La Vega ISD 2021-22 Executive Summary

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

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Long-Range Goals: 3, 4 Short-Term Objectives: 1, 2, and 3	• The district offers full day PK for qualifying students. • Increasing student enrollment each year. • Career and Technical Education (CTE) course offerings have expanded within clusters. • Klaras' Center for unaccompanied youth. • Place students in SPED appropriately in classrooms based upon individual needs. • Provide bilingual services for PK–3rd students.	• Increase staff demographics to match student enrollment. • Improve the achievement performance of all students by closing the achievement gaps. • Increase English Learners (ELs) achievement scores. • Establish character education at all grade levels.	• Improve the achievement performance of all students by closing the achievement gaps.
Student Achievement Long-Range Goal: 1 Short-Term Objectives: 1, 5 and 9	• Student support programs *(AVID, CIS, ACE, Gear Up) improve* student achievement and student readiness. • All campuses are conducting PLCs and data meetings. • District-wide Tier Interventions are being implemented in STAAR tested areas *(Math, Reading)*. • District student STAAR performance met or exceeded regional and state performance for ELLs in all subjects. • Provide supplemental services to all special populations through before, during, and/or after school tutorials/pullouts: Saturday School, and STAAR Academy.	• Meets or Masters performance on state level assessments for all core content areas as measured by state assessments. • Improve performance of African-American, SPED and White students for core content areas as measured by state assessments with an emphasis on effective strategies for SPED students. • Continue to bridge the achievement gap for SPED • Improve SAT/ACT/TSI at/above criterion. • Establish a district wide RTI process.	• Continue to implement, monitor, and track student improvement. • Increase the Meets or Masters performance on state level assessments for all core content areas as measured by state assessments. • Establish a district wide RtI process.
School Culture and Climate Long-Range Goal: 4 Short-Term DIP Objectives: 2, 5, 6 and 8	• All schools met the safe school requirement under Title IX. • 92% of students and 92% of staff feel safe at school as measured by the district's CNA survey. • Employs five law enforcement officers. • Staff positive outlook, 90%. • Students feel respected *(district CNA survey)*. • District-wide foundation of AVID. • Teachers believe students can learn *(district CNA survey)*.	• Reduce the number of discipline referrals for students. • Continue to provide new opportunities for extracurricular and club activities. • AVID – Implement all aspects. • Train/Define role of officer/behavior aide. • Develop teacher-student relationship building to increase percentage of students who "feel teachers know me and my background". • Need for character education district-wide.	• Develop district-wide plan for discipline using positive behavior initiatives. • Develop teacher-student relationship building to increase percentage of students who "feel teachers know me and my background". • Need for character education district-wide. • COVID

Staff Quality/ Professional Development Long-Range Goal: 3 Short-Term DIP Objective: 4	• Professional development (PD) provided by LVISD. • Years of experienced staff. • Formal and informal feedback on teacher performance is maintained in a secure management system (Talent Ed) for teachers to access. • 100% of the district's faculty and staff are certified. • Staff is compensated at a fair and competitive salary. • Continue to provide targeted staff development. *(Reading Academies, PK- 12th grades).* • Disaggregate ITBS, DIBELS, MAPS, TELPAS, STAAR AND STAAR Alt data to determine professional development (PD) needs of instructional staff. • Establish a common, district-wide understanding of Professional Learning Communities (PLC). • Training for teachers on how poverty effects student's mental development for all new teachers.	• Continue to strengthen the mentoring program for new teachers with updated mentor training. Differentiate the mentoring program between teachers that are new to the district and teachers that are new to the profession. • Continue to ensure that new hires are EL certified and receive training in all district initiatives. • Establish a system to assign highly effective staff to highest needs students; include SPED and CTE teachers. • Provide training in all district initiatives for all staff (ongoing goal). • Provide best practices in classroom management. • Provide professional development for culturally relevant teaching strategies. • Targeted staff development *(Reading Academies).* • Decrease turnover rate *(currently 23.8%) but release ineffective teachers.* • Strengthen Response to Intervention (RtI) procedures. • Develop a PD plan to include staff needs and monitor implementation of PD on delivery of high-yield strategies, connect to teacher appraisal system (T-TESS), and provide coaching where needed. • Provide PD on school status for teachers to respond to communications from parents. • Recommended online resources for quick access to additional instructional strategies. • Administrators review lesson plans and provide feedback. • Establish Reading Academies. • Establish TOT ESL.	• Continue to strengthen mentoring for new teachers with updated mentor training and differentiate the mentoring program between teachers that are new to the district and teachers that are new to the profession. • Continue to ensure that new hires are EL certified and trained in all district initiatives. • Provide PD based on identified needs and provide coaching where needed; such as high-yield strategies, DMAC, Establish TOT ESL. • Provide PD for all PK-6 teachers on reading and handwriting strategies. • Implement the Opportunity Culture model with fidelity. • Campus administrative teams will systematically calibrate their observation model using TTESS in accordance with the Teach Incentive Allotment.
Curriculum, Instruction, Assessment Long-Range Goal: 1 DIP Objective: 1	• Scheduled campus-wide assessments are used for Reading, Writing, Math, Science and Social Studies. • Continuation of ECHS. • Dual credit enrollment increased. • All campuses have RtI process in place. • Curriculum mapping. • Interim assessments. • Pursuing the implementation (introduction) of a P- TECH program at the high school.	• Increase teacher expertise in responding to data and providing scaffold supports. • Implement and monitor rigorous TEKS instruction in grades PK-12 in all content areas. • Increase achievement on benchmarks and state assessments • Continue to implement a districtwide RTI program which supports all students to ensure a continuum of services. Develop a vertical alignment document of system to specify critical content of each grade/content level. • Increase student engagement through culturally relevant instruction and SIOP strategy implementation. • Provide technology/online resources to teachers • Curriculum mapping across grade levels.	• PLCs will revisit, implement and monitor quality instruction • Implement Response to Intervention (RtI) to support behavior and academic essential standards. • Increase student engagement through culturally responsive instruction, AVID, Explicit Instruction, and SIOP strategy implementation. • Vertical curriculum mapping across campuses

Family and Community Involvement Long-Range Goals: 1 and 4 Short-Term Objectives: 8 and 9	• Maintains and increased parent involvement. • Communities-in-School (CIS) continues to provide support for students and families of 1st-12th grades. • Parent communication is provided in English and Spanish. • Annual Title I parent meetings are held for all Title I school-wide campuses in conjunction with Parent University. • School Status is utilized at all campuses. • The district website provides information for student, parents, and staff. • Parent Portal enables parents to check their child's grades and attendance. • Most parent volunteers feel appreciated. • Adequate calendar of activities as allowed by COVID- 19. • Parent University. • Parent education classes to support SPED and EL populations. • Two full-time district parent liaison. • Continue Family Engagement district wide. • Family engagement workshops. • Continue partnerships within the community. • Maintain and increase communication with parents about events, rewards and family engagement opportunities	• Increase parent participation in and use of online resources such as Parent Portal, on-line surveys, district website, online registration, and School Status. • Continue parent education classes district wide. • Involve parents in the campus decision-making process. • Increase parent volunteer opportunities. Teach families how to become involved in the campus decision-making process, such as parent workshops and volunteer opportunities. • Continue parent education classes to support SPED and EL populations.	• Encourage families' opportunities to become more involved in the campus decision-making process, such as parent workshops volunteer opportunities, and social media. • Increase communication about and use of parent portal for grades and report cards. -
School Context and Organization Long-Range Goals: 3 and 4 Short-Term Objective: 4	• Superintendent Advisory Council (SAC) meets regularly and has teacher membership from each campus. • Teachers have a voice in decision making in district policies through the Vision in Action (VIA) committee. • All stakeholders have a voice in decision making in district policies through the District Quality Improvement Council (DQIC) committee. • Comprehensive Needs Assessment (CNA) surveys allow a voice in identifying needs in school improvement. • Continuation of ECHS program. • All campuses providing interventions and after school support to students. • 10 instructionally focused strategies implemented district-wide. • District-wide AVID foundation. • Moving in a positive direction with Language/Content objectives. • Establishment of curriculum camp (vertical alignment). • District-wide implementation of data meetings and analysis of all subpopulations.	• Refine the implementation of the district student code of conduct. • Develop a tiered behavior intervention system for discipline. • Create master schedule based on student needs driven by special programs. • Continue vertical alignment efforts throughout the school year with appropriate groupings. • Establish monthly family involvement and engagement activities on each campus. • Continue summer curriculum camp for teachers and vertical alignment efforts throughout the school year with appropriate groupings. • Professional Learning Communities • District defined PLCs.	• Develop a tiered behavior intervention system for discipline. • Create master schedule based on student needs driven by special programs. • Establish monthly family involvement and engagement activities on each campus. • Continue summer curriculum camp for teachers and vertical alignment efforts throughout the school year with appropriate groupings. • SIOP training – as district wide focus strategies.

Revised 4.21.21

| Technology

Long-Range Goal: 1

Short-Term Objective: 1 and 7 | • Increased availability of district wide technology for teachers and students.
• Technology Department actively pursues E-Rate annually.
• Reliable technology infrastructure, wireless access, up-to-date software and internet speed, and support of the technology department.
• The district has good technical support provided by a dedicated tech staff.
• 1:1 device ratio for students and very close to 1:1 device ratio for teachers as well.
• Increased internet connectivity (10gb pipeline)
• CTE program expanding (number of students and course offerings).
• Sunset (replacement) program for technology hardware has been successful.
• System and processes put in place by technology are providing increased reliability.
• Successful deployment of Chromebooks at LVHS, LVJH, and LVIHPM.
• Successful deployment of iPads at LVE and LVPSPBC. | • Provide teacher training in how to incorporate the Technology Application TEKS.
• Provide staff development on how to build and implement blended and online lessons. (regardless of platform)
• Provide staff development in the use and implementation of learning management systems.
• Provide training for the LITES (Leaders in Technology Education)
• Expand the LITES beyond 1 individual per campus. (team concept) | • Provide a comprehensive plan to support the use of Microsoft and Google products in the classroom along with integration of those and other products into the LMS (learning management software).
• Provide staff developments on how to build and implement online and blended lessons.
• Expand the LITES program on each campus and provide training for the campus teams. |

3.24.21

La Vega ISD DIP Board Goals
2021-2022

Approved by the LVISD Board of Trustees on:
Approved by the District Quality Improvement Council on:

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

Short-term objectives for achieving district long-range goals in the 2021-22 school year, LVISD will:
1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. All students and all student groups will meet or exceed the state standard for graduation.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. Each survey participant group will achieve 80% on the district culture and climate survey.
6. All schools will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
7. Students and staff achieve a level of Proficient in foundational digital skills *(i.e. word processing, spreadsheet, presentation software)*; telecommunications *(i.e. School Status)*; LMS implementation *(i.e. NearPod, Google Classroom, Microsoft Teams)*; and digital citizenship as measured annually through district approved assessment.
8. All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.
9. All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grades 3-12.

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1	Increase meets and masters, performance on state assessments. • Utilizing the MCL through opportunity culture • Monitor student progress through PLC and PD • Conduct Data Analysis meetings after each district and state assessment to discuss the finding and prepare a plan for targeted instruction	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Principals, APs for Instruction	Instructional Specialist for ELAR Interventionist/CRT Title I, Pt A $220,000 Title II, Pt A $65,000 AVID, SIOP Cultural Teaching Explicit Instruction	August 2021-June 2022	Reports each grading period Benchmark assessments each grading period Classroom observations Lesson plans Student writing samples Campus Walk-through forms	State Assessment Scores Data Improvement Plans Screening Assessments for Literacy (CIRCLE, TPRI, DIBELS, Lexiles) Screening for Math CFAs
1.2	Continue the Migrant Priority for Services Action Plan through the Shared Service Agreement with ESC Region 12.	ESC Region 12 Dir.of Bilingual Ed & Spcl Progs. Parents	ESC Region 12 Title I, Pt C (SSA) $10,476	August 2021-June 2022	Migrant Service Plan Migrant Service Reports	Benchmark Assessment End of Year Compliance Report
1.3	Establish a district wide RtI system to provide administrative support for students identified at-risk or struggling with essential academic and social behaviors.	Asst. Supt for CIA Dir. of Bilingual Ed &Spcl. Progs. Dir. of Special Ed Principals Counselors	SCE 30 FTEs (PK-8) $1,294,918 Title I, Pt A & Pt D2 $145,700; Title III SPED IDEA B Funding 10 FTEs – Teachers & 4.5 FTEs Paras; IDEA B Preschool .5 FTE ParaTotaling$630,000	August 2021-June 2022	Campus and District Benchmark Assessments	Attendance Reports Discipline Reports Intervention Reports Behavior Plans
1.4	Provide ongoing training, support and monitor effective ELPS instructional strategies implementation in all core areas in PK-12	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals APs for Instruction Instr. Facilitators EL Instr. Spclst.	Staff Title I, Pt A $130,000 Local Funds Title III, $4000 ELLevation Database	August 2021-June 2022	Report Cards or Observation Lesson Plans T-TESS Walk-through Reports DMAC Reports/ESGI Reports 6-Week Assessments each grading period	TELPAS Trend Repots

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| 1.5 | Increase student growth in reading and math by 1.25 – 1.5 years as measured by pre and post-tests. | APs for Instruction, Asst. Supt for CIA, Core Subject Teachers, Dir Of Bil Ed & Spcl Pgrms, Dir Of Special Ed, EL Instr Specialist, Instructional Facilitator | | August 2021-June 2022 | | |

3.24.21

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1	Continue to notify parents with formal written communication when absences are more than two per month.	Principals Attendance Clerks	Attendance Clerks TxEIS School Status	August 2021- June 2022	Six-weeks Attendance Reports	TAPR Attendance Rates System Safeguards
2.2	Continue to report truancy to the court.	Principals Truancy Officer	Attendance clerk TxEIS	August 2021- June 2022	Six-weeks Attendance Reports	
2.3	Continue to implement a campus incentive program when students have attendance rates at or above the 95% rate.	Principals APs for Instruction	Attendance clerk TxEIS	August 2021- June 2022	Six-weeks Attendance Reports	TAPR Attendance Rates System Safeguards
2.4	Continue to provide Communities in School (CIS) at grades 1-12.	Principals	4 FTE $54,000 SCE funds	August 2021- July 2022	CIS Reports TxEIS Attendance Reports	TAPR Reports System Safeguards
2.5	Continue to monitor dropout rates for all students and all student groups, including Bilingual/ESL, SPED, Eco. Dis.	Principals	TxEIS Student Services Liaison Attendant Field Officer Title I, Pt A & Pt D2 $92,000	August 2021- June 2022	TxEIS Six-weeks Reports	TAPR Reports PBM System Reports

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	Develop a plan for students who transition back to campus from Bill Logue/JJAEP grades 7-12.	Principals Dir. of Bilingual Ed & Spcl. Progs.	Student Services Liaison Attendance Field Officer Intern Title I, Pt A & Pt D2 $92,000	August 2021- June 2022	Monthly meetings with liaison TxEIS reports on attendance and grades Multidisciplinary (MIT) plans Student Goal Setting Plans	TAPR Reports System Safeguards PBMAS Reports
3.2	Continue to offer credit recovery year round.	Asst. Supt for CIA	Credit Recovery Courseware Computer lab 1 FTE $75,000 SCE HS Allotment	August 2021- July 2022	Plato reports TxEIS grade reports	TAPR Completion Rate System Safeguards PBMAS Reports
3.3	Continue to offer and expand the Pre-K program to all eligible students.	Principal of Primary School	SCE funds	August 2021- June 2022	TxEIS Reports	TAPR Reports System Safeguards PBMAS Reports
3.4	Continue to provide child care services, and pregnancy and parenting related support to teen parents.	Asst. Supt for CIA	TWC Grant $15,000	Ongoing	TxEIS Reports	End of year program report
3.5	Implement the state plan for GT services at each campus, focusing on improving the identification process of GT students.	ECHS Assistant Principal	GT state plan $24,000	Fall 2021	Lesson plans Written program guidelines	Course enrollment Report cards
3.6	Continue to offer and expand dual credit course offerings.	ECHS Assistant Principal CTE Coordinator IHE Partners	MCC & TSTC agreement ($20,000 local $10,000 CTE)	August 2021- June 2022	Master schedule TxEIS reports on course enrollment	TAPR Reports
3.7	Continue to offer and expand CTE course offerings that lead to licensure and/or certificates.	CTE Coordinator	CTE funding 9 FTE $325,000 Perkins grant funds $39,000	August 2021- June 2022	Master schedule TxEIS reports on course enrollment	TxEIS Reports Perkins Effectiveness Report
3.8	Continue to offer and expand the AVID program.	Principals Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. AVID Director	1.5 FTE $100,000 HS Allotment Title I, Title II Title III ($50,000) Local Funds	August 2021 - August 2022	Master Schedule AVID data reports	TAPR Report

3.9	Increase TSI, PSAT, SAT, ACT testing for eligible students.	Principal of HS Asst. Principal for Instruction-HS ECHS Assistant Principal CTE Coordinator Dir. of Special Ed HS Counselors IHE Partners	Project LINK ECHS HS Allotment Local Funds CTE Funding	August 2021-July 2022	ECHS Applicants Project Link Caseload	College Entrance College Credit Accrued GPA
3.10	Support counselors in identifying and provide campus support to at-risk students.	Principals Counselors	Local Funds, $500	August 2021–June 2022	Counseling Logs TxEIS	TAPR Report
3.11	Continue to monitor the appropriate placement along the continuum service for those students eligible for special education services.	Dir. of Special Ed	C & I Administrators SPED Personnel Counselors	November 2021-June 2022	ARD documentation Student data	TAPR Report
3.12	Provide support to students in becoming college ready through note taking, organization, study skills, and peer tutoring.	Dir. of Bilingual Ed & Spcl. Progs Principals, Assistant Principals, Instructional Facilitators ,classroom Teachers	AVID, CTE, ECHS HS Allotment Title I Local Funds	September 2021-June 2022	AVID Seniors Data AVID Enrollment CCI Data	TAPR Report Perkins Report PBMAS College Enrollment
3.13	Provide guidance, counseling, and transition services for students receiving special education services.	Principals Dir. of Special Ed	SPED Personnel Counselors	August 2021-January 2022	Student data ARD documentation	TAPR Report Special Education Indicator 13 Special Education Indicator 14

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
4.1	Utilize Continuous/Improvement Continuum and Comprehensive Needs Assessment to monitor district systems.	Superintendent Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals	CIC Documents Local Funds, $100	Annually	Continuous Improvement Continuum (CIC) Charts	TAPR Reports CIC Charts
4.2	Implement and monitor PLCs that include collaboration for teachers in general education, SPED, BE/ESL, and CTE where applicable.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals Teacher Representatives	Title II, Pt A $9,000 Title III, Pt A – LEP $25,000 Local Funds	At least monthly	Staff Development Survey Agendas Sign-in sheets Minutes	TAPR Reports TELPAS T-TESS
4.3	Continue district-wide Vision In Action (VIA) Meetings.	Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed	District and Campus Representatives	October 2021- May 2022 3rd Tuesday of each month	Planning Documents	TAPR Reports
4.4	Provide professional development regarding the legal requirements of interviewing, recruitment and selection of teachers.	Asst. Supt. for Human Res. Principals Administrators	TASB A Diverse Panel of Educators	April 2022	Sign-in Sheets Use of School Spring Talent Ed	T-TESS Reports
4.5	Based on campus needs, provide relevant professional development opportunities for: • Teachers • Paraprofessionals • Administrators Provide online support to reinforce specific knowledge and/or skills through online platforms (i.e. recorded video, Webinar, Twitter, etc.).	Asst. Supt. for Human Res. Asst. Supt for CIA Dir. of Bilingual Ed & Spcl. Progs. Dir. of Special Ed Principals EL Instr. Spclsts. Technology Specialists	Administrators C & I Directors EL Instructional Coach IPSI, AVID Bilingual State Allotment Special Ed. Funding Title II, Pt A $9,000 Title III	August 2021- June 2022	Professional Development Certifications Identification of appropriate trainings	T-TESS Evaluations Informal Observations
4.6	Provide PD opportunities on the implementation of accommodations and modifications for students with disabilities.	Dir. of Special Ed Principals APs for Instruction Instr. Facilitators	ESC12 Tech Asst. Provider Director of Special Ed District and Campus Representatives	Ongoing	Student Data Local Benchmarks	STAAR Assessments SPED Evaluations TELPAS
4.7	Offer fee reimbursement to employees seeking high need areas: Math, Science, and Foreign Language (*In order to be reimbursed, the teacher must take the test and provide documentation of the certification by placing the tested subject on their SBEC certification.*)	Asst. Supt. for Human Res. Dir. of Bilingual Ed & Spcl. Progs. Principals, Instr Facilitators	Title II, Pt A $5,000 Title III, Pt A $6,000	Ongoing	SBEC Certification	TAPR Reports Completed Certification

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

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	Continue district wide Comprehensive Needs Assessment (CNA) Surveys.	Dir. of Bilingual Ed & Spcl. Progs. Principals	Title I, Part A $1,250	Dec 14, 2021 – Jan 24, 2022	District/Campus Meetings to receive input and establish goals	Survey Results Program Evaluations Agendas, Sign-in Sheets Develop a plan to address the top systemic issues
5.2	Continue publicity of positive events at school including co-curricular and extra- curricular strategies/activities, student honor rolls, etc.	Public Information Officer Principals Campus Webmaster	Local Funds	August 2021– June 2022	Publications District Web Page Community Feedback	January Comprehensive Needs Surveys
5.3	Continue to provide communication between superintendent, Board of Trustees, administrators, teachers, support staff, and campus and district planning and decision-making teams.	Superintendent	E-Team, A-Team, SAC, DQIC, VIA	Weekly Monthly	Meeting Minutes LVISD Website Monthly Board activity update	CNA Surveys
5.4	Increase morale between parent, students and staff by building relationships.	All district and campus staff	Local Funds	August 2021- June 2022	Staff Feedback Student Feedback Parent Feedback	CNA Surveys

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	Update all facilities (and expand ECHS) needs and long range planning on each campus as identified by faculty, community, and empirical data.	Principals Superintendent Asst. Supt for Finance Asst. Supt. for Human Res. Dir. of Maint.	Principals Financial Adviser Engineers/Designers Facilities Review and Planning Committee	May 2022	Summer Work Requests	Report of district facility needs and recommendations made to Board
6.2	All campuses will continue to implement procedures to maintain Safe Schools.	Principals Asst. Supt. for Human Res. LV Police Dept.	FDE Local Board Policy	August 2021– July 2022	Discipline Referrals	PEIMS Data TAPR Reports
6.3	Continue to review and refine student placement and daily structure in the DAEP Program.	Asst. Supt. for Human Res. Principals Asst. Principals for Student Svcs. Lead Teacher for DAEP	5 FTE $52,000 at LVHS Local Funds	August 2021– July 2022	Attendance Rosters	STAAR Performance Reports PEIMS Data
6.4	Implement a tiered behavior intervention system for discipline to reduce referrals to include positive behavior tiers.	Principals Asst. Principals Dir. of Special Ed	10 FTEs – SPED Inclusion Teachers $500,000 School Status	August 2021– June 2022	Discipline Referrals School Status	PBMAS Reports PEIMS Data TAPR Reports
6.5	Improve consistency with implementation of district student code of conduct.	Campus Leadership Asst. Supt. for Human Res.	Campus Leadership Student Code of Conduct	August 2021- June 2022	Quarterly Review of Referrals	PEIMS Data CNA Surveys
6.6	Reduce the ethnic disparity within discipline referrals by implementing a tiered behavior intervention process.	Principals Asst. Principals	Campus Leadership	August 2021- June 2022	Discipline Referrals	PBMAS Reports PEIMS Data TAPR Reports
6.7	Character development/education programs.	Principals Counselors	Local Funds	August 2021- May 2022	Six Weeks Attendance Data Six Weeks Discipline Data	EOY Attendance Data EOY Discipline Data

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
7.1	Actively pursue ERATE funding sources to support the purchase of additional technology.	Dir. of Technology	ERATE Funds	Annually	Grant Application	District Developed Survey Financial Records
7.2	Continue to implement procedures and the district plan to enhance existing technology and acquire new technology to support education reforms and to improve student achievement.	Dir. of Technology Asst Supt for Finance Principals Technology Specialists Technology Planning Comm.	Dir. of Technology Principals Technology Specialists Local Funds IMA	August 2021–January 2021	Meetings, Agenda/Minutes	Written Replacement Plan District Developed Survey Technology Inventory
7.3	Staff will be assessed to determine individual training needs to reach proficient level.	Campus Team Planning Comm. Campus Admin Technology Specialists	Teachers Planning Committee Technology Specialists	August-January	Sign-in Sheets Survey Results Training Evaluations	District Developed Survey Skills Test
7.4	Provide support and training on a regular basis during teacher conference periods.	Technology Specialists Technology Planning Comm.	Principals Teachers Project Share Title II $3,500 Labs/Mobile Labs	Ongoing	Teacher Requests Staff Training Agendas/Sign-in Sheets Training Calendar	District Developed Survey
7.5	Increase training for teachers in technology before school year.	Asst. Supt for CIA Technology Specialists Principals, Asst Supt for Finance		Annually	Teacher Survey Training Evaluations	District Developed Survey for best time for training of staff
7.6	Utilize district programing *(i.e. Waterford, SuccessMaker)* and online textbooks.	Superintendent Dir. of Technology Dir. of Bilingual Ed & Spcl. Progs. Principals	Title I, Pt A & Pt D $10,000	August 2021–May 2022	SuccessMaker Reports Waterford Reports	STAAR Assessments TELPAS Reports 6 Week Benchmarks
7.7	Continue loans of Kindle Fires and Hotspots for anytime anywhere learning (such as Success Maker, Stride, IXL, etc.).	Librarians Technology Dept. Principals	Hot Spots Federal Funds	August 2021 – June 2022	Accelerated Reader CIRCLE, TPRI	Reports STAAR Assessments TELPAS, TPRI, ITBS

La Vega ISD District Improvement Plan for 2021-22

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	Provide opportunities for parents and community to participate in the educational process.	Asst. Supt. for Human Resources Dir. of Bilingual Ed & Spcl. Progs. Principals Parent Liaisons	CTE Advisory Comm. Technology Dept. Title I, Title III Local Funds	August 2021- May 2022	Agendas, sign-in sheets	CNA Survey State Assessments Attendance data
8.2	Increase parental involvement by 10% at each campus.	Principals Parent Liaisons	Title I, Part A; Title III Local Funds Campus Websites Parent Portals	August 2021- May 2022	Agendas, sign-in sheets	Parent Activity Log
8.3	Continue to assure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish.	Principals Classroom teachers Technology Parent Liaisons	School Status marquees, emails, text messages, notes and letters Campus Websites LMS/Schoology District Website Social Media Platforms	August 2021- May 2022	School Status logs, marquees, emails, text messages, notes & letters	Review of communication in both English and Spanish to determine if delivered in a timely manner
8.4	Continue to provide individual academic results to parents.	Asst. Principals for Instruction Classroom Teachers	Assessment Data Mailing Materials	BOY, MOY, EOY	Progress Reports, Report Cards TPRI, STAAR, EOC, CPALLS, TELPAS, Parent Portal, Texas Assessment Management Systems (TAMS)	Parent Conference Logs Signed Progress Reports and Report Cards
8.5	Continue to host Annual Title I Parent meetings to review campus Parent Involvement Policy & Staff meetings to discuss the value of parent involvement.	Principals Dir. of Bilingual Ed & Spcl. Progs. Parent Liaisons	Campus Staff Title I, $1,000	September 2021	Parent Involvement Policy Parent Agreement Compact	Agendas, Sign-in Sheets Revised Campus Parent Involvement Policy and Parent Agreement Compact in student handbook and on campus webpage
8.6	Continue to provide a mobile book van to provide materials to students and community members during summer months.	LVPS Campus Staff	Community Members Chamber of Commerce Book Donations	June 2021 - August 2022	Survey Parent Questionnaire	Log of number of books checked out Log of number of adults/children in attendance
8.7	Involve parents in the campus decision making process through Parent University meetings, parent workshops, volunteer opportunities, PAC, DQIC, SHAC, and campus decision making committees.	Dir. of Bilingual Ed & Spcl. Progs. Parent Liaisons Principals Teachers	Title I; Notes; Letters Community Members Community Calendar Local Newspaper School Status	August 2021- May 2022	Survey Parent Questionnaire Sign-in Sheets	Survey Parent Questionnaire Sign-in Sheets

| 8.8 | Utilize the district wide automated system to contact parents about upcoming events. | Superintendent Principals Teachers | School Status | August 2021-July 2022 | Board Updates | Program Reports |

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

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1	All students will be provided with educational opportunities that address the Eight Components of Coordinated School Health as measured by CIP goals. Increase the Fitness Gram results by 5%.	Principals Dir. of Bilingual Ed & Spcl. Progs.	Health/PE Teachers Coaches, Nurses Counselors Child Nutrition Services Director Parents Wellness Guide Healthy & Wise Curriculum	August 2021– June 2022	CIP Activities Sign in Sheets Agendas Meeting Minutes Fitness Gram Pre-test	Fitness Gram Results Nurse Records Counseling Records
9.2	PE teachers will increase activities that build upper body strength and endurance.	Principals PE Teachers	Healthy & Wise Curriculum Fitness Gram Website	August 2021– June 2022	Six week performance assessments	Fitness Gram
9.3	Continue "Big Decisions" sex education curriculum to be implemented at grades 6-12.	Principals Dir. of Bilingual Ed & Spcl. Progs. Student Success Team	Big Decisions	August 2021- June 2022	Committee Reviews SHAC Committee Input	Final Results
9.4	Provide appropriate PPE for campus students and staff.	Director of Bilingual ED & Spcl Programs Principals	Local Funds Title IV	August 2021- June 2022	Review number of quarantined students/staff on School Line List	School Line List Attendance Reports

Priority for Services Action Plan

Region 12 Shared Service Arrangement

Innovate. Empower. Educate.

Priority for Services (PFS)

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

- ### Criteria for Priority for Services

Students are flagged who:

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

    AND AT LEAST ONE OF THE FOLLOWING:

    o Are in Grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more of the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.

    o Are in grades K-3 and have been designated as LEP in current or previous school year.

    o Are in grades K-2 and have been retained in the same grade during two subsequent years, or are over-age for their current grade level.

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

Priority for Services Action Plan

Region 12 Shared Service Arrangement

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

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

ESC Region 12 ID&R PLAN 2021-2022

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

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

APPENDIX B

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

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

CRP – Cultural Relevant Pedagogy.

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

ID&R – Identification and Recruitment.

IHE – Institute of Higher Education.

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

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

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

VIA – Vision in Action

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

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

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

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

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

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

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

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

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