Notice of Regular
Board of Trustees
October 18, 2005

A Regular of the Board of Trustees will be held on October 18, 2005, beginning at 7:00 PM, in the Administration Building, 400 East Loop 340, Waco, TX 76705.

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.

I. Roll Call, Establishment of Quorum, Call to Order, Opening Ceremony, and Review Listing of Agenda Items -- Board President
II. Public Hearing on the Annual Financial Integrity Rating System of Texas (FIRST) Management Report -- Mr. Gary W. Williams and Mr. Charles Langlotz
III. Public Participation -- Board President
IV. Recognition Items -- Dr. Monte Geren and Mr. Phil Bancale
V. Special Reports - Construction Report, Legislative Report, and Superintendent's Report -- Mr. Cliff Brown, Dr. Tamra Walthall, and Dr. Monte Geren
VI. Departmental Reports -- LVISD Staff
    A. Fall Report on 2005-2006 Class Sizes/Enrollment -- Dr. Sharon M. Shields
    B. Update on Testing -- Dr. Sharon M. Shields
    C. Advanced Academic Opportunities -- Dr. Sharon M. Shields
    D. McLennan Community College (MCC) Performance Report on 2004 High School Graduates Attending MCC -- Dr. Sharon M. Shields
VII. Consider Approval of Consent Agenda Items --
    A. Minutes for Meetings Held -- Ms. Lori Mynarcik
    B. Personnel Items - Resignations, Contract Recommendations / Renewals, Job Description(s) or Revisions to Job Description(s), and Revisions to Paygrade Chart -- Mr. Al Bishop
    C. Textbook Update -- Ms. Maria Green
    D. Quarterly Investment Report -- Mr. Gary W. Williams
    E. Monthly Budget Analysis Report -- Mr. Gary W. Williams
    F. Consider Approval of PDAS Appraisers for 2005-2006 -- Mr. Al Bishop
VIII. Action / Discussion Items --
    A. Consider Approval of District and Campus Improvement Plans -- Dr. Sharon M. Shields
        1. District Quality Improvement Plan --
        2. La Vega Primary Center Campus Improvement Plan --
        3. La Vega Elementary School Campus Improvement Plan --
        4. La Vega Intermediate School H. P. Miles Campus Campus Improvement Plan --
        5. La Vega Junior High School George Dixon Campus Campus Improvement Plan --
        6. La Vega High School Campus Improvement Plan --
        7. SUCCESS Program Campus Improvement Plan --
        8. MCCA Campus Improvement Plan --
    B. First Reading of Texas Association of School Boards (TASB) Policy Update 76 Affecting (LOCAL) Policies -- Mr. Al Bishop

1. CAA (LOCAL) Fiscal Management Goals and Objectives: Financial Ethics --
2. DC (LOCAL) Employment Practices --
3. EHBD (LOCAL) Special Programs: Federal Title I --
4. FD (LOCAL) Admissions --
5. FDB (LOCAL) Admissions: Intradistrict Transfers --
6. FDD (LOCAL) Admissions: School Safety Transfers --
7. FDD (LOCAL) Admissions: School Safety Transfers --
8. FL (LOCAL) Student Records --
9. FNAA (LOCAL) Student Expression: Distribution of Nonschool Literature --
10. FOD (LOCAL) Student Discipline: Expulsion --

IX. Closed Meeting --

A. Discussion Regarding Personnel Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges (If Needed) --

B. Confer With Employees of the District to Receive Information or Ask Questions (If Needed) --

C. Discussion Regarding Student Discipline (If Needed) --

D. Consultation with the District's Attorney (If Needed) --

X. Adjournment --

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: _____

_____

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.)

PLEASE STAND FOR OUR OPENING CEREMONY.

PLEDGE TO UNITED STATES FLAG.

PLEDGE TO TEXAS FLAG:

HONOR THE TEXAS FLAG, I PLEDGE ALLEGIANCE TO THEE,

TEXAS, ONE AND INDIVISIBLE.

APPROVE LISTING OF AGENDA ITEMS

Motion: _____ For: _____

Second: _____ Against: _____ Abstain: _____

School Personnel Present: _____

_____

_____

_____

Others Present: _____

_____

_____

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

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Gary W. Williams and Mr. Charles Langlotz

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

Fiscal Implication:
None.

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

Motion: _____

Second: _____

For: _____

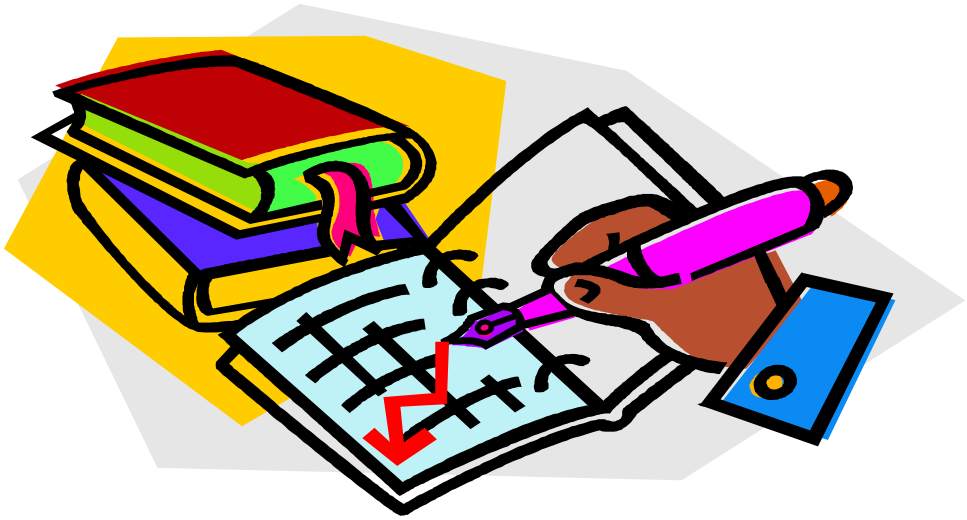
Against: _____

Abstain: _____

LA VEGA INDEPENDENT SCHOOL DISTRICT

Annual Financial Integrity Rating System Of Texas Management Report

For the Year Ending August 31, 2004



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

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

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

Introduction

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

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

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

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

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

La Vega Independent School District

Annual Financial Integrity Rating System of Texas

Management Report

Overview of the Worksheet
"No" Response

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

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

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

La Vega Independent School District

Annual Financial Integrity Rating System of Texas

Management Report

Overview of the Worksheet
"Yes" Responses

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

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

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

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

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

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

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

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

Indicator #5 – Did the Annual Financial Report NOT disclose any instance(s) of material weakness in internal controls?

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

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

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

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

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

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

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

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

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

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

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

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

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

Indicator #13 – If the district's Aggregate Fund Balance in the General Fund and Capital Projects Fund was LESS THAN zero, were construction projects adequately financed? (Were construction projects adequately financed or adjusted by change orders or other legal means to avoid creating or adding to the fund balance deficit situation?)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Data Concerning the District's Operations

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

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

Financial Strength

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

Operating Costs Comparison

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

Operating Costs Comparison

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

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

Administrative Cost Ratio Comparison

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

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

Personnel Management

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

Debt Management

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

Facility Acquisition and Construction Management

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

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

Cash Management

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

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

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

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

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

Tax Collections

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

For Year Ended	Total Tax Collections
1998	100.02%
1999	98.69%
2000	98.06%
2001	98.32%
2002	97.89%
2003	97.60%
2004	99.70%

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

Budgetary Planning & Financial Allocations

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

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

Annual Audit Report

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

Other Issues

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

YEAR

FIRST

Financial Integrity Rating System of Texas

2003-2004 DISTRICT STATUSES

1

District	Name	Rating	Status
161906	LA VEGA ISD	Superior Achievement	

1

YEAR

FIRST

Financial Integrity Rating System of Texas

2003-2004 DISTRICT STATUS

Name: LA VEGA ISD(161906)	
Rating: Superior Achievement	**Last Updated:** 8/5/2005 3:29:59 PM
Indicators Answered YES: 20	**Indicators Answered NO:** 1

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

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

DETERMINATION OF RATING

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

INDICATOR 16 & 17 RATIOS

Indicator 16	Ranges for Ratios	
District Size - Number of Students Between	Low	High
< 500	7	22
500-999	10	22
1000-4999	11.5	22
5000-9999	13	22
=> 10000	13.5	22

Indicator 17	Ranges for Ratios	
District Size - Number of Students Between	Low	High
< 500	4	14
500-999	5.5	14
1000-4999	6	14
5000-9999	6.5	14
=> 10000	6.6	14

ANNUAL FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS MANAGEMENT REPORT

Report/Public Hearing

October 18, 2005

7:00 P.M.

Schools FIRST

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

Schools FIRST

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

Schools **FIRST**

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

Schools FIRST

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

"SUPERIOR ACHIEVEMENT"

PUBLIC PARTICIPATION

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person(s):
Board President and Dr. Monte Geren

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

RECOGNITION ITEMS

1. **LVHS Student Jewelisha Jefferson - Teen Trib Article**
2. **LVHS Student Martin Rodriguez - Volunteered with Dr. Geren**
3. **PEIMS Staff**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Monte Geren

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

These fashion trends have to go

JEWELISHA JEFFERSON

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

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

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

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

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

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

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

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

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

Jewelisha Jefferson is a freshman at La Vega High School.

TEXAS EDUCATION AGENCY
1701 North Congress Ave. * Austin, Texas 78701-1494 * 512/463-9734 * FAX: 512/463-9838 * http://www.tea.state.tx.us

RECEIVED
SEP 19 2005

September 12, 2005

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

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

2004-2005 PEIMS Summer/Submission 3 PID Error Rate

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

Background

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

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

PID Questions

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

Sincerely,

Criss Cloudt

Criss Cloudt, Associate Commissioner
Accountability and Data Quality

cc: District PEIMS Coordinators
ESC PEIMS Coordinators

SPECIAL REPORTS

1. **Construction Report**
2. **Legislative Report**
3. **Superintendent's Information to the Board**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Mr. Gary W. Williams, Dr. Tamra Walthall, Dr. Monte Geren, and LVISD Administrators

Background Information:
This portion of the board meeting is reserved to update the Board of Trustees on construction projects, legislative issues, and information from the Superintendent's Office.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

La Vega ISD
Primary School
Construction Status
October 13, 2005

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

Lost Time to Date:

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

La Vega ISD
Elementary School
Construction Status
October 13, 2005

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

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

La Vega ISD
High School
Construction Status
September 15, 2005

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

Lost Time to Date:
None to date.

DEPARTMENTAL 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 allow district personnel to provide reports to the Board of Trustees.

Fiscal Implication:
N/A

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

Fall Report on 2005-2006 Class Sizes/Enrollment

Presented for:
Board action ☐ Report/Review Only ☒ Date: October 18, 2005

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

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

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

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

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

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

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

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

PPCD

Teacher

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

Pre Kindergarten

Jennifer Featherston
Students 21 (+2 noneligible)

Ann Trevino
Students 22

Le Ann Folden
Students 22

Angela Tenney
Students 1

Marlene Hittesdorf
Students 21 (+1 noneligible)

Kristy Lamar
Students 20

Cynthia Pierce
Students 22 (+1 noneligible)

Heather Sullivan
Students 22

Total- 151

Kindergarten

Karen Burch	18
Connie Holmes	17
Kelly Macik	18
Pat Ogden	18
Jacqlyn Pene	18
LeiLani Prince	18

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

First Grade

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

Grand Total – 565 (+4 noneligible)

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

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

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

Special Teacher	Classroom	Grade	Total
Denise Childs	Resourse	2nd	5
Denise Childs	Resourse	3rd	6
		Total	**11**
Diane Christie	Reading	3rd	25
		Total	**25**
Gloria Duran	ESL	2nd	25
Gloria Duran	ESL	3rd	25
		Total	**50**
Suzanne Durham	Reading	2nd	30
		Total	**30**
Stephanie Hammond	Speech	2nd	**21**
Stephanie Hammond	Speech	3rd	13
		Total	**34**

Paraprofessional	Class	Grade	Total
Joyce Garner	Resource	2nd	5
Joyce Garner	Resource	3rd	6
		Total	**11**
Annette Schoenradt	ESL	2nd	5
Annette Schoenradt	ESL	3rd	7
		Total	**12**
Frances Simpson	Dyslexia	2nd	10
Frances Simpson	Dyslexia	3rd	13
		Total	**23**
Cindy Snider	Dyslexia	2nd	10
Cindy Snider	Dyslexia	3rd	11
		Total	**21**
Paula Wyatt	Reading	2nd	20
		Total	20

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

4th Grade Teacher		5th Grade Teacher		6th Grade Teacher	
Ms. Campbell	19	Mr. Almond	19	Mrs. Alvarez	21
Ms. English	19	Ms. Brunson	21	Ms. French	19
Ms. Epperson	21	Ms. Callison	18	Ms. Kahn	18
Mr. Fuentes	20	Ms. Carlson	21	Ms. Male	19
Ms. Harris	22	Ms. Criddle	21	Ms. McCreary	17
Ms. Houser	21	Mr. Dunigan	21	Ms. McElroy	19
Ms. Matus	19	Ms. Miller	19	Ms. McNeil	21
Ms. Newton	19	Ms. Reed	20	Mr. Ware	19
Ms. Scott	20	Mr. Salvesen	17	Ms. Whitford	18
		Ms. Taylor	21		
		Ms. Wagner	19		
TOTAL	181		220		172
Special Self-Contained					
Thrasher	1		3		1

TOTAL ENROLLED 573

SPECIAL TEACHER AND PARAPROFESSIONAL CLASSROOM TOTALS

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

2005-2006
LVJHS-George Dixon Campus
Master Schedule

	Times	8:20-9:10	9:14-10:04	10:08-10:58	11:02-12:26	12:30-1:20	1:24-2:14	2:18-3:08	3:12-4:02
Teacher	**Subject**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
P. Cass	Math (7)	Acc M 12	14	OFF-D	17	OFF-T	7	H 19	10
Salter	History(7)	23	23	12	H16	OFF-T	21	0ff	Athletics B
S. Krumnow	English (7)	13	OFF-D	6	16	OFF-T	H 17	16	16
M. Smith	Science (7)	23	19	22	OFF-D	OFF-T	24	24	Athletics B
J. Duggan	Health	Ath G 55	H-6	22	26	OFF-T	21	24	OFF
J. Sanchez	Math (7)	OFF-T	8	OFF-D	H 9	12	Acc M 7	12	15
M. Francis	History (7)	OFF-T	17	17	25	H 11	24	0ff	Athletics B
S. Huff	English (7)	OFF-T	OFF-D	H 12	Art 26	21	15	12	15
T. Hutchinson	Science (7/8)	OFF-T	22	20	OFF-D	18	18	20	7-H 17
G. Lee	Reading (7)	OFF-T	OFF-D	21	27	Acc R5	22	26	Acc R5
D. Marak	Math (7/8)	20	10	OFF-D	15	16	OFF-T	14	10
D. Conner	Acc Math (7/8)	Athletics G	10	OFF-D	11	OFF-T	7	10	9
K. Cron	Math (8)	Acc M 5	Alg 16	OFF-D	18	14	OFF-T	11	14
L. Baker	History (8)	18	20	11	LVHS	14	OFF-T	13	OFF-D
L. Stockton	English (8)	22	OFF-D	13	18	17	OFF-T	22	18
N. Burns	Comp Apps (8)	20	17	14	21	12	OFF-T	13	13
B. Cass	Math (8)	13	19	OFF-D	Algebra 15	Acc M 9	14	OFF-T	9
S. Polansky	History (8)	20	15	21	19	19	23	OFF-T	OFF-D
J. McCaig	English (8)	15	OFF-D	19	25	Web Design 19	19	OFF-T	12
L. Hewgley	Science (8)	22	18	14	OFF-D	20	23	OFF-T	19
J. Clay	Careers (8)	Drafting 24	17	13	24	11	OFF	Spanish 29	13
B. Aldridge		Acc R 4	5	PALS 16	OFF-D	OFF-T	H Sci 24	H Sci 15	Dys 3
P. Harlan	ESL (7/8)	ESOL 11	ESL 8	OFF	OFF	-	-	-	-
E. Sheppard	PE	Athletics G	33	11	SC PE6	News 25	23	Aero 16	OFF
A. Rauls	PE	OFF	Suc/PE 9	15	28	33	Cardio 18	27	Ath B 90
Johnson/Presley	Fine Arts	-	51	55	-	Choir 36		-	Choir 38
P. Harvey	Theater	23	OFF	17	23	26	18	18	22
J. Milam	Art	25	24	23	OFF	26	24	26	25
A. Sopher	Self-Contained	4	6	4	OFF-T	6	3	6	2
D. Barkley	Res Math	7	7	OFF-D	OFF-T	7	5	5	3
E. Clark	Res LA	5	OFF-D	7	OFF-T	7	8	7	6
Doolittle	Success	9	OFF	9	9	9	9	9	9
Office/Library	Office/Library	4	3	3	3	4	3	3	4
Total		**397**	**397**	**397**	**397**	**397**	**397**	**397**	**397**

Revised 08/04/05 edk

Student Count:
12th - 118
11th - 123
10th - 133
9th - 233

Total: 607

Fall 2005 Class Sizes
La Vega High School

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

Student Count:
12th - 118
11th - 123
10th - 133
9th - 233

Total: 607

Fall 2005 Class Sizes
La Vega High School

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

Student Count:
12th - 118
11th - 123
10th - 133
9th - 233

Total: 607

Fall 2005 Class Sizes
La Vega High School

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

Student Count:
12th - 118
11th - 123
10th - 133
9th - 233

Total: 607

Fall 2005 Class Sizes
La Vega High School

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

Student Count:
12th - 118
11th - 123
10th - 133
9th - 233

Total: 607

Fall 2005 Class Sizes
La Vega High School

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

Student Count:
12th - 118
11th - 123
10th - 133
9th - 233

Total: 607

Fall 2005 Class Sizes
La Vega High School

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

Student Count:

12th - 118
11th - 123
10th - 133
9th - 233

Total: 607

Fall 2005 Class Sizes
La Vega High School

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

SUCCESS PROGRAM
2005-2006 SCHOOL YEAR
FALL 2005 CLASS SIZES

Success Program
Oct. 11, 2005-17 Students

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

McLennan County Challenge Academy
2005 Fall Class Size Counts

The total student count for MCCA is as follows:

Elementary Male Claasrrom (Long, Herrington) – 13

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

High School Male (McKain, Hodges) – 19

Female Classroom (Fretwell, Burns, Powell) – 20

Isolation Classroom (Bickerstaff, Watson) - 10

Total Participants	93

Update on Testing

Presented for:
Board action ☐ Report/Review Only ☒ Date: October 18, 2005

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
Will be provided at the board meeting.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

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

1. **May – 2005** TAKS Study Guides received and mailed home for each student and each subject area of TAKS not passed from grade 9 -12.

2. **Aug. 9, 2005** Staff meeting to look at percentages and strategies to improve scores to remain "acceptable" in 2006 with higher standards.

3. **Aug. 15, 2005** Copy of TAKS Individual Student report given to science, math, social studies, and English/language arts teachers by class periods so they can look at objectives that need more work and gear lesson plans accordingly.

4. **Aug. 16, 2005** Tutorial information mailed to parents with TAKS Confidential Student Report for seniors who re-tested in July.

5. **Aug. 17 – 22, 2005** Schedules were checked and all seniors who failed Math were placed in a Math Skills class for local credit or a Math Applications class for full credit, and those who failed ELA were placed in Reading for full credit. Those students who could not take the class or chose not to were required to get parent permission to not take the class. The parent was informed that the student would not be taking advantage of all available resources to help them pass TAKS Exit in that subject.

6. **Aug. 19- 22, 2005** Conferences with students as they were given their copy of TAKS scores from July – also given information on how many problems they lacked to passing each particular test, objectives that need strengthening, and days and times for tutorials.

7. **Sept. 6, 2005** Announcements beginning daily about the tutorials offered in our Academic Camps, PLATO recovery program, and TAKS tutorials. Posters placed on walls in front of school, by cafeteria, on halls to remind students of times.

8. **Sept. 7, 2005** Seniors who still need to pass one or more TAKS tests were called to Ms. Moore's office for a conference on tutorials available and to make sure each student has the Exit Level TAKS Study Guide(s). Each student was also provided with a personal copy of tutorial times and dates.

9. **Sept. 8, 2005** Parent letter mailed home to each senior who still has one or more tests to pass informing parent of all opportunities provided to the students for remediation.

10. **Sept. 8, 2005** TAKS Tutorials to be offered in Math, Science, Social Studies, and ELA on Mondays and Wednesdays from 3:45 – 5:00 for all grade levels. Resource: Buckle Down Publishing. Also TRACK and PLATO will be available

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

11. **Sept. 9,2005** TEA Individualized TAKS Study Guide mailed home with an explanation letter to parents, parent information sheet on study guide, and sheets on all tutorials that can be posted at home.

12. **Sept. 12, 2005** "Study Buddies" assigned to administrators. All administrators will be assigned 7 – 8 seniors to visit with on a regular basis to monitor going to tutorials and provide support and encouragement.

13. **Sept. 13, 2005** TAKS Information Booklet from TEA copied and given to each senior core teacher for additional information.

14. **Sept.19, 2005** Math and Science Bell Ringers began in all non-core classes

15. **Sept. 26, 2005** Grand Central Station will be open for all students from 3:45 – 5:30 Monday – Thursday for TAKS remediation and tutorials.

16. **Sept. 27, 2005** Lisa Cobb (Math/Science Facilitator) begins a pullout program for seniors who do not have a science class in preparation for 1st TAKS tests.

17. **Oct. 11, 2005** Community ELA TAKS Parent Seminar – First of 4 seminars in each one of the core areas tested offered to parents to help them become aware of the TAKS objectives, see examples of sample questions, and various test taking skills and strategies. 7:00 p.m. in High School Auditorium.

18. **Oct. 13, 2005** TAKS Science Blitz – 6:00 – 8:00 p.m. Tutorial "cram session" on all science objectives tested on science exit level exam.

19. **Oct. 24, 2005** PGP (Personal Graduation Plan) Counselors begin meeting with parents and students to discuss requirements for graduation that are remaining to be met. This may include attendance issues, credit recovery, and mastery of all sections of TAKS.

20. **Oct. 25, 2005** Community Science TAKS Parent Seminar – Second of 4 seminars in each one of the core areas tested offered to parents to help them become aware of the TAKS objectives, see examples of sample questions, and various test taking skills and strategies. 7:00 p.m. in High School Auditorium.

21. **Nov. 8, 2005** Community Math TAKS Parent Seminar – Third of 4 seminars in each one of the core areas tested offered to parents to help them become aware of the TAKS objectives, see examples of sample questions, and various test taking skills and strategies. 7:00 p.m. in High School Auditorium.

22. **Nov. 15, 2005** Community Social Studies TAKS Parent Seminar – Last of 4

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

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

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

Advanced Academic Opportunities

Presented for:
Board action ☐ Report/Review Only ☒ Date: October 18, 2005

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
Will be provided at the board meeting.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

La Vega High School
ADVANCED OFFERINGS/OPPORTUNITIES

Event	**Date**	**Location**
PSAT	October 12, 2005	La Vega High School

(PA system announcements and posters are placed in the hallway regarding PSAT registration, since this testing is managed locally. Reminder e-mails are sent to teachers to announce as well. Teachers are encouraged to give incentives for students to sign up for the PSAT. Counselors visit with 9th and 10th graders to encourage students to sign up for the PSAT.)

SAT	October 8, 2005 November 5, 2005 December 3, 2005 January 28, 2006 April 1, 2006 May 6, 2006 June 3, 2006	Various Locations
ACT	September 24, 2005 October 22, 2005 December 10, 2005 February 11, 2006 April 8, 2006 June 10, 2006	Various Locations
Advanced Courses	Spring	LVHS Course Catalog
College Night	October 17, 2005	Baylor's McLean Student Center

(Announcements on the PA, posters, and reminder e-mails sent to English teachers)

Dual Credit College Courses	Fall and Spring Summer	La Vega High School McLennan Community College Texas State Technical College
MAC Grant Program SAT/ACT	Fall and Spring	LVHS Senior English Classes

(Counselors visit classes for the MAC Grant program, 12th grade students are reminded of SAT/ACT test registration deadlines. Seniors are provided two resources: 1) a Senior "Plan of Action" which details activities to be completed each month to stay on track for attending college, and 2) a listing of registration dates for the SAT on one side and the ACT on the other.)

The Texas Common Application	Fall	LVHS Senior English Classes

Discussed with seniors when we visit the senior English classes for the MAC Grant Program, distributed, if the student asks for one. Ms. Eggebrecht this year had the senior students in her English classes compose a generic essay that can be adapted to one or more of the essays that may be required by the Texas Common Application.

La Vega High School
ADVANCED OFFERINGS/OPPORTUNITIES continued

Freshman Orientation — Fall — LVHS

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

Scarborough Faire — Spring — La Vega High Sch. English Classes

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

Scholarship Opportunities — Fall and Spring — La Vega High School

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

"Cash for College" Publication — Fall or Spring — La Vega High Sch. English Classes

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

Personal Graduation Plan — Fall and Spring — La Vega High School

Parent/Student Financial Aid Night — January or February — La Vega High School

Student Career Center — Fall and Spring — La Vega High School Library

Career Interest Inventory 9th&11th — Fall or Spring — La Vega High School

Success In High School & Moving to the Next Level — Fall and Spring — La Vega High School

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

College & Military Recruiters — Fall & Spring — La Vega High School

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

La Vega High School
ADVANCED OFFERINGS/OPPORTUNITIES continued

Credit-By-Exam	June & October	La Vega High School & LVISD

(Students desiring to test for class credit may do so during the month of June and October at no cost to the student.)

Early Graduation	Fall & Spring	La Vega High School

Guest Lectures	As Available	Various Locations

(Science students were encouraged to attend the Lecture by Dr. Watson, Co-Discover of Structure of DNA at McLennan Community College…)

McLennan Community College (MCC) Performance Report on May 2004 High School Graduates Attending MCC

Presented for:
Board action ☐ Report/Review Only ☒ Date: October 18, 2005

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
For the sixth year, McLennan Community College has provided districts with performance data on their graduating seniors who enrolled in MCC. The purpose of the report is to examine the performance of local-area high school graduates (2004) enrolled in credit and developmental courses at MCC during the fall 2004 semester. The study examined 1) the percentage of local-area high school graduates attending MCC, 2) the demographics of local-area high school graduates attending MCC, 3) MCC grade distribution of local-area high school graduates, 4) the percentage of local-area high school graduates enrolled in developmental courses, and 5) the percentage of local-area high school graduates attending MCC during the fall 2004 semester who returned to MCC in the spring 2005.

The study warns that comparisons across schools should be made with caution because of the substantial differences in the number of graduates attending MCC. La Vega ISD will use the data from this study to help in evaluating the effectiveness of our educational program.

Fiscal Implication:
None.

Administrative Recommendation:
This is an informational item and does not require Board approval.

McLennan Community College

Performance Report on 2004 High School Graduates Attending MCC

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

September 2005

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

Table of Contents

Background and Summary	3
Attendance Rates	5
Demographics	7
Performance (Pass Rates and Attrition Rates)	12
Enrollment in Developmental Courses	15
Fall-to-Spring Retention	17

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

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

Percentage of Local-Area High School Graduates Attending MCC

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

Demographics

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

Performance of Local-Area High School Graduates Attending MCC

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

- Crawford High School, Riesel High, and China Spring High School had the highest pass rates with each school having a passing rate of 85% or higher

- The course attrition rate for all local-area high school graduates (2004) was 10%
  - The campus-wide attrition rate for all MCC students was 19%
  - The course attrition rate for 2003 local-area high school graduates attending MCC during the fall 2003 semester was 13%

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

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

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

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

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

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

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

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

Percentage of Local-Area High School Graduates Attending MCC

Percentage of Local-Area High School Graduates Attending MCC

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

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

Note: Includes Public Schools Only

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

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

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

Source: MCC Colleague

Demographics

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

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

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

Source: MCC Colleague

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

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

Source: MCC Colleague

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

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

Source: MCC Colleague

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

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

Source: MCC Colleague

Performance of Local-Area High School Graduates Attending MCC

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

- Crawford High School, Riesel High, and China Spring High School had the highest pass rates with each school having a passing rate of 85% or higher

- The course attrition rate for all local-area high school graduates (2004) was 10%
  - The campus-wide attrition rate for all MCC students was 19%
  - The course attrition rate for 2003 local-area high school graduates attending MCC during the fall 2003 semester was 13%

McLennan Community College

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

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

Grades for each course taken by a student are included

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

Source: MCC Colleague

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

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

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

Source: MCC Colleague

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

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

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

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

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

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

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

Source: MCC Colleague

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

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

Source: MCC Colleague

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

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

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

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

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

Source: MCC Colleague

CONSENT AGENDA ITEMS

Presented for:
Board action ☒ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion:

Second:

For:

Against

Abstain:

Approve Minutes for Meeting(s) Held

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Monte Geren or Lori Mynarcik

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

Fiscal Implication:
None.

Administrative Recommendation:
Board review and approval.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

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

Office of the Superintendent

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

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

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

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

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

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

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

PUBLIC PARTICIPATION - None.

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

SPECIAL REPORTS - Board Members were given the following reports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____

Date of Board Approval

_____

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

_____

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

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

Office of the Superintendent

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

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

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

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

OTHERS PRESENT – None.

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

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

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

ACTION/DISCUSSION ITEMS

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

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

CLOSED MEETING - None.

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

Date of Board Approval

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

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

Personnel Items

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

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

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

Contact Person:
Mr. Al Bishop

Background Information:
Board Members approve the resignations of all professional personnel.

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

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

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

Fiscal Implication:
Personnel salaries are a budgeted item.

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Personnel Contracts/Resignations

RESIGNATIONS

The following resignations are presented for approval:

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

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

President, La Vega ISD Board of Trustees

October 18, 2005

Textbook Update

Presented for:
Board action ☐ Report/Review Only ☒ Date: October 18, 2005

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Maria Green

Background Information:
All textbooks for the 2005 - 2006 school year have been ordered. Campus textbook coordinators are submitting supplemental textbook requests. Textbook requests are being ordered within 3 school days. Teacher textbook needs that are not funded through the state are being ordered by the campus.

Fiscal Implication:
None. Textbooks selected will be provided by the state.

Administrative Recommendation:
N/A

Quarterly Investment Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Gary W. Williams

Background Information:
N/A

Fiscal Implication:
N/A

Administrative Recommendation:
Board approval of the Quarterly Investment Report.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

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

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

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

OPERATING FUND:

DATE	PURCHASES	REDEMPTIONS	INTEREST	BOOK VALUE	MARKET VALUE
BAL 05/31/05				$11,713.52	$11,713.52
06/30/05			29.45	11,742.97	
07/31/05			32.47	11,775.44	
08/31/05			34.52	11,809.96	
BAL.08/3105				**$11,809.96**	**$11,809.96**

INTEREST AND SINKING FUND:

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

CHALLENGE ACADEMY:

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

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

OPERATING FUND:

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

PAYROLL CLEARING INVESTMENT FUND

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

LUNCH FUND INVESTMENT

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

CONSTRUCTION FUND INVESTMENT

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

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

PAYROLL CLEARING: (LSIP LIQUIDITY FUND)

DATE	PURCHASES	REDEMPTIONS	INTEREST	BOOK VALUE	MARKET VALUE
BAL.05/31/05				$2,410.70	$2,410.70
06/30/05			5.84	2,416.54	
07/29/05			6.49	2,423.03	
08/31/05			6.89	2,429.92	
BAL. 08/31/05				**$2,429.92**	

FOOD SERVICE: (LSIP LIQUIDITY FUND)

DATE	PURCHASES	REDEMPTIONS	INTEREST	BOOK VALUE	MARKET VALUE
BAL. 05/31/05				$0.00	
BAL.08/31/05				$0.00	**$0.00**

CAPITAL PROJECTS FUND

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

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

CAPITAL PROJECTS

DATE	PURCHASES	REDEMPTIONS	INTEREST	BOOK VALUE	MARKET VALUE
BAL.05/31/05				$35,664.59	$35,664.59
06/30/05			88.53	35,753.12	
07/31/05			97.60	35,850.72	
08/31/05			104.66	35,955.38	
BAL. 08/31/05				**35,955.38**	**$35,955.38**

INTEREST & SINKING

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

GENERAL FUND

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

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

BOND ACCOUNT

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

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

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

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

* BALANCES PER BANK STATEMENT

Monthly Budget Analysis Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Gary W. Williams

Background Information:
The District compiles and reports budget and expenditure data to the Board on a monthly basis. The report is organized by major fund category (General, Special Revenue, Debt Service, and Capital Projects) and function category within fund category.

Fiscal Implication:
The budget report reflects all transactions through the end of the month preceding the Regular Board meeting. Reports are cumulative throughout the fiscal year, which begins September 1.

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

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

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

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

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

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

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

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

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

Approve List Of Certified PDAS Appaisers

Presented for:
Board action ☒ Report/Review Only ☐ Consent Agenda Item ☒ Date: Oct. 18, 2005

Supporting documents:
None ☐ Attached ☐ Provided Later ☐

Contact Person:
AL Bishop

Background Information:
The Board of Trustees must approve annually the list of certified PDAS appraisers for the District. The list is as follows: Dr. Monte Geren, Dr. Sharon Shields, Al Bishop, Jerry Brem, David Fuller, Jocelyn Pierce, Marsha Moore, Bryant Adams, Elicia Krumnow, Steve Hanks, Bonita McRae, Chris Borland, Kristi Rizo, Peggy Johnson, David Edison, Kelly Bray, Tammy Brinkman, Karla Davis, Laura Shank, Judy Spring, Bob Balshaw, and Chris Rankin.

Fiscal Implication:
None

Administrative Recommendation:
LVISD recommends approval of this list of certified PDAS Appraisers for 2005-2006.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Consider Approval of District and Campus Improvement Plans

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

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

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

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

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

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Approved by the LVISD Board of Trustees on October 18, 2005

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:
1. Focus on the improvement of reading, writing, and math, science, and social studies competencies at all grade levels.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.1 Improve/increase recruiting efforts for teachers in an effort to attract, select, and retain quality professional staff with a focus on recruiting minority teachers *and administrators* (TIA 14)	M. Geren, Supt. A. Bishop	Recruitment log	March 2006 June 2006	• Time • Training • Title II • PDA's	Staffing Personnel Records JR 3
1.2 Continue to pay stipend for teachers in critical shortage areas and language interpreters	M. Geren A. Bishop	Board Agenda Minutes	September 2005	• Title II • Training	Board Agenda Minutes Personnel Records
1.3 Continue District Mentoring Programs to attract and retain quality professional staff	A. Bishop	Board Agenda Minutes Meeting Agendas and Notes	August 2005 May 2006	• Title II • Time • Mentees • Mentors	Board Agenda Minutes Meeting Agendas and Notes Mentoring Program Evaluation
1.4 Continue to pay a significant percentage for a medical health plan for the employee; and offer a free life insurance plan	M. Geren G. Williams	Approved 2005-2006 Budget	August 2005	• Money • Medical Health Plan • Life Insurance Plan	Approved 2005-2006 Budget Board Meeting Minutes Payroll Records
1.5 Emphasize accountability by appropriately using PDAS, implementing ILD training, and the Commissioner-Recommended Student Performance Domain for teacher and administrator evaluations respectively. (TIA 15)	M. Geren A. Bishop	PDAS Checklist	As Scheduled	• Staff Training • Principals • Reg. XII, ESC	Completion of all teacher and administrator evaluations reflecting use of student performance data as a part of the employee's evaluation TAKS results
1.6 Continue Leading Edge Training (LET) for aspiring and current administrators	M. Geren	LET Agenda and notes	Monthly	Professional Materials	Meeting Agendas and Notes Personnel Records Sign-In Sheets

ACTIVITIES	PERSON RESPONSIBL	FORMATIVE	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.7 Provide highly qualified paraprofessionals to assist teachers in order to allow for small group instruction	Principals A. Bishop	Class size report Lesson plans	Monthly	• SCE funds 7 FTE • Title I	AEIS report TPRI/Observation AYP Report
1.8 Ensure that all Gifted and Talented personnel have received appropriate training (30 hours-teachers, 6 hours administrators/counselors, and 6 hours annually – GT teachers) (TIA 14, 15)	Principals S. Shields	Participant Certificate of Training	Fall 2005 Spring 2006	• Reg. XII • G/T Coop • Title II	Personnel records G/T Training Database
1.9 Continue horizontal and vertical alignment teams for all disciplines	S. Shields Instructional Facilitators Assist. Prin. for Instruction	Staff Development Schedule, Agendas, and Notes	Aug.- Oct. 2005 Dec. 2005 Jan. – Feb. 2006 April - May 2006	• Training • Funding • Vertical Alignment Teams • Margret Kilgo Training	TEKS for all disciplines taught Curriculum Documents TAKS, RPTE, & SDAA II Results
1.10 Continue to expand and improve early intervention programs for children birth to five years (TIA 17, 19)	M. Green J. Spring Parent Educator	Early Childhood Reports	Oct. 2005 April 2006	• SCE Funds • Curriculum • Title I	Parent Educator Evaluation
1.11 Continue to expand Pre-Kindergarten full-day program for students who are eligible for the free and reduced lunch program and/or have been identified as limited English	S. Shields T. Brinkman	Attendance reports	Monthly	• Title I, Part A funds • SCE funds 2 FTE	AEIS Report Early Reading Evaluation Student attendance Student report cards 3rd Grade TAKS Results
1.12 Continue to revise the systematic framework for achieving academic excellence for all students	S. Shields	Principals and Facilitators' Meeting Faculty Meetings	Aug. 2005 Jan. 2006	• La Vega Plan	Principals' & Facilitators' Meetings AEIS Report TAKS Performance Results
1.13 Continue to develop electronic TEKS-based curriculum maps which can be used to ensure TEKS-based instruction and promote vertical, horizontal, and regional collaboration	S. Shields Principals Asst. Principals for Instruction Inst. Facilitators	A-Team and Principal & Facilitator's Meeting agendas and notes Staff Development Agendas Semester Curriculum Maps	Six Weeks Semester	• Teacher Input • Computer • TEKS • TAKS • RPTE • SDAA II • Atlas Rubicon	TAKS Results Curriculum Guides AYP Reports RPTE Results SDAA II Results Atlas Rubicon
1.14 Continue the comprehensive after-school program for grades K-8 targeting academic, social, and affective needs. Transportation provided, if needed.	S. Shields M. Green Principals	Attendance Records Bus Transportation Report Principal Reports	Oct. 2005 Dec. 2005 Feb. 2006 May 2006	• Teachers • Title I • Bus	Evaluation Report TAKS/SDAA II Results Early Reading Evaluation

ACTIVITIES	PERSON RESPONSIBL	FORMATIVE	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.15 Reading and Math Interventionist will provide additional accelerated instructional services to 4th, 5th, and 6th graders not meeting the TAKS standard.	S. Shields B. McRae	Master Schedule	Aug. 2005 Nov. 2005 Jan. 2006 Mar. 2006 May 2006	• Title I • ARI/AMI Funding • Voyager Software • Computer • SuccessMaker CAI	Title I Report ARI/AMI Evaluation Report TAKS Results Intensive Reading Instruction Grant Report Personnel Records
1.16 Expand computer assisted instruction opportunities district-wide.	Principals S. Shields M. Green L. Kaska	*SuccessMaker Enterprise Progress Reports* *Plato Reports* *Waterford Reports* Campus Installations Voyager Report Agile Mind Reports	Sept. 2005 – May 2006	• Title I, • Computers • SuccessMaker Software • THSC Grant • Reading First • Voyager Software • UT Dana Center • Agile Mind Application	TAKS Results SuccessMaker Enterprise, Plato, and Waterford Progress Reports Teacher & Administrator Survey Intensive Reading Instruction Grant Report UT Dana Center Reports Comprehensive School Reform Grant Report
1.17 Continue district-wide formative testing program to monitor all student's progress throughout the year (TIA 18)	Principals S. Shields	District-wide Testing Schedule Assessment Results Reports Staff Development Agenda	Sept. 2005 Dec. 2005 Mar. 2006 Apr. 2006 May 2006	• Scantron Forms • Practice Assessment • District Assessments	TAKS, SDAA II, & RPTE Results
1.18 Identify and assess current resources being used for reading, writing, science, social studies and math instruction; determine action steps needed to address any concerns / weaknesses noted in instructional resources	S. Shields Campus Instructional Leaders	Program Records Database Tutorial & Enrichment Programs	Oct. 2005 March 2006	• Formative Assessment Results	La Vega Plan 2005-2006 TAKS/SDAA II/RPTE results
1.19 Continue services to meet the needs of identified Special Education students within the "LRE" Least Restrictive Environment: • ARD Meetings (Annual, Review and Dismissal) • Modifications • Vocational Program • Initial Testing, Timelines, Identification • Special Transportation • CAP (Comprehensive Assessment Process) • Special Education and Regular Education staff • Assist each other to meet the needs of students with special needs • Provide all appropriate teachers with copies of IEP, modifications, and TAKS/TAKS/SDAA II data • Related Services (TIA 19)	L. Volz Sp. Ed. Teachers Diagnosticians Speech Therapists Counselors Related Services Personnel	Administrative training Lesson plans ARD documents IEP report cards Related service reports	On-going Weekly Per occurrence 6 Weeks	• Training Special Education Teachers • Funding • S. Shields • Sp. Ed. Teachers • Diagnosticians • Staff Development • Related Service Contractors • ESC, Region 12 Workshops • IDEA, B	Sp. Ed. TAKS/TAKS results Sp. Ed. Annual progress reports SDAA II, SCR (Confidential student report) Alternate Testing Annual ARD Committee Meetings

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.20 Continue services to meet the needs of students identified as limited in English proficiency • Continue to pursue hiring bilingual teachers (K-5) • Continue English as Second Language Services (ESL) • Language Proficiency Assessment Committee (LPAC) • Modifications (Reg. Ed.)	M. Green M. Wilson	Progress reports Report Cards Lesson Plans	3-weeks 6-weeks Weekly	• ESL Teachers • Bilingual Teachers • (Staff Development) • SCE funds • Title III	RPTE SDAA II TAKS TAKS - I Student Annual Reviews
1.21 Provide major documents in English and Spanish/or Interpreter as needed for parents (TIA 16)	M. Green A. Bishop	Document Checklist	Semester	• Time • Software Programs • Principals • Bilingual Teachers	Copies of the documents on file Parental Involvement
1.22 Continue to expand the array of learning opportunities for Gifted and Talented students (TIA 13)	S. Shields	Master schedule Dual-credit enrollment Lesson Plans	Aug. 2005 Semester Weekly	• G/T Funds • District G/T Committee	Annual G/T Evaluation Master Schedule
1.23 Continue to increase student awareness and participation in articulated and dual concurrent enrollment programs (TIA 13)	S. Shields LVHS Instructional Leaders	Dual/Concurrent Enrollment Report Articulation Agreement	Fall 2005 Spring 2006	• Course Syllabi • TEKS • Course Registration	Board Meeting Minutes Student Handbook TAKS, TAKS-I SAT/ACT results Student Transcript
1.24 Continue to implement the district-wide Dyslexia Program and refine identified areas of need • Screening & identification • Grading policy • Transition from campus to campus	M. Green	Training	Sept. 2005	• Training • Curriculum • SCE funds	Dyslexia Plan Observation Survey TAKS Student Program Progress TPRI (2nd)
1.25 Continue to improve services to meet the needs of migrant students	M. Green M. Wilson, Migrant Specialist	Migrant forms Certificate of Eligibility forms	Weekly	• ESC, 12 • Title I, Part C	NGS report

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.26 Provide additional reading, science, social studies and math instruction before, during, and after school for students who have been identified as at-risk • Tutorials • ZAP/Saturday school • TAKS Remediation • Accelerated reading/math courses/labs - **Plato** • Extended Day/Year Programs • Substitutes & transportation • RIF matching funds (TIA 19)	M. Green	District-wide Assessment Results Teacher Recommendations Report Card Grades Reading Surveys/Inventories CAI Tracking Report System	Sept. 2005 Jan. 2006 Feb. 2006 April 2006 Summer 2006 Ongoing	• SCE funds • Optional Extended Year Program Funds • Accelerated Reading Initiative funds • Title I, Part D • Reading First Grant • mClass TPRI • Palms • Voyager Kits • DIBELS • VIP	TAKS Results Promotion/Retention rate TPRI Reading results Student Transcript Voyager Reports DIBELS Reports VIP Reports TRACK IT Agile Mind SuccessMaker
1.27 Continue SIT process for academic and behavioral intervention (TIA 19)	S. Shields Counselors	Counselors' logs Meetings & minutes Referrals	Monthly As needed Per Occurrence	• Related Specialist • SITeam • Counselors	AEIS data TAKS TPRI Observation Survey Dropout rate
1.28 Provide counseling services to students who have been identified as at-risk • School counselors • LSSP • Communities in Schools	S. Shields L. Volz	SIT Referrals CIS Referrals Counselors' logs	Weekly	SCE funds Special Education Funding	AEIS report CIS Reports Special Education Records
1.29 Continue to implement CATE related activities and courses for students in grades PreK – 12. • Coordinate planning with CATE teachers & reg. ed. teachers. • Purchase CATE equipment and provide career aptitude testing.	M. Green J. Brem J. Pierce	Individual career plans at LVHS Interest survey at 8th grade Enrollment in DCP Lesson Plans Purchase Orders	July 2005 Oct. 2005 Jan. 2006 March 2006 Fall 2006	• CATE/Carl Perkins funds • Counselors • Local funds	CATE curriculum with integrated planning Inventory
1.30 Utilize Title I, Part A funds to enable schools to provide opportunities for all students to meet the state student performance standards. • Instructional facilitators • Reading Interventions • Instructional aides • Math Interventions (TIA 13, 19)	M. Green Principals	Class size reports Student report cards Student progress reports Interviews	Monthly	• Title I, Part A funds • ESC, 12 Support Team	AEIS report TPRI/Observation survey Title I Budget

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

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.37 Ensure the District meets the posting and notice requirements in Title IX (gender equality) (TIA 13)	A. Bishop	Formative notices Employee/Student Handbooks	Aug. 2005	• Local Funds	Publication of compliance

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

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:
2. Focus on increasing student attendance and decreasing student dropouts.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
2.1 Utilize appropriate resources to help enforce student attendance	D. Hooks, Attendance Officer	Attendance Court Report logs	Monthly	• Justice of Peace • Attendance Officer	Attendance rate Dropout rate
2.2 Continue to enhance attendance system to provide for timely parental notification of student truancies and absences (TIA 19)	Principals Attendance Clerks	ADA report Telephone logs PEIMS Snapshot	Weekly Daily Daily	• Parent letters • Telephone calls • Home visits	Attendance rate Dropout rate TAKS End-of-Course
2.3 Continue to utilize student attendance officer to help enforce student attendance and develop procedures manual for utilizing the services of the Student Attendance Officer district-wide (TIA 19)	Dr. Geren	Officer's log No-show report	Monthly Aug. 2005	• SCE funds	Attendance rate Dropout rate TAKS End-of-Course
2.4 Continue the PEP program, childcare services, and Pregnancy Related Services including home-based instruction for postpartum students. (TIA 19)	M. Green L. Duron	Enrollment report PEP Student enrollment	Quarterly	• PEP Grant • SCE funds • LVFRC • PEP Teacher	Dropout rate Graduation rate

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
2.5 Continue the SUCCESS Program to expand the options available to students "at-risk" of dropping out of school or recovering students who have already dropped out of school.	J. Spring J. Brem	Board agenda SUCCESS Program Updates	Quarterly	• Title I, Part D • Application • TEA • Curriculum • CATE Funding	Board Meeting Minutes Alternative Education Program Application Filed to TEA Personnel Records Payroll Records LVHS Parent and Student Handbook
2.6 Continue the Junior High SUCCESS program targeting appropriate overage 6th, 7th, and 8th graders.	S. Shields B. Adams B. McRae	Junior SUCCESS Program Updates Board Agenda	Quarterly	• Plato Software • Personnel • Computers • Curriculum • Title I	Board Meeting Minutes Personnel Records Payroll Records Report Card TAKS Results Title I Report
2.7 Research possibility of establishing Centralized Alternative Learning Services Program (ALSP) (TIA 13)	M. Geren, Supt.	Team meeting agendas Board agendas	Monthly	• Supt. • Asst. Supt. • Principals	Centralized ALSP Dropout rate
2.8 Utilize Title I, Part D, Subpart 2 funds to provide support programs for at-risk youth • McLennan County Juvenile Probation • After-school Acceleration Program (TIA 19)	S. Shields	Programmatic assessments Programmatic summary reports	Weekly Semester	• Plato Software • Personnel • Computers • Title I, Part D	Program Evaluation Report Dropout rate Parent/Teacher/Student surveys

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

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:
3. Provide staff development for all staff, as appropriate.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
3.1 Continue a comprehensive staff development plan to effectively address campus and district needs (TIA 15)	S. Shields	Questionnaires Campus and District Assessment results Lesson Plans	Fall 2005 Spring 2006 Weekly	• Formative Assessment Results • Teachers • Waiver Application	TAKS results TAKS results TPRI results RPTE results EOC results
3.2 Implement TEKS-based electronic curriculum mapping project in all subject areas.	S. Shields Campus Instructional Leaders	Calendar Meetings Staff Development Plan	Aug. 2005 Sept. 2005 Nov. 2005 Feb. 2006 March. 2006 May 2006	• Time • Money • TEKS • Curriculum Resources • Computer	Vertical and Horizontal Alignment Meeting Agendas Staff Development Evaluations Rubicon Atlas Curriculum Maps
3.3 Provide training to appropriate staff members regarding the recruitment and selection of teachers (TIA 15)	A. Bishop	Training sessions	Feb. 2006	• District-wide materials	Interview summary
3.4 Evaluate current school calendar and make suggestions for 2006-2007 school calendar to help ensure staff development days are scheduled appropriately (TIA 15)	M. Geren, Supt.	Calendar Meetings	Oct. 2005 Feb. 2006 March 2006 April 2006	• District Calendar • Committee	Board-approved calendar
3.5 Develop La Vega ISD Staff Development Standards, effective 2005-2006.	S. Shields Administrators	Meeting Agenda Draft Standards	Fall 2005 Spring 2006	• Survey	LVISD Board of Trustees approved Staff Development Standards

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

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:
4. Focus on improving the school climate for students, faculty, and staff; thereby helping to improve public perception of the District.

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

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

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:
5. Increase efforts to improve communication between superintendent; Board of Trustees; administrative, teaching, and support staff; campus and District planning and decision-making teams.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
5.1 Continue weekly updates to the Board of Trustees	M. Geren	Board Updates	Weekly	• Central Office/Campus Information	Compilation of updates Board survey
5.2 Continue Executive Team meetings to improve communication between central office administrative staff	M. Geren	Minutes	Weekly	• Executive Team	Compilation of minutes Executive Team Survey
5.3 Continue Administrative Team meetings to improve communication between central office administrative staff, campus administrative staff, and support staff supervisors	M. Geren	Meeting agendas & minutes	Monthly	• Administrative Team	Compilation of agendas/minutes Administrative team survey
5.4 Continue Principals' Meetings to improve communication between superintendent and campus principals	M. Geren	Agendas & minutes	Monthly	• Principals • Supt.	Compilation of agendas/minutes Principals' survey
5.5 Continue Superintendent's Advisory Council to improve communication between superintendent and campus staff	M. Geren	Agendas & minutes	Monthly	• Advisory Council • Supt.	Compilation of agendas/minutes Advisory Council survey

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
5.6 Continue district and campus planning and decision-making team meetings to improve communication among all stakeholders (TIA 16, 18)	S. Shields Principals	Agendas & minutes	Bi-monthly	• SBDM • Committees	Campus SBDM survey

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

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will
6. Implement a long-range plan for facilities construction and relocation.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
6.1 Update all facilities needs and long range utilization on each campus as identified by faculty, community, and empirical data.	Principals M. Geren G. Williams C. Brown	Facilities survey Facilities committee meeting agendas	Fall 2005 Spring 2006	• Principals • Financial Advisor • Engineers/ Architects • Facilities Review and Planning Committee	Report of District Construction Manager/Architects made to Board
6.2 Implement plans for facilities construction, renovation and/or relocation.	M. Geren G. Williams C. Brown	Agendas & minutes Construction Progress Reports	Fall 2005 Spring 2006	• Engineers/ Architects	Facilities plan Construction Specifications Payment Applications
6.3 Allocate needed resources to implement plans for facilities construction, renovation, and/or relocation	G. Williams M. Geren	Agendas & minutes Construction Progress Reports	Fall 2005 Spring 2006	• Financial Advisor • Engineers/ Architects	Facilities budget approved Payment Applications

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

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:
7. Provide for increased technology available to students and staff and increased use of technology by students and staff.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
7.1 Actively pursue external funding sources to support the purchase of additional technology	M. Green IF for Technology L. Kaska	Grant Application	Quarterly	• Internet • Newspaper • TEA	Applications submitted
7.2 Disseminate and review technology competencies for students, faculty, staff, and administrators (TIA 13, 14, 15)	L. Kaska G. Williams IF for Technology Technology Planning Committee	Campus Meetings Lesson Plans	Aug. 2005 Sept. 2005 Oct. 2005	• Technology Competencies	PDAS
7.3 Continue to provide in-district training opportunities for staff and ensure that all staff members and students are attaining technology competencies according to the timelines specified in the District's technology plan (TIA 14, 15)	L. Kaska IF for Technology Technology Planning Committee	Teacher requests Training Lesson Plans	As needed Weekly	• Principals • Teachers • Title II, Part D	PDAS
7.4 Continue to implement Intel Teach to the Future Training (TIA 13, 14, 15)	S. Shields L. Kaska IF for Technology K. Thompson	Training certificates Receipt of laptop computers	Aug. 2005 Fall 2005 Spring 2006	• Master Teachers • Participating Teachers • Title II, Part D	Intel Annual Reports District Developed Intel Evaluation Staff Development Schedule

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
7.5 Continue to expand student and faculty voice/video/data communications district-wide (TIA 13)	L. Kaska G. Williams	District Voice/Video/Data Report	On-going throughout school year	• Software • Hardware • Wide-area network • E-rate Funds	On-line student access maintenance District Voice/Video/Data Report
7.6 Continue to monitor and enforce acceptable use of all district software and hardware	G. Williams L. Kaska	Filter software reports	Monthly	• Filter Software Maintenance • L. Kaska	Annual Acceptable Use Report

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

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

Strategy for Achieving Long-Range Goal and District & Campus Performance Objectives: In the 2005-2006 school year, LVISD will:
8. Increase efforts to improve communication between students, parents, faculty, and staff about post-high school opportunities.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
8.1 Provide staff, students and parents with information regarding the impact of diploma plan choices on post-high school opportunities (TIA 16)	S. Acosta E. Watkins S. Shields	Counselors' meetings Agendas & minutes	Fall 2005	• Counselors • Handbooks • Counselor Website • M. Keezee • N. Muhammad	Student diploma plan summary
8.2 Continue to encourage parents to guide students in pursuing recommended or distinguished achievement graduation plans with minimum plans being available only in extenuating circumstance	M. Keezee S. Acosta E. Watkins S. Shields	Parent/student Forums	Spring 2005 Fall 2005 Spring 2006	• Counselors	Number in Recommended or Distinguished Achievement Graduation Plans
8.3 Increase the number of students scoring at or above criteria on college entrance examinations (SAT/ACT)	S. Shields	PSAT Test-Takers Plato progress reports	Weekly	• PSAT Test Prep • Inst. Facilitators • Asst. Prin. for Instruction • Plato Software SAT/ACT website	Curriculum Alignment College Exam Preparation Materials AEIS Report SAT/ACT scores PSAT Results
8.4 Provide staff, students and parents with information and sources of information about higher education admissions and financial aid opportunities (TIA 16, 19)	S. Acosta E. Watkins S. Shields	Agenda of Parent/Student/Staff Meetings Log of student contacts	Fall 2005 Spring 2006	• Counselors • Website College Admissions	Brochures Financial Aid Leaflets

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
8.5 Provide staff, students and parents with information about Texas grant program and the Teach for Texas grant program (TIA 16, 19)	S. Acosta E. Watkins S. Shields	Brochures Agenda of Parent Meetings	Fall 2005 Spring 2006	• Grant Documents • Counselors	LVHS Counselor's Website Number of students selecting recommended and distinguished achievement plan
8.6 Increase number of LVHS graduates enrolling in post-secondary institutions	S. Shields	The Annual Skills Program/Alternative Test	Summer 2006	• Counselors • Principals	The Annual Skills Program/Alternative Test
8.7 In accordance with TEC 51.803, instructional services will be notified that top 10% of the graduating will receive admission to state colleges and universities	S. Shields Sr. Class Sponsor H.S. Counselors	Posters Letters	Aug. 2005 Jan. 2006	• Posters • Letters	TAKS Scores SAT/ACT results End-of-Course exams College admissions (TASP) McLennan Community College Performance Report
8.8 Implement the Personal Graduation Plans (PGP) for 6^{th} – 12^{th} graders "at-risk" of dropping out of school as based on state assessment standards	S. Shields M. Keezee E. Watkins S. Acosta	Meeting Agenda	Fall 2005 Spring 2006	• TAKS/TAKS-I/RPTE/ SDAA II Results • IEP Forms • Counselors • PGP Handbook	Completed Personal Graduation Plan (PGP) TAKS/TAKS-I/RPTE/ SDAA II improved performance
8.9 Increase the number of seniors passing the TAKS and TAKS-I Exit Level assessments for graduation	J. Brem M. Moore S. Acosta E. Watkins S. Shields	Meetings Master Schedule Agendas Notes	Fall 2005 Spring 2006	• Computers • TAKS Academy • TRACK IT • Tutorials • TEA Study Guides • Core Elective Courses	TAKS & TAKS – I Exit Level Results AEIS Report

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

La Vega ISD
Federal Funding Allocations
2005-2006

Campus Selections

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

Title I, Part A - $694,782

La Vega Primary Center

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

La Vega Elementary

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

La Vega Intermediate School - H.P. Miles Campus

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

La Vega Junior High – George Dixon Campus

- SUCCESS teacher
- SUCCESS aide

Parent Involvement
Parent Involvement activities district-wide.

La Vega ISD
Federal Funding Allocations
2005-2006

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

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

Title I, Part D - $29,690

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

Title II, Part A - TPTR $148,138

Class-Size Reduction -

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

New Teacher Orientation and Teacher Mentoring

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

Professional Development

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

Stipends for teachers

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

La Vega ISD
Federal Funding Allocations
2005-2006

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

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

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

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

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

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

Funding will be used on the following activities:

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

Title V, Part A – Innovative **$8,234**

Funding will be used on the following activities:

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

La Vega Primary Center

2005 – 2006
Campus Quality Improvement Plan

La Vega Independent School District

Date of Committee Approval: Fall 2005
Date of Board Approval:

Long Range Goal #1: All students at La Vega Primary will reach their full academic and social potential with a highly-qualified staff who works cooperatively to promote student success.

Annual Performance Objective: In 2005 - 2006, the results will be evidenced by gains in student achievement (each student will reach the set grade level standard on all campus assessments) and positive results on a campus climate survey.

Identified Needs Addressed: Improved student math and literacy skills, language development, and self-control; improved staff time-management, communication, and cooperation

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Curriculum and Instruction 1.1 Improve **Literacy instruction** by • including the five essential components of an effective reading program: phonemic awareness, phonics, fluency, comprehension, vocabulary development	*T. Brinkman K. Davis J. Davies	Lesson plans	Sept. 2005 Jan. 2006 May 2006		Written document detailing how literacy instruction will be accomplished in Pre-Kindergarten, Kindergarten and 1st grade
• providing training in all areas specified by the Reading First Grant, including the McGraw Hill core reading program		Schedule, agendas and rosters of training sessions; lesson plans		Reading First Grant Funds $6000	
• continue a 90 minute block of time for literacy instruction in PK, Kindergarten and First Grade		Teachers' daily schedules		6 FTEs	
• continuing early identification and intervention of Kindergarten and 1st grade students with reading difficulties	*K. Davis J. Davies	Matrix of Beginning of the Year test scores; schedule of interventions		Title I funds; State Compensatory Education funds; Reading First Grant Funds; Student Success Initiative Funds	Matrices with: BOY / EOY test scores; grades per six weeks; schedule of interventions; entry and exit dates per intervention
• supporting the TAKS reading and writing objectives at all grade levels	*K.Davis	Lesson plans			
1.2 Assure that every student is given ample opportunity to learn and use **Tucker Signing** by providing full training for new staff members	*T. Brinkman	Sign-in sheets from training; PO for Tucker Signing Books and training video	Sept. 2005		Sign-in sheets from training; PO for Tucker Signing Books and training video

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.3 Focus on **writing** by • providing opportunity for informal writing such as journaling, list making, etc. • teaching composition by modeling and allowing students ample opportunity to practice this skill • bringing some work to publishing stage	*T. Brinkman K. Davis J. Davies	lesson plans	Sept. 2005 Jan. 2006 May 2006		Lesson Plans, writing samples
1.4 Continue activities to ensure student success in **Math** by • integrating Math Their Way and Saxon Math into the scope and sequence • mandating full Math Their Way training for new staff members and provide annual follow-up training for all staff members • Providing for 60 minutes of math in Kindergarten and first grade	*T. Brinkman *K. Davis	Rubicon scope and sequence Agendas and rosters of training sessions Lesson plans	August 2005 Jan. 2006 May 2005	$7,000 Local $7,000 Title II	Rubicon scope and sequence by grade level Agendas and rosters of training sessions
1.5 Develop a **written curriculum** for all grade levels that is fully aligned to TEKS and TAKS objectives	*T. Brinkman *K. Davis	Horizontal Curriculum document	Sept. 2005 Jan. 2006 May 2006		
1.6 Fulfill the requirements of the **La Vega Plan** (district TAKS preparation plan) by • continuing the administration of TPRI in Kindergarten and ITBS in 1st grade; use of (DIBELS) Dynamic Indicators of Basic Early Literacy Skills to monitor in interventions • disaggregating and using the data from these test administrations to drive instruction • communicating results of these tests with parents • supporting all TAKS objectives in instruction PK through 1st grade	*T. Brinkman *K. Davis	Fall, Winter TPRI Assessment Timeline Schedule of meetings to disaggregate data Timeline and samples for sending parent report and letters Lesson Plans	Fall 2005 Spring 2005	Reading First Grant $4000	Spring TPRI Completed Benchmark tests; completed DIBELS materials Timeline and samples for sending parent report and letters Lesson Plans

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.7 Continue to follow the LVISD uniform guidelines for **lesson plans** • coordinating lesson plans with the Curriculum Guide documents • providing easy to follow lesson plans for substitute teachers	*T. Brinkman	Substitute Folder in office	Aug. 2005 Jan. 2006 May 2006		Daily lesson plans for year
1.8 **Encourage students to read** during and beyond the school day by • making books from a variety of genre available in the classroom and in the library PK-1st grade • providing appropriate shelves, racks, and containers to house the books • continuing Library Nights	*T. Brinkman *K. Davis	Purchase orders Schedule of Library Nights	Oct. 2005 Jan. 2006	Title I Funds$12,000 Reading First Grant Funds For Waterford $28,000	Check-out sheets Inventory Library Night sign-in sheets
1.9 Utilize **Title VI** Innovative funds to enhance **Library Inventory** and support the **Summer Library Program**.	*T. Brinkman V. Kruse	Purchase orders	Oct. 2005 Jan 2006 May 2006	Title VI funds	Inventory
Staff Development 1.10 Continue **Staff Development** opportunities by • following district calendar • receiving input from all staff through campus planning process • evaluating effect of staff development on teacher and student performance • training staff members in creating meaningful hands-on activities • meeting all staff development requirements of the Reading First Grant • ensuring instruction is tied to TAKS and TEKS	*T. Brinkman *K. Davis	Classroom Observations LVPC staff development calendar	Aug. 2005 Jan. 2006 May 2006	Local Budget	Completed LVPC staff development calendar Sign-in sheets from staff development opportunities Documentation from individual training sessions Continuing Professional Education participation certificates

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Planning and Decision Making ***1.11 Continue opportunities for **Planning and Decision – Making** • using a Campus Quality Improvement Council • coordinating meeting schedules for grade level and faculty meetings • using written communications to disseminate information	*T. Brinkman	Schedules of meetings; agendas and minutes of meetings Copies of communications Schedule of activities	Aug. 2005 Jan. 2006 May 2006		Schedules of meetings Copies of meeting agendas and minutes Copies of communications; Results of staff climate survey
1.12 Continue position of **Instructional Facilitator** 211-21-6119.00-106-3-30-000	*T. Brinkman	Employment records	July 2005 June 2006	Title I Funds	Employment records
1.13 Continue position of **Reading Coach** as specified in the Reading First Grant Application	*S. Shields T. Brinkman	Employment records	Sept 2005 June 2006	Reading First Grant funds	Employment records
1.14 Assure optimum utilization of **instructional aides** and their time; continue training for paraprofessionals through Region 12	*T. Brinkman	Written plan with timeline Instructional Aide Schedules Registrations and POs	Aug. 2005 Jan. 2006 May 2006	State Compensatory Education Funds	Instructional Aide schedules Employment records
1.15 Improve **Teacher Retention** through team building activities, collaboration with mentors, master teachers, principal, instructional facilitator, and counselor	*K. Davis	Documentation of mentor/mentee collaboration; records of support and instructional meetings	Aug. 2005 Jan. 2006 May 2006	Stipend paid to mentors – Title II	Completed mentor/mentee notebooks; completed documentation for Texas Beginning Educator Support System (TxBESS)
1.16 Ensure LVPC staff ability to work effectively with **Diverse Populations and to Eliminate Gender Bias**	J. Heston K. Davis	Disaggregation of discipline and academic data	Aug. 2005 Jan 2006 May 2006		Disaggregated data Employment records Agendas and sign-in sheets from training sessions
1.17 Emphasize **Accountability** by appropriate use of the Professional Development and Appraisal System (PDAS) for **evaluations**.	*T. Brinkman	Observation Summary Teacher Self Reports 1, 2, 3	Sept. 2005 March 2005 May 2005		Annual Appraisals
Early Childhood 1.18 Develop a Cooperative Agreement with **the Economic Opportunities Advancement Corporation (EOAC)** and the local Headstart programs	*J. Heston	Records of meetings	October 2005 January 2006 May 2006		Written agreement

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
*****1.19 Continue campus **Pre-Kindergarten** program by • providing 7 Pre-K teachers; FTE, Budget: 199-11-6119.00-106-3-30-XXX • providing 7 Pre-K Aides; FTE, Budget: ?-11-6229.00-106-3-30 • maximizing opportunity for coordination of services between general education+PPCD	*T. Brinkman *K. Davis	Notices in English/Spanish; PK registration forms; and class rolls Employment records Employment records	July 2005 Jan. 2006 May 2006	State Compensatory Education Funds	Employment records Employment Records
1.20 Continue the **Sopris West Pre-Kindergarten Program, "We Can"** in PK (and PPCD as appropriate) • supplementing literacy instruction with Hampton-Brown Literacy Program • integrating these programs with Handwriting Without Tears and Tucker Signing • providing training for new PK staff and refresher training for all PK staff in these programs	*T. Brinkman K. Davis	Curriculum Guide documents; Teacher lesson plans	July 2005 Jan.2006 May 2006		Curriculum Guide documents; Teacher lesson plans
1.21 Continue to ensure that all **Pre-Kindergarten** and **PPCD** (Preschool Program for Children with Disabilities) classes are full by aggressive advertising and recruiting in English and Spanish	*T. Brinkman	Copies of flyers sent home with students; copies of posters displayed throughout community with list of places where located; log of signs on marquee and radio spots	July 2005 Jan.2006 May 2006		Class rosters indicating classes are full

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Programs 1.22 Continue services to address the needs of **At-Risk students** • encouraging parent involvement through parent conferences • improving support of retained students by providing as needed an intervention, monitoring progress, assigning each to a mentor, and referring to Retention Guidance Groups • implementing the 3 Tier Model of Reading Instruction • continuing Reading Interventionists in 1st grade 211-11-6119.00-106-4-24-000 • continuing Kindergarten reading intervention at the beginning of the year • providing instructional aides; FTE, Budget: 199-11-6229.00-106-4-24-XXX • providing additional classroom materials; Budget: 199-11-6119.00-106-4-24-XXX • ensuring reduction in class size • providing counselor; FTE, Budget: 199-31-6119.00-106-4-24-XXX • continuing Comprehensive After-school Program (C.A.P.) and Extended Year Program (E.Y.P.) • investigating providing an Extended Year program for Pre-Kindergarten • conducting annual program needs assessment • providing mentoring of new teachers by the Reading Coach	*T. Brinkman *K Davis *J. Davies *J. Heston	Sign-in sheets for parental involvement Progress reports and report cards at end of each six week grading period; list of retainees matched with a mentor; guidance group rosters Employment records Employment records and aide schedules Inventory Class rolls Employee records; schedule of counseling classes and groups Student rosters for C.A.P. and E.Y.P. Committee Notes form Needs Assessments	Aug. 2005 Jan. 2006 May 2006	Student Success Initiative Funds; Title I funds; State Compensatory Education Funds Reduction in Class Size grant OEY Funds; Student Success Initiative Funds	Documentation and disaggregated data re Parental Involvement Employment records; intervention schedules; assessment data Employment records and aide schedules Inventory Employment records and class rolls Employee records; schedule of counseling classes and groups C.A.P. and E.Y.P. rosters and assessment data Program Evaluation: • Matrix of End of Year testing • EYP assessment data • Retention data • Progress reports and report cards • End of year assessments • Results of annual Program Needs Assessment

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.23 Continue **Special Education** services to address the needs of identified students through • ARDS • Inclusion • Modifications • Resource Classroom • PPCD • Speech • Occupational/Physical Therapy Counselor	*T. Brinkman	S.I.T (Student Intervention Team) meeting minutes; campus calendar; ARD minutes; IEPs	Aug. 2005 Jan. 2006 May 2006		Program Evaluation: • TAKS exemptions • Alternative assessment results
1.24 Implement **C.A.P. strategies** (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 • improving communications between classroom teachers and special education service providers	*T. Brinkman	Sign-in sheets from training sessions	Aug. 2005 Jan. 2006 May 2006		written plan if indicated
1.25 Implement staff development on how to teach and manage **high needs special education students** in the mainstream classroom	*T. Brinkman	Agendas and Sign-in sheets from training sessions	Oct. 2005 Jan. 2006 May 2006		Agendas and Sign-in sheets from training sessions
1.26 Continue to implement appropriate **Dyslexia** program for students identified while on LVPC campus by • referring by teacher involved through Student Intervention Team process • placing in reading interventions • evaluating effect • screening and assessment • identifying as 504 • placing in program	*T. Brinkman *J. Heston *K. Davis	S.I.T minutes Reading Intervention schedules and student rosters 6 weeks reading grades, running records Test data Parent meeting minutes Program rosters	Aug. 2005 Jan. 2006 May 2006		Program Evaluation: • Student Intervention records • Screening assessments • Schedule of interventions used

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.27 Provide better support for **students with dyslexic tendencies** on the LVPC campus by • training classroom teachers, aides • training intervention teachers • using staff experts in strategies for dyslexic learners	*J. Davies	Report to Staff	Oct. 2005 Feb. 2006 May 2006		Presentation to Staff
1.28 Continue **Bilingual/ESL** (English as a Second Language) services to address the needs of identified students by • assuring home language survey on file • screening and testing appropriate students • meeting with LPAC (Language Proficiency Assessment Committee) • Continuing to provide 2 full time ESL teachers • providing staff training in teaching ESL students • providing Extended Year Program for LEP (Limited English Proficiency) students	*****T. Brinkman	Documentation per student on file Home language survey Test data as appropriate Records of LPAC meetings held Schedule of classes Roster of EYP	Aug. 2005 Jan. 2006 May 2006	State Compensatory Education Funds	Program Evaluation: • TAKS exemption • Alternative assessments
1.29 Continue and refine **Gifted and Talented** services to address the needs of identified students by • distributing policies and procedures to parents • screening and testing referred students • increasing the number of trained personnel	*T. Brinkman *J. Heston	GT policies and procedures Referral forms; screening & testing data Training certificates	Aug. 2005 Jan. 2006 May 2006		Program Evaluation: • Student participation information • Diversity data • Student portfolios and projects
1.30 Continue **Career Awareness** activities including • providing class lessons by counselor • scheduling field trips • engaging guest speakers • involving parents in career awareness activities	*J. Heston	Counselor's lesson plans List of field trips and guest speakers Teacher lesson plans Schedule of special presentations	Aug. 2005 Jan. 2006 May 2006		Program Evaluation: • Staff evaluation of Career Awareness activities

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
*1.31 Identify, recruit, and provide services for **Migrant Students**	*C. Ludwig M. Wilson		Aug. 2005 Jan. 2006 May 2006	Title I Migrant	Program Evaluation: • Migrant Records • Student Identification Records
Technology 1.32 Continue to **integrate Technology in instruction** in all classes PK – 1st grade by • using technology stations in each classroom • training staff in appropriate use of technology for instruction • writing technology into horizontally aligned units/lesson plans • assuring new staff members master staff technology proficiencies • investigating sources for purchase of updated versions of software	K. Thompson	Inventory of computer placement Training schedules and rosters Lesson plans	Aug. 2005 Jan. 2006 May 2006		Instructional units and lesson plans with technology included; Sign-in sheets of training sessions; Documentation of staff technology; Proficiencies rosters
Attendance 1.33 Continue strategies to promote **Student Attendance** by • calling home, conferencing with parents • providing student incentives • providing class recognition – flags, announcements, etc. • using services of school attendance officer • disaggregating attendance data by student groups / gender	Teachers Brinkman Hill Hill	Log of calls and conferences List of incentives and recognitions Record of contacts by officer Disaggregated data	Aug. 2005 Jan. 2006 May 2006		Improved attendance rates for all groups

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Assessment 1.34 Establish **optimum test schedule** • meeting the requirements of the Reading First Grant • administering items from the Observation Survey as determined appropriate • administering the Texas Primary Reading Inventory (TPRI) in Kindergarten and First grade (beginning of year, middle of year, and end of year) • administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) every 2 weeks for all students in Tier 2 and Tier 3 reading interventions • administering running records to all 1st grade students every six weeks using Developmental Reading Assessment Benchmark books • administering Saxon Math assessments according to program requirements • Administering the PALS in PK at the beginning of the year and at the end of the year	*K. Davis J. Davies Reading Interventions teachers teachers	Assessment schedules per grade level Matrices of the results of all assessments Running records per student in 1st grade teachers' notebooks Math scores in grade books PK Test documents and matrix of scores	Aug. 2005 Oct. 2005 Jan. 2006 May 2006		Assessment schedules per grade level End of Year Reading Levels for first grade Running Records Notebooks Teacher Gradebooks Written document outlining aligned assessment practices PK Test documents and matrix of scores

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

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

Date of Committee Approval: Fall 2005
Date of Board Approval:

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

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

Parent / community involvement at La Vega Primary Center will increase by 5% from the previous year's documented involvement.
Identified Needs Addressed: Parental involvement; better communications; collaborative support of campus discipline standards

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

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

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

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

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Involvement Opportunities *2.2 Continue Involvement with **Parents, the Community, and Volunteers** by • pursuing the following activities and events o Participation in the Christmas parade o Library Nights o Parent Training Night o Family Appreciation Activities in cooperation with parent educator o Provision of refreshments for "Jump Rope for Heart" in cooperation with parent educator o Career Awareness Program o Adopt-a-School; HEB o HEB Bulletin Board o Volunteers reading with Students o Carnival/Family Fun Nights o Student Service Projects • continuing the cooperative relationship with **Communities in Schools** (C.I.S.) • encouraging staff, parents, and other family members to participate in the **Parent Teacher Organization** o Investigate rotation of meeting times and meetings in conjunction with programs o Provide direction and training for PTO officers • inviting and encouraging parents to serve as Volunteers • Encouraging classroom teachers to celebrate volunteer work at the end of the school year	*T. Brinkman J. Heston C. Guffey D. Grisham V. Kruse	Sign-in sheets for all activities Results of Membership Drive Records of Service Projects	Aug. 2004 Jan. 2005 May 2005	Local businesses	Documentation of all activities, meetings, volunteer work, CIS records

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Communications * 2.3 Continue **Communication Between School and Home** through • Open House • Parent/Teacher conferences • Classroom newsletters and Campus Calendars of Activities • Progress reports • Report cards • School marquee • Class displays on bulletin boards in the foyer • Parent information meetings regarding Extended Year Program	*T. Brinkman K. Davis M. Hittesdorf Y. Blackwood S. Ashley	Copy of parent survey and other communication documents on file; agendas and sign-in sheets for staff development Copies of all documents on file Guidelines and schedule of classes to provide foyer displays Schedules, handouts, and sign-in sheets from parent meetings	Aug. 2004 Jan. 2005 May 2005		Summaries of parent surveys; communication documents on file; sign-in sheets from staff development and from parent meetings
* 2.4 Give every family a **Student Handbook** (English or Spanish) to ensure students and parents are fully informed of their rights and responsibilities	*T. Brinkman C. Ludwig	Parent signatures on receipt of Student Handbook	Aug. 2004 Jan. 2005 May 2005		Signed parent receipt pages on file
*2.5 Disseminate **Campus Documents** • Grading policy • Parent involvement policy • Student/parent/ school agreement • Discipline policy	*T. Brinkman K. Davis	Parent signature on documents on file as appropriate	Aug. 2004 Jan. 2004 May 2005		Documents on file, with signatures as appropriate
* 2.6 Provide major campus **Documents in English and Spanish,** including • Student handbook • Home Language Survey • Free/Reduced Lunch forms • Parent Involvement Policy • Student/Teacher/ Parent Agreement • Pre-K Enrollment forms • Student Enrollment forms • GT referral form • Dyslexia forms • Parent survey	*T. Brinkman Y. Blackwood S. Ashley	Copies of forms and other communications in English and Spanish on file	Aug. 2004 Jan. 2005 May 2005	Stipends for translators – Title II	Copies of forms in English and Spanish on file

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
2.7 Provide **Spanish Language Translator** for Registration, Open House, Conferences, ARDS, and other opportunities for communicating with Spanish speaking families and provide all written communications in Spanish and English	*T. Brinkman Y. Blackwood	List of meetings where translators are provided SIT and ARD documents	Aug. 2004 Jan. 2005 May 2005	Translators	List of meetings where translators are provided SIT and ARD documents
2.8 Provide opportunities for **staff members to learn Spanish** during staff meetings; measure staff interest in ongoing training	*T. Brinkman Y. Blackwood S. Ashley	Collection of phrases and their translation	Jan. 2005 May 2005		Use of Spanish phrases in meetings and in public places
Staff Development 2.9 Provide training for all staff on **Communicating with Parents** at SITs, ARDs, and conferences, especially regarding appropriate etiquette when using a translator	*T. Brinkman J. Heston K. Davis	Agenda and sign in sheets for training	Sept. 2004 Jan. 2005 May 2005		Agenda and sign in sheets for training
Parent Training 2.10 Collaborate with Parent Educator in developing and implementing **Parenting Programs and Resources** • including Parent Educator on LVPC Parental Involvement Committee and Campus Quality Improvement Council • providing Brown Bag Parent Sessions with Parent Educator on LVPC Campus o in evenings o during school days • making parents aware of services • providing "Love and Logic" training • informing parents and community members of the library of parent resources on the LVE campus	*J. Heston C. Guffey D. Grisham	Sign-in sheets and agendas of parenting program	Aug. 2004 Jan. 2005 May 2005		Parent Survey Summaries

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

Summative Evaluation of Strategy:
Annual parental involvement records will reflect a 5% or better increase.
Results of parent surveys will indicate improved parent /school relations.
Student assessments will show that all students have reached the established grade level standards.
TAKS scores/AEIS documents will be reviewed and disaggregated indicating improvement in these areas.

Date of Committee Approval: Fall 2005
Date of Board Approval:

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

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

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

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Discipline / Responsibility 3.1 Promote **appropriate student behavior** by implementing the **LVPC Discipline Management Plan** outlined in the **Procedures for Responsible Behavior Notebook** by • adding and implementing a consistent school-wide language for behavior modification • establishing a Positive Reinforcement Plan for each classroom • continuing to develop a school wide incentives program that recognizes appropriate behavior of all students • encouraging cooperation and partnering among teachers	*T. Brinkman J. Heston	Reduced number of office referrals and placements in ISS	Aug. 2005 Jan. 2006 May 2006		Campus Discipline Referral records and District End of Year Discipline Report

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Staff Development TIA 15 3.2 Provide staff development on **discipline and instructional strategies** to engage at risk and high needs students in learning by • providing staff development for new teachers on campus initiatives already in place • providing training as needed for all staff to further develop discipline tools and techniques for various age groups and specific kinds of needs • continuing training in Love and Logic; Non-Violent Crisis Prevention Intervention (CPI) • providing training in Behavior Modification techniques to use with ADHD/ADD students as needed • developing LVPC staff specialists in various aspects of discipline strategies • providing resources in library, such as Love and Logic; Discipline for Life (Madeline Swift); Dr. Welsh An Alternative to Punishment	*T. Brinkman J. Heston D. Grisham	Schedules, agendas, and sign-in sheets from staff development that is held	Oct. 2005 Jan. 2006 May 2006		Campus Discipline Referral records and District End of Year Discipline Report
3.3 Provide (calendars, newsletters, etc.) daily (hand stamp, daily folders, stickers, etc.) **Communication With Parents** regarding discipline and academics	*T. Brinkman K. Davis	Copies of communications on file Results of parent survey	Aug. 2005 Jan. 2006 May 2006		Parent Survey Summaries
3.4 Continue individual, group, and classroom **guidance** to support student acquisition of **Social Responsibility Skills**	*J. Heston T. Brinkman	Schedules of guidance sessions	Aug. 2005 Jan. 2006 May 2006		Schedules of guidance sessions completed

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
3.5 Collaborate with **Kids Changing Behavior** class personnel in developing a plan to assure optimum behavioral and academic learning for LVPC students in the class.	*T. Brinkman J. Heston	Report to staff	Oct. 2005 Jan. 2006 May 2006		Written plan for LVPC students in Kids Changing Behavior class
3.6 Develop a **Violence Prevention Plan** and provide orientation for staff	*T. Brinkman	Agendas and sign-in sheets at staff development	Oct. 2005 Jan. 2006 May 2006		Violence Prevention Plan on file
Safety 3.7 Improve **Dismissal Procedures** • requesting parents contact school by 12:30 (PK) and by 1:45 (K-1) to ensure that changes in transportation will take place • sending written notification of change to the classroom teacher	*T. Brinkman C. Ludwig B. Sulak	Communications to parents and teachers on file	Aug. 2005 Jan. 2006 May 2006		Decreased number of parent complaints; positive feedback on parent survey
3.8 Complete and implement **Crisis Management Plan** by • utilizing Campus Response Team • following the Crisis Management Plan, such as locked doors; using code words, etc.	*T. Brinkman K. Rizo	Crises Management Plan completed; sign-in sheet from training	Aug. 2005 Jan. 2006 May 2006		Crises Management Plan on file Documentation of drills
3.9 Conduct monthly **Fire and Disaster Drills**, assuring that some are held while all Pre Kindergarten classes are on the main campus	*T. Brinkman	Documentation of drills	Aug. 2005 Jan. 2006 May 2006		Documentation of drills
3.10 Remedy other **Safety Related Problems** by: • providing more first aid kits to take on field trip • requiring that children do not travel alone while on campus	*T. Brinkman L. Roberts K. Nesbitt	Documentation of completed work	Aug. 2005 Jan. 2006 May 2006		Documentation of completed work

ACTTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Safe and Drug Free Schools and Communities 3.11 Continue **S/DFSC (Safe and Drug Free Schools and Communities)** activities • Red Ribbon Week • Drug Free Schools curriculum • Parent/student videos • Activities from Counselor • Great American Smokeout • TV Turn-off Week • Fire Prevention Week	**J. Heston	Documentation of programs held	Aug. 2005 Jan. 2006 May 2006	Title IV funds	Program Evaluation: Annual S/DFSC evaluation report
Technology 3.12 Continue to ensure that all necessary **Technology Needs** are met by • purchasing additional hardware and software for use in the classroom • continuing purchase of equipment related to presentation and demonstration • purchasing updated versions of software • investigating providing additional learning software on the network • implementing Waterford Early Literacy Program (Pearson) in all PK Classrooms	K. Thompson	Equipment and software inventory	Aug. 2005 Jan. 2006 May 2006	Reading First Grant Funds	Equipment and software inventory

ACTTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
3.13 Provide **staff development in Technology** by • implementing and providing training in the Waterford Literacy Program in appropriate grade levels and classrooms • participating in the INTEL Teach to the Future training • providing Technology Specialist/Software Specialist who is familiar with programs and their use	*K. Thompson	Rosters of training sessions and certification of completion of training	Aug. 2005 Jan. 2006 May 2006		Rosters of training sessions and certification of completion of training
3.14 Investigate funding sources for **technology purchases.**	K. Thompson	Needs assessment	Aug. 2005 Jan. 2006 May 2006		Report of findings
3.15 Develop a plan to assure that **students** develop appropriate **technology skills**	K. Thompson	Assessment of student skills	Aug. 2005 Jan. 2006 May 2006		Report of findings

Summative Evaluation of Strategy:
Campus Discipline Referral records and District End of Year Discipline Report will indicate improved student discipline.; S/DFSC annual evaluations will indicate initiative has been effective.; Technology competencies evaluation forms will reflect that staff required competencies have been mastered.
Matrices of student assessment data will indicate that each student has reached the established grade level standards.; Staff surveys and evaluations

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

CAMPUS NAME: LA VEGA ELEMENTARY

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

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

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVAUALTION	CHECK POINT DATES	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Reading 1.4 Continue to provide reading programs/strategies: ❑ Accelerated Reader ❑ Guided Reading ❑ Six Weeks LA Benchmarks ❑ Beginning of Year Assessment ❑ Daily TAKS Instructional Focus and Strategies ❑ Teams for reading alignment ❑ 90-minute uninterrupted reading class ❑ Student Success Initative ❑ SuccessMaker (TIA 17, 19)	P. Johnson K. Bray J. Keahey Classroom Teachers	STAR Levels Six Weeks Grades Reading Inventory Scores VIP Assessments Weekly Assessment Grids SM Levels Fluency Probes LaVega Plan		8/05-5/06	$1,800 $14,552 Operating Funds Measuring Up to TAKS Gourmet Curriculum	AEIS Report TAKS Results Grade Placement Committee SM ITBS (2nd grade)
Math 1.5 Continue to provide math programs/strategies: ❑ Weekly TAKS Objectives ❑ Teams for math alignment ❑ Campus developed curriculum ❑ SuccessMaker ❑ Six Weeks Math Benchmarks ❑ 90 Min. Math Block (TIA 13, 19)	P. Johnson K. Bray Classroom Teachers	Six Weeks Math Grades Scope and Sequence for math alignment activities LaVega Plan SM Levels		8/05-5/06	$4,000 Title I Operating Funds Measuring Up to TAKS Gourmet Curriculum -3rd grade	AEIS Report TAKS Results 6th Six Weeks Benchmarks

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	CHECK POINT DATES	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Programs 1.6 Continue assessment and instruction for English as a Second Language (ESL) students: ❑ Language Proficiency Assessment Committee (LPAC) ❑ Annual Reading Proficiency Tests in English (RPTE) ❑ Provide ESL teacher ❑ Provide ESL aide ❑ Administer Woodock-Muoz for new students	G. Duran A. Schoenradt B. Centeno	Language Proficiency Assessment Committee Minutes/Records Alternative Assessments		8/05-5/06	$1,500	Reading Proficiency Assessment Results TAKS Results TELPAS
SPECIAL EVENTS 1.7 Continue special events for student participation: ❑ Red Ribbon Week ❑ Music Programs ❑ Event Cook-Outs ❑ Read-Across-America ❑ TAKS Math Night ❑ TAKS Reading Night (TIA 13, 19)	P. Johnson G. Jarosek G. Pryor J. Keahey Classroom Teachers K. Gillette E. Generals	Schedules, Lesson Plans, Event Programs		8/05-5/06	Sign-in Sheets School Calendar Parents Newsletters Marquee	AEIS Report TAKS Results End-of-Year Parent Survey

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVAUATION	CHECK POINT DATES	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
SUPPORT SYSTEMS 1.8 Continue to provide health and counseling services: ❑ On-site nurse ❑ On-site counselor	P. Lednicky K. Gillette	Student Health Records		8/05-5/06	$200 State Compensatory Funds	Attendance Rate AEIS Report Promotion/Retention rate
CURRICULUM INSTRUCTION 1.9 Continue use of student **enrichment** activities: ❑ Music ❑ Physical Education ❑ Art ❑ Library (TIA 13)	P. Johnson G. Jarosek G. Pryor J. Keahey V. Baggett S. Tierce	Schedules, Lesson Plans, Community Programs		8/05-5/06	$600 $250 $100 $1,400	Report Card Grades AR Reports

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

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

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	CHECK POINT DATES	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
CENTIVES/RECOGNITION 1.12 Continue incentive activities ❑ AR Awards ❑ Perfect Attendance Awards ❑ Honor Roll Awards ❑ Good Citizen Awards ❑ Morning Announcements ❑ End of Year Tickets ❑ Good Behavior Awards □ Prove Our Work (TIA 13)	P. Johnson D. Edison K. Bray J. Keahey Classroom Teachers P. Williams	Library Circulation Classroom Six Weeks Awards Progress Reports Report Cards Weekly AR Reports		8/05-5/06	$500 $1,500	AEIS Report TAKS Results Promotion/Retention Rate Discipline Reports Attendance Reports
PROGRAMS 1.13 Address needs of high achieving and Gifted and Talented students: ❑ Enrichment activities in the classroom ❑ Screening/Testing ❑ Training of 6 hours each year ❑ Library enrichment (TIA 13)	P. Johnson K. Gillette K. Bray GT Teachers	Lesson Plans G/T Screening Process G/T Parent/Teacher Meetings		8/05-5/06	Operating Funds	G/T Plan Rating TAKS Results Report Card Grades
1.14 Screen and Plan for dyslexia students (TIA19)	C. Eckert F. Simpson C. Snider	Progress reports Report cards 504 Records		9/05-5/06	$3,500	TAKS Results Report Grades

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	CHECK POINT DATES	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
❑ 1.15 Continue Special Education services to address the needs of students in a timely manner: ❑ Conduct annual Admission, Review, and Dismissal as needed ❑ Inclusion assistance provided for special education students ❑ Provide training on completing the initial referral packet ❑ Reevaluation packet and understanding the applicable timelines for campus professional staff ❑ Develop an implementation plan to address identified staffing needs □ Implement SuccessMaker (TIA 19)	P. Johnson D. Childs S. Phipps A. Bernard G. Mayes D. Edison K. Gillette K. Bray	Individual education Plan (IEP) for each student, ARD records Scheduling, student records, previous ARD decisions, ARD committees, Individual Educational Plans (IEPs) Sis Weeks Benchmarks Continuing Education Documentation (CPE) forms, faculty meeting presentations		8/05-5/06	$3,350 IDEA – B Funds	SDAA Results Annual ARD committee meetings Special Education Records
SUPPORT SYSTEMS 1.16 Conduct student interventions as needed (TIA 19)	P. Johnson K. Gillette K. Bray D. Edison C. Eckert	Student Intervention Team (SIT) Log		8/05 - 5/06	SIT Packets	Discipline Records AEIS Report TAKS results

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

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

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

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

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

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

Annual Performance Objective: Parent/Community involvement at La Vega elementary wil1increase by 10% in 2004-2005.

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

2003-2004 Standard: Two out of four documented events

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

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

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

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	CHECK POINT DATES	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
COMMUNICATION 2.7 Continue communications between the school and home: ❑ Campus Newsletter ❑ Teacher Fliers ❑ Bank Marquee ❑ Local Newspaper ❑ TV/Radio ❑ School Marquee (TIA 17)	P. Johnson K. Bray D. Edison	Publications on file		8/05-5/06	American Bank LVISD Pirate Pride Local TV/Radio Newspapers Technology	Parent Involvement Survey AEIS Report TAKS Results
2.8 Provide for **parent training/information sessions**: ❑ Meet the Teacher Night ❑ PTO Meetings ❑ TAKS Info Night ❑ ARDs ❑ LPAC Meetings ❑ Reading Night ❑ Parent Conferences ❑ Workshops for Parents ❑ SuccessMaker (CCC), AR, Math ❑ Weekly night when computer lab/library available for use (TIA 17)	P. Johnson D. Grisham D. Edison K. Bray Classroom Teachers G. Duran Special Ed	Records, minutes, sign-ins, agendas		8/05-5/06	Special Education Staff, Parent, Volunteers	Parent Involvement Survey AEIS Report TAKS Results

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

INVOLVEMENT OPPORTUNITIES 2.9 Provide opportunities for Parental Involvement on the campus: ❑ Parental Involvement Policy ❑ Parent Agreement ❑ Parent Involvement Day ❑ PTO ❑ Parent/Student lunches ❑ Music and awards presentations ❑ Campus Volunteers (TIA 17, 19)	P. Johnson D. Grisham D. Edison G. Jarosek K. Bray K. Gillette			8/05-5/06	Parents Volunteers Community Businesses	Parent Involvement Survey AEIS Report TAKS Results

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

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

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

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

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	CHECK POINT DATES	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
SAFETY 3.4 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	P. Johnson R. Nevills B. Myers P. Williams K. Bray K. Gillette D.Edison	Office records, Campus visitor sign-in sheets		8/05-5/06	Time for school personnel	Parent Involvement Survey
3.5 Continue activities for the fire safety awareness: ❑ Firefighter on campus ❑ Educational materials for students ❑ Firehouse in October	P. Johnson Classroom Teachers K. Bray K. Gillette D. Edison	Lesson plans, speakers scheduled		8/05-5/06	Fire Department Personnel	Completion of activities
3.6 Continue monthly fire disaster drills	P. Johnson D. Edison	Calendar State safety report on file		8/05-5/06	Drills	Completed calendar of drills
3.7 Continue maintenance of fire equipment	J. Olivarez	Maintenance Records		8/05-5/06		Competed Inspection Reports

Campus Name: La Vega Elementary Date of Committee Approval:

District Name: La Vega ISD Date of Board Approval:

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

La Vega Intermediate School – HP Miles Campus Reviewed by the LVIS Campus Quality Improvement Council on: **DRAFT 2005-06**
Campus Quality Improvement Plan Approved by the LVISD Board of Trustees on:

Long-Range Goal:
All students at La Vega Intermediate School –HP Miles will reach their full potential and will contribute positively to society.
Annual Performance Objective: All student sub-groups at LVIS-HPM will maintain or increase by 5% on Math, Language Arts state assessments and remove the rating of unacceptable in the area of Science
Strategy for Achieving Long-Range Campus Performance Objectives:
Fill in student learning gaps and reach recognized status.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.1 Ensure compliance with the requirements in **Title IX**. (Gender equality)	B. McRae, Principal	• Student/Staff Handbook • Notices	August 2005 May 2006		Student/Staff handbook Notices
1.2 Ensure compliance with the requirements in **Title VI** of the Civil Rights Act of 1964. • Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities.	B. McRae, Principal B. McRae, Principal	Notices Publication of compliance Student/Staff Handbook	August 2005 May 2006		Notices Publication of compliance Handbook
1.3 Provide **Bilingual** services to meet the needs of identified students. • Continue Bilingual Services. • Language Proficiency Assessment Committee (LPAC) (TIA 12, 13,14,15)	Dir, Special Prog B. McRae, Principal Anita Loa Anita Loa Anita Loa	**Bilingual** and **LPAC** (Language Proficiency Assessment Committee) documentation. • LPAC minutes • Testing records • Home/Language Survey	August 2005 May 2006 LPAC meet each semester.		**Bilingual** and **LPAC:** • Alternative Assessment Results • Exemption Documentation • TAKS Results • Annual Attendance Records • Language Proficiency Test

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.4 Provide **Special Education** services to address needs of identified students. • ARD'S (Annual Review and Dismissal) as needed • Modifications • Self-Contained • Resource Math • Resource Reading • 504 • Transportation • CAP (Comprehensive Analysis Process) • Special Education and Regular Education Staff assist each other to meet the needs of students with special needs. • IEP's (Individualized Educational Plans) requirements and modifications copied and provided for all related teachers. • Transition students from KCB (Kids Changing Behavior) to resource classes and regular education classes (TIA 19)	B. McRae, Principal Sharon Shields Linda Thrasher Alisha Mathews Jeannie Kuehl C.Wallace C. Heath N. Muhammad Maria Cezhey All Teachers B. McRae, Principal Kristi Rizo, Ins. Facilitator C. Heath N. Muhammad B. McRae, Principal Linda Volz Peggy Johnson Special Ed. teachers	• ARD Minutes • IEP's • Parent Conferences • TAKS Exemption Records • Annual Attendance Records • Alternative Assessment Results • Practice TAKS Test • SDAA • Portfolio • District Assessment	August 2005 May 2006		• ARD Minutes • IEP's • Parent Conferences • TAKS Exemption Records • Annual Attendance Records • Alternative Assessment Results • SDAA • Portfolio • District Assessment • IEP's in the classroom • Modifications in/with Teacher Lesson Plans

1.5 Provide **major documents in English and Spanish**/ or Interpreter as needed. • Home Language Survey • Free/Reduced Lunch Form • Handbook receipt • Gifted and Talented Referral form • EYOP Information • Extended Day Information • Notes from school home to parents (TIA16)	B. McRae, Principal Anita Loa	• Copies of the documents on file • Develop more documents to be in Spanish	August 2005 May 2006 Or As needed		Copies of the documents on file

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.6 Increase awareness and appreciation of **cultural and linguistic diversity** through a variety of activities. • Cultural Awareness Committee • Counseling Lessons	B. McRae, Principal Kristi Rizo Chris Borland Nancy Muhammad Chad Heath	• Teacher Lesson Plans • School Calendar	August 2005 May 2006	Phil Bancale Guest Speakers Community Activities related to Hispanic Awareness Month and Black History Month Character Educ. Survey Sheet	• Teacher Lesson Plans • School Calendar
1.7 Provide **career awareness** activities. • Classroom Mentors • Career Day • Title IX / Title IV Leadership Development (TIA 13)	B. McRae Kristi Rizo Chris Borland Chad Heath N. Muhammad	• Photos • News Articles • Campus Planning • Committee Minutes • Fall and Spring Newsletter • Student/Staff handbooks	August 2005 May 2006	Community Parent Volunteers Business People Mentors PTO	• Photos • New Articles • Campus Planning • Committee Minutes • Campus Newsletter • Student/Staff Handbooks
1.8 Attendance – monitor absences daily • Phone calls • Home visits • Parent/Teacher Conferences • Incentives • Gold Award Committee	B. McRae, Principal Gayle Richter Debbie Ray Teachers	• Daily Attendance PEIMS report • Banners • Ice Cream (treats) highest attendance per grade level	August 2005 May 2006	$1000	• Daily Attendance PEIMS report

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.9 Display **Character Education posters** depicting values and appropriate social skills throughout the school. (TIA 12,13,14)	Debbie Cripe Chad Heath Nancy Muhammad	• Visibility of posters • Lesson Plans • Student handbooks	August 2005 May 2006	Materials from Young Peoples Press	• Visibility of posters • Lesson Plans • Student Handbooks • Classroom Guidance
1.10 Continue **Character Education Curriculum** with students. • Student planners (TIA 12,13,14)	N. Muhammad Chad Heath	• Counselor Lesson Plans • Modeled by all faculty and staff	August 2005 May 2006	Materials from Young Peoples Press	• Counselor Lesson Plans • Evidence of modeling by staff • Evidence of improved student character
1.11 Inform Parents of Character Education Curriculum both in English and Spanish via flyers or newsletters.	N. Muhammad C. Heath, Counselor K. Rizo, Ins. Fac. B. McRae, Principal Anita Loa	• LPAC Minutes	August 2005 May 2006	Materials from Young Peoples Press	• Fall and Spring Newsletter
1.12 Address needs of **High Achieving and Gifted and Talented** (GT) students: • Enrichment activities within classroom- noted on lesson plans • Screening/Testing • Six hour annual update (TIA13)	Bonnie McRae, Principal C. Heath, Counselor N. Muhammad Peggy Harris Jana Miller Glenda McCreary	• Teacher lesson plans • G.T. testing results • Documentation as provided by teachers and others • Program Evaluations • Training Certificates	August 2005 May 2006		• Teacher lesson plans • G.T. testing results • Documentation as provided by teacher and others. • Program Evaluations • Training Certificates

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.13 Provide students with **involvement and leadership opportunities.** • Display student work and accomplishments throughout the school. • Continue **DARE** (Drug Awareness Resistance Education) • Continue Drug Prevention activities • Continue **Junior City Council** Program • Red Ribbon Week	4th – 6th Teachers Jana Miller 5th Grade Teachers B. McRae, Principal 4th Grade Teachers 5th Grade Teachers 6th Grade Teachers Jana Miller5th Grade Teachers Chad Heath All Faculty	*Taking a Stand* Essay Campaigns	August 2005 May 2006	Bellmead Police Department Bellmead City Council	Comments of praise among campus staff, students, and visitors. Graduation Ceremony Classroom projects Scheduled Activities
1.14 Continue use of student **enrichment activities.** • **Music** • **Art** • **P.E.** • **Library** • **Band**	B. McRae, Principal Vicki Garcia Sam Smith Gary Johnson Carolyn Trussell Debbie Cripe Tom English Ramon Carillo Holly Johnson	• Schedules • Teacher Lesson Plans • Comments from Parents and community members	August 2005 May 2006		Schedule of Events Master Schedules and Calendar

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.15 Strengthen and Develop Student **Reading Programs.** • Continue **AR** (Accelerated Reader) • Continue **STAR** (Standard Test for Assessment of Reading) to assess student-reading levels. • Continue AR Committee • Continue **Reading Renaissance** Program • Successmaker Computer Lab • Dyslexia Program • Voyager Reading for 5th grade (TIA 13)	K Rizo, Facilitator Debbie Cripe All Teachers Debbie Cripe Peggy Harris All Teachers and Instructional Aides 4th Sherria Shirey 5th Carolyn Trussell Mamie Hall	Previous data for individual students Percentage of students reading below grade level. Lab Reports	August 2004 May 2005	K Rizo, Facilitator $300 $9,000 $55,000	Increased student reading levels as measured by the STAR Test. Increased student performance as indicated on the TAKS Test. (Texas Assessment of Knowledge and Skills) Year end lab reports Weekly Reports by class
1.16 Continue and Expand **TAKS** Preparation. • Develop a campus TAKS Plan based on the District TAKS Plan. • Horizontal Alignment • Benchmark Assessments • Continue teaching TEKS (Texas Essential Knowledge and Skills) through well-planned lessons. • Maintain and Utilize TAKS Data • Disaggregate data • Review and Revise Pacing Charts for 4th –6th Grade in the subjects of: 1. Math 2. Language Arts 3. Social Studies 4. Science • Implement TAKS Coach Materials • TAKS Gourmet • Sleek • TAKS prep Materials for Science LABS (TIA 19)	Dr. Sharon Shields B. McRae K Rizo, Facilitator All teachers All teachers K Rizo, Facilitator All teachers B. McRae K Rizo, Facilitator 4th Grade Teachers 5th Grade Teachers 6th Grade Teachers All Teachers	TAKS results. Higher expectations of students. Pacing Charts Teacher lesson plans. WEBCCAT Prior data from TAKS scores. AEIS-IT Report Chart TAKS Teacher Lesson Plans. Evidence of TAKS Coach material covered in lesson plans	August 2005 May 2006 September 05 August 2005 May 2006 October 2005 May 2006	Sharon Shields B. McRae, Principal K Rizo, Facilitator K Rizo, Facilitator $27,000.00 $6,000	Pacing Charts Teacher Lesson Plans Benchmark Tests Prior Data from TAKS scores. AEIS-IT Report Teacher Lesson Plans Completed curriculum documents and scope and sequences TAKS/SDAA results RPTE results

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.17 Continue programs to address the needs of **At-Risk** Students. • Continue to use the **SIT (Student Intervention Team)** process to identify and address needs in students for possible dyslexia, learning disabilities, 504, behavior, etc. • **Dyslexia** program • Successmaker Program • Include **TAKS remediation classes** within the daily schedule for 5th grade retest students • Saturday School • Extended Day Tutorials • Extended Year Optional Program • Monitor student enrollment for non-returning students • Counseling Program • Mentoring Program • Operation Star Fish (TIA 19)	B. McRae, Principal K Rizo, Facilitator C. Heath, Counselor N. Muhammad SIT Members Carla Eckert K Rizo, Facilitator S. Shirey B. McRae, Principal K Rizo, Facilitator Classroom Teachers B. McRae, Principal G. Richter C. Heath, Counselor N. Muhammad N. Muhammad N. Muhammad	• District policy for student intervention • Yellow SIT folders in vault • Orange 504 folders in vault Documentation of conferences Progress Reports List of enrolled students Progress Reports Daily schedule Student grades/progress Counselor Logs Mentor Sign In Sheets Star Fish Reports	August 2005 May 2006	OEYP Grant $500	• Completed SIT forms with adequate documentation • Yellow SIT folders in vault • Orange 504 folders in vault Progress Reports/Report Cards Progress Reports List of enrolled students Progress Reports Completed student work Greater academic achievement for individual students Completed Logs Completed Logs Completed Reports
1.18 Continue to provide math programs /strategies. • Continue to coordinate terminology with other campuses and update curriculum • Math TAKS Academies • Math Intervention/Remediation • Math Tutor (Sleek)	K Rizo, Facilitator All Math Teachers W. Debose C. Lewis	Daily grades and test scores. Meeting Agendas Finished Documents Reports to faculty Program Records	August 2005 May 2006		Daily grades Completed documents Completed documents

• Math TAKS Coach workbooks and software • Successmaker					
1.19 Continue to provide language arts programs /strategies. • Voyager Reading • Reading Intervention/Remediation • Continue to coordinate terminology with other campuses and update curriculum • Michael Eaton (4th grade) • Reading Academies • Six Traits Writing • Process Writing • Successmaker • Training from Richard Marques-Reading Recipes	K Rizo, Facilitator Fifth Grade Teachers M. Hall All Teachers Language Arts Teachers	Daily grades and test scores. Program Records Meeting Agendas Finished Documents Reports to faculty Lesson Plans Workshop registrations	August 2005 May 2006	Bonnie McRae Voyager Curriculum	Daily grades Completed documents Classroom observations Completion certificates
1.20 Improve Science instruction to raise the AEIS rating from unacceptable to acceptable or higher. • TEKS Science Academies Training • Continue to coordinate terminology with other campuses and update curriculum • TAKS Science Coach • Gourmet Science • Region 4 TAKS Science Materials • Classroom demos • Utilize the Dana Center for Science TEKS lessons, units related to TAKS testing content • Science Related Field Trips-5th grade • Rewriting Science textbook tests/assignments in TAKS question format	B. McRae, Principal K. Rizo, Facilitator Science Committee 4th grade teachers 6th grade teachers 5th Grade teachers All grades 5th Grade C. Borland	Workshop registrations Lesson Plans Science Benchmark Tests – ongoing Administrative walk-thru Rubicon	August 2005 May 2006	$4,000 $10,000	Completion certificates Completed Curriculum documents Science TAKS Data Spring 06

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.21 Continue to provide **Incentive / Recognition** Activities • STAR Performers • End of Year Awards • Accelerated Reader Awards • Perfect Attendance Awards • Honor Roll Awards • Student Birthday • Good Behavior • Most Improved Award • Weekly Class Attendance Celebrations (TIA 13)	B. McRae, Principal K Rizo, Facilitator C. Heath, Counselor N. Muhammad Carolyn Trussell Teachers	Encourage and build self-esteem Student Records Increased attendance	August 2005 May 2006 Given each 6 weeks and/or at the end of year.	Community and Business Donations Popsicle Parties	Certificates and recognition at Awards Day.
1.22 Continue **Special Events** for student's participation: • TAKS Focus Nights • Award Day • Student Greeters & Assistants • Music Programs • Field Trips • Spirit Day • Career Day • Open House • Visiting Author • Fall/Spring Open House • Patriots Day Activities • Veteran's Day Observance • Veteran's Recognition • Food For Families • PTO Nights • Cultural Heritage Celebrations (TIA 13, 19)	B. McRae, Principal K. Rizo, Facilitator C. Trussell N. Muhammad Vicki Garcia M. Babers Teachers N. Muhammad/ C. Heath D. Cripe PTO President	Student, parent, community input	August 2005 May 2006	$1500.00 Community Presenters	Student participation documentation: • Schedules • Sign-In Sheets • Agendas • Campus Newsletter
1.23 Provide **transitional** activities.. • Meet the teacher night/First Day Assemblies/Campus Tours	B. McRae, Principal K. Rizo, Facilitator C. Heath, Counselor N.Muhammad All Teachers	Encourage community, parental, and student involvement	August 2005 May 2006	B. McRae C. Heath N. Muhammad K Rizo	Sign in sheets

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.24 Provide systematic **Planning / communication** opportunities for staff and /or students. • Faculty meetings • Grade level meetings • Weekly Campus Administrative meetings • Monthly calendar of events • Main office open at 7:15 a.m. • Consistent morning and afternoon announcements (Same time each day) • Open discussions regarding budget and educational decisions • Continue to implement Lesson Plan procedures and forms • Identification of CQIC (Campus Quality Improvement Committee) members • Enforce consistent discipline • Fewer classroom disruptions from office • Horizontal/Vertical Alignment • Early Release Days • Follow District policies and campus procedure notebook • Reports from Superintendent's Council (TIA 14)	B. McRae, Principal K. Rizo, Facilitator C. Heath, Counselor 4th Grade Teachers 5th Grade Teachers 6th Grade Teachers Self-Cont. Teachers Resource Teachers Elective Teachers Suzanne Ferrero Gayle Richter All staff	Meeting agendas, minutes, sign-in sheets, e-mails, schedules	August 2005 May 2006	B. McRae K. Rizo C. Heath N. Muhammad Dr. Shields	Meeting agendas, minutes, sign-in sheets, e-mails, schedules Well planned lessons Discipline reports to PEIMS (Public Education and Information Management System) Discipline referrals decreased

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.25 Provide staff development in the following areas: • At Risk Students • Special Education, Referral Process and tracking • Program Placement – Profile Sheets • Select and implement appropriate modifications • SIT (Student Intervention Team) • 504 • Gifted and Talented • Dyslexia • TAKS Administration • Technology in the classrooms • Discipline • District Code of Conduct • Classroom management • Violence Prevention • The La Vega Plan • LVIS-HP Miles Campus Plan • Disseminate survey to evaluate planning process • Rubicon Curriculum • Successmaker • TAKS Coach • TAKS strategies • Data Disaggregation TIA 14,15)	B. McRae, Principal C. Heath, Counselor N. Muhammad K Rizo, Facilitator C. Heath N. Muhammad Carla Eckert C. Heath, Counselor Dr. Sharon Shields K. Rizo C. Heath B. McRae, Principal K. Rizo, Facilitator	Staff Development Calendar PDAS Records Employee Handbook Student Handbook	August 2005 May 2006	District Staff Region 12 training	• Staff Development Calendar • In-service Agendas • January Staff Development Agendas • Sign-In Sheets • PDAS Records • Employee Handbook • Student Handbook • Completed CPE Forms Completed teacher surveys on file Evidence in Rubicon Atlas website
1.26 Provide **Technology** training and opportunities to utilize technology skills • • INTEL – teach to the future • Rubicon	B. McRae, Principal LVIS Technology Committee Sherria Shirey K. Rizo		August 2005 May 2006 October 2005		Lesson Plans E-mails Presentations Lesson Plans

• Successmaker • SLEEK • TAKS Coach • ECLASS (TIA,13,14,15,19)					

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

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

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

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

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

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
Involvement Opportunities **2.1** Disseminate Campus Documents: • Student Handbook • Parent Involvement Policy • School/Parent Agreement • Personal Graduation Plan (TIA17)	B. McRae, Principal C. Heath, Counselor N. Muhammad K Rizo, Facilitator	Previous Documentation Signed PGP's	August 2005 May 2006 August 2005 May 2006	Student handbook PGP's	• Student handbook • Copies of Parental Involvement Policy • School/Parent Agreement • Sign-In sheets from classrooms • Policy and Agreement on file

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
2.2 Continue to provide a wide variety of opportunities **for parents and community to be involved** in school activities and programs. • Work with PTSO officers and parents to plan and carry out regular PTSO meetings and programs • PTSO fund-raisers • Programs/Speakers/Training • Parents and Community Members invited to speak and read in classrooms. • Parental involvement in Jr. City Council Program • Parents and Community members involved in the District Quality Improvement Committee • Continue and enhance Adopt-a-School relationship with community members. • "Go Get It Program" Participation • Mentoring Program (Classroom and Individual Mentors) (TIA17)	B. McRae, Principal C. Heath, Counselor N. Muhammad K Rizo, Facilitator Mrs. Gongora, PTSO President B. McRae, Principal PTSO B. McRae, Principal J. Miller Parent Volunteers Sharon Shields Chad Heath N. Muhammad N. Muhammad N. Muhammad, Mentoring Coordinator	Campus Newsletters Parent Letters Memo and White Board Sign-in sheets of participants Minutes of meetings Sign – in sheets List of contributions and gifts itemized Program Participants Parent/Teacher/Mentor Survey	August 2005 May 2006 August 2005 May 2006 August 2005 May 2006	District Staff Campus Staff PTSO officers PTSO members Parents Community Bellmead City Council HEB Cotton Patch Parent Community Planning Team "Go Get It Curriculum" Teachers/Mentors WLDI $3000 (School Supplies Project Spirit	Campus Newletters Parent Letters Sign-in sheets of participants Finalized calendar of events List of contributions and gifts itemized Sign-In Sheet Minutes of meeting Program Evaluation Written Evaluations from mentors (June '05)

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
2.3 Continue **communication** between school and home in home language • Notes and letters sent home about special events, field trips, PTSO meetings, and counselor events • School newsletter, "Pirate Pride" sent home once in the Fall and once in the Spring • Special events and program information sent home in English and Spanish • Three week reports and report cards sent home to inform of school progress • Campus Web site used to inform parents and community • Elementary Student Handbook • Send home graded work weekly • Student planners • Daily Student Agenda (TIA 17)	Suzanne Ferrero C.Heath, Counselor N. Muhammad B. McRae, Principal K. Rizo, Facilitator All Teachers Anita Loa Tomassa Guerrero Lori Mynarcik Donnell Carlson B. McRae T. Brinkman P. Johnson All Teachers All Teachers	Encourage good communication in order to have: • Strong parental participation • Clear understanding of school procedures and expectations	August 2005 May 2006		Documentation for all communication areas may include copies of: • Newsletters • Letters sent home • Three week progress reports • Six Weeks Grades Web page updated each semester or as needed Final copy of survey designed and produced by the Parent/Community Committee

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

Reviewed by the LVIS Campus Quality Improvement Council on: **DRAFT 2005-06**
Approved by the LVISD Board of Trustees on:

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

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

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

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
3.1 Provide aesthetic **improvements** to **facilities:** • Entryway- park bench, plants, colorful furniture, bulletin boards • La Vega Sign replace to express school pride • Maintain plants and shrubs around school grounds • Stop use of herbicides • Park benches in hallway • Addition of walkway awnings in front and back of campus	Lynn Roberts Maintenance Department PTO Environmental Safety Expert Bonnie McRae, Principal Conrad Medrano, Head Custodian	Overall appearance and safety of facilities	June 2005 June 2006		Aesthetic appearance improved Safety hazards removed/improved

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
3.2 Provide extensive cleaning and/or waxing of entire campus and maintain on a regular basis: • Floors, doors, baseboard, chairs, desks, walls, stage, bathroom stalls, windows, sidewalks, shelves, lockers, equipment	B. McRae, Principal Lynn Roberts Conrad Medrano		June 2005 June 2006		
3.3 Continue to maintain and re-stripe Driveway for bus lanes	B. McRae, Principal Lynn Roberts		June 2005 August 2006	$500	Restriping complete
3.4 Have janitorial staff check for gas leaks seasonally	Conrad Medrano		June 2005 August 2006		Leaks checked and documented
3.5 Implement team and crisis management plan: • Provide flashlights for each classroom and support staff rooms • Provide a back-up signal system if needed in emergency • Crises Response Plan • Update training in AED • CPR training	B. McRae, Principal K. Nesbitt S. Ferrero Assigned personnel Administrators		June 2005 August 2006 Completed Nov. 2005 April 2006	Environmental Specialist	• Team in place • Crises Response Plan

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
3.6 Make improvements to insure safety for all students: • Review fire escape routes and make changes as necessary • Enforce use of identification badges through out campus • Monthly fire/tornado/lockdown drills • Review and design new maps (TIA19)	B. McRae, Principal Conrad Medrano Chad Heath All Staff Crises Management Team		August 2005 August 2006		Drill / Disaster Log
3.7 Install appropriate **technology** to enhance curriculum and general operations of the school: • Install more printers so that there is at least two per wing • Replace outdated technology equipment • Inventory building denoting computers per class • Add computer lab to 4th grade hallway	B. McRae, Principal C. Borland A. Mathews K. McNeil P. Reed J. Miller D. Cripe		August 2005 August 2006		Equipment installed and ready for use Completed Oct. 2005
3.8 Continue **Safe & Drug Free School Activities** • Fire Prevention Week • DARE • Great American Smoke-out • Video Library-Drug Free Schools • Red Ribbon Week • Parent Nights • Classroom Guidance • Fire Drills (TIA19)	C. Heath, Counselor R. Richards, RN Jana Miller D. Cripe C. Borland B. McRae K. Rizo C. Heath	High number of At-Risk Students	August 2005 August 2006	Fire Marshall	• Activities in place • District Title VI Evaluation • Campus Safe/Drug Free Schools • Community Report

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
3.9 Application of **Discipline Policy** • Student Code of Conduct • Student Handbook • Parent Meetings • ISS • Counseling • Teacher/Parent Conference • SIT Team • Agendas • Parent Letters and / or Calls • AEP (TIA 19)	B. McRae, Principal Chad Borland C. Heath, Counselor N. Muhammad, Counselor K Rizo, Facilitator All Teachers		August 2005 May 2006		Improved Campus Discipline PEIMS Report
3.20 Texas Behavior Initiative Training • Training by district • Crisis Intervention Training (CPI)	Dr. Sharon Shields B. McRae, Principal K. Rizo, Facilitator C. Heath, Counselor N. Muhammad C. Borland Crisis Team		August 2005 August 2006 December 2005		

La Vega Junior High School-George Dixon Campus

Mission 2005-2006

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

Campus Philosophy

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

A Formula for Student Success

Classroom TEKS-based Formative Assessment

And

Quality Classroom Instruction

Result In

Classroom Success for All

And Lead to

Success on TEKS-based TAKS for All Students

And

Wider Opportunities for Future Success in Life

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

1) All students at La Vega Junior High School-George Dixon Campus will demonstrate exemplary academic and social performance and will contribute positively to the global community.

2) La Vega Junior High School-George Dixon Campus will achieve an active partnership among parents, community members and educators, which will promote successful students learning.

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

La Vega Independent School District
District Goal & Strategies

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

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

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

2. Focus on all teachers teaching the TEKS as a basis for their curriculum

3. Focus on increasing student attendance and decreasing student dropouts

4. Provide staff development for all staff, as appropriate

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

6. Continue to increase efforts to improve communication between superintendent, Board of Trustees, administrative, teaching and support staff, campus and district planning and decision-making teams

7. Implement a long-range plan for facilities utilization and expansion

8. Provide for increased technology availability to students and staff and increased use of technology by students and staff

La Vega Junior High School
George Dixon Campus
2005-2006

Planning Teams

Student/Staff Issues

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

Parent/Community Issues

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

Facility/Safety Issues

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

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

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

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

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

Elicia Krumnow, Assistant Principal—Adjunct Member
La Vega Jr. High School-George Dixon Campus 4401 Orchard Lane Waco, Tx 76705 (254)799-2428

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

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

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

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

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

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

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

Tina Gonzales, 8th Grade Parent Representative
3600 Scroggins Apt. #5G Waco, Tx. 76705 Home (254) 799-2274 Work (254)296-7300

Michelle Williams, 7th Grade Parent Representative
4302 Bellcrest Street Waco, Tx. 76705 Home (254)799-6232 Work (254)662-6786

Mayela Garcia, Student Representative 8th Grade
3712 Parrish Waco, Texas 76705 (254)799-3364)

Charles Trickett, Student Representative 7th Grade
3719 Parrish St. Waco, Tx. 76705 (254)799-4741

Kevin Petty, Business Representative, Roy Beatty Cleaners-Bellmead
711 La Clede Waco, Tx. 76705 Work (254) 799-4303

Tim Castiglia, Business Representative, Tim's Greenhouse
200 Hogan Lane Waco, Tx. 76705 Work (254)754-1800

Elton Hall, Community Member Representative
1217 Cloverleaf Waco, Tx. 76705 Home (254)799-5975 Cell (254)722-0452

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

Gary Williams, District Level Professional Representative
LaVega ISD Administration 3100 Bellmead Dr. Waco, Tx 76705 (254)799-4963

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

Group 1:

Math: (5)
Paula Cass
Jeanie Sanchez
Bill Cass
Kristina Cron
Demetrice Conner
Debby Marak

ELA: (6)
Linda Stockton

Shasta Krumnow
Sherrell Huff
Jeremy McCaig
Gwen Lee

Special Ed: (8)
Elaine Clark
Lesia McGee
Freddie Williams
Diane Barkley
Rebecca Scott
Ever Betts
Arthur Edwards
Audrea Sopher

Science: (3)
Tabitha Hutchinson
Linda Hewgley
Michie Smith
Beth Aldridge

Group 2:

Electives: (9)
Norma Burns
Jackie Duggan
Pat Harvey
Holly Johnson
JoBeth Milam
Earl Presley
Ara Rauls
Erica Sheppard
Josephine Clay

Support Services: (7)
Annette Manders
Glen Maxwell
Jamie Doolittle
Tammie McHone
Freddie DeBose
Terrence Toliver
Susan Cogliati (Librarian)
Mary Keezee (Counselor)

History: (4)
Monte Francis
Robert Salter
Sherril Polansky
Lesley Baker

Daily Schedule

La Vega Jr. High School-George Dixon Campus

2005-2006

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

<u>1st Lunch Period</u>
(11:02 a.m.- 11:32 a.m.)
P. Cass
Conner
Doolittle (11:40 a.m. Lunch)
Duggan
Francis
Harvey
S. Krumnow
Lee
Salter
Sanchez
Rauls
Sheppard

<u>2nd Lunch Period</u>
(11:56 a.m.- 12:26 p.m.)
Burns
B. Cass
Clay
Cron
Huff
Marak
McCaig
Polansky
Stockton

La Vega Junior High School-George Dixon Campus
LaVega ISD
Planning Dates/Description

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

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

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

Comprehensive Needs Assessment Summary

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

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

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

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

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

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

Sources Used in the Comprehensive Need Assessment

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

La Vega Junior High School-George Dixon Campus (LVJHGD)
Parental Involvement Policy
2005 – 2006

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

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

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

La Vega Junior High School-George Dixon Campus
Parent Compact
2004 – 2005

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

AS A STUDENT, I WILL BE REPONSIBLE FOR:

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

SIGNATURE: _____ DATE: _____

AS A PARENT, I WILL BE RESPONSIBLE FOR:

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

SIGNATURE: _____ DATE: _____

AS A TEACHER, I WILL BE RESPONSIBLE FOR:

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

SIGNATURE: _____ DATE: _____

Awards and Recognitions
2005-2006

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

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

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

Long-Range Goal #1:
All students at La Vega Junior High School will demonstrate exemplary academic and social performance and will contribute positively to the global community.
Strategy for achieving Long-Range Goal and Performance Objectives: In 2005-2006, all student subgroups at La Vega Junior High School-George Dixon Campus will maintain or increase by 5% on all state assessments.

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.1 Continue to provide Gifted and Talented (GT) Services • 6 hours of staff development on GT strategies • Utilize district screening and testing procedures • Communicate with parents regarding policies, procedures, and progress • Enrichment trips for students • TIA 13 • 30 hours of GT training each teacher by 5/07	M. Keezee L. Stockton E. Krumnow	Testing results Staff Development Certificates Student Projects	Aug. 2005 – May 2006 Benchmark Dates: Nov. 2005 Feb. 2006 May 2006	ESC Reg. 12 Dr. S. Shields $500 for training $500 for materials $350 for testing	GT Training Database Teacher survey of credit hours
1.2 Continue services to address the needs of English as a Second Language (ESL) students • Screening/testing • District Language Proficiency Assessment Committee (LPAC)	P. Harlin E. Krumnow M. Keezee	Minutes of LPAC meetings Student records Exemption documentation	Aug. 2005 – May 2006 Benchmark Dates: Nov. 2005 Jan. 2006 May 2006	ESC Reg.12 D. Lovesmith M. Wilson	Practice Texas Assessment of Knowledge and Skills Test RPTE results Program Evaluation
1.3 Continue to provide recognition and incentives for perfect attendance • End of the Year Awards Assemblies •AB Honor Roll	D. Kroll B. Adams S. Hanks	Public Education Information Management System (PEIMS)	Aug. 2005 – May 2006	$2800	AEIS Report
1.4 Continue to call parents of absent students	D. Kroll R. Dyer L. Rivera Teachers D. Hooks A. Slafka	Roll Sheets Call Logs	Aug. 2005 – May 2006	Perfect attendance incentives	PEIMS

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.5 Continue Special Education Services • Annual Admissions Review and Dismissal (ARDS) • Life Skills Class • Transitional Planning • Special Services for the visually and hearing impaired • Implement strategies from the Comprehensive Assessment Plan • Speech Therapy • TIA 19 •Behavioral class TBSI training • TBSI Training	A. Sopher E. Clark G. Mays R. Richards L. Cochran E. Krumnow L. Barkley M. Green R. Scott L. Voltz	Individual Education Plan (IEP) Modifications Transition Plan Behavioral Intervention Plan (BIP) Occupational Health Minutes SDAA Benchmark Assessments Practice SDAA	Aug. 2005 – May 2006	Released Tests	ARDS Program evaluation SDAA results
1.6 Work with Education Service Center (ESC) on the identification/recruitment of Migrant Students.	Migrant Service Coordinator: Marilyn Wilson	Migrant records at ESC	Aug. 2005 – May 2006	ESC Reg. 12	
1.7 Provide mentor program for new teachers • TIA 14	B. Adams E. Krumnow M. Keezee Participating teachers	District Mentor Evaluation Documents Monthly mentoring meetings	Aug. 2005 – May 2006	A. Bishop	Mentor/ Mentee Survey Summary
1.8 Cooperate with colleges/universities with teacher preparation programs and student teacher placement	B. Adams Participating teachers	Sign-in sheets Evaluations with university supervisors	Aug. 2005– May 2006 Oct. 2005 Dec. 2005 March 2006 May 2006	Baylor Education Department Kris Goree Dr. Eldon Barrett	
1.9 Ensure compliance with Federal Requirements in Title IX • TIA 13	B. Adams W. Williams	Student handbook Employee handbook	Aug. 2005 – May 2006	A. Bishop	Notices/ publications of compliance
1.10 Ensure compliance with Federal Requirements in Title VI • TIA 16	B. Adams S. Cogliati	Student handbook Employee handbook	Aug. 2005 – May 2006	D. Lovesmith	Notices/ publications of compliance
1.11 Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities • TIA 13	All Teachers S. Cogliati M. Keezee	Lesson Plans Posters Photographs/ Scrapbooks	Aug. 2005– May 2006	Guest Speaker $1000	Campus developed survey for students

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

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

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
1.29 Continue to promote a safe and drug free school • Red Ribbon Week • Guest Speakers • GREAT • Drug dog • Peer Assistance Leadership	J. Duggan B. Adams S. Hanks B. Aldridge E. Krumnw	Calendar of Events Drug Free Activities/ Assemblies Lesson Plans Health Curriculum	Aug. 2005 Dec. 2005 March 2006 May 2006	$500 M. Green Waco Police Department	Survey results
1.30 Continue the Accelerated Reader Program	S. Cogliati G. Lee B. Aldridge Lang. Arts Department	Student Reading Records STAR Assessments	Aug. 2005 Dec. 2005 May 2006	$7000	TAKS Reading Results
1.31 Continue Student Counseling groups • Grief • Anger • Straight Talk • Peer Mediation	M. Keezee	List of Participants Minutes of Meetings	Aug. 2005 Oct. 2005 Dec. 2005 March 2006 May 2006	ESC Region 12 $500	Survey Results
1.32 Continue end of year awards assemblies for 7th & 8th grades	J. McCaig S. Polansky B. Adams L. Rivera M. Keezee	List of Recipients Program Registered Guests	Aug. 2005 – May 2006	$2000	Program Recognition
1.33 Continue Campus Meetings • Faculty Meetings • Departmental Meetings • CQIC Meetings • Campus Leadership Team Meetings	B. Adams E. Krumnow S. Hanks Department Chairs	Agenda/ Minutes Activity Plans	Aug. 2005- May 2006	$2000	Sign-In Sheet LVJHGDC Calendars
1.34 Continue counseling services • Monthly Parent Newsletters • Coordinate 504 accommodations • 20 Point Club • Duke Talent Search for grade 7 • President's Academic Award for grade 8 • Mentor Program • Communities in Schools (CIS)	M. Keezee R. Dyer	Rosters Test results Newsletter 504 Classroom Accommodations Media Coverage Services Records	Aug. 2005– May 2006	Baylor University SCE Funds $47, 959 (.5 FTE)	Program Evaluation
1.35 Continue Student Intervention Team (SIT) • TIA 19	M. Keezee Teachers	SIT Referrals Minutes	Aug. 2005 Oct. 2005 Dec. 2005 March 2006 May 2006	Files	Documentation Decreased Retentions
1.36 Continue Student Health Intervention	R. Richards T. Guerrero	Student Health Records Medication Log	Aug. 2005– May 2006 Dec. 2005	School Health Room	Student Sign-In Sheet Records

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

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

Long-Range Goal #2:
The La Vega Jr. High School-George Dixon Campus will achieve an active* partnership among parents, community members, and educators which will promote successful learning.
*Active partnership involves eye-to-eye contact, signature sheets, and distribution of information
Strategy for achieving Long-Range Goal and Performance Objectives: In 2005 – 2006 parental involvement will increase by 5%.

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

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

ACTIVITIES	PERSON RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCES NEEDED	SUMMATIVE EVALUATION
2.5 Continue communication between school and home: • Send parents a copy of AEIS report in Spanish and English • Send the Home Language Survey to parents in both Spanish and English so parents can communicate needs to us • Send newsletter to every parent in the district • Publish campus announcements for parents on the campus marquee • Publish campus announcements for parents on the campus homepage on the internet • Provide TAKS Study Guide for Parents	B. Adams L. Rivera E. Krumnow M. Keezee Classroom Teachers	Signed and returned forms Collected Documents Newsletters Phone Contact Progress Reports Report Cards Attendance Letters Discipline Referrals Student Handbook Parent-Teacher Conferences	Monthly Aug. 2005– June 2006 Each Six Weeks	$1000 Employee Time	TAKS Score Reports AEIS Reports Parent Surveys Web Page Collected Documentation Parent Signature Sheets Parent-Teacher Conference Forms
2.6 Continue including parents as sponsors/ chaperones for student field trips	Grade Level Teachers	Sign-In Sheet for Sponsors Trip Plans	Aug. 2005– June 2006	$6000	Trip Reports
2.7 Continue Mentorship Program for Students and encourage teacher participation	R. Dyer M. Keezee	Registration and pairing of Mentors and Mentees Campus Sign-In Sheet	Sept. 2005 Dec. 2005 June 2006	Recruited Business Sponsors $2500 (budget)	Mentor/ Mentee Evaluations
2.8 Continue to provide training to teachers in the area of sensitivity needs of children of poverty	B. Adams E. Krumnow	Sign-In Sheet for teachers attending training	Aug. 2005 Dec. 2005 May 2006	Dr. S. Shields $2000 McCap	Teacher Evaluations
2.9 Continue hosting evening activities for parents as opportunities to strengthen parent/ teacher relationships	B. Adams E. Krumnow All Departments	Sign-In Sheets for attendees Agendas Promotional Newsletter	Aug. 2005 Oct. 2005 March 2006 June 2006	Recruited Business Sponsors $3000 (budget)	Evaluations
2.10 Initiate parent survey to evaluate campus programs	B. Adams E. Krumnow Campus Improvement Plan Planning Teams	Summary Documentation Returned Surveys	Nov. 2005 Dec. 2005 March 2006 May 2006	Postage	Survey Results CQIC
2.11 Initiate an Informative Meeting for Parents concerning the G/T and Pre-AP programs	B. Adams E. Krumnow L. Stockton Honors Teachers	Meeting Sign-In Sheets	Aug. 2005 Sept. 2005	$200	Meeting Evaluations
2.12 Continue successful volunteer programs	M. Keezee R. Dyer	Evidence of program implemented on campus School Supplies	Sept. 2005– May 2006	Title 5 Funds	Annual Report
2.13 Continue to host meet the teacher night	B. Adams S. Hanks E. Krumnow All teachers and staff	Parent Sign-In Sheets Parent/Teacher Conferences Registrations Flyers	Sept. 2005 March 2006 May 2006	Recruited Businesses $3500	Annual Parental Involvement Records Parent Compact
2.14 Celebrate parent Involvement Week in Nov. by inviting parents to dine with their children during a scheduled week	M. Keezee R. Dyer E. Krumnow B. Adams	Sign-In sheet for attending Parents	Nov. 2005	$1500	Parent Surveys Evaluations

Long-Range Goal #3:
The La Vega Junior High School-George Dixon Campus will have a safe and orderly environment conductive to successful student learning.

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

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

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

La Vega High School - Campus Improvement Plan
2005-2006

Campus Name: LA VEGA HIGH SCHOOL **Date of Committee Approval:**

District Name: LA VEGA I.S.D. **Date of Board Approval:**

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

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

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

Initiatives: Strategies/ (steps)	**Person Responsible**	**Begin Time**	**End Time**	**Resource**	**Evaluation (Documentation / Assessment)**	**Benchmark Dates**
					Formative:	
Programs						
1.1 Continue and expand services to address the needs of identified **G/T** students • Policy/Procedures/ Notification • Nominations/Screening • Assessment • Professional Development: ➢ Teachers – 30 Hours ➢ Teachers – 6 Hour Annual Update ➢ Administrators and Counselors – 6 Hours • Advanced Curriculum Pre AP, AP, Honors, and Dual Credit classes	Jerry Brem Marsha Moore Sal Acosta Erna Watkins Jim Parten	8/05	5/06	ESC Reg. 12	Policy/procedure documents on file; Parent Communications; List of identified students/PEIMS/ Training/ Staff Development records; Assessment Records; Progress Reports; Report Card Grades; Lesson Plans; Course Offerings / Curriculum; Advanced-Level Student Products **Benchmark Checks:** 1) Number of identified students 2) Number by Gender/Diversity 3) Percentage of Mastery on Benchmark and District Assessments **Program Evaluation:** Surveys from parents and students; TAKS; Local Program Evaluation	 11/05 11/05 9/05; 12/05; 2/06; 5/06 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					Formative:	
Programs, Continued						
1.2 Continue services to identified **Special Education** students • Policies/Procedures/Notification • ARD's, annual and as needed • Implementation of CAP (Comprehensive Analysis Process) and training on each strategy >Transitional Planning >Initial testing / placement >Least restrictive environment >Related services >Annual evaluation/ follow-up • Classroom modifications • Assistive technology, as needed • Speech • Inclusion • Resource room • Self-Contained classroom • VAC Program • Grand Central Station Program	Jerry Brem Linda Volz Marsha Moore Erna Watkins Sal Acosta Melissa Canet	8/05	5/06	ESC Reg. 12 Special Ed Teachers Educational Diagnostician ARD Committee Members	**Benchmark Checks:** 1) Number of identified Special Education students 2) Number by Gender/Diversity 3) Percentage mastering TAKS/SDAA Assessments **Program Evaluation:** TAKS; SDAA; Surveys; Local Program Evaluation	9/05; 5/06 9/05; 5/06 5/06 5/06
1.3 Continue **Career and Technology/Carl Perkins** programs/activities: • Policies/Procedures • Course Sequence • Coordination/Planning • Individual Education Program Modifications • Integrated Academic/CATE Courses • Counseling *compliance with Title VI and IX	Jerry Brem Maria Green Erna Watkins Sal Acosta Marsha Moore Kathy Bishop Leasa Duron	8/05	5/06	ESC Reg. 12 McLennan Community College Texas State Technical College	**Benchmark Checks:** 1) Number of students enrolled in CATE courses 2) Number of dual credit courses & articulation agreement courses **Program Evaluation:** TAKS; Surveys; Local Program Evaluation	9/05; 1/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					Formative:	
Programs, Continued						
1.4 Provide services for identified **ESL** students • Home Language Survey • Policies/Procedures/ Notification • Parent Consultation • Screening / Testing • LPAC (Language Proficiency Assessment Committee) • Translations • Follow-up (Exited Students) • Staff Development on ESL Strategies/Modifications • Classroom/Curriculum Support	Jerry Brem Maria Green Marilyn Wilson Erna Watkins Sal Acosta Pat Harlin Bill Swearingen Jocelyn Pierce	8/05	5/06	ESC Reg. 12 Pat Harlin	**Benchmark Check:** 1) Number of students identified for ESL Program 2) Percentage of ESL students passing core classes **Program Evaluation:** TAKS; RPTE; Pre/Post Testing; Surveys; Local Program Evaluation	 12/05; 5/06 12/05; 5/06
1.5 Continue programs/services for students identified with **Dyslexic** tendencies: • Policies/Procedures / Notification • Parent Notification/Consent • Identification/Student Assessment • Program/Activities • Staff Development • Early Identification • Accommodations	Jerry Brem Marsha Moore Erna Watkins Sal Acosta Suzette Gill	8/05	5/06	ESC Reg. 12	**Benchmark Checks:** 1) Identification of Dyslexic students 2) Academic progress in core subjects and state assessments **Program Evaluation:** TAKS; Surveys; Pre/Post Testing; Local	

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					Program Evaluation	
					Formative:	
Programs, Continued						
1.6 Provide programs/activities to serve identified **At-Risk** students: • Policies/Procedures/ Notification • Student Identification • Program Activities • Staff Development o At-Risk Criteria o Services/Programs o Confidentiality • Pregnancy Related Services • Community in Schools • Credit Recovery Programs • Personal Graduation Plans	Jerry Brem Marsha Moore Erna Watkins Sal Acosta Leasa Duron Melissa Canet Jason Keys	8/05	7/06	ESC Reg. 12 PEP Instructor CIS Personnel SCE Funds Activity:	**Benchmark Checks:** 1) Identification of At-Risk students 2) Academic progress in core subjects and state assessments **Program Evaluation:** TAKS; Pre/Post Testing; Local Program Evaluation	8/05 – 5/06 8/05 – 5/06
Curriculum/Instruction						
1.7 Provide an enriched curriculum that is scientifically research-based to insure academic success for all students in all subjects **English/Language Arts Reading / Writing:** Continue activities to insure success in Reading / Writing: TAKS Short Answer paragraphs, Essay Writing, Vocabulary Word Study, Literary Terms Study, Sustained Silent Reading, Word Wall for LEP students Implementation of new reading	Jerry Brem Marsha Moore Pam Eggebrecht Wanda Riggs – Master Reading teacher English Dept. Teachers	8/05	5/06	TEA Core Curriculum ESC Reg. 12 Scope & Sequence Departmental Meetings Disaggregated Data (Margaret Kilgo) Released and web based testing materials Academic Camps	**Pre-Test**: all students were evaluated to determine quantity of differentiation of instruction **Benchmark Checks:** 1) District Assessments 2) Implementation of Ruby Payne/Harry Wong strategies in classroom 3) Implementation of vertical and horizontal alignment for prevention of gaps in instruction 4) Benchmark tests	 Fall 05 8/05 – 5/06

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

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
success in Social Studies: • TAKS and Academic Tutorials • TAKS Parent Night • 5 Min. Bell Ringers each to reinforce learning • Videos for reinforcement • Internet Activities • Power Point Presentations	Dennis Hataway Social Studies Dept.Teachers			ESC Region 12 Teacher technology training Academic Camps Video Streaming TEA Website – Study resources, test sites	**Benchmark Checks:** 1) District Assessments 2) Benchmark Tests 3) Number of students earning social studies credits 4) TAKS scores	Fall 05 8/05 – 5/06
					Formative:	
Mastery Activities						
1.8 Continue to provide opportunities for students not mastering required objectives to acquire needed skills: • Tutorials/Academic Camps • Credit recovery – PLATO • Summer School • TRACK Program	Jerry Brem Marsha Moore Erna Watkins Sal Acosta	8/05	5/06	Credit recovery & tutorial teachers Tutorial software Study guides	**Benchmark Checks:** 1) Number of students earning credits 2) Increased graduation rates	8/05 – 5/06 8/05 – 5/06
Staff Development						
1.9 Provide appropriate staff development to meet the needs of all staff. • Atlas Rubican • Lesson Plan Development • Curriculum Development and Alignment • Behavior Management • Conflict Resolution • Higher Level Thinking Skills	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	ESC Reg. 12 Administrative Staff	Discipline procedures outlined and implemented by LVHS Staff Decreased number of referrals to the office	8/04 – 5/05 8/04 – 5/05
Assessments						
1.10 Develop/administer appropriate assessments to monitor student progress	Jerry Brem Marsha Moore Erna Watkins	8/05	5/06	TAKS, PSAT, ACT & SAT study materials	Scores on State & National assessments 3-week Progress Reports	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
• TAKS Practice/Field tests • PSAT/SAT • ACT • ASVAB • Progress Reports/Report Cards	Sal Acosta Gene Haney			ESC Reg. 12	Report Card Grades Benchmark Tests TAKS scores	
Dropout Prevention						
1.11 Continue to provide Dropout Prevention strategies/activities: • Credit recovery – PLATO • Success Program • Personal Graduation Plans • Mentoring	Jerry Brem Marsha Moore Erna Watkins Sal Acosta	8/05	5/06	PLATO software Success Program PGP software	(1) Number of students earning credits (2) Graduation rates (3) Number of students passing Exit Level TAKS tests	8/05 – 5/06
					Formative:	
Technology Uses						
1.12 Continue to expand the use of technology for instruction and educational management • Continue purchasing, networking & expanding campus technology for the classroom setting • Increase participation in Intel Teach To the Future Program • Teacher Star Chart Survey • Staff Development • Implementation of A+ Program • Implementation of Technology Systems Program	Jerry Brem Larry Kaska Paul Brinkman Edwin Drake Technology Committee	8/05	5/06	ESC Reg. 12 LVISD Technology Dept. LVHS Library Diane Dietiker Dennis Hataway Robert Palacios A+ Program Technology Systems Program District & Campus budgets	Expanded technology so that staff and students have access to appropriate technology resources to support curricular goals	8/05 – 5/06
Transitions						
1.13 Continue activities to transition students successfully through the educational process • Personal Graduation Plan	Jerry Brem Marsha Moore Erna Watkins Sal Acosta	8/05	5/06	College & University recruiters and liaisons Career Seminars	Increased College & University recruiters and liaisons speaking to students about career opportunities, grants , scholarships, etc.	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
				PGP software		
Clubs/Organizations						
1.14 Provide campus clubs and organizations for student involvement, leadership development, and community service. • Athletic Programs • NJROTC • Band • Choir • Academic Programs • Spanish Club • Student Council • National Honor Society • CHIPS • DCP	Jerry Brem Willie Williams Professional Staff members	8/05	5/06	Program rules & guidelines School budgets Fund raisers	Records of student participation Awards ceremonies Community benefits	8/05 – 5/06
					Formative:	
Communications						
1.15 Continue approaches to improve communication on the campus among the staff members. • Provide email for intra-campus & intra-district communications • Departmental Meetings • Faculty Meetings • Weekly Staff Bulletins	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Lisa Cobb Natasha Garcia Dept. Chairs	8/05	5/06	LVISD Technology Dept	Immediate & reliable communication between campus staff members, district employees and the outside world	8/05 – 5/06
1.16 Implement plan for meeting NCLB requirements for staff qualifications/certification: • All Teachers – Highly Qualified • All Paraprofessionals – Certified	Jerry Brem Al Bishop Dept. Chairs	8/05	5/06	Certification records Al Bishop	Employment of highly qualified teachers and certified paraprofessionals	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Planning Opportunities						
1.17 Provide various opportunities for the staff and others to be involved in planning for campus improvement • CEIC Committee • Departmental Meetings	Jerry Brem Marsha Moore	8/05	5/06	SBDM Committee	Minutes of meetings Surveys Proposals	8/05 – 5/06
Higher Education						
1.18 Provide information on higher education opportunities: • Admission and Financial Aid Opportunities • Texas Grant & Teach for Texas Grant • FAFSA • Loan opportunities • Informed Curriculum Choices	Jerry Brem Marsha Moore Erna Watkins Sal Acosta	8/05	5/06	College & University recruiters and liaisons Informative handouts in counseling center	Increased percentages of graduating seniors attending two/four year colleges, universities, and technical schools.	8/05 – 5/06
					Formative:	
1.19 Provide opportunities for students to participate in college level classes • Dual Credit Classes • College Credit Classes	Jerry Brem Marsha Moore Erna Watkins Sal Acosta	8/05	5/06	College & University professors from MCC & TSTC	**Benchmark Checks** 1) Number of students enrolled in classes 2) Number of credits earned	8/05 – 5/06
Attendance						
1.20 Continue strategies/activities to assure high student attendance rate of 96% or better • Refer students with a pattern of poor attendance to court	Jerry Brem David Fuller Jocelyn Pierce Don Hooks	8/05	5/06	TEA Guidelines for compulsory attendance LVISD Policy on student attendance	**Benchmark Checks** 1) Number of students with perfect attendance 2) Increased ADA 3) Individual student percentage records	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
• Purchase Parent Connection System to contact parents about student absences						
Major Campus Documents						
1.21 Disseminate all major campus documents in English and Spanish and/or provide an interpreter, if needed.	Jerry Brem Office Staff	8/05	5/06	LVHS office staff	Student Handbook; Parent Involvement Policies/Compact; Enrollment Forms	8/05; 12/05; 5/06
Federal Requirements						
1.22 Ensure compliance with the requirements of Title IX (Sexual Discrimination) • Posted Notice • P.E./Athletic Presentations • Student/ Staff Handbooks	Jerry Brem Office Staff Willie Williams Sherry Salter	8/05	5/06	Region XII State/Federal law Al Bishop LVHS office staff	Notices; Student/Staff Handbooks; Application Form UIL Handbook	8/05; 12/05; 5/06
1.23 Ensure compliance with the requirements of Title VI (Civil Rights) • Posted Notice • Student/Staff Handbooks	Jerry Brem Office Staff	8/05	5/06	Region XII State/Federal law Al Bishop LVHS office staff	Notices; Application Form; Student/Staff Handbooks	8/05; 12/05; 5/06
					Formative:	
1.24 Ensure that all students and parents are informed of their rights and responsibilities • Student Handbook • Parent Involvement Policies and Practices • School/Parent Compact	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Office Staff Central Office Staff	8/05	5/06	Region XII LVHS office staff	Student Handbook; Parental Involvement Policies; School/Parent Compact	8/05; 12/05; 5/06
					Summative: • **TAKS scores** • **SDAA scores** • **TPRI Scores**	5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					• AEIS Data	

La Vega High School - Campus Improvement Plan
2005-2006

Campus Name: LA VEGA HIGH SCHOOL **Date of Committee Approval: October 8, 2004**

District Name: LA VEGA I.S.D. **Date of Board Approval:**

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

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

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

Initiatives: Strategies/ (steps)	**Person Responsible**	**Begin Time**	**End Time**	**Resource**	**Evaluation (Documentation/ Assessment)**	**Benchmark Dates**
					Formative:	
Communication						
2.1 Continue numerous approaches to assure open communication between the school and home • Newsletters • Marquee • District Website • Progress Reports/Report Cards • Surveys • Parent phone contacts • Phone Master • On-Line Newspaper	Jerry Brem	8/05	5/06	Sal Acosta, Webmaster Dennis Hataway, NHS Sponsor LVHS Office Staff	Newsletters; Marquee; Website; Progress Reports; Report Cards; Surveys	9/05; 12/05; 5/06
Teacher /Parent Conferences						
2.2 Conduct teacher/parent conferences in person, by phone, mail or email.	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	LVHS Professional teaching staff	Conference/contact logs	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					Formative:	
Involvement Opportunities						
2.3 Continue opportunities for parents and community members to be actively involved in the programs of the school • Booster Clubs • Members of Committees • Class Sponsors • Freshman Orientation • Induction Ceremonies • Extracurricular Programs • Volunteers	Jerry Brem Sal Acosta Erna Watkins	8/05	5/06	ESC Reg. 12 LVHS Professional staff	Membership records Sign-in logs Records (list) of Activities	8/05 – 5/06
Training/ Information Sessions						
2.4 Provide numerous opportunities for sharing information or training with parents	Jerry Brem Marsha Moore Maria Green Dalia Grisham	8/05	5/06	ESC Reg. 12 LVISD Parent Educator Program	Sign-in logs Program Bulletins	8/05 – 5/06
Planning Opportunities						
2.5 Provide opportunities for parents and community members to be involved in the planning process • CEIC Committee • Comprehensive Planning Process • School/Parent Compact	Jerry Brem	8/05	5/06	SBDM Committee Long Range Planning Committee	Sign-in logs Meeting minutes	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					Formative:	
Surveys						
2.6 Disseminate a parent survey to collect information /input for planning and school improvement	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	SBDM Committee LVHS Administrative Staff Survey forms	Survey Results	8/05 – 5/06
Rights and Responsibilities						
2.7 Ensure that parents and students are informed of their rights and responsibilities • Student Handbook • Student Code–of–Conduct • School/Parent Compact • G/T Policy and Procedures • Special Education Rights	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	SBDM Committee LVHS Administrative Staff LVHS Special Education Staff	Handbook; Code of Conduct; School/Parent Compact; G/T Policy/Procedures; Special Education Rights	8/05 – 5/06
					Summative Evaluation: • **Parental Involvement Records** • **Survey Information** • **TAKS Scores** • **AEIS Data**	5/06

La Vega High School - Campus Improvement Plan
2005-2006

Campus Name: LA VEGA HIGH SCHOOL **Date of Committee Approval:**
District Name: LA VEGA I.S.D. **Date of Board Approval:**

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

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

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

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

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Number of student suspensions					**49**	
					Formative:	
Discipline Management						
3.1 Revise/improve the campus discipline management: • Implement Foundations Program • Implement CHAMPS Discipline Plan • Student Code of Conduct • Student Handbook	Jerry Brem David Fuller Jocelyn Pierce	8/05	5/06	Campus/District Discipline Plan Code of Conduct Student Handbook	Signed Acceptance Forms Revision of Student Handbook	9/05; 2/06; 5/06 9/05
Crisis Mngt./Violence Prevention						
3.2 Identify/maintain • Crisis Management/ Response Plan • Crisis Response Team/Training • Staff Orientation to Emergency Drills: Building Evacuation (Fire); Shelter In Place (Tornado); Lockdown; BASE (Building Active Shooter Emergency); Site Evacuation	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Kathleen Nesbitt	8/05	5/06	ESC Reg. 12 Crisis Response Handbook Diagrams of evacuation plans	Crisis Response Team Membership List; Meeting Agendas/Sign-in Sheets; Staff Development; Crisis Plan; Drills	9/05; 12/05; 4/06
Technology						
3.3 Continue the expansion/ purchasing/ networking of campus technology in order to meet current needs by following the district technology plan and developing timeline to do the following:	Jerry Brem Diane Dietiker Larry Kaska Technology Committee	8/05	5/06	Campus/District Technology Plans	District records and Purchase Orders that document improvements in and purchase of campus based technology	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					Formative:	
Climate Issues						
3.4Continue to encourage and develop a positive and nurturing climate for students, parents, and teachers • Recognition of "A" – "B" honor roll students • Awards Night • TAKS Awards	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce Staff	8/05	5/06	T.B.S.I materials Teen Leadership materials Parent Meetings	Fewer discipline problems Positive parent responses Parent Surveys	8/05 – 5/06
Surveys						
3.5 Continue to administer surveys: • Teacher • Student	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	Survey Forms	Surveys; Compilation of Results; Action Plan	5/06
Safety Issues						
3.6 The campus will conduct monthly Disaster Drills • Fire • Tornado • Violence	Jerry Brem Kathleen Nesbitt	8/05	5/06	Crisis Response Handbook Diagrams of evacuation plans	Records of disaster drills	8/05 – 5/06
3.7 Maintain building security • Video surveillance system • Locked hallway/classroom doors • Visitor sign-in/badges • Teacher sign-in/out	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	Video surveillance cameras & servers Security guidelines for staff	Record of incidents Decrease in vandalism	8/05 – 5/06
					Formative:	
3.8 Ensure student safety by contacting parents when a child	Jerry Brem David Fuller	8/05	5/06	Attendance records	Attendance records and contact information	8/05 – 5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
is absent	Jocelyn Pierce Sue Hurst					
					Formative:	
Safe/Drug-Free Schools and Communities Activities						
3.10 Continue S/DFSC activities on campus • Needs Assessment • Strategies (based on identified needs) • Drug Prevention Programs	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	ESC Reg. 12 PALS Program Drug testing for athletics	**Benchmark Checks:** Number of serious discipline referrals **Program Evaluation:** Title IV Safe and Drug Free Evaluation; Local Program Evaluation; PEIMS 425 Record	8/05 – 5/06
3.11 Continue other S/DFSC complementary activities on campus • Health Education • Life Skills • Teen Leadership	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	M.A. Marak Janette Scott ESC Reg. 12	**Benchmark Checks:** Success rate of students in the programs **Program Evaluation:** Title IV Safe and Drug Free Evaluation; Local Program Evaluation; PEIMS 425 Record	8/05 – 5/06
Staff Development/Strategies						
3.12 Continue to provide training/ strategies in the following areas: • Conflict Resolution • Violence Prevention • Texas Behavior Support Initiative (TBSI) • System for safe student restraint (CPI)	Jerry Brem Marsha Moore David Fuller Jocelyn Pierce	8/05	5/06	ESC Reg. 12 In-service Training	Professional Development sign-in sheets	8/05 – 5/06
					Summative: • **Annual S/DFSC Evaluation** • **Technology Plan/ Inventory** • **State Disaster Report**	5/06

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
					• TAAS Scores / ITBS Scores • AEIS Data	

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

I. Where We Are - Schoolwide Performance 2005 –

Reading – Loss of 4 percentage points overall from 2004
African Am. -3 Hispanic -5 White 0 Economically Disadvantaged -8

Social Studies – Loss of 2 percentage points overall from 2004
African Am. 0 Hispanic +6 White -7 Economically Disadvantaged -4

Mathematics – Loss of 1 percentage point overall from 2004
African Am. -2 Hispanic +8 White -4 Economically Disadvantaged -6

Science – Gain of 5 percentage points overall from 2004 !
African Am. +12 Hispanic +6 White +5 Economically Disadvantaged -2

Grade Level Performance 2005 -

9th Grade – (last years 8th graders)

Reading – More females met standard (83%) than males (73%)
Percent meeting standard - African Am. 79% Hispanic 69% White 85%
Objectives needing primary focus:
Applying Knowledge of Literary Elements
Average Percent of Items correct - African Am. 74% Hispanic 73% White 80%

Mathematics – More females met standard (52%) than males (36%)
Percent meeting standard - African Am. 35% Hispanic 44% White 52%
Objectives needing primary focus:
Numbers, Operations, and Quantitative Reasoning
Average Percent of Items correct - African Am. 49% Hispanic 54% White 53%
Patterns, relationships, and Algebraic Reasoning
Average Percent of Items correct - African Am. 50% Hispanic 56% White 62%
Concepts and Uses of Measurement

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

Social Studies – More females met standard (82%) than males (69%)
Percent meeting standard - African Am. 71% Hispanic 75% White 78%
Objectives needing primary focus:

Issues and Events in U.S. History
Average Percent of Items correct - African Am. 62% Hispanic 55% White 64%

Geographic Influences on History
Average Percent of Items correct - African Am. 64% Hispanic 58% White 66%

Political Influences on History
Average Percent of Items correct - African Am. 60% Hispanic 58% White 62%

10th Grade – (last years 9th graders)

Reading – More females met standard (79%) than males (53%)
Percent meeting standard - African Am. 60% Hispanic 61% White 80%
Objectives needing primary focus:

Short Answer Rating (Literary Selection)
Average Percent of Items correct - African Am. 30% Hispanic 32% White 32%

Short Answer Rating (Expository Selection)
Average Percent of Items correct - African Am. 19% Hispanic 16% White 22%

Short Answer Rating (Connecting Selections)
Average Percent of Items correct - African Am. 13% Hispanic 23% White 21%

Mathematics – More females met standard (32%) than males (28%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Properties and Attributes of Functions
Average Percent of Items correct - African Am. 48% Hispanic 47% White 49%

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

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

Mathematical Processes and Tools
Average Percent of Items correct - African Am. 44% Hispanic 47% White 54%

11th Grade – (last years 10th graders)

English Language Arts – More males met standard (61%) than females (59%)
Percent meeting standard - African Am. 49% Hispanic 53% White 70%
Objectives needing primary focus:

Short Answer Rating (Literary Selection)
Average Percent of Items correct - African Am. 34% Hispanic 33% White 42%

Short Answer Rating (Expository Selection)
Average Percent of Items correct - African Am. 25% Hispanic 30% White 34%

Short Answer Rating (Connecting Selections)
Average Percent of Items correct - African Am. 15% Hispanic 21% White 28%

Mathematics – More females met standard (38%) than males (33%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Properties and Attributes of Functions
Average Percent of Items correct - African Am. 39% Hispanic 47% White 57%

Geometric Relationships and Spatial Reasoning
Average Percent of Items correct - African Am. 35% Hispanic 46% White 52%

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

Percents/Proportions/Probability/Statistics
Average Percent of Items correct - African Am. 41% Hispanic 45% White 50%

Social Studies – More females met standard (69%) than males (67%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Issues and Events in U.S. History
Average Percent of Items correct - African Am. 49% Hispanic 48% White 60%

Political Influences on History
Average Percent of Items correct - African Am. 54% Hispanic 54% White 61%

Science – More males met standard (35%) than males (31%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Interdependence of Organisms and the Environment
Average Percent of Items correct - African Am. 44% Hispanic 47% White 53%

Structures and Properties of Matter
Average Percent of Items correct - African Am. 34% Hispanic 33% White 41%

12th Grade – (last years 11th graders)

English Language Arts – More females met standard (88%) than males (81%)
Percent meeting standard - African Am. 91% Hispanic 81% White 83%
Objectives needing primary focus:
Short Answer Rating (Literary Selection)
Average Percent of Items correct - African Am. 38% Hispanic 31% White 38%
Short Answer Rating (Expository Selection)
Average Percent of Items correct - African Am. 38% Hispanic 42% White 46%
Short Answer Rating (Connecting Selections)
Average Percent of Items correct - African Am. 20% Hispanic 22% White 24%

Mathematics – More males met standard (67%) than females (63%)
Percent meeting standard - African Am. 50% Hispanic 63% White 77%
Objectives needing primary focus:
Geometric Relationships and Spatial Reasoning
Average Percent of Items correct - African Am. 37% Hispanic 47% White 52%
Measurement and Similarity
Average Percent of Items correct - African Am. 43% Hispanic 45% White 58%
Mathematical Processes and Tools
Average Percent of Items correct - African Am. 44% Hispanic 47% White 57%

Social Studies – More males met standard (93%) than females (87%)
Percent meeting standard - African Am. 92% Hispanic 89% White 89%
Objectives needing primary focus:
Issues and Events in U.S. History
Average Percent of Items correct - African Am. 61% Hispanic 62% White 67%
Geographical Influences on History
Average Percent of Items correct - African Am. 69% Hispanic 70% White 80%
Political Influences on History
Average Percent of Items correct - African Am. 69% Hispanic 64% White 75%
Science – More males met standard (80%) than females (63%)
Percent meeting standard - African Am. 65% Hispanic 54% White 89%
Objectives needing primary focus:

Organisms of Living Systems

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

Structures and Properties of Matter

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

II. Where We Want To Be

2005 Campus Accountability Data Table

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

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

2005-2006 Campus Goal

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

La Vega High School
Campus Improvement Plan
Needs Assessment
2005 – 2006

I. Schoolwide Performance – April 2005 –

Reading – Loss of 4 percentage points overall from 2004
African Am. -3 Hispanic -5 White 0 Economically Disadvantaged -8

Social Studies – Loss of 2 percentage points overall from 2004
African Am. 0 Hispanic +6 White -7 Economically Disadvantaged -4

Mathematics – Loss of 1 percentage point overall from 2004
African Am. -2 Hispanic +8 White -4 Economically Disadvantaged -6

Science – Gain of 5 percentage points overall from 2004 !
African Am. +12 Hispanic +6 White +5 Economically Disadvantaged -2

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

Reading – More females met standard (83%) than males (73%)
Percent meeting standard - African Am. 79% Hispanic 69% White 85%
Objectives needing primary focus:
Applying Knowledge of Literary Elements
Average Percent of Items correct - African Am. 74% Hispanic 73% White 80%

Mathematics – More females met standard (52%) than males (36%)
Percent meeting standard - African Am. 35% Hispanic 44% White 52%

Objectives needing primary focus:

Numbers, Operations, and Quantitative Reasoning

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

Patterns, relationships, and Algebraic Reasoning

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

Concepts and Uses of Measurement

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

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

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

Objectives needing primary focus:

Issues and Events in U.S. History

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

Geographic Influences on History

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

Political Influences on History

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

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

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

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

Objectives needing primary focus:

Short Answer Rating (Literary Selection)

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

Short Answer Rating (Expository Selection)

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

Short Answer Rating (Connecting Selections)

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

Mathematics – More females met standard (32%) than males (28%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Properties and Attributes of Functions
Average Percent of Items correct - African Am. 48% Hispanic 47% White 49%

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

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

Mathematical Processes and Tools
Average Percent of Items correct - African Am. 44% Hispanic 47% White 54%

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

English/Language Arts – More males met standard (61%) than females (59%)
Percent meeting standard - African Am. 49% Hispanic 53% White 70%
Objectives needing primary focus:

Short Answer Rating (Literary Selection)
Average Percent of Items correct - African Am. 34% Hispanic 33% White 42%

Short Answer Rating (Expository Selection)
Average Percent of Items correct - African Am. 25% Hispanic 30% White 34%

Short Answer Rating (Connecting Selections)
Average Percent of Items correct - African Am. 15% Hispanic 21% White 28%

Mathematics – More females met standard (38%) than males (33%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Properties and Attributes of Functions
Average Percent of Items correct - African Am. 39% Hispanic 47% White 57%

Geometric Relationships and Spatial Reasoning
Average Percent of Items correct - African Am. 35% Hispanic 46% White 52%

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

Percents/Proportions/Probability/Statistics
Average Percent of Items correct - African Am. 41% Hispanic 45% White 50%

Social Studies – More females met standard (69%) than males (67%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Issues and Events in U.S. History

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

Political Influences on History

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

Science – More males met standard (35%) than males (31%)
Percent meeting standard - African Am. 29% Hispanic 30% White 30%
Objectives needing primary focus:

Interdependence of Organisms and the Environment

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

Structures and Properties of Matter

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

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

English Language Arts – More females met standard (88%) than males (81%)
Percent meeting standard - African Am. 91% Hispanic 81% White 83%
Objectives needing primary focus:

Short Answer Rating (Literary Selection)

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

Short Answer Rating (Expository Selection)

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

Short Answer Rating (Connecting Selections)

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

Mathematics – More males met standard (67%) than females (63%)
Percent meeting standard - African Am. 50% Hispanic 63% White 77%
Objectives needing primary focus:

Geometric Relationships and Spatial Reasoning

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

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

Mathematical Processes and Tools
Average Percent of Items correct - African Am. 44% Hispanic 47% White 57%

Social Studies – More males met standard (93%) than females (87%)
Percent meeting standard - African Am. 92% Hispanic 89% White 89%
Objectives needing primary focus:

Issues and Events in U.S. History
Average Percent of Items correct - African Am. 61% Hispanic 62% White 67%

Geographical Influences on History
Average Percent of Items correct - African Am. 69% Hispanic 70% White 80%

Political Influences on History
Average Percent of Items correct - African Am. 69% Hispanic 64% White 75%

Science – More males met standard (80%) than females (63%)
Percent meeting standard - African Am. 65% Hispanic 54% White 89%
Objectives needing primary focus:

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

Structures and Properties of Matter
Average Percent of Items correct - African Am. 43% Hispanic 44% White 51%

II. Accountability Ratings

2005 Campus Accountability Data Table

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

2005-2006 Campus Goal

To maintain or exceed our "Acceptable" Campus rating for 2006

2006 Campus Accountability Data Table

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

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

Campus Name: SUCCESS Program
District Name: La Vega ISD
Date of Committee Approval: September 9, 2005
Date of Board of Trustees Approval: October 18, 2005

Long-Range Goal #1: All SUCCESS Program students will be provided quality and equitable instruction and services which will allow them to reach his/her highest potential in a global society.
Strategy for achieving Long-Range Goal and Performance Objectives: In 2005-2006, all SUCCESS students will maintain or increase by 5% on state assessments; 100% Mastery for all Exit Level testers.

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

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

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

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

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

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

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

Campus Name: SUCCESS Program
District Name: La Vega ISD

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

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

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

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

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

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

Campus Name: SUCCESS Program
District Name: La Vega ISD

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

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

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

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

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

ACTIVITIES	PERSON(S) RESPONSIBLE	FORMATIVE EVALUATION	TIMELINE	RESOURCE	SUMMATIVE EVALUATION
3.7 Insure student safety by: .Students contacting parent before leaving campus, unscheduled. .Contacting parents when student is not in attendance	J. Spring G. Cotton L. Johnson	Attendance and phone registers	8-05 to 5-06		Filed Reports
3.8 Continue to promote drug prevention activities: . Red Ribbon Week . Guest Speakers . Drug Dog Program	J. Spring L. Johnson	Calendar of Events	8-05 to 5-06	M. Green Videos and Publications From US Dept Health and Human Services TCADA	Program Evaluation
.Leadership/Team Building activities	Greg Clark	Session Evaluation	10-05 to 5-06	(see pg. 2, 1.6)	Student evaluations

MCCA Campus Improvement Plan for 2005-2006

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

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

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

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

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

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

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

Academic Performance at Bill Logue Detention Center:

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

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

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Al Bishop

Background Information:
Attached.

Fiscal Implication:
N/A

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Texas Association
of School Boards

Localized Policy Manual Update 76

La Vega ISD

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

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

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

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

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

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

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

Regarding board action on Update 76 . . .

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

- An appropriate motion for board action on Localized Update 76 is as follows:

  "I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 76 [with the following changes:]"

- The board's action on Localized Update 76 must be reflected in board minutes. The Instruction Sheet—annotated to reflect any changes made by the board—and the Explanatory Notes for the update should be filed with the board minutes where they comprise the authoritative historical record of your district's manual. Also include in the historical record a copy of the replaced or rescinded (LOCAL) policies.

- **Notify your Policy Consultant/Analyst of any changes made by the board so that Policy Service records—forming the basis for these and subsequent updating recommendations—exactly mirror your manual.**

Regarding manual maintenance and administrative regulations . . .

- The update should be incorporated into each of the district's Localized Policy Manuals as soon as practicable. If the district uses *Policy On Line*, please notify us of the board's action on Update 76 so this action may be reflected in your district's Localized Policy Manual as it appears on TASB's Web server. *Policy On Line* staff may be reached by phone (800–580–7529 or 512–467–0222), fax (512–467–3618; see the pink form enclosed), e-mail (pol-support@tasb.org), or Internet feedback form (http://www.tasb.org/policy/pol/private/polfdbk.html).

- Administrative procedures and documents—including formal (REGULATIONS), handbooks, and guides—that may be affected by Update 76 policy changes should be inspected and revised as needed. If the district routinely submits (REGULATIONS) to Policy Service for processing or desires that the updated (REGULATION) be included in the district's *Policy On Line* manual, please submit these changes to your Policy Consultant/Analyst at your earliest convenience.

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

© 2005 Texas Association of School Boards, Inc. All rights reserved.

Instruction Sheet

TASB Localized Policy Manual Update 76

District La Vega ISD

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

Instruction Sheet

TASB Localized Policy Manual Update 76

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

Explanatory Notes

TASB Localized Policy Manual Update 76

District: La Vega ISD

AC (LEGAL) GEOGRAPHIC BOUNDARIES

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

BBB (LEGAL) BOARD MEMBERS
ELECTIONS

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

Other legislative changes affecting this policy are as follows:

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

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

  Also added is the HB 2309 requirement that the board deliver—no later than the 60th day preceding the election—notice of the election to the county clerk of each county in which the district is located.
- HB 1209 requires districts holding elections on the November uniform election date of any year to use regular county polling places. Excluded from this requirement are Harris County and the seven contiguous counties: Galveston, Chambers, Liberty, Montgomery, Waller, Fort Bend, and Brazoria. (See BALLOT, ELECTION OFFICIALS, AND POLLING PLACES on page 4.)
- HB 719 provides the Texas secretary of state more detailed direction regarding his authority to promulgate rules pertaining to form and posting of the long-required NOTICE OF VOTING RIGHTS HOTLINE.
- HB 57 (effective for elections ordered after October 1, 2005) clarifies the timeframe for canvassing May election returns. While November-electing districts still must canvass returns between the 8th day and 11th day after elections, May-electing districts may start canvassing sooner. May-electing districts may begin on whichever of the following dates is latest:
  - the third day after election day,

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

(See CANVASS RETURNS on page 6.)

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

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

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

BBBA (LEGAL) BOARD MEMBERS
REPORTING CAMPAIGN FUNDS

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

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

BE (LEGAL) BOARD MEETINGS

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

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

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

BQ (LEGAL) PLANNING AND DECISION–MAKING PROCESS

HB 283 (from the 79th regular session and effective June 18, 2005) requires that—within the framework of the District Improvement Plan—each district implement a discipline management program that provides "for the prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles." The new requirement may be found at item 9 on page 2.

BR (LEGAL) REPORTS

Beginning this fall and **within the first ten days of classes**, districts with Internet Web sites must publish on the Web their most recently received AEIS report and School Report Cards (SRCs). Such publication is mandated by HB 3297, from the 79th regular session and effective June 18, 2005, and does not affect existing publishing requirements, keyed to TEA's release of the reports:

- The AEIS report still must also be published **within two weeks** after the local hearing (convened **within 90 days** after receipt from TEA) and posted in various public places (e.g., school offices, local businesses, and public libraries). (See page 2 for requirements regarding AEIS INTERNET DISSEMINATION.)
- SRCs still must also be distributed to parents **within six weeks** after receipt from TEA, by mail, parent/teacher conferences, or other means identified by the campus. (See page 3 for requirements regarding SRC INTERNET DISSEMINATION.)

CAA (LOCAL) FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

Three items within the definition of FRAUD AND FINANCIAL IMPROPRIETY have been refined for clarity:

- At item 8—a reference to policy DBD has been added. A reference to "law or District policy" has also been added to clarify when items of material value may be accepted.
- At item 9—"inappropriately" has been moved to the beginning of the phrase so that it modifies all actions described.
- At item 11—"law or District policy" has been added to embrace both legally defined conflicts of interest as well as those established by policy, such as at DBD(LOCAL).

CCA (LEGAL) LOCAL REVENUE SOURCES
BOND ISSUES

Various bills from the 79th regular session affect this policy:

- At EXISTING DEBT ALLOTMENT (page 1): SB 1863, effective July 1, 2005, updated the year-eligibility for state funding for servicing of existing bonded indebtedness.
- At ELECTIONEERING (page 1): HB 2339, effective September 1, 2005, clarifies that the board cannot use "state or local funds or other resources of the district to electioneer for or against any candidate, measure, or political party."

- At ELECTIONS (page 1): HB 57, effective for elections called after October 1, 2005, now prohibits school districts from holding bond elections (or any other election, for that matter) other than on the May or November general election dates.
- At CALL FOR ELECTION (page 2): HB 2339 also adjusts the deadline for ordering a bond election on the general election day: the call must occur no later than the 70th day beforehand. For other elections, the usual 62-day requirement remains in place.
- At NOTICE OF ELECTION (page 2): a HB 2309 provision requires that the board deliver—no later than the 60th day preceding the election—notice of the election to the county clerk of each county in which the district is located.

CCG (LEGAL) LOCAL REVENUE SOURCES
AD VALOREM TAXES

Changes arising from the 79th regular session are as follows:

- TAX RATE (page 2) reflects both SB 1652, effective September 1, 2005, and SB 18, effective June 18, 2005. The former clarifies that the tax rate has separate maintenance/operations and debt service components and requires the actual debt service rate to match the rate posted under Education Code 44.004(c)(2)(A)(ii)(b).

  The latter legislation represents a substantial addition to the requirements for adopting a tax rate. Beginning with the current tax rate adoption, the motion to adopt a tax rate that exceeds the effective tax rate must be phrased as an increase in property taxes. Furthermore, the ordinance setting a tax rate that will cause maintenance and operations taxes overall to exceed those levied the previous year must include, in type larger than in any other portion of the document, tax increase language and the amount of the tax increase for a home valued at $100,000. The legislation also provides specific language that the district must post on its Internet Web site to announce the increase.
- As found at REINVESTMENT ZONES/TAX INCREMENT FINANCING (page 8), counties have been newly authorized by HB 2120 to form reinvestment zones, after September 1, 2005.
- In addition and as with trustee elections at BBB(LEGAL) and bond elections at CCA(LEGAL):
  - At CALL FOR ELECTION (page 3), HB 2339 also adjusts the deadline for ordering an election to ratify school taxes on the general election day: the call must occur no later than the 70th day beforehand. For other elections, the usual 62-day requirement remains in place. (Effective September 1, 2005.)
  - At NOTICE TO COUNTY CLERK (page 4): a HB 2309 provision requires that the board deliver—no later than the 60th day preceding the election—notice of the election to the county clerk of each county in which the district is located. (Effective June 18, 2005.)

CDA (LEGAL) OTHER REVENUES
INVESTMENTS

SB 256—from the 79th regular session and effective September 1, 2005—amends the Public Funds Investment Act to clearly allow local governments to invest in certificates of deposit or share certificates issued by a depository institution's branch office. Previously such investments could occur only with a state or national bank, savings bank, or state or federal credit union domiciled in Texas.

The new language may be found in the first paragraph at item 2 on page 6. A new second paragraph under that item lists five additional circumstances allowing investment in certificates of deposit.

CE (LEGAL) ANNUAL OPERATING BUDGET

A new section titled USE OF DISTRICT RESOURCES has been added (on page 1) to reflect the HB 1826 prohibition against the use of district employees, property, or resources in the design, construction, or renova-

tion of improvements to real property that is not owned or leased by the district. This legislation, from the 79th regular session, was effective June 18, 2005.

Also added within this section is the HB 2339 ban on using state or local funds or other resources for electioneering of any sort. [See also CCA(LEGAL).]

CH (LEGAL) PURCHASING AND ACQUISITION

HB 664 from the 79th regular session allows many districts to favor local bidders in awarding purchasing contracts. The legislation, effective September 1 and reflected under FACTORS on page 2 and LOCATION OF BIDDER on page 3, allows the district to award the purchase contract to a local bidder if that bid is within five percent of the lowest bid and under the following conditions:

- The district's administrative office is located in a municipality with a population under 250,000,
- The bidder's principal place of business is within the district, and
- The purchase is not for telecommunications or information services.

CKC (LEGAL) SAFETY PROGRAM/RISK MANAGEMENT
EMERGENCY PLANS

SB 11 from the 79th regular session newly requires districts to put in place "a multihazard emergency operations plan" no later than March 1, 2006, and to conduct a security audit of district facilities at least once every three years.

The plan requirement is specific to security and must address:

- employee emergency response training,
- student and staff emergency drills, and
- coordination with local emergency management agencies, law enforcement, and fire departments.

The Texas School Safety Center, created in 2001 by the Legislature, is charged with the responsibility of providing districts a safety training program that now includes assistance in developing a multihazard emergency operations plan. The center is currently creating a model plan that will form the basis for this training; the training will be delivered through education service centers. Additionally, districts may request on-site technical assistance on school safety issues.

Further information as it becomes available will be posted on the Safety Center Web site at http://www.txssc.txstate.edu/txssc.htm.

CRD (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT
HEALTH AND LIFE INSURANCE

Legislation from the 79th regular session prompts the following additions:

- At PLAN DISCLOSURE STATEMENT on page 1 is a HB 765 requirement that districts not participating in TRS Active Care provide both employees and prospective employees a copy of any plan disclosure statement prepared by the provider. The district must also retain a copy of the notice that has been signed by the recipient. This requirement applies to all policies issued or renewed after January 1, 2006.
- At COMPENSATION SUPPLEMENT on page 3 is found the SB 1691 "clean-up" of the supplemental compensation–Healthcare Reimbursement Account tangle that arose from actions of the 78th Legislature (2003). The amount of the supplement is now clearly pegged to an amount specified in the General

Appropriations Act. The legislation does not extend the supplement to retirees eligible for TRS Care (or other coverage through the state, the University of Texas, or Texas A&M University). The supplement will be distributed monthly, rather than annually as before, and administration of the fund transfers will now be handled by TEA rather than TRS.

SB 1691 also includes a provision that effectively eliminates the 90-day waiting period, imposed during the 78th regular session, for new employees to become TRS members. Because this provision is not effective until September 1, 2005, the old law will apply for those who have not completed the 90-day waiting period by that date. As a consequence—and only until September—those employees are not eligible for TRS and must be covered by whatever stop-gap measure the district has in place. As of September 1, coverage by TRS begins, but the district must pay the state's share for the remainder of the employee's 90-day period. (See TRS CONTRIBUTIONS FOR NEW HIRES on page 4.)

SB 1691's scope also includes a requirement that—beginning September 1, 2005—a district that hires a retiree must fund:

- both the state's and employee's shares (currently 12.4 percent of the employee's salary) that would be payable if the employee were not a retiree; and
- the state contribution rate for the retiree's health insurance coverage, if the retiree is enrolled in TRS Care. The district does not have to make the TRS Care contribution, however, if the retiree is enrolled in TRS Active Care or if the retiree was reported to TRS by a school district as a retiree in January 2005. (See TRS CONTRIBUTIONS FOR REHIRED RETIREES on page 5.)

- At TERMINATION OF COVERAGE, on page 8, is reflected a SB 1448 provision that makes any district that does not participate in TRS Care subject to the limits on exclusions for preexisting conditions found in the Insurance Code. This requirement becomes effective with the 2005–06 school year.
- At EMPLOYEE ELECTION on page 11 appears HB 407 language that allows an employee married to another employee to declare himself or herself as dependent so that both are covered by the same policy, conceivably at a lower combined premium rate. This provision is effective with the start of the 2005–06 school year and applies to coverage provided under either a large or small employer health benefit plan.

CRE (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT
WORKERS' COMPENSATION

As a result of HB 7 from the 79th regular session, the Texas Workers' Compensation Commission has been merged into the Texas Department of Insurance. The many references to "TWCC" in this policy have been replaced by "TDI" and citations have been updated.

CS (LEGAL) FACILITY STANDARDS

At SECURITY CRITERIA, on page 3, a provision of SB 11 from the 79th regular session has been added and is effective with the development of Texas School Safety Center criteria this fall: a district using Instructional Facilities Allotment funds must consider in the design of the facility TSSC security criteria.

DC (LEGAL) EMPLOYMENT PRACTICES

This policy has been redeveloped to present topics and subtopics in a more logical manner and to more closely track statutory language. Substantive changes attributable to the 79th regular session are as follows:

- Under EMPLOYMENT POLICIES on page 1, SB 387 newly defines posting of vacancies as an "employment policy" essential. Further requirements in this regard are found at POSTING OF VACANCIES.

These provisions become effective with the 2005–06 school year and require the district to post vacancies for positions requiring certification or licenses in specified locations for at least ten school days and to allow current employees "a reasonable opportunity" to apply. The notice requirement is waived for filling vacancies in positions affecting "the safety and security of students as determined by the board." The ten-day requirement, waived for filling a vacancy that occurs during the school year, embraces the broad definition of "teacher" found at Education Code 21.201 that includes such positions as classroom teachers, counselors, and administrative personnel required to have SBEC certification.

- At EMPLOYMENT OF RETIREES on page 2, SB 1691 provisions, effective September 1, 2005, have been added. These reporting requirements replace previous TRS rules regarding the monthly reporting statement.

DC (LOCAL) EMPLOYMENT PRACTICES

Policy Service records indicate that your district has not yet completed and returned the worksheet found in the ***Contractual/Noncontractual Employment Starting Points*** policy development tool kit. As a consequence your current policies may not adequately reflect district practice in light of changes in law and in the certification structure enacted by the State Board for Educator Certification.

For further information, refer to this ***Starting Points***, found at http://www.tasb.org/services/policy/starting/contract.aspx, or contact your district's Policy Consultant/Analyst.

DEA (LEGAL) COMPENSATION AND BENEFITS
SALARIES, WAGES, AND STIPENDS

In addition to being reorganized for clarity and to more closely track statutory language, the policy has been revised to include SB 1691 provisions pertaining to COMPENSATION SUPPLEMENT (on page 2), TRS CONTRIBUTIONS FOR NEW HIRES (on page 3), and TRS CONTRIBUTIONS FOR REHIRED RETIREES. Further information on each of these additions may be found in the explanatory note at CRD(LEGAL) in this update packet.

At RETIREMENT INCENTIVES, found on page 4, is an additional SB 1691 provision that prohibits districts from offering incentives for employees to retire from TRS.

DHE (LEGAL) EMPLOYEE STANDARDS OF CONDUCT
SEARCHES AND ALCOHOL/DRUG TESTING

Beginning September 1, 2005, districts will be required to report to the Department of Public Safety anomalous results of driver drug tests required by the U.S. Department of Transportation. The provisions of SB 217 from the 79th regular session require these reports when:

- a test indicates an alcohol concentration of 0.04 or greater or a result above the level set by DOT regulations for drug concentration;
- the employee refuses to provide a specimen for testing; or
- the specimen is found to be adulterated, diluted, or switched.

In addition to these revisions, found at REPORTS on pages 2 and 3, the policy has been reorganized and lightly edited to more closely track statutory language. A lengthy listing, drawn from DOT regulations, of materials that must be made available to those subject to DOT-required testing has been deleted as excessively detailed for policy.

DK (LEGAL) ASSIGNMENT AND SCHEDULES

While the addition to the policy—the TRANSFERS provision on page 2—is modest, the policy itself has been refined to more closely track the language of statute. The new TRANSFERS provision is language drawn

from SB 387—effective with the 2005–06 school year—that permits a district to include in its employment policies provisions for employee transfers within the district.

DLB (LEGAL) WORK LOAD
REQUIRED PLANS AND REPORTS

SB 493 from the 79th regular session permits the commissioner of education to authorize an accreditation investigation of a district in response to "repeated complaints of excessive paperwork requirements on classroom teachers." This provision becomes effective with the 2005–06 school year.

While not added to this policy, the legislation also requires the commissioner to limit written reports and other paperwork TEA requires of principals or classroom teachers and, at least once every even-numbered year, to review and reduce paperwork requirements imposed by TEA on districts.

E (LEGAL) INSTRUCTION

We have revised the E–Section Table of Contents to accommodate policy EHBG: Prekindergarten.

EHAC (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

At COORDINATED HEALTH PROGRAM on page 1 has been added new law extending to middle and junior high students a health initiative that has previously been focused only on elementary students. From the program mandate in the 77th regular session, amended during the 78th regular session, to SB 42 in the 79th regular session, differing effective dates emerge: districts must receive training in the implementation of the elementary program by September 1, 2007, while training for the middle and junior high program must begin in the 2006–07 school year.

At item 5, on page 2, of the list of required course offerings in grades 9–12, language from HB 492 from the 79th regular session has been added. Beginning with the 2006–07 school year, districts must include instruction in personal financial literacy in any course meeting the economics course credit requirement. The State Board of Education must adopt—by March 1, 2006—rules that include a transition period for 2006–07 juniors and seniors and must adopt TEKS on personal financial literacy by the 2008–2009 school year.

EHBD (LOCAL) SPECIAL PROGRAMS
FEDERAL TITLE I

As we reviewed your files in preparation for this update, we noticed that you did not have a local policy addressing COMPARABILITY OF SERVICES, which is a requirement for districts that receive Title I federal funds and have more than one campus at the same grade level. If your district meets these criteria, we recommend that you consider adopting this policy; otherwise, please contact your Policy Consultant/Analyst so we can adjust our files accordingly.

EHBG (LEGAL) SPECIAL PROGRAMS
PREKINDERGARTEN

We have created this new code to specifically focus on prekindergarten programs and moved provisions, previously found at FD(LEGAL) and elsewhere, to this new policy. This material has been supplemented with Education Code provisions on grants, specifically the PREKINDERGARTEN EXPANSION GRANT and the READY TO READ GRANT, found on page 2.

Also new is a requirement—from HB 2048 from the 79th regular session and effective June 18, 2005—that the district participate in the Texas Information and Referral Network (TIRN), an initiative of the Health and Human Services Commission. Participation will take two forms:

- Information collection: Each district, each local workforce development board, and the Texas Head Start State Collaboration Office will provide TIRN information regarding available child-care and education services and eligibility information. This information will be published on the Internet (in a manner prescribed by the legislation) and will provide—in the language of the bill—"a point of access through which a person may be directed on how or where to apply for all child-care and education services available in the person's community."
- Contact management: TIRN staff will provide the person's contact information to the local Head Start or Early Head Start center, local workforce development center, and school district. Each entity is then required to contact the person regarding eligibility and to match the person's need with child-care and education services it provides or that are available through other providers in the community.

EHBK (LEGAL) SPECIAL PROGRAMS
OTHER INSTRUCTIONAL INITIATIVES

Revisions are as follows:

- At CONSTITUTION DAY, on page 1, a requirement embedded in the Federal Appropriations Act of 2004 has been added: districts that receive federal funds from any source must observe U.S. Constitution Day each September 17. That observance marks the date in 1787 that delegates to the Constitutional Convention convened to sign the document. [Further information is available on the National Archives Web site at http://www.archives.gov/education/lessons/constitution–day/.]
- At WOMEN'S INDEPENDENCE DAY, on page 3, provisions of HB 67 from the 79th regular session and effective May 9, 2005, have been added. The day commemorates the ratification of the 19th Amendment (women's suffrage) of the U.S. Constitution on August 26, 1920.

EIA (LEGAL) ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

NOTICE OF PERFORMANCE RATINGS has been added to reflect HB 3297 from the 79th regular session and effective June 18, 2005: districts are now required to provide campus rating information with the first report card of the year.

F (LEGAL) STUDENTS

To better accommodate increasingly detailed law and regulations pertaining to chronic health conditions, we have created—at FFAF—a new code for INDIVIDUALIZED HEALTH PLANS.

FD (LEGAL) ADMISSIONS

Legislation from the 79th regular session is incorporated as follows:

- At RESIDENT GRANDPARENT, on page 3, appears the HB 25 language (effective May 27, 2005, and replicated in HB 283 with a June 18, 2005, effective date) that requires a district to admit any nonresident student for whom a grandparent, residing in the district, provides a "substantial amount of after-school care." The determination of what constitutes a "substantial amount" is left to the board.
- AT REQUIRED DOCUMENTATION, on page 5, is found language, also from HB 25, that significantly shortens the time lines within which records of transfers must occur. Previously law required the sending district to provide records to the receiving district within 30 days of the request; new law requires that this

occur within ten working days of the request. Moreover, the law now requires the sending district to notify the parent that he or she may request an unofficial copy to take to the new district.

Please note also that the prekindergarten provisions previously in this policy have been moved to EHBG(LEGAL) and provisions regarding the U.S. Immigration's Student and Exchange Visitor Information System (SEVIS) have been deleted since they do not apply to public school districts in Texas.

FD (LOCAL) ADMISSIONS

Revisions to this local policy are as follows:

- At RESIDENCY REVIEW, we have deleted a statement specifically addressing the appeal of a superintendent's decision. Since all decisions may be appealed under the appropriate complaint policy, the statement was unnecessary and potentially confusing.
- At NONRESIDENT STUDENT IN GRANDPARENT'S AFTER–SCHOOL CARE, there is new language resulting from HB 25 on admission of nonresident students for whom grandparents, residing in the district, provide a "substantial amount of after-school care." The local policy text:
  - obligates the parent and grandparent to provide residency information and **to complete a form** to document the extent of after-school care provided, and
  - delegates to the superintendent authority to approve these admission requests.

Admission of the student is based on whether the care provided by the grandparent is determined by the board to be "substantial." Because of differing needs and circumstances of children at different ages and stages of development, formulating objective criteria to be used to measure "substantial amount" will likely yield a range of decisions governed by exception rather than rule. We suggest that the superintendent propose administrative regulations setting forth guidelines. Such guidelines might establish a threshold for approval—e.g., a minimum number of hours per day, of days per school week, of months per school year—and provide for consideration of age and special needs or circumstances.

To assist districts in making this determination, Policy Service has prepared a "boilerplate" administrative procedure and a sample form that the parent and grandparent would be required to complete. These documents may be found at FD(REGULATION) and FD(EXHIBIT), respectively, in the ***TASB Regulations Resource Manual***, available via MyTASB to policy administrators.

We have retained unaltered the district's locally developed text at PERSON HAVING LAWFUL CONTROL OVER A STUDENT and at EXCEPTIONS.

FDB (LEGAL) ADMISSIONS
INTRADISTRICT TRANSFERS

This policy has been revised to more closely track statutory language and reorganized for clarity. In addition, HB 283 provisions relating to transfers prompted by bullying are reflected on page 2. That legislation from the 79th regular session and effective June 18, 2005, defines bullying and allows victims of bullying to be assigned to another classroom or transferred to another campus. The transfer is not automatic—the board or its designee must determine that the bullying occurred—nor is the district required to provide transportation to another campus.

FDB (LOCAL) ADMISSIONS
INTRADISTRICT TRANSFERS

We recommend adoption of this local policy addressing the need for the board to formally delegate authority to investigate and approve requests for class changes or transfers pursuant to an allegation of bullying. The

language of delegation is generalized to all intradistrict transfers whether from classroom to classroom or campus to campus. If this language is not consistent with district practice, please contact your Policy Consultant/Analyst for appropriate text.

FDD (LEGAL) ADMISSIONS
SCHOOL SAFETY TRANSFERS

A new section titled SEXUAL ASSAULT TRANSFER reflects HB 308 from the 79th regular session. Effective June 18, 2005, the new law requires a district to permit a student who is the victim of a sexual assault by another student to transfer to another campus in the district. If no other campus exists, the victim's parent may request a transfer to another district. If, however, the victim does not want a transfer, the district must transfer the assailant to another campus or—if only a single campus exists at that grade level—to the district's alternative education program or juvenile justice alternative education program. The law requires the district to notify, to the extent permitted by federal privacy laws, the victim's parent of where the assailant has been transferred or placed. The district is not required to provide transportation to either student.

This new law echoes to some extent the No Child Left Behind Act's Unsafe School Choice Option (renamed School Safety Choice Option in Texas), found on page 1 of this policy. This NCLBA transfer provision is triggered when the sexual assault occurred on the grounds of the school the victim attends; the HB 308 transfer provision applies regardless of where the sexual assault occurred but only if both students were attending the same school at the time of the assault.

In addition to the significant change described above, the policy has been revised throughout to more closely track statutory language.

FDD (LOCAL) ADMISSIONS
SCHOOL SAFETY TRANSFERS

The No Child Left Behind Act requires districts receiving ESEA funds to notify students of their right to transfer within the district from a school identified as "persistently dangerous" or when the student becomes a victim of violent crime at school. Recent guidance from TEA strongly encourages districts in which an intradistrict transfer is not possible to work with another district to arrange an interdistrict transfer. In this light, we have reorganized your current (LOCAL) policy to avoid redundancy and have added a provision that the district "explore transfer options with another school district." With the generalization of the transfer statement, we have deleted a provision—not required by law or TEA guidance—that the district would transport these students to their new school. New to the policy is language:

- delegating to the superintendent (or the superintendent's designee) authority to receive and expedite school safety transfer requests.
- establishing time lines—as specified by TEA—for notification of transfer rights and for approval of transfer requests.
- requiring retention of relevant records for five years, as specified by TEA.

ADDITIONAL TRANSFER OPTIONS, on page 2, has been added to acknowledge the right of a parent whose student has been the victim of a sexual assault—within circumstances added to the Education Code by HB 308—to transfer to another classroom or school OR to request that the assailant, if on the same campus as the student, be transferred to another school. [See FDD(LEGAL) explanatory note and text for additional information.]

TEA's July 22, 2005, "To the Administrator Addressed" communique on NCLBA transfer requirements may be found at http://www.tea.state.tx.us/nclb/PDF/SSCONotice0705.pdf.

Explanatory Notes

TASB Localized Policy Manual Update 76

FEA (LEGAL) ATTENDANCE
COMPULSORY ATTENDANCE

HB 1575 from the 79th regular session prompts two changes to this policy. Both changes became effective on June 18, 2005:

- At AFFIRMATIVE DEFENSE—STUDENT, on page 5: the affirmative defense to prosecution of a student for nonattendance may now be used only if—after deducting involuntary absences and excused absences—the number of remaining unexcused or voluntary absences is insufficient to constitute an offense.
- At DISTRICT COMPLAINT OR REFERRAL, the district now has only seven school days—from the student's last absence—to file a complaint for nonattendance or refer the student to a juvenile court for conduct indicating a need for supervision.

In addition to these changes, the policy has been refined throughout to more closely track statutory language and, with new margin notes, to improve the mapping of the material.

For more information, see TEA's August 2, 2005, "To the Administrator Addressed" correspondence regarding attendance, admission, enrollment records, and tuition at http://www.tea.state.tx.us/taa/legal080205.html.

FFAC (LEGAL) HEALTH REQUIREMENTS AND SERVICES
MEDICAL TREATMENT

At PRESCRIPTION MEDICATION AND SPECIAL EDUCATION STUDENTS, on page 4, appears a new section drawn from the December 2004 reauthorization of the Individuals with Disabilities Education Act. The Act now prohibits an employee of the district from requiring a student to obtain—as a condition of attending school or being evaluated for or receiving special education services—a prescription for a controlled substance.

FFAF (LEGAL) HEALTH REQUIREMENTS AND SERVICES
INDIVIDUALIZED HEALTH PLAN

FFAF is a new policy code established to house provisions applicable to INDIVIDUALIZED HEALTH PLANS, such as those called for by HB 984 (from the 79th regular session) for students with diabetes.

The legislation, effective June 18, 2005, requires a three-pronged approach by parents and schools:

- Development of a diabetes management and treatment plan (DMTP) by the parent and the physician responsible for treating the student's diabetes.

  This plan, signed by the parent and physician, must identify the health-care services the student may receive at school and assess the student's ability to manage his or her diabetes. The plan must be submitted to the school by the beginning of the school year or upon the later enrollment of the student, or as soon as practicable after diagnosis.

- Development of an individualized health plan (IHP) for the student by the principal or designee and the school nurse (if one is assigned to the school).

  This plan must be developed in collaboration with the parent, the physician (to the extent practicable) and at least one of the student's teachers.

- Development of campus procedures and resources to provide the required care to diabetic students.

  The campus will attempt to ensure the availability of a school nurse or unlicensed diabetes care assistant (UDCA), under the supervision of the principal. A UDCA may be a school employee who volunteers to

perform this duty or an employee of the local health department or other entity with which the district has contracted for this service. Each UDCA must be appropriately trained by the school nurse or a health-care professional having expertise in the care of diabetics. Training must be in accordance with guidelines promulgated by the Texas Diabetes Council of the Texas Department of State Health Services.

Additionally, the principal must make efforts to have at least one UDCA if a school nurse is assigned full-time to the campus and at least three UDCAs if there is no full-time nurse. School employees who transport or supervise students during off-campus activities must be given specific information regarding diabetic students in their charge: the identification of the diabetic student, potential emergencies and appropriate responses to emergencies that may arise as a consequence of the diabetes, and an emergency contact number.

The law provides UDCAs liability protection under the general immunity applicable to school district professional employees. They are also sheltered from claims regarding unlicensed practice of medicine, while school nurses are held harmless for the actions of a UDCA.

The Texas Diabetes Council released its "Guidelines for Training Unlicensed Diabetes Care Assistants" in July. This and many other resources relating to diabetes in a school setting may be found at http://www.tdh.state.tx.us/diabetes/default.htm.

FFG (LEGAL) STUDENT WELFARE
CHILD ABUSE AND NEGLECT

HB 1970, from the 79th regular session and effective September 1, 2005, prompts the following changes:

- At TO WHOM REPORTED on page 2: new language in the introductory paragraph clarifies that a report of alleged or suspected abuse or neglect must always be made to the Texas Department of Family and Protective Services:
  - **if** the abuse or neglect involves a person who is responsible for the care, custody, or welfare of the child, and
  - **unless** the report is made to the state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred OR the report involves a juvenile justice program or facilities (e.g., a juvenile justice alternative education program).

  Otherwise the report should be made to any of the four agencies that continue to be specified by law.
- At REPORTS TO DISTRICT on page 3: DFPS is newly required to provide the superintendent a written report if its investigation of abuse or neglect involves a student and a district employee. Previously DFPS was obligated only to orally notify the superintendent that an investigation had been initiated.

FFG (EXHIBIT) STUDENT WELFARE
CHILD ABUSE AND NEGLECT

This exhibit has been revised to reflect HB 1970 changes described at FFG(LEGAL): reports of alleged or suspected abuse or neglect must always be made to the Texas Department of Family and Protective Services (Child Protective Services) in the circumstances described in the explanatory note at FFG(LEGAL).

Please note: Blanks are provided in the first paragraph and at "To whom do I make a report?" for contact information related to reporting child abuse and neglect of a student. Please supply your Policy Consultant/ Analyst with the appropriate information so that a completed exhibit can be returned to you for inclusion in your Localized Policy Manual.

FL (LEGAL) STUDENT RECORDS

At DESIGNATION OF DIRECTORY INFORMATION, beginning on page 7, are key provisions of SB 256 from the 79th regular session that became effective on June 17, 2005. The text attempts to reconcile "public infor-

mation" under the Texas Public Information Act with "directory information" under the federal Family Educational Rights and Privacy Act (FERPA). In short, FERPA now controls what is subject to public disclosure for purposes of student records.

The legislation also addresses the content and form of the ANNUAL NOTICE that FERPA requires to be given to parents regarding their right to withhold some or all directory information on their children:

- specific language that the district must use to fulfil the FERPA requirement;
- a requirement that this language appear in 14 point (or larger) boldface type; and
- the inclusion of a form—on that page or the next—that allows the parent to check off or list directory information he or she does not wish disclosed, to object to the required release of directory information to a military recruiter or institution of higher education, and to consent to release certain directory information for limited school-sponsored purposes.

On page 4, a federal provision regarding release of visa information—previously found in FD(LEGAL)—has been moved to this policy. That provision, from the Enhanced Border Security and Visa Entry Reform Act of 2002, requires the release—to any of the federal and state agencies listed at item 3 on page 3—of personally identifiable information otherwise protected from disclosure when the student is holding an F, J, or M visa.

FL (LOCAL) STUDENT RECORDS

DIRECTORY INFORMATION, on page 4, includes the full list of categories so defined by the Family Educational Rights and Privacy Act (FERPA). To fulfill SB 256 requirements, each district must designate, in policy, the categories of information it will treat as "directory information" and make accessible to third parties without parental consent. FERPA also requires districts to allow parents to object to the release of one or more categories of this information.

If you wish to delete any of the items listed as directory information on page 4, please contact your Policy Consultant/Analyst.

Please note: This (LOCAL) policy version is for districts in which the principal is custodian of all records for currently enrolled students at the assigned school and for students who have withdrawn or graduated. If this information does not reflect your current practice, please contact your Policy Consultant/Analyst so we can update our records and issue you the correct policy text.

FL (EXHIBIT) STUDENT RECORDS

The information contained in this exhibit—addressing the confidentiality of personally identifiable information for students, the limitations on directory information, and the rights of parents under the Family Educational Rights and Privacy Act—is more appropriately published in student handbooks or, if the district prefers, distributed separately at the beginning of each year or when a student later enrolls. In that light and because of the specific requirements of SB 256 governing the directory information notice and parental consent form, we recommend deletion of this exhibit from the district's policy manual.

This exhibit has long been incorporated in the TASB Model Student Handbook issued each spring. The 2005–06 version was rereleased on July 7 to address SB 256 requirements—as well as other legislative changes—and to provide districts with a directory information consent form compatible with SB 256.

Both this exhibit and the new parental consent form may also be found in the FL(EXHIBIT) in the ***TASB Regulations Resource Manual***, available via MyTASB to policy administrators.

Explanatory Notes

TASB Localized Policy Manual Update 76

FMF (EXHIBIT) STUDENT ACTIVITIES
CONTESTS AND COMPETITION

This notice regarding anabolic steroids has been more appropriately moved to FNCF (Student Conduct: Alcohol and Drug Use). Please delete FMF(EXHIBIT) in favor of FNCF(EXHIBIT), included in this update packet.

FNAA (LOCAL) STUDENT EXPRESSION
DISTRIBUTION OF NONSCHOOL LITERATURE

In June 2005, Policy Service issued the second of a two-part response to two issues—distribution of non-school literature on school premises and use of district facilities for nonschool purposes—that have given rise to First Amendment challenges against district policies and practices in Texas and around the nation. Four policy codes are implicated:

- regarding students: FNAA and FNAB.
- regarding the community: GKD and GKDA

The ***Starting Points*** policy development tool kits on these issues guide the district in reviewing and refining these policies in light of these challenges and to ensure that local policy provisions for these four policies are coordinated. The tool kits are available to policy administrators via MyTASB at https://www.tasb.org/docs–mytasb/gov_svcs/policy_svc/amendment_sp/index.shtml.cfm.

FNC (LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT CONDUCT

HB 283 from the 79th regular session further specified the scope of each district's discipline management program. The legislation, effective June 18, 2005, requires the program to address education regarding and prevention of unwanted physical or verbal aggression, sexual harassment, and other forms of bullying on school grounds and in school vehicles.

FNCF (EXHIBIT) STUDENT CONDUCT
ALCOHOL AND DRUG USE

This exhibit, recoded from FMF, addresses the long-standing requirement that districts post cautionary notices regarding use of anabolic steroids in school gyms and other places where physical education classes are conducted.

Please note: The 79th Legislature—in the form of HB 3563—ordered the University Interscholastic League to adopt rules prohibiting a student from participating in an athletic competition sponsored or sanctioned by the League unless the student agrees not to use steroids and the parent acknowledges in writing the statements that are found in this exhibit.

UIL is also required to:

- develop an education program—before September 1, 2005—for students participating in UIL athletic activities and for their parents and coaches regarding the health effects of steroid use.
- make the program available to districts.
- work with public or private entities to study the effectiveness of the program.

During the 2005–06 school year, UIL must measure the extent of illegal steroid use by high school students and the number of districts that test high school students for illegal steroids. UIL is further charged with the responsibility of developing a plan for testing students engaged in UIL athletic activities for illegal steroids.

Finally, UIL must file a written report with the Legislature—not later than December 1, 2006—regarding the use survey, the effectiveness study of educational programs, and the testing plan. The bill directly states that, if the Legislature is not satisfied that the educational program has significantly reduced student use of illegal steroids, it may require UIL to implement the testing plan (and authorizes UIL to raise membership fees to pay for the testing).

Concurrently, TEA, working with the Department of State Health Services, must develop information about the use of anabolic steroids and associated health risks and distribute the information to school districts. (This was apparently accomplished more than a month before passage of the legislation by a joint communication from the commissioner of education and the commissioner of health: http://www.tea.state.tx.us/taa/comm042605.pdf.) The State Board of Education has not yet determined at which grade levels this information is to be distributed.

FO (LEGAL) STUDENT DISCIPLINE

Legislation enacted in the 2003 regular session required a district to specify in its student code of conduct whether self-defense might be considered a mitigating factor for offenses that would ordinarily prompt suspension, placement in a disciplinary alternative education program, or expulsion. In the 2005 regular session, by means of HB 603 (effective June 17, 2005), the Legislature added three further considerations:

- Intent or lack of intent at the time the student engaged in the conduct,
- A student's disciplinary history, or
- A disability that "substantially impairs the student's capacity to appreciate the wrongfulness of [his or her] conduct."

A district is not required to take these factors into consideration but, if it does, the decision to do so must be expressed in the student code of conduct. (See STUDENT CODE OF CONDUCT, item 4, on page 1)

At item 5, on page 1, text—also from HB 603—has been added to clarify that districts are not required to specify minimum terms of DAEP placement or expulsion (except as otherwise provided by statute).

HB 283, also from the 79th regular session, expands the scope of the student code of conduct to include two new items:

- A prohibition of bullying, harassment, and making hit lists and ensuring that district employees enforce these prohibitions. (See item 7 on pages 1 and 2 for the specific language and the definitions of "bullying," "harassment," and "hit list.")
- Providing grade level–appropriate methods for managing and disciplining students and preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists. (See item 8 on page 2 for the specific language.)

These new student code of conduct requirements are addressed in the ***TASB Model Student Code of Conduct***, released on June 21, 2005.

Please note: HB 383 from the 79th regular session amends Family Code 151.001 to include the following language (effective September 1, 2005):

> "Only the following persons may use corporal punishment for the reasonable discipline of a child:
>
> - the parent or grandparent of the child;
> - a stepparent of the child who has the duty of control and reasonable discipline of the child; and
> - an individual who is a guardian of the child and who has the duty of control and reasonable discipline of the child."

Close review by TASB attorneys has found that the intent of the language was to clearly empower grandparents, stepparents, and guardians to use corporal punishment without fear of a *de facto* claim of child abuse. Moreover, the legislature left intact existing authority permitting districts to administer corporal punishment (see page 4 for cites to federal cases in that regard and DH(LEGAL) regarding professional immunity relating to student discipline). Believing that sufficient legal authority exists for school personnel to administer corporal punishment, TASB Legal Services has not included those provisions of HB 383 in this (LEGAL) policy but urges districts to confer with local legal counsel regarding that reading.

Be aware also that, on July 27, 2005, the commissioner requested an attorney general's opinion on the applicability of Family Code 151.001 to corporal punishment administered within a school setting. The request went on to pose related questions: whether corporal punishment may be administered with the consent of or over the objection of the parent (or other person named in the new provision). Full text of the request may be found at http://www.oag.state.tx.us/opinions/requests_ga/RQ0369GA.pdf.

Please also note: This (LEGAL) version, which includes provisions on corporal punishment, is for districts that allow that method as one of their discipline management techniques. If your district does not allow the use of corporal punishment, please contact your Policy Consultant/Analyst so we can update our files and issue the correct (LEGAL) version for your manual.

FOA (LEGAL) STUDENT DISCIPLINE
REMOVAL BY TEACHER

HB 603 from the 79th regular session newly requires that a student removed from class by a teacher for assault or sexual assault on the teacher or attempted murder against the teacher cannot be returned to the class without the teacher's consent. Effective on June 17, 2005, this addition to Chapter 37 prevents a placement review committee from returning the student to the teacher's class—over the teacher's objection—as it might for other removals by the teacher and further provides that consent cannot be coerced. (See RETURN TO CLASS on page 1.)

FOC (LEGAL) STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Changes from the 79th regular session are as follows:

- At SEXUAL ASSAULT OF ANOTHER STUDENT, on page 2, are provisions of HB 308 that provide for the transfer of a student convicted or otherwise adjudicated for sexually assaulting another student assigned to the campus. If the district does not have another campus serving the grade level of the assailant and upon request of the parent of the victim, the assailant must be placed in a disciplinary alternative education program or a juvenile justice alternative education program. Time limits ordinarily associated with DAEP or JJAEP placements do not apply. This provision is reflected in the ***TASB Model Student Code of Conduct*** released June 21, 2005.
- At ACTIVITIES, on pages 5 and 6, is new language from HB 603 from the 79th regular session that adds to the tangle of notification requirements. Previously, the superintendent was required to notify all instructional and support personnel:
  - responsible for supervising a student arrested or taken into custody by a law enforcement agent, or
  - who have regular contact with a student convicted (or otherwise adjudicated) of a reportable offense.

  The law in the first circumstance above includes a specific confidentiality requirement; in the second circumstance, it does not.

  Effective June 17, 2005, the law also now requires:

  - the principal or designee to notify "each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of [the] student."

- notification for ANY offense for which the student must or may be placed in a DAEP or expelled—independent of any action taken by the criminal justice system. [FOC(LEGAL) addresses the DAEP component of this requirement; FOD(LEGAL), the expulsion component.]
- the information be kept confidential from any person not entitled to the information. Intentional failure to keep the information confidential may prompt suspension or revocation of an educator's certificate.

- At ENROLLMENT IN ANOTHER DISTRICT, on page 6 and also from SB 603, is new language requiring notification of staff when a student in a DAEP in one district attempts to enroll in another district before the expiration of the term of placement. The provision mirrors that at ACTIVITIES regarding who must be notified and confidentiality.

ADDITIONAL PROCEEDINGS, on page 9, has been added to reflect legislation enacted in the 78th regular session: a student in a DAEP who engages in further misconduct (for which DAEP placement is appropriate) may be assessed an additional term of placement.

FOC (EXHIBIT) STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

HB 1095 from the 79th regular session expands Section 22.11, found on page 2, to include intentional harassment of a public servant (a term encompassing district employees). The language expands the existing bodily fluids statute to protect any public servant performing an official duty. The effective date of this language is September 1, 2005.

FOD (LEGAL) STUDENT DISCIPLINE
EXPULSION

The SB 603 notice requirement added to FOC(LEGAL) applies to expulsions as well. This revised requirement appears at NOTICE OF EXPULSION ORDER: TO STAFF, on page 6. [See the explanatory note at FOC(LEGAL) for further information.]

FOD (LOCAL) STUDENT DISCIPLINE
EXPULSION

Your current (LOCAL) policy at this code—addressing the expulsion hearing process—includes time-sensitive information most relevant to students and parents. Because the board-adopted Student Code of Conduct is the primary vehicle of information for students and parents on issues of discipline, these provisions are more appropriately placed in that document than in the board policy manual. To eliminate redundancy and prevent confusion, we recommend that this policy be deleted.

GBA (LEGAL) PUBLIC INFORMATION PROGRAM
ACCESS TO PUBLIC INFORMATION

Changes arising from the 79th regular session are as follows:

- A new INVESTMENT INFORMATION section has been added to page 2 to reflect SB 121 (effective immediately). This section is essentially a highly summarized reference pointing to a lengthy list of disclosable information that will soon be codified in Government Code 552.0225. In the interim, this information is accessible at the Texas Legislature Online: http://www.capitol.state.tx.us. [79th regular session, SB 121 text, enrolled version]
- A companion piece—regarding investment information that is not disclosable—is found at item 28, on page 8.

- At item 27 appears a new SOCIAL SECURITY NUMBERS section. In accordance with SB 1485, effective immediately, districts are now authorized to withhold Social Security numbers of living persons.

GBAA (LEGAL) INFORMATION ACCESS
REQUESTS FOR INFORMATION

Changes arising from the 79th regular session and effective September 1, 2005, are as follows:

- SB 727 transfers the Texas Building and Procurement Division's responsibility regarding public records to the attorney general's office. This shift is reflected at SIGN, on page 1, and throughout this policy. In addition:
  - The law newly considers as withdrawn any public information request for which the requestor does not complete examination of the records within ten business days after the records are made available, if a request for additional time is not filed. (See EXAMINATION, on page 2).
  - Previous law specified that, for requests that require programming or manipulation of data, the officer for public information has 20 days (plus an additional ten if an extension is needed) in which to provide the requestor a statement of estimated cost and time required to fulfill the request. The legislation newly requires that the requestor has 30 days to respond after this information is received. If the requestor does not respond within this time frame, the request is to be considered withdrawn. (See FURTHER ACTION on page 4).
  - Finally, the legislation requires that when a district sends to the attorney general written comments stating why an exception to the Opens Records Law applies the district also send a copy to the person who requested the information. The district must redact from the copy any comments disclosing the substance of the information in question. (See ADDITIONAL INFORMATION, on pages 6 and 7.)
- SB 623 specifies that the district has ten days—from the day that the requestor pays the deposit or posts bond for payment of the anticipated cost of preparing a copy of public information—to provide the information or request an attorney general's opinion. Also, if the requestor fails to make the deposit or post bond in a timely manner, the request must be considered withdrawn. (See DEPOSIT OR BOND, on page 10.)

GND (LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES
STATE EDUCATION AGENCY

Changes arising from the 79th regular session are as follows:

- At INTERNET DISSEMINATION, on page 4, is added the SB 3297 requirement—also found at BR (LEGAL) in this update—regarding Internet posting of the most recent performance ratings of the district.
- At PAPERWORK REQUIREMENTS, on page 5, is found the SB 493 provision—also appearing at DLB(LEGAL) in this update—authorizing the commissioner to undertake a special accreditation investigation of a district for repeated complaints regarding excessive paperwork imposed on teachers.

See the explanatory notes for these referenced codes for further information.

CLOSED MEETING

A. Discussion Regarding Personnel Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges (If Needed)

B. Confer with Employees of the School District to Receive Information or to Ask Questions (If Needed)

C. Discussion Regarding Student Discipline (If Needed)

D. Consultation with District's Attorney (If Needed)

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Monte Geren

Background Information:
The Board may enter into a closed meeting after the following requirements have been met:

1. A quorum of the Board has first been convened in open meeting for which notice has been given.
2. The presiding officer has publicly announced in open meeting that a closed meeting will be held.
3. The presiding officer has identified the section or sections of the Open Meetings Act or other applicable statutes that authorize the holding of such closed meeting.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

A closed meeting was declared at _____.m. on _____, 2005 to

discuss: _____

_____

The closed meeting ended at _____.m. on _____, 2005.

ADJOURNMENT

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Date and Time: _____