

# **LA VERNIA INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN**

**We are the Champions for Excellence!**

**2008-2009**

## **Vision Statement**

*La Vernia Independent School District shall be recognized as an exemplary provider of educational service that meets the needs of every student.*

## **Mission Statement**

*The mission of La Vernia ISD as the community's educational leader is to prepare all students to be productive and responsible citizens by providing quality education, guidance, and motivation.*

## **Goals**

- 1. Improve student performance to achieve Exemplary rating.**
- 2. Maintain and strengthen fiscal responsibility.**
- 3. Manage district growth by providing programs and facilities that foster strong educational programs reflective of diverse community needs.**
- 4. Manage human resources with effective processes for recruitment, retention, development, and compensation.**

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2008-2009**

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District Improvement Plan Committee Members  
2008-2009**

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<b>Randall White</b>	<b>Teacher - HS</b>
<b>Maria Wildenstein</b>	<b>Administrator</b>

## ADVANCED ACADEMICS

### **Belief Statement:**

We believe that all capable students should have access to advanced academic and elective classes, as well as extra-curricular and co-curricular activities, to further their cognitive, creative, and social development to the fullest potential.

### **Goal:**

LVISD will strengthen all advanced academic and elective curricula, as well as the GT program, and continue to implement procedures that ensure appropriate placement of students in advanced academic and elective classes, as well as extra-curricular and co-curricular activities.

### **Performance Objectives:**

- Increase the percentage of students taking and passing advanced academics courses.
- Increase the diversity of students who participate in advanced classes.
- Increase the percentage of scores of three (3) or higher on AP examinations at the high school campus.
- Increase the mean score for both the SAT and the ACT for all students and student subgroups.
- Increase the percentage of students completing the Recommended High School Program (RHSP) and Distinguished Achievement Program (DAP) successfully.
- Improve the identification of students and the programs provided for GT students in a way that students are homogeneously, heterogeneously, and independently serviced with the differentiation of instruction occurring throughout their educational experiences so that the district complies with and exceeds the state standards.
- Improve program opportunities available to GT students and others enrolled in advanced academics courses by ensuring an array of enriched, differentiated activities that reflect the demands of an advanced academic curricula.

## Needs Assessment:

- In 2008, 45 students took a total of 57 AP examinations. This number is up from 39 students taking a total of 46 examinations the previous year.
- Of the examinations taken, 35 met or exceeded the passing criterion of 3. (17 made a grade of 3; 11 made a grade of 4; 7 made a grade of 5). The number meeting or exceeding the minimum passing grade remained constant from the previous year.
- In 2008, 127 (77%) students completed the Texas Recommended High School Graduation Program (RHSP) and 10 (17%) students completed the Distinguished Achievement High School Graduation Program. This is up significantly from the previous year when only 44% completed the RHSP and 11% completed the DAP.
- Of the students enrolled in advanced classes at LVHS, 86% are White, 12% are Hispanic, 3% are African American/Asian, and 9% are Economically Disadvantaged. These numbers are consistent with the previous year's; Economically Disadvantaged numbers increased slightly from 6% to 9%.
- In 2007-08, 236 students were identified and served in the G/T program in LVISD. This represents 8.3% of the student population. 7% of students were identified and served in the GT program during the previous year.
- During the summer of 2008, 21 teachers attended College Board - approved PreAP/AP Institutes to receive the training necessary to teach students taking PreAP/AP classes and/or to update their skills.
- During 2007-08 (the first year the opportunity was available to students at LVHS) 19 students took and passed online courses for college credit. 24 teachers attended the TEA-approved GT Institute to earn the 30 hours necessary to teach GT students.
- PreAP World Geography has been added as a HS Advanced Academics offering.
- Algebra I, IPC, Health, Speech, Art, and BCIS are offered to eighth grade students for high school credit.
- PreAP classes have been added to sixth grade course offerings.
- A committee comprised of district and campus personnel, parents, and community members assisted in the revision of the LVISD Guidelines for the Gifted and Talented Program.

## ADVANCED ACADEMICS

**Goal:**

LVISD will strengthen all advanced academic and elective curricula, as well as the GT program, and continue to implement procedures that ensure appropriate placement of students in advanced academic and elective classes, as well as extra-curricular and co-curricular activities.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Communicate the importance and advantages of completing advanced courses to students and parents.	Principals  Counselors  HS Advanced Academics Advisor	Consultant  Local Funds State G/T Funds	Parent Meeting Notes  Counselor and Teacher Notes  Parent Meeting Documentation	2008-2009 Annually	Number of Students Taking Advanced Courses
Provide on-going staff development to enable teachers to utilize research-based instructional practices and vertical alignment.	Assistant Supt. for Curriculum	Title II Funds  Local Funds  Consultants	Staff Development Agendas, Sign-in Sheets, and Evaluations	2008-2009 Annually	Number of Teachers Completing Training

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Explain the importance of Fine Arts and other Advanced Electives to high school students and encourage capable students to complete successfully one or more such courses.	Principals Counselors HS Advanced Academics Advisor	Local Funds	Parent Meeting Notes  Counselor and Teacher Notes  Student Schedules	2008-2009 Annually	Number of Students Taking and Passing Fine Arts Courses
Design and implement a plan to offer more advanced courses available to meet a wider interest level of students.	Assistant Supt. for Curriculum Principal HS Advanced Academics Advisor	Local Funds Special Programs Committee	Meeting Notes, Agendas, and Recommendations	2008 –2009 Annually	Increase in the number of advanced courses offered over a two-year period  Approved Plan

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Communicate clearly expectations of advanced course requirements at all levels using a variety of methods (staff development, open forums, meetings, websites newsletters, syllabi etc.) to teachers, counselors, parents, and students prior to enrollment in the course.	Principals  Counselors  HS Advanced Academics Advisor	Local Funds	Notes, Agendas, Sign-ins, Parent Calls	2008-2009 Annually	Number of Students Taking and Passing Advanced Courses
Evaluate and maintain records of individual student performance on AP exams and provide information by campus, by course, and by teacher.	Principals  Counselors  HS Advanced Academics Advisor	Local Funds  Technology Director  AEIS-IT	Progress of System Reported	Summer 2009 Annually	Increased Number of Students Making a 3 or Better on AP Examinations

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide and require ongoing, comprehensive professional development opportunities for teachers that address the use of effective instructional strategies within advanced courses.	Assistant Supt. for Curriculum  Principals	Local Funds  Title II Funds	Staff Development Agendas, Sign-in Sheets, and Evaluations  Walkthroughs and Lesson Plans	2008-2009 Annually	CLC Documents  PDAS  Number of Students Taking and Passing Advanced Courses
Require all students to take the PSAT / NMSQT and that all college bound students to take the SAT and ACT.	Principals  Counselors	Local Funds  The College Board  HS Allotment Funds	Student Handbooks  Parent/Student Meetings	2008-2009 Annually	Number of Students Taking and Passing Advanced Courses and College Entrance Examinations
Establish a method to provide funding for students taking college entrance examinations.	Assistant Superintendent  Principal	State HS Allotment Funds	Registration Materials	2008-2009 Annually	Number of Students Taking College Entrance Examinations  Approved Plan for this Funding

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Develop a method to help fund the administration of the PLAN (ACT predictor) and/or the PSAT (SAT predictor) to all 10 <sup>th</sup> and 11 <sup>th</sup> graders.	Principals Counselors	Local Funds The College Board HS Allotment Funds	Plan Developed, Implemented, and Analyzed	2008-2009 Annually	Number of Students Taking and Passing College Entrance Examinations
Develop, offer, and evaluate a local PSAT / SAT/ ACT preparation course for all students.	Principals Counselors	Local Funds The College Board Princeton Review	Attendance Records	2008-2009 Annually	Number of Students Taking and Passing College Entrance Examinations
Place all capable students in advanced classes at the junior high and guide them toward the Distinguished Achievement Program.	Principals Counselors HS Advanced Academics Advisor Teachers	Local Funds	Personal Graduation Plans Parent Meetings Teacher Meetings	Annually	Number of Students Completing RHSP and DAP Graduation Requirements
Develop a tutorial program that prepares students to be successful in advanced classes.	Principals Counselors	Local Funds Comp. Ed. Funds HS Allotment Funds SREB Framework	Number of Students Taking Advanced Classes and College Entrance Exams	2008-2009 Annually	Performance on State and Federal (AYP) Assessments  Performance on College Entrance Examinations

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide innovative and varied curricular options to meet the advanced measures required for the DAP such as: Independent Study NASA Programs Dual Credit Online Courses.	Principals  Counselors  HS Advanced Academics Advisor	Local Funds  State G/T Funds  Special Programs Committee  History Fair Coordinators	Innovative Courses Researched and Evaluated	2008-2009 Annually	Number of Innovative Courses and Advanced Measures Implemented
Provide special recognition at the end of the year awards ceremony and at graduation to recognize candidates for the Distinguished Achievement Program.	Principals  Counselors	Local Funds  Community Resources	Community Resources Secured	Annually	Awards Assembly Held and Documented
Pursue scholarship opportunities available for students successfully completing the Recommended and Distinguished Achievement Programs.	Counselors  Advanced Academics Advisor	Local Funds Community and University Resources	Counselor Logs Scholarship Application Assistance Documentation	2008-2009 Annually	Increased Number of Students Receiving Scholarship Assistance

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Develop a plan for meeting the new state requirements for 4 years of science and mathematics in high school to include advanced courses.	Assistant Superintendent  Principal  Advanced Academics Advisor  Department Chairs	Local Funds  HS Allotment Funds  Region 20	Course Catalogs  Online Dual Credit Courses Offered  Independent Study Courses Offered Dual Credit, Online Courses	2008-2009 Annually	Number of Current 8 <sup>th</sup> Graders Reflecting 4x4 on Personal Graduation Plan (PGP)
Provide the thirty hours of required GT training to ensure a large number of certified teachers within the district, as well as provide the six update hours required each year.	Assistant Supt. for Curriculum	Local Funds  State G/T Funds  Title II Funds  Region 20	Staff Development Agendas, Sign-in Sheets, and Evaluations	Summer 2009 and Annually	Number of Teachers Completing Training and Receiving Certificates
Provide mentoring and advising to GT and Advanced Academic Students at all levels	Counselors  HS Advanced Academics Advisors  Campus GT Advisor	Local and State Funds	Student Surveys  Mentoring Plan Developed	2008-2009 Annually	Student Achievement in Advanced Academics Courses

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Provide opportunities for students to participate in enrichment activities outside of LVISD such as:  History Fair Odyssey of the Mind NASA Programs Model UN	Principals  Counselors  Advanced Academics Advisor  Campus GT Advisors	Local Funds  GT Funds	Log of Activities Attempted	2008-2009 Annually	Number of Students Competing
Provide services to educate parents of GT and Advanced Academics Students.	Counselors  HS Advanced Academics Advisors  Campus GT Advisor	Local and State Funds  Region 20	Meeting and Seminars held	Annually	Evaluations and Parent Surveys  Parent Attendance Numbers

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
<p>LVISD will develop an ongoing, multi-year benchmarking system to track achievement and programmatic data for SAT, ACT, College Readiness, and Post-Secondary Education for all student groups. This data will be updated regularly and presented to the Board of Trustees annually.</p>	<p>Assistant Superintendent  Principals  Counselors</p>	<p>Local Funds  Technology Dept.</p>	<p>System Developed and Approved by Superintendent</p>	<p>Annually</p>	<p>Increased scores of college readiness assessments within each student group and increase in number of students pursuing post-secondary education, military service, and/or workforce entry upon graduation.</p>

## **CAREER TECHNOLOGY EDUCATION (CTE)**

### **Belief Statement:**

Career and Technology programs are dedicated to preparing young people to manage the dual roles of family member and wage earner. CTE programs enable student to gain entry-level employment in high-skill, high-wage job, high-demand jobs and/or to continue their education.

### **Goal:**

Prepare students for the skills required for 21<sup>st</sup> century high demand, high wage, and high skilled careers.

### **Performance Objectives:**

- Increase the number of students enrolled in CTE courses.
- Increase the number of career CTE courses offered.
- Increase the number of articulated Tech Prep Program agreements with the community colleges.
- Increase the number of CTE students graduating under the RHSP and DAP school graduation plans.

### **Needs Assessment:**

- 492 students are enrolled in at least one CTE course this school year.
- 210 students were enrolled in a coherent sequence of CTE courses.
- 35 CTE courses are offered at LVISD; 4 students attend Cosmetology classes at Seguin High School.
- LVISD has an articulation agreement with St. Philip's College in San Antonio.
- New CTE courses, IT Essentials, leading to technology certification upon completion (A+) were offered this year as well as two new courses in Criminal Justice (Crime in America and Criminal Investigations), and Business Ownership.
- Online opportunities to complete CTE courses for college credit are available at LVISD. Two students completed courses in Criminal Justice and Accounting during the 2007-08 school year.

## CAREER TECHNOLOGY EDUCATION (CTE)

**Goal:**

Prepare students for the skills required for 21<sup>st</sup> century high demand, high wage, and highly skilled careers.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Evaluate CTE programs in LVISD as part of District Improvement process.	Assistant Supt. for Curriculum Principals	Local Funds Special Programs Committee	Committee Agendas and Recommendations	Annually	Number of Students Taking and Passing CTE Courses and Course Sequences
Provide and require professional development for CTE teachers in all programs to develop techniques and strategies to enhance course content and teaching skills to improve academic achievement.	Assistant Supt. for Curriculum Principals	Local Funds Title II Funds Comp. Ed. Funds Perkins Funds	Staff Development Agendas, Sign-in Sheets, and Evaluations	Annually	Number of Students Taking and Passing CTE Courses and Course Sequences
Increase number of CTE students completing RHSP and DAP graduation plans.	Counselors Principal	HS Allotment Funds Local Funds	Benchmark Data  Performance on State Assessments	2008-2009  Annually	Number of RHSP and DAP Graduates  PBM Results

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide opportunities for CTE teachers to collaborate with colleagues in other subject areas to ensure alignment of curriculum, instruction, and assessment.	Assistant Supt. for Curriculum  Principals  Department Head	Local Funds  Perkins Funds	Meeting Notes  Lesson Plans	2008-2009 Annually	CLC Documents  Meeting Notes/Agendas  Lesson Plans
Provide information to parents and students about high school tech prep programs, college, and other post-secondary career training options.	Principals  Counselors	Local Funds  LVHS Web Site  ACCD	Number of College and Post-Secondary Training Inquiries and Applications Completed	Annually	Number of Students Taking and Passing CTE Courses and Course Sequences  Number of Students Attending College or other Post-Secondary School Opportunities
Use data and mentoring strategies for students at risk for failure.	Principals  Counselors	Local Funds  Region 20	Staff Development Agendas and Minutes  Student Folders Monitored	2008-2009 Annually	Performance on State and Federal (AYP) Assessments  Performance on College Entrance Exams

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Investigate additional ACCD/CTE articulation Tech Prep programs available to LVISD students.	Assistant Supt. for Curriculum  Counselors	Local Funds  CTA Advisory Committee  ACCD Perkins Funds	Number of Opportunities Pursued	2008-2009	Number of Programs Implemented
Investigate a Hospitality/Culinary Arts Program at LVHS.	Assistant Superintendent  Principal  Counselor	San Antonio Businesses and Culinary Arts Programs  Local Funds Perkins Funds	Initial Action Plan Developed	2007-08 (investigation)  2008-2010 (implementation if feasible)	Program Implemented  Number of Students Enrolled
Pursue Junior Air Force ROTC Unit at LVHS.	Assistant Supt. for Curriculum  Principal	Jr. AFROTC	Application Approved  Site Survey Completed (Summer 2007)	Preliminary Work 2006-08 Possible Program Implementation 2009-10 (pending military funding)	Program Implemented
Investigate offering a welding certification program.	Assistant Superintendent  Principal  Counselor	ACCD  CTE Advisory Committee	Initial Plan Developed	Preliminary Work 2008-09	Number of Students Seeking and Passing Certification.

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Increase number of on-line college courses for credit.	Assistant Supt. for Curriculum  Principal	ACCD  Technology Director	Number of Courses Offered	2008-09 Annually	Number of Students Who Receive College Credit
Provide information to all stakeholders about the Achieve Texas Initiative and plan for its implementation.	Principals  Counselors	TEA	Staff Development Attendance and Evaluations	2008-09 Annually	Achieve Texas components integrated into PGP's
LVISD will develop an ongoing, multi-year benchmarking system to track achievement and programmatic data for SAT, ACT, College Readiness, and Post-Secondary Education for all student groups. This data will be updated regularly and presented to the Board of Trustees annually.	Assistant Superintendent  Principals  Counselors	Local Funds  Technology Dept.	System Developed and Approved by Superintendent	Annually	Increased scores of college readiness assessments within each student group and increase in number of students pursuing post-secondary education, military service, and/or workforce entry upon graduation.

## **CORE ACADEMICS**

### **(Language Arts, Science, Social Studies, Mathematics)**

#### **Belief Statement:**

As educators, we will provide a safe, academically-enriched environment which encourages ALL students to participate at levels of high cognitive engagement supported by hands-on experiences within a meaningful and relevant context.

#### **Goal # 1:**

- LVISD will reach exemplary status with 90% mastery for all students and student subgroups as measured by performance on all state assessments.

#### **Goal # 2:**

- LVISD will increase the performance of all students, but particularly of Hispanic and students of low economic status, in the core academic areas, particularly in mathematics and science.

#### **Goal # 3:**

- LVISD will continue to meet or exceed standards for Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB).

#### **Goal # 4:**

- LVISD will increase the number of Gold Performance Acknowledgements received from the Texas Education Agency.

#### **Goal # 5:**

- LVISD will Increase percentage of students graduating from high school in four years.

**Goal # 6:**

- LVISD will increase percentage of students who achieve higher education readiness component qualifying scores on the ELA and Mathematics Exit-Level TAKS (College Readiness Standards).

**Goal #7:**

- LVISD will continue to meet the standards set forth in the Performance – Based Monitoring (PBM) system as evidenced by no areas identified as requiring improvement.

**Goal #8:**

- LVISD will continue to meet the standards set forth in the Initial Compliance Review (ICR) as evidenced by no areas identified as requiring improvement.

**Performance Objectives:**

For ALL students:

- Performance in Reading/ELA will increase from 94% to 96%.
- Performance in Writing will increase from 94% to 96%.
- Performance in Mathematics will increase from 84% to 90%.
- Performance in Science will increase from 83% to 90%.
- Performance in Social Studies will increase from 96% to 98%.
- 90% of K-2 students will be “developed” on the TPRI in the areas of phonemic awareness/phonics, comprehension, and reading fluency.
- The number of Gold Performance Acknowledgements received will increase from 11 to 15.

**Needs Assessment:**

- On the TAKS, “All Students” scored 94% in Reading/ELA.
- On the TAKS, “All Students” scored 94% in Writing.
- On the TAKS, “All Students” scored 84% in Mathematics.

- On the TAKS, “All Students” scored 83% in Science.
- On the TAKS, “All Students” scored 96% in Social Studies.
- On the TPRI, 94% of kindergarten students were *Developed* on all screening tasks. 91% of first graders were *Developed* on all screening tasks. 71% of second graders met grade level standards in reading comprehension and 24% in fluency.

**Goal # 1:**

- LVISD will reach Exemplary status with 90% mastery for all students and student subgroups as measured by performance on all state assessments.

**Goal # 2:**

- LVISD will continue to meet or exceed standards for Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB).

**Goal # 3:**

- LVISD will increase the performance of all students, but particularly of Hispanic and students of low socio-economic status, in the core academic areas, particularly in mathematics and science.

**Goal # 4:**

- LVISD will increase the number of Gold Performance Acknowledgements received from the Texas Education Agency.

**Goal # 5:**

- LVISD will increase percentage of students graduating from high school in four years.

**Goal # 6:**

- LVISD will increase the percentage of students who achieve Higher Education Readiness Component (HERC) qualifying scores on the ELA and Mathematics Exit-Level TAKS (College Readiness Standards).

**Goal #7:**

- LVISD will continue to meet the standards set forth in the Performance – Based Monitoring (PBM) system as evidenced by no areas identified as requiring improvement.

**Goal #8:**

LVISD will continue to meet the standards set forth in the Initial Compliance Review (ICR) as evidenced by no areas identified as requiring improvement.

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide ongoing professional/technical assistance for district initiatives.	Assistant Supt. for Curriculum	Local Funds Title I and II Funds Comp. Ed. Funds Region 20 Consultants	Staff Development Evaluations  Walkthroughs	2008-2009 Annually	State and Federal (AYP) Assessment Results  PDAS  Committee Report
Continue CLC – curriculum alignment process. Implement new online version. Implement online lesson planner TCEPT.	Assistant Supt. for Curriculum Principals  Campus Lead Teachers	CLC – Region 5 Title I and II Funds Local Funds	Nine-Weeks Assessments Walkthroughs Lesson Plans CLC Documents	2008-2009	State and Federal (AYP) Assessment Results PDAS
Provide all students with access to general education curriculum and align IEP goals with TEKS.	Special Education Director  Principals	Local Funds  Special Education Funds	Nine-Weeks Assessments  Lesson Plans	2008-2009 Annually	State and Federal (AYP) Assessment Results
Continue to implement and evaluate best practice strategies that are research-based and designed to enhance student achievement.	Assistant Supt. for Curriculum  Principals	District Best Practices and Special Programs Committees  Local, Title I and II, and Comp. Ed. Funds	Nine-Weeks Assessments  Walkthroughs  Lesson Plans	2008-2009 Annually	State and Federal (AYP) Assessment Results  PDAS
Use ongoing and benchmark assessment data for continuous assessment of student performance.	Principals  Department Chairs	State Technology Allotment Funds  Region 20  Technology Director	Nine-Weeks Assessments  Lesson Plans	2008-2009 Annually	State and Federal (AYP) Assessment Results

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide extended-time instruction and tutoring for students at risk for failure.	Principals	SSI: ARI/AMI Funds  Title I Funds  Comp. Ed. Funds  TX High School Allotment Funds	DRA/DRA2 Running Records TPRI Nine-Weeks Assessments	2008-2009 Annually	State and Federal (AYP) Assessment Results
Provide ongoing, sustained professional development for teachers and administrators.	Assistant Supt. for Curriculum  Principals	SSI: ARI/AMI Funds Title I Funds Comp. Ed. Funds Local Funds Regions 20 and 5 Consultants	Staff Development Agendas, Sign-in Sheets, and Evaluations Walkthroughs Lesson Plans	2008-2009 Annually	State and Federal (AYP) Assessment Results  PDAS
Provide staff development in differentiated instruction.	Assistant Supt. for Curriculum  Principals	Local Funds Title I and II Funds Compensatory Ed. Funds Consultants	Staff Development Agendas, Sign-in Sheets, and Evaluation Walkthroughs Lesson Plans	2008-2009	State and Federal (AYP) Assessment Results
Participate in Literacy Collaborative with Region 20 (Grades PK-8).	Assistant Supt. for Curriculum  Principals	Title I and II Funds Comp. Ed. Funds  Consultants	Staff Development Agendas, Sign-in Sheets, and Evaluations Walkthroughs/Lesson Plans	2008-2009	State and Federal (AYP) Assessment Results  PDAS
Provide Staff Development in Mathematics and Science Strategies for Student Success.	Assistant Supt. for Curriculum  Principals	Title I and II Funds Comp. Ed. Funds  Consultants	Staff Development Agendas, Sign-in Sheets, and Evaluations Walkthroughs/Lesson Plans	2008-2009	State and Federal (AYP) Assessment Results  PDAS

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide Staff Development targeted at increasing achievement for students of low socioeconomic status.	Assistant Supt. for Curriculum  Principals	Title I and II Funds Comp. Ed. Funds  Consultants	Staff Development Agendas, Sign-in Sheets, and Evaluations Walkthroughs/Lesson Plans	2008-2009	State and Federal (AYP) Assessment Results  PDAS
Provide Support for ESL Certification Preparation Classes.	Assistant Supt. for Curriculum  Principals  ESL Specialist	Title II and III Funds  Region 20	Number of Teachers Taking Certification Examination	2008-2009	Number of Teachers Passing Certification Examination
Provide teachers with staff development focusing on Sheltered Instruction for ESL students.	Assistant Supt. for Curriculum ESL Specialist	Title II and III Funds Region 20	Staff Development Agendas, Sign-in Sheets, and Evaluations	2008-2009	Number of Teachers Completing Training
Provide Staff Development on TAKS with Accommodations, TAKS M and TAKS-Alt.	Assistant Supt. for Curriculum  Special Education Director	Local Funds Title II Funds Special Education Funds Region 20	Staff Development Agendas, Sign-in Sheets, and Evaluations	2008-2009	Number of Teachers Completing Training

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide Staff Development on Response to Intervention Model (RTI) and STAT Team re-organization	Assistant Supt. for Curriculum  Special Education Director	Local Funds Title II Funds Special Education Funds Region 20	Staff Development Agendas, Sign-in Sheets, and Evaluations	2008-2009  Annually	Number of Teachers Completing Training  Decrease in Referrals to Special Programs
Implement a consistent RTI (Response to Intervention) process across campuses.	Assistant Superintendent  Director Of Special Education  Principals	Local Funds Title II Funds Special Education Funds Region 20	Staff Development Agendas, Sign-in Sheets, and Evaluations	2008-2009  Annually	Number of Teachers Completing Training  Decrease in Referrals to Special Programs
Increase percentage of students graduating from HS in 4 years.	Principals  Counselors	Local Funds Comp. Ed. Funds  HS Allotment	Individual Intervention Plans	2008-2009 Annually	Increase in HS 4-Year Completion Rate
Increase percentage of students who achieve higher education readiness component qualifying scores on the ELA and Mathematics Exit-Level TAKS.	Assistant Superintendent  Principals  ELA and Math Departments	Local Funds  Comp. Ed. Funds  HS Allotment Funds	ELA Curriculum Aligned  PreAP/AP Curriculum Aligned	2008-2009 Annually	Increased percentage of students who achieve higher education readiness status on state assessments
Increase number of Special Education students completing RHSP and DAP graduation plans.	Counselors  Principal	HS Allotment Funds  Local Funds	Benchmark Data  Performance on State Assessments	2008-2009  Annually	Number of RHSP and DAP Graduates  PBMA

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Establish a district committee to address performance of low SES students and recommend strategies to improve achievement.	Assistant Superintendent  DEIC	Local Funds	Committee-defined benchmarks  Agendas, minutes  Recommendations to superintendent, approved, and implemented.	2008-09	State and Federal (AYP) Assessment Results
Establish a district committee to develop guidelines for professional staff development in LVISD.	Assistant Superintendent  DEIC	Local Funds	Committee-defined benchmarks  Agendas, minutes	2008-09	Guidelines developed; Recommendations to superintendent made, approved, and implemented.

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Establish a district committee to make recommendations to improve counseling and student services in LVISD.	Assistant Superintendent  DEIC	Local Funds	Committee-defined benchmarks  Agendas, minutes	2008-09	Recommendations to superintendent made, approved, and implemented.
LVISD will develop an ongoing, multi-year benchmarking system to track achievement and programmatic data for SAT, ACT, College Readiness, and Post-Secondary Education for all student groups. This data will be updated regularly and presented to the Board of Trustees annually.	Assistant Superintendent  Principals  Counselors	Local Funds  Technology Dept.	System Developed and Approved by Superintendent	Annually	Increased scores of college readiness assessments within each student group and increase in number of students pursuing post-secondary education, military service, and/or workforce entry upon graduation.

## **PARENT/COMMUNITY INVOLVEMENT**

### **Belief Statement:**

La Vernia ISD believes that in order for all students to achieve to their fullest capability, members of our community should be actively involved in all aspects of our students' education. Parents should view schools as a setting that invites them to volunteer, become life-long learners, and be vital partners in the education of all children.

### **Goal:**

LVISD will foster effective local partnerships with businesses, interfaith organizations, universities, city agencies, not-for-profits, and health care providers to leverage all available resources to enhance academic, technical, physical and behavioral well being of the school community.

### **Performance Objective:**

La Vernia ISD will expand parental and community involvement programming at all campuses to be measured by annual parent involvement evaluations.

### **Needs Assessment:**

La Vernia ISD will survey parents, community members and teachers at the end of the school year in order to determine areas of need in the community and schools.

La Vernia ISD will survey recent graduates to follow up on their postgraduate activities and perception of their preparedness as a result of attending school in LVISD.

## PARENT/COMMUNITY INVOLVEMENT

**Goal:**

LVISD will foster effective local partnerships with businesses, interfaith organizations, universities, city agencies, not-for-profits, and health care providers to leverage all available resources to enhance academic, technical, physical and behavioral well being of the school community.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Develop and provide coordination to enhance communication between school and community partnerships for each campus.	Principals	Title I Funds  Local Funds	Meeting and Contact Notes  Web Page Updates	Annually	Parent and Community Survey Results
Invite parents and community members to serve on a variety of committees designed to improve the education of all students in LVISD.	Central Office Staff  Principals	Local Funds  District and Campus Committees	Meeting Agendas and Sign-in Sheets	2008-09 Annually	Committee Evaluations and Parent and Community Survey Data

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide mechanisms for coordination and communication among parent groups in the district (Title I, G/T, ESL, and Special Education, PTO's)	Central Office Staff  Principals	Local Funds  District and Campus Committees  Web Page for Special Programs	Meeting Agendas and Sign-in Sheets  Campus Newsletters	2008-2009 Annually	Committee Evaluations and Parent and Community Survey Data
Develop an adult basic literacy lab.	ESL Specialist	Local Funds  Title III Funds  ELL Funds	Needs Assessment Completed	Annually	Pre and Post-Assessments  Self-Assessment
Implement a Parenting and Family Literacy Class.	ESL Specialist	Local Funds  Title III Funds  ELL Funds	Needs Assessment Completed	Annually	Pre and Post-Assessments  Self-Assessment
Establish a district committee to develop guidelines for improved communication among all stakeholders in the LVISD community.	Assistant Superintendent  DEIC	Local Funds	Committee-defined Benchmarks  Agendas, minutes	2008-09	Recommendations to superintendent made, approved, and implemented.
Provide translation of information for ELL parents.	Webmaster  ELL Specialist	Local Funds	Translated Newsletters Translation Feature on Web-site	Annually	Survey of ELL Parents
Encourage and support volunteers on all campuses.	Principals	Local Funds	Attendance Projects Completed	Annually	Community/Parent Surveys

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Encourage and support PTO's on all campuses.	Principals	Local Funds	Attendance Records for PTO Meetings	Annually	Community/Parent Surveys
Develop and Implement a District Parental Involvement Policy	Assistant Superintendent Principals Campus Title I contacts	Local Funds Title I Funds	Policy Developed	2008-2009	Policy Approved by Superintendent and Board of Trustees

## **RECRUITING AND RETAINING HIGHLY QUALIFIED PERSONNEL**

### **Belief Statement:**

La Vernia ISD believes that in order for all students to achieve to their fullest capabilities, it is necessary to recruit and retain highly qualified professional and paraprofessional staff reflective of the diversity of the La Vernia student population.

### **Goal #1:**

- La Vernia ISD will ensure that 100% of all teachers are highly qualified to teach in their core academic subjects as per outlined requirements in NCLB.

### **Goal # 2:**

- La Vernia ISD will provide salary, benefits, and working conditions conducive to recruiting and retaining highly qualified personnel.

### **Goal #3:**

- La Vernia ISD professional development, mentoring, and training reflective of district, campus, and department goals in order to retain a highly qualified staff.

### **Performance Objectives:**

- Ensure that the percentage of core academic subject area classes taught by highly qualified teachers on each campus continues to meet the 100% standard.
- Ensure that the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses continues to meet the 100% standard.
- Ensure that 100% of teachers continue to receive high-quality professional development on each campus.
- Ensure that low-income students and minority students are not taught by higher rates than other student groups by inexperienced, out-of-field, or non-qualified teachers.
- Attract and retain highly qualified teachers.
- Assist teachers not currently highly qualified to meet highly qualified requirements in a timely manner.
- Retain at least 90% of current professional and paraprofessional staff each year.

**Needs Assessment:**

La Vernia ISD will use certification data, employment data, hiring data, and compliance reports to assess Goal # 1.

La Vernia ISD will use employee mobility data, retention data, salary surveys, and benefit surveys to assess Goal # 2.

**Recruiting and Retaining Highly Qualified Personnel****Goal #1:**

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- La Vernia ISD professional development, mentoring, and training reflective of district, campus, and department goals in order to retain a highly qualified staff.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Ensure that all district and campus administrators are knowledgeable about the definition of “Highly Qualified” as defined in NCLB.	Assistant Superintendent Director of Finance	TEA Region 20 TASB	Number of Administrators Trained	Annually	Number of HQ Personnel Hired
Recruit and select new teachers and paraprofessionals that meet the definition of Highly Qualified.	Assistant Superintendent Principals	Local Funds Title II Funds	Certification and Employment Records	Annually	Number of HQ Personnel Employed
Assist current professional and paraprofessional staff to meet the definition of Highly Qualified in current positions.	Assistant Superintendent Principals Director of Finance	Local Funds Title II Funds Region 20	Training and certification exam records	Annually	Number of Current HQ Personnel Employed
Focus recruiting efforts on Highly Qualified professionals in critical need areas.	Assistant Superintendent Principals	Local Funds University Job Fairs Alternative Teacher Certification Programs	Number of Recruiting Activities Completed	Annually	Number of HQ Personnel Employed

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide a competitive salary and benefits package for all staff.	Superintendent Board of Trustees	TASB Staff Attendance Director of Finance	Surveys	Annually	Personnel records and Applications Submitted
Strengthen Teacher Mentoring Program for teachers new to the profession.	Assistant Superintendent	Teacher Mentors Training Materials Title II Funds	Training and Meeting Evaluations	Annually	PDAS Retention Data New Teacher Questionnaire
Provide training to get as many teachers as possible the ESL Endorsement.	Assistant Superintendent Principals ESL Specialist	Title III Funds Local Funds	Training and certification exam records Number of Teachers Obtaining Certification	Annually	Increased achievement of ELL students
Provide training to get as many teachers as possible the 30 hours required to teach GT students.	Assistant Superintendent Principals Advanced Acad. Advisor	Local Funds Title II Funds	Workshop Evaluations and Surveys Number of Teachers Completing Training	Annually	PDAS Walkthroughs
Provide and require a quality substitute teacher training program.	Assistant Superintendent	Local Funds Title II Funds Consultant	Workshop Evaluations and Surveys Teacher/Administrator Evaluations	Three times per year and at other times as necessary.	Number of Substitutes Completing Training

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Develop and implement a comprehensive ongoing, sustained quality professional development plan based on district and campus goals.	Assistant Superintendent  Principals	Local Funds  Title I, II and III Funds  CTE/Perkins Funds  State HS Allotment Funds  ARI/AMI Funds  Region 20 Consultants	Workshop Evaluations and Surveys  Classroom Observations and Walkthroughs	Annually	State and Federal (AYP) Assessment Results  PDAS

## **SAFE AND SECURE SCHOOLS**

### **Belief Statement:**

La Vernia ISD believes that in order for all students to achieve to their fullest capabilities, it is necessary to provide a safe, secure, and orderly environment at school and at school-sponsored events for staff, students, parents, and patrons.

### **Goal # 1:**

- La Vernia ISD will ensure procedures and mechanisms are in place to provide a secure environment.

### **Goal #2:**

- La Vernia ISD will create a safe and orderly atmosphere through practice and education of safety procedures and guidelines.

### **Goal # 3:**

- La Vernia ISD will implement and integrate character education and training into daily curriculum to increase pro-social behavior.

### **Performance Objectives:**

La Vernia ISD will identify and develop goals and objectives based on needs assessment of current programs and safety procedures.

### **Needs Assessment:**

La Vernia ISD will conduct parent surveys, review data from drills and discipline referrals, and secure professional evaluations from third parties as designated by the Superintendent and Board of Trustees.

## SAFE AND SECURE SCHOOLS

**Goal # 1:**

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- La Vernia ISD will create a safe and orderly atmosphere through practice and education of safety procedures and guidelines.

**Goal # 3:**

- La Vernia ISD will implement and integrate character education and training into daily curriculum to increase pro-social behavior.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Educate faculty, parents, and students on safety policies and procedures.	Principals Coaches Counselors Teachers	Local Funds  Director of Operations	Meeting Minutes/Attendance  Incident Reports	Annually	Procedures Developed and Articulated
Implement anti-bullying and character education programs.	Principals Teachers Counselors	Local Funds  Title IV Funds	Student Surveys  Activities Held	Annually	Student Surveys  Decrease in Discipline Referrals
Implement crisis management committee to evaluate current programs and recommend new policies and procedures for school security.	Principals  Counselors	Local Funds  Region 20	Meeting Minutes/Attendance  Nurse Logs  Accident/Incident Reports  Visitor Logs	Annually	Policies and Procedures Developed and Available  Security Audit

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Increase community awareness; develop relationships with local law enforcement agencies.	Superintendent Campus Security Principals Teachers Counselors	Local Funds  Local Law Enforcement Agencies	Meeting Minutes/Logs	Annually	Activities and Interactions Documented
Increase support through guidance programs for on issues such as teen violence, suicide, etc.	Assistant Superintendent  Counselors	Local Funds Region 20 Local Agencies MHMR Camino Real	Scheduled Activities/Events  Counseling Logs	Annually	Student Surveys  Number Attending Events/Activities
Implement Positive Behavior Support (PBS) Initiative on Campuses.	Principals Teachers Campus PBS Committees SPED Director	PBS Grant  Region 20	Team Meetings  Training Attendance	2008-2009 (Year Two implementation)	Decrease in Discipline Referrals
<b>Create a plan for the continuation of the Positive Behavior Support (PBS) Initiative on Campuses once the grant period is completed</b>	<b>Principals PBS Campus Team SPED Director Finance Director</b>	<b>PBS team Title 2 Funds Title 4 Funds Local Funds</b>	<b>A written plan for participation and funding of an on-going effort in the area of PBS</b>	<b>2008-2009 School Year</b>	<b>A plan approved by the superintendent of schools and board of trustees</b>
Implement a comprehensive K-12 Guidance Curriculum to include safe and secure schools strategies.	Assistant Superintendent  Counselors	Local Funds  HS Allotment  Consultants  PBS Grant	Meeting Minutes  Benchmark Product	Annually	Curriculum Developed

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Provide staff development to all staff about sexual harassment and bullying.	Assistant Superintendent	Local Funds	Attendance Records	Annually	Decrease in Incident Reports
Review and educate stakeholders about policy concerning dating violence to include: * Safety planning * Enforcement of protective orders * School-based alternatives to protective orders * Counseling for students * Awareness education for students, teachers and administrators. <b>FFH (LOCAL).</b>	Superintendent Counselors Administrators Law Enforcement Agencies	TASB Region 20 Teen Connections	Policy developed and distributed  Lesson Plans	Annually	Decrease in Number of Incident Reports
Establish a district committee to develop guidelines for improved communication among all stakeholders in the LVISD community.	Assistant Superintendent DEIC	Local Funds	Committee-defined benchmarks  Agendas, minutes	2008-09	Recommendations to superintendent made, approved, and implemented.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
<p>Develop, implement, and evaluate bus evacuation procedure plan.</p> <p>Educate students, faculty, and parents about bus evacuation safety procedures.</p>	<p>Director of Transportation</p> <p>Administrators</p>	<p>TASB</p> <p>State Transportation Dept.</p> <p>Positive Behavior Support Team</p>	<p>Policy and procedural guidelines</p> <p>PBS Lesson Plans</p>	<p>Annually</p>	<p>Referral data</p>
<p>Educate students at all grade levels on the importance of recognizing and preventing communicable diseases.</p>	<p>Health Services</p> <p>Teachers</p> <p>Administrators</p>	<p>Texas Department of State Health Services</p> <p>Community Healthcare Providers</p> <p>Center for Disease and Health Control in San Antonio</p> <p>Metropolitan Health Department</p> <p>LVISD Health Services</p>	<p>Lesson Plans</p> <p>In-service agendas and minutes</p>	<p>Annually</p>	<p>Nurse/Patient logs</p> <p>CDC data</p>

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide staff development to all staff members about MSRA (Methicillin Staphylococcus Resistant Aureous) and Bloodborn Pathogens.	Health Services Staff	Local community health providers  Texas State Health Dept. Center for Disease Control	Meeting minutes and agendas	Annually	Number of cases reported

## TECHNOLOGY INTEGRATION

### **Belief Statement:**

We believe that:

- The implementation of technology improves student achievement and promotes higher-order thinking.
- The integration of technology transforms the teaching and learning process.
- Technology should enhance effective teaching, not replace it.
- Technology is a critical resource for the instruction of students and the management of the school district.
- Technology is a critical tool for life-long learning.
- Technology should enhance the opportunities for collaboration and communication between and among students, staff members, parents and the community.

### **Goal #1:**

Appropriate training will be provided to all staff so that they can properly use, integrate and implement technology.

### **Performance Objective:**

All teachers will demonstrate technology proficiency according to SBEC (State Board of Educator Certification) Technology Proficiency Standards, equivalent to 8<sup>th</sup> Grade Technology Applications (TA) TEKS.

### **Needs Assessment:**

Surveys and observations including:

- PDAS (Texas Teacher Appraisal System)
- Texas Teacher StaR (School Technology and Readiness) Chart
- Campus surveys

**Goal #2:**

Implement classroom technology in ways that model proper and appropriate technology usage and transform the teaching and learning process.

**Performance Objective:**

All teachers will integrate technology into all areas of the teaching process.

**Needs Assessment:**

No Child Left Behind (NCLB) guidelines require full technology integration into the curriculum by 2006 and evidence of student proficiency by 2013.

**Goal #3:**

Increase parental and community involvement in the educational process

**Performance Objective:**

All parents will have access to relevant school and student performance data.

**Needs Assessment:**

NCLB guidelines require parental access to student performance data

**Goal # 4:**

All staff and students will have access to state-of-the-art, high-performance, reliable technology in order for integration and implementation of technology to occur.

All parents will have access to relevant school and student performance data.

**Performance Objective:**

Increase access to and the performance and reliability of all District technology.

**Needs Assessment:**

The State of Texas LRPT (Long Range Plan for Technology) is moving toward 1:1 student-to-computer ratios, and already requires 1:1 teacher-to-computer ratios. The TA-TEKS curriculum requires technology integration, and future versions of the TAKS test will be administered through online technology and will assess student technology proficiency. ASSESSMENT: Ability to administer online tests including TAKS (availability of bandwidth, reliability of infrastructure, availability of 1:1 computing devices for student use); sufficient quantities of technology equipment to allow for on-demand use of presentation technologies by students and teachers including digital projectors, SmartBoards and similar presentation control devices, and digital video cameras and capture systems.

## TECHNOLOGY INTEGRATION

### **Goal #1:**

Appropriate training will be provided to all staff so that they can properly use, integrate and implement technology.

### **Goal #2:**

Implement classroom technology in ways that model proper and appropriate technology usage and transform the teaching and learning process.

### **Goal #3:**

Increase parental and community involvement in the educational process.

### **Goal # 4:**

All staff and students will have access to state-of-the-art, high-performance, reliable technology in order for integration and implementation of technology to occur.

All parents will have access to relevant school and student performance data.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Provide a variety of just-in-time, ongoing and in-depth professional development through the following means: * Technology Professional Development on-site live training * Streaming web-based video professional development *Technology mentoring * Provide interactive real-time collaborative professional development sessions via Distance Learning and web-based technologies.	Technology Director  Assistant Superintendent for Curriculum  Principals	Title II Part D, Federal funds, State funds, local funds, grant funding if available	Participation rates in live Professional Development; number of sessions logged in web-based professional development; number of Distance learning conferences booked	Annually	Increase in Teacher StaR Chart scores; increase in number of teachers capable of demonstrating SBEC Proficiency; PDAS observations
Provide more online textbooks and resources, including DKC (Digital Knowledge Central) and PMP (Power Media Plus).	Technology Director  Assistant Supt. for Curriculum  Principals	Title II Part D, local funds	Quality, quantity and scope of resources increases	Annually	Increased levels and quality of student research

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Convene curriculum writing teams to integrate technology into core content curriculum (CLC).	Assistant Supt. for Curriculum  Principals	Federal funds, State funds, local funds	Availability of curriculum	Annually	Increase in Teacher StaR Chart scores; increased student test scores; PDAS observations
Design student assessment to measure technology skills.	Assistant Supt. for Curriculum  Principals  Teachers	Federal funds, State funds, local funds	Availability of assessments	Annually	Increased student technology use, increased number of technology-infused projects
Provide opportunities for Student Technology Certification programs	Tech Prep teachers, IT Essentials (A+ Certification) Teachers, Technology teachers	Federal funds, State funds, local funds	Students learning marketable skills and attempting certification	Annually	Student completion rates for technology courses, number of students achieving certification
Provide streaming web-based video instructional content	Technology Director	Local funds	Availability of content	Annually	Increased use of instructional video by teachers and students

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide interactive real-time and for-credit learning opportunities via Distance Learning and web-based technologies.	Technology Director  Principals  Librarians	Federal funds, State funds, local funds	Availability of Distance Learning sessions and online sessions	2008-2009 Annually	Increased utilization of Distance Learning and web-based resources
Require student work be produced using technology and submitted to teachers via electronic means and media.	Principals  Teachers	Online databases	Students producing work in programs such as PowerPoint and submitting via CD or other electronic means	2008-2009 Annually	Increased number of projects submitted electronically
Encourage teacher websites including posting of assignments and resources. Provide, maintain and update District & campus web sites.	District and Campus Web Masters  Principals  Technology Director	Local funds	Availability of teacher, Campus and District web pages	Annually	Logged accesses of teacher, Campus and District web pages; timeliness of information posted
Promote use of e-mail as a primary communications medium between parents and teachers.	Superintendent  Assistant Supt. for Curriculum  Principals	Local funds	Availability of e-mail to all teachers, teachers receiving e-mail from parents	Annually	Increased number of e-mails between parents and teachers

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Provide online access to student progress and performance data.	Principals Technology Director	Local funds	Availability of student performance data	Annually	Parental access to student performance data
Expand network blade server and SAN (Storage Area Networks) infrastructure to accommodate growth.	Technology Director	Grant funds, Federal funds, State funds, local funds	Increased numbers of blade servers and SAN capacity installed and operating	Annually	Increased availability of storage and decreased processing time
Increase aggregate Internet bandwidth as needed to accommodate growth.	Technology Director	E-Rate, local funds	Increased bandwidth is available	Annually	Increased bandwidth is available
Upgrade switching fabric and equipment to support 10GB or 100GB network backbones	Technology Director	Grant funds, Federal funds, State funds, local funds	Availability of 10Gb or higher backbone communication rates	2008-2009 Annually	Availability of 10Gb or higher backbone communication rates

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Increase student accessible computers and lower technology acquisition costs through the use of thin client and terminal services equipment, including reuse of older computers as clients.	Technology Director	Grant funds, Federal funds, State funds, local funds, donated equipment	Availability of thin client workstations	2008-2009 Annually	Number of thin client workstations available; aggregate deployment cost per workstation drops
Provide additional presentation equipment through the use of grant funding and innovative use of textbook and other non-traditional technology funds.	Superintendent Assistant Supt. for Curriculum  Principals  Technology Director	Grant funds, Federal funds, State funds, local funds	Increased numbers of digital projectors, cameras and presentation technologies available on campus	2008-2009 Annually	Increased logged utilization of digital projectors, cameras and presentation technologies available on campus
Fund increased bandwidth and communications needs through Federal E-Rate discount program.	Technology Director	E-Rate	Increased E-Rate eligible bandwidth is available	2008-2009 Annually	Increased E-Rate eligible bandwidth is available

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>SUMMATIVE EVALUATION</b>
Maintain a trained, capable Technology Department staff at sufficient levels to ensure equipment and infrastructure is fully operable at all times.	Technology Director	Local funds	Equipment and services are available as needed	2008-2009 Annually	Equipment and services are available as needed, and repairs/upgrades are performed in a timely manner
Use outsourcing as appropriate to provide expert technology support and maintenance in the most cost-effective way.	Technology Director	Local Funds	Service being provided through third party contractors	2008-2009 Annually	Expert assistance provided more cost effectively than through hiring
Investigate TCEPT integration of TA-TEKS, particularly at 8 <sup>th</sup> grade.	TCEPT Facilitators Technology Director	Local Funds	TA's integrated into lesson plans	2008-2009 Annually	Student Performance on the 8 <sup>th</sup> Grade Technology Proficiency Assessment as Defined by District
Explore Eduphoria! For Teacher Evaluation	Principals Technology Director	Local Funds Title II Funds	Walkthrough Record	2008-2009 Annually	PDAS

## GLOSSARY OF TERMS

<b>ACCD</b>	Alamo Community College District
<b>ACT</b>	American College Test
<b>AEIS</b>	Academic Excellence Indicator System
<b>AMI</b>	Accelerated Mathematics Instruction
<b>AP</b>	Advanced Placement
<b>ARD</b>	Admission Review, Dismissal (Special Education Committee)
<b>ARI</b>	Accelerated Reading Instruction
<b>AYP</b>	Adequate Yearly Progress
<b>CDA</b>	Communicable Diseases Agency
<b>CLC</b>	Curriculum Leadership Cooperative
<b>CTE</b>	Career Technology Education
<b>DAP</b>	Distinguished Achievement Program
<b>DEIC</b>	District Educational Improvement Committee
<b>DKC</b>	Digital Knowledge Central
<b>ELA</b>	English Language Arts
<b>ELL</b>	English Language Learner
<b>ESL</b>	English as a Second Language
<b>GT</b>	Gifted and Talented
<b>HERC</b>	Higher Education Readiness Component
<b>ICR</b>	Initial Compliance Review (NCLB)
<b>IEP</b>	Individual Education Plan
<b>LDAA</b>	Locally-Developed Alternative Assessment
<b>LEP</b>	Limited English Proficient
<b>LRE</b>	Least Restrictive Environment
<b>MHMR</b>	Mental Health Mental Retardation
<b>MRSA</b>	Methocillin Resistant Staphylococcus Aureus
<b>NCLB</b>	No Child Left Behind
<b>PBMAS</b>	Performance-Based Monitoring Analysis System
<b>PBS</b>	Positive Behavior Support Initiative
<b>PDAS</b>	Professional Development Appraisal System

<b>PEIMS</b>	Public Education Information Management System
<b>PGP</b>	Personal Graduation Plan
<b>PK</b>	Prekindergarten
<b>PPCD</b>	Preschool Program for Children with Disabilities
<b>PreAP</b>	Preliminary Advanced Placement
<b>PSAT</b>	Preliminary Scholastic Aptitude Test
<b>PTO</b>	Parent Teacher Organization
<b>RHSP</b>	Recommended High School Program
<b>RPTE</b>	Reading Proficiency Test of English
<b>RTI</b>	Response to Intervention
<b>SAT</b>	Scholastic Aptitude Test
<b>SBEC</b>	State Board for Educator Certification
<b>SREB</b>	Southern Regional Educational Board
<b>StaR</b>	School Technology and Readiness Chart
<b>STAT</b>	Student/Teacher Assistance Team
<b>TA</b>	Technology Applications
<b>TAKS</b>	Texas Assessment of Academic Skills
<b>TAKS – Alt</b>	Texas Assessment of Academic Skills Alternative
<b>TAKS-I</b>	Texas Assessment of Academic Skills Inclusive
<b>TASP</b>	Texas Academic Schools Program (now THEA)
<b>TEKS</b>	Texas Essential Knowledge and Skills
<b>TEA</b>	Texas Education Agency
<b>TELPAS</b>	Texas English Language Proficiency Assessment
<b>THEA</b>	Texas Higher Education Assessment (formerly TASP)
<b>TPRI</b>	Texas Primary Reading Inventory (TEJAS LEE- SPANISH Edition)
<b>TOP</b>	Texas Observation Protocol





**DISTRICT  
EDUCATIONAL  
IMPROVEMENT  
COUNCIL**

This plan was developed by the Superintendent with the assistance of the District Educational Improvement Council and District Improvement Plan Sub-Committee.

The La Vernia ISD Educational Improvement Council (EIC) reviewed and discussed the District Improvement Plan as presented by the sub-committee on Monday, September 29, 2008, at a meeting held at the Junior High School Library at 6:30 P.M.