| 1.7 Continue “Walk the Talk” sessions | L. Johnson J. Spring | Session Feedback | 9-05 to 5-06 | S. Acosta E. Watkins Videos Parent Educator Greg Clark | Program Evaluation |
| 1.8 Provide Career and Technology awareness activities: | L. Johnson J. Spring | Activity Evaluation Career Interest Inventories Display Case in hallway Newsletters to parents | 10-5 to 4-06 | MCC, TSTC, Military Recruiters; Cities of Bellmead and Waco Reps; Various Community Business Reps | Program Evaluation |
| 1.9 Complete and monitor Career Interest Surveys and Inventories | L. Johnson J. Spring | Career Interest Inventory | 9-05 to 5-06 | S. Acosta E. Watkins JIST Materials, \$699.00 | Program Evaluation |
| 1.10 Participate in College Night at Baylor University | L. Johnson J. Spring | Student Participants | 10-17-05 | University and Technical School reps; Military Recruiters; Baylor Uni. | Increased awareness of post secondary options |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|--------------------------|-------------------------------------|--------------|---|--|
| 1.11 Increase Career and Technology materials in classroom; online web sites | L. Johnson J. Spring | Purchase Orders | 9-05 to 4-06 | \$500.00 | Program Inventory, Program Evaluation |
| 1.12 Integrate technology into program's curriculum | L. Johnson J. Spring | Lesson Plans, Student presentations | 8-05 to 5-06 | \$400.00 | Student outcomes show increased knowledge & skills |
| 1.13 Continue to provide staff development opportunities: .TAKS Update/Preparation/Remediation .Techniques to improve student achievement; classroom management .Curriculum Alignment and At Risk interventions/strategies .Technology updates, training | L. Johnson J. Spring | Workshop/conference certificates | 9-05 to 5-06 | Region 12, Dr. S. Shields Partnership in Achievement Training, Rubicon Atlas, Tx. Alt. Ed. Conf-\$900.00, Local and Regional Workshops/Conferences \$100.00 | Graduation Rate, TAKS Scores |
| 1.14 Continue weekly staff meetings to plan, implement and monitor program | L. Johnson J. Spring | Agendas and minutes | 8-05 to 5-06 | | Calendar |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|--|---|--------------|----------|--|
| 1.15 Ensure compliance with the requirements in Title IX. (Gender Equality) | J. Spring | Program Handbook Notices | 8-05 to 5-06 | | Program Handbook Notices |
| 1.16 Ensure compliance with requirements in Title VI of the Civil Rights Act of 1964 | J. Spring | Posted Notices Publication of compliance | 8-05 to 5-06 | | Posted Publication of compliance |
| 1.17 Provide Special Education services to address needs of identified students .ARDs .504 .IEPs | J. Spring Dr. S. Shields L. Volz A. Ward S. Acosta E. Watkins L. Johnson | ARD Minutes IEP's Parent Conferences SDAA results Portfolio Attendance Records District Assessments | 8-05 to 5-06 | | ARD Minutes IEPs SDAA Portfolio District Assessments |
| 1.18 Provide major documents in English and Spanish/interpret as needed | J. Spring G. Cotton | Copies of documents Necessary documents developed as needed | 8-05 to 5-06 | | File Copies |
| 1.19 Provide services for identified ESL students: . Home Language Survey . Polices and Procedures . Parent Conference . LPAC/Translations/Follow Up | J. Spring M. Green M. Wilson S. Acosta E. Watkins | Identified Students | 8-05 to 5-06 | | Student List Program Evaluation TAKS |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|---|--|--------------|--|---|
| 1.20 Continue to provide PRS services of identified students | J. Spring L. Duron M. Green G. Cotton | PEP Enrollment Forms Day Care Enrollment Packet | 8-05 to 5-06 | CCS Funds S. Acosta E. Watkins | Monthly Report PEIMS |
| 1.21 Continue end of year Success Team meeting to discuss: .Graduates of 2006 .Returning Students (non completers) .Program component strengths/weaknesses .Graduate Surveys | J. Spring L. Johnson J. Brem S. Acosta E. Watkins | Graduate Information AEIS-IT List of Returning Students Program Surveys | June 2006 | \$90 Funds | TAKS Scores, Attendance Rates, Program Evaluation |

SUCCESS Program-Campus Improvement Plan
La Vega ISD
2005-2006

Campus Name: SUCCESS Program
District Name: La Vega ISD

Date of Committee Approval: September 9, 2005
Date of Board of Trustees Approval: October 18, 2005

Long-Range Goal #2: The Success Program will achieve an active partnership among parents, community members and Success staff, which will promote successful student learning.

Strategy for achieving Long-Range Goal and Performance Objectives: In 2005-2006, increased parent/community involvement in the Success Program will be evidenced by an increase in the number of parent/community contacts.

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|--------------------------------------|--|--|----------------------|----------------------------------|
| 2.1 Insure that all parents and students are informed of their rights and responsibilities | J. Spring L. Johnson G. Cotton | Program Handbook (signed parent form) | 8-05 to 06 Aug/Jan- Orientations | Prepared Handbook | Documentation |
| 2.2 Continue to host Success Program Open House to discuss major program Information and answer questions of concern and share course work completed and graduation information | J. Spring L. Johnson | Sign In Sheet | 9-27-05 | | Documentation |
| 2.3 Conduct parent conferences in person, phone, email and letter in their home language: .Progress Reports every 3 weeks .Newsletter once a six weeks .Activity Update letters, as needed .Survey | J. Spring L. Johnson G. Cotton | Conference Log Attendance Register | 8-05 to 5-06 | Postage Costs | Parent/Teacher Survey Results |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|---|---|---|--|---|
| <p>2.4 Continue Annual Success Parent Conferences:</p> <p>.Personal Graduation Plans .Local and state assessments .Graduation Requirements to complete</p> | <p>J. Spring L. Johnson</p> | <p>Conference Form, Personal Graduation Plans, Counselor Referral Form, Career Interest Inventory</p> | <p>9-05 to 5-06</p> | <p>M. Moore S. Acosta E. Watkins J. Brem</p> | <p>Personal Graduation Plans, Career Interest Inventory</p> |
| <p>2.5 Provide College Financial Aid for parents of graduating Seniors</p> <p>.Steps in completing FAFSA Form online .Completion of MAC Grant/Scholarship</p> | <p>Robbie Stabeno Waco Foundation</p> <p>L. Johnson</p> | <p>Forms/Applications</p> | <p>October 2005 January 2006 April 2006</p> | <p>S. Acosta E. Watkins</p> | <p>Forms Awarded Scholarships</p> |
| <p>2.6 Celebrate Parent Involvement of graduating Seniors by inviting them to a recognition reception during school lunch</p> | <p>J. Spring L. Johnson</p> | <p>List of 2006 Graduates and families</p> | <p>December 2005 May 2006</p> | <p>\$350.00</p> | <p>Program Evaluation</p> |
| <p>2.7 Conduct follow up with former Success Graduates and Families To track post secondary activities and update graduate data base.</p> | <p>L. Johnson G. Cotton</p> | <p>Graduate survey</p> | <p>Sept, Dec. 2005; May, June 2006</p> | <p>Postage Costs</p> | <p>Survey Results</p> |

SUCCESS Program-Campus Improvement Plan
La Vega ISD
2005-2006

Campus Name: SUCCESS Program
District Name: La Vega ISD

Date of Committee Approval: September 9, 2005
Date of Board of Trustees Approval: October 18, 2005

Long-Range Goal #3: The Success Program will have a safe and orderly environment which will promote and support successful student learning.

Strategy for achieving Long-Range Goal and Performance Objectives: In 2005-2006, the Success Program will have a safe and orderly environment as evidenced by fewer than 5 discipline referrals and the number of instances reported on the annual Safe/Drug-free Schools/Community Evaluation.

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|---|---|---|--------------|--|-------------------------------|
| 3.1 Continue to establish and monitor building security in the building through intercom phones, emails, faxes and the 4 entrance/exits to the building, 2 way radios | J. Spring G. Cotton L. Johnson | Technology in place | 8-05 to 5-06 | \$796 | Memos Phone Log Fax Log |
| 3.2 Continue to maintain and update facility and equipment: . Classrooms . Restrooms . Outside walkways . Handicap accessibility | Lynn Roberts Kathleen Nesbitt J. Spring L. Johnson | Work Orders | 8-05 to 5-06 | Lynn Roberts Maintenance Staff | Completed Work Orders |
| 3.3 Continue to review, plan and and implement: .Crisis Management Response Team .Orientation on all Drills | J. Spring K. Nesbitt | Staff Development Team Meetings, Diagrams of Evacuation Routes | 8-05 to 5-06 | Crisis Response Flip Chart, Crisis Pak | Drill Evaluations |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|--|--|---------------------------------------|--|------------------------------------|-------------------------|
| 3.4 Improve safety strategies on campus by: . Staff ID Badges . Substitute/Volunteer ID Badges .Parent/Visitor Sign-in Sheets | J. Spring L. Johnson G. Cotton | Office Records Campus Visitor Logs | 8-05 to 5-06 | Staff time used in filing forms | Program Evaluation |
| 3.5 Continue orderly and safe drills for: . Fire (Monthly, obstructed/unobstructed) . Tornado . Lock Down/Shelter in Place . Evacuation Site | J. Spring L. Johnson G. Cotton | Drill Reports Drill Practice | 8-05 to 5-06 | K. Nesbitt | Safety Reports |
| 3.6 Continued annual inspection of: . Gas Lines . Kitchen Facility . Fire and Security Alarm . Building and Day Care Rooms | Lynn Roberts ISD/Gas Dept. County Health Department, Central Texas Fire and Security, Child Care Services, Texas Dept Of Family and Protective Services | Inspection Reports | 8-05 to 5-06 June 2005 August 2005 Annual Annual Annual | K. Nesbitt | Filed Reports |

| ACTIVITIES | PERSON(S) RESPONSIBLE | FORMATIVE EVALUATION | TIMELINE | RESOURCE | SUMMATIVE EVALUATION |
|---|---|---------------------------------------|----------------------|---|----------------------------|
| <p>3.7 Insure student safety by:</p> <ul style="list-style-type: none"> .Students contacting parent before leaving campus, unscheduled. .Contacting parents when student is not in attendance | <p>J. Spring G. Cotton L. Johnson</p> | <p>Attendance and phone registers</p> | <p>8-05 to 5-06</p> | | <p>Filed Reports</p> |
| <p>3.8 Continue to promote drug prevention activities:</p> <ul style="list-style-type: none"> . Red Ribbon Week . Guest Speakers . Drug Dog Program | <p>J. Spring L. Johnson</p> | <p>Calendar of Events</p> | <p>8-05 to 5-06</p> | <p>M. Green</p> <p>Videos and Publications From US Dept Health and Human Services TCADA</p> | <p>Program Evaluation</p> |
| <p>.Leadership/Team Building activities</p> | <p>Greg Clark</p> | <p>Session Evaluation</p> | <p>10-05 to 5-06</p> | <p>(see pg. 2, 1.6)</p> | <p>Student evaluations</p> |

MCCA Campus Improvement Plan for 2005-2006

For the 2005-2006 school year MCCA will focus on several areas of concern. These areas of concern are attendance, recidivism rate, the relationship with the parents and academic performance at the Bill Logue Detention Center.

Attendance:

Over the past five years we have improved our overall daily attendance rate from 55% to 75% last year. Our attendance officer, Mr. Guerrero, has done an excellent job keeping up with our student's attendance needs. He attempts to solve any roadblocks that may be keeping a child from attending school. In the event we feel the student or family are not working with us to help the student attend school Mr. Guerrero will file on the child for non attendance in Judge Villarreal court.

This school year we are focusing on an 80% attendance rate as our goal. Judge Villarreal has informed us that we may file on a repeat offender immediately rather than waiting for the child to have three more unexcused absences.

Mr. Guerrero and I will continue to do home visits to help solve any issues that keep the student from attending regularly.

Recidivism Rate:

Last year we hired Nathan Barrier to follow up on our students returning to their home campuses. This seemed to help during the transition period. I expect Mr. Barrier to help even more this year now that he knows our students and has built a relationship with their families. He presently works with the students and families for 60 days after their return.

Every year we expect more from our students concerning our boot camp drill activities. Although this creates conflict with the parents that feel their child was expelled unjustly it creates an atmosphere on campus of pride of accomplishment and confidence that they can compete when they return to their home campus. They no longer request to stay at MCCA because they fear going back.

The Relationship with the Parents:

Many of the students that we serve come from homes with little consistency and parenting skills. MCCA has teamed up with Judge Whitfield and his wife to create a four 11/2 hour session parenting program. We will use this as an incentive for the parents that must come to school because of their child's behavior problems. We will offer the parenting program to any one that does not want to come to school with their child. Our parenting program concentrates on consistency and contract writing with the child. We believe if we can improve the parent's performance we will improve the child's performance.

Academic Performance at Bill Logue Detention Center:

We serve two populations at the detention facility Short term clients that must remain in detention awaiting the judge to release them and long term clients in “Boot Camp” Short term students have no hope of finishing classes while they are with us. This group will participate in study skill programs to improve their skills and techniques to become a better student when they leave detention. The long term students will use the curriculum offered at MCCA (Gurley). We will intensify our reading instruction by adding an additional hour of reading remediation in the afternoon. We will also continue instruction during the summer months (paid by McLennan County)

First Reading of Texas Association of School Boards (TASB) Policy Manual Update 76 Affecting (LOCAL) Policies

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Mr. Al Bishop

Background Information:

Attached.

Fiscal Implication:

N/A

Administrative Recommendation:

Board review of TASB Policy Manual Update 76 affecting (LOCAL) policies.

Motion:

Second:

For:

Against:

Abstain:



Texas Association
of School Boards

Localized Policy Manual

Update 76

La Vega ISD

Your Localized Update 76 represents the first of two post-legislative updates and encompasses changes in law from the 79th regular legislative session that have an immediate effect on the governance and management of the district. Update 77 will be issued in early November and will address the remaining legislative changes from that session and, to the extent possible, any changes that may arise from a special session.

Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They should NOT be adopted but, rather, should inform local decision making. The (LOCAL) policy recommendations in this update will need close attention by both administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action is needed to adopt, revise, or repeal (LOCAL) policy.

To better focus board attention and expedite its review, your Localized Update 76 packet contains:

- ***Vantage Points—A Board Member’s Guide to Update 76***, copies of which may be found in the separately wrapped package accompanying this packet. ***Vantage Points*** offers a highly summarized overview of the update and is intended to provide local officials a first glance at the scope of the update—as a prelude to studying the detailed Explanatory Notes and policy text within the packet. **Please distribute *Vantage Points* to your board members at the earliest possible opportunity, preferably with their review copies of this update.**

- Your Localized Update, which includes:

INSTRUCTIONS . . . providing specific, policy-by-policy directions on how this update, if accepted as prepared, should be incorporated into your Localized Policy Manuals.

EXPLANATORY NOTES . . . summarizing changes in the policies in each code and how those changes affect your policy manual. Please note that, where appropriate, the Explanatory Notes ask you to **verify that a particular policy continues to reflect your current practice and to advise us of changes needed** so that our records and your manual accurately track the district’s actual practice.

Update 76 materials can be identified by the DATE ISSUED—08/16/2005—located in the lower left corner of each page. If you have any questions concerning this Update, please call your Policy Consultant/Analyst, Kaye Teaff, at 800-580-7529 or 512-467-0222.

Regarding board action on Update 76 . . .

- Board action on Localized Update 76 must occur within a properly posted, open meeting of the board and may be addressed on the agenda posting as “Policy Update 76, affecting (LOCAL) policies (see attached list).” Using the Instruction Sheet as a guide, create and attach to the posting a list of the (LOCAL) policy codes **and the titles/subtitles of those policies**. BoardBook compilers should use “Policy Update 76, affecting (LOCAL) policies” as the agenda item and, as agenda sub-items, the code and name of each of the (LOCAL) policies affected by the update.
- An appropriate motion for board action on Localized Update 76 is as follows:

“I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 76 [with the following changes:]”
- The board’s action on Localized Update 76 must be reflected in board minutes. The Instruction Sheet—annotated to reflect any changes made by the board—and the Explanatory Notes for the update should be filed with the board minutes where they comprise the authoritative historical record of your district’s manual. Also include in the historical record a copy of the replaced or rescinded (LOCAL) policies.
- **Notify your Policy Consultant/Analyst of any changes made by the board so that Policy Service records—forming the basis for these and subsequent updating recommendations—exactly mirror your manual.**

Regarding manual maintenance and administrative regulations . . .

- The update should be incorporated into each of the district’s Localized Policy Manuals as soon as practicable. If the district uses *Policy On Line*, please notify us of the board’s action on Update 76 so this action may be reflected in your district’s Localized Policy Manual as it appears on TASB’s Web server. *Policy On Line* staff may be reached by phone (800-580-7529 or 512-467-0222), fax (512-467-3618; see the pink form enclosed), e-mail (pol-support@tasb.org), or Internet feedback form (<http://www.tasb.org/policy/pol/private/polfdbk.html>).
- Administrative procedures and documents—including formal (REGULATIONS), handbooks, and guides—that may be affected by Update 76 policy changes should be inspected and revised as needed. If the district routinely submits (REGULATIONS) to Policy Service for processing or desires that the updated (REGULATION) be included in the district’s *Policy On Line* manual, please submit these changes to your Policy Consultant/Analyst at your earliest convenience.

PLEASE NOTE: This Localized Update 76 packet and the Update 76 *Vantage Points* may not be considered as legal advice and are not intended as a substitute for the advice of the board’s own legal counsel.

Instruction Sheet

TASB Localized Policy Manual Update 76

District La Vega ISD

| Code | Action To Be Taken | Note |
|-------------------|---------------------------|---------------------------|
| AC (LEGAL) | Replace policy | Revised policy |
| BBB (LEGAL) | Replace policy | Revised policy |
| BBBA (LEGAL) | ADD policy | See explanatory note |
| BE (LEGAL) | Replace policy | Revised policy |
| BQ (LEGAL) | Replace policy | Revised policy |
| BR (LEGAL) | Replace policy | Revised policy |
| CAA (LOCAL) | Replace policy | Revised policy |
| CCA (LEGAL) | Replace policy | Revised policy |
| CCG (LEGAL) | Replace policy | Revised policy |
| CDA (LEGAL) | Replace policy | Revised policy |
| CE (LEGAL) | Replace policy | Revised policy |
| CH (LEGAL) | Replace policy | Revised policy |
| CKC (LEGAL) | ADD policy | See explanatory note |
| CRD (LEGAL) | Replace policy | Revised policy |
| CRE (LEGAL) | Replace policy | Revised policy |
| CS (LEGAL) | Replace policy | Revised policy |
| DC (LEGAL) | Replace policy | Revised policy |
| DC (LOCAL) | No policy enclosed | See explanatory note |
| DEA (LEGAL) | Replace policy | Revised policy |
| DHE (LEGAL) | Replace policy | Revised policy |
| DK (LEGAL) | Replace policy | Revised policy |
| DLB (LEGAL) | Replace policy | Revised policy |
| E (LEGAL) | Replace table of contents | Revised table of contents |
| EHAC (LEGAL) | Replace policy | Revised policy |
| EHBD (LOCAL) | ADD policy | See explanatory note |
| EHBG (LEGAL) | ADD policy | See explanatory note |
| EHBK (LEGAL) | Replace policy | Revised policy |
| EIA (LEGAL) | Replace policy | Revised policy |
| F (LEGAL) | Replace table of contents | Revised table of contents |
| FD (LEGAL) | Replace policy | Revised policy |
| FD (LOCAL) | Replace policy | Revised policy |

Instruction Sheet

TASB Localized Policy Manual Update 76

| Code | | Action To Be Taken | Note |
|------|-----------|--------------------|----------------------|
| FDB | (LEGAL) | Replace policy | Revised policy |
| FDB | (LOCAL) | ADD policy | See explanatory note |
| FDD | (LEGAL) | Replace policy | Revised policy |
| FDD | (LOCAL) | Replace policy | Revised policy |
| FEA | (LEGAL) | Replace policy | Revised policy |
| FFAC | (LEGAL) | Replace policy | Revised policy |
| FFAF | (LEGAL) | ADD policy | See explanatory note |
| FFG | (LEGAL) | Replace policy | Revised policy |
| FFG | (EXHIBIT) | Replace exhibit | Revised exhibit |
| FL | (LEGAL) | Replace policy | Revised policy |
| FL | (LOCAL) | Replace policy | Revised policy |
| FL | (EXHIBIT) | DELETE exhibit | See explanatory note |
| FMF | (EXHIBIT) | DELETE exhibit | See explanatory note |
| FNAA | (LOCAL) | No policy enclosed | See explanatory note |
| FNC | (LEGAL) | Replace policy | Revised policy |
| FNCF | (EXHIBIT) | ADD exhibit | See explanatory note |
| FO | (LEGAL) | Replace policy | Revised policy |
| FOA | (LEGAL) | Replace policy | Revised policy |
| FOC | (LEGAL) | Replace policy | Revised policy |
| FOC | (EXHIBIT) | Replace exhibit | Revised exhibit |
| FOD | (LEGAL) | Replace policy | Revised policy |
| FOD | (LOCAL) | DELETE policy | See explanatory note |
| GBA | (LEGAL) | Replace policy | Revised policy |
| GBAA | (LEGAL) | Replace policy | Revised policy |
| GND | (LEGAL) | Replace policy | Revised policy |

Explanatory Notes

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District: La Vega ISD

AC (LEGAL) GEOGRAPHIC BOUNDARIES

SB 427, enacted during the 79th regular session, requires districts that alter their boundaries—or the boundaries of single-member districts—to promptly notify the county voter registrar of the change. Notification must occur within 30 days of the board's action and must be accompanied by a map (in a format compatible with that used by the registrar's office) marking the change. This requirement becomes effective for elections ordered after September 1, 2005.

BBB (LEGAL) BOARD MEMBERS
ELECTIONS

While the November uniform election date remains unchanged, the May uniform election date—long pegged to the first Saturday in May and moved last year to the third Saturday to accommodate redistricting time lines—has moved again, to the second Saturday in May, as a result of HB 2339 from the 79th regular session.

Other legislative changes affecting this policy are as follows:

- SB 427 requires that changes in district boundaries—and single-member district boundaries—be promptly communicated to the county voter registrar. (See NOTICE TO VOTER REGISTRAR on page 2.)
- HB 2339 adjusts the filing and write-in deadlines for elections held on the general election day (November of even years). Filing for a place on the ballot must occur no later than the 70th day prior to election day and declaration of a write-in candidacy must occur no later than the 67th day prior to election day. For other elections, the usual time lines—62nd day and 57th day, respectively—apply. (See FILING INFORMATION.)
- HB 2339 also adjusts the deadline for ordering an election on the general election day: the call must occur no later than the 70th day beforehand. For other elections, the usual deadline—the 62nd day—remains. (See NOTICE on page 3.)

In this same section appears the HB 1580 requirement that the district retain—for at least 22 months—a copy of the newspaper notice of the election. Previously state law required that the copy be retained for 60 days.

Also added is the HB 2309 requirement that the board deliver—no later than the 60th day preceding the election—notice of the election to the county clerk of each county in which the district is located.

- HB 1209 requires districts holding elections on the November uniform election date of any year to use regular county polling places. Excluded from this requirement are Harris County and the seven contiguous counties: Galveston, Chambers, Liberty, Montgomery, Waller, Fort Bend, and Brazoria. (See BALLOT, ELECTION OFFICIALS, AND POLLING PLACES on page 4.)
- HB 719 provides the Texas secretary of state more detailed direction regarding his authority to promulgate rules pertaining to form and posting of the long-required NOTICE OF VOTING RIGHTS HOTLINE.
- HB 57 (effective for elections ordered after October 1, 2005) clarifies the timeframe for canvassing May election returns. While November-electing districts still must canvass returns between the 8th day and 11th day after elections, May-electing districts may start canvassing sooner. May-electing districts may begin on whichever of the following dates is latest:
 - the third day after election day,

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- the date on which all early voting ballots and provisional ballots have been counted, or
- the date when all timely received ballots cast outside the country have been counted.

(See CANVASS RETURNS on page 6.)

- HB 2309 requires—for all elections called after January 1, 2006—the person presiding over the canvassing to prepare a report of the precinct results and to deliver that report to the secretary of state—in an electronic form to be specified by the secretary. (See CERTIFICATE OF ELECTION on page 7.)

Unless otherwise indicated above, these provisions apply to elections ordered after September 1, 2005.

Please note: This (LEGAL) version is for districts whose boards are composed of seven trustees, elected at-large and from single-member trustee districts. If there has been a change in your district's method of election and this description no longer reflects your practice, please contact your Policy Consultant/Analyst so we can update our files and issue the correct (LEGAL) version for your manual.

BBBA (LEGAL) BOARD MEMBERS REPORTING CAMPAIGN FUNDS

We are adding to your manual the enclosed policy on REPORTING CAMPAIGN FUNDS addressing directives from the Texas Ethics Commission applicable to candidates for the board.

TERMINATION OF CAMPAIGN TREASURER APPOINTMENT is new material drawn from HB 1863 and effective June 17, 2005. The legislation empowers a board to adopt a process by which its secretary may terminate the appointment of a campaign treasurer for an inactive candidate or political committee.

BE (LEGAL) BOARD MEETINGS

Legislation resulting from the 79th regular session affects board meeting notices as follows:

- At CONTINUED MEETING, on page 2, is new text—from SB 690, effective June 17, 2005—allowing the board to recess a meeting and resume the meeting the following business day without posting further notice. The board cannot continue that meeting, however, to yet another day without the required notice. The legislation effectively embraces as law a 1998 attorney general's opinion (DM-482) to that effect and specifies that any such continuation must be in good faith and not for the purpose of circumventing the notice requirements of the Texas Open Meetings Act.
- HB 2381 requires a district to post meeting notices on its Internet Web site, if the district maintains a Web site. Previously districts have posted a hard copy of the meeting notice in a continuously accessible place at the central administration office or another continuously accessible location. After September 1, 2005, districts may satisfy the posting requirement by (1) making "a good-faith attempt to continuously post the notice on the Internet" during the 72 hours preceding a meeting AND (2) posting a hard copy notice in the central administration office, where it must be readily accessible to the public during normal business hours. (See TIME OF NOTICE AND ACCESSIBILITY on page 3.) Posting on the Internet, though, is no longer discretionary for a district that maintains an Internet Web site: provisions of SB 1133, reflected at INTERNET POSTING on page 3, require such districts to post meeting notices on the site and—for districts containing a municipality with a population of 48,000 or more—to post also the meeting agenda, if it differs from the posted notice. HB 2381 is effective September 1, 2005; SB 1133, on January 1, 2006.
- At CATASTROPHE, on page 4, is reflected—also from SB 690—language that allows a board prevented by a catastrophe from convening a properly posted meeting to convene the meeting at a convenient location within 72 hours. Whether further notice is needed within the 72-hour period is not clearly stated. TASB attorneys note that the embedded cross-reference to Government Code Section 551.045 (the section providing for emergency meetings or emergency-driven additions to the agenda) might suggest that

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the district would still be bound to provide a two-hour notice but that the catastrophic delay might in itself constitute a “reasonably unforeseen situation” creating an “urgent public necessity.” Because of this ambiguity, districts are urged to confer with local counsel should a catastrophe prevent the board from meeting as initially scheduled.

BQ (LEGAL) PLANNING AND DECISION-MAKING PROCESS

HB 283 (from the 79th regular session and effective June 18, 2005) requires that—within the framework of the District Improvement Plan—each district implement a discipline management program that provides “for the prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.” The new requirement may be found at item 9 on page 2.

BR (LEGAL) REPORTS

Beginning this fall and **within the first ten days of classes**, districts with Internet Web sites must publish on the Web their most recently received AEIS report and School Report Cards (SRCs). Such publication is mandated by HB 3297, from the 79th regular session and effective June 18, 2005, and does not affect existing publishing requirements, keyed to TEA's release of the reports:

- The AEIS report still must also be published **within two weeks** after the local hearing (convened **within 90 days** after receipt from TEA) and posted in various public places (e.g., school offices, local businesses, and public libraries). (See page 2 for requirements regarding AEIS INTERNET DISSEMINATION.)
- SRCs still must also be distributed to parents **within six weeks** after receipt from TEA, by mail, parent/teacher conferences, or other means identified by the campus. (See page 3 for requirements regarding SRC INTERNET DISSEMINATION.)

CAA (LOCAL) FISCAL MANAGEMENT GOALS AND OBJECTIVES FINANCIAL ETHICS

Three items within the definition of FRAUD AND FINANCIAL IMPROPRIETY have been refined for clarity:

- At item 8—a reference to policy DBD has been added. A reference to “law or District policy” has also been added to clarify when items of material value may be accepted.
- At item 9—“inappropriately” has been moved to the beginning of the phrase so that it modifies all actions described.
- At item 11—“law or District policy” has been added to embrace both legally defined conflicts of interest as well as those established by policy, such as at DBD(LOCAL).

CCA (LEGAL) LOCAL REVENUE SOURCES BOND ISSUES

Various bills from the 79th regular session affect this policy:

- At EXISTING DEBT ALLOTMENT (page 1): SB 1863, effective July 1, 2005, updated the year-eligibility for state funding for servicing of existing bonded indebtedness.
- At ELECTIONEERING (page 1): HB 2339, effective September 1, 2005, clarifies that the board cannot use “state or local funds or other resources of the district to electioneer for or against any candidate, measure, or political party.”

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- At ELECTIONS (page 1): HB 57, effective for elections called after October 1, 2005, now prohibits school districts from holding bond elections (or any other election, for that matter) other than on the May or November general election dates.
- At CALL FOR ELECTION (page 2): HB 2339 also adjusts the deadline for ordering a bond election on the general election day: the call must occur no later than the 70th day beforehand. For other elections, the usual 62-day requirement remains in place.
- At NOTICE OF ELECTION (page 2): a HB 2309 provision requires that the board deliver—no later than the 60th day preceding the election—notice of the election to the county clerk of each county in which the district is located.

CCG (LEGAL) LOCAL REVENUE SOURCES AD VALOREM TAXES

Changes arising from the 79th regular session are as follows:

- TAX RATE (page 2) reflects both SB 1652, effective September 1, 2005, and SB 18, effective June 18, 2005. The former clarifies that the tax rate has separate maintenance/operations and debt service components and requires the actual debt service rate to match the rate posted under Education Code 44.004(c)(2)(A)(ii)(b).

The latter legislation represents a substantial addition to the requirements for adopting a tax rate. Beginning with the current tax rate adoption, the motion to adopt a tax rate that exceeds the effective tax rate must be phrased as an increase in property taxes. Furthermore, the ordinance setting a tax rate that will cause maintenance and operations taxes overall to exceed those levied the previous year must include, in type larger than in any other portion of the document, tax increase language and the amount of the tax increase for a home valued at \$100,000. The legislation also provides specific language that the district must post on its Internet Web site to announce the increase.

- As found at REINVESTMENT ZONES/TAX INCREMENT FINANCING (page 8), counties have been newly authorized by HB 2120 to form reinvestment zones, after September 1, 2005.
- In addition and as with trustee elections at BBB(LEGAL) and bond elections at CCA(LEGAL):
 - At CALL FOR ELECTION (page 3), HB 2339 also adjusts the deadline for ordering an election to ratify school taxes on the general election day: the call must occur no later than the 70th day beforehand. For other elections, the usual 62-day requirement remains in place. (Effective September 1, 2005.)
 - At NOTICE TO COUNTY CLERK (page 4): a HB 2309 provision requires that the board deliver—no later than the 60th day preceding the election—notice of the election to the county clerk of each county in which the district is located. (Effective June 18, 2005.)

CDA (LEGAL) OTHER REVENUES INVESTMENTS

SB 256—from the 79th regular session and effective September 1, 2005—amends the Public Funds Investment Act to clearly allow local governments to invest in certificates of deposit or share certificates issued by a depository institution's branch office. Previously such investments could occur only with a state or national bank, savings bank, or state or federal credit union domiciled in Texas.

The new language may be found in the first paragraph at item 2 on page 6. A new second paragraph under that item lists five additional circumstances allowing investment in certificates of deposit.

CE (LEGAL) ANNUAL OPERATING BUDGET

A new section titled USE OF DISTRICT RESOURCES has been added (on page 1) to reflect the HB 1826 prohibition against the use of district employees, property, or resources in the design, construction, or renova-

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tion of improvements to real property that is not owned or leased by the district. This legislation, from the 79th regular session, was effective June 18, 2005.

Also added within this section is the HB 2339 ban on using state or local funds or other resources for electioneering of any sort. [See also CCA(LLEGAL).]

CH (LEGAL) PURCHASING AND ACQUISITION

HB 664 from the 79th regular session allows many districts to favor local bidders in awarding purchasing contracts. The legislation, effective September 1 and reflected under FACTORS on page 2 and LOCATION OF BIDDER on page 3, allows the district to award the purchase contract to a local bidder if that bid is within five percent of the lowest bid and under the following conditions:

- The district's administrative office is located in a municipality with a population under 250,000,
- The bidder's principal place of business is within the district, and
- The purchase is not for telecommunications or information services.

CKC (LEGAL) SAFETY PROGRAM/RISK MANAGEMENT EMERGENCY PLANS

SB 11 from the 79th regular session newly requires districts to put in place "a multihazard emergency operations plan" no later than March 1, 2006, and to conduct a security audit of district facilities at least once every three years.

The plan requirement is specific to security and must address:

- employee emergency response training,
- student and staff emergency drills, and
- coordination with local emergency management agencies, law enforcement, and fire departments.

The Texas School Safety Center, created in 2001 by the Legislature, is charged with the responsibility of providing districts a safety training program that now includes assistance in developing a multihazard emergency operations plan. The center is currently creating a model plan that will form the basis for this training; the training will be delivered through education service centers. Additionally, districts may request on-site technical assistance on school safety issues.

Further information as it becomes available will be posted on the Safety Center Web site at <http://www.txssc.txstate.edu/txssc.htm>.

CRD (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT HEALTH AND LIFE INSURANCE

Legislation from the 79th regular session prompts the following additions:

- At PLAN DISCLOSURE STATEMENT on page 1 is a HB 765 requirement that districts not participating in TRS Active Care provide both employees and prospective employees a copy of any plan disclosure statement prepared by the provider. The district must also retain a copy of the notice that has been signed by the recipient. This requirement applies to all policies issued or renewed after January 1, 2006.
- At COMPENSATION SUPPLEMENT on page 3 is found the SB 1691 "clean-up" of the supplemental compensation—Healthcare Reimbursement Account tangle that arose from actions of the 78th Legislature (2003). The amount of the supplement is now clearly pegged to an amount specified in the General

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Appropriations Act. The legislation does not extend the supplement to retirees eligible for TRS Care (or other coverage through the state, the University of Texas, or Texas A&M University). The supplement will be distributed monthly, rather than annually as before, and administration of the fund transfers will now be handled by TEA rather than TRS.

SB 1691 also includes a provision that effectively eliminates the 90-day waiting period, imposed during the 78th regular session, for new employees to become TRS members. Because this provision is not effective until September 1, 2005, the old law will apply for those who have not completed the 90-day waiting period by that date. As a consequence—and only until September—those employees are not eligible for TRS and must be covered by whatever stop-gap measure the district has in place. As of September 1, coverage by TRS begins, but the district must pay the state's share for the remainder of the employee's 90-day period. (See TRS CONTRIBUTIONS FOR NEW HIRES on page 4.)

SB 1691's scope also includes a requirement that—beginning September 1, 2005—a district that hires a retiree must fund:

- both the state's and employee's shares (currently 12.4 percent of the employee's salary) that would be payable if the employee were not a retiree; and
- the state contribution rate for the retiree's health insurance coverage, if the retiree is enrolled in TRS Care. The district does not have to make the TRS Care contribution, however, if the retiree is enrolled in TRS Active Care or if the retiree was reported to TRS by a school district as a retiree in January 2005. (See TRS CONTRIBUTIONS FOR REHIRED RETIREES on page 5.)
- At TERMINATION OF COVERAGE, on page 8, is reflected a SB 1448 provision that makes any district that does not participate in TRS Care subject to the limits on exclusions for preexisting conditions found in the Insurance Code. This requirement becomes effective with the 2005–06 school year.
- At EMPLOYEE ELECTION on page 11 appears HB 407 language that allows an employee married to another employee to declare himself or herself as dependent so that both are covered by the same policy, conceivably at a lower combined premium rate. This provision is effective with the start of the 2005–06 school year and applies to coverage provided under either a large or small employer health benefit plan.

CRE (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT WORKERS' COMPENSATION

As a result of HB 7 from the 79th regular session, the Texas Workers' Compensation Commission has been merged into the Texas Department of Insurance. The many references to "TWCC" in this policy have been replaced by "TDI" and citations have been updated.

CS (LEGAL) FACILITY STANDARDS

At SECURITY CRITERIA, on page 3, a provision of SB 11 from the 79th regular session has been added and is effective with the development of Texas School Safety Center criteria this fall: a district using Instructional Facilities Allotment funds must consider in the design of the facility TSSC security criteria.

DC (LEGAL) EMPLOYMENT PRACTICES

This policy has been redeveloped to present topics and subtopics in a more logical manner and to more closely track statutory language. Substantive changes attributable to the 79th regular session are as follows:

- Under EMPLOYMENT POLICIES on page 1, SB 387 newly defines posting of vacancies as an "employment policy" essential. Further requirements in this regard are found at POSTING OF VACANCIES.

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These provisions become effective with the 2005–06 school year and require the district to post vacancies for positions requiring certification or licenses in specified locations for at least ten school days and to allow current employees “a reasonable opportunity” to apply. The notice requirement is waived for filling vacancies in positions affecting “the safety and security of students as determined by the board.” The ten-day requirement, waived for filling a vacancy that occurs during the school year, embraces the broad definition of “teacher” found at Education Code 21.201 that includes such positions as classroom teachers, counselors, and administrative personnel required to have SBEC certification.

- At EMPLOYMENT OF RETIREES on page 2, SB 1691 provisions, effective September 1, 2005, have been added. These reporting requirements replace previous TRS rules regarding the monthly reporting statement.

DC (LOCAL) EMPLOYMENT PRACTICES

Policy Service records indicate that your district has not yet completed and returned the worksheet found in the **Contractual/Noncontractual Employment Starting Points** policy development tool kit. As a consequence your current policies may not adequately reflect district practice in light of changes in law and in the certification structure enacted by the State Board for Educator Certification.

For further information, refer to this **Starting Points**, found at <http://www.tasb.org/services/policy/starting/contract.aspx>, or contact your district’s Policy Consultant/Analyst.

DEA (LEGAL) COMPENSATION AND BENEFITS SALARIES, WAGES, AND STIPENDS

In addition to being reorganized for clarity and to more closely track statutory language, the policy has been revised to include SB 1691 provisions pertaining to COMPENSATION SUPPLEMENT (on page 2), TRS CONTRIBUTIONS FOR NEW HIRES (on page 3), and TRS CONTRIBUTIONS FOR REHIRED RETIREES. Further information on each of these additions may be found in the explanatory note at CRD(LEGAL) in this update packet.

At RETIREMENT INCENTIVES, found on page 4, is an additional SB 1691 provision that prohibits districts from offering incentives for employees to retire from TRS.

DHE (LEGAL) EMPLOYEE STANDARDS OF CONDUCT SEARCHES AND ALCOHOL/DRUG TESTING

Beginning September 1, 2005, districts will be required to report to the Department of Public Safety anomalous results of driver drug tests required by the U.S. Department of Transportation. The provisions of SB 217 from the 79th regular session require these reports when:

- a test indicates an alcohol concentration of 0.04 or greater or a result above the level set by DOT regulations for drug concentration;
- the employee refuses to provide a specimen for testing; or
- the specimen is found to be adulterated, diluted, or switched.

In addition to these revisions, found at REPORTS on pages 2 and 3, the policy has been reorganized and lightly edited to more closely track statutory language. A lengthy listing, drawn from DOT regulations, of materials that must be made available to those subject to DOT-required testing has been deleted as excessively detailed for policy.

DK (LEGAL) ASSIGNMENT AND SCHEDULES

While the addition to the policy—the TRANSFERS provision on page 2—is modest, the policy itself has been refined to more closely track the language of statute. The new TRANSFERS provision is language drawn

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from SB 387—effective with the 2005–06 school year—that permits a district to include in its employment policies provisions for employee transfers within the district.

**DLB (LEGAL) WORK LOAD
REQUIRED PLANS AND REPORTS**

SB 493 from the 79th regular session permits the commissioner of education to authorize an accreditation investigation of a district in response to “repeated complaints of excessive paperwork requirements on classroom teachers.” This provision becomes effective with the 2005–06 school year.

While not added to this policy, the legislation also requires the commissioner to limit written reports and other paperwork TEA requires of principals or classroom teachers and, at least once every even-numbered year, to review and reduce paperwork requirements imposed by TEA on districts.

E (LEGAL) INSTRUCTION

We have revised the E–Section Table of Contents to accommodate policy EHBG: Prekindergarten.

**EHAC (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)**

At COORDINATED HEALTH PROGRAM on page 1 has been added new law extending to middle and junior high students a health initiative that has previously been focused only on elementary students. From the program mandate in the 77th regular session, amended during the 78th regular session, to SB 42 in the 79th regular session, differing effective dates emerge: districts must receive training in the implementation of the elementary program by September 1, 2007, while training for the middle and junior high program must begin in the 2006–07 school year.

At item 5, on page 2, of the list of required course offerings in grades 9–12, language from HB 492 from the 79th regular session has been added. Beginning with the 2006–07 school year, districts must include instruction in personal financial literacy in any course meeting the economics course credit requirement. The State Board of Education must adopt—by March 1, 2006—rules that include a transition period for 2006–07 juniors and seniors and must adopt TEKS on personal financial literacy by the 2008–2009 school year.

**EHBD (LOCAL) SPECIAL PROGRAMS
FEDERAL TITLE I**

As we reviewed your files in preparation for this update, we noticed that you did not have a local policy addressing COMPARABILITY OF SERVICES, which is a requirement for districts that receive Title I federal funds and have more than one campus at the same grade level. If your district meets these criteria, we recommend that you consider adopting this policy; otherwise, please contact your Policy Consultant/Analyst so we can adjust our files accordingly.

**EHBG (LEGAL) SPECIAL PROGRAMS
PREKINDERGARTEN**

We have created this new code to specifically focus on prekindergarten programs and moved provisions, previously found at FD(LEGAL) and elsewhere, to this new policy. This material has been supplemented with Education Code provisions on grants, specifically the PREKINDERGARTEN EXPANSION GRANT and the READY TO READ GRANT, found on page 2.

Also new is a requirement—from HB 2048 from the 79th regular session and effective June 18, 2005—that the district participate in the Texas Information and Referral Network (TIRN), an initiative of the Health and Human Services Commission. Participation will take two forms:

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- Information collection: Each district, each local workforce development board, and the Texas Head Start State Collaboration Office will provide TIRN information regarding available child-care and education services and eligibility information. This information will be published on the Internet (in a manner prescribed by the legislation) and will provide—in the language of the bill—“a point of access through which a person may be directed on how or where to apply for all child-care and education services available in the person’s community.”
- Contact management: TIRN staff will provide the person’s contact information to the local Head Start or Early Head Start center, local workforce development center, and school district. Each entity is then required to contact the person regarding eligibility and to match the person’s need with child-care and education services it provides or that are available through other providers in the community.

EHBK (LEGAL) SPECIAL PROGRAMS
OTHER INSTRUCTIONAL INITIATIVES

Revisions are as follows:

- At CONSTITUTION DAY, on page 1, a requirement embedded in the Federal Appropriations Act of 2004 has been added: districts that receive federal funds from any source must observe U.S. Constitution Day each September 17. That observance marks the date in 1787 that delegates to the Constitutional Convention convened to sign the document. [Further information is available on the National Archives Web site at <http://www.archives.gov/education/lessons/constitution-day/>.]
- At WOMEN’S INDEPENDENCE DAY, on page 3, provisions of HB 67 from the 79th regular session and effective May 9, 2005, have been added. The day commemorates the ratification of the 19th Amendment (women’s suffrage) of the U.S. Constitution on August 26, 1920.

EIA (LEGAL) ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

NOTICE OF PERFORMANCE RATINGS has been added to reflect HB 3297 from the 79th regular session and effective June 18, 2005: districts are now required to provide campus rating information with the first report card of the year.

F (LEGAL) STUDENTS

To better accommodate increasingly detailed law and regulations pertaining to chronic health conditions, we have created—at FFAF—a new code for INDIVIDUALIZED HEALTH PLANS.

FD (LEGAL) ADMISSIONS

Legislation from the 79th regular session is incorporated as follows:

- At RESIDENT GRANDPARENT, on page 3, appears the HB 25 language (effective May 27, 2005, and replicated in HB 283 with a June 18, 2005, effective date) that requires a district to admit any nonresident student for whom a grandparent, residing in the district, provides a “substantial amount of after-school care.” The determination of what constitutes a “substantial amount” is left to the board.
- AT REQUIRED DOCUMENTATION, on page 5, is found language, also from HB 25, that significantly shortens the time lines within which records of transfers must occur. Previously law required the sending district to provide records to the receiving district within 30 days of the request; new law requires that this

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occur within ten working days of the request. Moreover, the law now requires the sending district to notify the parent that he or she may request an unofficial copy to take to the new district.

Please note also that the prekindergarten provisions previously in this policy have been moved to EHBG(LEGAL) and provisions regarding the U.S. Immigration's Student and Exchange Visitor Information System (SEVIS) have been deleted since they do not apply to public school districts in Texas.

FD (LOCAL) ADMISSIONS

Revisions to this local policy are as follows:

- At RESIDENCY REVIEW, we have deleted a statement specifically addressing the appeal of a superintendent's decision. Since all decisions may be appealed under the appropriate complaint policy, the statement was unnecessary and potentially confusing.
- At NONRESIDENT STUDENT IN GRANDPARENT'S AFTER-SCHOOL CARE, there is new language resulting from HB 25 on admission of nonresident students for whom grandparents, residing in the district, provide a "substantial amount of after-school care." The local policy text:
 - obligates the parent and grandparent to provide residency information and **to complete a form** to document the extent of after-school care provided, and
 - delegates to the superintendent authority to approve these admission requests.

Admission of the student is based on whether the care provided by the grandparent is determined by the board to be "substantial." Because of differing needs and circumstances of children at different ages and stages of development, formulating objective criteria to be used to measure "substantial amount" will likely yield a range of decisions governed by exception rather than rule. We suggest that the superintendent propose administrative regulations setting forth guidelines. Such guidelines might establish a threshold for approval—e.g., a minimum number of hours per day, of days per school week, of months per school year—and provide for consideration of age and special needs or circumstances.

To assist districts in making this determination, Policy Service has prepared a "boilerplate" administrative procedure and a sample form that the parent and grandparent would be required to complete. These documents may be found at FD(REGULATION) and FD(EXHIBIT), respectively, in the **TASB Regulations Resource Manual**, available via MyTASB to policy administrators.

We have retained unaltered the district's locally developed text at PERSON HAVING LAWFUL CONTROL OVER A STUDENT and at EXCEPTIONS.

FDB (LEGAL) ADMISSIONS
INTRADISTRICT TRANSFERS

This policy has been revised to more closely track statutory language and reorganized for clarity. In addition, HB 283 provisions relating to transfers prompted by bullying are reflected on page 2. That legislation from the 79th regular session and effective June 18, 2005, defines bullying and allows victims of bullying to be assigned to another classroom or transferred to another campus. The transfer is not automatic—the board or its designee must determine that the bullying occurred—nor is the district required to provide transportation to another campus.

FDB (LOCAL) ADMISSIONS
INTRADISTRICT TRANSFERS

We recommend adoption of this local policy addressing the need for the board to formally delegate authority to investigate and approve requests for class changes or transfers pursuant to an allegation of bullying. The

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language of delegation is generalized to all intradistrict transfers whether from classroom to classroom or campus to campus. If this language is not consistent with district practice, please contact your Policy Consultant/Analyst for appropriate text.

FDD (LEGAL) ADMISSIONS
SCHOOL SAFETY TRANSFERS

A new section titled SEXUAL ASSAULT TRANSFER reflects HB 308 from the 79th regular session. Effective June 18, 2005, the new law requires a district to permit a student who is the victim of a sexual assault by another student to transfer to another campus in the district. If no other campus exists, the victim's parent may request a transfer to another district. If, however, the victim does not want a transfer, the district must transfer the assailant to another campus or—if only a single campus exists at that grade level—to the district's alternative education program or juvenile justice alternative education program. The law requires the district to notify, to the extent permitted by federal privacy laws, the victim's parent of where the assailant has been transferred or placed. The district is not required to provide transportation to either student.

This new law echoes to some extent the No Child Left Behind Act's Unsafe School Choice Option (renamed School Safety Choice Option in Texas), found on page 1 of this policy. This NCLBA transfer provision is triggered when the sexual assault occurred on the grounds of the school the victim attends; the HB 308 transfer provision applies regardless of where the sexual assault occurred but only if both students were attending the same school at the time of the assault.

In addition to the significant change described above, the policy has been revised throughout to more closely track statutory language.

FDD (LOCAL) ADMISSIONS
SCHOOL SAFETY TRANSFERS

The No Child Left Behind Act requires districts receiving ESEA funds to notify students of their right to transfer within the district from a school identified as "persistently dangerous" or when the student becomes a victim of violent crime at school. Recent guidance from TEA strongly encourages districts in which an intradistrict transfer is not possible to work with another district to arrange an interdistrict transfer. In this light, we have reorganized your current (LOCAL) policy to avoid redundancy and have added a provision that the district "explore transfer options with another school district." With the generalization of the transfer statement, we have deleted a provision—not required by law or TEA guidance—that the district would transport these students to their new school. New to the policy is language:

- delegating to the superintendent (or the superintendent's designee) authority to receive and expedite school safety transfer requests.
- establishing time lines—as specified by TEA—for notification of transfer rights and for approval of transfer requests.
- requiring retention of relevant records for five years, as specified by TEA.

ADDITIONAL TRANSFER OPTIONS, on page 2, has been added to acknowledge the right of a parent whose student has been the victim of a sexual assault—within circumstances added to the Education Code by HB 308—to transfer to another classroom or school OR to request that the assailant, if on the same campus as the student, be transferred to another school. [See FDD(LEGAL) explanatory note and text for additional information.]

TEA's July 22, 2005, "To the Administrator Addressed" communique on NCLBA transfer requirements may be found at <http://www.tea.state.tx.us/nclb/PDF/SSCONotice0705.pdf>.

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**FEA (LEGAL) ATTENDANCE
COMPULSORY ATTENDANCE**

HB 1575 from the 79th regular session prompts two changes to this policy. Both changes became effective on June 18, 2005:

- At **AFFIRMATIVE DEFENSE—STUDENT**, on page 5: the affirmative defense to prosecution of a student for nonattendance may now be used only if—after deducting involuntary absences and excused absences—the number of remaining unexcused or voluntary absences is insufficient to constitute an offense.
- At **DISTRICT COMPLAINT OR REFERRAL**, the district now has only seven school days—from the student's last absence—to file a complaint for nonattendance or refer the student to a juvenile court for conduct indicating a need for supervision.

In addition to these changes, the policy has been refined throughout to more closely track statutory language and, with new margin notes, to improve the mapping of the material.

For more information, see TEA's August 2, 2005, "To the Administrator Addressed" correspondence regarding attendance, admission, enrollment records, and tuition at <http://www.tea.state.tx.us/taa/legal080205.html>.

**FFAC (LEGAL) HEALTH REQUIREMENTS AND SERVICES
MEDICAL TREATMENT**

At **PRESCRIPTION MEDICATION AND SPECIAL EDUCATION STUDENTS**, on page 4, appears a new section drawn from the December 2004 reauthorization of the Individuals with Disabilities Education Act. The Act now prohibits an employee of the district from requiring a student to obtain—as a condition of attending school or being evaluated for or receiving special education services—a prescription for a controlled substance.

**FFAF (LEGAL) HEALTH REQUIREMENTS AND SERVICES
INDIVIDUALIZED HEALTH PLAN**

FFAF is a new policy code established to house provisions applicable to **INDIVIDUALIZED HEALTH PLANS**, such as those called for by HB 984 (from the 79th regular session) for students with diabetes.

The legislation, effective June 18, 2005, requires a three-pronged approach by parents and schools:

- Development of a diabetes management and treatment plan (DMTP) by the parent and the physician responsible for treating the student's diabetes.

This plan, signed by the parent and physician, must identify the health-care services the student may receive at school and assess the student's ability to manage his or her diabetes. The plan must be submitted to the school by the beginning of the school year or upon the later enrollment of the student, or as soon as practicable after diagnosis.

- Development of an individualized health plan (IHP) for the student by the principal or designee and the school nurse (if one is assigned to the school).

This plan must be developed in collaboration with the parent, the physician (to the extent practicable) and at least one of the student's teachers.

- Development of campus procedures and resources to provide the required care to diabetic students.

The campus will attempt to ensure the availability of a school nurse or unlicensed diabetes care assistant (UDCA), under the supervision of the principal. A UDCA may be a school employee who volunteers to

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perform this duty or an employee of the local health department or other entity with which the district has contracted for this service. Each UDCA must be appropriately trained by the school nurse or a health-care professional having expertise in the care of diabetics. Training must be in accordance with guidelines promulgated by the Texas Diabetes Council of the Texas Department of State Health Services.

Additionally, the principal must make efforts to have at least one UDCA if a school nurse is assigned full-time to the campus and at least three UDCAs if there is no full-time nurse. School employees who transport or supervise students during off-campus activities must be given specific information regarding diabetic students in their charge: the identification of the diabetic student, potential emergencies and appropriate responses to emergencies that may arise as a consequence of the diabetes, and an emergency contact number.

The law provides UDCAs liability protection under the general immunity applicable to school district professional employees. They are also sheltered from claims regarding unlicensed practice of medicine, while school nurses are held harmless for the actions of a UDCA.

The Texas Diabetes Council released its "Guidelines for Training Unlicensed Diabetes Care Assistants" in July. This and many other resources relating to diabetes in a school setting may be found at <http://www.tdh.state.tx.us/diabetes/default.htm>.

FFG (LEGAL) STUDENT WELFARE
CHILD ABUSE AND NEGLECT

HB 1970, from the 79th regular session and effective September 1, 2005, prompts the following changes:

- At TO WHOM REPORTED on page 2: new language in the introductory paragraph clarifies that a report of alleged or suspected abuse or neglect must always be made to the Texas Department of Family and Protective Services:
 - **if** the abuse or neglect involves a person who is responsible for the care, custody, or welfare of the child, and
 - **unless** the report is made to the state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred OR the report involves a juvenile justice program or facilities (e.g., a juvenile justice alternative education program).

Otherwise the report should be made to any of the four agencies that continue to be specified by law.

- At REPORTS TO DISTRICT on page 3: DFPS is newly required to provide the superintendent a written report if its investigation of abuse or neglect involves a student and a district employee. Previously DFPS was obligated only to orally notify the superintendent that an investigation had been initiated.

FFG (EXHIBIT) STUDENT WELFARE
CHILD ABUSE AND NEGLECT

This exhibit has been revised to reflect HB 1970 changes described at FFG(LEGAL): reports of alleged or suspected abuse or neglect must always be made to the Texas Department of Family and Protective Services (Child Protective Services) in the circumstances described in the explanatory note at FFG(LEGAL).

Please note: Blanks are provided in the first paragraph and at "To whom do I make a report?" for contact information related to reporting child abuse and neglect of a student. Please supply your Policy Consultant/Analyst with the appropriate information so that a completed exhibit can be returned to you for inclusion in your Localized Policy Manual.

FL (LEGAL) STUDENT RECORDS

At DESIGNATION OF DIRECTORY INFORMATION, beginning on page 7, are key provisions of SB 256 from the 79th regular session that became effective on June 17, 2005. The text attempts to reconcile "public infor-

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mation” under the Texas Public Information Act with “directory information” under the federal Family Educational Rights and Privacy Act (FERPA). In short, FERPA now controls what is subject to public disclosure for purposes of student records.

The legislation also addresses the content and form of the ANNUAL NOTICE that FERPA requires to be given to parents regarding their right to withhold some or all directory information on their children:

- specific language that the district must use to fulfil the FERPA requirement;
- a requirement that this language appear in 14 point (or larger) boldface type; and
- the inclusion of a form—on that page or the next—that allows the parent to check off or list directory information he or she does not wish disclosed, to object to the required release of directory information to a military recruiter or institution of higher education, and to consent to release certain directory information for limited school-sponsored purposes.

On page 4, a federal provision regarding release of visa information—previously found in FD(LEGAL)—has been moved to this policy. That provision, from the Enhanced Border Security and Visa Entry Reform Act of 2002, requires the release—to any of the federal and state agencies listed at item 3 on page 3—of personally identifiable information otherwise protected from disclosure when the student is holding an F, J, or M visa.

FL (LOCAL) STUDENT RECORDS

DIRECTORY INFORMATION, on page 4, includes the full list of categories so defined by the Family Educational Rights and Privacy Act (FERPA). To fulfill SB 256 requirements, each district must designate, in policy, the categories of information it will treat as “directory information” and make accessible to third parties without parental consent. FERPA also requires districts to allow parents to object to the release of one or more categories of this information.

If you wish to delete any of the items listed as directory information on page 4, please contact your Policy Consultant/Analyst.

Please note: This (LOCAL) policy version is for districts in which the principal is custodian of all records for currently enrolled students at the assigned school and for students who have withdrawn or graduated. If this information does not reflect your current practice, please contact your Policy Consultant/Analyst so we can update our records and issue you the correct policy text.

FL (EXHIBIT) STUDENT RECORDS

The information contained in this exhibit—addressing the confidentiality of personally identifiable information for students, the limitations on directory information, and the rights of parents under the Family Educational Rights and Privacy Act—is more appropriately published in student handbooks or, if the district prefers, distributed separately at the beginning of each year or when a student later enrolls. In that light and because of the specific requirements of SB 256 governing the directory information notice and parental consent form, we recommend deletion of this exhibit from the district’s policy manual.

This exhibit has long been incorporated in the TASB Model Student Handbook issued each spring. The 2005–06 version was rereleased on July 7 to address SB 256 requirements—as well as other legislative changes—and to provide districts with a directory information consent form compatible with SB 256.

Both this exhibit and the new parental consent form may also be found in the FL(EXHIBIT) in the **TASB Regulations Resource Manual**, available via MyTASB to policy administrators.

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FMF (EXHIBIT) STUDENT ACTIVITIES CONTESTS AND COMPETITION

This notice regarding anabolic steroids has been more appropriately moved to FNCF (Student Conduct: Alcohol and Drug Use). Please delete FMF(EXHIBIT) in favor of FNCF(EXHIBIT), included in this update packet.

FNAF (LOCAL) STUDENT EXPRESSION DISTRIBUTION OF NONSCHOOL LITERATURE

In June 2005, Policy Service issued the second of a two-part response to two issues—distribution of non-school literature on school premises and use of district facilities for nonschool purposes—that have given rise to First Amendment challenges against district policies and practices in Texas and around the nation. Four policy codes are implicated:

- regarding students: FNAF and FNAB.
- regarding the community: GKD and GKDA

The **Starting Points** policy development tool kits on these issues guide the district in reviewing and refining these policies in light of these challenges and to ensure that local policy provisions for these four policies are coordinated. The tool kits are available to policy administrators via MyTASB at https://www.tasb.org/docs-my-tasb/gov_svcs/policy_svc/amendment_sp/index.shtml.cfm.

FNC (LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES STUDENT CONDUCT

HB 283 from the 79th regular session further specified the scope of each district's discipline management program. The legislation, effective June 18, 2005, requires the program to address education regarding and prevention of unwanted physical or verbal aggression, sexual harassment, and other forms of bullying on school grounds and in school vehicles.

FNCF (EXHIBIT) STUDENT CONDUCT ALCOHOL AND DRUG USE

This exhibit, recoded from FMF, addresses the long-standing requirement that districts post cautionary notices regarding use of anabolic steroids in school gyms and other places where physical education classes are conducted.

Please note: The 79th Legislature—in the form of HB 3563—ordered the University Interscholastic League to adopt rules prohibiting a student from participating in an athletic competition sponsored or sanctioned by the League unless the student agrees not to use steroids and the parent acknowledges in writing the statements that are found in this exhibit.

UIL is also required to:

- develop an education program—before September 1, 2005—for students participating in UIL athletic activities and for their parents and coaches regarding the health effects of steroid use.
- make the program available to districts.
- work with public or private entities to study the effectiveness of the program.

During the 2005–06 school year, UIL must measure the extent of illegal steroid use by high school students and the number of districts that test high school students for illegal steroids. UIL is further charged with the responsibility of developing a plan for testing students engaged in UIL athletic activities for illegal steroids.

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Finally, UIL must file a written report with the Legislature—not later than December 1, 2006—regarding the use survey, the effectiveness study of educational programs, and the testing plan. The bill directly states that, if the Legislature is not satisfied that the educational program has significantly reduced student use of illegal steroids, it may require UIL to implement the testing plan (and authorizes UIL to raise membership fees to pay for the testing).

Concurrently, TEA, working with the Department of State Health Services, must develop information about the use of anabolic steroids and associated health risks and distribute the information to school districts. (This was apparently accomplished more than a month before passage of the legislation by a joint communication from the commissioner of education and the commissioner of health: <http://www.tea.state.tx.us/taa/comm042605.pdf>.) The State Board of Education has not yet determined at which grade levels this information is to be distributed.

FO (LEGAL) STUDENT DISCIPLINE

Legislation enacted in the 2003 regular session required a district to specify in its student code of conduct whether self-defense might be considered a mitigating factor for offenses that would ordinarily prompt suspension, placement in a disciplinary alternative education program, or expulsion. In the 2005 regular session, by means of HB 603 (effective June 17, 2005), the Legislature added three further considerations:

- Intent or lack of intent at the time the student engaged in the conduct,
- A student's disciplinary history, or
- A disability that "substantially impairs the student's capacity to appreciate the wrongfulness of [his or her] conduct."

A district is not required to take these factors into consideration but, if it does, the decision to do so must be expressed in the student code of conduct. (See **STUDENT CODE OF CONDUCT**, item 4, on page 1)

At item 5, on page 1, text—also from HB 603—has been added to clarify that districts are not required to specify minimum terms of DAEP placement or expulsion (except as otherwise provided by statute).

HB 283, also from the 79th regular session, expands the scope of the student code of conduct to include two new items:

- A prohibition of bullying, harassment, and making hit lists and ensuring that district employees enforce these prohibitions. (See item 7 on pages 1 and 2 for the specific language and the definitions of "bullying," "harassment," and "hit list.")
- Providing grade level–appropriate methods for managing and disciplining students and preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists. (See item 8 on page 2 for the specific language.)

These new student code of conduct requirements are addressed in the **TASB Model Student Code of Conduct**, released on June 21, 2005.

Please note: HB 383 from the 79th regular session amends Family Code 151.001 to include the following language (effective September 1, 2005):

"Only the following persons may use corporal punishment for the reasonable discipline of a child:

- the parent or grandparent of the child;
- a stepparent of the child who has the duty of control and reasonable discipline of the child; and
- an individual who is a guardian of the child and who has the duty of control and reasonable discipline of the child."

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Close review by TASB attorneys has found that the intent of the language was to clearly empower grandparents, stepparents, and guardians to use corporal punishment without fear of a *de facto* claim of child abuse. Moreover, the legislature left intact existing authority permitting districts to administer corporal punishment (see page 4 for cites to federal cases in that regard and DH(LEGAL) regarding professional immunity relating to student discipline). Believing that sufficient legal authority exists for school personnel to administer corporal punishment, TASB Legal Services has not included those provisions of HB 383 in this (LEGAL) policy but urges districts to confer with local legal counsel regarding that reading.

Be aware also that, on July 27, 2005, the commissioner requested an attorney general's opinion on the applicability of Family Code 151.001 to corporal punishment administered within a school setting. The request went on to pose related questions: whether corporal punishment may be administered with the consent of or over the objection of the parent (or other person named in the new provision). Full text of the request may be found at http://www.oag.state.tx.us/opinions/requests_ga/RQ0369GA.pdf.

Please also note: This (LEGAL) version, which includes provisions on corporal punishment, is for districts that allow that method as one of their discipline management techniques. If your district does not allow the use of corporal punishment, please contact your Policy Consultant/Analyst so we can update our files and issue the correct (LEGAL) version for your manual.

FOA (LEGAL) STUDENT DISCIPLINE REMOVAL BY TEACHER

HB 603 from the 79th regular session newly requires that a student removed from class by a teacher for assault or sexual assault on the teacher or attempted murder against the teacher cannot be returned to the class without the teacher's consent. Effective on June 17, 2005, this addition to Chapter 37 prevents a placement review committee from returning the student to the teacher's class—over the teacher's objection—as it might for other removals by the teacher and further provides that consent cannot be coerced. (See RETURN TO CLASS on page 1.)

FOC (LEGAL) STUDENT DISCIPLINE PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Changes from the 79th regular session are as follows:

- At SEXUAL ASSAULT OF ANOTHER STUDENT, on page 2, are provisions of HB 308 that provide for the transfer of a student convicted or otherwise adjudicated for sexually assaulting another student assigned to the campus. If the district does not have another campus serving the grade level of the assailant and upon request of the parent of the victim, the assailant must be placed in a disciplinary alternative education program or a juvenile justice alternative education program. Time limits ordinarily associated with DAEP or JJAEP placements do not apply. This provision is reflected in the **TASB Model Student Code of Conduct** released June 21, 2005.
- At ACTIVITIES, on pages 5 and 6, is new language from HB 603 from the 79th regular session that adds to the tangle of notification requirements. Previously, the superintendent was required to notify all instructional and support personnel:
 - responsible for supervising a student arrested or taken into custody by a law enforcement agent, or
 - who have regular contact with a student convicted (or otherwise adjudicated) of a reportable offense.

The law in the first circumstance above includes a specific confidentiality requirement; in the second circumstance, it does not.

Effective June 17, 2005, the law also now requires:

- the principal or designee to notify “each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of [the] student.”

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- notification for ANY offense for which the student must or may be placed in a DAEP or expelled— independent of any action taken by the criminal justice system. [FOC(LEGAL) addresses the DAEP component of this requirement; FOD(LEGAL), the expulsion component.]
- the information be kept confidential from any person not entitled to the information. Intentional failure to keep the information confidential may prompt suspension or revocation of an educator's certificate.
- At ENROLLMENT IN ANOTHER DISTRICT, on page 6 and also from SB 603, is new language requiring notification of staff when a student in a DAEP in one district attempts to enroll in another district before the expiration of the term of placement. The provision mirrors that at ACTIVITIES regarding who must be notified and confidentiality.

ADDITIONAL PROCEEDINGS, on page 9, has been added to reflect legislation enacted in the 78th regular session: a student in a DAEP who engages in further misconduct (for which DAEP placement is appropriate) may be assessed an additional term of placement.

FOC (EXHIBIT) STUDENT DISCIPLINE PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

HB 1095 from the 79th regular session expands Section 22.11, found on page 2, to include intentional harassment of a public servant (a term encompassing district employees). The language expands the existing bodily fluids statute to protect any public servant performing an official duty. The effective date of this language is September 1, 2005.

FOD (LEGAL) STUDENT DISCIPLINE EXPULSION

The SB 603 notice requirement added to FOC(LEGAL) applies to expulsions as well. This revised requirement appears at NOTICE OF EXPULSION ORDER: TO STAFF, on page 6. [See the explanatory note at FOC(LEGAL) for further information.]

FOD (LOCAL) STUDENT DISCIPLINE EXPULSION

Your current (LOCAL) policy at this code—addressing the expulsion hearing process—includes time-sensitive information most relevant to students and parents. Because the board-adopted Student Code of Conduct is the primary vehicle of information for students and parents on issues of discipline, these provisions are more appropriately placed in that document than in the board policy manual. To eliminate redundancy and prevent confusion, we recommend that this policy be deleted.

GBA (LEGAL) PUBLIC INFORMATION PROGRAM ACCESS TO PUBLIC INFORMATION

Changes arising from the 79th regular session are as follows:

- A new INVESTMENT INFORMATION section has been added to page 2 to reflect SB 121 (effective immediately). This section is essentially a highly summarized reference pointing to a lengthy list of disclosable information that will soon be codified in Government Code 552.0225. In the interim, this information is accessible at the Texas Legislature Online: <http://www.capitol.state.tx.us>. [79th regular session, SB 121 text, enrolled version]
- A companion piece—regarding investment information that is not disclosable—is found at item 28, on page 8.

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- At item 27 appears a new SOCIAL SECURITY NUMBERS section. In accordance with SB 1485, effective immediately, districts are now authorized to withhold Social Security numbers of living persons.

GBAA (LEGAL) INFORMATION ACCESS REQUESTS FOR INFORMATION

Changes arising from the 79th regular session and effective September 1, 2005, are as follows:

- SB 727 transfers the Texas Building and Procurement Division's responsibility regarding public records to the attorney general's office. This shift is reflected at SIGN, on page 1, and throughout this policy. In addition:
 - The law newly considers as withdrawn any public information request for which the requestor does not complete examination of the records within ten business days after the records are made available, if a request for additional time is not filed. (See EXAMINATION, on page 2).
 - Previous law specified that, for requests that require programming or manipulation of data, the officer for public information has 20 days (plus an additional ten if an extension is needed) in which to provide the requestor a statement of estimated cost and time required to fulfill the request. The legislation newly requires that the requestor has 30 days to respond after this information is received. If the requestor does not respond within this time frame, the request is to be considered withdrawn. (See FURTHER ACTION on page 4).
 - Finally, the legislation requires that when a district sends to the attorney general written comments stating why an exception to the Opens Records Law applies the district also send a copy to the person who requested the information. The district must redact from the copy any comments disclosing the substance of the information in question. (See ADDITIONAL INFORMATION, on pages 6 and 7.)
- SB 623 specifies that the district has ten days—from the day that the requestor pays the deposit or posts bond for payment of the anticipated cost of preparing a copy of public information—to provide the information or request an attorney general's opinion. Also, if the requestor fails to make the deposit or post bond in a timely manner, the request must be considered withdrawn. (See DEPOSIT OR BOND, on page 10.)

GND (LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES STATE EDUCATION AGENCY

Changes arising from the 79th regular session are as follows:

- At INTERNET DISSEMINATION, on page 4, is added the SB 3297 requirement—also found at BR (LEGAL) in this update—regarding Internet posting of the most recent performance ratings of the district.
- At PAPERWORK REQUIREMENTS, on page 5, is found the SB 493 provision—also appearing at DLB(LEGAL) in this update—authorizing the commissioner to undertake a special accreditation investigation of a district for repeated complaints regarding excessive paperwork imposed on teachers.

See the explanatory notes for these referenced codes for further information.

CLOSED MEETING

- A. Discussion Regarding Personnel Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges (If Needed)**
- B. Confer with Employees of the School District to Receive Information or to Ask Questions (If Needed)**
- C. Discussion Regarding Student Discipline (If Needed)**
- D. Consultation with District's Attorney (If Needed)**

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren

Background Information:

The Board may enter into a closed meeting after the following requirements have been met:

1. A quorum of the Board has first been convened in open meeting for which notice has been given.
2. The presiding officer has publicly announced in open meeting that a closed meeting will be held.
3. The presiding officer has identified the section or sections of the Open Meetings Act or other applicable statutes that authorize the holding of such closed meeting.

Fiscal Implication:

N/A

Administrative Recommendation:

N/A

A closed meeting was declared at _____ .m. on _____, 2005 to

discuss: _____

The closed meeting ended at _____ .m. on _____, 2005.

ADJOURNMENT

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Date and Time: _____