Notice of Regular Meeting
Board of Trustees
May 19, 2020

A Regular Meeting of the Board of Trustees will be held on May 19, 2020, beginning at 6:00 PM, in the Virtual Meeting.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

This meeting will be held virtually due to restrictions and quarantines caused by the COVID-19 virus.
Here is the information to join the meeting:

La Vega ISD Board of Trustees Phone and Online Board Meeting - May 2020
Please join my meeting from your computer, tablet or smartphone.
https://global.gotomeeting.com/join/405223653

You can also dial in using your phone.
United States: +1 (571) 317-3112
Access Code: 405-223-653

New to GoToMeeting? Get the app now and be ready when your first meeting starts: https://global.gotomeeting.com/install/405223653

I. Roll Call, Establishment of Quorum, and Call to Order -- Board President
II. Opening Ceremony -- Board President
III. Consider Listing of Agenda Items -- Board President
IV. Recognition Items -- Board President and Dr. Sharon M. Shields
V. Certificate of Election, Statement of Elected Officer, and Oath of Office to Newly Elected Board Members -- Ms. Lori Mynarcik
VI. Election of Board Officers -- Board President
VII. Public Participation -- Board President
VIII. Special Reports -- Board President
- A. Superintendent's Report -- Dr. Sharon M. Shields
  1. La Vega High School Graduation Ceremony Update -- Dr. Sharon M. Shields
  2. Virtual Summer School -- Dr. Sharon M. Shields
  3. Summer Meal Program -- Dr. Sharon M. Shields
  4. Calendar of Events -- Dr. Sharon M. Shields
  5. Leadership Team Times -- Dr. Sharon M. Shields
  6. Board Goals Report -- Dr. Sharon M. Shields
- B. Summary of District Improvement Plan -- Dr. Peggy Johnson

IX. Consider Consent Agenda Items -- Board President
- A. Minutes for Meetings Held -- Ms. Lori Mynarcik
- B. Monthly Tax Collection Recap and Report -- Ms. Diane Roepke

C. Budget Amendments -- Ms. Diane Roepke

D. Quarterly Investment Report -- Ms. Diane Roepke

E. Consider Audit Engagement for 2019-2020 Financial Audit -- Ms. Diane Roepke

F. Personnel Items -- Mr. Todd Gooden

1. Personnel Resignations, Job Description(s) or Revisions to Job Description(s), and Paygrade Chart or Revisions to Paygrade Chart -- Mr. Todd Gooden

G. School Health Advisory Council (SHAC) Annual Report -- Dr. Peggy Johnson

H. District and Campus Improvement Plans -- Dr. Peggy Johnson

X. Action and Discussion Items -- Board President

A. Consider Monthly Budget Analysis Report -- Ms. Diane Roepke

B. Consider Teacher and Professional Employee Contract Recommendations -- Mr. Todd Gooden

C. Consider Contract Recommendation for Director of Music/Head Band Director -- Mr. Todd Gooden

XI. Closed Meeting -- Board President

XII. Adjournment -- Board President

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

_____

For the Board of Trustees

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: _____

_____

School Personnel Present: _____

_____

_____

_____

Others Present: _____

_____

_____

BOARD PRESIDENT:

THE OPENING CEREMONY CONSISTING OF THE PLEDGE OF ALLEGIANCE

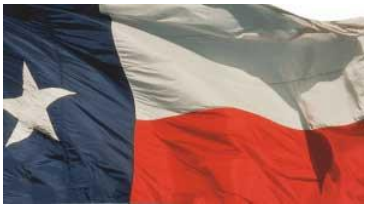
TO THE AMERICAN FLAG AND TO THE TEXAS FLAG WILL BE PROVIDED BY:

_____

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



PLEDGE TO UNITED STATES FLAG. I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.



PLEDGE TO TEXAS FLAG: "Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

APPROVE LISTING OF AGENDA ITEMS

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields and Board President

Background Information:
Board Members are asked to review the listing of agenda items.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion:

Second:

For:

Against

Abstain:

RECOGNITION ITEMS

Presented for:
Board action ☐ Report/Review Only ☒ Consent Agenda Item ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Board President

Background Information:
This portion of the board meeting is reserved to recognize students, staff, and Board Members for exemplary accomplishments beyond the District Level.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

CERTIFICATE OF ELECTION, STATEMENT OF ELECTED OFFICER, AND OATH OF OFFICE

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Ms. Lori Mynarcik

Background Information:
Mrs. Brenda Rocha and Ms. Mildred Watkins were re-elected to the Board of Trustees on May 2, 2020. They will be issued a Certificate of Election and the Statement of Elected Officer. The Oath of Office will then be administered.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

ELECTION OF BOARD OFFICERS

President_____

_____

_____

_____

Vice-President_____

_____

_____

_____

Secretary_____

_____

_____

_____

Assistant Secretary_____

_____

_____

_____

Recording Secretary and Alternate_____

_____

_____

_____

PUBLIC PARTICIPATION

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person(s):
Board President and Dr. Sharon M. Shields

Background Information:
LVISD POLICY BED (LOCAL) -- Public Participation: At regular meetings the Board shall allot 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

Limit on Participation: Audience participation is limited to the portion of the meeting designated for that purpose. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer. No presentation shall exceed five (5) minutes. Delegations of more than five persons shall appoint one person to present their views before the Board.

Board's Response—Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Complaints and Concerns—Complaints and concerns for which other resolution channels are provided shall be directed through those channels. The presiding officer or designee shall determine whether a person who wishes to address the Board has attempted to solve a matter administratively. If not, the person shall be directed to the appropriate policy to seek resolution before bringing the matter to the Board at a subsequent meeting.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

SPECIAL REPORTS

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

Background Information:
This portion of the meeting is to provide special reports to the Board of Trustees.

Fiscal Implication:
N/A

Administrative Recommendation:
This report is being provided for informational purposes.

Superintendent's Report

1. **La Vega High School Graduation Update**
2. **Virtual Summer School**
3. **Summer Meal Program**
4. **Calendar of Events**
5. **Leadership Team Times**
6. **Board Goals Update**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☐ Provided Later ☒

Contact Person:
Dr. Sharon M. Shields

Background Information:
This portion of the board meeting is reserved to update the Board of Trustees on calendar and miscellaneous items.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Summary of District Improvement Plan

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Peggy Johnson

Background Information:
A summary of the major revisions to the District Improvement Plan (DIP) will be provided. The DIP and the Campus Improvement Plans are included in the Consent Agenda for this meeting.

Fiscal Implication:
N/A.

Administrative Recommendation:
N/A

2020-2021 DISTRICT IMPROVEMENT PLAN FOR LA VEGA ISD: A SNAPSHOT

INDICATORS REVIEWED

- DEMOGRAPHICS
- STUDENT ACHIEVEMENT
- SCHOOL CULTURE & CLIMATE
- STAFF QUALITY AND PROFESSIONAL DEVELOPMENT
- CURRICULUM, INSTRUCTION, & ASSESSMENT
- FAMILY AND COMMUNITY INVOLVEMENT
- SCHOOL CONTEXT & ORGANIZATION
- TECHNOLOGY

GOALS

- CONTINUE TO **IMPROVE SERVICES DELIVERED** AND THE **PERFORMANCE OUTCOMES** FOR **ALL STUDENTS**, WITH A SPECIAL EMPHASIS ON THOSE PERFORMING BELOW THEIR COUNTERPARTS.
- ENSURE THAT ALL **CURRICULUM** RESOURCES, **INSTRUCTIONAL DELIVERY, AND ASSESSMENTS** ARE **RIGOROUS** AND **ALIGNED** TO **STATE STANDARDS**.

GOALS

- PROVIDE OPPORTUNITIES FOR ALL STAFF TO RECEIVE **PROFESSIONAL DEVELOPMENT** BASED ON IDENTIFIED NEEDS ALIGNED WITH DISTRICT GOALS.

- CONTINUE TO CULTIVATE AN ENVIRONMENT THAT **INCREASES STAFF MORALE** AND PROVIDES A **CLIMATE OF BELONGING**.

GOALS

- INCREASE OPPORTUNITIES FOR **STAFF AND STUDENTS** TO BECOME **PROFICIENT** WITH **THE INTEGRATION OF INSTRUCTION AND TECHNOLOGY**.

- PROVIDE **MULTIPLE AND SPECIFICALLY VIRTUAL OPPORTUNITIES FOR PARENTS** TO BECOME **ENGAGED DECISION-MAKERS** IN THE **EDUCATIONAL PROCESS OF THEIR CHILD.**

NEW INITIATIVES

- CONTINUE TO OFFER AND IMPROVE VIRTUAL LEARNING FOR ALL STUDENTS.
- PROVIDE TEACHER SUPPORT TO IMPLEMENT VIRTUAL LEARNING.
- ADD **DUAL LANGUAGE CLASSES** AT **3RD GRADE** WITH **JOB-EMBEDDED COACHING**
- **OFFER READING ACADEMY TRAINING FOR ALL K-3 TEACHERS TO MEET STATE REQUIREMENTS.**

"A GOAL WITHOUT A PLAN IS JUST A WISH."

ANTOINE DE SAINT-EXUPÉRY

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. Sharon M. Shields or Ms. 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
400 East Loop 340 Waco, Texas 76705
254-299-6700 ♦ 254-799-8642 FAX

Office of the Superintendent

La Vega I.S.D. Board of Trustees
Minutes of the Regular Meeting Held
April 21, 2020

SPECIAL NOTE: This meeting was held by phone conference due to restrictions and quarantines caused by the COVID-19 virus.
Toll-Free-Dial-In Number for GoToMeeting: +1 (312) 757-3121
Access Code: 886-769-021 followed by #

BOARD MEMBERS PRESENT – Phil Bancale, Brenda Rocha, Mildred Watkins, Myron Ridge, Raymond Koon, and Henry C. Jennings

BOARD MEMBERS ABSENT – Randy Devorsky

SCHOOL PERSONNEL PRESENT – Dr. Sharon M. Shields, Diane Roepke, Todd Gooden, Dr. Charla Rudd, and Lori Mynarcik

OTHERS PRESENT – None

CALLED TO ORDER – Board President Phil Bancale established a quorum and brought the board meeting to order at 7:00 p.m.

OPENING CEREMONY – The Pledges of Allegiance to the United States Flag and the Texas Flag were led by Mr. Todd Gooden, Assistant Superintendent for Personnel and Administration.

APPROVED LISTING OF AGENDA ITEMS - On a motion by Mr. Jennings and seconded by Mr. Koon, the Board unanimously approved the listing of agenda items.

RECOGNITION ITEMS – None

PUBLIC PARTICIPATION – None

SPECIAL REPORTS – Board Members received the following special report(s).

Superintendent's Information to the Board – Dr. Sharon M. Shields, Superintendent, updated the Board Members on upcoming calendar items and other miscellaneous information.

Annual Review of Optional Flexible School Day Program (OFSDP) – La Vega High School Success Academy – Board Members received a report and reviewed the progress of the OFSDP – La Vega High School Success Academy.

APPROVED CONSENT AGENDA ITEMS - Motioned by Mrs. Rocha and seconded by Ms. Watkins, the Board unanimously approved the following consent agenda items:

- the minutes for the April 3, 2020 special board meeting
- the minutes for the April 6, 2020 special board meeting
- the 2020-2021 School Calendar
- the monthly tax collection recap and report
- the budget amendments as presented
- the tax resale deeds for District properties
- the contract amendment with Aramark Educational Services, LLC for food service management services for 2020-2021
- the resignations of Elizabeth Mickey and Alina Rodriguez

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

Approved the Monthly Budget Analysis Report – On a motion by Mr. Jennings and seconded by Mrs. Rocha, the Board unanimously approved the monthly budget analysis report.

Approved Teacher and Professional Employee Contract Recommendations – Motioned by Ms. Watkins and seconded by Mr. Ridge, the Board of Trustees unanimously approved the employee contract recommendations for Whitney Bates, Megan Boyd, Larry Carpenter, Priscilla Ojeda, Emma Ramirez, Stewart Speer, Daxton Swanson, and Bethany Vinson.

Report on Board Member Continuing Education and Training – Board President Phil Bancale read into the board minutes: Board member(s) who have completed and exceeded the required continuing education all tiers: Phil Bancale, Henry C. Jennings, Raymond Koon, Brenda Rocha, Myron Ridge, and Mildred Watkins. Board Member(s) who are deficient or delinquent in the required continuing education: Randy Devorsky

CLOSED MEETING – None

ADJOURNMENT - On a motion by Mr. Jennings and seconded by Mr. Koon, the Board of Trustees unanimously agreed to adjourn the meeting at 6:31 p.m. on April 21, 2020.

_____

Date of Board Approval

_____

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

_____

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

Monthly Tax Collection Recap and Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None Attached X Provided Later

Contact Person:
Ms. Diane Roepke

Background Information:
The District contracts with the McLennan County Tax Office for the collection of the current and delinquent taxes and penalty and interest on those taxes. As part of this service, the Tax Office supplies the District with a monthly cumulative summary of taxes and penalty and interest collected

Fiscal Implication:

Administrative Recommendation:
Recommend that the board approve the tax collection report as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

La Vega ISD
Tax Collection Report

Current Year M&O Taxes		For Month of		Year to Date
	4	April 2020		April 2020
Original Current Roll			$	12,506,104
Adjustments		($1,919.88)		($19,296.47)
Total Adjusted Roll			$	12,486,807
Current M&O Taxes Collected	$	-	$	9,840,962.28
Current P & I Collected	$	4,613.84	$	13,055.15
Current Taxes Collected Adjustments			$	-
Total Current Taxes Collected	$	4,613.84	$	9,854,017.43
% of Current Taxes Collected				78.9154%
Current Year I&S Taxes		**For Month of**		**Year to Date**
Current I&S Taxes Collected	$	-	$	2,044,191.54
Current P & I Collected	$	958.35	$	2,714.79
Current Taxes Collected Adjustments	$	-	$	-
Total Current Taxes Collected	$	958.35	$	2,046,906.33
% of Current Taxes Collected				16.3926%
Total Collections Current	**$**	**5,572.19**	**$**	**11,900,923.76**
				95.31%
Delinquent M&O Taxes		**This Month**		**Year to Date**
Delinquent Taxes Outstanding			$	707,836.12
Adjustments	$	(4,285.80)	$	(40,702.25)
Total Adjusted Delinquent Roll			$	667,133.87
Delinquent M&O Taxes Collected	$	86,477.11	$	175,511.77
Delinquent P & I Collected	$	2,251.03	$	48,975.07
Attorney Fees Collected			$	-
Delinquent Taxes Collected Adjustment				
Total Delinquent Balance Collected	$	88,728.14	$	224,486.84
% of of Delinquents Collected				33.6494%
Delinquent I&S Taxes		**This Month**		**Year to Date**
Delinquent I&S Taxes Collected	$	17,852.59	$	35,406.45
Delinquent P & I Collected	$	399.42	$	9,433.35
Attorney Fees Collected	$	-	$	-
Delinquent Taxes Collected Adjustment	$	-	$	-
Total Delinquent Balance Collected	$	18,252.01	$	44,839.80
% of of Delinquents Collected				6.7213%
Total Collections Delinquent	**$**	**106,980.15**	**$**	**269,326.64**
Grand Total Collections	**$**	**112,552.34**	**$**	**12,170,250.40**
Paid YTD			**$**	**12,096,072.04**
Balance Remaining			**$**	**1,057,869.21**
				8.04%

LA VEGA ISD
RECAP OF DAILY M & O TAX COLLECTIONS
FOR THE MONTH APRIL 2020

DATE	JURIS-DICTION	OBJ. 5711.00 2015 TAXES (THRU 1/31/18)	OBJ. 5711.01 DEL.'15 TAXES (AFTER 1/31/18)	OBJ. 5712 PRIOR YEAR TAXES	OBJ. 5719 PEN & INT CURR DEL	OBJ. 5719 PEN & INT DELINQUENT	SUB-TOTAL	OBJ. 6213 ADDL ATTNY FEES	NET DEPOSIT
4/1/2020	28		3,659.33	29.46	270.50	28.87	3,988.16	0.00	3,988.16
4/2/2020	28		5,477.70	198.24	443.09	51.54	6,170.57	0.00	6,170.57
4/3/2020	28		3,766.83	287.56	328.74	109.27	4,492.40	0.00	4,492.40
4/6/2020	28		2,533.79	0.00	272.51	0.00	2,806.30	0.00	2,806.30
4/7/2020	28		4,498.37	1,407.48	425.71	365.94	6,697.50	0.00	6,697.50
4/8/2020	28		2,041.87	0.00	187.68	0.00	2,229.55	0.00	2,229.55
4/9/2020	28		313.88	140.96	34.24	58.17	547.25	0.00	547.25
4/13/2020	28		42.15	40.75	4.64	11.00	98.54	0.00	98.54
4/14/2020	28		34,282.47	931.60	119.65	251.53	35,585.25	0.00	35,585.25
4/15/2020	28		219.76	0.00	24.18	0.00	243.94	0.00	243.94
4/16/2020	28		1,027.53	0.00	113.03	0.00	1,140.56	0.00	1,140.56
4/17/2020	28		1,888.95	192.04	193.01	51.85	2,325.85	0.00	2,325.85
4/20/2020	28		3,259.57	436.28	340.88	117.79	4,154.52	0.00	4,154.52
4/21/2020	28		4,224.64	198.49	464.72	77.42	4,965.27	0.00	4,965.27
4/22/2020	28		5,490.95	-110.14	592.61	-29.74	5,943.68	0.00	5,943.68
4/23/2020	28		3,591.91	1,889.80	395.10	631.77	6,508.58	0.00	6,508.58
4/24/2020	28		543.43	556.33	58.84	602.41	1,761.01	0.00	1,761.01
4/27/2020	28		333.97	100.12	36.74	91.05	561.88	0.00	561.88
4/28/2020	28		2,309.41	-454.87	232.42	-290.26	1,796.70	0.00	1,796.70
4/29/2020	28		0.00	212.25	0.00	57.30	269.55	0.00	269.55
4/30/2020	28		686.86	227.39	75.55	65.12	1,054.92	0.00	1,054.92 DEL 75.74-10.62
* SEE ATTACHED FOR DETAILS ON (DEL-COM)									
SUB-TOTAL		**0.00**	**80,193.37**	**6,283.74**	**4,613.84**	**2,251.03**	**93,341.98**	**0.00**	**93,341.98**

LAVEGA ISD
RECAP OF DAILY I & S TAX COLLECTIONS
FOR THE MONTH APRIL 2020

DATE	JURIS-DICTION	OBJ. 5711.00 2015 TAXES (THRU 1/31/18)	OBJ. 5711.01 DEL.'15 TAXES (AFTER 1/31/18)	OBJ. 5712 PRIOR YEAR TAXES	OBJ. 5719 PEN & INT CURR DEL	OBJ. 5719 PEN & INT DELINQUENT	SUB-TOTAL	OBJ. 6213 ADDL ATTNY FEES	NET DEPOSIT
4/1/2020	28		760.13	6.29	56.18	6.17	828.77	0.00	828.77
4/2/2020	28		1,137.81	37.96	92.00	9.87	1,277.64	0.00	1,277.64
4/3/2020	28		782.46	59.86	68.29	22.75	933.36	0.00	933.36
4/6/2020	28		526.34	0.00	56.60	0.00	582.94	0.00	582.94
4/7/2020	28		934.43	269.52	88.42	70.08	1,362.45	0.00	1,362.45
4/8/2020	28		424.13	0.00	38.97	0.00	463.10	0.00	463.10
4/9/2020	28		65.19	29.53	7.11	12.20	114.03	0.00	114.03
4/13/2020	28		8.76	7.80	0.96	2.11	19.63	0.00	19.63
4/14/2020	28		7,121.21	178.39	24.87	48.17	7,372.64	0.00	7,372.64
4/15/2020	28		45.65	0.00	5.02	0.00	50.67	0.00	50.67
4/16/2020	28		213.43	0.00	23.48	0.00	236.91	0.00	236.91
4/17/2020	28		392.35	36.77	40.08	9.93	479.13	0.00	479.13
4/20/2020	28		677.07	83.54	70.81	22.56	853.98	0.00	853.98
4/21/2020	28		877.56	41.31	96.53	16.11	1,031.51	0.00	1,031.51
4/22/2020	28		1,140.58	-21.09	123.10	-5.70	1,236.89	0.00	1,236.89
4/23/2020	28		746.12	377.13	82.08	127.42	1,332.75	0.00	1,332.75
4/24/2020	28		112.87	98.29	12.23	89.53	312.92	0.00	312.92
4/27/2020	28		69.37	17.98	7.63	15.12	110.10	0.00	110.10
4/28/2020	28		479.71	-114.71	48.29	-73.16	340.13	0.00	340.13
4/29/2020	28		0.00	40.64	0.00	10.98	51.62	0.00	51.62
4/30/2020	28		142.67	45.54	15.70	15.28	219.19	0.00	219.19
SUB-TOTAL		**0.00**	**16,657.84**	**1,194.75**	**958.35**	**399.42**	**19,210.36**	**0.00**	**19,210.36**

TAX COLLECTION SYSTEM
TAX COLLECTOR MONTHLY REPORT
FROM 04/01/2020 TO 04/30/2020

INCLUDES AG ROLLBACK

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0028 LA VEGA ISD

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
CURRENT YEAR	995,371,173	1,840,666-	993,530,507	01.290269	12,486,807.38	6,499

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
2019	12,506,103.85	1,919.88-	19,296.47-	96,851.21	11,982,074.99	504,732.39	95.96	26.24-
2018	215,850.27	224.38-	17,059.90-	5,464.52	82,180.55	116,609.82	41.34	32.43-
2017	81,379.20	25.97-	6,324.49-	1,729.61	15,110.56	59,944.15	20.13	48.30-
2016	58,177.21	25.71-	6,396.58-	298.08	4,063.43	47,717.20	7.85	101.75-
2015	42,093.80	25.54-	19.70	54.56	3,876.77	38,236.73	9.21	79.36-
2014	42,783.02	1,011.18-	904.41-	515.70-	2,584.47	39,294.14	6.17	79.27-
2013	35,733.88	24.05-	388.68-	51.35	1,593.80	33,751.40	4.51	76.42-
2012	26,610.10	13.32-	444.57-	64.21	1,326.75	24,838.78	5.07	65.88-
2011	30,204.39	12.81-	445.28-	27.35	406.55	29,352.56	1.37	63.35-
2010	28,440.11	12.81-	445.28-	27.35	680.59	27,314.24	2.43	63.35-
2009	28,286.06	11.62-	672.12-	24.83	367.16	27,246.78	1.33	31.45-
2008	16,676.73	11.10-	641.69-	23.70	325.10	15,709.94	2.03	30.03-
2007	13,533.24	11.31-	674.41-	24.17	491.43	12,367.40	3.82	31.52-
2006	16,799.43	14.42-	859.35-	30.79	285.07	15,655.01	1.79	40.17-
2005	14,312.30	15.88-	43.59-	33.91	194.28	14,074.43	1.36	43.59-
2004	14,406.27	16.14-	43.51-	78.68	156.27	14,206.49	1.09	43.51-
2003	10,335.76	14.45-	38.81-	30.86	99.93	10,197.02	.97	38.81-
2002	11,807.35	14.15-	2,504.84-	30.22	108.67	9,193.84	1.17	60.01-
2001	5,834.08	.00	11.16-	0.00	74.17	5,748.75	1.27	11.16-
2000	4,307.75	.00	11.16-	0.00	70.73	4,225.86	1.65	11.16-
1999	4,500.29	2,800.96-	2,812.12-	0.00	70.73	1,617.44	4.19	11.16-
1998	5,764.88	.00	0.00	0.00	0.00	5,764.88		0.00
****	13,213,939.97	6,205.68-	59,998.72-	104,329.70	12,096,142.00	1,057,799.25		988.92-

YEAR	FUND	TAX RATE	LEVY PAID	DISCOUNT GIVEN	PENALTY INTEREST	TIF AMOUNT	DISBURSE TOTAL	ATTORNEY	OTHER FEES	REFUND AMOUNT	PAYMENT AMOUNT
2007	M & O	1.040050	20.85	.00	32.93	.00	53.78	12.47	.00	.00	66.25
	I & S	.165870	3.32	.00	5.25	.00	8.57	.00	.00	.00	8.57
	TOTAL	1.205920	24.17	.00	38.18	.00	62.35	12.47	.00	.00	74.82
2006	M & O	1.370000	27.45	.00	46.67	.00	74.12	12.47	.00	.00	86.59
	I & S	.166607	3.34	.00	5.68	.00	9.02	.00	.00	.00	9.02
	TOTAL	1.536607	30.79	.00	52.35	.00	83.14	12.47	.00	.00	95.61
2005	M & O	1.500000	30.05	.00	54.70	.00	84.75	14.34	.00	.00	99.09
	I & S	.192500	3.86	.00	7.02	.00	10.88	.00	.00	.00	10.88
	TOTAL	1.692500	33.91	.00	61.72	.00	95.63	14.34	.00	.00	109.97
2004	M & O	1.482500	67.81	.00	131.93	.00	199.74	34.76	.00	.00	234.50
	I & S	.237500	10.87	.00	21.14	.00	32.01	.00	.00	.00	32.01
	TOTAL	1.720000	78.68	.00	153.07	.00	231.75	34.76	.00	.00	266.51
2003	M & O	1.482500	29.71	.00	61.20	.00	90.91	14.17	.00	.00	105.08
	I & S	.057500	1.15	.00	2.37	.00	3.52	.00	.00	.00	3.52
	TOTAL	1.540000	30.86	.00	63.57	.00	94.43	14.17	.00	.00	108.60
2002	M & O	1.448000	29.02	.00	63.26	.00	92.28	14.42	.00	.00	106.70
	I & S	.060000	1.20	.00	2.62	.00	3.82	.00	.00	.00	3.82
	TOTAL	1.508000	30.22	.00	65.88	.00	96.10	14.42	.00	.00	110.52
ALL	M & O		86,477.11	.00	6,875.49	.00	93,352.60	2,815.34	.00	.00	96,167.94
ALL	I & S		17,852.59	.00	1,357.77	.00	19,210.36	.00	.00	.00	19,210.36
ALL	TOTAL		104,329.70	.00	8,233.26	.00	112,562.96	2,815.34	.00	.00	115,378.30
DLQ	M & O		6,283.74	.00	2,261.65	.00	8,545.39	1,997.92	.00	.00	10,543.31
DLQ	I & S		1,194.75	.00	399.42	.00	1,594.17	.00	.00	.00	1,594.17
DLQ	TOTAL		7,478.49	.00	2,661.07	.00	10,139.56	1,997.92	.00	.00	12,137.48
CURR	M & O		80,193.37	.00	4,613.84	.00	84,807.21	817.42	.00	.00	85,624.63
CURR	I & S		16,657.84	.00	958.35	.00	17,616.19	.00	.00	.00	17,616.19
CURR	TOTAL		96,851.21	.00	5,572.19	.00	102,423.40	817.42	.00	.00	103,240.82

05/01/2020 07:21:16 3456080
TC298-D SELECTION: DEPOSIT
RECEIPT DATE: ALL
LOCATION: ALL

TAX COLLECTION SYSTEM
DEPOSIT DISTRIBUTION
FROM: 04/01/2020 THRU 04/30/2020
JURISDICTION: 0028 LA VEGA ISD

INCLUDES AG ROLLBACK

YEAR	FUND	TAX RATE	LEVY PAID	DISCOUNT GIVEN	PENALTY INTEREST	TIF AMOUNT	DISBURSE TOTAL	ATTORNEY	OTHER FEES	REFUND AMOUNT	PAYMENT AMOUNT
2019	M & O	1.068350	80,193.37	.00	4,613.84	.00	84,807.21	817.42	.00	.00	85,624.63
	I & S	.221919	16,657.84	.00	958.35	.00	17,616.19	.00	.00	.00	17,616.19
	TOTAL	1.290269	96,851.21	.00	5,572.19	.00	102,423.40	817.42	.00	.00	103,240.82
2018	M & O	1.170000	4,586.30	.00	1,221.64	.00	5,807.94	1,384.03	.00	.00	7,191.97
	I & S	.224040	878.22	.00	233.97	.00	1,112.19	.00	.00	.00	1,112.19
	TOTAL	1.394040	5,464.52	.00	1,455.61	.00	6,920.13	1,384.03	.00	.00	8,304.16
2017	M & O	1.170000	1,431.63	.00	555.01	.00	1,986.64	480.02	.00	.00	2,466.66
	I & S	.243532	297.98	.00	115.51	.00	413.49	.00	.00	.00	413.49
	TOTAL	1.413532	1,729.61	.00	670.52	.00	2,400.13	480.02	.00	.00	2,880.15
2016	M & O	1.170000	245.23	.00	124.62	.00	369.85	89.91	.00	.00	459.76
	I & S	.252100	52.85	.00	26.85	.00	79.70	.00	.00	.00	79.70
	TOTAL	1.422100	298.08	.00	151.47	.00	449.55	89.91	.00	.00	539.46
2015	M & O	1.170000	43.75	.00	27.13	.00	70.88	17.67	.00	.00	88.55
	I & S	.289000	10.81	.00	6.70	.00	17.51	.00	.00	.00	17.51
	TOTAL	1.459000	54.56	.00	33.83	.00	88.39	17.67	.00	.00	106.06
2014	M & O	1.170000	411.84-	.00	258.42-	.00	670.26-	167.78-	.00	.00	838.04-
	I & S	.295000	103.86-	.00	65.13-	.00	168.99-	.00	.00	.00	168.99-
	TOTAL	1.465000	515.70-	.00	323.55-	.00	839.25-	167.78-	.00	.00	1,007.03-
2013	M & O	1.170000	42.31	.00	36.39	.00	78.70	19.10	.00	.00	97.80
	I & S	.250000	9.04	.00	7.77	.00	16.81	.00	.00	.00	16.81
	TOTAL	1.420000	51.35	.00	44.16	.00	95.51	19.10	.00	.00	114.61
2012	M & O	1.170000	52.91	.00	51.84	.00	104.75	25.43	.00	.00	130.18
	I & S	.250000	11.30	.00	11.08	.00	22.38	.00	.00	.00	22.38
	TOTAL	1.420000	64.21	.00	62.92	.00	127.13	25.43	.00	.00	152.56
2011	M & O	1.170000	23.44	.00	25.79	.00	49.23	11.49	.00	.00	60.72
	I & S	.195000	3.91	.00	4.30	.00	8.21	.00	.00	.00	8.21
	TOTAL	1.365000	27.35	.00	30.09	.00	57.44	11.49	.00	.00	68.93
2010	M & O	1.170000	23.44	.00	28.60	.00	52.04	12.14	.00	.00	64.18
	I & S	.195000	3.91	.00	4.77	.00	8.68	.00	.00	.00	8.68
	TOTAL	1.365000	27.35	.00	33.37	.00	60.72	12.14	.00	.00	72.86
2009	M & O	1.040050	20.84	.00	27.93	.00	48.77	11.62	.00	.00	60.39
	I & S	.198865	3.99	.00	5.34	.00	9.33	.00	.00	.00	9.33
	TOTAL	1.238915	24.83	.00	33.27	.00	58.10	11.62	.00	.00	69.72
2008	M & O	1.040050	20.84	.00	30.43	.00	51.27	11.66	.00	.00	62.93
	I & S	.142777	2.86	.00	4.18	.00	7.04	.00	.00	.00	7.04
	TOTAL	1.182827	23.70	.00	34.61	.00	58.31	11.66	.00	.00	69.97

TAX COLLECTION SYSTEM
DEPOSIT DISTRIBUTION
JURISDICTION SUMMARY BY YEAR
FROM: 04/01/2020 THRU 04/30/2020
JURISDICTION: 0028 LA VEGA ISD

UPDATE MODE

INCLUDES AG ROLLBACK

ACCOUNT	YEAR	DEPOSIT	LEVY COLLECTED	RENDITION PENALTY	P & I COLLECTED	RENDITION P & I	RENDITION DISCOUNT	APPRAISAL COMMISSION	DISBURSEMENT AMOUNT
YEAR 2019 TOTAL			1,088.62	212.36	115.94	0.00	0.00	10.62	1,193.94
TOTAL FOR 0028 LA VEGA ISD			1,088.62	212.36	115.94	0.00	0.00	<10.62>	1,193.94
BY COUNTY 161			1,088.62	212.36	115.94	0.00	0.00	10.62	1,193.94

Consider Budget Amendments

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Ms. Diane Roepke

Background Information:
Section 2.10.6 of the Financial Accountability System Resource Guide, version 14.0, dated January 2010, states that budget amendments are mandated by the state for budgeted funds reallocated from one function level, and state and/or federal project to another. These budget changes are usually the result of unexpected levels of expenditures in certain categories and must be amended in the budget for legal compliance.

All budget amendments are required to be adopted by the last day of the fiscal year. All necessary budget amendments must be formally adopted by the school board and recorded in the board minutes.

Fiscal Implication:
Budget amendments are included that move from one function to another. Increase in property insurance premium in the amount of $20,958 will reduce fund balance.

Administrative Recommendation:
It is recommended that the Board approve the attached Budget Amendments as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Fund 199 / 0 GENERAL FUND

Amendment Nbr	Date / Amendment Reason	Fnc-Obj.So-Org-Prog	Original	Approved	Increase	Decrease	Amended
121025	05-19-2020 B121025 BUDGET CHANGE						
		11-6399.00-002-011700	-65,000.00	-59,775.00	.00	11,250.00	-48,525.00
		11-6494.00-002-022000	-12,000.00	-11,961.00	.00	5,625.00	-6,336.00
		13-6299.00-002-022000	.00	-5,400.00	5,625.00	.00	-11,025.00
		13-6299.00-002-099000	.00	.00	11,250.00	.00	-11,250.00
				Amendment 121025 Total	**16,875.00**	**16,875.00**	
121026	05-19-2020 B121026 BUDGET CHANGE						
		11-6399.00-999-037000	.00	-42,862.58	.00	845.00	-42,017.58
		13-6239.00-103-037000	.00	-790.00	790.00	.00	-1,580.00
		13-6239.00-105-037000	.00	-790.00	55.00	.00	-845.00
				Amendment 121026 Total	**845.00**	**845.00**	
121027	05-19-2020 B121027 BUDGET CHANGE						
		21-6399.00-823-023000	-20,000.00	-18,825.00	26,000.00	.00	-44,825.00
		31-6399.00-823-023000	-15,000.00	-13,000.00	26,000.00	.00	-39,000.00
		99-6222.00-823-023000	-52,000.00	-52,000.00	.00	52,000.00	.00
				Amendment 121027 Total	**52,000.00**	**52,000.00**	
121028	05-19-2020 B121028 BUDGET CHANGE						
		41-6429.00-702-099000	-10,400.00	-10,400.00	736.00	.00	-11,136.00
		51-6429.00-730-099000	-151,000.00	-151,000.00	20,222.00	.00	-171,222.00
				Amendment 121028 Total	**20,958.00**	**.00**	
121029	05-19-2020 B121029 BUDGET CHANGE						
		11-6399.00-999-037000	.00	-42,862.58	.00	955.00	-41,907.58
		13-6239.00-103-037000	.00	-790.00	790.00	.00	-1,580.00
		13-6239.00-105-037000	.00	-790.00	165.00	.00	-955.00
				Amendment 121029 Total	**955.00**	**955.00**	
121030	05-19-2020 B121030 BUDGET CHANGE						
		11-6118.00-103-030000	-15,000.00	-9,400.00	.00	3,137.50	-6,262.50
		13-6299.00-103-099000	-7,600.00	-11,450.00	3,137.50	.00	-14,587.50
				Amendment 121030 Total	**3,137.50**	**3,137.50**	
121031	05-19-2020 B121031 BUDGET CHANGE						
		33-6399.00-103-099000	-2,000.00	-2,000.00	.00	191.66	-1,808.34
		36-6118.00-103-099000	-1,000.00	-10,600.00	191.66	.00	-10,791.66
				Amendment 121031 Total	**191.66**	**191.66**	
121032	05-19-2020 B121032 BUDGET CHANGE						
		11-6118.00-999-023000	-7,000.00	-7,000.00	.00	7,000.00	.00
		11-6216.00-002-023000	-7,000.00	-7,000.00	1,000.00	.00	-8,000.00
		11-6399.00-823-023000	-17,500.00	-5,296.36	10,092.00	.00	-15,388.36
		11-6412.00-002-023000	-500.00	-500.00	.00	500.00	.00
		11-6412.00-042-023000	-300.00	-300.00	.00	300.00	.00
		11-6412.99-002-023OLY	-1,200.00	-1,200.00	.00	1,200.00	.00
		11-6494.00-002-023000	-1,000.00	-1,000.00	.00	800.00	-200.00
		11-6494.00-002-023OLY	-1,500.00	-1,500.00	.00	1,292.00	-208.00
		21-6219.00-823-023000	-4,000.00	-4,000.00	.00	4,000.00	.00
		21-6399.00-823-023000	-20,000.00	-18,825.00	5,876.20	.00	-24,701.20
		21-6411.00-823-023000	-2,000.00	-2,000.00	.00	1,500.00	-500.00
		21-6491.00-823-023000	-500.00	-500.00	.00	376.20	-123.80
		31-6219.00-823-023000	-10,000.00	-10,000.00	.00	4,000.00	-6,000.00
		31-6239.00-823-023000	-4,000.00	-4,000.00	.00	2,000.00	-2,000.00
		31-6399.00-823-023000	-15,000.00	-13,000.00	5,000.00	.00	-18,000.00
		31-6399.00-823-023700	-9,000.00	-9,000.00	1,000.00	.00	-10,000.00
				Amendment 121032 Total	**22,968.20**	**22,968.20**	

Fund 199 / 0 GENERAL FUND

Amendment Nbr	Date	Amendment Reason / Fnc-Obj.So-Org-Prog	Original	Approved	Increase	Decrease	Amended
121033	05-19-2020	B121033 BUDGET CHANGE					
		11-6399.00-002-022000	-164,200.00	-113,095.95	19,608.80	.00	-132,704.75
		36-6412.00-002-022000	-50,000.00	-20,000.00	.00	17,796.20	-2,203.80
		36-6412.99-002-022000	-4,000.00	-4,000.00	.00	1,812.60	-2,187.40
		Amendment 121033 Total			**19,608.80**	**19,608.80**	
		Fund 199 / 0 Totals					
		3XXX	**.00**	**.00**	**.00**	**.00**	**.00**
		5XXX	**.00**	**.00**	**.00**	**.00**	**.00**
		6XXX	**-634,700.00**	**-590,645.89**	**137,539.16**	**116,581.16**	**-611,603.89**
		7XXX	**.00**	**.00**	**.00**	**.00**	**.00**
		8XXX	**.00**	**.00**	**.00**	**.00**	**.00**
		Grand Totals					
		3XXX	**.00**	**.00**	**.00**	**.00**	**.00**
		5XXX	**.00**	**.00**	**.00**	**.00**	**.00**
		6XXX	**-634,700.00**	**-590,645.89**	**137,539.16**	**116,581.16**	**-611,603.89**
		7XXX	**.00**	**.00**	**.00**	**.00**	**.00**
		8XXX	**.00**	**.00**	**.00**	**.00**	**.00**

End of Report

Quarterly Investment Report

Presented for:
Board action ☒ Report/Review Only ☐ Consent Agenda Item ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Ms. Diane Roepke

Background Information:
The Business Office prepares an investment report on a quarterly basis for the Board's review and approval. Attached is the report for the current quarter's investments.

Fiscal Implication:
None

Administrative Recommendation:
It is recommended that the Board approve the Quarterly Investment Report.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

LA VEGA INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT-COMPLIANCE STATEMENT
QUARTER ENDED March 31, 2020

We, the approved Investment Officers of La Vega ISD, hereby certify that the following Investment Report represents the investment position of the district as of **March 31, 2020** in compliance with the Board- approved Investment Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principles (GAAP).

Dr. Sharon Shields, Superintendent

Diane Roepke, Deputy Superintendent
For Finance

LA VEGA INDEPENDENT SCHOOL DISTRICT
STATEMENT OF INVESTMENT POSITION-BY FUND
03/31/2020

FUND	CHECKING	TEXAS TERM	TEXAS CLASS	TOTAL BY FUND
OPERATING FUND	$ 614,877.40		$ 10,167,488.63	$ 10,782,366.03
FOOD SERVICE	0.00	43,478.01		43,478.01
SCHOLARSHIP FUND	0.00			-
INTEREST & SINKING FUND	123,637.07		706,852.51	830,489.58
CAPITAL PROJECTS	0.00		0.00	-
TOTAL BY TYPE	**$ 738,514.47**	**$ 43,478.01**	**$ 10,874,341.14**	**$ 11,656,333.62**
AVERAGE MONTHLY YIELD		1.20%	1.47%	

American Bank
MEMBER FDIC
P.O. Box 154068
Waco, Texas 76715-4068

RETURN SERVICE REQUESTED

LAVEGA ISD GENERAL.
OPERATING FUND
400 E LOOP 340
WACO TX 76705-3420

Statement Ending 03/31/2020

Account Number: XXXXX6097

Managing Your Accounts

Bank Name	American Bank, N.A,
Bank Number	254-412-2000
Mailing Address	P.O. Box 154068 Waco, TX 76715-4068
Website	www.ambankwaco.com

Summary of Accounts

Account Type	Account Number	Ending Balance
PUBLIC FUNDS SCHOOLS	XXXXX6097	$614,877.40

PUBLIC FUNDS SCHOOLS-XXXXX6097

Account Summary

Date	Description	Amount
02/29/2020	**Beginning Balance**	**$625,475.94**
	99 Credit(s) This Period	$2,986,617.34
	360 Debit(s) This Period	$2,997,215.88
03/31/2020	**Ending Balance**	**$614,877.40**

Account Activity

Post Date	Description	Debits	Credits	Balance
02/29/2020	**Beginning Balance**			**$625,475.94**
03/02/2020	DEPOSIT		$0.50 ✓	$625,476.44
03/02/2020	DEPOSIT # 42		$125.50 ✓	$625,601.94
03/02/2020	DEPOSIT # 2		$139.50 ✓	$625,741.44
03/02/2020	DEPOSIT # 103		$152.00 ✓	$625,893.44
03/02/2020	DEPOSIT # 106		$670.25 ✓	$626,563.69
03/02/2020	MCLENNAN COUNTY DISBURSMNT ACH49954 256913		$6,044.06 ✓	$632,607.75
03/02/2020	CHECK # 69477	$1,000.00		$631,607.75
03/02/2020	LAVEGA PAYROLL COMMUNITY 1746000340	$8,641.56 ✓		$622,966.19
03/02/2020	CHECK # 68946	$100.00		$622,866.19
03/02/2020	CHECK # 69123	$75.00		$622,791.19
03/02/2020	CHECK # 69126	$600.00		$622,191.19
03/02/2020	CHECK # 69327	$5.00		$622,186.19
03/02/2020	CHECK # 69352	$225.30		$621,960.89
03/02/2020	CHECK # 69367	$350.00		$621,610.89
03/02/2020	CHECK # 69371	$55.00		$621,555.89
03/02/2020	CHECK # 69393	$323.00		$621,232.89
03/02/2020	CHECK # 69400	$116.03		$621,116.86
03/02/2020	CHECK # 69410	$375.39		$620,741.47
03/02/2020	CHECK # 69436	$1,788.75		$618,952.72
03/02/2020	CHECK # 69437	$780.00		$618,172.72
03/02/2020	CHECK # 69486	$650.50		$617,522.22
03/02/2020	CHECK # 69487	$122.00		$617,400.22
03/02/2020	CHECK # 69500	$333.45		$617,066.77
03/02/2020	CHECK # 69519	$397.45		$616,669.32
03/02/2020	CHECK # 69536	$1,158.64		$615,510.68
03/03/2020	DEPOSIT # 106		$16.55 ✓	$615,527.23

EQUAL HOUSING LENDER Member FDIC

American Bank
MEMBER FDIC
P.O. Box 154068
Waco, Texas 76715-4068

RETURN SERVICE REQUESTED

>002072 4092250 0001 093022 10Z

LAVEGA ISD INTEREST & SINKING
400 E LOOP 340
WACO TX 76705-3420

Statement Ending 03/31/2020

Account Number: XXXXX6063

Managing Your Accounts

Bank Name	American Bank, N.A.
Bank Number	254-412-2000
Mailing Address	P.O. Box 154068 Waco, TX 76715-4068
Website	www.ambankwaco.com

Summary of Accounts

Account Type	Account Number	Ending Balance
PUBLIC FUNDS SCHOOLS	XXXXX6063	$123,637.07

PUBLIC FUNDS SCHOOLS-XXXXX6063

Account Summary

Date	Description	Amount
02/29/2020	**Beginning Balance**	**$95,891.53**
	21 Credit(s) This Period	$27,745.54
	0 Debit(s) This Period	$0.00
03/31/2020	**Ending Balance**	**$123,637.07**

Account Activity

Post Date	Description	Debits	Credits	Balance
02/29/2020	**Beginning Balance**			**$95,891.53**
03/02/2020	MCLENNAN COUNTY DISBURSMNT ACH49955 256913		$1,264.95	$97,156.48
03/03/2020	MCLENNAN COUNTY DISBURSMNT ACH50011 331187		$2,571.34	$99,727.82
03/04/2020	MCLENNAN COUNTY DISBURSMNT ACH50071 331315		$1,121.61	$100,849.43
03/05/2020	MCLENNAN COUNTY DISBURSMNT ACH50130 331393		$1,700.75	$102,550.18
03/06/2020	MCLENNAN COUNTY DISBURSMNT ACH50189 331467		$2,270.08	$104,820.26
03/09/2020	MCLENNAN COUNTY DISBURSMNT ACH50248 331545		$4,010.45	$108,830.71
03/10/2020	MCLENNAN COUNTY DISBURSMNT ACH50301 331628		$1,372.92	$110,203.63
03/11/2020	MCLENNAN COUNTY DISBURSMNT ACH50357 331666		$1,209.03	$111,412.66
03/12/2020	MCLENNAN COUNTY DISBURSMNT ACH50414 331746		$1,425.59	$112,838.25
03/16/2020	MCLENNAN COUNTY DISBURSMNT ACH50528 331953		$797.45	$113,635.70
03/16/2020	MCLENNAN COUNTY DISBURSMNT ACH50473 331925		$1,455.30	$115,091.00
03/17/2020	MCLENNAN COUNTY DISBURSMNT ACH50585 332021		$2,301.85	$117,392.85
03/18/2020	MCLENNAN COUNTY DISBURSMNT ACH50641 332117		$1,820.32	$119,213.17
03/19/2020	MCLENNAN COUNTY DISBURSMNT ACH50689 332326		$811.64	$120,024.81
03/20/2020	MCLENNAN COUNTY DISBURSMNT ACH50736 332385		$246.24	$120,271.05
03/25/2020	MCLENNAN COUNTY DISBURSMNT ACH50872 332599		$85.26	$120,356.31
03/26/2020	MCLENNAN COUNTY DISBURSMNT ACH50929 332653		$452.53	$120,808.84
03/27/2020	MCLENNAN COUNTY DISBURSMNT ACH50987 332690		$868.72	$121,677.56
03/30/2020	MCLENNAN COUNTY DISBURSMNT ACH51047 332727		$648.83	$122,326.39
03/31/2020	MCLENNAN COUNTY DISBURSMNT ACH51105 332800		$1,295.84	$123,622.23
03/31/2020	INTEREST		$14.84	$123,637.07
03/31/2020	**Ending Balance**			**$123,637.07**

Member FDIC
EQUAL HOUSING LENDER

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TexasTERM
Local Government Investment Pool

Account Statement - Transaction Summary

For the Month Ending **March 31, 2020**

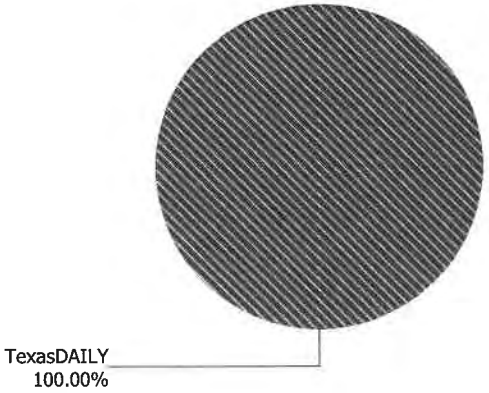
La Vega Independent School District - LUNCH FUND - 1058-02

TexasDAILY	
Opening Market Value	43,433.70
Purchases	44.31
Redemptions	0.00
Unsettled Trades	0.00
Change in Value	0.00
Closing Market Value	**$43,478.01**
Cash Dividends and Income	44.31

Asset Summary

	March 31, 2020	February 29, 2020
TexasDAILY	43,478.01	43,433.70
Total	**$43,478.01**	**$43,433.70**

Asset Allocation



TEXAS CLASS®

Account Statement

March 2020

La Vega ISD

400 E. Loop 340
Waco, TX 76705

TXCLASS **TX-01-0316-0002**

Summary

Average Monthly Yield: 1.47%

	Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
TX-01-0316-0002 INTEREST & SINKING	705,974.91	0.00	0.00	877.60	706,468.02	706,852.51

Transactions

Transaction Date	Transaction Description	Contributions & Income Earned	Withdrawals	Balance	Transaction Number
03/01/2020	Beginning Balance			705,974.91	
03/31/2020	Income Earned For The Period	877.60			
03/31/2020	Ending Balance			706,852.51	

Texas CLASS®

Account Statement

March 2020

La Vega ISD

400 E. Loop 340
Waco, TX 76705

TXCLASS **TX-01-0316-0003**

Summary

Average Monthly Yield: 1.47%

	Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
TX-01-0316-0003 GENERAL FUND	12,653,073.63	0.00	2,500,000.00	14,415.00	11,516,269.53	10,167,488.63

Transactions

Transaction Date	Transaction Description	Contributions & Income Earned	Withdrawals	Balance	Transaction Number
03/01/2020	Beginning Balance			12,653,073.63	
03/05/2020	Withdrawal		600,000.00		TXT11981299
03/11/2020	Withdrawal		300,000.00		TXT12021926
03/19/2020	Withdrawal		300,000.00		TXT12081779
03/25/2020	Withdrawal		700,000.00		TXT12121241
03/25/2020	Withdrawal		600,000.00		TXT12121242
03/31/2020	Income Earned For The Period	14,415.00			
03/31/2020	Ending Balance			10,167,488.63	

American Bank
MEMBER FDIC
P.O. Box 154068
Waco, Texas 76715-4068

RETURN SERVICE REQUESTED

>002072 4092250 0001 093022 10Z

LAVEGA ISD INTEREST & SINKING
400 E LOOP 340
WACO TX 76705-3420

Statement Ending 03/31/2020

Account Number: XXXXX6063

Managing Your Accounts

Bank Name	American Bank, N.A.
Bank Number	254-412-2000
Mailing Address	P.O. Box 154068 Waco, TX 76715-4068
Website	www.ambankwaco.com

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PUBLIC FUNDS SCHOOLS-XXXXX6063

Account Summary

Date	Description	Amount
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Account Activity

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03/11/2020	MCLENNAN COUNTY DISBURSMNT ACH50357 331666		$1,209.03	$111,412.66
03/12/2020	MCLENNAN COUNTY DISBURSMNT ACH50414 331746		$1,425.59	$112,838.25
03/16/2020	MCLENNAN COUNTY DISBURSMNT ACH50528 331953		$797.45	$113,635.70
03/16/2020	MCLENNAN COUNTY DISBURSMNT ACH50473 331925		$1,455.30	$115,091.00
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03/31/2020	MCLENNAN COUNTY DISBURSMNT ACH51105 332800		$1,295.84	$123,622.23
03/31/2020	INTEREST		$14.84	$123,637.07
03/31/2020	**Ending Balance**			**$123,637.07**

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EQUAL HOUSING LENDER Member FDIC

Consider Audit Engagement for 2019-2020 Financial Audit

Presented for:
Board action ☒ Report/Review Only ☐ Consent Agenda Item ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Ms. Diane Roepke

Background Information:
The audit firm, Kirk & Richardson, PC, has submitted an audit engagement letter to perform our Annual Financial Audit for FY 2019-2020.

Fiscal Implication:
N/A

Administrative Recommendation:
It is recommended that the board approve the audit engagement with the audit firm, Kirk & Richardson, PC.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Kirk & Richardson, P.C.
Members of the American Institute of Certified Public Accountants
Governmental Audit Quality Center

May 7, 2020

Board of Trustees
La Vega Independent School District
400 E. Loop 340
Waco, Texas 76705

We are pleased to confirm our understanding of the services we are to provide the La Vega Independent School District (the "District") for the year ended August 31, 2020. We will audit the financial statements of the governmental activities, each major fund, the aggregate remaining fund information, and combining statements, including the related notes to the financial statements, which collectively comprise the basic financial statements of the District as of and for the year ended August 31, 2020. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1) Management's Discussion and Analysis.
2) Exhibit G-1 - Budgetary Comparison Statement – General Fund.
3) Exhibit G-6 – Schedule of the District's Proportionate Share of the Net Pension Liability – Teacher Retirement System of Texas
4) Exhibit G-7 – Schedule of District's Contributions – Teacher Retirement System of Texas
5) Exhibit G-8 – Schedule of the District's Proportionate Share of the Net OPEB Liability - Teacher Retirement System of Texas
6) Exhibit G-9 – Schedule of District Contributions for Other Post-Employment Benefits – Teacher Retirement System of Texas

7559 John T. White Rd. ⁂ P.O. Box 8342 ⁂ Fort Worth, TX 76124 Phone: (817) 451-7406 Fax: (817) 451-7597
Email: mandie.krcpa@gmail.com
Don Richardson, CPA ⁂ Sandhya Magar, CPA

We have also been engaged to report on supplementary information other than RSI that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1) Combining Schedules.
2) Required TEA Schedules (except Exhibits J-4 and J-5).

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on –

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards.*

- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).*

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provision of the Uniform Guidance, and will include tests of the accounting records, a determination of major program(s) in accordance with Uniform Guidance and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our report will be addressed to the Board of Trustees of the District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major program(s). Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected

individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted audit standards.

Audit Procedures—Internal Controls

Our audit will include obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards* and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for

the types of compliance requirements that could have a direct and material effect on each of District's major programs. The purpose of these procedures will be to express an opinion on District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal award and related notes of the District in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards.* We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, including internal controls over federal awards, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that the District programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us and for accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review when performing our field work.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to [include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates

that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information. With regard to electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating and individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Kirk & Richardson, P.C. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Texas Education Agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Kirk & Richardson, P.C. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Texas Education Agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately July 2020 and to issue our reports no later than your January 2021 board meeting, date to be determined. Sandhya Magar, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed $25,575. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered periodically as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Kirk & Richardson, P.C.

Kirk & Richardson P.C.

RESPONSE:

This letter correctly sets forth the understanding of the District.

Management signature: _____

Title: _____

Date: _____

Board of Trustee signature: _____

Title: _____

Date: _____

Personnel Items

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
The following personnel items are submitted for board approval.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Personnel Resignations, Job Description(s) or Revisions to Job Description(s), and Paygrade Chart or Revisions to Paygrade Chart

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
Board Members approve the resignations of all professional personnel. The Board of Trustees must approve revisions to the LVISD Job Description Manual.

Fiscal Implication:
N/A

Administrative Recommendation:
Board approval of the resignations, job descriptions or revisions to job descriptions, and revisions to the Paygrade Chart as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

LV Personnel Resignations

The following resignations are presented for approval:

Name	Assignment	Reason for Resignation
Whitney Bates	Life Skills Teacher LVE	Personal
Jodi Brown	3rd Grade Teacher LVE	Personal
Christie Carrigan	2nd Grade Teacher LVE	Retiring
Amy Cheatham	4th Grade Teacher LVIS	Accepted position with Midway ISD
Lonnie Guthrie	CATE Teacher LVHS	Personal

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
May 19, 2020

School Health Advisory Council (SHAC) Annual Report

Presented for:
Board Action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Peggy Johnson

Background Information:
Attached is the information that describes the function for the SHAC as well as the highlights from the 2019-2020 school year, and the revised Wellness Policy.

Fiscal Implication:
None

Administrative Recommendation:
The administration recommends Board approval of the SHAC Annual Report.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

LVISD School Health Advisory Council (SHAC)
Annual Report for 2019-2020

Authority and purposes for the SHAC:

Each school district in Texas is required under Chapter 28.004 of the Texas Education Code to establish and maintain a district-level School Health Advisory Council. The School Health Advisory Council of the La Vega` Independent School District is specifically authorized by the Board of Trustees in District policies BDF (Legal), EHAA (Legal), EHAB (Legal), EFAA (Legal), and FFA (Local).

The purpose of the SHAC is to assist the District in ensuring that local community values are reflected in the District's health education instruction. The council's duties include recommending:

1. The number of hours of instruction to be provided in health education;
2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco;
3. Appropriate grade levels and methods for human sexuality instruction; and
4. Strategies for integrating the curriculum components specified above, with the following elements in a coordinated school health program: school health services, counseling and guidance services, a safe and healthy school environment, and school employee wellness.

Because of SB 530 passed during the 80th session of the Texas Legislature (2007), the Council has the additional responsibilities of advising the District regarding the extension of Coordinated School Health programs into middle schools and making recommendations about the importance of daily recess at elementary schools.
Policy BDF (Legal) requires that the Board approve the membership of the SHAC. A majority of the members must be parents of students enrolled in the District who are not employed by the District. Members are nominated to represent all geographic regions of the district, as well as elementary, middle, and high school levels.

Accomplishments and Activities during 2019-2020:

- Reviewed and revised the Parent Involvement Policy, Parent Compact, and Federal Programs
- Reviewed SHAC responsibilities for new members
- Discussed opportunities for parents to attend the district-wide Parent University and topics presented.
- Parent Engagement Team provided information on planned activities throughout the year.
- Reviewed and revised the Wellness Policy to include updates from TSDS.
- Received Big Decisions implementation from Student Success Team.
- Additional meetings were added to discuss the SHAC response to Senate Bill 11 and HB18. The changes charged SHACs with the following responsibilities:
    1. Advise on the mental health curriculum
    2. Increase parental awareness regarding:
        (a) Risky behaviors and early warning signs of suicide risks;

(b) Behavioral health concerns to include mental health disorders and substance use disorders; and
(c) Available community programs and services to address these concerns

- No changes for Child Nutrition Services as reported by Mr. Thiel.

The SHAC is required to meet three times each school year. We met September 17, 2019; January 28, 2020; and February 19 and 25, 2020. The fourth and last meeting is scheduled June 4, 2019. Future virtual meetings will be scheduled to recommend changes to policy relative to SB 11 and HB 18.

La Vega ISD Wellness Policy

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La Vega ISD Wellness Policy

Note: This "Basic" district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields.

Preamble

La Vega ISD (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, and in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.[11,12,13,14]. Finally, there is evidence that adequate hydration is associated with better cognitive performance. [15,16,17]

This policy outlines the District's approach to ensuring that environments and opportunities exist for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the School Health Advisory Committee [hereto referred to as SHAC] that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SHAC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g.., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is:

Dr. Peggy Johnson – Director of Bilingual Education and Special Programs La Vega ISD

peggy.johnson@lavegaisd.org

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines

specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: http://www.lavegaisd.org

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at La Vega ISD Administration Office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is: Dr. Peggy Johnson La Vega ISD Director of Elementary Education and Special Programs peggy.johnson@lavegaisd.org.

The SHAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie

requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Child and Adult Care Food Program (CACFP), After School Snack Program (ASSP) and Summer Food Program (SSO). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are attractively displayed.
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options are on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

  - Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
  - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
  - School meals are administered by a team of child nutrition professionals.
  - The District child nutrition program will accommodate students with special dietary needs.
  - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
  - Students are served lunch at a reasonable and appropriate time of day.
  - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
  - The District will implement the following Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):
  - Local and/or regional products are incorporated into the school meal program;

- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden;
- School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.*
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day, if approved by campus administration.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, school stores and snack or food carts.

Celebrations and Rewards

All foods and beverages given to students on the school campus must be "allergen aware" and preferably prepackaged items. These items must be brought into the front office and approved by the Principal or designee.

Snacks

Snacks served during the day or in after-school care or enrichment programs will make a positive contribution to children's diet and health, with an emphasis serving fruits and vegetables as the primary snack. Water will always be available.

Fundraising

Any food item available for purchase during the school day cannot be sold during meal period times. Schools are limited to three fundraisers per school year and all fundraisers must be approved in advance by the principle or designee. Items not meant for purchase on the school campus (i.e. frozen cookie dough) may be sold at any time.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will ensure 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at http://www.foodplanner.healthiergeneration.org/.

Nutrition Education

The District shall implement a coordinated health program with a nutrition education component and establish the following goals for nutrition education:

- Students shall receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
- The food service staff, teachers, and other school personnel shall coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 6 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products

- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement; and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

The district shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive vigorous, daily physical activity for at least 30 minutes throughout the school year. If the District determines, for any particular grade level, that requiring moderate or vigorous daily physical activity is impractical due to scheduling

concerns or other factors, the District may as an alternative require a student in that grade level to participate in moderate or vigorous activity for 135 minutes during each school week.

All [District] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Fitness Gram or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer a daily recess on all days during the school year as appropriate. *This policy may be waived on early dismissal or late arrival days*. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered as appropriate and when weather is feasible for outdoor play. Recess will complement, not substitute, physical education class.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short physical activity breaks as appropriate.

Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Staff Wellness and Health Promotion

The SHAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is_____ (*list here*).

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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Consider 2020-2021 District Improvement Plan (DIP) and Campus Improvement Plans (CIPs)

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Peggy Johnson

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 State of Texas Assessments of Academic Readiness (STAAR), Texas English Language Proficiency Assessment System (TELPAS), and Performance Based Monitoring Analysis System (PBMAS) Reports. The plans should outline the major initiatives the district and campuses will focus on throughout the school year and will be modified as additional needs are identified. Additionally, the plans should identify the budgetary priorities for the district.

The proposed 2020-2021 DIP and CIPs have been responsive to feedback from numerous sources, such as, Comprehensive Needs Assessment (CNA) surveys, Texas Academic Performance Reports (TAPR) data, School Report Card (SRC), PBMAS reports, District and Campus Assessment, TELPAS, discipline and attendance reports. Board of Trustees and Superintendent goals were also identified.

Fiscal Implication:
A significant amount of funds identified in the plans is included in the approved 2020-2021 budget. However, in the future it might become necessary for additional funding to be identified or repurposed.

Administrative Recommendation:
Administration recommends the Board approve the 2020-2021 District Improvement Plan and Campus Improvement Plans as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

La Vega ISD 2020-21 Executive Summary

Data Sources Reviewed: • CIP & SIP documents in accordance with state (TAPR & PBMAS) and federal (System Safeguards & Title I)
• TAPR data • Comprehensive Needs Assessment (CNA) • Discipline data • RDA/FDA/CIP • Staff Survey data
• Continuous Improvement Continuums • PEIMS data • Student Survey data • Parent Survey data
• District Committees/Faculty meeting and staff development session agendas & Minutes • Teacher Certifications • VIA Notes
• Walk-Through information/Texas Teacher Evaluation & Support System (T-TESS) • School Safety & Security Audit • DMAC

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Long-Range Goals: 3, 4 Short-Term Objectives: 1, 2, and 3	• The district offers full day PK for qualifying students. • Stable graduation rate. • Stable attendance rate. • Effective PK-3rd intervention. • Increasing student enrollment *(50-100 per year).* • Career and Technical Education (CTE) course offerings have expanded within clusters. • Klaras Center for unaccompanied youth. • Place students in SPED appropriately in classrooms based upon individual needs. • Provide bilingual services for PK-1st students.	• Increase staff demographics to match student enrollment. • Improve the achievement performance of all students by closing the achievement gaps. • Provide personnel to meet intervention strategies of at-risk students at secondary. • Increase English Learners (ELs) achievement scores. • Reduce disparity between ethnicities for discipline referrals. • Improve services for Special Education (SPED) and EL students with the addition of bilingual aides. • Expand the bilingual program. • Establish character education at all grade levels. • Revision of the Gifted/Talented program to meet new requirements under HB-3 [TEC29.123].	• Improve the achievement performance of all students by closing the achievement gaps. • Reduce disparity between ethnicities for discipline referrals. • Improve services for SPED, GT and EL students with the addition of bilingual aides.
Student Achievement Long-Range Goal: 1 Short-Term Objectives: 1, 5 and 9	• Student support programs *(AVID, CIS, ACE, Gear Up)* improve student achievement and student readiness. • All campuses are conducting PLCs and data meetings. • District-wide Tier Interventions are being implemented in STAAR tested areas *(Math, Reading).* • District student STAAR performance met or exceeded regional and state performance for ELLs in all subjects. • Provide supplemental services to all special populations through approved before and after school tutorials/pullouts: Saturday School, and STAAR Academy.	• Assign a minimum of one full-time ESL teacher to each campus and two dual-language teachers for grade 3. • Meets or Masters performance on state level assessments for all core content areas as measured by state assessments. • Improve performance of African-American, SPED and White students for core content areas as measured by state assessments with an emphasis on effective strategies for SPED students. • Continue to bridge the achievement gap for SPED and Bridge Programs. • Continue to implement best practices across the district *(AVID, SIOP, CRP, Explicit Instruction and RtI).* • Increase performance on state assessments for Writing, Science, and Social Studies. • Continue to emphasize academic vocabulary by creating and utilizing a word rich environment across all content areas. • Improve SAT/ACT at/above criterion. • All populations improve on STAAR. • Continue a monitoring system to track improvements in performance of African-American, and SPED. • Implement Dyscalculia pullout for students with learning disability in math.	• Improve academic performance of all student groups while targeting specific student needs at each campus. • Continue to implement, monitor, and track improvement using the La Vega Crosswalk campus, district and state data and assessments. • Increase the Meets or Masters performance on state level assessments for all core content areas as measured by state assessments.
School Culture and Climate Long-Range Goal: 4 Short-Term DIP Objectives:	• All schools met the safe school requirement under Title IX. • 98% of students and 90% of staff feel safe at school as measured by the district's CNA survey. • Employs five law enforcement officers. • Staff positive outlook, 90%. • Students feel respected *(district CNA survey).* • District-wide foundation of AVID.	• Reduce the number of discipline referrals for students. • Refine the DAEP program restructuring schedules. • Continue to provide new opportunities for extracurricular and club activities. • Develop a district-wide plan for discipline using positive behavior initiatives. • AVID – Implement all aspects. • Train/Define role of officer/behavior aide.	• Develop district-wide plan for discipline using positive behavior initiatives. • Develop teacher-student relationship building to increase percentage of students who "feel teachers know me and my background". • Need for character education district-wide.

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2, 5, 6 and 8	• Teachers believe students can learn *(district CNA survey).* • 96% of students want to do well in school.	• Develop teacher-student relationship building to increase percentage of students who "feel teachers know me and my background". • Need for character education district-wide.	
Staff Quality/ Professional Development Long-Range Goal: 3 Short-Term DIP Objective: 4	• Professional development (PD) provided by LVISD. • Years of experienced staff. • Formal and informal feedback on teacher performance is maintained in a secure management system (Talent Ed) for teachers to access. • 100% of the district's faculty and staff are certified. • Staff is compensated at a fair and competitive salary. • Continue to provide targeted staff development. *(Reading Academies, Pk-12th grades).* • Provide PD on ELAR adoption (K-8).	• Continue to strengthen the mentoring program for new teachers with updated mentor training. Differentiate the mentoring program between teachers that are new to the district and teachers that are new to the profession. • Continue to ensure that new hires are EL certified and receive training in all district initiatives. • Disaggregate ITBS, DIBELS, MAPS, TELPAS, STAAR and STAAR Alt data to determine professional development (PD) needs of instructional staff. • Establish a system to assign highly effective staff to highest needs students; include SPED and CTE teachers. • Establish a common, district-wide understanding of Professional Learning Communities (PLCs). • Administrators and teachers will use PLCs to develop test questions for total alignment. • Provide training in all district initiatives for all staff (ongoing goal). • Provide best practices in classroom management. • Provide professional development for culturally relevant teaching strategies. • Targeted staff development *(Reading Academies).* • Decrease turnover rate *(currently 23.8%) but release ineffective teachers.* • Strengthen Response to Intervention (RtI) procedures. • Develop a PD plan to include staff needs and monitor implementation of PD on delivery of high-yield strategies, connect to teacher appraisal system (T-TESS), and provide coaching where needed. • Provide PD on Edlio for teachers to respond to communications from parents. • Recommended online resources for quick access to additional instructional strategies. • Administrators and teachers collaborate to deconstruct TEKS. • Administrators review lesson plans and provide feedback. • Establish Reading Academies. • Establish TOT ESL. • Provide PD for all PK-6 teachers on reading and handwriting strategies. • Provide Dyscalculia training for teachers and interventionists. • Training for teachers on how poverty effects student's mental development. • Training for teachers to understand more about our students,	• Continue to strengthen mentoring for new teachers with updated mentor training and differentiate the mentoring program between teachers that are new to the district and teachers that are new to the profession. • Continue to ensure that new hires are EL certified and trained in all district initiatives. • Provide PD based on identified needs and provide coaching where needed; such as high-yield strategies, DMAC, new ELAR/SLAR adoption (K-8), and ~~Sangha~~ Edlio. • Establish Reading Academies. • Establish TLT ESL. • Provide PD for all PK-6 teachers on reading and handwriting strategies. • Provide Dyscalculia training for teachers and interventionists. • Training for teachers on how poverty effects student's mental development. • Training for teachers to understand more about our students,
Curriculum, Instruction, Assessment Long-Range Goal: 1 DIP Objective: 1	• Scheduled campus-wide assessments are used for Reading, Writing, Math, Science and Social Studies. • Continuation of ECHS. • Dual credit enrollment increased. • All campuses have RtI process in place. • Curriculum mapping. • Interim assessments. • Pursuing the implementation (introduction) of a P-TECH program at the high school.	• Expand the Response to Intervention (RtI) and student supports all core content areas so that it is comprehensive for grades PK-12 and ELL. • Increase teacher expertise in responding to data and providing scaffolded supports. • Implement and monitor the level of student engagement. • Implement and monitor rigorous TEKS instruction in grades PK-12 in all content areas. • Increase achievement on benchmarks and state assessments. • Implement a district system for RtI to ensure that there are no gaps in services.	• PLCs will implement and monitor quality instruction using the La Vega Crosswalk. • Implement Response to Intervention (RtI) to support behavior and academic essential standards. • Increase student engagement through culturally responsive instruction, AVID, Explicit Instruction, and SIOP strategy implementation. • Refine RtI Tier III interventions on all campuses.

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		• Develop a vertical alignment document of system to specify critical content of each grade/content level. • Increase student engagement through culturally relevant instruction and SIOP strategy implementation. • Provide technology/online resources to teachers. • Refine RtI Tier III interventions on all campuses. • Implement new 9-12 ELAR TEKS. • Curriculum mapping.	• Implement new 9-12 ELAR TEKS. • Curriculum mapping (expand vertically).
Family and Community Involvement Long-Range Goals: 1 and 4 Short-Term Objectives: 8 and 9	• Maintains and increased parent involvement. • Communities-in-School (CIS) continues to provide support for students and families of 1st-12th grades. • Parent communication is provided in English and Spanish. • Annual Title I parent meetings are held for all Title I school-wide campuses in conjunction with Parent University. • School Status is utilized at all campuses. • The district website provides information for student, parents, and staff. • Parent Portal enables parents to check their child's grades and attendance. • Most parent volunteers feel appreciated. • Adequate calendar of activities. • Parent University. • Two full-time district parent liaison. • Continue Family Engagement district wide. • Family engagement workshops. • Continue partnerships within the community.	• Increase parent participation in and use of online resources such as Parent Portal, on-line surveys, district website, online registration, and School Status. • Continue parent education classes district wide. • Involve parents in the campus decision-making process. • Increase parent volunteer opportunities. Teach families how to become involved in the campus decision-making process, such as parent workshops and volunteer opportunities. • Continue parent education classes to support SPED and EL populations. • Increase communication with parents about events, grades, report cards, and family engagement opportunities.	• Encourage families opportunities to become more involved in the campus decision-making process, such as-parent workshops volunteer opportunities, and social media. • Continue parent education classes to support SPED and EL populations. • Increase communication with parents about events, grades, report cards, and family engagement opportunities.
School Context and Organization Long-Range Goals: 3 and 4 Short-Term Objective: 4	• Superintendent Advisory Council (SAC) meets regularly and has teacher membership from each campus. • Teachers have a voice in decision making in district policies through the Vision in Action (VIA) committee. • All stakeholders have a voice in decision making in district policies through the District Quality Improvement Council (DQIC) committee. • Comprehensive Needs Assessment (CNA) surveys allow a voice in identifying needs in school improvement. • Continuation of ECHS program. • All campuses providing interventions and after school support to students. • 10 instructionally focused strategies implemented district-wide. • Professional Learning Communities. • District-wide AVID foundation. • Moving in a positive direction with Language/Content objectives. • Establishment of curriculum camp (vertical alignment). • District-wide implementation of data meetings and analysis of all subpopulations. • District defined PLCs.	• Refine the implementation of the district student code of conduct. • Develop a tiered behavior intervention system for discipline. • Create master schedule based on student needs driven by special programs. • Continue vertical alignment efforts throughout the school year with appropriate groupings. • Establish monthly family involvement and engagement activities on each campus. • Continue summer curriculum camp for teachers and vertical alignment efforts throughout the school year with appropriate groupings.	• Develop a tiered behavior intervention system for discipline. • Create master schedule based on student needs driven by special programs. • Establish monthly family involvement and engagement activities on each campus. • Continue summer curriculum camp for teachers and vertical alignment efforts throughout the school year with appropriate groupings.

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Technology Long-Range Goal: 1 Short-Term Objective: 1 and 7	• Increased availability of district wide technology for teachers and students. • Technology department actively pursues E-Rate annually. • Reliable technology infrastructure, wireless access, up-to-date software and internet speed, labs/mobile labs, and support of technology department. • Student to computer ratio. • The district has good technical support provided by a dedicated tech staff (with additional members). • Variety of electronic devices increased. • Improved connectivity. • CTE program expanding (number of students and course offerings). • Sunset (Replacement) program for technology hardware has been successful. • System and processes put in place by technology are providing increased reliability. • Successful deployment of Google Chromebooks throughout the district. • 1 to 1 iPad implementation at LV Primary School Phil Bancale Campus.	• Incorporate the technology application TEKS into curriculum. • Provide time to do investigative lessons (*not just computer-based programs*). • Implement staff development on how to instruct with technology and how to integrate it into existing curriculum. • Increase support for students with weak tech skills in all grades. • Provide a comprehensive tech plan for staff using Microsoft and Google classrooms. • Provide technology/online resources to teachers. • Provide 30 minute weekly instruction in Technology TEKS in K-5. • Provide more technology at elementary campus. • Provide in-depth training on ways to effectively implement technology during staff development days. • Cyber Security training required by the state needs to be implemented. • Training for the LITES (Leaders in Technology Education) needs to be implemented. • District's bandwidth needs to increase (both WAN and Internet). • Provide classroom sets of technology.	• Increase the district's bandwidth both WAN and Internet through E-Rate. • Provide a comprehensive plan to support Microsoft and Google classrooms and to embed technology TEKS in ~~K-5~~ K-8 instruction. • Provide in-depth training on ways to effectively implement technology during staff development days. • Cyber Security training for all staff. • Provide classroom sets of technology.

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La Vega ISD DIP Board Goals
2020-21

Approved by the LVISD Board of Trustees on:
Approved by the District Quality Improvement Council on: March 3, 2020

District Long-range Goal(s):

1. The academic performance of La Vega ISD students will meet state and federal standards.
2. The La Vega ISD Board of Trustees will approve a fiscally sound budget.
3. La Vega ISD will retain and attract quality staff.
4. La Vega ISD will provide adequate facilities that enhance teaching and learning.

Short-term objectives for achieving district long-range goals in the 2020-21 school year, LVISD will:

1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. All students and all student groups will meet or exceed the state standard for graduation.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. Each survey participant group will achieve 80% on the district culture and climate survey.
6. All schools will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
7. Students and staff achieve a level of Proficient in foundational digital skills *(i.e. word processing, spreadsheet, presentation software)*; telecommunications *(i.e. School Status)*; LMS implementation *(i.e. NearPod, Google Classroom, Microsoft Teams)*; and digital citizenship as measured annually through district approved assessment.
8. All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.
9. All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grades 3-12.

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La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 1	Meet or exceed the state and federal standards for all students and all student groups.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1	Implement research-based district crosswalk for core content and allow opportunities for PK-12 students to respond to literature in Writing. Require writing across all content areas in grades PK-12.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Principals APs for Instruction	Instructional Specialist for ELAR Interventionist/CRT Title I, Pt A $220,000 Title II, Pt A $65,000 AVID, SIOP Cultural Teaching Explicit Instruction	August 2020-June 2021	Reports each grading period Benchmark assessments each grading period Classroom observations Lesson plans Student writing samples Campus Walk-through forms	State Assessment Scores Data Improvement Plans Screening Assessments for Literacy (CIRCLE, TPRI, DIBELS, Lexiles) Screening for Math CFAs
1.2	Refine and continue district approved benchmark assessments for grades PK-12 in the core content areas. Seek better way to implement computer based assessment.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed APs for Instruction Instr. Facilitators	DMAC TAG Title II, Pt A $800 STAAR resources on TEA website	Fall 2020 and Spring 2021	Classroom Assessments Lesson Plans	State Assessment Scores Benchmark Assessment Data
1.3	Continue the Migrant Priority for Services Action Plan through the Shared Service Agreement with ESC Region 12. *(See attached Priority for Services Action Plan)*	ESC Region 12 Dir. of Bilingual Ed & Spcl. Progs. Parents	ESC Region 12 Title I, Pt C (SSA) $10,476	August 2020-June 2021	Migrant Service Plan Migrant Service Reports	Benchmark Assessment End of Year Compliance Report
1.4	Continue Tier III RtI system to provide administrative support for students identified at-risk or struggling with essential academic and social behaviors.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals Counselors	SCE 30 FTEs (PK-8) $1,294,918 Title I, Pt A & Pt D2 $145,700; Title III SPED IDEA B Funding 10 FTEs – Teachers & 4.5 FTEs Paras; IDEA B Preschool .5 FTE Para Totaling $630,000	August 2020-June 2021	Campus and District Benchmark Assessments	Attendance Reports Discipline Reports Intervention Reports Behavior Plans
1.5	Provide ongoing training, support and monitor effective ELPS instructional strategies implementation in all core areas in PK-12.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals APs for Instruction Instr. Facilitators EL Instr. Spclst.	Staff Title I, Pt A $130,000 Local Funds Title III, $4000 ELLevation Database	August 2020-June 2021	Report Cards or Observation Lesson Plans T-TESS Walk-through Reports DMAC Reports/ESGI Reports 6-Week Assessments each grading period	TELPAS Trend Repots

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1.6	Conduct Data Analysis meetings after each district and state assessment to discuss the findings and prepare a plan for targeted instruction.	Superintendent Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals	DMAC Reports STAAR Resources Title I, $8,000 Title II, $5,000 School Status	December 2020 January 2021 February 2021	DMAC Reports Progress Monitoring ESGI Reports	State Assessment Scores District Assessments
1.7	Continue implementing with fidelity a Response to Intervention (RtI) model district-wide in all core areas for grades PK-12 and ELLs including policies and procedures.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals APs for Instruction Instr. Facilitators EL Instr. Spclst. Literacy Spclst.	PSP Texas RtI Center Counselors Rep. Interventioncentral.org	Fall 2020	Meeting Minutes Sign-in Sheets District training RtI forms	Written plan/procedure for RtI
1.8	Continue best practices such as AVID, SIOP, Explicit Instruction and CRP to improve student achievement in all sub populations.	Principals APs for Instruction	Title I, Pt A $8,576 Title III $21,316	August 2020- July 2021	Attendance Reports Grade Reports	State Assessment Scores District Assessments
1.9	Monitor to ensure effective instructional strategies are being implemented in all core areas in PK-12 and connect to T-TESS (Teacher Appraisal System).	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals APs for Instruction Instr. Facilitators EL Instr. Spclst. Literacy Spclst.	LVISD Curriculum VIA Committee Title I, Pt A $130,000 Local Funds	August 2020- June 2021	T-TESS Walk-through Reports DMAC Reports VIA Team Reports 6-Week Assessments each grading period	STAAR Science STAAR Social Studies STAAR Math
1.10	Utilize data from SPED program strengths and weakness to ensure the effectiveness of identified students.	Dir. of Special Ed Principals APs for Instruction Instr. Facilitators		August 2020- June 2021		TELPAS STAAR
1.11	Utilize data from bilingual/ESL student performance to determine program strengths and weaknesses and provide support for teachers.	Bilingual Director Principals APs for Instruction Instr. Facilitators EL Instr. Spclst.		August 2020- June 2021		TELPAS STAAR
1.12	Ensure that all students in the bilingual programs receive equitable support.	Dir. of Special Ed Bilingual Director Principals APs for Instruction Instr. Facilitators EL Instr. Spclst.		August 2020- June 2021		TELPAS STAAR
1.13	Monitor and refine a plan to ensure intervention support for students who have not been successful on state assessments.	Asst. Superintendent Principals APs for Instruction Instr. Facilitators		August 2020- June 2021		TELPAS STAAR

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1.14	Receive assistance with the administration of the Title I, Part A program.	Dir. of Bilingual Ed & Spcl. Progs.	Title I, Pt A $18,000	August 2020-June 2021	ESC emails throughout the year as upcoming date reminders	End of Year conference for compliance with stated LEA goals
1.15	Provide PD for all PK-6 teachers on reading and handwriting strategies (Reading Academy).	Cohort Leaders Asst. Sup for C & I	State Allocated Funds	July 2020 - July 2021	Artifacts of learning and submission by academy participants	100% completion of professional learning for K-3 teachers as measured by state submissions
1.16	Updated GT assessments to include a non-verbal assessment (NNAT-3) and creativity (SOI)	Asst. Sup for C & I Campus Counselors GT Identified Teachers Campus Admin	GT State Allotment Pearson Testing Materials SOI Texas State Plan	August 2020 – April 2021	Assessments Administered Counselor Training Agenda	Increase GT identification to mirror state %
1.17	Scheduled Texas Performance Standards Project Fair: April 15-16, 2020	Asst. Sup for C & I Campus Counselors GT Identified Teachers Campus Admin	GT State Allotment Pearson Testing Materials SOI Texas State Plan	August 2020 – April 2021	Assessments Administered Counselor Training Agenda	Increase GT identification to mirror state %
1.18	Implementing Kindergarten screening using planned experiences	Asst. Sup for C & I Campus Counselors GT Identified Teachers Campus Admin	GT State Allotment Pearson Testing Materials SOI Texas State Plan	August 2020 – April 2021	Assessments Administered Counselor Training Agenda	Increase GT identification to mirror state %

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La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 2	Meet or exceed **95% student attendance rate** for all students and all student groups.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1	Continue to notify parents with formal written communication when absences are more than two per month.	Principals Attendance Clerks	Attendance Clerks TxEIS School Status	August 2020- June 2021	Six-weeks Attendance Reports	TAPR Attendance Rates System Safeguards
2.2	Continue to report truancy to the court.	Principals Truancy Officer	Attendance clerk TxEIS	August 2020- June 2021	Six-weeks Attendance Reports	TAPR Attendance Rates System Safeguards
2.3	Continue to implement a campus incentive program when students have attendance rates at or above the 95% rate.	Principals APs for Instruction	Attendance clerk TxEIS	August 2020- June 2021	Six-weeks Attendance Reports	TAPR Attendance Rates System Safeguards
2.4	Continue to provide Communities in School (CIS) at grades 1-12.	Principals	4 FTE $54,000 SCE funds	August 2020- July 2021	CIS Reports TxEIS Attendance Reports	TAPR Reports System Safeguards
2.5	Continue to monitor dropout rates for all students and all student groups, including Bilingual/ESL, SPED, Eco. Dis.	Principals	TxEIS Student Services Liaison Attendant Field Officer Title I, Pt A & Pt D2 $92,000	August 2020- June 2021	TxEIS Six-weeks Reports	TAPR Reports PBM System Reports

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La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 3	All students and all student groups will meet or exceed the state standard for graduation.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	Develop a plan for students who transition back to campus from Bill Logue/JJAEP grades 7-12.	Principals Dir. of Bilingual Ed & Spcl. Progs.	Student Services Liaison Attendance Field Officer Intern Title I, Pt A & Pt D2 $92,000	August 2020-June 2021	Monthly meetings with liaison TxEIS reports on attendance and grades Multidisciplinary (MIT) plans Student Goal Setting Plans	TAPR Reports System Safeguards PBMAS Reports
3.2	Continue to offer credit recovery year round.	Asst. Supt for CIA	Credit Recovery Courseware Computer lab 1 FTE $75,000 SCE HS Allotment	August 2020-July 2021	Plato reports TxEIS grade reports	TAPR Completion Rate System Safeguards PBMAS Reports
3.3	Continue to offer and expand the Pre-K program to all eligible students.	Principal of Primary School	SCE funds	August 2020-June 2021	TxEIS Reports	TAPR Reports System Safeguards PBMAS Reports
3.4	Continue to provide child care services, and pregnancy and parenting related support to teen parents.	Asst. Supt for CIA	TWC Grant $15,000	Ongoing	TxEIS Reports	End of year program report
3.5	Implement the state plan for GT services at each campus, focusing on improving the identification process of GT students.	ECHS Assistant Principal	GT state plan $24,000	Fall 2020	Lesson plans Written program guidelines	Course enrollment Report cards
3.6	Continue to offer and expand dual credit course offerings.	ECHS Assistant Principal CTE Coordinator IHE Partners	MCC & TSTC agreement ($20,000 local $10,000 CTE)	August 2020-June 2021	Master schedule TxEIS reports on course enrollment	TAPR Reports
3.7	Continue to offer and expand CTE course offerings that lead to licensure and/or certificates.	CTE Coordinator	CTE funding 9 FTE $325,000 Perkins grant funds $39,000	August 2020-June 2021	Master schedule TxEIS reports on course enrollment	TxEIS Reports Perkins Effectiveness Report
3.8	Continue to offer and expand the AVID program.	Principals Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. AVID Director	1.5 FTE $100,000 HS Allotment Title I, Title II Title III ($50,000) Local Funds	August 2020 - August 2021	Master Schedule AVID data reports	TAPR Report

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3.9	Increase TSI, PSAT, SAT, ACT testing for eligible students.	Principal of HS Asst. Principal for Instruction-HS ECHS Assistant Principal CTE Coordinator Dir. of Special Ed HS Counselors IHE Partners	Project LINK ECHS HS Allotment Local Funds CTE Funding	August 2020-July 2021	ECHS Applicants Project Link Caseload	College Entrance College Credit Accrued GPA
3.10	Support counselors in identifying and provide campus support to at-risk students.	Principals Counselors	Local Funds, $500	August 2020–June 2021	Counseling Logs TxEIS	TAPR Report
3.11	Continue to monitor the appropriate placement along the continuum service for those students eligible for special education services.	Dir. of Special Ed	C & I Administrators SPED Personnel Counselors	November 2020-June 2021	ARD documentation Student data	TAPR Report
3.12	Provide support to students in becoming college ready through note taking, organization, study skills, and peer tutoring.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs.	AVID, CTE, ECHS HS Allotment Title I	September 2020-June 2021	AVID Seniors Data AVID Enrollment	TAPR Report Perkins Report PBMAS College Enrollment
3.13	Provide guidance, counseling, and transition services for students receiving special education services.	Principals Dir. of Special Ed	SPED Personnel Counselors	August 2020-January 2020	Student data ARD documentation	TAPR Report Special Education Indicator 13 Special Education Indicator 14

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La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 3	La Vega ISD will retain and attract quality staff.
Short-term Objective: 4	100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) hours of credit.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
4.1	Utilize Continuous/Improvement Continuum and Comprehensive Needs Assessment to monitor district systems.	Superintendent Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals	CIC Documents Local Funds, $100	Annually	Continuous Improvement Continuum (CIC) Charts	TAPR Reports CIC Charts
4.2	Implement and monitor PLCs that include collaboration for teachers in general education, SPED, BE/ESL, and CTE where applicable.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals Teacher Representatives	Title II, Pt A $9,000 Title III, Pt A – LEP $25,000 Local Funds	At least monthly	Staff Development Survey Agendas Sign-in sheets Minutes	TAPR Reports TELPAS T-TESS
4.3	Continue district-wide Vision In Action (VIA) Meetings.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed	District and Campus Representatives	October 2020-May 2021 3rd Tuesday of each month	Planning Documents	TAPR Reports
4.4	Provide professional development regarding the legal requirements of interviewing, recruitment and selection of teachers.	Asst. Supt. for Human Res. Principals Administrators	TASB A Diverse Panel of Educators	April 2021	Sign-in Sheets Use of School Spring Talent Ed	T-TESS Reports
4.5	Based on campus needs, provide relevant professional development opportunities for: • Teachers • Paraprofessionals • Administrators Provide online support to reinforce specific knowledge and/or skills through online platforms (i.e. recorded video, Webinar, Twitter, etc.).	Asst. Supt. for Human Res. Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals EL Instr. Spclsts. Technology Specialists	Administrators C & I Directors EL Instructional Coach IPSI, AVID Bilingual State Allotment Special Ed. Funding Title II, Pt A $9,000 Title III	August 2020-June 2021	Professional Development Certifications Identification of appropriate trainings	T-TESS Evaluations Informal Observations
4.5 a	Provide PD opportunities on the implementation of accommodations and modifications for students with disabilities.	Dir. of Special Ed Principals APs for Instruction Instr. Facilitators	ESC12 Tech Asst. Provider Director of Special Ed District and Campus Representatives	Ongoing	Student Data Local Benchmarks	STAAR Assessments SPED Evaluations TELPAS
4.6	Offer fee reimbursement to employees seeking high need areas: Math, Science, and Foreign Language *(In order to be reimbursed, the teacher must take the test and provide documentation of the certification by placing the tested subject on their SBEC certification.)*	Asst. Supt. for Human Res. Dir. of Bilingual Ed & Spcl. Progs. Principals	Title II, Pt A $5,000 Title III, Pt A $6,000	Ongoing	SBEC Certification	TAPR Reports Completed Certification

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4.7	Provide all new teachers with an effective mentor. All mentors provided with updated mentoring training.	Asst. Supt. for Human Res. Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals or Designee	District Mentoring Program Title II, Pt A $2,500	Ongoing	Teacher Checklist PD Certificates	Mentoring Evaluation Mentor Logs
4.8	Continue to recruit bilingual teachers to meet the number identified in the bilingual exception plan.	Asst. Supt. for Human Res. Dir. of Bilingual Ed & Spcl. Progs. Principals EL Instr. Splst.	Local Funds	Ongoing	SBEC Certification Policy	TAPR Reports Equity Plan
4.9	Post jobs on various websites (*i.e. district, ESC 12, TASA, Talent Ed, attend job fairs through-out Texas*) to increase visibility.	Asst. Supt. for Human Res.	Local Funds	Ongoing	Certifications	State Assessments TAPR Reports Postings
4.10	Disaggregate student achievement data to determine professional development (PD) needs of all instructional staff, PK-12.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals Asst. Principals for Instruction Instr. Facilitators	Local Funds	August 2020-June 2021	PD Certificates	STAAR Assessments TAPR Reports TELPAS TPRI CIRCLE
4.11	Continue to compensate staff at a competitive/comparable salary within this geographical area.	Asst. Supt. for Human Res.	TASB Survey	August 2020 – June 2021	TAPR Reports	TAPR Reports Salary Schedule
4.12	Decrease turnover rate of teachers throughout the district.	Asst. Supt. for Human Res. Principals	District & Campus Leadership	Ongoing	TAPR Reports, T-TESS TxEIS Attendance Reports School Status	TAPR Reports T-TESS
4.13	Continue a "Grow Your Own" program to encourage instructional aides and para-professional staff to become certified teachers and adding "Educator & Training" as a CTE pathway at LV High School with dual credit options.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed HS Principal ECHS Assistant Principal CTE Coordinator	Seek funding through grants for aides and substitutes	Ongoing	Hiring records Talent Ed HS transcripts CTE Pathways documentation	Course Catalog Rapoport Report TEA Reports High School Transcripts MCC Crosswalk
4.14	Communicate, train, and provide appropriate support and resources to ensure effective implementation of the bilingual program.	Dir. of Bilingual Ed & Spcl. Progs. Principals APs for Instruction Instr. Facilitators EL Instr. Spclsts. Literacy Coaches	ESC Region 12 Title I, Title III Local	Ongoing	Teacher Reports CBA	STAAR TELPAS TPRI/Tejas Lee CIRCLE
4.15	Implement Reading Academy PDs for PK-12 grades.	Cohort Leaders	Local Funds	June 2020-July 2022	Teacher artifacts	Certificates of completion

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4.16	Utilize online GT Professional Learning for both 30 and 6 hour updates	Campus Counselors GT Teachers Campus Admin	GT Allotment Responsive Learning	August 2020- May 2021	Course Credit Certificates	Utilization of instructional activities to increase literacy development

La Vega ISD District Improvement Plan for 2020-21

Long Range Goals: 1	The academic performance of La Vega ISD students will meet state and federal standards.
2	The La Vega ISD Board of Trustees will approve a fiscally sound budget.
3	La Vega ISD will retain and attract quality staff.
4	La Vega ISD will provide adequate facilities that enhance teaching and learning.
Short-term Objective: 5	Each survey participant group will achieve 80% on the district culture and climate survey.

	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
5.1	Continue district wide Comprehensive Needs Assessment (CNA) Surveys.	Dir. of Bilingual Ed & Spcl. Progs. Principals	Title I, Part A $1,250	Dec 14, 2020 – Jan 24, 2021	District/Campus Meetings to receive input and establish goals	Survey Results Program Evaluations Agendas, Sign-in Sheets Develop a plan to address the top systemic issues
5.2	Continue publicity of positive events at school including co-curricular and extra-curricular strategies/activities, student honor rolls, etc.	Public Information Officer Principals Campus Webmaster	Local Funds	August 2020– June 2021	Publications District Web Page Community Feedback	January Comprehensive Needs Surveys
5.3	Continue to provide communication between superintendent, Board of Trustees, administrators, teachers, support staff, and campus and district planning and decision-making teams.	Superintendent	E-Team, A-Team, SAC, DQIC, VIA	Weekly Monthly	Meeting Minutes LVISD Website Monthly Board activity update	CNA Surveys
5.4	Increase morale between parent, students and staff by building relationships.	All district and campus staff	Local Funds	August 2020- June 2021	Staff Feedback Student Feedback Parent Feedback	CNA Surveys

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La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 4	La Vega ISD will provide adequate facilities that enhance teaching and learning.
Short-term Objective: 6	All schools will meet federal requirements for safe schools for Title IX to ensure a safe and orderly school environment.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	Update all facilities (and expand ECHS) needs and long range planning on each campus as identified by faculty, community, and empirical data.	Principals Superintendent Deputy Supt. Asst. Supt. for Human Res. Dir. of Maint.	Principals Financial Adviser Engineers/Designers Facilities Review and Planning Committee	May 2021	Summer Work Requests	Report of district facility needs and recommendations made to Board
6.2	All campuses will continue to implement procedures to maintain Safe Schools.	Principals Asst. Supt. for Human Res. LV Police Dept.	FDE Local Board Policy	August 2020–July 2021	Discipline Referrals	PEIMS Data TAPR Reports
6.3	Continue to review and refine student placement and daily structure in the DAEP Program.	Asst. Supt. for Human Res. Principals Asst. Principals for Student Svcs. Lead Teacher for DAEP	5 FTE $52,000 at LVHS Local Funds	August 2020–July 2021	Attendance Rosters	STAAR Performance Reports PEIMS Data
6.4	Implement a tiered behavior intervention system for discipline to reduce referrals to include positive behavior tiers.	Principals Asst. Principals Dir. of Special Ed	10 FTEs – SPED Inclusion Teachers $500,000 School Status	August 2020–June 2021	Discipline Referrals School Status	PBMAS Reports PEIMS Data TAPR Reports
6.5	Improve consistency with implementation of district student code of conduct.	Campus Leadership Asst. Supt. for Human Res.	Campus Leadership Student Code of Conduct	August 2020-June 2021	Quarterly Review of Referrals	PEIMS Data CNA Surveys

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6.6	Reduce the ethnic disparity within discipline referrals by implementing a tiered behavior intervention process.	Principals Asst. Principals	Campus Leadership	August 2020- June 2021	Discipline Referrals	PBMAS Reports PEIMS Data TAPR Reports
6.7	Character development/education programs.	Principals Counselors	Local Funds	August 2020- May 2021	Six Weeks Attendance Data Six Weeks Discipline Data	EOY Attendance Data EOY Discipline Data

La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 4	Meet or exceed the state and federal standards for all students and all student groups.
Short-term Objective: 7	Students and staff achieve a level of Proficient in foundational digital skills *(i.e. word processing, spreadsheet, presentation software)*; telecommunications *(i.e. School Status)*; LMS implementation *(i.e. NearPod, Google Classroom, Microsoft Teams)*; and digital citizenship as measured annually through district approved assessment.

	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
7.1	Actively pursue ERATE funding sources to support the purchase of additional technology.	Dir. of Technology	ERATE Funds	Annually	Grant Application	District Developed Survey Financial Records
7.2	Continue to implement procedures and the district plan to enhance existing technology and acquire new technology to support education reforms and to improve student achievement.	Dir. of Technology Deputy Supt. Principals Technology Specialists Technology Planning Comm.	Dir. of Technology Principals Technology Specialists Local Funds IMA	August 2020– January 2020	Meetings Agenda/Minutes TA-TEKS Assessment (learning.com)	Written Replacement Plan District Developed Survey Technology Inventory
7.3	Staff will be assessed to determine individual training needs to reach proficient level.	Campus Team Planning Comm. Campus Admin Technology Specialists	Teachers Planning Committee Technology Specialists	August-January	Sign-in Sheets Survey Results Training Evaluations TA-TEKS Assessment (learning.com)	District Developed Survey Skills Test TA TEKS Assessment
7.4	Provide support and training on a regular basis during teacher conference periods.	Technology Specialists Technology Planning Comm.	Principals Teachers Project Share Title II $3,500 Labs/Mobile Labs	Ongoing	Teacher Requests Staff Training Agendas/Sign-in Sheets Training Calendar	District Developed Survey
7.5	Increase training for teachers in technology before school year.	Asst. Supt for CIA Technology Specialists Principals Deputy Supt.	Computer Labs Teachers	Annually	Teacher Survey Training Evaluations	District Developed Survey Survey for best time for training of staff

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7.6	Integrate Technology application TEKS into curriculum.	Principals APs for Instruction 1 to 1 Committee Dir. of Special Ed	Education Foundation Funds Technology Specialists APs for Instruction	August 2020 – June 2021	Technology Inventory Implementation Plan District Developed Evaluations for Students	District Developed Evaluations TA TEKS Assessment
7.7	Utilize district programing *(i.e. Waterford, SuccessMaker, STRIDE)* and online textbooks.	Superintendent Dir. of Technology Dir. of Bilingual Ed & Spcl. Progs. Principals	Title I, Pt A & Pt D $10,000	August 2020 – May 2021	Stride Reports SuccessMaker Reports Waterford Reports	STAAR Assessments TELPAS Reports 6 Week Benchmarks
7.8	Continue loans of Kindle Fires and Hotspots for anytime anywhere learning (such as SuccessMakder, Stride, IXL, etc.).	Librarians Technology Dept. Principals	Hot Spots Federal Funds	August 2020 – June 2021	Accelerated Reader CIRCLE, TPRI	Reports STAAR Assessments TELPAS, TPRI, ITBS

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La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 8	All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	Provide opportunities for parents and community to participate in the educational process.	Asst. Supt. for Human Resources Dir. of Bilingual Ed & Spcl. Progs. Principals Parent Liaisons	CTE Advisory Comm. Technology Dept. Title I, Title III Local Funds	August 2020-May 2021	Agendas, sign-in sheets	CNA Survey State Assessments Attendance data
8.2	Increase parental involvement by 10% at each campus.	Principals Parent Liaisons	Title I, Part A; Title III Local Funds Campus Websites Parent Portals	August 2020–May 2021	Agendas, sign-in sheets	Parent Activity Log
8.3	Continue to assure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish.	Principals	School Status marquees, emails, text messages, notes and letters Campus Websites District Website	August 2020–May 2021	School Status logs, marquees, emails, text messages, notes & letters	Review of communication in both English and Spanish to determine if delivered in a timely manner
8.4	Continue to provide individual academic results to parents.	Asst. Principals for Instruction Classroom Teachers	Assessment Data Mailing Materials	BOY MOY EOY	Progress Reports, Report Cards TPRI, STAAR, EOC, CPALLS, TELPAS, Parent Portal, Texas Assessment Management Systems (TAMS)	Parent Conference Logs Signed Progress Reports and Report Cards
8.5	Continue to host Annual Title I Parent meetings to review campus Parent Involvement Policy & Staff meetings to discuss the value of parent involvement.	Principals Dir. of Bilingual Ed & Spcl. Progs. Parent Liaisons	Campus Staff Title I, $1,000	September 2020	Parent Involvement Policy Parent Agreement Compact	Agendas, Sign-in Sheets Revised Campus Parent Involvement Policy and Parent Agreement Compact in student handbook and on campus webpage
8.6	Continue to provide a mobile book van to provide materials to students and community members during summer months.	LVPS Campus Staff	Community Members Chamber of Commerce Book Donations	June 2021 - August 2020	Survey Parent Questionnaire	Log of number of books checked out Log of number of

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						adults/children in attendance
8.7	Involve parents in the campus decision making process through Parent University meetings, parent workshops, and volunteer opportunities.	Dir. of Bilingual Ed & Spcl. Progs. Parent Liaisons Principals Teachers	Title I; Notes; Letters Community Members Community Calendar Local Newspaper School Status	August 2020 – May 2021	Survey Parent Questionnaire Sign-in Sheets	Survey Parent Questionnaire Sign-in Sheets
8.8	Utilize the district wide automated system to contact parents about upcoming events.	Superintendent Principals Teachers	School Status	August 2020– July 2021	Board Updates	Program Reports

La Vega ISD District Improvement Plan for 2020-21

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 9	All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grades 3-12.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1	All students will be provided with educational opportunities that address the Eight Components of Coordinated School Health as measured by CIP goals. Increase the Fitness Gram results by 5%.	Principals Dir. of Bilingual Ed & Spcl. Progs.	Health/PE Teachers Coaches, Nurses Counselors Child Nutrition Services Director Parents Wellness Guide Healthy & Wise Curriculum	August 2020– June 2021	CIP Activities Sign In Sheets Agendas Meeting Minutes Fitness Gram Pre-test	Fitness Gram Results Nurse Records Counseling Records
9.2	PE teachers will increase activities that build upper body strength and endurance.	Principals PE Teachers	Healthy & Wise Curriculum Fitness Gram Website	August 2020– June 2021	Six week performance assessments	Fitness Gram
9.3	Continue "Big Decisions" sex education curriculum to be implemented at grades 6-12.	Principals Dir. of Bilingual Ed & Spcl. Progs. Student Success Team	Big Decisions	August 2020- June 2021	Committee Reviews SHAC Committee Input	Final Results

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APPENDIX A

Priority for Services Action Plan

Region 12 Shared Service Arrangement

Priority for Services (PFS)

NCLB P.L. 107-110 §1303 (d) requires that "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." In their NCLB Consolidated Application for Funding, districts are required to target MEP services to "Priority for Services" students. These students must be identified through NGS by running a Priority for Services Report. Information regarding services provided to these students will be monitored through the Texas Education Agency's monitoring system called the Performance-Based Monitoring Analysis System (PBMAS).

- **Criteria for Priority for Services**

Students are flagged who:

- Have made a move during the previous or current regular school year;

AND AT LEAST ONE OF THE FOLLOWING:

- Are in Grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more of the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
- Are in grades K-3 and have been designated as LEP in current or previous school year.
- Are in grades K-2 and have been retained in the same grade during two subsequent years, or are over-age for their current grade level.

Objective:	Region 12 MEP SSA Districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.
Goal:	To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.
Summative Results:	Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.

Priority for Services Action Plan

Region 12 Shared Service Arrangement

Activities/Action	Staff Responsible	Timeline	Resources	Documentation
1.Train District Staff and Parents on PFS criteria	MEP Coordinator, MSCs, PFS Instructor	May - August	PFS Action Plan, District Calendars	PAC Minutes, Superintendent Meetings Agendas, MEP Overview Session sign-in, agenda, handout
2. Ensure that Migrant Priority for Service Student Reports are run monthly. Each monthly PFS Report will be mailed and also sent electronically to Superintendents by the second Friday of each month.	NGS Data Specialist	September - May	Texas MEP NGS Implementation Guidelines	Copies of e-mails with PFS Reports attached and sent to Superintendents
3. On a monthly basis, the ESC MEP Staff will review the PFS reports to determine possible academic intervention(s) needed. In consultation with principals, counselors, and teachers a Migrant Individualized Education Plan (MIEP) will be developed for each PFS student. **(narrative –explanation for priority placement for PFS students)**	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	September – May Monthly	Texas Migrant Education Program Guidance – Section D	Progress Reports, State Assessment Results, Benchmark data, teacher observations

Activities/Action	Staff Responsible	Timeline	Resources	Documentation
4. The academic status of each PFS student will be reviewed after each six week grade reporting period. In consultation with campus administrator(s), counselor(s), and teacher(s) the MIEP will be revised to address the needs of each student at risk of or not meeting all academic standards.	Migrant Program Coordinator, Migrant Counselor, PFS Instructor, MSCs, Campus Staff	September – May During the first week following the next six week reporting period.	Texas Migrant Education Program Guidance – Section D	Report Cards, Teacher Observations
5. Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student. This will allow ESC Region 12 to know that all services offered to migrant and PFS students are supplemental. **(narrative related to describing federal, state, and local programs also serve PFS students)**	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	September – May During the first week following the next six week reporting period.	Texas Migrant Education Program Guidance – Section D	Migrant Individualized Education Plan – Note other Fed. Programs: Title 1, A, Title III, A, State: State Comp Ed., OEY Local: Mentoring, Tutorials
6. Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies. **(narrative addresses that PFS students receive priority access to instructional services as well as social workers and community agencies)**	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	September – May During the first week following the next six week reporting period.	Texas Migrant Education Program Guidance – Section D	MSC and MEP Staff Logs, Time and Effort reflecting services/time spent with students.

ESC Region 12 ID&R PLAN 2020-2021

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for new school year cannot be completed until training has occurred.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year Before October 1 for NGS training
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. Conduct ID&R. ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within 3 days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	**Staff:** Designated SEA Reviewers	Within 5 days of parent signature
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 years old turning 3 – on or after 3rd birthday
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. Eligibility review. Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instructions set forth by TEA.	**Staff:** ESC, MEP staff **Children:** Previously-identified children selected by State MEP	January – June
F. Other		
VI. EVALUATION		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

APPENDIX B

AVID – Advancement Via Individual Determination is an in-school academic support program that prepares students for college eligibility and success. By targeting students who are capable of completing rigorous curriculum but are falling short of their potential, AVID pulls these students out of their unchallenging courses and puts them on the college track.

CIS – Communities in Schools brings community resources into schools to empower success for all students, removes barriers for vulnerable students at risk of dropping out, and keeps kids in school and on the path to graduation by leveraging evidence, relationships and local resources to drive results.

CRP – Cultural Relevant Pedagogy.

EL – An English Learner is a person who is learning the English language in addition to his or her native language.

ID&R – Identification and Recruitment.

IHE – Institute of Higher Education.

LEP – An acronym which stands for Limited English Proficiency. Hence, a LEP student is considered an English Learner or EL.

Project Link – A charitable and educational organization that helps children and families navigate to become healthier, safe, and educated.

SIOP – The Sheltered Instruction Observation Protocol was developed to make learning comprehensible to English Learners.

VIA – Vision in Action

The Texas Education Agency evaluates public schools and districts under state and federal accountability requirements.

State Accountability - The ratings and the data used to determine the rating for each campus and district. The 2019 accountability rating overall was a "C".

Texas Consolidated School Rating Report - Combines the accountability ratings, distinction designations, Financial Integrity Rating System of Texas (FIRST) rating, and community and student engagement rating for each district and campus in Texas.

School Report Card - Produced annually for each Texas public school campus. Contains some information from the Texas Academic Report as well as some information from the State Accountability Ratings. Archived report card information is available for the past five school years.

Texas Academic Performance Report (TAPR) - Pulls together a wide range of information annually on the performance of students in each school and district. The report provide extensive information on staff, programs, and demographics for each school and the district.

Snapshot School District Profiles - Provides an overview of public education for a particular district in a specific school year. In addition to state-level information, the profile contains characteristics of the district. Additional historic data is available for each district beginning with 2002-03 from the TEA Performance Reporting website.

Results Driven Accountability (RDA) - A data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education).

Performance-Based Monitoring Analysis System (PBMAS) - A data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act). . . PBMAS Reports and Data website.

Financial Integrity Rating System of Texas (FIRST) - Texas Education Agency's Financial Accountability Division oversees public school financial accountability and provides each district with a rating.

La Vega Primary Campus Improvement Plan
2020-2021

Executive Summary

Data Sources Reviewed

- Faculty meetings and staff development session agendas & Minutes
- PEIMS
- PLC meeting notes
- TTESS and Walk-Through information
- CIP & DIP documents in accordance with state and federal
- Discipline data
- * DMAC
- * Achievement Data
- * Parent, Staff, Student Surveys
- * PBMAS/FDA/CIP
- * School Safety & Security
- * Strategy Summit with Grade Levels
- * District Data
- * Parent Involvement Policy
- * Teacher/Admin. Conference Data
- * AVID/TLI

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	• 11 full-day Pre-Ks with Aides • 3 Full time intervention positions to serve at-risk students • Increasing enrollment • Dual Language Program • Parent Educator • Cultural diversity • High staff retention • Klaras Center service available • Character education	• Additional Bilingual interventionist • Additional teachers to reduce class size • Two additional teacher assistants • Have full-time interventions for PK for at-risk students • 3 Bilingual teacher assistants • Improve achievement to close gaps	• Additional teachers to reduce class size and to close achievement gaps • Two additional teacher assistants • Additional Bilingual Interventionist • Full time interventions for PK • 3 Bilingual teacher assistants
Student Achievement	• Disaggregation of data on in PLCs, guiding instruction • Quality Tier 1, 2, 3 instruction • Reading interventions • AVID and TLI strategies	• Math interventionist to improve achievement across ethnicities and close gaps • Additional Bilingual Aides • Return to CIRCLE testing for PK	• Math Intervention to improve achievement across ethnicities And close gaps • Additional bilingual aides • Investigate Dyscalculia training and

	• After school tutorials • 1 on 1 testing • Effective PLCs and data meetings	• Increase AVID student collaboration • Additional Kinder aides to close achievement gaps • Less testing, more instruction • Use KEA to monitor student progress • Investigate Dyscalculia training • Investigate Leach Literacy Training	Leach Literacy Training • Less testing, more instruction • Return to CIRCLE testing for PK
School Culture and Climate	• Positive learning environment, meeting student needs • Staff members hold each other accountable to be team players • safe school environment • behavior - Conscious Discipline (responsible, respectful learners) • welcoming environment • Quality work is expected • Dual language program • AVID strategies • Character Education • Teacher/student mentor program	• Increase college-readiness and grow our college-growing culture with consistent AVID strategies • More collaboration time with colleagues • Additional security cameras for safety • Home visits for students with excessive absences and tardies	• Home visits for students with excessive tardies or absences • More collaboration time with colleagues • Continue consistent AVID strategies
Staff Quality/ Recruitment/Retention	• Most staff ESL Certified/ All highly qualified/EC certified • PD opportunities open to all • Low staff mobility. • All trained paraprofessionals • Administrative/teacher conferences 3 times a year • Intervention staff • Supportive administration • Campus culture is a strength • Targeted staff development	• Mentoring for new Paraprofessional staff. • More opportunities for peer observations • Additional K Aides • Math Interventionist • Interventionists for PK • More bilingual aides • Staff training to deal with students with emotional issues • Establish reading academy	• Establish reading academy training • More bilingual aides • Math interventionist • Investigate Dyscalculia training • Mentoring for new paraprofessional staff • Interventionist for PK • Staff training for students with emotional issues

		training • Investigate Dyscalculia training	
Curriculum, Instruction, Assessment	• Early intervention (Reading) RTI • Data Drives Instruction/Data Room/PLCs • Collaborative planning • AVID/TLI strategies • Content/Language Objectives • Teacher/Admin. Conferences • Grade level meetings • Small group instruction • Student and teacher mentors • After school tutorials • Master Schedule maximizing instruction • Curriculum mapping	• Continue Intervention and Tiered instruction, including after-school tutorials • Math and PK intervention • Longer math and reading block • PBLs in Kindergarten, integrating science and SS • Focus on the LVISD Crosswalk • Incorporate Defined Stem and Z Space • Kinder- instructional aides stay longer • PLCs using the La Vega crosswalk and occasional campus PLC instead of just grade level • Refine RTI process • Continue curriculum mapping	• Math intervention • PK intervention • Instructional support for longer periods in Kindergarten • Longer math and reading blocks • PBLs in Kindergarten • PLCs using the La Vega crosswalk and occasional campus PLC instead of just grade level
Family and Community Involvement	• Number and variety of activities offered for parents • Volunteer opportunities • Several Partnerships with local businesses/churches • Very family oriented • PTO • Positive comments on surveys • Facebook page for information • Accessibility of translations • District / Campus webpages • Call- outs for parents • Annual Title 1 meeting	• Higher percentage of parent involvement • Parent awareness of resources available • Science and math nights • Webinars to support learning • Implement Parent Portal • Continue parent education classes	• Implement Parent Portal • Provide more awareness for parents of resources available • Webinars to help support learning • Science and Math nights for parents • Continue parent education classes

	• Parent Liaisons • Parent University		
School Context and Organization	• Paraprofessionals in classrooms for core subject areas • Reading interventions • Teacher and student mentors • LVISD Education Foundation grants • District and campus committees • CNA process • Positive school image- high expectations • AVID strategies • Afterschool tutorials and day care • Effective PLCs	• Awning for car pick up area • Wood fence to the back of the playground from added truck stop • Screens around playground fence • More math/ELA time in schedule • Kinder PBLs • Schedule that allows for math intervention • Continue summer curriculum camps • Establish a tiered system for behavior	• More Math/ELA time in schedule • Schedule that allows for math intervention • Awning for car pick up area • Wood fence to the back of the playground from added truck stop • Screens around playground fence • Continue summer curriculum camps
Technology	• 1-1 technology in all classrooms • Waterford program on computers and Ipads • Tru touch TVs • Technology is used daily • IT department support • Good technology support	• Update/replace old Ipads • Additional headphones • Staff training for Ipad and desktops • Find area to use COW	• Additional headphones • Update/replace older iPads

District Long-range Goal

1. The academic performance of La Vega ISD students will meet state and federal standards

Short-term goals for achieving long-range goal, LVPS will:

1. Meet or exceed the following for all students and all student groups: Reading/ELA 94%, Writing 94%, Math 91%, Science 90%, and Social Studies 96%.
2. Meet or exceed 95% student attendance rate for all students and all student groups. All students and all student groups will meet or exceed a completion rate of 85%.
3. Provide staff development for all staff, as appropriate.
4. Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.
5. Continue to maintain a safe and orderly environment promoting student achievement
6. Achieve an overall rating of three or higher in all four domains measured on the STAR (technology) chart.
7. Students and staff achieve a level of Proficient in foundational digital skills (i.e. word processing, spreadsheet, database); telecommunications (i.e. School Status, Sangha); LMS implementation (i.e. Schoology, NearPod, Google Class, Microsoft Team); and digital citizenship as measured annually through district approved assessment.
8. Continue to improve an active partnership among parents, community members, and educators.
9. Implement a Coordinated School Health program

Working Document

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 1	Meet or exceed the following for all students and all student groups: Reading/ELA 94%

	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
1.1a	Improve **Literacy instruction** by •including the five essential components of an effective reading program: phonemic awareness, phonics, fluency, comprehension, vocabulary development •Implement effective SIOP strategies, focusing on posting and reviewing content and language objectives, vocabulary development and student engagement. •Implement strategies that will help the campus meet HB 3 goals •continuing to provide training in and implementation of the 3 Tier Model, including the HMH core reading program •continuing a minimum 90 minute block of time for literacy instruction in Pre-K and Kindergarten, while investigating lengthening times •Incorporate Defined Stem • Implementing the Frogstreet literacy program in PK with supplemental activities • Investigate Leach Literacy training school-wide • Investigate hiring additional teachers to reduce class size	L. Seawright C. Kubacak J. Jones R. Connor Teachers	Lesson Plans Rosters of training sessions HB 3 Teachers daily schedules Local Funds AVID	Sept. 2020 Jan. 2021 May 2021	Professional Development Evaluations Benchmark Assessments District Wide Assessment Training sessions, lesson plans, schedules, agendas DIBELS	Lesson Plans TPRI Scope and Sequence Training Logs and Sign in sheets

	•Maintain scope and sequence for instruction for PK and K for long range instruction •continue to implement effective TLI and AVID reading and writing strategies, specifically WICOR, Think, turn talk, Think alouds, scaffolding, numbered heads, 4 corners, etc. to increase student collaboration •Renew a focus on the LVISD Crosswalk in conjunction with PLCs •develop weekly lesson plans based on scope and sequence. •continuing the implementation of the Waterford Early Literacy program for PK and K •supplying classroom materials to enhance and supplement curriculum •continuing RTI process for Kindergarten and PK •Administer TPRI in Kindergarten and CIRCLE in PK; use of ESGI to monitor student progress; use of KEA to monitor Kindergarten students in interventions •disaggregating and using the data from these test administrations to drive instruction •communicating results of these tests with parents •continuing early identification and intervention of Kindergarten and Pre-K students with potential reading difficulties •Continue after-school tutorials •Continue curriculum mapping •Continue participation in curriculum camps •Implement PBLs in Kindergarten	Chris Borland Ann Garrett Justin Peebles Janet Jones Reading Interventionists Teachers/Administrators All classroom teachers	Local Funds Title 1 funds: 4932.71 KEA/TPRI CIRCLE DIBELS ESGI Local funds Title 1 AVID Membership Local funds	August 2020-June 2021	BOY, MOY K TPRI test data BOY, MOY PK CIRCLE data Waterford reports Assessment Timeline AVID Training Logs	EOY K TPRI test data EOY PK CIRCLE data Completed DIBELS Benchmark tests; completed DIBELS monitoring materials Assessment Timeline

	•supporting all STAAR reading objectives for PK and Kindergarten students •Investigate the possibility of employing a PK Interventionist, additional Kindergarten aides, and Bilingual aides					TTESS
1.2a	**Encourage students to enjoy books and other forms of literature** during and beyond the school day by •providing books from a variety of genre in the classroom and in the library •Continuing storybook Christmas •Waterford books •MyOn online library •Continuing to provide opportunities for exposure to Book Fair • Providing opportunities through parent/child activities in the library •Continue to provide Book Mobile during summer •Continue Book-it reward system •HMH leveled books	L. Seawright Librarian Teachers, Reading Interventionists R. Connor Janet Jones	Local Funds MyOn	August 2020-June 2021	Purchase Orders Library check out logs Classroom book bag logs MyOn Data	Library and Classroom Inventories Surveys Book Mobile Logs Parent Involvement Sign-ins MyOn EOY results Classroom PI Logs
1.3a	Continue **Reading Interventionist** positions with Kindergarten reading intervention from the beginning of the year and expanding to PK as needed • Investigate the possibility of employing a full time PK interventionist • Investigate hiring another Bilingual interventionist	Burch, K Griffin, M. Blackwood, Y	Master Schedule State Comp Ed 3 FTE's 175,464.00	August 2020-May 2021	Intervention Daily Schedules Tier Intervention Schedules	TPRI, DIBELS data TTESS
1.4a	Implement appropriate pre-**Dyslexia Program** interventions for students identified with dyslexic	L. Seawright C. Featherston	State Comp Ed	Aug. 2020-May 2021	SIT minutes, interventions schedules	Reading grades

	tendencies while on LVPS campus by • referring by teacher involved through Student Intervention Team process • placing in reading interventions • monitoring student progress with informal screening	R. Connor Reading Interventionists	3 FTE's 175,464.00		RTI documentation	TPRI DIBELS
1.5a	Establish **Optimum Assessment Schedule** • Refining the current assessment schedule to eliminate all unnecessary testing and to incorporate review week after Christmas • Continue to use ESGI, KEA, CIRCLE and TPRI testing to measure growth in students	L. Seawright R. Connor J. Jones Teachers	ESGI- Local funds PK Guidelines Kinder TEKS Standardized Instruction Plans Rubric for testing	Aug. 2020 Jan. 2021 May 2021	Assessment Timeline	Test data Report cards
1.6a	Continue **Bilingual/ESL** (English as a Second Language) services to address the needs of identified students by • assuring home language survey on file • screening and testing appropriate students • meeting with LPAC (Language Proficiency Assessment Committee) • Providing stipends for bilingual teachers • Continue bilingual curriculum/Dual Language Program • providing staff training in ELPS and strategies for teaching LEP students • Continue working with Baylor students and the BRILLA program • providing technology and hands on materials for LEP students •Implement effective SIOP strategies, focusing on posting and reviewing	L. Seawright R. Connor T. Alanis F. Jimenez C. Sanchez V. Olvera E. Silva M. Valdez Y. Blackwood D. Ochoa Dr. Johnson	R. Connor Home Lang. Survey Class Rosters Master Schedule Bilingual Local Funds Title III, Part A 4994.07	Aug. 2020- May 2021	Woodcock Munoz LPAC Records Benchmarks	TELPAS CIRCLE TPRI LAS

	content and language objectives, vocabulary development and student engagement. ‘ • providing Extended Year Program for LEP PK-K students based on TELPAS scores • recruiting ESL/Bilingual certified staff • Provide PD for DL teachers • providing classroom supplies • providing training opportunities for teachers to gain ESL certification • Consider employing a Bilingual interventionist		Title III Funds-3822.40			
1.7a	Continue and refine **Gifted and Talented** services to address the needs of identified students by • distributing policies and procedures to parents • screening and testing all Kindergarten students • Increasing the number of trained personnel.	L. Seawright C. Featherston J. Jones	G/T funds	Aug. 2020-May 2021	SIT Paperwork G/T Assessment	List of identified students G/T Test Schedule of Services G/T Certifications
1.8a	Continue **College and Career Awareness** activities including • scheduling Careers on Wheels • engaging guest speakers • Use AVID strategies, specifically Journals, 2 and three column notes, and binders • Include career awareness in curriculum • Continue to promote a college-going culture	L. Seawright C. Featherston R. Connor Teachers	AVID strategies Local Funds	Aug. 2020-May 2021	Counselor lesson plans, list of field trips and guest speakers. Teacher lesson plans	Program Evaluation: Staff evaluation of Career Awareness activities Staff EOY Surveys
1.9a	Provide necessary data to identify migrant students and monitor academic progress	ESC 12	Title 1, Part C	Aug. 2020-June 2021	ESC12 Reports	ESC 12 Reports

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 1	Meet or exceed the following for all students and all student groups: Writing 94%

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1b	Support the **STAAR writing objectives** for PK and K	L. Seawright R. Connor Janet Jones Teachers	TLI strategies AVID Region 12	Aug. 2020- June 2021	Lesson Plans, Sign in sheets for training	Student examples TTESS
1.2b	Assure that every student is given ample opportunity to learn and use **Tucker Signing** by providing full training for new staff members and reviewing with all staff as appropriate using videos and staff members.	L. Seawright R. Connor Janet Jones Teachers	Tucker Signing Materials	September 2020 Or as needed	Training for appropriate staff members.	Sign-in sheets from training.
1.3b	Focus on **writing composition** as appropriate for PK (modeled/shared) and K by •Providing opportunity for informal writing such as journaling, list making, experience stories, etc. •teaching composition by modeling and allowing students ample opportunity to practice this skill •bringing some work to publishing stage •Provide opportunities for students in Pre-K and Kindergarten to respond to literature •Implement writing across core content areas incorporating AVID strategies, specifically WICOR activities, graphic	L. Seawright R. Connor Janet Jones AVID Site Team Teachers	Lesson Plans Local funds AVID	Aug. 2020- June 2021	Lesson Plans AVID Site Data Journals	Lesson Plans and writing samples. Published books AVID EOY Data

	organizers, journals, etc. •Investigate Leach Literacy training •Continue participation in curriculum camp					
1.4b	Continue the **Handwriting Without Tears** program with training for new staff through •providing basic handwriting skills for all PK and Kindergarten students •developing letter recognition, letter formation, and writing fluency for at-risk students using hands-on activities	Teachers L. Seawright R. Connor J. Jones	Handwriting Without Tears Materials Local Funds	Aug. 2020-May 2021	Training for appropriate staff members Agendas and Rosters for training	Lesson Plans Class Schedules
1.5b	Use **Boardmaker** in PK, Kindergarten, ESL, and Special Education Classes •Board maker is used for each ESL student in PK, and K, classrooms to create educational materials such as reading, writing, games and song boards. It also provides visual support for vocabulary development. •Board maker is used for at-risk students in PK and K classrooms to create materials for classroom use. Special Education classrooms use Board Maker for students who are non-verbal to help communicate with others. It is also used for our autistic students due to its visual nature.	Teachers L. Seawright R. Connor C. Kubacak	Board Maker materials	Aug. 2020-May 2021	Training for appropriate staff members Agendas and Rosters for training	Survey of effectiveness of program
1.6b	Use **Alphabet Arcs** in PK and Kindergarten to support at-risk students in learning to recognize and order letters with automaticity and speed.	L. Seawright Teachers	Alphabet Arcs Letters	Aug. 2020-May 2021	Lesson Plans	Inventory of Alphabet Arcs
1.7b	Provide necessary data to identify migrant students and monitor academic progress	ESC 12	Title 1, Part C	Aug. 2020-June 2021	ESC12 Reports	ESC 12 Reports

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 1	Meet or exceed the following for all students and all student groups: Math 91%

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1c	Improve **Mathematics Instruction** and student performance in math through • Implementing math instruction using Pearson Math and other resources • focusing instruction in Math on hands-on instruction and individual assessments • Providing appropriate hands-on materials for use with the math program • Implement AVID strategies appropriate to Math Instruction including graphic organizers, journals, etc. • Increase AVID student collaboration • Investigate employing a Math interventionist • Implement strategies to help the campus meet HB 3 goals • Continue to partner with Baylor University to provide MELA opportunities for students • Incorporate Math nights for parents • Implement PBLs in Kindergarten • Investigate Dyscalculia training • Continue participation in curriculum camps	L. Seawright C. Kubacak R. Connor Teachers Baylor personnel	Lesson Plans Campus Training Math Materials AVID HB 3 Master Schedule	Sept. 2020- Jan. 2021	Lesson Plans Agendas and rosters of training sessions.	LVISD Documents and Lesson Plans Agendas and sign-in sheets for training session Benchmark Assessments Parent Involvement Logs

1.2c	Provide for a minimum **60 minutes of uninterrupted math instruction** in Kindergarten • Including a support person for 45 minutes in the math block • Investigate longer math/support time	L. Seawright R. Connor C. Kubacak Teachers	Instructional Aides Master Schedule	Aug. 2020- May 2021	Master Schedule Individual teacher schedules Aide Schedules	Teacher and Aide Conferences to discern effectiveness of schedules
1.3c	Monitor student progress in mathematics skills by • Continuing individual assessments of mathematics TEKS and Pre-K guidelines per six weeks • Continuing PLC's	L. Seawright R. Connor K Teachers	Math Assessment Materials	Aug. 2020- May 2021	Assessment Timeline Documentation of student data Benchmark Data	Report Cards
1.4c	Investigate math interventions for Kindergarten Students with identified need. • Develop criteria and implement a 3-Tiered math intervention schedule • Create a beginning of the year math assessment for Tier qualification • Increase the number of minutes in math intervention slots • Investigate adding another math interventionist	L. Seawright R. Connor	Teachers	Aug. 2020- May 2021	Benchmark Data	Report Cards
1.5c	Continue the implementation of the Waterford math program for Kindergarten	L. Seawright R. Connor	Local Funds	Aug. 2020 Jan 2021 May 2021	Waterford reports of time engaged in math program	Waterford Sign-in sheets
1.6c	Provide necessary data to identify migrant students and monitor academic progress	ESC 12	Title 1, Part C	Aug. 2020- May 2021	ESC12 Reports	ESC 12 Reports

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 1	Meet or exceed the following for all students and all student groups: Science 90%

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1d	Improve **instruction and student performance in science** through • Providing supplies for use of the science lab for K and PK • Incorporate Science into Math/Reading blocks in PBLs in Kindergarten • Continuing the use of Pearson Science in Kindergarten and creating lesson plans that are fully aligned to TEKS and STAAR objectives; • Implementing the Frogstreet Science program in PK • Incorporate Z Space • Provide training and focus on hands-on instruction and discovery method • Evaluate Pre-K curriculum for age-appropriate content and alignment to K TEK standards • Continue to incorporate STEM activities • Implement appropriate AVID strategies including journals and graphic organizers • Incorporate science nights for parents	L. Seawright C. Kubacak R. Connor Teachers	Teachers Pearson Technology	Sept. 2020 Jan. 2021 May 2021	LVISD Curriculum documents, lesson plans, schedule for science lab (K). Schedule and lesson plans for Science Days (PK). Benchmark Assessments Completed Scope and Sequence documents for K and Pre K.	LVISD Curriculum Documents and Lesson Plans. Science Check List Report Cards Completed Scope and Sequence documents for K and Pre K. Parent Involvement Logs
1.2d	Monitor science skills in Kindergarten and Pre-Kindergarten	L. Seawright R. Connor C. Kubacak	L. Seawright R. Connor C. Kubacak	Sept. 2020 Jan. 2021 May 2021	Scope and Sequence of science skills covered per six weeks	Lesson Plans Science Test grades
1.3d	Continue the implementation of the Waterford science program for Kindergarten	L. Seawright R. Connor C. Kubacak	Local Funds	Aug. 2020 Jan. 2021 May 2021	Waterford reports of time engaged in science program	Waterford training and sign in sheets

1.4d	Provide necessary data to identify migrant students and monitor academic progress	ESC 12	Title 1, Part C	Aug. 2020-May 2021	ESC12 Reports	ESC 12 Reports

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 1	Meet or exceed the following for all students and all student groups: Social Studies 96%.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1e	Improve instruction and student performance in **Social Studies** through • Continue implementing Pearson for Kinder Social Studies • Incorporate SS activities into Math/Reading in PBLs in Kindergarten • Implementing the Frogstreet Social Studies program in PK • Continue regularly scheduled Social Studies rotations for Kindergarten Evaluate Pre-K curriculum for age-appropriate content and alignment to K TEK standards • Implement appropriate AVID strategies including graphic organizers and journals	L. Seawright C. Kubacak R. Connor Teachers	Lesson Plans	Sept. 2020-May 2021	Lesson Plans Benchmarks	Completed Scope and Sequence documents for K and PreK. Report Cards
1.2e	Provide necessary data to identify migrant students and monitor academic progress	ESC 12	Title 1, Part C	Aug. 2020-May 2021	ESC12 Reports	ESC 12 Reports

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 2	Meet or exceed **97% student attendance rate** for all students and all student groups.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1a	**Attendance** Continue strategies to promote Student Attendance • investigating effect of accepting power of attorney for residency on attendance, tardies, and behavior issues • calling home, conferencing with parents • School Status • providing student incentives • Providing class recognition – flags, announcements, etc. • continuing the reporting of tardies • continue to report truancy to the court. • providing assistance to parents in need to help at-risk students ensure a 95% attendance rate • Conduct home visits for students with excessive absences or tardies • Continue PLCs and Data meetings	Teachers L. Seawright C. Kubacak C. Hill Teachers	Local Funds	Aug. 2020 Jan. 2021 May 2021	Log of calls and conferences List of incentives and recognitions Disaggregated Data Attendance Hearings	Improved attendance rates for all groups PEIMS Data Attendance Hearing Logs

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 2	All students and all student groups will meet or exceed a **completion rate of 85%.**

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1b	Implement strategies to address the needs of at-risk students by • maintaining a 22:1 or smaller student to adult ratio, investigating reducing class sizes by hiring additional personnel • continuing to recruit and retain highly qualified staff • Provide materials and supplies for at-risk students • improving teacher retention through additional team building activities, collaboration with mentors, master teachers, Principal, and Instructional Facilitator • assuring optimum utilization of instructional aides and their time • continuing Extended Year Program (E.Y.P.) and ensuring there are ample teachers for all LEP students who are at the beginning or intermediate level on TELPAS to attend to receive additional support in all areas, including vocabulary and comprehension • Provide for homeless students • Provide for after-school tutorials • Investigate hiring additional personnel to reduce class sizes	L. Seawright C. Kubacak C. Featherston R. Connor M. Griffin K. Burch Y. Blackwood	Title I, Part A 4932.71 Title I, Part A- 2 FTEs 110,281.00 Title I, Part D 100.00 Local funds	August 2020- Jan. 2021	Employment records Class rosters Surveys	Evaluations Employment records TTESS TELPAS

2.2b	Continue to offer and expand the PK program to all eligible students. • Providing a minimum of 11 Pre-K teachers • providing a minimum of 11 Pre-K Aides • providing two PPCD classrooms • maximizing opportunities for coordination of services between general education + PPCD • promoting expansion of PK program to include all residency-eligible students in PK • Investigate the possibility of hiring a full-time Math Interventionist • Investigate the possibility of hiring a full time PK interventionist • Continue position of Parent Liaisons • Continue opportunities provided by HB 4 • Continue to implement all requirements of HB 3	L. Seawright C. Kubacak C. Featherston R. Connor J. Jones Dr. Johnson M. Zavala L. Drafahl	State Comp Ed- 406,823.32 20 FTEs PPCD IDEA Part B .42 FTE 11,607.15 IDEA Preschool .58 FTEs 15,727.58 Rider 78- HB4 Rider 78- HB4	July 2020- May 2021	Notices in English/Spanish; PK registration forms and class rolls, waiting list for PK, and employment records	Employment records Permanent Records
2.3b	Continue implementation of revised K promotion standard which includes reading and math student performance.	L. Seawright C. Kubacak C. Featherston R. Connor	Kindergarten teachers Rubrics	Aug. 2020- May 2021	TPRI Six weeks' reports Benchmarks	Report Cards TPRI Data ESGI Data
2.4b	Support retained students by providing an intervention, monitoring progress, assigning each retained student to a mentor, and referring to Retention Guidance Groups as needed	L. Seawright C. Kubacak C. Featherston R. Connor Teachers Reading Interventionists	Reading Interventionists State Comp Ed 3 FTEs 175,464.00	Aug. 2020- May 2021	Progress reports and report cards, list of retainees matched with mentor, guidance groups rosters	Docmentation of progress
2.5b	Continue Special Education services to address the needs of identified	L. Seawright A. Ward	Diagnostician Teachers	Aug. 2020- May 2021	SIT meeting minutes, campus calendar, ARD	IEP Progress Reports

	students through • ARDS, inclusion, modifications, resources classroom, PPCD, speech, occupational/physical therapy, and counselor • Implement comprehensive Analysis Process by 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 • Provide training for staff to deal with students with emotional issues	PPCD/ Resource teacher Classroom teachers	PPCD IDEA Part B .42 FTE 11,607.15 IDEA Preschool .58 FTEs 15,727.58		minutes IEPs Sign-in sheets and agendas from training sessions	
2.6b	Track student progress from grade level to grade level • devising a method of analyzing and tracking progress of all students on our campus • retaining information about students as they progress through higher grades • Analyzing longitudinal student data in Strategy Summits	L. Seawright R. Connor C. Kubacak	Permanent Records Matrices	Yearly 2020-2021	Sign-in Sheets and agenda of Strategy Summits Data	Longitudinal TPRI Test Data Matrices of data of all students from PK through 3rd grade
2.7b	Utilize Continuous Improvement Continuum Development Plan to effectively address needs	L. Seawright Staff Members CQIC	CIC Documents	Aug. 2020-May 2021	Staffing meetings with the entire staff	Comprehensive Needs Assessment
2.8b	Continue district and campus professional development for Campus Improvement initiatives.	L. Seawright R. Connor C. Kubacak J. Jones C. Featherston	Local Funds	Aug. 2020-May 2021	Professional Development materials and agenda	Agendas, sign-in sheets, CPE's. Professional Development Evaluation Forms Staff development log
2.9b	Continue position of Instructional Facilitator	L. Seawright R. Connor	Title 1 Funds 1 FTE 58,193.64	Aug. 2020-May 2021	Evaluations	Employment records

2.10b	Continue position of guidance counselor	L. Seawright C. Featherston	Local Funds	Aug. 2020- May 2021	Evaluations	Employment records
2.11b	Emphasize Accountability by appropriate use of the TTESS system for evaluations.	L. Seawright R. Connor C. Kubacak	Talent Ed	Aug. 2020- May 2021	Walk throughs	Formal TTESS Appraisal

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 3	Provide staff development for all staff, as appropriate based on needs assessment.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	Continue and improve Staff Development opportunities by • receiving input from all staff through campus planning process • gathering information regarding staff development needs through a yearly survey with results available to CQIC • evaluating the effect of staff development on teacher performance and student success • ensuring instruction is tied to STAAR and TEKS • using staff to share instructional strategies in their areas of expertise • Planning Professional Development based on data • Continue Staff Development on AVID strategies learned at Summer Institute and make AVID a standing agenda item on faculty meeting dates • Provide Professional Development in areas students typically struggle with such as vocabulary, reading comprehension, phonics, phonemic awareness, and writing composition • Provide additional staff development in Conscious Discipline • Provide continuing staff Development for PK teachers • Provide training for Instructional Aides	L. Seawright C. Kubacak R. Connor C. Featherston Janet Jones All staff	Surveys Title II, Part A 750.00 Rider 78- HB4	October 2020 January 2021 March 2021	Individual Teacher Conferences Evaluation Forms Staff Development surveys Surveys Walkthroughs Benchmark, TPRI, six weeks testing, CIRCLE	Evaluation of staff development TTESS End of the year data

	• Send appropriate staff • to RTI training and PLC training					
3.2	Support identified program with training, such as • providing LVISD Curriculum training as needed • providing training for paraprofessionals as needed • providing for teacher mentors • Investigate mentors for paraprofessionals • Providing mentors for new teachers • implementing staff development on how to teach and manage high needs special education students in the mainstream classroom. • Schedule opportunities for teachers to observe one another • Investigate Dyscalculia training • Investigate Leach Literacy Training	L. Seawright C. Kubacak R. Connor C. Featherston Special Education Department	ESC 12 Title II Funds 750.00	Aug. 2020-May 2021	Hand-outs, agendas, lesson plans, sign-in sheets	Agenda, evaluations, sign-in sheets.
3.3	Provide Staff Development in Cultural Diversity	L. Seawright C. Kubacak R. Connor C. Featherston	ESC 12	Aug. 2020-May 2021	Hand-outs, agendas, lesson plans, sign-in sheets	Evaluations of Staff Dev.
3.4	Provide staff development on discipline and instructional strategies to engage at risk and high needs students in learning by • Maintain a staff-wide team of Texas Behavior Support Initiative (TBSI) trained staff members • continuing training in Non-Violent Crisis Prevention Intervention (CPI) • Continue training in strategies such as Conscious Discipline	L. Seawright C. Kubacak R. Connor C. Featherston A. Ward		Aug. 2020-May 2021	Staff Meeting Sign- In Sheets	CPI card and CPE Certificates from ESC 12 Sign in sheets from PD Evaluations from PD

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 4	Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
4.1	Provide incentives for staff members for perfect attendance	L. Seawright	Local Funds	Sept. 2020 May 2021	Surveys	Surveys
4.2	Continue to host Federal Program Overview in conjunction with Parent University	L. Seawright	Local Funds	September 2020	Notes and reminders sent home. School messenger messages.	Sign-in sheets Question and answer period for parents.
4.3	Continue to provide individual academic results to parents and hold parent conferences.	L. Seawright Teaching staff	Progress reports TPRI, CIRCLE Assessment reports Report Cards Conferences	Sept. 2020 May 2021	Notes and phone calls to parents Progress reports Benchmark Assessments Report Cards	Conference sign-in sheets with parent signatures
4.4	Continue **A-team meetings on campus**, involving Principal, Asst. Principal, Facilitator, Reading Coach and Counselor to improve communication.	L. Seawright C. Kubacak R. Connor C. Featherston J. Jones	Admin. Team	Weekly	Meeting Notes and Minutes	Compilation of Minutes
4.5	Continue **PLC meetings** with Kindergarten and Pre-K teachers • Consider school-wide PLCs occasionally	L. Seawright C. Kubacak R. Connor J. Jones C. Featherston Teachers	Staff Members	Weekly	Meeting Agenda & Minutes, sign-in sheets	Compilation of Minutes
4.6	Continue **scheduled conferences** between Campus A-Team and each individual teacher three times per year	L. Seawright C. Kubacak R. Connor	Admin. Teacher Conference Schedule	Oct. 2020 Feb. 2021 May 2021	Meeting Agenda & Minutes, sign-in sheets	TPRI Data Waterford Data CIRCLE Data

		J. Jones C. Featherston	CPALLS, ESGI, TPRI and Waterford Data			ESGI Data
4.7	Increase Parent Awareness of resources available in the community. • Parent Education classes • Annual Title 1 meeting • Parent University	L. Seawright C. Kubacak R. Connor J. Jones C. Featherston	List of community resources available	Aug. 2020 May 2021	School Status	Log of communication with parents and resources available
4.9	Select two staff members for Superintendent's Advisory Council to represent LVPS at monthly meetings and bring back information to staff	L. Seawright A. Winkleman A. Rosebure	Teachers	September 2020	SAC Meeting Agenda	SAC Meeting Agenda

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 5	Continue to maintain a safe and orderly environment promoting student achievement

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	• Promote **appropriate student behavior** by using Conscious Discipline Schoolwide, continuing PD on Conscious Discipline, and using a consistent school-wide language for behavior modification • continuing to develop a school wide incentives program that recognizes appropriate behavior of all students • encouraging cooperation and partnering among teachers • maintaining an expectation that all staff members will speak to and treat every child with respect • continuing individual, group, and classroom guidance to support student acquisition of Social Responsibility Skills • Implement AVID Strategy of SLANT • Promoting a college-going culture • Pilot flexible seating in classrooms to reduce off-task behavior and improve academic achievement. • Investigate implementing a Tiered behavior system • Continue teacher/student mentors • Continue character education program • Continue referring students to KLARAS as needed	L. Seawright R. Connor C. Kubacak C. Featherston Teachers Instructional Aides	Character Education Program Conscious Discipline	August 2020-June 2021	6 Weeks data on Student Discipline	Report from PEIMS

5.2	**Resolve safety issues** on campus by • continuing Dismissal Procedures and Morning Procedures • requesting parents contact school to notify of changes • sending written notification of changes to the classroom teacher	L. Seawright C. Kubacak R. Connor C. Featherston Receptionist Director of Durham	Transportation Change Forms Procedures Letters Edlio, School Status	August 2020-June 2021	Sign- out Sheets	Parent Feedback
5.3	Develop a **Violence Prevention Plan** and provide orientation for staff	L. Seawright C. Kubacak	MEOP Folder	August 2020	Analysis of monthly reports.	Analysis of monthly reports.
5.4	Update and continue **the District Multi-Hazard Emergency Operation Plan (MEOP)** by • distributing the MEOP flip chart of emergency information • utilizing Campus Response Team • conducting monthly Fire and Disaster Drills	L. Seawright C. Kubacak Appointed Staff	MEOP Folder and Crisis Response Plan	August 2020	Staff Feedback	Monthly Reports of Drills
5.6	Continue **Safe and Drug Free Schools and Community** activities • Red Ribbon Week • Drug free Schools curriculum • Parent/student videos • Activities from Counselor • Counseling Groups • Fire Prevention week • Cellphone Sally • Dennis Lee	L. Seawright C. Featherston	Local Funds	Aug. 2020-May 2021	Evaluation Forms Surveys	Evaluation Forms Surveys

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 6	Achieve an overall rating of three or higher in all four domains measured on the STAR chart.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	Continue to have LVPS staff members use campus technology capabilities through • providing additional training on equipment and software • investigating provision of additional learning software in the network • continuing purchase of equipment related to presentation and demonstration • developing a plan to assure that students develop appropriate technology skills	L. Seawright J. Peebles C. Kubacak R. Connor A. Garrett Chris Borland Teachers	Computer access	Sept. 2020-May 2021	Purchase orders of equipment and software inventory	Final Survey from Star Chart
6.2	Continue to **integrate Technology in instruction** in all PK, PPCD and Kindergarten classes • 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 • Investigate purchasing Smart TVs	L. Seawright C. Kubacak R. Connor Teachers J. Peebles Chris Borland Ann Garrett	Chris Borland Ann Garrett Teachers C.Kubacak Principal Local Funds	Aug. 2020-May 2021	Training agendas and sign-in sheets Lesson Plans	Walkthroughs and formal TTESS

6.3	**Update Technology Equipment by** • Acquiring updated computer equipment • Ordering additional headphones • Update Ipads • Investigate additional computers for each classroom • Acquire additional technology to fully implement Pearson curriculum • Locate area to effectively use COW	L. Seawright B. Sulak C. Kubacak R. Connor J. Peebles C. Langlotz		Aug. 2020- May 2021	Training agendas and sign-in sheets Lesson Plans	Walkthroughs and formal TTESS Technology Inventory

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 7	Students and staff achieve a level of Proficient in foundational digital skills (i.e. word processing, spreadsheet, database); telecommunications (i.e. School Status, Sangha); LMS implementation (i.e. Schoology, NearPod, Google Class, Microsoft Team); and digital citizenship as measured annually through district approved assessment.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
7.1	Promote student achievement to proficient digital skills by • Offering students the opportunity to use technology on a daily basis • Implementing NearPod use on the campus • Teaching and incorporating into the curriculum Keyboarding skills	L. Seawright R. Connor Teachers C. Borland A. Garrett J. Peebles	Ipads, classroom computers	August 2020-June 2021	Observation	District approved assessment
7.2	Promote staff achievement to proficient digital skills by • Offering PD on School Status, NearPod, Class Link and Tru Touch technology • Continuing to use the Sangha app	L. Seawright C. Borland A. Garrett	Software and hardware	August 2020-June 2021	TTESS walk-throughs	TTESS observations

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 8	Continue to improve an active partnership among parents, community members, and educators.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	Continue opportunities for **Planning and Decision Making** using a Campus Quality Improvement Council	L. Seawright C. Kubacak R. Connor C. Featherston	CQIC Members	September 2020 Jan. 2021 April 2021	Agendas, hand-outs, and sign-in sheets	Agendas and sign-in sheets
8.2	Continue **Communication Between School and Home** through • Parent/Teacher conferences • FISH folders • Classroom newsletters • Calendars of Activities • Progress reports • Report cards • Positive Phone Calls • Positive Post Cards • Class displays on bulletin boards in hallways and in the foyer • Parent information meetings regarding Extended Year Program • Parent Information meeting regarding Dual Language • Increase awareness for parent volunteer opportunities • Campus webpage • Increase awareness of resources for parents • Implement parent portal	L. Seawright C. Kubacak R. Connor C. Featherston Teachers	Teachers Campus budget	August 2020 Jan. 2021 May 2021 Every six weeks' period August 2020 Jan. 2021 May 2021	Data bank of e-mail addresses Sign-in Sheets, Meeting Agenda & Minutes Copy of parent survey and other communication documents on file, agendas and sign in sheets for staff development Office sign-in sheet for volunteers	Compilation of Agenda/Minutes Summaries of parent survey; communication documents on file
8.3	* Provide a **Student Handbook electronically** (English or Spanish) for every family to ensure students and parents are fully informed of their rights and responsibilities	L. Seawright C. Kubacak B. Sulak Y. Blackwood V. Olvera	Stipends for translators Local Funds	August 2020	On-line copy or printed copy by request	Copies of handbook in English and Spanish.

8.4	Utilize the Edlio system to contact parents about upcoming events	L. Seawright	School Messenger	Entire School Year	Reports from School Messenger	Reports from School Messenger Parent Surveys
8.5	Develop a Cooperative Agreement with **the Economic Opportunities Advancement Corporation (EOAC)** and the local Head start programs	L. Seawright C. Featherston		September 2020 May 2021	Sign-in Sheets, Meeting Agenda	Minutes from Cooperative Meetings
8.6	**Utilize services and technical assistance of an** ESC School Support Team	L. Seawright	ESC Region 12	Aug. 2020	Record of assistance rendered	Record of assistance rendered
8.7	Continue to develop **Communication Between School and Home** through Involvement Opportunities • continuing Parent Involvement Committee • providing para-professional support a campus-wide events • pursuing the following activities and events o Library Nights o Parent Conferences o Parent Training Nights o AVID Nights o Family Appreciation Activities o Meet the Teacher Night o Report Card Pick Up Event o PTO Activities o Volunteers reading with Students o Carnival/Family Fun Nights o Parent University • distributing lists of materials available for parents to check out from the library • increasing awareness of parent volunteer opportunities • inviting and encouraging parents to serve as volunteers • encouraging classroom teachers to	L. Seawright C. Kubacak R. Connor C. Featherston Janet Jones Ryder 78- HB4 Ryder 78- HB4	Teachers Ryder 78- HB4 Ryder 78- HB4	August 2020 Jan. 2021 May 2021	Sign in sheets agendas	Parent Involvement Folders Logs of Resource Check-out Documentation of all activities, meetings, though Sign in sheets agendas

	celebrate volunteer work at the end of the school year					
8.8	Give parents opportunities to cooperate in determining **Parental Involvement Opportunities** by • distributing and analyzing a beginning of year parent survey regarding training preferences • including an item on the end of year Parent Survey to allow parents to evaluate parent training programs and other activities at school and/or suggest topics of interest for future events	L. Seawright C. Kubacak R. Connor C. Featherston M. Zavala L. Drafahl	Parent Surveys .25 FTE 11,280.37	August 2020 Jan. 2021 May 2021	List of Parent Volunteers and Opportunities	Summaries of parent surveys and sign-in sheets
8.9	Encourage staff, parents, and other family members to participate in the **Parent Teacher Organization** • involving all PTO board members in decisions re PTO funds and activities • Investigating rotation of meeting times and meetings in conjunction with programs • Providing direction and training for PTO officers • Improve communication between PTO board and parents	L. Seawright C. Kubacak K. Thompson	PTO Board Members Teachers	August 2020 Jan. 2021 May 2021	Minutes from PTO board meetings	PTO Event Logs
8.10	Investigate implementing a program for more "Dad" involvement • Donuts with Dad • Daddy/Daughter Dance • Dad/Son Dinos Alive • Male role models on campus	L. Seawright C. Kubacak R. Connor C. Featherston	Administrators Teachers	Aug.2020- May 2021	Surveys	Sign-in sheets
8.11	Provide Communication With Parents **regarding discipline and academics** (FISH folders, calendars, newsletters, hand stamp, daily folders, stickers, etc.)	L. Seawright C. Kubacak R. Connor C. Featherston	Teachers Daily Folders	August 2020 Jan. 2021 May 2021	Agendas and sign-in sheet for all activities	Parent Conference Log

8.12	Continue to use Sangha or other software for translation of notes and other communications into Spanish	L. Seawright Teachers	School Messenger Calendar of Events	Aug. 2020- May 2021	School Messenger Logs	School Messenger Logs
8.13	Provide major campus **Documents in English and Spanish,** including • Student handbook • Home Language Survey • Free/Reduced Lunch forms • Parent Involvement Policy • Student/Teacher/ Parent Agreement • Student Enrollment forms • GT referral form • Parent survey	L. Seawright Y. Blackwood V. Olvera	Translators Local Funds	Aug. 2020- May 2021	Translated materials collected as documentation	Permanent Records
8.14	Investigate providing services for parents such as a recycle closet for clothing	L. Seawright Nurse C. Kubacak	Community partners Parents	Aug. 2019- June 2020	Parent participation logs	Inventory Parent survey

Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega ISD students will meet state and federal standards
Short Term Goal 9	All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grades 3-12.

	Strategies/Activities & Title 1 School-wide Components School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1	All students will be provided with educational opportunities that address the Eight Components of Coordinated School Health as measured by CIP goals and a 5% increase Fitness gram results.	L. Seawright P. Johnson Nurse Avalos	Health/PE Teachers Coaches Nurses Counselors Parents Wellness Guide Healthy & Wise Curriculum 21st Century Grant	Aug. 2020-June 2021	CIP Activities Sign In Sheets Agendas Meeting Minutes FitnessGram Pre-test	FitnessGram Results Nurse Records Counseling Records

La Vega Elementary School 2020-2021 Executive Summary

Data Sources Reviewed:

- **Comprehensive Needs Assessment**
- **RDA**
- **Continuous Improvement Continuums**
- **TAPR data**
- **T-TESS and Walk-Through Information**
- **TPRI/Tejas Lee**
- **TEA Accountability data**
- **ITBS**
- **Teacher Survey data**
- **STAAR**
- **Campus committees, faculty meetings, and staff development agendas & minutes**
- **Data-Informed Plans (Reading & Math)**
- **DMAC**
- **PEIMS data**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Long-Range Goals: 3, 4 Short-Term Objectives: 1, 2, and 3	• Effective PK-3 interventions. • Stable attendance rate. • Klaras Center for at-risk students. • Bilingual services provided for 1st grade students. • Place students in SPED appropriately in classrooms based upon individual needs. • Increase in identified GT students, including LEP	• Increase minority staff on the campus to closely mirror the student population. • Student enrollment has continued to decrease. • Increase AA & SPED achievement scores. • Improve services for EL students with the addition of bilingual teachers.	• Keep student/teacher ratio below state level. • Increase services to at-risk population. • Reduce disparity between ethnicities for discipline referrals • Improve the achievement performance of all students by closing the achievement gaps (Increase AA & SPED achievement scores.) • Improve services for EL students with the addition of bilingual teachers.
Student Achievement Long-Range Goal: 1 Short-Term Objectives: 1, 5 and 9	• Itemized/individual disaggregation of assessment data. • Academic achievement recognition and incentives in place for students. • Data driven instruction. • Intervention programs for struggling learners. • Continue to implement before/after school tutorials and pull-outs, (Title I & Title 3). • Hispanic student perform well academically • Provides supplemental services through approved before and after school tutorials/pullouts, ACE, and Saturday Pirate Camp School.	• Increase to 90% or more passing on Math and Reading state assessments. • Continue best practices such as AVID, SIOP, Explicit Instruction and CRP to improve student achievement in all sub populations. • Special education students continue to fail state assessments • African American students do not perform well academically • SPED students do not perform well academically • Inquire about and initiate a plan to address performance disparity of African American and Spec. Ed. students • Continue to provide Saturday School • Increase opportunities for students to learn through visual and hands-on methods; decrease the use of worksheets	• Continue best practices such as AVID, SIOP, Explicit Instruction and CRP to improve student achievement in all sub populations. • Provide teachers with more resources/training • Provide materials & training in collaborative teams and district's identified best practices areas

School Culture and Climate Long-Range Goal: 4 Short-Term DIP Objectives: 2, 5, 6, 7 and 8	• Faculty, staff, and students feel physically safe. • Attendance rates exceed the state standard. • High academic expectations • 95% of students think learning is fun. • Staff continues to make intentional changes in order to meet students' social emotional needs. • All teachers believe students can learn	• Although teachers perceive high levels of student engagement, students perceive a high level of teachers talking and high levels of the use of worksheets teachers feel that students are engaged in the learning, but 91% believe learning is engaging in their classroom. • Increase staff recognition for good work. • Continue to address student discipline & decrease inappropriate/disruptive behavior • Improve staff to student communication & relationships. (i.e. school family meetings, class family meetings, increased parent contacts, increased focus on acknowledging positive student behaviors, SITs) • Improve staff to staff communication & relationships • Increase extracurricular opportunities • Communicate how character education is addressed across all grade levels. • Develop a tiered behavior intervention system (paired with district's) • provide culturally relevant teaching & seek to learn about students' background	• Continue to nurture a culture of high expectations. • Incorporate opportunities for frequent staff recognition. • Seek ways to mentor Provide mentors for behaviorally at-risk students (i.e. bottom 20%). • Continue the use of positive behavior incentives. • Increase student engagement in classrooms through the use of hands-on & visual methods of instruction, and the use of Costa's Levels of Question/Sentence Stems • Increase staff recognition for good work. · Communicate how character education is addressed across all grade levels. • Develop a tiered behavior intervention system (paired with district's) • Utilize public recognition for academic achievement (i.e. marquee, Facebook, LVES website, American Bank, etc.)
Staff Quality/ Professional Development Long-Range Goal: 3 Short-Term DIP Objective: 4	• Highly effective intervention team. • Professional development variety offered. • All new teachers are assigned a mentor. • 100% of the campus' faculty & staff are highly qualified. • Teams (i.e. CLT, Grade Level, Vertical Planning Teams, and Learning Mondays) and staff development day to implement best practices throughout the school year. (AVID, EI, SIOP, etc.)	• Collaborative PD decisions amongst administration & faculty. • Staff Escape Days for perfect attendance at the end of fall and spring semesters • Ensure that new hires are EL certified and receive training in all district initiatives. Provide PD on ELAR adoption (K-8). Provide PD on SeeSaw for teachers to respond to communications from parents Initiate dyscalculia tutor training (T3);	• Maintain high staff retention rate. • Use data to assist teachers with differentiated instruction and determine intervention. • Maintain Professional Learning Communities (PLC) • Schedule collaborative team time at least 2x per six weeks • Provide professional development for culturally relevant teaching strategies. • Provide materials & training in collaborative teams and district's identified best practices areas • Provide PD on ELAR adoption (K-8). • Provide PD on SeeSaw for teachers to respond to communications from parents

		provide additional training to teachers for dyscalculia strategies & methods within T1 & T2 · Provide Conscious Discipline training to address students' social-emotional needs, and provide classroom management coaching for teachers as needed	• 6 weeks attendance incentives for students (i.e. Chip, Chip Hooray) • Teachers need training for instructing EL students (i.e. total physical response, the bridge, etc.)
Curriculum, Instruction, Assessment Long-Range Goal: 1 DIP Objective: 1	• Scheduled district campus-wide assessments are used for Reading, Writing, Math, Science and Social Studies. • Use reports to assist teachers with differentiated instruction and determine intervention. • Curriculum mapping. • Campus has RTI process in place	• Increase achievement on benchmarks and state assessments. • Increase use of tablets and SmartTV's during instruction. • Implement handwriting per new ELAR TEKS. • Maintain handwriting per new ELAR TEKS. • Bilingual teachers will realign scope/sequence of TEKS and teach using themes throughout the school year • Refine RTI Tier III intervention.	• Provide teachers with more resources for Math • Increase use of devices during instruction. • Implement handwriting per new ELAR TEKS.
Family and Community Involvement Long-Range Goals: 1 and 4 Short-Term Objectives: 3 and 6	• School Status used to communicate with parents via phone & text. • Communities In Schools (CIS) social worker assists students and their families with sociological issues that impact student success. • Campus website and Facebook page provides information for student, parents, and staff. • Parent liaisons host monthly trainings during the daytime on campus. • Parent Portal enables parents to check their child's grades and attendance • Individual students recognized during six weeks' School Family Meetings for behaviors which include things such as initiative, cooperation, unity, team work, determination, perseverance)	• Establish new business and strengthen existing partnerships. • Provide continued/more opportunities for parental involvement. • Continue partnering students with mentors. • Continue PTO activities & involvement • Increase parent participation in and use of online resources such as Parent Portal, on-line surveys, district website, online registration, Sangha and School Status. • Promote & recruit parent volunteers throughout the school year	• Increase parental and community involvement in all aspects of the educational process. • Increase parent participation of Parent Portal • Promote & recruit parent volunteers throughout the school year

School Context and Organization Long-Range Goals: 3 and 4 Short-Term Objective: 4	• Shared decision making in school procedures though CLT and grade level committees. • Comprehensive Needs Assessment (CNA) surveys allow all stakeholders a voice in identifying needs in school improvement. • Extended time is devoted to low performing students, ensuring student success. • Campus providing interventions and after school support to students.	• Increase opportunities for creativity and social connections during student learning. • Campus-wide implementation of AVID • Seek varied ways to get parents to participate in decision making in campus policies through the SBDMC (i.e. CQIC—Campus Quality Improvement Council). •	• Assess current school safety procedures and make adjustments. • Campus-wide implementation of AVID • Seek varied ways to get parents to participate in decision making in campus policies through the SBDMC (i.e. CQIC—Campus Quality Improvement Committee). • Continue vertical alignment efforts throughout the school year with appropriate groupings.
Technology Long-Range Goal: 1 Short-Term Objective: 1 and 7	• Parent access to student records & campus information (i.e. ParentPortal, School Status, School News App.)	• Increase knowledge of integration of technology into the curriculum. • Provide more technology devices throughout campus • Provide in-depth training on ways to effectively implement technology during staff development days.	• Provide more technology throughout campus. • Provide in-depth training on ways to effectively implement technology during staff development days. • Purchase additional technology, with the goal of providing 1:1 devices

La Vega Elementary School CIP Board Goals
2020-2021

Approved by the LVISD Board of Trustees on:
Approved by the Campus Quality Improvement Council on: February 27, 2020

Campus Long-range Goal(s):

1. The academic performance of La Vega Elementary School students will meet state and federal standards.
2. The La Vega Elementary School will maintain a fiscally sound budget.
3. La Vega Elementary School will retain and attract quality staff.
4. La Vega Elementary School will maintain adequate facilities that enhance teaching and learning.

Short-term objectives for achieving campus long-range goals in the 2020-2021 school year, LVES will:

1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. Each survey participant group will achieve 80% on the district culture and climate survey.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. Students and staff achieve a level of Proficient in foundational digital skills (i.e. word processing, spreadsheet, presentation software); telecommunications (i.e. School Status); LMS implementation (i.e.NearPod, Google Classroom, Microsoft Teams); and digital citizenship as measured annually through district approved assessment.
6. Implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.
7. Meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
8. Implement a Coordinated School Health program as measure by CIP activities and a 5% improvement in FitnessGram results for grade 3.

The mission of LVE is to…

- Strive to create a positive and rigorous learning environment, which encourages high expectations for success through instruction that meets the needs of all students. Our school provides a safe, orderly, caring, and supportive environment. We strive to have parents, school staff, and our community actively involved in student learning, in an effort to instill a life-long love of learning.

The Mission of AVID

AVID
Decades of College Dreams

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School students will meet state and federal academic standards.
Short-term Objective: 1	Meet or exceed the following for all students and all student groups: **Reading/ELA 94% as measured by STAAR & six weeks assessments**

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
1.1a	Implement research-based district crosswalk for core content and allow opportunities for PK-12 students to respond to literature in Writing.	S. Stewart B. Sellers C. Denmark Teachers	• Title I, Pt. A $21,000.00 • District & local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades TPRI/Tejas Lee ITBS TELPAS
1.2a	Continue use of Accelerated Reader Program. ❑ STAR (Standardized Test for Assessment of Reading) to determine reading levels.	S. Stewart K. Hicks Y. Rose-Wyatt Teachers	• Local funds	Fall 2020 and Spring 2021	STAR Test, Individualized Inventories Weekly review of plans entered into the program	AR/STAR Report TAPR Report STAAR Performance Results
1.3a	Continue to provide personnel and supplies to meet the instructional needs of our at risk students. Ensure that teachers identify student needs through building relationships.	C. Denmark Interventionists C. Eckert SPED Staff Instructional Aides	• Local funds • Title I, Pt. A • 7 FTEs $268,975.90 • Scottish-Rite Dyslexia Program • State 5 FTE $210,916.70	Fall 2020 and Spring 2021	Dibels Progress Monitoring 6 Weeks Assessment TPRI/Tejas Lee	TAPR Report STAAR Results TPRI/Tejas Lee /EOY / ITBS
1.4a	Continue to provide programs to address at-risk students ❑ STAAR Tutorials 2X weekly ❑ Extended Day/Year Programs	S. Stewart B. Sellers J. Whatley L. Klander V. Doherty	• OEY (Optional Extended Year) • Local funds	Fall 2020 and Spring 2021	Extended Year Testing Attendance Reports Discipline Referrals	TAPR Report STAAR Results PBMAS report

	❑ Saturday School	A. Dennis Teachers				
1.5a	Continue to provide literacy programs/strategies: ❑ Accelerated Reader ❑ Best Practices Strategies ❑ AVID Strategies ❑ Sheltered Instruction Observation Protocol ❑ Explicit Instruction ❑ Six Weeks ELAR Assessments ❑ Beginning of Year Assessment ❑ Daily STAAR Instructional Focus and Strategies ❑ Teams for reading alignment ❑ 90-minute uninterrupted literacy class ❑ GoNoodle ❑ BrainPop ❑ Waterford (SPED) ❑ Go Phonics ❑ Mentoring Minds Total	S. Stewart B. Sellers C. Denmark K. Hicks Teachers	• Local funds • IMA	Fall 2020 and Spring 2021	STAR Levels Six Weeks Grades Bi-weekly Assessments SM Levels 6 Week Assessments	TAPR Report STAAR Results Grade Placement Committee 6th Six Weeks Assessments SM TPRI/Tejas Lee ITBS TELPAS PBMAS
1.6a	Continue strategies to identify student needs: ❑ Disaggregation of practice STAAR ❑ Practice STAAR test ❑ Bi-weekly Reading Assessments ❑ Continue Six Weeks Assessment Tests	S. Stewart B. Sellers C. Denmark Teachers	• Local funds	Fall 2020 and Spring 2021	Lesson Plans Teacher STAAR Tutorials Disaggregated Data from all Assessments STAAR Room	TAPR Report STAAR Results Report Card Grades TPRI/Tejas Lee ITBS TELPAS

1.7a	Continue current technology: Accelerated Reader Success Maker E-mail/Internet GoNoodle BrainPop Computer Stations in Classroom Technology Hardware Online Gradebook	K. Hicks All Staff Members Technology Teachers	• Local funds	Fall 2020 and Spring 2021	Accelerated Reading Records, Library Checkouts, Technology Training Records	TAPR Report STAAR Results
1.8a	Continue current technology & supplies for LEP Students: Rosetta Stone Accelerated Reader Success Maker Lab E-mail/Internet GoNoodle BrainPop Computer Stations in Classroom Technology hardware Online Gradebook	S. Stewart B. Sellers J. Whatley L. Klander B. Vinson G. Estrada	• Title III, Pt. A $4,500.00	Fall 2020 and Spring 2021	Accelerated Reading Records	TAPR Report STAAR Results TELPAS
1.9a	Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.	S. Stewart B. Sellers J. Whatley L. Klander	• Local funds	Fall 2020 and Spring 2021	STAR Levels Six Weeks Grades Bi-weekly Assessments SM Levels 6 Week Assessments	TAPR Report STAAR Results Grade Placement Committee 6th Six Weeks Assessments SM TPRI/Tejas Lee ITBS TELPAS

1.10a	Continue AVID program school wide. • Increase AVID walkthroughs • Increase explicit instruction for students to generate more L3 questions	S. Stewart B. Sellers C. Denmark S. Martinez E. Wetzel M. Morgan	• Local funds • District AVID funding	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades ITBS AVID ISS
1.11a	Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.	S. Stewart B. Sellers J. Whatley L. Klander C. Denmark	• Staff • Title I, Pt A • Local Funds • Title III	Fall 2020 and Spring 2021	Report Cards or Observation Lesson Plans Walk-through Reports DMAC Reports 6-Week Assessments each grading period	State Assessment Scores 2020

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School students will meet state and federal standards.
Short-term Objective: 1	Meet or exceed the following for all students and all student groups: **Writing 88% as measured by six weeks assessments**

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
1.1b	Implement research-based district crosswalk for core content and allow opportunities for PK-12 students to respond to literature in Writing. Require writing across all content areas in all grade levels.	S. Stewart B. Sellers C. Denmark Teachers	• Go Phonics • Empowering Writers Program • District & Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Writing Journals Lesson Plans Student writing samples Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	Assessment Test Results Report Card Grades TELPAS
1.2b	Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.	S. Stewart B. Sellers J. Whatley L. Klander	• Local funds	Fall 2020 and Spring 2021	Six Weeks Grades SM Levels 6 Week Assessments	TAPR Report 6th Six Weeks Assessments SM TPRI/Tejas Lee ITBS TELPAS
1.3b	Continue AVID program school wide. • Increase AVID walkthroughs • Increase explicit instruction for students to generate more L3 questions	S. Stewart B. Sellers C. Denmark S. Martinez E. Wetzel M. Morgan	• Local funds • Federal funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades ITBS AVID ISS

1.4b	Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.	S. Stewart B. Sellers J. Whatley L. Klander C. Denmark	• Staff • Title I, Pt A • Local Funds • Title III	Fall 2020 and Spring 2021	Report Cards or Observation Lesson Plans Walk-through Reports DMAC Reports 6-Week Assessments each grading period	State Assessment Scores 2020
1.5b	Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services.	S. Stewart B. Sellers J. Whatley L. Klander V. Doherty A. Dennis SPED staff	• IDEA 3 FTEs $106,304.00 • State 2 FTE $53,340.85 • Local funds	Fall 2020 and Spring 2021	DMAC BIPS	Appropriate placement of students for settings and services.

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School students will meet state and federal standards.
Short-term Objective: 1	Meet or exceed the following for all students and all student groups: **Math 91% as measured by STAAR & six weeks assessments**

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Assessments, Assessments)**	**Summative Evaluation**
1.1c	Monitor to ensure effective instructional strategies are being implemented in math.	S. Stewart B. Sellers Teachers	• Title I, Pt. A • Local funds • Pearson Interactive Math (envision Math) • Mentoring Minds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades ITBS
1.2c	Continue to provide programs to address at-risk students ❑ STAAR Tutorials 2X weekly ❑ Extended Day/Year Programs ❑ Saturday School	S. Stewart B. Sellers Asst. Prin. V Doherty A. Dennis Teachers	• OEY (Optional Extended Year)	Fall 2020 and Spring 2021	Extended Year Testing Attendance Reports Discipline Referrals 2 Week Progress Monitoring	TAPR Report STAAR Results PBMAS
1.3c	Continue to provide personnel and supplies to meet the instructional needs of our at risk students, including SPED.	D. Acevedo SPED Staff Instructional Aides	• Title I, Pt. A 1 FTE $52,088.00 • Local funds • IDEA 2 FTEs $67,409.08 • State 2 FTE 53,340.85	Fall 2020 and Spring 2021	Dibels Progress Monitoring 6 Weeks Assessment TPRI/Tejas Lee	TAPR Report STAAR Results TPRI/Tejas Lee /EOY / ITBS

1.4c	Continue to provide math programs/strategies: ❑ Sheltered Instruction Observation Protocol ❑ Weekly STAAR Objectives ❑ Teams for math alignment ❑ Pearson Interactive Math ❑ BrainPop ❑ Waterford (SPED) ❑ Six Weeks Math Assessments ❑ 90 Min. Math Block ❑ AVID Math Journals ❑ 2/3 Column Notes ❑ Mentoring Minds Total Motivation Math Use STAR Math to determine math levels, by essential standard	S. Stewart B. Sellers Teachers	• IMA • Local funds	Fall 2020 and Spring 2021	Six Weeks Math Grades Scope and Sequence for math alignment SM Levels Bi-weekly Assessments 6 Week Assessments STAR Math	TAPR Report STAAR Results 6th Six Weeks Assessments ITBS TELPAS PBMAS
1.5c	Continue strategies to identify student needs: ❑ Disaggregation of practice STAAR ❑ Practice STAAR test ❑ Continue Bi-weekly Math Assessments ❑ Continue Six Weeks Assessment Tests	S. Stewart B. Sellers Teachers	• Local funds	Fall 2020 and Spring 2021	Lesson Plans Teacher STAAR Tutorials Disaggregated Data from all Assessments STAAR Room	TAPR Report STAAR Results Report Card Grades TPRI/Tejas Lee ITBS TELPAS

1.6c	Continue current technology: Accelerated Reader Success Maker Lab E-mail/Internet BrainPop Computer Stations in Classroom Technology hardware Implement Online Gradebook	R. Winget Teachers	• Local funds • IMA	Fall 2020 and Spring 2021	Accelerated Reading Records, Library Checkouts, Technology Training Records	TAPR Report STAAR Results
1.7c	Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.	S. Stewart B. Sellers Asst. Prin.	• Local funds	Fall 2020 and Spring 2021	Six Weeks Grades Bi-weekly Assessments SM Levels 6 Week Assessments	TAPR Report STAAR Results Grade Placement Committee 6th Six Weeks Assessments SM TPRI/Tejas Lee ITBS TELPAS
1.8c	Continue AVID program school wide. • Increase AVID walkthroughs • Increase explicit instruction for students to generate more L3 questions	S. Stewart B. Sellers C. Denmark S. Martinez E. Wetzel M. Morgan	• Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades ITBS AVID ISS

1.9c	Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.	S. Stewart B. Sellers J. Whatley L. Klander C. Denmark	• Staff • Title I, Pt A • Local Funds • Title III	Fall 2020 and Spring 2021	Report Cards or Observation Lesson Plans Walk-through Reports DMAC Reports 6-Week Assessments each grading period	State Assessment Scores 2020
1.10c	Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services.	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis SPED staff	• IDEA 3 FTEs $106,304.00 • State 2 FTE $53,340.85 • Local funds	Fall 2020 and Spring 2021	DMAC BIPS	Appropriate placement of students for settings and services.

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School students will meet state and federal standards.
Short-term Objective: 1	Meet or exceed the following for all students and all student groups: **Science 90% as measured by six weeks assessments**

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
1.1d	Continue campus curriculum	S. Stewart B. Sellers Teachers	• Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Science Journals Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	Report Card Grades Assessment Test Results
1.2d	Science Fair	S. Stewart B. Sellers Science Planning Teams	• Local funds	6th Six Weeks Period	Lesson Plans Rubric Grades	Report Card Grades
1.3d	Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.	S. Stewart B. Sellers J. Whatley L. Klander	• Local funds	Fall 2020 and Spring 2021	Six Weeks Grades Bi-weekly Assessments SM Levels 6 Week Assessments	TAPR Report 6th Six Weeks Assessments SM TPRI/Tejas Lee ITBS TELPAS
1.4d	Continue to provide materials and supplies to meet the instructional needs of our at risk students.	S. Stewart B. Sellers Teachers	• Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Science Journals Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades	Report Card Grades Assessment Test Results

					District Scope and Sequence	
1.5d	Continue AVID program school wide. • Increase AVID walkthroughs • Increase explicit instruction for students to generate more L3 questions	S. Stewart B. Sellers C. Denmark S. Martinez E. Wetzel M. Morgan	• Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades ITBS AVID ISS
1.6d	Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.	S. Stewart B. Sellers J. Whatley L. Klander C. Denmark	• Staff • Title I, Pt A • Local Funds • Title III	Fall 2020 and Spring 2021	Report Cards or Observation Lesson Plans Walk-through Reports DMAC Reports 6-Week Assessments each grading period	State Assessment Scores 2020
1.7d	Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services.	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis SPED staff	• IDEA 3 FTEs $106,304.00 • State 2 FTE $53,340.85 • Local funds	Fall 2020 and Spring 2021	DMAC BIPS	Appropriate placement of students for settings and services.

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School students will meet state and federal standards.
Short-term Objective: 1	Meet or exceed the following for all students and all student groups: **Social Studies 96% as measured by six weeks assessments**

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
1.1e	Continue campus curriculum	S. Stewart B. Sellers Teachers	• Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	Report Card Grades Assessment Test Results
1.2e	Social Studies Fair	S. Stewart B. Sellers Soc. Stud. Planning Teams	• Local funds	6th Six Weeks Period	Lesson Plans Rubric Grades	Report Card Grades
1.3e	Create a learning environment where all students can receive personalized rigorous instruction in the appropriate instructional setting.	S. Stewart B. Sellers J. Whatley L. Klander	• Local funds	Fall 2020 and Spring 2021	Six Weeks Grades Bi-weekly Assessments SM Levels 6 Week Assessments	TAPR Report 6th Six Weeks Assessments SM TPRI/Tejas Lee ITBS TELPAS
1.4e	Staff & students will implement celebrations of cultural diversity and promote a culturally relevant environment.	All campus administrators Teachers	• Local funds	Fall 2020 and Spring 2021	Lesson Plans Bi-weekly & 6 weeks Assessments	Report Card Grades
1.5e	Continue to provide materials and supplies to meet the instructional needs of our at risk students.	S. Stewart B. Sellers Teachers	• Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Science Journals	Report Card Grades Assessment Test Results

					Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	
1.6e	Continue AVID program school wide. • Increase AVID walkthroughs • Increase explicit instruction for students to generate more L3 questions	S. Stewart B. Sellers C. Denmark S. Martinez E. Wetzel M. Morgan	• Local funds	Fall 2020 and Spring 2021	Weekly review of plans entered into the program Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades ITBS AVID ISS
1.7e	Monitor to ensure effective ELPS instructional strategies are being implemented in all core areas.	S. Stewart B. Sellers J. Whatley L. Klander C. Denmark	• Staff • Title I, Pt A • Local Funds • Title III	Fall 2020 and Spring 2021	Report Cards or Observation Lesson Plans Walk-through Reports DMAC Reports 6-Week Assessments each grading period	State Assessment Scores 2020
1.8e	Continue to evaluate the effectiveness and rigor of programs for students receiving special education and 504 services.	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis SPED staff	• IDEA 3 FTEs $106,304.00 • State 2 FTE $53,340.85 • Local funds	Fall 2020 and Spring 2021	DMAC BIPS	Appropriate placement of students for settings and services.

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School students will meet state and federal standards.
Short-term Objective: 2	Meet or exceed **95% student attendance rate** for all students and all student groups.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
2.1	Continue to implement incentive program for students who have perfect attendance	V. Doherty A. Dennis G. Adkinson J. Whatley L. Klander	• Local funds • Donations • Food/Prizes	Fall 2020 and Spring 2021	Report Cards	Attendance Reports
2.2	Notify parents when students are absent	S. Stewart G. Adkinson	• Sanga Communication system • TxEIS • SchoolStatus	Fall 2020 and Spring 2021	TxEIS attendance reports	TAPR report
2.3	Continue to provide Communities in Schools	S. Stewart D. Jaimes	• Local funds	Fall 2020 and Spring 2021	CIS reports TxEIS attendance reports	TAPR report

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goals: 1 **2** **3** **4**	The academic performance of La Vega Elementary School students will meet state and federal standards. The La Vega Elementary School will maintain a fiscally sound budget. La Vega Elementary School will retain and attract quality staff. La Vega Elementary School will maintain adequate facilities that enhance teaching and learning.
Short-term Objective: 3	Each survey participant group will achieve 80% on the district culture and climate survey.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Assessments, Assessments)**	**Summative Evaluation**
3.1	Continue Comprehensive Needs Assessment (CNA) Surveys for each campus.	S. Stewart	Title I, Part A	Dec 2021– Jan 2020	Campus Meetings to receive input and establish goals	Survey Results Program Evaluations Agendas, Sign-in Sheets Develop a plan to address the top systemic issues
3.2	Continue special events for school family participation: ❑ Red Ribbon Week ❑ Music Programs ❑ Read-Across-America ❑ Family Reading & ELL Night ❑ Reading/Math STAAR Nights ❑ Career Day ❑ Fall Festival ❑ Character Educ. Assembly (School Family Meetings) ❑ Fun Day ❑ Math Fluency Facts Incentive ❑ VOICE Prevention Program ❑ Math Showcase ❑ Parent Workshops (daytime) ❑ AVID Family Picnic	S. Stewart B. Sellers J. Whatley L. Klander Teachers Spec. Teachers V. Doherty A. Dennis R. Nevills	• Sign-in Sheets • School Calendar • Parents Newsletters • Marquee • Local funds • Snacks	Fall 2020 and Spring 2021	Schedules, Lesson Plans, Event Programs	TAPR Report STAAR Results CNA Student Surveys
3.3	Continue to provide health and counseling services: ❑ On-site nurse ❑ On-site counselor	S. Markham V. Doherty A. Dennis	• Local Funds • SCE 1 FTE $22,500.00	Fall 2020 and Spring 2021	Student Health Records At-Risk reports	Attendance Rate TAPR Report Promotion/Retention rate

3.4	Continue use of student enrichment activities: ❑ Music ❑ Physical Education ❑ Library ❑ Field Trips	S. Stewart G. Jarosek G. Pryor A. Dennis K. Hicks Teachers	• Local funds	Fall 2020 and Spring 2021	Schedules, Lesson Plans, Community Programs Healthy & Wise Curriculum	Report Card Grades AR Reports
3.5	Continue incentive activities ❑ Accelerated Reader—necklaces, millionaire's club ❑ Success Maker—weekly prizes, EOY certificates & prizes ❑ Honor Roll ❑ Good Citizen—*Pirate Ship* ❑ Morning Announcements ❑ School Status ❑ Academic Excellence—POW, Word of the Day	All Staff as Appropriate	• Local funds • Donations • Food/Prizes	Fall 2020 and Spring 2021	Library Circulation Classroom Six Weeks Awards Progress Reports Report Cards Weekly AR and SM Reports	TAPR Report STAAR TPRI/Tejas Lee ITBS Promotion/Retention Rate Discipline Reports
3.6	Address needs of high achieving and Gifted and Talented students: ❑ Enrichment activities in the classroom ❑ Weekly pull-out classes ❑ GT field trips ❑ Screening/Testing ❑ Training of 6 hours each year ❑ Library enrichment	S. Stewart V. Doherty B. Sellers M. Morgan	• GT Funds	Fall 2020 and Spring 2021	Lesson Plans G/T Screening Process G/T Parent/Teacher Meetings	G/T Plan Rating STAAR Results Report Card Grades STAAR / TPRI/Tejas Lee/ ITBS
3.7	Screen and Plan for Dyslexia students Use research-based diagnostic assessments for the identification of struggling readers and dyslexia in order to deliver targeted intervention and instruction.	C. Denmark C. Eckert F. Woodruff P. Seay	SCE 3 FTEs $140,320.50 Title I, Pt A 1 FTE $23,562.00	Fall 2020 and Spring 2021	Progress reports Report cards 504 Records	STAAR Results Report Grades STAAR / TPRI/Tejas Lee/ ITBS
3.8	Conduct student interventions as needed	V. Doherty A. Dennis Teachers	• Student Intervention Team (SIT) Log	Fall 2020 and Spring 2021	Student Intervention Team (SIT) Log	Discipline Records TAPR Report STAAR results

						TPRI/Tejas Lee / ITBS /TELPAS
3.9	Provide systematic planning/communication opportunities for staff/students ❑ *Learning Monday* faculty meetings ❑ ❑ Professional Learning Communities (PLC) ❑ Grade-level meetings ❑ Regularly scheduled central office/campus administration meetings ❑ Staff Development/Planning Days	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis C. Denmark CbLT CLT	• Local funds • Time	Fall 2020 and Spring 2021	Agendas, sign-in sheets, school calendar, T-TESS records SBDMC	TAPR Report STAAR Results TPRI/Tejas Lee / ITBS /TELPAS
3.10	Provide transitional activities for students and parents ❑ Orientation and campus visit for LVPS first grade students ❑ Orientation and campus visit to HPM for LVE third grade students	S. Stewart V. Doherty L. Seawright K. Rizo Instructional Facilitators	• Local funds	May 2021	Orientation Activity Plans	Orientation Activity
3.11	Continue to host Annual Title I Parent Meetings to review campus Parental Involvement Policy & Staff meetings to discuss the value of parent involvement.	S. Stewart J. Whatley L. Klander	• Campus staff	September 2020	Draft copies of CNA parent surveys	Sign in sheets Agenda
3.12	Increase morale between staff and students by building relationships.	A-Team CLT AVID Site Team CDAT	• Local Funds • Conscious Discipline	Fall 2020 and Spring 2021	Teacher Feedback	CNA Surveys

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School will retain and attract quality staff.
Short-term Objective: 4	100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
4.1	Provide additional training for new personnel in classroom management techniques prior to beginning of school.	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis	• Local funds	Fall 2020 and Spring 2021	Agenda, sign-in sheets	In School Suspension Reports Violation Reports T-TESS
4.2	Provide staff development for all staff and review requests for out-of-district professional development. Provide professional development opportunities for all campus teaching personnel and administrators. Provide relevant and necessary development opportunities and allow for duplicate trainings to be available online.	S. Stewart J. Whatley L. Klander B. Sellers	• Local funds • Title 11 $2,600 .00 • Title III $1,400.00	Fall 2020 and Spring 2021	Agendas, sign-in sheets, school calendar, T-TESS Records SBDMC	STAAR Results TPRI/Tejas Lee TELPAS Results Staff Development Calendar
4.3	Implement and monitor PLCs that include collaborative opportunities for gen education, SPED, BE/ESL; teacher collaboration and content support.	S. Stewart B. Sellers Teachers	• Food • Local funds	Fall 2020 and Spring 2021	Agenda, sign-in sheets	STAAR Results TPRI/Tejas Lee TELPAS Results Staff Development Calendar
4.4	Provide trainings & materials for Explicit Instruction, Empowering Writers, AVID, Success Maker, Lead4ward, PLC (Solution Tree),	S. Stewart B. Sellers C. Denmark	• Local funds	Fall 2020 and Spring 2021	Training Certificates CPE Forms Evaluations	

	Cultural Relevant Pedagogy, & Conscious Discipline (Loving Guidance), LVISD Curriculum Camp trainings.					
4.5	Continue to work with the district HR department to recruit and retain highly qualified staff.	S. Stewart	• Local funds	Fall 2020 and Spring 2021	Certificates and Endorsements	TAPR Reports STAAR Assessment 2020-2021
4.6	Provide staff training for new discipline management program.	S. Stewart J. Whatley L. Klander	• Local funds	Fall 2020 and Spring 2021	Agendas, sign-in sheets, school calendar, T-TESS Records, SBDMC	STAAR Results TPRI/Tejas Lee TELPAS Results Staff Development Calendar
4.7	Continue to establish an implementation plan of Professional Learning Communities (PLCs).	S. Stewart B. Sellers C. Denmark	Federal funds Local Funds	Fall 2020 and Spring 2021	Participant Evaluation Forms Staff Development Survey Logs	TAPR Reports 2020
4.8	Provide initial & review AVID training to newly hired & returning teachers (i.e. AVID camp).	S. Stewart AVID Site Team	• Local funds	August 2021	Agendas, sign-in sheets, school calendar, T-TESS Records, SBDMC	STAAR Results TPRI/Tejas Lee TELPAS Results Staff Development Calendar
4.9	Communicate, train, and provide appropriate resources to ensure effective implementation of the bilingual program.	S. Stewart B. Sellers C. Denmark ELL Instructional Specialists	Local Funds	Ongoing	SBEC Certification Policy	STAAR Results TAPR Reports
4.10	Provide PD opportunities on the implementation of accommodations and modifications for students with disabilities.	SPED Teachers Inclusion Teachers	ESC12 Tech Asst. Provider	Ongoing	Student data	STAAR Results
4.11	Incorporate opportunities for frequent staff recognition.	S. Stewart	Local funds	6 weeks drawings	Attendance incentives for staff Teacher appreciation week	
4.12	Implement Reading Academy PDs	S. Stewart C. Denmark M. Leach	Local funds	July 2020-February 2021	Canvas records Endorsements	

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School will maintain adequate facilities that enhance teaching and learning.
Short-term Objective: 5	Students and staff achieve a level of Proficient in foundational digital skills (i.e. word processing, spreadsheet, presentation software); telecommunications (i.e. School Status); LMS implementation (i.e.NearPod, Google Classroom, Microsoft Teams); and digital citizenship as measured annually through district approved assessment.Ftier

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
5.1	Participate in district developed technology survey.	J. Peebles C. Borland	• District technology	Fall 2020 and Spring 2021	N/A	STAR chart results
5.2	Continue to provide opportunities for staff	S. Stewart C. Borland Technology Committee	• Time • Teachers	Fall 2020 and Spring 2021	Teacher Requests	STAR Chart
5.3	Continue current technology: Accelerated Reader Success Maker Lab E-mail/Internet BrainPop Computer Stations in Classroom Technology hardware Implement Online Gradebook	K. Hicks R. Winget All Staff Members Teachers	• Local funds • IMA	Fall 2020 and Spring 2021	Accelerated Reading Records, Library Checkouts, Technology Training Records STAR Math STAR Reading	TAPR Report STAAR Results
5.4	Increase social media usage to promote campus involvement & awareness, using LVE webpage & LVE Facebook page	AVID Site CDAT E. Wetzel S. Martinez L. Klander	• Local funds	Fall 2020 and Spring 2021	Parent Surveys Webpage & Facebook reports	CNA Survey PEIMS

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School students will meet state and federal standards.
Short-term Objective: 6	Implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
6.1	Continue an active PTO: ❑ Provide a staff liaison for officers ❑ PTO meetings with school events i.e. Meet the Teacher, Open House	PTO Officers LVE Staff Parents S. Stewart M. Zavala	• Parent Volunteers, • PTO fundraisers	Fall 2020 and Spring 2021	Sign-in sheets, membership drive	Parent Involvement Survey TAPR Report STAAR Results TPRI / Tejas Lee/ITBS / TELPAS
6.2	Provide opportunities for Parental Involvement on campus: ❑ Meet the Teacher Night ❑ Family Reading & ELL Night ❑ Annual Title I Parent Meeting ❑ Parental Involvement Policy ❑ PTO ❑ Parent/Student breakfast & lunches ❑ Campus volunteers & mentors ❑ Music and awards presentations ❑ Fall Festival ❑ Fall & Spring Book Fairs ❑ Thanksgiving Lunch ❑ Reading/Math STAAR Night ❑ Math Showcase ❑ AVID Parent Picnic ❑ Watch D.O.G.S. ❑ Bi-annual BOY Family Picnic ❑ Pirate Partners (daytime workshops)	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis G. Jarosek K. Hicks R. Nevills Teachers	• Local funds • Parents • Volunteers • Community • Businesses	Fall 2020 and Spring 2021	Agenda, sign-in sheets	Parent Involvement Logs TAPR Report STAAR Results TPRI / Tejas Leee/ITBS / TELPAS

6.3	Hold parent/teachers conferences as needed	All Teachers (CR and Special Area) Admin Team	• Parents/ • Teachers • Sangha • School Status	Fall 2020 and Spring 2021	Conference Summary Forms	Documentation on file in students' cum files
6.4	Provide campus information in the home language (English/Spanish): ❑ Home Language Survey ❑ Parental Involvement Policy ❑ Enrollment application ❑ All forms and notes	G. Estrada All Office Staff CNS Staff Central Office	• Local funds	Fall 2020 and Spring 2021	Campus documents on file	Forms and notes on file
6.5	Provide opportunity for parents to be involved in the decision-making process. Seek varied ways to get parents to participate in decision making in campus policies through the SBDMC (i.e. CQIC—Campus Quality Improvement Committee). ❑ Site-Based Decision-Making Committee (CQIC) ❑ Parent Advisory Committee ❑ PTO	S. Stewart SBDMC	• Parents • Teachers • Community Members	Fall 2020 and Spring 2021	Minute, agendas, sign-in forms	Sign – in Sheets on file in Principal's Office
6.6	Ensure students/parents are informed of their rights and responsibilities	S. Stewart J. Whatley L. Klander R. Nevills G. Adkinson B. Myers	• Student Handbook	Fall 2020 and Spring 2021	Parent/guardian acknowledgement forms	Parent Signature Sheets on file in the office
6.7	Continue communications between the school and home: ❑ School Letters ❑ Teacher Notes ❑ Bank Marquee ❑ Local Newspaper ❑ TV/Radio ❑ School Marquee	All Staff as Appropriate	• American Bank • LVISD • Local TV/Radio • Newspapers • Technology • Local funds	Fall 2020 and Spring 2021	Publications on file	Information on file in the office

	❑ Parent Newsletter ❑ LVE Website ❑ Sanga Communication System ❑ Facebook page ❑ LVE app ❑ School Status ❑ Bellmead Bulletin					
6.8	Provide for parent training/information sessions: ❑ Annual Title I Meeting ❑ Meet the Teacher Night ❑ PTO Meetings ❑ STAAR Info Nights ❑ ARDs ❑ LPAC Meetings ❑ Reading/Math Night ❑ ESL & Classes ❑ GED Classes ❑ Parent Conferences ❑ Zumba ❑ Misc. Daytime Parent Workshops ❑ SBDM (i.e. CQIC)	S. Stewart J. Whatley L. Klander B. Sellers Teachers Parents/Volunteer M. Zavala L. Drahfal CIS/VOICE	• Local funds	Fall 2020 and Spring 2021	Records, minutes, sign-ins, agendas	TAPR Report STAAR Results TPRI/Tejas Lee / ITBS /TELPAS
6.9	Continue to host Annual Title I Parent Meetings to review campus Parental Involvement Policy & Staff meetings to discuss the value of parent involvement.	S. Stewart	• Campus staff	September 2020	Draft copies of CNA parent surveys	Sign in sheets Agenda
6.10	Continue community involvement activities such as: Career Day Red Ribbon Week Fall Festival American Bank (2nd grade) Food for Families donations Paper Recycling Safety Assemblies	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis CIS Teachers Parents	• Local funds • Parents • Volunteers • Community • Businesses	Fall 2020 and Spring 2021		

	Atrium of Bellmead Nursing Home (i.e. cards, gifts, etc.) Lochridge-Priest & YMCA					
6.11	Continue AVID program school wide. • Pirate Partners (daytime workshops) • AVID Parent Picnic	S. Stewart B. Sellers C. Denmark S. Martinez E. Wetzel M. Morgan	• Local funds • Federal funds	Fall 2020 and Spring 2021	Draft copies of CNA parent surveys Records, minutes, sign-in sheets, agendas Parent flyers Community partnership documents	Sign – in Sheets on file in Principal's Office AVID ISS

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	La Vega Elementary School will maintain adequate facilities that enhance teaching and learning.
Short-term Objective: 7	La Vega Elementary will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Assessments, Assessments)**	**Summative Evaluation**
7.1	Continue to maintain and update facility and equipment: ❑ Cleanliness of rooms	J. Story T. Arthur J. Langlotz	• J. Langlotz • Maintenance Staff and Funds	Fall 2020 and Spring 2021	Work order, inventory checklist	Completed work orders
7.2	Continue strategies to provide safety on campus ❑ Badge system ❑ Parent/visitor sign-in ❑ Crossing Guard ❑ Flagged custody concerns in folder ❑ Tornado/lock down/evacuation drills/evacuation plan ❑ Convex security mirror ❑ Posted visitor sign ❑ 100% FEMA certified staff for Incident Command System ❑ Surveillance cameras	S. Stewart J. Whatley L. Klander K. Blakemore Campus Safety Committee	• Time for school personnel • District safety funds	Fall 2020 and Spring 2021	Office records, Campus visitor sign-in sheets	Drill Documentation Forms Office Records
7.3	Continue activities for the fire safety awareness: ❑ Firefighter on campus ❑ Educational materials for students	S. Stewart J. Whatley L. Klander Teachers B. Sellers V. Doherty	• Bellmead Fire Department Personnel	10/2020	Lesson plans, speakers scheduled	Completion of activities
7.4	Continue monthly fire disaster drills	S. Stewart J. Whatley L. Klander LVISD PD	• Calendar • State safety report on file	Monthly	Drills	Completed calendar of drills

7.5	Continue maintenance of fire equipment	J. Story	• Local funds	Fall 2020 and Spring 2021	Maintenance Records	Competed Inspection Reports
7.6	Continue Safe and Drug Free School activities ❑ Red Ribbon Week ❑ McLennan Co. 911 Community Involvement & Education Presentation ❑ Character Counts Value Statements ❑ Bullying Assembly ❑ McLennan Co. Public Health Dept. Dental Hygiene Program	V. Doherty A. Dennis S. Stewart	• Safe and Drug Free Evaluations • McLennan Co. • Local funds	Fall 2020 and Spring 2021	Speakers scheduled, lesson plans, Discipline Records, SBDMC, Morning Announcements	Title IV Evaluations Safe and Drug Free Evaluations
7.7	Character Counts Assembly- 6 pillars of character to increase social skills throughout the building.	V. Doherty A. Dennis	• Local funds	All year	Increase in student camaraderie and behavior	PEIMS report Discipline reports
7.8	Continue discipline management strategies: ❑ Develop a tiered behavior intervention system (paired with district's) ❑ Continue social/emotional & behavior management plan (PBIS) (i.e. Conscious Discipline); include staff training. ❑ Communicate how character education is addressed across all grade levels. ❑ Utilize School Status etc. for teachers to communicate with parents. ❑ Incorporate common school-wide rules (safe, respect, responsibility) ❑ Continue CPI Basic Training and Re-certification ❑ Continue the use of positive behavior incentives	S. Stewart J. Whatley L. Klander B. Sellers V. Doherty A. Dennis G. Adkinson CDAT All La Vega Staff	• Local funds • Federal funds • Snacks • Prizes	Fall 2020 and Spring 2021	Lesson plans, violation reports, discipline records	PEIMS report End of the Year Discipline Reports

7.9	Review Crisis Management Plan	J. Whatley L. Klander Admin. Team Safety Team CDAT	• Meeting times	Fall 2020 and Spring 2021	Agendas	Crisis Management Team Plan
7.10	Utilize programs for alternative placement for students not able to follow Code of Conduct □ AEP □ ISS/OSS	J. Whatley L. Klander S. Stewart G. Adkinson R. Nevills F. Griffin	• Local funds	Fall 2020 and Spring 2021	PEIMS 425 record Discipline referrals	District End of Discipline report PEIMS 425 record
7.11	Continue to implement procedures to maintain safe schools.	S. Stewart J. Whatley L. Klander	• FDE Local Board Policy	Fall 2020 and Spring 2021	Discipline Referrals	PEIMS Data TAPR reports
7.12	Reduce the number of special education discipline referrals.	S. Stewart J. Whatley L. Klander	• SPED Teachers	Fall 2020 and Spring 2021	Discipline Referrals	PBMAS PEIMS Data TAPR Reports
7.13	Reduce ethnic disparity within discipline referrals.	S. Stewart J. Whatley L. Klander	• Campus Leadership	Fall 2020 and Spring 2021	Discipline Referrals	PBMAS PEIMS Data TAPR Reports

La Vega Elementary School Campus Improvement Plan for 2020-2021

Long Range Goal:	The academic performance of La Vega Elementary School students will meet state and federal standards.
Short-term Objective: 8	Implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grade 3.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Assessments, Assessments)**	**Summative Evaluation**
8.1	All students will be provided with educational opportunities that address the eight components of coordinated school health as measured by CIP goals and a 5% increase Fitnessgram results.	S. Stewart G.Pryor S. Markham A. Dennis V. Doherty	• Wellness Guide • Healthy & Wise Curriculum	Fall 2020 and Spring 2021	Sign-in sheets Agendas Meeting minutes Fitnessgram pre-test	FitnessGram results Nurse records Counseling records
8.2	All students will be provided with the opportunity to participate in physical activity (i.e. recess) for 20 mins./day.	Teachers	• Time embedded in master schedule	Fall 2020 and Spring 2021	Discipline referral records	PEIMS records
8.3	All students participate in school-wide fitness program (i.e. Jump Rope For Hearts)	S. Stewart G. Pryor	• Local funds	Fall 2020 and Spring 2021	6 weeks grades Fitnessgram pre-test	FitnessGram results Nurse records Counseling records
8.4	Increase activities that build upper body strength and endurance during P.E.	G. Pryor	Healthy & Wise Curriculum Fitness Gram Website	Fall 2020 and Spring 2021	Six week performance assessments	Fitness Gram

La Vega Intermediate School Campus Improvement Plan for 2019-2020
Executive Summary

Data Sources Reviewed:

- **Comprehensive Needs Assessment**
- **TAPR data**
- **AYP data**
- **STAAR**
- **PBMAS**
- **T-TESS and Walk-Through Information**
- **ITBS**
- **Continuous Improvement Continuums**
- **TPRI**
- **Teacher Survey data**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics **CIP Strategies 1,2,3**	Enrollment has increased over the past 3 years. Each Six Weeks Attendance remains 96% or higher	Increase minority staff on the campus to closely mirror the student population. Keep student/teacher ratio below state level. Expand the bilingual program to 4th grade	Improve services for our dyslexia and special education students. Increase the progress of our white population.
Student Achievement **CIP Strategies 1,3**	Itemized/individual disaggregation of assessment data. Data driven instruction. Intervention programs for struggling learners. Distinction Designation in Math 4th and 5th grade math 85%+ passing rate	Maintain 80% passing on Math Reading, Writing, and Science on state assessments. Implement best practice strategies to improve student achievement across the campus Continue to implement before/after school tutorials, pull-outs, enrichment (Title I, Title III) and ACE.	Improve academic performance of all student groups while targeting specific student needs at each campus. Continue to implement, monitor, and track improvement using the La Vega Crosswalk campus, district and state data and assessments. Increase the Meets or Masters performance on state level assessments for all core content areas as measured by state assessments.
School Culture and Climate **CIP Strategies 2,4,5,7**	Faculty, staff, and students feel physically safe. Attendance rates exceed the state standard. High expectations are conveyed Students believe they can learn All teachers believe students can learn	Rewarding students for academic, behavioral and attendance progress. Maintain communication of staff in campus level committees and meetings. Continue to nurture a culture of high expectations. Reward staff members for excellent attendance.	Maintain communication of staff in campus level committees and meetings. Continue to nurture a culture of high expectations. Continue initiation of campus wide expectations as it relates to the student's code of conduct

Staff Quality/ Professional Development **CIP Strategy 3**	Professional development variety offered to our teachers. Targeted Professional Development is implemented. . 100% of the campus' faculty and staff are highly qualified.	Ensure that all professional development strategies/activities align with identified needs. Use data to assist teachers with differentiated instruction and determine intervention. Implement the Solution Tree PLC and RTI process	Use data to assist teachers with differentiated instruction and determine intervention. Ensure that all professional development strategies/activities align with identified needs. Implement the Solution Tree PLC and RTI process Strengthen the mentor program for new teachers. Provide ELAR teachers with training through Melissa Leach Literacy. Provide PD for teachers on reading and handwriting strategies
Curriculum, Instruction, Assessment **CIP Strategy 1**	Curriculum, instruction, and assessment are aligned with state standards. Best practices being implemented Curriculum Maps Established Interim Assessments Establish Responding to data and providing support to our students	Increase teacher expertise in the use of Guided reading instruction and targeted small group activities. Provide technology learning instruction opportunities Investigate a program for our Non-English speaking	Increase teacher expertise in the use of Guided reading instruction and targeted small group activities. Provide adequate Personnel and instructional materials for our special education students. Investigate a program for our Non-English speaking Students Implement guided reading and workstation across the campus in ELAR Implement Success Maker for all students
Family and Community Involvement **CIP Strategies 7,8**	Annual Title I Parent meetings are held. L3 mentoring partnership Parent University	Increase parental and community involvement in all aspects of the educational process. Increase communication with parents about current school events, volunteer opportunities, etc.	Increase parental and community involvement in all aspects of the educational process. Increase communication with parents about current school events, volunteer opportunities Continue Family engagement workshops
School Context and Organization **CIP Strategies 1,5**	Teachers have a voice in decision making in school procedures and grade level committees. Comprehensive Needs Assessment (CNA) surveys allow all stakeholders a voice in identifying needs in school improvement. Project Spirit Christmas Starfish Mentoring Program Full time CIS worker Resource Officer	Increase opportunities for creativity and social connections during student learning. Continue to find ways to improve the student code of conduct. Create a common planning period during the school day for teachers.	Continue to find ways to improve the student code of conduct. Create a common planning period during the school day for teachers.

Technology **CIP Strategy 6**	Teachers are proficient with technology. 100% of teachers on campus complete Brite bites survey Parent access to student records & campus information (i.e. Parent Portal, LVISD App.)	Technology professional development and support to address the ever-changing technology resources. Increase technology hardware. Continue to provide staff with the technology needed to address academic concerns. Purchase one to one devices for the campus Prioritize, review and purchase current Subscriptions Purchase additional tablets and computers for Instruction as identified	Purchase one to one devices for the campus Incorporate weekly instruction in technology TEKS.

La Vega Intermediate School Campus Improvement Plan 2020-2021

Approved by the LVISD Board of Trustees on:
Campus Goal(s): By 2020-2021, La Vega Intermediate School students will meet state and federal standards.

Strategies for achieving long-range goal and district & campus performance objectives in the 2019-2020 school year, LVIS-HPM will:

1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
4. Each survey participant group will achieve 80% on the district culture and climate survey.
5. All schools will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
6. Students and staff achieve a level of Proficient in foundational digital skills (i.e. word processing, spreadsheet, presentation software); telecommunications (i.e. School Status,); LMS implementation (i.e. Google Classroom, Microsoft Team); and digital citizenship as measured annually through district approved assessment.
7. All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.
8. All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grades 3-12.

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-2021, The academic performance of La Vega Intermediate School students will meet state and federal academic standards.
Strategy 1:	Meet or exceed the state and federal standards for all students and all student groups. **Reading/ELA 90% as measured by STAAR** **Writing 80% as measured by STAAR** **Math 90% as measured by STAAR** **Science 80% as measured by STAAR** **Social Studies 90% as measured by six weeks assessments**

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Assessments, Assessments)**	**Summative Evaluation**
1.1	Implement research-based district crosswalk for core content and allow opportunities for 4-6 students to respond to literature in Writing. Require writing across all content areas in grades 4-6.	Principal Instructional Facilitator Classroom Teachers	Melissa Leach – $10,000	June 2020– August 2021	Reading Journals Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades Scope & Sequence Walk Through Data	TAPR Report STAAR Performance Results Report Card Grades TELPAS
1.2	Continue Tier III RtI system to provide administrative support for students identified at-risk or struggling with essential academic and social behaviors	Principal Instructional Facilitator Classroom Teachers	SCE 4 FTEs $202,000 Title I 1 FTEs -$50,000 2 Para's - $ 45,000 SPED IDEA B 2 FTE - $85,000 1 Para - $20,000	June 2020– August 2021	Language Progress Monitoring 6 Weeks Assessment	TAPR Report STAAR Results Report Cards
1.3	Refine and continue district approved benchmark assessments for grades 4-6 in the core content areas. Seek better way to implement computer based assessment.	Principal Instructional Facilitator Classroom Teachers	DMAC TEA Website	June 2020– August 2021	Extended Year Testing Attendance Reports Discipline Referrals	TAPR Report STAAR Results

		Reading Coach				
1.4	Provide ongoing training, support and monitor effective ELPS instructional strategies implementation in all core areas in 4-6	Principal Instructional Facilitator Classroom Teachers Reading Coach	• Local funds • Title III-$5,000	June 2020–August 2021	Six Weeks Grades Bi-weekly Assessments 6 Week Assessments	TAPR Report STAAR Results TELPAS
1.5	Continue best practices such as AVID, SIOP, Explicit Instruction and CRP to improve student achievement in all sub populations.	Principal Instructional Facilitator Classroom Teachers Reading Coach	• Local funds • Title I $7,000 • Title III $1,000 • Title II $6,000	June 2020–August 2021	Lesson Plans Updated Curriculum Documents Grade Level Meetings 6 Weeks Grades District Scope & Sequence	TAPR Report STAAR Performance Results Report Card Grades AVID ISS
1.6	Conduct Data Analysis meetings after each district and state assessment to discuss the findings and prepare a plan for targeted instruction.	Principal Instructional Facilitator Classroom Teachers	DMAC reports STAAR Resource	June 2020–August 2021	DMAC Reports Progress Monitoring Reports	State Assessment Scores Campus Assessments
1.7	Monitor to ensure effective instructional strategies are being implemented in all core areas in 4-6 and connect to T-TESS (Teacher Appraisal System).	Principal Instructional Facilitator Classroom Teachers		June 2020–August 2021		State Assessment Scores Campus Assessments
1.8	Utilize data from SPED program strengths and weakness to ensure the effectiveness of identified students.	Principal Instructional Facilitator Classroom Teachers		June 2020–August 2021		State Assessment Scores Campus Assessments
1.9	Ensure that all students in the bilingual programs receive equitable support.	Principal Instructional Facilitator Classroom Teachers		June 2020–August 2021		State Assessment Scores Campus Assessments

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-2021, The attendance performance of La Vega Intermediate School students will meet state and federal standards.
Strategy 2:	Meet or exceed **95% student attendance rate** for all students and all student groups.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Assessments, Assessments)**	**Summative Evaluation**
2.1	Continue to implement incentive program for students who have perfect attendance ❑ Perfect Attendance Awards	Principal Henry	TxEIS	June 2020– August 2021	Six Weeks Attendance Reports	TAPAR Attendance Reports System Safeguards
2.2	Continue to provide Communities in Schools	Principal	Local funds - $20,000	June 2020– August 2021	CIS reports TxEIS attendance reports	TAPR Attendance Reports System Safeguards
2.3	Continue to report truancy to the court	Principal Gulliford Henry	TxEIS	June 2020– August 2021	Six Weeks Attendance Reports	TAPR Attendance Report System Safeguards
2.4	Continue to monitor dropout rates for all students and all student groups, including Bilingual/ESL, SPED, Eco. Dis.	Principal	TxEIS	June 2020– August 2021	Six Weeks Attendance Reports	TAPAR Attendance REports System Safeguards
2.5	Continue to notify parents with formal written communication when absences are more than two per month.	Principals Attendance Clerk	Attendance Clerks TxEIS School Status	August 2020- June 2021	Six-weeks Attendance Reports	TAPR Attendance Rates System Safeguards

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-2021, La Vega Intermediate School students will retain and attract quality staff.
Strategy 3:	100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
3.1	Utilize Continuous/Improvement Continuum and Comprehensive Needs Assessment to monitor district systems	Principal Instructional Facilitator Classroom Teachers	CIC Document	June 2020–August 2021	Continuous Improvement Continuum (CIC) Charts	TAPR Reports CIC Charts
3.2	Implement and monitor PLCs that include collaboration for teachers in general education, SPED, BE/ESL, and CTE where applicable.	Principal Assistant Principals Instructional Facilitator Classroom Teachers	Local funds Title 1-$3,000 Title III-$8,000	June 2020–August 2021	Agendas Sign-in sheets Staff Development Survey	STAAR Results TELPAS Reports T-TESS
3.3	Based on campus needs, provide relevant professional development opportunities for: • Teachers • Paraprofessionals • Administrators Provide online support to reinforce specific knowledge and/or skills through online platforms (i.e. recorded video, Webinar, Twitter, etc.).	Principal Instructional Facilitator Classroom Teachers Instructional Specialist	Title 11 – $2,000 Title 111 – $1.500	June 2020–August 2021	Professional Development Certifications	T-TESS Observations Informal Observations
3.4	Provide PD opportunities on the implementation of accommodations and modifications for students with disabilities.	Principal Instructional Facilitator Special Education		June 2020–August 2021	Certification Certificates and Endorsements	TAPR Reports STAAR Assessment

3.5	Provide all new teachers with an effective mentor. All mentors provided with updated mentoring training.	Principals or Designee	Title 11, Pt. A	Ongoing	Teacher Checklist PD Certificates	Mentoring Evaluation Mentor Logs
3.6	Implement Reading Academy for 4-6 grades.	Principal				

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-201, The academic Performance of La Vega Intermediate School students will meet state and federal standards.
Strategy 4:	Each survey participant group will achieve 80% on the district culture and climate survey

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
4.1	Continue Comprehensive Needs Assessment (CNA) Surveys.	Principals	Title I, Part A $1,250	Dec 14, 2020 – Jan 24, 2021	Campus Meetings to receive input and establish goals	Survey Results Program Evaluations Agendas, Sign-in Sheets Develop a plan to address the top systemic issues
4.2	Continue publicity of positive events at school including co-curricular and extra-curricular strategies/activities, student honor rolls, etc.	Principals Campus Webmaster	Local Funds	August 2020– June 2021	Publications Campus Web Page Campus Facebook	January Comprehensive Needs Surveys
4.3	Continue to provide communication between administrators, teachers, support staff, and campus planning and decision-making teams.	Principal	SBDM	Weekly Monthly	Meeting Minutes	CNA Surveys
4.4	Increase morale between parent, students and staff by building relationships.	All campus staff	Local Funds	August 2020-June 2021	Staff Feedback Student Feedback Parent Feedback	CNA Surveys

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-2021, The La Vega Intermediate School will provide adequate facilities that enhance teaching and learning.
Strategy 5:	La Vega Intermediate will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Assessments, Assessments)**	**Summative Evaluation**
5.1	Update facility needs and long range planning as identified by faculty, community, and empirical data.	Principals Dir. of Maint.	Principals Facilities Review and Planning Committee	May 2021	Summer Work Requests	Report of campus facility needs
5.2	Continue to implement procedures to maintain Safe Schools.	Principals LV Police Dept.	FDE Local Board Policy	August 2020–July 2021	Discipline Referrals	PEIMS Data TAPR Reports
5.3	Continue to review and refine student placement and daily structure in the DAEP Program.	Principals Asst. Principals for Student Svcs.	Local Funds	August 2020–July 2021	Attendance Rosters	STAAR Performance Reports PEIMS Data
5.4	Implement a tiered behavior intervention system for discipline to reduce referrals to include positive behavior tiers.	Principals Asst. Principals Dir. of Special Ed	3 FTEs – SPED Teachers $125,00	August 2020–June 2021	Discipline Referrals School Status	PBMAS Reports PEIMS Data TAPR Reports
5.5	Improve consistency with implementation of campus student code of conduct.	Campus Leadership	Campus Leadership Student Code of Conduct	August 2020-June 2021	Quarterly Review of Referrals	PEIMS Data CNA Surveys
5.6	Reduce the ethnic disparity within discipline referrals by implementing a tiered behavior intervention process.	Principals Asst. Principals	Campus Leadership	August 2020-June 2021	Discipline Referrals	PBMAS Reports PEIMS Data TAPR Reports
5.7	Character development/education programs.	Counselor CIS	Local Funds	August 2020-June 2021	Discipline Referrals	PEIMS Data CNA Surveys

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-2021, The academic performance of La Vega Intermediate School students will meet state and federal standards.
Strategy 6:	Students and staff achieve a level of Proficient in foundation digital skills (i.e. word processing, spreadsheet, presentation software); telecommunications (i.e. school status); LMS implementation (i.e. near pod, google classroom, Microsoft team); a digital citizenship as measured annually through district approved assessments.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
6.1	Continue to implement procedures and the campus plan to enhance existing technology and acquire new technology to support education reforms and to improve student achievement.	Dir. of Technology Principals	Dir. of Technology Principals Technology Specialists Local Funds IMA	August 2020– January 2021	Meetings Agenda/Minutes TA-TEKS Assessment (learning.com)	Written Replacement Plan District Developed Survey Technology Inventory
6.2	Provide support and training on a regular basis during teacher conference periods.	Technology Specialists Principals	Principals Teachers Project Share Title II $3,500 • Labs/Mobile Labs	Ongoing	Teacher Requests Staff Training Agendas/Sign-in Sheets Training Calendar	Campus Developed Survey
6.3	Increase training for teachers in technology before school year.	Technology Specialists Principals	Computer Labs • Teachers	Annually	Teacher Survey Training Evaluations	Campus Developed Survey Survey
6.4	Integrate Technology application TEKS into curriculum.	Principals APs for Instruction	Education Foundation Funds Technology Specialists APs for Instruction	August 2020 – June 2021	Technology Inventory Implementation Plan Campus Developed Evaluations for Students	District Developed Evaluations
6.5	Utilize Campus programing , *SuccessMaker* - and online textooks.	Principals APs for Instruction	Local Funds Title 1, Pt.& Pt. D	August 2020 – May 2021	SuccessMaker Reports	STAAR Assessments TELPAS Reports 6 Week Benchmarks

6.6	Continue loans of Kindle Fires and Hotspots for anytime anywhere learning (such as SuccessMaker,)	Librarians Technology Dept. Principals	Hot Spots Federal Funds	August 2020 – June 2021	Accelerated Reader	STAAR Assessments TELPAS

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-2021, The academic performance of La Vega Intermediate School students will meet state and federal standards.
Strategy 7:	Implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
7.1	Provide opportunities for parents and community to participate in the educational process.	Principals Parent Liaisons	Local Funds	August 2020- May 2021	Agendas, sign-in sheets	CNA Survey State Assessments Attendance data
7.2	Increase parental involvement by 10% at each campus.	Principals	Title I, Part A; Title III Local Funds Campus Websites Parent Portals	August 2020– May 2021	Agendas, sign-in sheets	Parent Activity Log
7.3	Continue to assure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish.	Principals	School Status Marquees, Emails Text messages, Letters Campus Websites	August 2020– May 2021	School Status logs, marquees, emails text messages letters	Review of communication in both English and Spanish to determine if delivered in a timely manner
7.4	Continue to provide individual academic results to parents.	Asst. Principals for Instruction Classroom Teachers	Assessment Data Mailing Materials	BOY MOY EOY	Progress Reports, Report Cards STAAR -TELPAS, Parent Portal, Texas Assessment Management Systems (TAMS)	Parent Conference Logs Signed Progress Reports and Report Cards

7.5	Continue to host Annual Title I Parent meetings to review campus Parent Involvement Policy & Staff meetings to discuss the value of parent involvement.	Principals Parent Liaisons	Campus Staff • Title I, $1,000	September 2020	Parent Involvement Policy Parent Agreement Compact	Agendas, Sign-in Sheets Revised Campus Parent Involvement Policy and Parent Agreement Compact in student handbook and on campus webpage
7.6	Involve parents and community members in the campus decision making process through Parent University meetings, parent workshops, and volunteer opportunities.	Parent Liaisons Principals Teachers	Title I; Notes; Letters Community Members Community Calendar School Status	August 2020 – May 2021	Survey Parent Questionnaire Sign-in Sheets	Survey Parent Questionnaire Sign-in Sheets
7.7	Utilize the campus wide automated system to contact parents about upcoming events.	Principals Teachers	School Status	August 2020– July 2021	Campus updates	Program Reports

Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-2021, The academic performance of La Vega Intermediate School students will meet state and federal standards.
Strategy 8:	Implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in Fitness Gram results for grades 4-6.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Assessments, Assessments)	Summative Evaluation
8.1	All students will be provided with educational opportunities that address the eight components of coordinated school health as measured by CIP goals and a 5% increase Fitness gram results.	Principal PE Coach	Wellness Guide Healthy & Wise Curriculum	June 2020 – August 2021	Sign-in sheets Agendas Meeting minutes Fitness gram pre-test	Fitness Gram results Nurse records Counseling records
8.2	All students will be provided with the opportunity to participate in physical activity	Classroom Teachers PE Coach	Local Funds	June 2020 – August 2021	Mater Schedule	Fitness Gram
8.3	PE teachers will increase activities that are directly related to the fitness gram. o Structured daily stations	Principal PE Coach	Local funds	All year	6 weeks grades Fitness gram pre-test	Fitness Gram results
8.4	Continue "Big Decisions" sex education curriculum to be implemented at grads 6.	Principals Dir. of Bilingual Ed & Spcl. Progs.	Big Decisions TBD	August 2020-June 2021	Committee Reviews SHAC Committee Input	Final Results

La Vega Junior High School George Dixon Campus
2020-2021
Executive Summary

Our Vision

La Vega Junior High School, where everyone learns, grows, and succeeds.

Our Mission

Our mission is to provide a safe student-centered school environment where students feel welcome, valued, and have a strong sense of purpose to make progress towards their academic goals.

As an AVID school, La Vega Junior High George Dixon Campus supports AVID's mission "to close the achievement gap by preparing all students for college readiness and success in a global society."

Comprehensive Needs Assessment

Data Sources Reviewed:
Comprehensive Needs Assessment, PBMAS, Continuous Improvement Continuums, Texas Academic Performance Report (TAPR) data, STAAR Student Achievement Domain, STAAR Student Progress Domain, STAAR Closing the Gaps Domain, STAAR Accountability Distinction Designations, Federal Report Card Data TPRI, AYP data, Teacher Survey data

Demographics	**Summary of Strengths** What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities (3-4 Listed)** What are the priorities for the campus, including how federal and state program funds will be used?
Long-Range Goal: 1 Short-term Objectives: 1, 2, and 3	• Stable attendance rate of 97.2% that continues to stay within the campus and district target of 95% or higher. • District truancy officers provided. • Consistent student enrollment. • SPED appropriately scheduled in classrooms based upon individual needs. • ESL classes provided. • Bilingual Aides provided. • Career and Technical Education (CTE) course offering provided. • AVID college readiness class provided. • District Success Team services provided. • Klaras centers services provided. • Communities In School (CIS) provided.	• Increase African American, Caucasian, English Language Learners (ELL), SpEd, and achievement scores. • Provide additional staff training on schoolwide strategies for at-risk students. • Provide staff training on RtI strategies. (Tiered instruction) • Increase ESL certified teachers in the areas of ELAR and Math. • Increase GT program through providing training opportunities for staff members.	• Increase African American, Caucasian, English Language Learners (ELL), SpEd, and achievement scores. • Provide additional staff training on schoolwide strategies for at-risk students. • Provide staff training on RtI strategies. (Tiered instruction) • Increase ESL certified teachers in the areas of ELAR and Math

School Culture and Climate	• **Summary of Strengths** • What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities (3-4 Listed)** What are the priorities for the campus, including how federal and state program funds will be used?
Long-Range Goal: 1 Short-Term Objectives: 2, 5, 6 and 8	• 100% of staff feel safe at school as measured by the CNA survey. • 99% of staff feel that Administrators treat them with respect as measured by the CNA survey. • 93% of students feel encouraged to be successful at school as measured by the CNA survey. • 99% of students feel that their parents believe that they can do well in school as measured by the CNA survey. • 99% of students feel that their parents want them to do well in school as measured by the CNA survey. • 100% of teachers believe that our students can learn as measured by the CNA survey. • 86% of students felt that they are successful in school as measured by the CNA survey. • Campus law enforcement officer provided. • LVJHGD Student Jr. Police Academy provided.	• 77% of students feel safe at school as measured by the CNA survey. • 66% of students feel that other students treat then with respect at school as measured by the CNA survey. • Reduce the number of discipline referrals for students. • Provide student incentives for maintaining good grades, perfect attendance, and positive behavior. • Continue to provide new opportunities for extracurricular and club activities.	• Continue implement a culture of high expectations for all. • Continue to increase student engagement in the classrooms. • Implement Social and Emotional Curriculum into the school day. (Next Step) • Teacher training for Building Relational Capacity. • Provide student incentives for maintaining good grades, perfect attendance, and positive behavior. • Provide staff recognition for excellent work. • Continue to provide new opportunities for extracurricular and club activities.

Curriculum, Instruction and Assessment	**Summary of Strengths** What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities (3-4 Listed)** What are the priorities for the campus, including how federal and state program funds will be used?
Long-Range Goal: 1 Objective: 1	• Use of district vertical alignment document to specify critical content of each grade/content level. • Use campus based assessments aligned with the rigor of STAAR. • Use schoolwide benchmarks and Lexile testing. • On-going data monitoring system in place. • Disaggregation of student data in PLCs. • Ability to interpret and use common assessment data to drive instructional decisions. • Intervention provided in both math and reading. • Students participate in morning, lunch, tutorials as well as creative grouping in the classrooms such as Flashback Fridays deepen students' understanding and knowledge. • Intervention computer labs provided throughout the school day.	• Implement schoolwide reached based best practices in all core areas to increase progress for all students (SIOP, Explicit Instruction, AVID) • Implementation of Response to Intervention (RtI) and student supports in all core content areas (Solution Tree) • Implement strategies for and monitor the level of student engagement. • Implement and monitor rigorous TEKS instruction.	• Implement and monitor rigorous TEKS instruction. • Implement schoolwide reached based best practices in all core areas to increase progress for all students (SIOP, Explicit Instruction, AVID) • Implement Response to Intervention (RtI) and student supports in all core content, including SPED and ELL classes. (Solution Tree) • Every 3 weeks, the teachers create a 3 week checkpoint to assess the students' knowledge on the subject and then uses the data to drive the instruction for the next 3 weeks spiraling any missing information back into the instruction. • Implement strategies for and monitor the level of student engagement.

School Context and Organization	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities (3-4) What are the priorities for the campus, including how federal and state program funds will be used?
Long-Range Goal: 1 Short-Term Objective: 4	• Teachers and staff have high expectations for themselves and their students. • Teachers focus on student growth. • Tutoring systems are in place to support students in multiple settings • Master schedule reflects the needs of special populations (Inclusion support, Intervention support, ESL Support) • Comprehensive Needs Assessment (CNA) surveys allow a voice in identifying needs in school improvement. • 90% of staff reported feeling they "belong". • Teachers have a voice in decision making in school procedures and grade level departments. • Use of Professional Learning Communities (PLCs). • Schoolwide AVID.	• Use of data meetings and analysis of all subpopulations. • Increase parent involvement. • Increase community business partner's involvement.	• Use of data meetings and analysis of all subpopulations. • Increase parent involvement. • Increase community business partner's involvement.

Technology	**Summary of Strengths** What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities (3-4)** What are the priorities for the campus, including how federal and state program funds will be used?
Long-Range Goal: 1 Short-Term Objective: 4	• Addition of devices to utilize with instruction • Technology instructional specialist to support teacher learning • GT students utilized a variety of technology tools to complete group and individual projects.	• Students are in the primary stages of learning to utilize technology, instead of simply using it as a tool for learning, or for producing original work of their own. • Teachers utilize technology within the classroom at varying levels, depending upon the individual teacher. • Students' home access to online resources is still limited.	• Require students to utilize the technology for a purpose. Research needed information, and produce products as part of class projects. • Continue Professional Development to train teachers in the use of classroom technology.

2020-2021
Improvement Plan

District Long-range Goal:

1. The academic performance of La Vega ISD students will meet state and federal standards.

Short- term objectives for achieving District long-range goal 1 in the 2020-2021 school year, LVJH will:

1. Meet or exceed the state and federal achievement standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. All students and student groups will meet or exceed the state standard for graduation.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. Staff, students and parents will rate the overall school culture and climate at least 80%.
6. School will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
7. Students and staff achieve a level of Proficient in foundational digital skills *(i.e. word processing, spreadsheet, database)*; telecommunications *(i.e. School Status, Sangha)*; LMS implementation *(i.e. Schoology, NearPod, Google Class, Microsoft Team)*; and digital citizenship as measured annually through district approved assessment.
8. All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.

La Vega Junior High School George Dixon Campus
2020-2021

Improvement Plan

Long Range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.
Short-term Objective: 1	**Meet or exceed the state and federal achievement standards for all students and all student groups.**

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1	Continue to implement routine PLC meetings to train all teachers on Sheltered Instruction (SIOP), Explicit Instruction, AVID, Culturally Responsive best practices with in district cross-walk curriculum standards.	• Instruction AP • District ESL Specialist • Dept. Leaders	Funding Sources: Local $5,000.00	August 2020-June 2021	• Training logs • Lesson plans • DMAC Reports • Walk through data/ T-TESS • Classroom engagement data	• STAAR • TELPAS • Lexile Scores
1.2	Identify, monitor and ensure essential learning standards are fully implemented in all core subjects.	• Instr. AP • Dept. Leaders	Funding Sources: Local Data Room $500.00	August 2020-June 2021	• Lesson plans • Walk through data/ T-TESS	• STAAR • TELPAS • Lexile Scores
1.3	Conduct data analysis meetings after each CBA, Benchmark and State Assessment to discuss the findings and create a plan for targeted instruction.	• Instr. AP • Dept. Leaders	Funding Sources: Local	August 2020-June 2021	• Data Meetings • DMAC Reports • Intervention/ Acceleration planning	• STAAR • TELPAS • Lexile Reports

1.4	Teachers in all grade levels will set goals with their students and monitor their attainment of those goals. Growth will be documented and displayed along with incentives that may be provided to students	• Principal • Assistant Principals • EL Specialist • Teachers	Funding Sources: Local	August 2020-June 2021	• Lesson plans • Walk through data • Classroom engagement data • Student progress folders/ projects	• STAAR • TELPAS • Lexile Reports
1.5	Special Education Teachers, Instructional Paraprofessionals, and the Dyslexia Teacher will utilize the Individualized Education Plans (IEPs) and 504 Individualize Learning Plans to address individual student needs during in school pull outs	• Principal • Assistant Principals • Special Education Teachers • Special Ed Instructional Aides • Dyslexia Teacher • Diagnostician • Counselor	Funding Sources: Local	August 2020-June 2021	• Lesson plans • Walk through data • Classroom engagement data • Student progress folders/ projects	• STAAR • TELPAS • Lexile Reports
	Gifted & Talented students will utilize Texas Performance Standards for project based learning opportunities in order to expose them to higher level thinking skills. GT students will meet with a lead GT Teacher every other week and receive enrichment time each week.	• Principal • Assistant Principals • Lead GT Teacher • Teachers	Funding Sources: Local		• Lesson plans • Walk through data • Classroom engagement data • Student progress folders/ projects	• STAAR • TELPAS • Lexile Reports

1.6	A tiered Response to Intervention plan will be implemented to support students who are struggling both academically and/or behaviorally. The RtI process will be implemented with collaboration from all stakeholders and be monitored closely throughout the school year by administrators and teachers. Each grade level will have a designated W.I.N. Time for student interventions. Teachers will implement research based Tier 2 interventions in the classroom and document their student's progress monitoring information on a weekly basis.	• Instruction AP • RTI Team • Dept. Leaders	Funding Sources: Local Solution Tree RtI Conference $10,000.00	August 2020-June 2021	• Training sessions • Lesson plans • Walk through data • Classroom engagement data • Student progress folders	• STAAR • TELPAS • Lexile Reports
1.7	Tutoring Teachers and Instructional Paras will use data for at-risk students to address individual student needs during in-school pull outs, classroom push-in support, and in-school tutorials.	• Principal • Assistant Principals • EL Specialist • Counselor • Teachers	Funding Sources: Local	August 2020-June 2021	• Training sessions • Lesson plans • Walk through data • Classroom engagement data • Student progress folders	• STAAR • TELPAS • Lexile Reports
1.8	Monitor and track African American, Caucasian, ELL and SpEd student performance and provide additional instructional supports.	• Instruction AP • EL Specialist	Funding Sources: Local Bilingual Aides ESL Teacher	August 2020-June 2021	• DMAC Reports • Walk through data	• STAAR • TELPAS • Lexile Reports

1.9	Monitor to ensure effective ELPS instructional strategies being implemented in all core areas.	• Instruction AP • EL Specialist	Funding Sources: Local Bilingual Aides ESL Teacher	August 2020-June 2021	• Lesson plans • Walk through • ELPS training • Bilingual Aides	• STAAR • TELPAS • Lexile Reports
1.10	Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement	• Principal • Assistant Principals • EL Specialist • Teachers	Funding Sources: Title III	August 2020-June 2021	• DMAC Reports • Walk through data	• STAAR • TELPAS • Lexile Reports
1.11	Campus based professional development will be provided for teachers by the Assistant Principal for Instruction and EL Specialist in the form of planning support to become better experts in their content areas. Additional support from the Assistant Principal for Instruction and EL Specialist will be provided to teachers in the form of instructional coaching utilizing observation feedback, the modeling of lessons and the delivery of differentiated instruction	• Instruction AP • EL Specialist	Funding Sources: Local	August 2020-June 2021	• DMAC Reports • Walk through data	• STAAR • TELPAS • Lexile Reports
1.12	Provide staff with necessary supplemental instructional materials needed in core content academic areas to enhance learning opportunities for all students. Examples include math manipulatives, reading books, science lab supplies, anchor chart paper, sticky notes, dry erase boards, Units of Study reading and writing materials, etc. This also includes supplemental	• Principal • Assistant Principals • EL Specialist • Teachers	Funding Sources: Title I	August 2020-June 2021	•	•

	instructional materials for rigorous instruction and STAAR test preparation such as Mentoring Minds materials and IXL.					

Improvement Plan

Long Range Goal: 1		**The academic performance of La Vega ISD students will meet state and federal standards.**				
Short-term Objective: 2		**Meet or exceed 95% student attendance rate for all students and all student groups.**				
	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
2.1	School to Parent and Teacher to Parent communications will be consistent to encourage high student attendance.	• Principal • Student Services AP • Attendance Clerk • Teachers	Funding Sources: Local	August 2020-June 2021	• TxEIS reports	• TAPR attendance rates
2.2	Student incentives will be provided each six weeks for students with perfect attendance and no tardies in every grade level for that six weeks. (No Tardy Dance Parties, Spirit Sticks and/or popcorn and a movie)	• Principal • Student Services AP • Attendance Clerk Teachers	Funding Sources: Local	August 2020-June 2021	• Weekly tardy logs • Six weeks attendance reports	• TAPR attendance rates • System Safeguards
2.3	Award ceremonies will be held in December and May to award certificates and/or medals to students with perfect attendance.	• Principal Attendance Clerk Teachers School Secretary	Funding Sources: Local		• TxEIS reports	• TAPR attendance rates
2.4	Continue to provide Communities in Schools (CIS)	• Principal • CIS Campus Coordinator	Funding Sources: Local -$2,000.00	August 2020-June 2021	• CIS Reports • TxEIS Reports	• TAPR • System Safeguards

2.5	Continue to partner with District Truancy officer	• Principal • Student Services AP • Attendance Clerk	Funding Sources: Local	August 2020-June 2021	• Six weeks attendance reports	• TAPR attendance rates • System Safeguards

La Vega Junior High School George Dixon Campus
2020-2021
Improvement Plan

Long- range Goal: 1		**The academic performance of La Vega ISD students will meet state and federal standards.**				
Short-term Objective: 3		**All students and student groups will meet or exceed the state standard for graduation.**				
	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
3.1	Continue to offer AVID program.	• Principal • Instr. AP • AVID Coordinator • AVID Site Team	Funding Sources: Local $30,000.00	August 2020-June 2021	• Master schedule • AVID reports • TxEIS reports on course offerings	• AVID reports
	XELLO is used with students to take interest inventories and explore different career paths exposing students to jobs that fit their interests and talents.	• Principal • Instr. AP • CTE Coordinator	Funding Sources: District CTE	August 2020-June 2021	• XELLO Reports	• XELLO Reports
3.2	Continue to offer and expand CTE courses	• Principal • Instr. AP • CTE Coordinator	Funding Sources: District CTE	August 2020-June 2021	• Master schedule • TxEIS reports on course offerings	• TxEIS reports
3.3	Continue to provide guidance, counseling, and mentor services for at-risk students	• Principal • Counselor	Funding Sources: Local	August 2020-June 2021	• Counseling Logs	• TAPR Report

3.4	Monitor and track at-risk student performance and provide additional instructional supports	• Instruction AP • RTI Team • Dept. Leaders	Funding Sources: Local $1,000.00	August 2020-June 2021	• DMAC Reports • Walk through data	• STAAR • Lexile Reports
3.5	All identified Homeless students will be monitored and consulted with on occasion for needs at home and school. Progress reports will be monitored for performance at school. The district has a Homeless Liaison who can also support the campus in helping our students who qualify for homeless services.	• Principal • Assistant Principals • Counselor • Teachers	Funding Sources: Local	August 2020-June 2021	• Counseling/ Contact Logs	• TxEIS reports • TAPR Report
3.6	Provide additional college and career readiness opportunities for all at-risk students.	• Principal • Instr. AP • AVID Coordinator • AVID Site Team	Funding Sources: Local AVID, CTE	August 2020-June 2021	• Student data	• TAPR Report

La Vega Junior High School George Dixon Campus
2020-2021
Improvement Plan

Long- range Goal: 1		**The academic performance of La Vega ISD students will meet state and federal standards.**				
Short-term Objective: 4		**100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.**				
	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
4.1	Implement and monitor PLCs that include collaborative and reflective opportunities for all core content areas, SpEd, and ESL departments.	• Principal • Instruction AP Department Leaders	Funding Sources: Local $2,000.00	August 2020-June 2021	• Agendas • Sign-in sheets	• STAAR • Lexile Reports
4.2	Provide PD opportunities for the implantation of accommodations and modifications for students with disabilities.	• Principal • Instruction AP • Campus SpEd Coordinator	Funding Sources: Local $300.00	August 2020-June 2021	• Agendas • Sign-in sheets	• STAAR • Lexile Reports
4.3	Provide on-going PD on district cross-walk strategies.	• Principal • Instruction AP Department Leaders	Funding Sources: Local 1,000.00	August 2020-June 2021	• Agendas • Sign-in sheets	• STAAR • Lexile Reports
4.4	Provide additional off-site PD for targeted core subject content training.	Principal	Funding Sources: Local Region 12 1500.00	August 2020-June 2021	• Agendas • Sign-in sheets	• STAAR • Lexile Reports

La Vega Junior High School George Dixon Campus
2020-2021
Improvement Plan

Long- range Goal: 1	**The academic performance of La Vega ISD students will meet state and federal standards.**

Short-term Objective: 5	Staff, students and parents will rate the overall school culture and climate at least 80%.					
	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
5.1	Maintain a high rate of positive interactions with students and show genuine interest in their lives, their activities, their goals and their struggles.	• Principal • Instruction AP • Department Leaders	Post cards and mail out-1500.00	August 2020-June 2021	• Student, Parent, and Staff Survey data	• TAPR attendance rates • STAAR scores • Survey data
5.2	Instructional focus on implementation of appropriate social and emotional behaviors using Second Step Curriculum,	• Principal • Instruction AP • Department Leaders	Funding Sources: Local 3,000 Second Step Curriculum	August 2020-June 2021	• Student, Parent, and Staff Survey data	• TAPR attendance rates • STAAR scores • Survey data • Connect 101
5.3	Implementation of shared vision. With the development of consistent school rules and ways of defining and meeting student behavior.	• Principal • Instruction AP Department Leaders	Funding Sources: Local 300.00	August 2020-June 2021	• Student, Parent, and Staff Survey data	• TAPR attendance rates • STAAR scores • Survey data

La Vega Junior High School George Dixon Campus
2020-2021
Improvement Plan

Long- range Goal: 1	The academic performance of La Vega ISD students will meet state and federal standards.

Short-term Objective: 6		School will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.				
	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
6.1	All students and parents will be informed about the Student Code of Conduct. Parents will receive a copy upon request or can visit the campus/ district website.	• Principal • Assistant Principals • Counselor • Teachers	Funding Sources: Local	August 2020-June 2021	• Student, Parent, and Staff Survey data	• STAAR scores • Survey data • TAPR
6.2	All students and teachers will participate in Red Ribbon Week activities for students to become aware of the dangers of drugs and for teachers to be aware and recognize possible signs of drug use.	• Principal • Assistant Principals • Counselor • Teachers	Funding Sources: Local	August 2020-June 2021	• Student, Parent, and Staff Survey data	• STAAR scores • Survey data • TAPR
6.3	All students identified by classroom teachers or through classroom guidance lessons as needing a small group or individual counseling support will be seen by the counselor. Small group counseling sessions will be provided to address specific student needs.	• Principal • Assistant Principals • Counselor • Teachers	Funding Sources: Local	August 2020-June 2021	• Student, Parent, and Staff Survey data	• STAAR scores • Survey data • TAPR
6.4	Appropriate guidance lessons will be conducted in all grade levels to address anger management, conflict resolution	• Principal • Assistant Principals • Counselor • Teachers	Funding Sources: Local	August 2020-June 2021	• Student, Parent, and Staff Survey data	• STAAR scores • Survey data • TAPR

	strategies, bullying and any other topics as needed at least once every six weeks.					
6.5	Continue to implement procedures to maintain a Safe School	• Principal • AP for Student Services	Funding Sources: Local 1500.00	August 2020-June 2021	• Student, Parent, and Staff Survey data	• Student, Parent, and Staff Survey data
6.6	Continue School Safety Team monthly activities to maintain a Safe School	• Principal • AP for Student Services	Funding Sources: Local 1000.00	August 2020-June 2021	• Agendas • Sign-in sheets	• Student, Parent, and Staff Survey data
6.7	Implement a Student School Safety Team	• Principal • Student Safety Team	Funding Sources: Local 500.00	August 2020-June 2021	• Agendas • Sign-in sheets	• Student, Parent, and Staff Survey data
6.8	Refine tiered behavior intervention system to reduce the number of referrals and DAEP placements	• Principal • AP for Student Services	Funding Sources: Local 1000.00	August 2020-June 2021	• TxEIS Discipline	• TxEIS Discipline • TAPR attendance rates • STAAR scores

La Vega Junior High School George Dixon Campus
2020-2021
Improvement Plan

Long- range Goal: 1	**The academic performance of La Vega ISD students will meet state and federal standards.**

Short-term Objective: 7		**Students and staff achieve a level of Proficient in foundational digital skills *(i.e. word processing, spreadsheet, and database)*; telecommunications *(i.e. School Status, Sangha)*; LMS implementation *(i.e. Schoology, NearPod, Google Class, Microsoft Team)*.**				
	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
7.1	Continue to provide technology schoolwide	• Principal • Instruction AP • Campus Technology Light • Department Leaders	Funding Sources: Local 10,000.00	August 2020-June 2021	• Lesson plans • Walk through data • CBA data	• CBA data • STAAR scores • Survey data
7.2	Continue to provide technical and instructional support training	• Principal • Instruction AP • Campus Technology Light • Department Leaders	Funding Sources: Local 2,500	August 2020-June 2021	• Agendas • Sign-in sheets	• STAAR scores • Survey data
7.3	Monitor technology usage and effectiveness in core subjects	• Principal • Instruction AP • Campus Technology Light Department Leaders	Funding Sources: Local Technology Light	August 2020-June 2021	• Lesson plans • Walk through data • CBA data	• STAAR scores • Survey data
7.4	Implement Edenuity as Tier II RtI	• Principal • Instruction AP • Campus Technology Light Department Leaders	Edgenuity-(district funded)	August 2020-June 2021	• Lesson plans • Walk through data • CBA data	• STAAR scores • Survey data

La Vega Junior High School George Dixon Campus
2020-2021
Improvement Plan

Long- range Goal: 1	**The academic performance of La Vega ISD students will meet state and federal standards.**
Short-term Objective: 8	**All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.**

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	Provide opportunities for parents and community to participate in the educational process.	• Principal • Instruction AP • Campus Technology Light Department Leaders	Funding Sources: Local 7,000.00	August 2020-June 2021	• Agendas • Sign-in sheets	• Student and parent survey data
8.2	Continue to provide individual academic results to parents.	• Principal • Instruction AP • Department Leaders	Funding Sources: Local 1500.00	August 2020-June 2021	• Agendas • Sign-in sheets	• Student and parent survey data
8.3	Continue to provide Title I Meeting.	• Principal	Funding Sources: Local 100.00	September	• Agendas • Sign-in sheets	• Parent survey data
	Classroom teachers will retain a Parent Contact Log and document any time they contact or conference with a parent.	• Principal • Teachers	Funding Sources: Local		• Contact logs	• Contact logs • Parent survey data
8.4	Increase parent participation in the use of on-line resources such as Parent Portal, online surveys, district website, online registration, and School Status.	• Principal • Instruction AP • Campus Technology Light • PEIMS Clerk • Office staff • Office translator	Sangha School Status Parent Portal- (district funded)	August 2020-June 2021	• Agendas • Sign-in sheets	• Parent survey data
8.5	LVJHGDC will utilize social media such as our campus website, Facebook, Twitter, and School Messenger to communicate with parents.	• Principal • Instruction AP • Campus Technology Light		August 2020-June 2021	• Website • Call out log	• Parent survey data

8.6	Parent conferences will be held in the fall semester for teachers to update parents on the academic progress of their student. Teachers will meet in the Spring with parents as necessary to promote academic growth for struggling students.	• Principal • Assistant Principals • Counselor • Teachers		August 2020-June 2021	• Contact log • Student plan notes	• STAAR scores • Lexile scores
8.7	Continue Communities in Schools(CIS) partnership	• Principal • CIS Coordinator	Funding Sources: Local 500.00	August 2020-June 2021	• Student program enrollment numbers	• Student program enrollment numbers • STAAR scores • Lexile scores

La Vega High School Campus Improvement Plan
2020-21

Executive Summary: La Vega High School is a suburban School on the outskirts of Waco. The ethnic breakdown is as follows: 52.63% Hispanic, 31.06% African American, 14.3% Anglo, Other 2.34%, 16.1% LEP and 92% economically disadvantaged

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Data Sources Reviewed: **TEA reports** **Discipline data** **Teacher, Parent, and Student Survey** **Comprehensive Needs Assessment conducted by the staff** **Accountability Assessment Results DMAC** **LVHS Safety & Security Audit**			
Area Reviewed	**Summary of Strengths** What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities** What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	All areas of STAAR testing improved. The number of students participating in the CTE program continues to be above the state average. The number of minority faculty and staff has increased over the last 4 years. Increased enrollment in Dual Credit classes and TSI testing. Increased campus enrollment. Drop out rate is below the state average and remains stable.	LEP students comprise 16% of the total School population. The number of African American SPED students is disproportionate to the campus enrollment. The number of overage students entering high School continues to exceed the state average at 25%. The mobility rate continues to increase Additional classrooms Lower teacher to student ratio. Move toward matching teacher demographics to student demographics.	Continued intervention programs in all subject areas. Read 180 to assist with reading comprehension. Provide a full time reading and math coach to assist teachers and students with interventions. Provide support for at risk students through interventions before, during, and after the school day in all subject areas through the ICU program. Pirate time will address intervention, GT, SPED, ESL and enrichment needs.
Student Achievement	ECHS success in all areas of STAAR EOC. All areas on STAAR EOC show improvement over time. Increase in TSI taken, AVID student participation, Dual Credit Enrollment, Increase College Scholarship, and increased Success Academy results.	ELAR overall passing 1st time Math overall 1st time passing Student attendance decrease Low staff attendance Intervention for retesters Dropout rate # of students graduating on minimum plan No distinctions on EOC # of students @ advanced areas	Math Instruction – 1st time teach improvement needed which will require incorporating more PD and improved technology. ELAR Instruction – 1st time teach improvement needed which will require incorporating more PD and improved technology. Student attendance Tier 2/3 Intervention Increase performance of special pops in ELAR, Math by including more interventions such as Read

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			180, ICU tutorials, and Saturday School. Increase distinctions earned on EOC. Increase students scoring advanced measures. Increase students graduating distinguished. Increase student participation in the GT program.
School Culture and Climate	Higher level of accountability for students and staff. Increase in attendance of students and staff. Fully staffed increases moral and stress. More established push for UIL performance academically. Students and staff feel safe at school. The formation of the Guiding Teacher Coalition. The formation of the Principal Advisory Council. Monthly Passing of the Pirate to an outstanding teacher.	Continued follow through of accountability. Formal PBIS incentives for attendance for both students and faculty. Formal PBIS program that shifts from punitive consequences to focusing on positive behavior. Capturing Kids Hearts training to assist with classroom approach to reaching our students. CHAMPS training to establish a common approach to classroom management. Restorative discipline training to assist with approaching difficult situations with our students. Truancy cases followed through.	Clear understanding of vision and mission for all stakeholders. Structured PBIS initiatives for both students and faculty. Capturing Kids Hearts Training. CHAMPS Training Restorative Discipline Training. Consistent discipline procedures and consequences. Mentor program carried out by math and English coaches for not only first year teachers, but also struggling teachers. Establish a welcoming atmosphere upon entering the building.
Staff Quality/ Professional Development	PLC meetings Mentor program Data meetings ESL certifications The formation of the Guiding Teacher Coalition.	Increase in number of teachers in core areas Retention of staff More availability of subs More district directed PD	New staff training needs to be more robust, including more relevant campus information. Mentor/support needed to increase retention rate of teachers. More PD that is content specific and determined in a collaborative setting such as the content PLC meetings.
Curriculum, Instruction, Assessment	Identifying Essential Standards during the district Curriculum Camp. Prioritizing low performing skills.	Continued vertical alignment, more communication from level to level. Viable AP/Pre-AP Curriculum Campus Grading Policy should be	More training for intervention and inclusion teachers. Effective & Meaningful high yield strategies & management

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	Common assessments Lesson plans	consistent across the whole campus and also from campus to campus. The assurance that there is technology for all students Inclusion teachers following a co-teach model in classrooms. More of Tier 2 interventions campus wide that are structured. School-wide Binder system for AVID as well as an increased use of WICOR strategies that will allow the campus to move towards being an AVID demonstration school. Reading and math coaches are needed to assist with ensuring all curriculum is a viable grade appropriate curriculum that contains elements of differentiation.	The continuation of vertical alignment that increases the rigor of the viable, grade appropriate curriculum that also develops assessments that match instruction.
Family and Community Involvement	The use of Edlio being done bilingually and outdoor electronic marquee has improved communication with parents to alert them to activities and issues which impact their children. Hiring of more bilingual staff The incorporation of School Status has increased teacher-parent communication, admin-parent communication, as well as overall campus communication to parents. Parent University participation increased this year. FAFSA nights offered to not only LVHS, but also surrounding districts. The use of Parent Portal to access grades.	Add testing dates to the webpage Increased participation in parent support groups beyond athletics and band programs to include academics as well as campus culture and climate issues. Individual parent participation and support in remediation opportunities needed by their son/daughter. More parents involved in ARD, LPAC and SIT meetings which define services available to assist students in need.	Increased opportunities for parents to assist in school activities, and meetings. The creation of a parent advisory committee. Continued use of call-outs in multi-languages. Different methods to contact parents: text and email blast

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School Context and Organization	Students believe teachers care and are knowledgeable Parent Portal,Edlio and School Status Breakfast and lunch provided for all students, as well as light evening meals for tutorials. Senior Graduation Plans Teacher Guiding Coalition Principal Advisory Council Department head meetings	Increase the time for passing periods. English, Math, Science teachers Academics for all needs to be articulated in a more organized fashion. This should include decisions that are based on what is best for the majority of the students population. Analyze the master schedule to ensure tested areas have appropriate student-teacher ratio, look at placement of these periods during the day. Improve staff attendance – attendance incentives. Increase parental involvement. The formation of cohort teams to ensure students are appropriately addressed to ensure success.	Develop a more stringent support system for teachers (i.e. mentor programs, pd plans, PLC). Staff Attendance incentives. Increase parental involvement opportunities. Prioritize core classes to earlier periods (conferences 7th & 8th) Master schedule completed before the end of school year.
Technology	Increase technology access through Chromebooks for students. Various technology resources such as touch screen tvs, document cameras, z space, defined stem.	More technology for students, including access for all.	Improve training for staff on technology integration including in class support. Develop a maintenance and replacement plan for all technology resources. Continued support of technology use in classrooms. Standardization of applications used campus wide. Learning Management System

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Campus Improvement Plan

2020-2021

District Goal(s):

1. By 2019-2020, La Vega ISD will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.

In the 2019-20 School year, LVHS will:

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

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La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
goal 1a:	Meet or exceed the state performance standard for all students and all student groups-ELAR

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1a.1	Assign 9th grade students who are below grade level in reading and writing, science, math, and social studies to the intervention program.	Academic AP's, Counselors	3 FTE ($60000 SCE)	August 2020	CBA reports every six weeks	TAPR Reports 2020/21 AYP Reports 2019/20
1a.2	EOC intervention will be required for all 10-11 graders who did not pass.	Academic AP's, Counselors	1 FTE ($60000 SCE)	8/20-6/21	Benchmark tests each 6 weeks or by unit summary	
1a.3	Administer a common ELAR assessment for reading and writing.	Administrator for English	TEKS RESOURCE SYSTEM	Oct.2020-April 2021	Six week assessments	
1a.4	Provide daily opportunities for students to writing.	Englsih Dept. Administrator for English	STAAR rubric	August 2020-June 2021	Classroom observations Lesson plans, PLC minutes	
1a.5	Continue to offer before and after School tutorials, ICU sessions and Saturday and summer Academies.	Academic AP's, Counselors, Content Teachers	ELAR FTE Academic AP	August 2020-June 2021 Summer 2021	Attendance rosters Students passing rates	
1a.6	Continue to offer supplemental supplies to support LEP students.	Academic AP's, Counselors, ESL coordinator	$6320 Title 3, Part A	Ongoing		
1a.7	Provide a continuum of services for our special education students including instruction, intervention, field trips, and real world experiences.	Academic AP's, Counselors	5 FTE(SPED)	Aug. 2020 June 2021	Master schedule Program documentation IEP Progress Reports/Report Cards Inclusion Logs	
1a.8	Sustain the TLI grant instructional initiatives, including SIOP and AVID	Academic AP's, ELAR	AVID Summer Institute Training, ESC Literacy Traiing	June 2020-June 2021	Lesson Plans, PLC Agenda, Student passing rates	

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		Dept. AVID Dept.				

La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 1b:	Meet or exceed the state performance standard for all students and all student groups: **Math**

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
1b.1	Administer a common assessment.	Administrator for Math, Math Dept. and Math Coach.	. TEKS RESOURCE SYSTEM, DMAC,	End of each grading period	Benchmark Tests each 6 weeks Grade reports	TAPR Reports 2020/21 AYP Reports 2020/21
1b.2	Implement TEKS RESOURCE SYSTEM with fidelity.	Administrator for Math, Math Dept. and Math Coach.	ESC 12	Sept. 2020-July 2021		
1b.3	Continue to offer before and after School tutorials, ICU Sessions, and Saturday and summer Academies.	Academic AP's and Counselors.	Academic AP's Content Teachers	August 2020-June 2021 Summer 2021	Failure Rate, Student test scores, 6 week grades, Sign-In Sheets	
1b.4	Provide acceleration class for students who fail to meet the passing standard on EOC Alg 1 or Algebraic Reasoning Class to first time testers not prepared to take the Alg 1 EOC test.	Administrator for Math, Math Dept. and Math Coach.	1 FTE ($50000 SCE) 1 FTE ($50000 HSA)	Ongoing		
1b.5	Continue to offer a continuum of services for SPED students including instruction,	Academic AP's SpEd Dept,	1.75 FTE ($50000 SPED)		Pull-out schedules; progress	

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	intervention, field trips, and real world experiences.				monitoring Master schedule	

La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 1c:	Meet or exceed the state performance standard for all students and all student groups: **Science**

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**

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1c.1	Administer a common assessment.	Administrator for Science, Science Dept. Chair and Science Dept.	.TEKS RESOURCE SYSTEM, DMAC	8/20– 06/21	Benchmark tests each 6 weeks	TAPR Reports 2020/21 AYP Reports 2020/21
1c.2	Implement TEKS RESOURCE SYSTEM with fidelity.	Administrator of Science, Science Dept. Chair and Science Dept.	ESC 12, TEKS Resource System	9/20-7/21	Lesson Plans,Assessments, Vertical Alignment	
1c.3	Continue to offer before and after School tutorials and Saturday & summer Academies.	Academic AP's and Counselors.	Academic AP's Content Teachers	August 2020 Ongoing	Attendance rosters, grade reports	
1c.4	Provide a continuum of services for our special education students including instruction, intervention, field trips, and real world experiences.	Academic AP's SPED Dept.	Academic AP's SPED FTE	Aug 2020- 2021	Master schedule SPED Logs IEP Progress Reports/Report Cards	
1c.5	Provide intervention for students who fail to meet the EOC passing standard in Bio, Place students who failed 8th grade science and/or English in IPC classes.		1 FTE ($50000SCE)		Master schedule	

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La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 1d:	Meet or exceed the state performance standards for all students and all student groups: **Social Studies**

	Activities & Title 1	**Persons(s)**	**Resources (Human, Material,**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative**

	School-wide Components	Responsible	Fiscal)			Evaluation
1.1	Administer a common assessment.	Administrator for Social St., Social St. Dept. Head, and SS Dept.		Aug. 2020-June 2021	Classroom observations Benchmark Tests each 6 weeks	TAPR Reports 2020/21 AYP Reports 2020/21
1d.2	Implement TEKS RESOURCE SYSTEM with fidelity.	Admin. For SS, SS Dept. Head, SS Dept.	TEKS RESOURCE SYSTEM, DMAC	Aug. 2020-June 2021	Common Assessments, Vertical Alignment, Lesson Plans	
1d.3	Continue to offer before and after school tutorials, ICU tutorial sessions,Saturday & summer Academies.	Academic AP's Counselors	Academic AP's Content Teacher	Aug. 2020-May 2021	Attendance rosters, grade reports	
1d.4	Provide intervention for students who fail to meet the EOC passing standard in U.S. History	Academic AP's Counselors	Academic AP's Content Teachers	Aug. 2020-May 2021	Master schedule	
1d.5	Provide a continuum of services for our special education students including instruction, intervention, field trips, and real world experiences.	Academic AP's SPED Dept.	1 FTE($50,000 SPED)		Master schedule	

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La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 2a:	Meet or exceed **95% student attendance rate** for all students and all student groups.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
2a.1	Continue to contact parents when absences are more than 2 per week.	AP's, Attendance Clerk, Truancy Officers	TXEIS	August 2020-June 2021	Six weeks attendance reports.	TAPR Reports 2020/21 AYP Reports 2020/21
2a.2	Continue to report truancy to the court.	AP's,Truancy Officers		August 2020-June 2021	Court records	
2a.3	Implement an incentive program for students who have attendance rates at or above the 95% rate.	PBIS Committee	$500	Every six weeks	List of recipients	
2a.4	Continue to provide Communities in Schools social worker to assist students with sociological needs influencing School achievement adversely.	LVHS Admin.	1 FTE ($15000 SCE)	August 2020-June 2021	CIS contact logs	Yearly Report

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La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 2b:	All students and all student groups will meet or exceed a **completion rate of 85%.**

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
2b.1	Continue to provide a mentor teacher for incoming overage freshmen.	AP's, LVHS Admin	2 FTE SCE ($100,000)	August 2020-June 2021	Reports each grading period	TAPR 2020/21
2b.2	Continue to offer credit recovery year round.	AP's Counselors. Success Academy	Edgenuity software ($33,000) 1 FTE ($20000 SCE)	August 2020-June 2021	Progress reports Credits earned	
2b.3	Continue to offer guidance services for at risk students through the student liaison. • DAEP • JJAEP & JDC • Teen parents	Counselors District Family Liasions CIS	.20 FTE Student Services Liaison	August 2020-June 2021	TXEIS lever report	
2b.4	Continue to provide support to homeless students.	District Family Liasions	Title 1 A $500.00	August 2020 June 2021	Progress Reports each grading period, attendance records	TAPR 2020/21
2b.5	Create a plan to implement Capturing Kids Hearts, CHAMPs in conjunction with restorative discipline	Admin over Alternative Ed. Programs/Restorative Discipline		August 2020-June 2021	Discipline, Attendance and grade reports each six weeks. Cumulative Credits earned	

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La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 3:	100% of the instructional staff will obtain 15 hours of CPE credit.

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	Evaluate and enhance the teacher recruitment and mentoring program.	Principal, Asst. Supt. For Human Resources	ESC Reg. 12	June 2020	New teacher survey Teacher exit forms	TAPR Report 2020/21 AYP Report 2020/21 End of year Teacher survey CPE certificates
3.2	Provide training for staff on differentiated instruction and small group instruction.	Asst. Supt. For Curriculum, Academic AP's, Principal	Administrative Staff	Each grading period.	Meeting minutes and sign-in sheets	
3.3	Continue vertical alignment and curriculum support for STAAR/EOC.	Asst. Supt. For Curriculum, Academic AP's, Principal	ESC 12	monthly	Curriculum maps, lesson plans, common assessments, benchmarks	
3.4	Provide staff training for sheltered instruction.		ESC Reg. 12	June- August 2021	Training certificates	
3.5	Continue training for data disaggregation and implementation of planning models to design effective remediation using Lead4ward.	Asst. Supt. For Curriculum, Academic AP's, Principal	LVHS ADMIN	Sept. 2020 Jan. 2021	DMAC Reports, Common Assesments, Curriculum Mapping,Sign in sheets	CPE Hours
3.6	Provide professional development in AVID strategies, data analysis and leadership.	Academic AP's AVID Coord.		August 2020-June 2021	CPE forms Sign in sheets PD certificates	
3.7	Provide training in Capturing Kids Hearts	Principal, Academic AP's, Reading & Math	Flippen Group LVHS Admin	Aug. 2020-June 2021	Sign In Sheets/Agendas	

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3.8	Provide training in CHAMPS	Coaches Principal	CHAMPS videos Principal	Aug. 2020-June 2021	Sign in Sheets, Agentdas	

La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 4:	Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**

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4.1	Continue Comprehensive Needs Assessment Surveys.	Administrative Team	Survey forms	August, 2020 – June, 2021	Ongoing teacher input	Comprehensive needs survey results are equal to or greater than 80%
4.2	Continue publicity of positive events at School including co-curricular and extra-curricular Strategies/Activities, student honor rolls, etc.	Administrative Team Counselors Webmaster	American Bank marquee, School marquee, Social Media	August, 2020 – June 2021	Informal feedback from conferences & interviews	
4.3	Utilize the Edlio automated system to contact parents about upcoming events	Administrative Team Webmaster	Edlio system	August, 2020 – June, 2021	Edlio Reports, School Status Reports	
4.4	Plan campus planning and decision-making team meetings to improve communication among all stakeholders.	Principal		monthly	Minutes, sign in sheets	
4.5	Continue to make parents aware of parent portal access to check grades and attendance.	Administrators Counselors Teachers	Parent Portal	Each Marking Period	Program reports	
4.6	Continue Teacher Guiding Coalition to ensure problem solving is occurring and issues are identified.	Principal Teacher Guiding Coalition	Principal Teacher Guiding Coalition	Monthly	Sign In Sheets, Agendas	
4.7	Continue Principal Advisory Committee to ensure students feel like they are a part of the campus and to ensure that problem solving is occurring in a collaborative manner.	Principal, Principal Advisory Committee members	Principal, Principal Advisory Committee members	Monthly	Sign In Sheets, Agendas	

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La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega ISD will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal 5:	All Schools will meet federal requirements for safe Schools for Title IX to ensure a safe and orderly School environment.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	Provide training in behavior management.	District SPED Dept.	ESC 12 SPED funds)	Summer 2021	Teacher feedback forms	SDFS report 2020/21
5.2	Participate in annual CPI training	District SPED Dept.	($1000 SPED)		Attendance certificates	
5.3	Continue the use of LVISD police department.	AP's AP Safety Comm.	LVISD Chief of Police	August 2020-June 2021	Citations written each reporting period	
5.4	Update the MEOP plan.	Safety Committee		August 2021	MEOP manual	
5.5	Sustain the implementation of Crime Stoppers.	Criminal Justice Teacher, LVISD Chief of Police	$5000	August 2020-June 2021	Crime Stopper reports	Yearly report
5.6	Provide DAEP for qualifying students .	Asst. Superintendent, DAEP Lead Teacher	1 FTE ($52,000 SCE)	August 2020-June 2021	Six Weeks enrollment report	Yearly report

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La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 6:	**Achieve an overall success rating on using technology showing an increase from prior year NEEDS CHANGED**

	Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	Teachers will maintain and utilize Web-based accounts.	Webmaster	District Instr. Technology Dept.	Ongoing	Account activity summary	Campus/department results
6.2	Provide professional development for required software such as DMAC, gradebook, Google classroom.	Academic AP's, District Instr. Technology Dept.	District Instr. Tech. Dept. ESC 12	August 2020	Teacher usage, program reports Training evaluation forms	Sign In Sheets Sign In Sheets
6.3	Provide training for software/hardware used for instructional delivery.	Academic AP's, District Instr. Technology Dept.	District Instr. Technology Dept.	as needed		
6.4	Ensure wireless connectivity across the campus and increased bandwidth for testing requirements.	Technology Dir. District Tech. Dept.	Technology dept	July 2021	Access and usage without issues	
6.5	Develop a maintenance and replacement plan for all technology resources.	Tech. Dir, Princ., Asst. Supt. CIA	$30000 CTE $15000 IMA	September 2021	Written plan	Replacement purchases

Working Document

La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega High School will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Goal 7:	Meet or exceed the state performance standards for the percent of students graduating under the recommended/distinguished plans.

	Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
7.1	Expand CTE course offerings that lead to licensure and/or certification	CTE Coordinator Admin. PTECH	9.25FTEs ($375,000 CTE Funds) Perkins Grant $39,000	August 2020 – June 2021	Master schedule TXEIS Report of course enrollment	Level I and II Certifications
7.2	Develop a tracking system for students' success in postsecondary programs.	Counselors	Web based resources Student surveys	ongoing	Activity on web based resources	THECB report MCC annual report
7.3	Continue to offer and expand dual credit course offerings.	Counselors, AP's ECHS, P-TECH	Textbooks $25000 HSA	August 2020 – June 2021	Course enrollment Master schedule	Credits accumulated
7.4	Continue to offer AVID at all levels.	AVID Coord.	1.14 FTE ($54000) HS Allotment	August 2020- June 2021	Master schedule	TAPR report 2021
7.5	Increase the number of students participating in UIL academic competitions.	UIL Coord., Principal, UIL Coaches	$3000	Fall 2020	Event summary of participants	UIL Competition Results
7.6	Implement an incentive program to recognize student achievement.	PBIS Committee	$5000	End of every grading period	Bulletin board, newsletters	
7.7	Develop a plan to increase AP/Pre-AP offerings	Principal, Academic AP's and Math and English Coaches		August 2020- April 2021	Master Schedule AP Institutes	AP Scores 2021

Working Document

La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega ISD will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal 8:	Increase family and community involvement in School activities by 5%.

	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
8.1	All teachers will maintain an up to date webpage.	Webmaster, Principal	Distr. Instr. Tech. Dept.	August 2020 – June 2021	Agendas, sign-in sheets, Minutes	Program evaluation(s)
8.2	Create a functional parent teacher organization.	Principal	HOT Council of PTAs	Fall 2020	Meeting minutes, sign in sheets	
8.3	Host a Meet the Teacher Night.	Administration PI Committee CCMP Coord./Advisor	$1250	August 2020	Meeting minutes, sign in sheets	
8.4	Conduct parent STAAR/EOC workshops.	Administration PI Committee CCMP Coord./Advisor		Dec. 2020 March 2021	Meeting minutes, sign in sheets	

Working Document

La Vega High School Campus Improvement Plan for 2020-2021

Long Range Goal:	By 2020-21, La Vega ISD will meet or exceed the performance standards as measured by the Academic Excellence Indicator System (TAPR) as measured by the Adequate Yearly Progress System (AYP) for each campus and for the District.
Short-term Goal 9:	Prepare students for postsecondary success by increasing by 5% the number of CTE students completing a coherent sequence of courses.

	Strategies/Activities & Title 1 School-wide Components	**Persons(s) Responsible**	**Resources (Human, Material, Fiscal)**	**Timeline**	**Formative Evaluation (Benchmarks, Assessments)**	**Summative Evaluation**
9.1	Continue to offer supplies to support CTE students and teachers.	Asst. Sup. CIA, CTE coordinator/CTE Teachers	9.75FTEs (CTE Staff), $10,000 CTE Budget	August 2020 – June 2021	Purchase requests, purchase orders	Program evaluation - Comparative count of students completing a coherent sequence of courses.
9.2	Develop and implement a maintenance, replacement, and expansion plan for all technology resources including those that enhance instruction, and the "hands-on" components in CTE classes.	Asst. Sup. CIA, CTE coordinator/CTE Teachers/Admin. P-TECH	2 FTE, $180,000 CTE Budget	October 2020	Meeting minutes, sign in sheets, technology plan	
9.3	Maintain quality, up-to-date text and curriculum materials, and expand CTE Course offerings that lead to licensure and/or certification.	Asst. Sup. CIA, CTE coordinator/CTE Teachers/Admin P-TECH, Principal	9.75FTEs (CTE Staff) $20,000 CTE Budget	August 2020-June 2021	Textbook and Curriculum orders, Course Catalog	Program evaluation- # of students obtaining certification
9.4	to meet the *nine required uses* of Perkins funds, as well as appropriate *permissive uses* of Perkins funds, to provide quality supplemental opportunities and support to CTE students in preparing for postsecondary success.	Asst. Sup. CIA, CTE coordinator/CTE Teachers/Admin P-TECH, Principal	9.75FTEs (CTE Staff), Perkins Grant $36,894	August 2021 – June 2020	Purchase requests, purchase orders PER report	
9.5	Provide extracurricular opportunities for professional growth and leadership experiences for CTE staff and students.	Asst. Sup. CIA, CTE coordinator/ Admin. P-TECH, Principal	2 FTE, $14,000 CTE Budget	August 2021 – July 2020	Purchase requests, proof of attendance (if no PO), program descriptions.	

Working Document

9.6	Provide appropriate post- secondary opportunities to bridge the gap between college and career readiness standards	CTE Coord., Admin P-TECH, CCMP Advisor, Asst.Sup. CIA, Lead Counselor	2 FTE- CTE Budget	August 2020 – June 2021	Tracking student enrollment in post- secondary enrollment	
9.7	Create a CTE/Business Advisory Board to support the increase of CTE courses/programs and the P-TECH program at LVHS.	Admin P-TECH		August 2020	Sign In Sheets, Agendas, Partnerships, MOU's	

Working Document

La Vega High School Campus Improvement Plan for 2020-2021

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
10.1	Continue to implement instructional strategies to develop students' organizational skills that promote academic self-management (Essential 5)	AVID Site Team Administration Staff	AVID Curriculum resources	August 2020 – June 2021	Purchase requests, purchase orders	Program evaluation AVID CSS Data
10.2	Continue to implement the AVID writing and reading curriculum within the AVID Elective including campus-wide implementation of C-Notes	AVID Site Team Administration Staff	AVID content Curriculum resources	August 2020 – June 2021	Lesson plans Student work product AVID Elective student grades	EOC, TSI, SAT/ACT Writing Scores AVID CSS Data
10.3	Continue to provide students with opportunities for inquiry and collaboration to promote students' critical thinking skills	AVID Site Team Administration Staff	AVID content Curriculum resources	August 2020 – June 2021	Lesson plans Student work products	EOC, TSI, SAT/ACT scores AVID CSS Data
10.4	Continue to recruit and train AVID tutors to facilitate student access to rigorous curriculum	AVID Coord.	AVID Training modules	August 2020-June 2021	Training Sign In Logs	AVID CSS Data
10.5	Continue to provide resources for the AVID classroom necessary to provide a college-going culture and increase awareness of college opportunities	AVID Coord.	College recruitment materials; $5000	August 2020-June 2021	Purchase Orders	AVID CSS Data
10.6	Continue to provide access to necessary assessments required for college entrance	AVID Site Team Counselors AVID Coord.	$3500	August 2020 – June 2021	Test registration data	TSI, SAT/ACT scores AVID CSS Data
10.7	Continue to provide AVID training to staff members in order to increase the implementation of research-based instructional strategies advocated through the AVID program	AVID Site Team AVID Coordinator Administration	$15,000 – AVID SI; $15,000 CTE – AVID SI	August 2020 – June 2021	Walkthroughs, T-TESS, lesson plans	College acceptance data
10.8	Increase the number of rigorous courses available for AVID students including AP/Pre-AP Courses	AVID Site Team Counselors, ECHS AP	FTE allocations	August, 2020	Master Schedule	Course enrollment counts Course grades Course grades

Working Document

10.9	Increase the number of AVID students successfully completing higher-level and dual credit courses	AVID Site Team Counselors	State assessment scores	August, 2020 January, 2021	Course enrollment data	
10.10	Create an AVID campus data group to facilitate the data collection process	PEIMS staff Administration Counselors	TxEIS DMAC	August 2020 January 2021	ISS Data Collection reports	2020 Certification Self Study

Working Document

ACTION / DISCUSSION ITEMS

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

Background Information:
The following items are included for board discussion and possible action.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Monthly Budget Analysis Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Ms. Diane Roepke

Background Information:
The District compiles and reports revenue and expenditure data for all funds on a monthly basis. The attached monthly budget analysis reports compare year-to-date revenue and expenditures to the same period from last fiscal year.

Fiscal Implication:
N/A

Administrative Recommendation:
It is recommended that the Board approve the Monthly Budget Analysis Reports as submitted.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

La Vega Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual

For the Period Ended 04/30/20
4

GENERAL FUND - 199

DATA CONTROL CODES	REVENUES	(1) 2019-2020 ORIGINAL BUD	(2) 2019-2020 AMEND BUD	(3) MONTHLY CURRENT 04/30/20	(3) MONTHLY PRIOR YR 4/30/19	(4) YEAR-TO-DATE CURRENT 04/30/20	(4) YEAR-TO-DATE PRIOR YR 4/30/19	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 04/30/20
5700	LOCAL	$10,909,835.00	$ 10,909,835.00	$ 89,123.91	$ 189,028.77	$ 10,427,188.17	$ 11,581,447.67	$482,646.83	95.58%	98.64%	66.67%
5800	STATE	$22,599,004.00	$ 22,599,004.00	$ 1,665,180.43	$ 1,415,466.08	$ 13,032,757.21	$ 10,892,228.25	$9,566,246.79	57.67%	58.24%	66.67%
5900	FEDERAL	$150,500.00	$ 150,500.00	$ 233.52	$ -	$ 12,235.15	$ -	$138,264.85	8.13%	#DIV/0!	66.67%
7900	OTHER		$ -	$ -	$ -	$ -	$ -	$0.00	#DIV/0!	#DIV/0!	66.67%
5020 TOTAL REVENUES		$33,659,339.00	$33,659,339.00	$1,754,537.86	$1,604,494.85	$23,472,180.53	$22,473,675.92	$10,187,158.47	69.73%	81.17%	66.67%
	EXPENDITURES										
0011	Instruction	$16,973,380.00	$ 16,848,708.00	$ 1,399,772.19	$ 1,520,934.66	$ 10,923,143.54	$ 11,169,503.81	$5,925,564.46	64.83%	72.70%	66.67%
0012	Instr Resources/Media Services	$285,856.00	$ 285,856.00	$ 20,129.07	$ 27,312.29	$ 151,592.48	$ 217,146.78	$134,263.52	53.03%	80.19%	66.67%
0013	Curriculum & Staff Development	$477,575.00	$ 547,085.00	$ 36,178.99	$ 32,539.61	$ 293,475.55	$ 224,686.98	$253,609.45	53.64%	44.76%	66.67%
0021	Instructional Leadership	$685,579.00	$ 695,579.00	$ 56,805.89	$ 39,837.13	$ 478,191.54	$ 339,134.12	$217,387.46	68.75%	58.50%	66.67%
0023	School Leadership	$2,283,650.00	$ 2,304,570.00	$ 181,251.55	$ 204,779.66	$ 1,524,409.83	$ 1,517,974.09	$780,160.17	66.15%	66.54%	66.67%
0031	Guidance, Counseling & Evaluation	$857,785.00	$ 863,410.00	$ 62,835.41	$ 84,814.05	$ 543,659.47	$ 640,702.73	$319,750.53	62.97%	68.59%	66.67%
0032	Attendance & Social Services	$8,550.00	$ 98,550.00	$ -	$ -	$ 93,410.05	$ 92,103.93	$5,139.95	94.78%	96.55%	66.67%
0033	Health Services	$281,116.00	$ 281,116.00	$ 20,500.82	$ 26,669.78	$ 180,055.61	$ 198,417.59	$101,060.39	64.05%	75.57%	66.67%
0034	Student Transportation	$2,010,000.00	$ 2,010,000.00	$ 278,234.42	$ 177,400.42	$ 1,107,293.68	$ 1,009,232.06	$902,706.32	55.09%	52.84%	66.67%
0035	Food Services	$26,060.00	$ 30,552.00	$ -	$ -	$ 30,550.91	$ 24,630.50	$1.09	100.00%	94.51%	66.67%
0036	Extracurricular Activities	$1,614,465.00	$ 1,661,070.87	$ 135,456.38	$ 94,416.52	$ 1,056,657.53	$ 1,008,217.57	$604,413.34	63.61%	52.01%	66.67%
0041	General Administration	$1,532,923.00	$ 1,532,873.00	$ 113,463.04	$ 93,637.35	$ 945,446.07	$ 899,113.80	$587,426.93	61.68%	62.24%	66.67%
0051	Plant Maintenance & Operations	$3,835,072.00	$ 4,050,366.13	$ 517,104.64	$ 223,710.11	$ 2,349,447.35	$ 2,968,983.67	$1,700,918.78	58.01%	67.83%	66.67%
0052	Security & Monitoring Services	$547,719.00	$ 547,719.00	$ 41,145.87	$ 41,174.86	$ 374,100.31	$ 385,064.24	$173,618.69	68.30%	63.07%	66.67%
0053	Data Processing Services	$1,236,008.00	$ 1,236,008.00	$ 38,509.76	$ 69,378.95	$ 760,359.11	$ 911,095.54	$475,648.89	61.52%	57.62%	66.67%
0061	Community Services	$2,915.00	$ 2,915.00	$ -	$ -	$ 1,214.00	$ 926.48	$1,701.00	41.65%	99.84%	66.67%
0071	Debt Service	$224,000.00	$ 224,000.00	$ -	$ 82,295.40	$ 181,090.25	$ 183,274.50	$42,909.75	80.84%	68.26%	66.67%
0081	Facility Acquisition & Construction	$0.00	$ -	$ -	$ -	$ -	$ 686,330.07	$0.00	#DIV/0!	99.18%	66.67%
0095	Payment to JJAEP	$37,000.00	$ 57,000.00	$ -	$ 4,875.00	$ 39,940.00	$ 24,600.00	$17,060.00	70.07%	64.37%	66.67%
0099	Other Intergovernmental Charges	$194,000.00	$ 194,000.00	$ -	$ -	$ 58,382.46	$ 61,364.70	$135,617.54	30.09%	50.30%	66.67%
6030 TOTAL EXPENDITURES		$33,113,653.00	$ 33,471,378.00	$2,901,388.03	$ 3,015,574.73	$21,092,419.74	$22,562,503.16	$12,378,958.26	63.02%	67.76%	66.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$545,686.00	$187,961.00	($1,146,850.17)	($1,411,079.88)	$2,379,760.79	($88,827.24)				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In										
8910	Transfers Out (10)	$0.00	$ -	$ -			$ -				
TOTAL OTHER FINANCING SOURCES (USES)											
1200	Net Change in Fund Balance (11)	$545,686.00	$187,961.00		(11)	$2,379,760.79					
100	Fund Balance - Sept. 1 (12)	$6,595,646.00	$6,595,646.00		(12)	$6,595,646.00					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)	$7,141,332.00	$6,783,607.00		(14)	$8,975,406.79					

(1) 2019-2020 Approved Budget - The original budget approved by the Board for the 2019-2020 Fiscal Year

(2) 2019-2020 Amended Budget - The original budget approved by the Board plus or minus any Budget Change Requests posted to the budget as of the date of the report

(3) Monthly Current Year vs. Prior Year Revenues and Expenditures - Cash received(revenues)/disbursed(expenditures) for the current month compared with the same period last year

(4) Year To Date Current Year vs. Prior Year Revenues and Expenditures - Cash received(revenues)/disbursed(expenditures) for the current year compared with the same period last year

(5) Difference Between Amended Budget and Current Year To Date - Figures in Column 2 less figures in Column 4 (Current Column) equals balance left to receive(revenues)/disburse(expenditures) for the remainder of the Fiscal Year

(6) Current Year To Date as A Percent of The 2019-2020 Amended Budget - The percent of Current Year To Date revenues/expenditures to the 2019-2020 Amended Budget

(7) Prior Year To Date as A Percent of The 2019-2020 Budget - Ther percent of Prior Year To Date revenues/expenditures from the 2019-2020 Budget

(8) Percent of Fiscal Year Elapsed as of The Date of The Report - The percent of the Fiscal Year which has elapsed for the as of date of the report

(9) Excess of Revenues Over Expenditures - The excess (deficiency) of Revenues over (under) expenditures for the Original Budget, Amended Budget and Current Year To Date columns

(10) Transfers In/Out - The amount of any transfers made to the Approved Budget, Amended Budget or Current Year To Date Columns

(11) Net Change In Fund Balance - The excess or deficiency of revenues over expenditures which would add to or take away from the beginning fund balance

(12) Fund Balance - September 1 - The District's audited General Fund Balance as of September 1 of the current fiscal year.

(13) Fund Balance - August 31 - The projected and unaditied General Fund Balance the District would have if revenue and expenditures are equal to the 2019-2020 Approved Budget or Amended Budget

(14) Fund Balance - August 31 - The projected and unaudited General Fund Balance the District would have if the fiscal year ended on the last day of the month of the report.

La Vega Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual

For the Period Ended 04/30/20
4

CHILD NUTRITION FUND - 240

DATA CONTROL CODES	REVENUES	(1) 2019-2020 APP BUD	(2) 2019-2020 AMEND BUD	(3) MONTHLY CURRENT 04/30/20	(3) MONTHLY PRIOR YR 4/30/19	(4) YEAR-TO-DATE CURRENT 04/30/20	(4) YEAR-TO-DATE PRIOR YR 4/30/19	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 04/30/20
5700	LOCAL	$149,700.00	$ 149,700.00	$ 29.41	$ 14,416.37	$ 85,312.24	$ 113,907.23	$ 64,387.76	56.99%	87.29%	66.67%
5800	STATE	$66,307.00	$ 66,307.00	$ 10,778.67	$ 15,114.38	$ 46,070.15	$ 48,226.15	$20,236.85	69.48%	84.55%	66.67%
5900	FEDERAL	$2,300,701.00	$ 2,300,701.00	$ 104,472.84	$ 188,717.59	$ 1,600,746.81	$ 1,626,091.49	$699,954.19	69.58%	71.48%	66.67%
7900	OTHER			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
5020	TOTAL REVENUES	$2,516,708.00	$2,516,708.00	$115,280.92	$218,248.34	$1,732,129.20	$1,788,224.87	$784,578.80	68.83%	78.60%	66.67%
	EXPENDITURES										
0011	Instruction			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0012	Instr Resources/Media Services			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0013	Curriculum & Staff Development			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0021	Instructional Leadership			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0023	School Leadership			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0031	Guidance, Counseling & Evaluation			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0032	Attendance & Social Services			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0033	Health Services			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0034	Student Transportation			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0035	Food Services	$2,300,850.00	$ 2,476,632.00	$ 237,690.31	$ 224,029.90	$ 1,592,399.46	$ 1,525,468.81	$884,232.54	64.30%	61.17%	66.67%
0036	Extracurricular Activities			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0041	General Administration			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0051	Plant Maintenance & Operations	$27,500.00	$ 27,500.00	$ 984.76	$ 179.54	$ 8,036.02	$ 15,127.04	$19,463.98	29.22%	55.01%	66.67%
0052	Security & Monitoring Services			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0053	Data Processing Services			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0061	Community Services			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0071	Debt Service			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0081	Facility Acquisition & Construction			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0095	Payment to JJAEP			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
0099	Other Intergovernmental Charges			$ -	$ -	$ -	$ -	$0.00	#DIV/0!		66.67%
6030	TOTAL EXPENDITURES	$2,328,350.00	$2,504,132.00	$238,675.07	$224,209.44	$1,600,435.48	$1,540,595.85	$903,696.52	63.91%	67.20%	66.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$188,358.00	$12,576.00	($123,394.15)	($5,961.10)	$131,693.72	$247,629.02				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In										
8910	Transfers Out (10)			$ -	$ -	$ -	$ -				
	TOTAL OTHER FINANCING SOURCES (USES)										
1200	Net Change in Fund Balance (11)	$188,358.00	$12,576.00		(11)	$131,693.72					
100	Fund Balance - Sept. 1 (12)	$592,644.00	$592,644.00		(12)	$592,644.00					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)		$605,220.00		(14)	$724,337.72					

La Vega Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual

For the Period Ended 04/30/20

4

DEBT SERVICE FUND - 511

DATA CONTROL CODES	REVENUES	(1) 2019-2020 APP BUD	(2) 2019-2020 AMEND BUD	(3) MONTHLY CURRENT 04/30/20	(3) MONTHLY PRIOR YR 4/30/19	(4) YEAR-TO-DATE CURRENT 04/30/20	(4) YEAR-TO-DATE PRIOR YR 4/30/19	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 04/30/20
5700	LOCAL	**$2,262,336.00**	**$ 2,262,336.00**	**$ 19,900.02**	**$ 20,947.73**	**$ 2,136,623.33**	**$ 2,027,118.97**	**$125,712.67**	**94.44%**	98.67%	66.67%
5800	STATE	**$346,597.00**	**$ 346,597.00**	**$ -**	**$ -**	**$ 230,111.00**	**$ 491,698.00**	**$116,486.00**	**66.39%**	85.02%	66.67%
5900	FEDERAL	**$279,741.00**	**$ 279,741.00**	**$ -**	**$ -**	**$ 131,198.53**	**$ -**	**$148,542.47**	**46.90%**	0.00%	66.67%
7900	OTHER		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
5020	**TOTAL REVENUES**	**$2,888,674.00**	**$2,888,674.00**	**$19,900.02**	$20,947.73	**$2,497,932.86**	$2,518,816.97	**$390,741.14**	**86.47%**	85.59%	66.67%
	EXPENDITURES										
0011	Instruction		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0012	Instr Resources/Media Services		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0013	Curriculum & Staff Development		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0021	Instructional Leadership		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0023	School Leadership		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0031	Guidance, Counseling & Evaluation		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0032	Attendance & Social Services		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0033	Health Services		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0034	Student Transportation		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0035	Food Services		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0036	Extracurricular Activities		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0041	General Administration		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0051	Plant Maintenance & Operations		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0052	Security & Monitoring Services		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0053	Data Processing Services		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0061	Community Services		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0071	Debt Service	**$2,526,398.00**	**$ 2,526,398.00**	**$ 1,612.50**	**$ -**	**$ 1,855,558.53**	**$ 1,812,850.50**	**$670,839.47**	**73.45%**	70.48%	66.67%
0081	Facility Acquisition & Construction		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0095	Payment to JJAEP		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
0099	Other Intergovernmental Charges		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$0.00**	**#DIV/0!**	#DIV/0!	66.67%
6030	**TOTAL EXPENDITURES**	**$2,526,398.00**	**$2,526,398.00**	**$1,612.50**	$0.00	**$1,855,558.53**	$1,812,850.50	**$670,839.47**	**73.45%**	66.95%	66.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	**$362,276.00**	**$362,276.00**	**$18,287.52**	$20,947.73	**$642,374.33**	$705,966.47				
	OTHER FINANCING SOURCES (USES)	**(9)**	**(9)**			**(9)**					
7910	Transfers In		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**				
8910	Transfers Out **(10)**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**				
TOTAL OTHER FINANCING SOURCES (USES)											
1200	Net Change in Fund Balance **(11)**	**$362,276.00**	**$362,276.00**		**(11)**	**$642,374.33**					
100	Fund Balance - Sept. 1 **(12)**	**$2,863,700.00**	**$2,863,700.00**		**(12)**	**$2,863,700.00**					
100	Less: Committed Fund Balance - Sept. 1					**$0.00**					
3000	Fund Balance - Aug 31 (projected and unaudited) **(13)**	**$3,225,976.00**	**$3,225,976.00**		**(14)**	**$3,506,074.33**					
3000	Less: Committed Fund Balance-Aug 31										
	Available Fund Balance (projected and unaudited) (14)	$3,225,976.00	$3,225,976.00			$3,506,074.33					

COVID-19 FINANCIAL IMPACT
LA VEGA ISD

CHILD NUTRITION

Estimated $100,000 per month revenue reduction each month with participation decrease
(Avg monthly lunch participation has gone from 41,000 to 11,000 and breakfast from 25,000 to 7,600)

Reduction in food & Aramark costs but increase in payroll costs

We were negative for the month of April with expenditures larger than revenue

Currently, USDA has approved current feeding program through June 30

GENERAL OPERATING

We have incurred/encumbered $186,826 in COVID-19 costs with an estimated additional minimum $50,000 in the next few months
($150,000 was spent for Technology paid for by the Technology Lending Grant for distance learning)

Very limited amount allowable reimbursement from FEMA

District ADA reduces from our budgeted ADA for state funding by approx. 20 students which reduces our state revenue

Anticipate lower tax collections next year

Consider Teacher and Professional Employee Contract Recommendations

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
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.

Fiscal Implication:
Personnel salaries are a budgeted item.

Administrative Recommendation:
Board approval of the contract recommendations as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

LV Personnel Employee Contracts

The following employees are recommended for employment for the 2020- 2021 school year.

Name	Assignment/Campus
David Bryant	7th Reading/LVJH Replacing: Elizabeth Mickey
Adriana Cox	2nd Grade/LVE Replacing: Christie Carrigan
Jonothan Garcia	8th ELAR/LVJH Replacing: Scott Blassingame's position
Sydney Jones	4th Grade Teacher/LVIS Replacing: Ann English
Mary Lyman	English Teacher/LVHS Replacing: Amanda Guthrie
Jo Lynn Nieto	Bilingual Teacher/LVE New Position
Cristian Smith	3rd Grade Teacher/LVE Replacing: Jodi Brown

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
May 19, 2020

Consider Contract Recommendation for Director of Music/Head Band Director

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:

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.

Mr. Robinson is a graduate of Midwestern State University. He has 12 years of experience as an educator and 10 years of experience as a Head Band Director. He comes to us from Perryton ISD, a Class 4A program in north Texas. His career has included stops in Kermit, Wharton, Mexia, and Desoto as well.

Mr. Robinson was chosen from an impressive field of candidates over a two week period of interviews that consisted of three rounds. Joining me on the interview committee were Dr. Shields, Ms. Gibson, Ms. Roepke, Dr. Rudd, Coach Hyde, and Mr. English.

We are thankful for the years of hard work and dedication by Mr. Tom English and are fortunate that the program he has built attracted such a highly qualified field of candidates. We are also excited about the energy and potential that Mr. Robinson will bring to our band program moving forward!

Fiscal Implication:
Personnel salaries are a budgeted item.

Administrative Recommendation:
Board approval of the contract recommendations as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

LV Personnel Employee Contracts

The following employees are recommended for employment for the 2020- 2021 school year.

Name	Assignment/Campus
Markell Robinson	Director of Music/Head Band/LVHS Replacing: Tom English

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
May 19, 2020

CLOSED MEETING

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☒

Contact Person:
Board President

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:

_____ Beginning Time

_____ Date

_____ Sections of the Texas Government Code

_____ Ending Time

ADJOURNMENT

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Date and Time: _____