

# **La Vernia Independent School District**

## **District Improvement Plan**

**2018-2019**

**Accountability Rating: B**



# Mission Statement

La Vernia ISD will empower all students to excel in their futures by providing an inclusive environment that:

ignites innovation and creativity,

fosters individual growth, and

instills a passion for learning.

## **(17-18/18-19) Board Goals:**

1. LVISD will prepare our students for college and career readiness by providing rigorous coursework and promoting both academic achievement and personal excellence.
2. LVISD will promote positive community relationships and partnerships.
3. LVISD will use efficient and effective practices to manage District resources ensuring that financial and physical resources enable stakeholders to meet district outcomes.
4. LVISD will recruit and retain exemplary employees who are committed to student excellence and professional growth.
5. LVISD will provide a safe and secure learning environment for all members.

# **Vision**

In La Vernia ISD all students will be Creative Learners -  
Engaged, Educated, and Empowered.

# Motto

In La Vernia ISD, we are committed to knowing every student by name and need.

# Core Values

Commitment

High Expectations

Respect

Student-Centered

Teamwork

# Table of Contents

Comprehensive Needs Assessment .....	6
Demographics .....	6
Student Academic Achievement .....	16
District Processes & Programs .....	35
Perceptions .....	39
Comprehensive Needs Assessment Data Documentation .....	41
Goals .....	42
Goal 1: Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations. ....	41
Goal 2: Quality Learning Environment: We will cultivate an innovative and secure learning community that encourages active student participation and opportunities to collaborate through relevant content and instruction. ....	64
Goal 3: Engaged Educators: We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning. ....	72
Goal 4: Community Connections: We will foster a culture of trust by providing accurate, timely, and interactive communication through the relentless pursuit of meaningful engagement with stakeholders and positive contributions to our community. ....	80
Goal 5: Organization and Operational Efficiency: We will efficiently manage structures and systems to improve the effectiveness of educational programs and maximize the teaching and learning process. ....	85
Title I Schoolwide Elements .....	89
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	89
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	89
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	89
Addendums .....	90

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

LaVernia ISD has shown steady growth in enrollment since 2013-14 with a 7.9% growth rate over a five year period.

### Enrollment Trends since 2013-2014 in La Vernia ISD

Enrollment	
2013-14	3108
2014-15	3181
2015-16	3234
2016-17	3288
2017-18	3375
Current	3375

The two largest demographic groups in the district are Hispanic and White. The district has seen an a 3.7% increase in the number of Hispanic students enrolled over the last five years. The percentage of White students in the district has decreased by 3.66% over the same time period.

## Racial Diversity in La Vernia ISD

Category	2013-14	2014-15	2015-16	2016-17	2017-18	Current	State
African American	1.1%	0.9%	0.99%	1.03%	.39%	1.13%	12.6%
Hispanic	26.5%	27.34%	28.01%	28.95%	30.22%	30.22%	52.4%
White	69.7%	69.4%	68.43%	67.52%	66.04%	66.04%	28.1%
American Indian	0.5%	0.5%	0.53%	0.43%	.39%	0.39%	0.4%
Asian	0.1%	0.1%	0.12%	0.15%	.12%	0.12%	4.2%
Pacific Islander	0.0%	0.0%	.03%	0.00%	.08%	0.06%	0.1%
Two or More Races	2.0%	1.8%	1.89%	1.92%	2.04%	2.04%	2.2%

The number of students identified as Economically Disadvantaged has fluctuated slightly over the last five years. The number of At Risk students (as identified using the 13 criteria from the State of Texas) has fluctuated by roughly 10% points over the last five years. The campuses use a variety of methods to accurately monitor and intervene for students at risk of dropping out including: convening an RtI committee to design appropriate interventions, providing accelerated instruction, provision of ESL and Dual language services, credit recovery program using EDGE Lab and tutoring. The district's rate of students identified as Economically Disadvantaged or At Risk remains roughly half that of the state average.

Category	2013-14	2014-15	2015-16	2016-17	2017-18	Current	State
Economically Disadvantaged	25.3%	23.6%	24.1%	24.2%	.27%	23.32%	59.0%
At Risk	31.7%	32.1%	34.4%	23.9%	30.70%	30.70%	50.3%

La Vernia ISD provides support of its students through a variety of programs. The bilingual program services just over 4% of all students, which is well below the state average of 23%. Over one third of all students are enrolled in Career and Technical Education programs, which exceeds the average enrollment for the state. Fewer students are serviced in the Gifted & Talented program than the state average. Finally, La Vernia ISD services just over 10% of its student population in Special Education, which is above the state average.

**La Vernia Student Enrollment by Program since 2013-2014**

<b>Student Enrollment by Program</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>State</b>
Bilingual/ESL	2.8%	3.5%	3.65%	4.3%	4.53%	18.8%
Career & Technical Education	24.2%	26.4%	24.64%	37.1%	36.12%	25.0%
Gifted & Talented	6.4%	6.5%	5.44%	4.99%	4.77%	8.8%
Special Education	10%	9%	9.06%	9.2%	10.01%	8.8%

The majority of formalized interventions are occurring at the Elementary grade levels. The level of intervention at the Primary School reflects a focus on students reading at or above grade level by the end of 2<sup>nd</sup> Grade. Additionally, STAAR testing begins in grade 3 and identifies students who are not making progress based on State Assessment Standards which often results in a more structured method of identifying students in need of supports. Currently, more students are enrolled in reading intervention than in math.

**Number of Students Receiving Tier 2 and Tier 3 Interventions**

	<b>Tier 2 Reading</b>	<b>Tier 3 Reading</b>	<b>Tier 2 Math</b>	<b>Tier 3 Math</b>
Primary	124	27	41	10
Intermediate	62	22	80	37
Junior High	96	18	50	8
Total	282	67	171	55



Similar to the Tier 2, and Tier 3 interventions, the majority of students receiving Dyslexia Services are at the Intermediate and Junior High level. Approximately 1.84% of La Vernia ISD students currently participate in Dyslexia services. This is below the national average of 9-11% of students requiring services. New state regulations enacted for the 2017-18 school year require that each student enrolled in 1<sup>st</sup> and 2<sup>nd</sup> grade be screened for dyslexia prior to the end of the school year.

**Number of Students Served in Dyslexia Services**

<b>Number of Students Served in Dyslexia</b>	2015-16	2016-17	2017-18	Current
Primary	5	5	3	.06%
Intermediate	42	13	53	1.6%
Junior High	40	43	6	1.75%
High School	22	21	0	.56%
Total	109	82	62	3.97%

La Vernia ISD's drop-out rate (0.2% in 2015-2016) has remained well below the state and region drop out rate for 9th through 12th graders (2.2%). This is a result of the direct intervention by high school staff who monitor the drop-out rate by reviewing the Lever report and developing plans with those students. La Vernia ISD's rate of completion of High School Diplomas within 4 years of enrollment remains above that of the state and region as well.

<b>Drop Out Rate</b>	<b>LVISD</b>	<b>State</b>	<b>Region 20</b>
2013-14	0.5%	2.2%	2.9%
2014-15	0.1%	2.1%	2.3%
2015-16	0.2%	2.0%	2.8%
2016-17			
2017-18	2.2%		

<b>4 Year Longitudinal Graduation Rates</b>	<b>LVISD</b>	<b>State</b>	<b>Region 20</b>
Class of 2013	98.5%	88.0%	86.5%
Class of 2014	97.8%	88.3%	86.9%
Class of 2015	97.9%	89.0%	88.3%
Class of 2016	98.7%	89.1%	86.7%
Class of 2017			
Class of 2018	79.1%		

The district's 2017 attendance rate fell below the state average for daily attendance while remaining only slightly above that of the region. A majority of the absences are excused and documented with physician or parent statements. To address students with excessive absences, the Primary and Intermediate administrators hold conferences with parents. In addition, the Wilson County Juvenile Probation Department works in conjunction with the secondary campus to improve attendance.

### **Student Attendance**

<b>Grade Level</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>State*</b>	<b>Region 20*</b>
Primary	95.6%	96.9%	97.16%	96.0%	93%	NA	NA
Intermediate	96.1%	97.2%	97.52%	96.7%	94.6%	NA	NA
Junior High	95.6%	96.5%	97.08%	95.8%	95.4%	NA	NA
High School	95.1%	95.6%	95.26%	93.9%	93.8%	NA	NA
District	95.5%	96.4%	96.58%	95.4%	95%	95.8%	95.3%

*\*State and Regional attendance rates based on 2015-16 data.*

According to information gathered from the most recent (2016-2017) Texas Academic Performance Report regarding staffing, La Vernia ISD's teachers have similar levels of educational attainment when compared to their peers throughout Texas. La Vernia ISD's faculty is comprised of fewer novice teachers (0-5 years experience). At the end of the 2016-2017 school year, 39 professional staff members in La Vernia ISD left the district, which is a slightly higher turnover rate than the state average.

**Data Regarding Teacher Educational Attainment**

<b>Percent of Teachers by Highest Degree Held:</b>	<b>La Vernia 2014-2015</b>	<b>La Vernia 2015-2016</b>	<b>La Vernia 2016-2017</b>	<b>Texas 2016-2017</b>	<b>La Vernia 2017-2018</b>
No Degree	0%	0%	0%	1.2%	
Bachelors	78.9%	76.5%	74.1%	74.5%	
Masters	21.1%	23.5%	25.9%	23.6%	
Doctorate	0%	0%	0%	0.6%	

**2015-2016 Data Regarding Teachers by Years of Experience**

	<b>La Vernia 2014-2015</b>	<b>La Vernia 2015-2016</b>	<b>La Vernia 2016-2017</b>	<b>La Vernia 2017-2018</b>	<b>Texas 2016-2017</b>
Beginning Teachers	3.0%	4.9%	6.3%		7.8%
1-5 Years Experience	23.7%	26.2%	26.0%		28%
6-10 Years Experience	24.2%	23.5%	25.2%		20.9%
11-20 Years Experience	32.6%	28.4%	26.6%		27.8%
Over 20 Years Experience	16.5%	16.9%	16.0%		15.5%



## 2015-2016 Data Regarding Teacher Retention

	La Vernia 2014-2015	La Vernia 2015-2016	La Vernia 2016-2017	La Vernia 2017-2018	Texas 2015-2016
Turnover rate	13.7%	15.2%	17.6%		16.4%
Average Years of Experience	11.8%	12.3%	11.0%		10.9%

## Reasons for Teacher Departure from LVISD – August 2017 thru September 2018

Reason	
Left to teach in another district	46.2%
Relocation (another state, spouse's job, military, etc)	.04%
Retirement	19%
Pursuing another profession	11%
Personal reasons (health, family, etc)	19%
Promotion within LVISD	12%
Educator misconduct	0
Promotion in another district	19%

La Vernia ISD's workforce is comprised of a slightly higher percentage of Educational Aides than the state average. The district utilizes Educational Aides to provide instructional supports to students based on student Individual Education Plans as well as in critical instructional settings which results in lower staff to student ratios.

### Data Regarding Percent of Workforce Comprised of Non-Classroom Teachers

	La Vernia 2014-2015	La Vernia 2015-2016	La Vernia 2106-2017	La Vernia 2017-2018	Texas 2017-2018
Educational Aids	12.6%	11.5%	10.5%		9.6%
Auxiliary Staff	28%	27%	26.3%		26.4%

The District contracted with the Texas Association of School Boards (TASB) in the Spring of 2015 to complete a Staffing Study. This goal of this study was to review current as well as projected enrollment, consider the demographic makeup of the community and make recommendations based on comparisons to a Peer Group rather than the entire state. Based on recommendations from the 2015 TASB Staffing Study the district established Staffing Guidelines that identify targeted staff to student ratios and insure consistency in hiring practices. Additionally, the district level leadership has been reorganized in order to provide additional support for the campus level.

### Data Regarding Class Size

	La Vernia 2013-14	La Vernia 2014-15	La Vernia 2015-16	La Vernia 2016-17	La Vernia 2017-2018	State Average
<b>Elementary:</b>						
Kindergarten	20.8	20.4	18.2	19.0		18.8-20.5
Grade 1	21.0	21.0	20	20		18.8-20.5
Grade 2	20.0	21.4	19.6	20.1		18.8-20.5
Grade 3	21.1	19.7	20.4	18.9		18.8-20.5
Grade 4	20.3	21.3	20.2	19.3		18.8-20.5
Grade 5	24.1	23.8	22.9	22.3		20.9-24
Grade 6	23.5	23.7	25.1	21.4		20.4-24
<b>Secondary</b>						
English/Language Arts	19.8	18.5	19.6	18.9		16.8-25
Foreign Languages	25.5	24.1	22.6	20.2		18.7-25
Mathematics	22.1	21.5	23.1	25.1		18-25
Science	24.0	23.2	22.8	22.7		19-25
Social Studies	18.5	18.9	18.2	21.8		19.4-25

La Vernia ISD continues to focus on ways to recruit teachers in high need areas such as Bilingual Education and those qualified to teach Dual Credit at the High School level. The Human Resource department routinely monitors certifications to ensure that all teachers maintain their certifications throughout the year.

All first and second year teachers are assigned a mentor. These new teachers and their mentors attend monthly meetings of the New Educator Support Team (NEST) where staff discuss areas of need and provide ongoing professional development.

### **Demographics Strengths**

Areas identified as strengths within the Demographic Needs Assessment include:

- Five year growth rate of 7.9%
- Fewer students identified as At-Risk than the state average
- Enrollment in Career and Technology Education rates exceed the state average
- Dropout rate below the state average
- Graduation rate exceeds the state average

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student attendance rates on each campus have declined with an overall drop in the district of 1.18% points.

**Problem Statement 2:** The number of students requiring Tier 2 Reading intervention at the Primary School is three times that of students requiring Math intervention.

**Problem Statement 3:** The district struggles to recruit teachers for critical needs areas such as Bilingual Education and Science as well as unique teaching fields such as American Sign Language.

# Student Academic Achievement

## Student Academic Achievement Summary

### Primary School Data

Over the past three years, Kindergarten and First Grade have demonstrated an increase in the percent of students reading on level according to DRA reading inventory end of year assessment. Target scores for Kindergarten and First Grade were adjusted in the 2016-2017 school year. Student performance with new targets appears to show a decline, however, a comparison of performance at prior year's targets indicates that students maintained or increased performance. At the end of the 2016-2017 school year, sixty-eight point nine percent (68.9%) of students in Kindergarten through Second Grade were reading on grade level.

### DRA– Students Reading at or Above Grade Level by Year End

Grade Level	2014	2015	2016	2017	2018
Kinder	72%	81%	84%	66-86.5%	84%
Grade 1	66%	65%	72%	61-70%	74%
Grade 2	80%	80%	78%	79.5%	69%

### Formative Data

According to formative data collected through the use of the IStation software program, 54% of all Kindergarten students are reading on level. The percentage drops at 1st grade (44%) and improves again at 2nd grade with 64% of the students reading on grade level. The 1st grade bilingual students are demonstrating commensurate progress as their regular education peers with 43% reading on grade level.

### State Accountability Data

The La Vernia ISD met standard and exceeded the state of Texas and Region 20 averages across all four indices of the Texas Accountability System. In addition, the most notable gains at both the district and campus level were in Index 3: Closing Performance Gaps.

La Vernia ISD schools earned four distinctions when compared to similar schools throughout Texas. All distinctions were earned at the Junior High campus in the areas of Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25% in Student and top 25% in Closing Performance Gaps.



Additionally, La Vernia ISD performance on state assessments across subject areas exceeded that of both the Region and State. The percentage of students in the district who met or exceeded the expected progress measure on state assessments in Reading and Math also exceeded the performance level of both the Region and the State.

**La Vernia ISD Accountability Summary**

	Index 1: Student Achievement			Index 2: Student Progress			Index 3: Closing Performance Gaps			Index 4: Postsecondary Readiness			Number of Distinctions Earned		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
State	75	75		40	41		39	40		75	75		XXXX	XXXX	
Region	72	73		39	40		39	40		75	75		XXXX	XXXX	
District	84	84		46	42		48	51		85	83		0	0	
High School	81	82		24	28		46	50		85	87		0	0	
Jr High	84	87		47	46		45	49		55	56		2	4	
Intermediate	85	84		50	48		45	47		44	50		0	0	

## STAAR Percent at Approaches Grade Level or Above

	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Subjects	84	84		72	73		75	75	
Reading	80	80		71	71		73	72	
Mathematics	89	91		73	77		76	79	
Writing	78	75		65	64		69	67	
Science	86	89		77	77		79	79	
Social Studies	80	87		75	76		77	77	

## STAAR Percent Met or Exceeded Progress

	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Subjects	70	67		60	60		62	61	
Reading	64	63		59	59		60	59	
Mathematics	77	72		60	61		63	64	
Social Studies	80	87		75	76		77	77	

## System Safeguards Summary

Although there are few ELL students in La Vernia ISD, the population is growing. In 2017 the number of ELL students participating in state assessment in the district reached the threshold to form a subgroup in all subject areas. While the ELL students did not meet the performance targets set by Federal Requirements in System Safeguards, ELL students in La Vernia ISD have performed better than their peers across both the Region and State for the past two years.

System Safeguards indicate that students served in special education perform well below their regular education peers across subject areas. While the students receiving special education services did not meet the performance targets set by Federal Requirements in System Safeguards, a review of performance levels shows that students receiving Special Education services in La Vernia ISD performed better than their peers across both the Region and State.

Finally, the students with economic disadvantages performed below their peers in all subject areas tested, however, the gap was not wide enough to trigger a system safeguard. The students within this demographic group exceeded the performance target set by Federal Requirements as well as performance by their peers across both the Region and State.

**English Language Learner (ELL) - STAAR Percent at Approaches Grade Level or Above**

	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	54	62		50	49		52	51	
Mathematics	82	89		62	66		65	69	
Writing	65	57		48	49		50	50	
Science	63	67		57	55		58	57	
Social Studies	n/a	63		44	47		47	48	

**Special Education - STAAR Percent at Approaches Grade Level or Above**

	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	33	40		34	35		35	35	
Mathematics	60	65		41	47		43	49	
Writing	33	34		30	29		32	30	
Science	42	56		43	47		44	47	
Social Studies	48	56		42	47		42	45	

**Economically Disadvantaged - STAAR Percent at Approaches Grade Level or Above**

	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	67	70		63	62		65	64	
Mathematics	83	86		66	69		70	73	
Writing	68	60		57	54		60	58	
Science	79	77		70	70		72	72	
Social Studies	65	81		67	68		69	69	

**State Accountability Summary Index 2: Student Progress Measures**

A review of STAAR assessment results indicates that there is approximately a 10% performance gap between the highest and lowest group within each category related to Growth Expectations. A review of the data indicates that students in La Vernia ISD perform at a higher achievement level than their peers across the Region and State with the exception of Reading where white students in La Vernia ISD performed at a slightly lower rate than white students across the Region and State.

While there remains a significant difference between special education students and other groups of students with regard to exceeding growth toward advanced, this population had the greatest rate of progress across subjects and in Reading. The two largest ethnic groups within La Vernia ISD, Hispanic and White, exceeded the expected progress at a similar or higher level than the Region and the State with the exception of White students in Reading. The impact of this Reading performance can be seen in the All Subjects category as well. Both Special Education students and English Language Learners exceed the expected progress measure at a higher rate than their peers across the Region and State.

**Percent of Students in La Vernia ISD Who Met or Exceeded Growth Expectations**

All Subjects	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Hispanic	69%	68%		58%	58%		60%	59%	
White	70%	67%		65%	66%		64%	65%	
Special Education	61%	63%		55%	56%		55%	55%	
English Language Learners	66%	71%		57%	57%		59%	58%	

Reading	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Hispanic	62%	63%		58%	57%		59%	57%	
White	64%	63%		63%	65%		63%	63%	
Special Education	60%	59%		56%	56%		55%	55%	
English Language Learners	54%	58%		56%	55%		57%	54%	

Math	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Hispanic	77%	73%		58%	59%		61%	62%	
White	78%	71%		67%	67%		67%	67%	

Special Education	62%	66%		53%	56%		54%	55%	
English Language Learners	79%	84%		58%	60%		61%	62%	

**Percent of Students in La Vernia ISD Who Exceeded Growth Expectations on STAAR**

All Subjects	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Hispanic	20%	22%		16%	16%		16%	17%	
White	22%	21%		18%	22%		17%	21%	
Special Education	11%	16%		13%	15%		13%	14%	
English Language Learners	25%	27%		17%	18%		18%	19%	

Reading	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Hispanic	17%	17%		15%	16%		16%	16%	
White	18%	18%		16%	20%		16%	19%	
Special Education	7%	16%		14%	16%		14%	15%	
English Language Learners	25%	17%		17%	17%		17%	17%	

Math	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Hispanic	24%	26%		16%	17%		16%	19%	
White	26%	25%		20%	23%		19%	22%	
Special Education	16%	16%		12%	15%		12%	14%	
English Language Learners	26%	39%		17%	19%		18%	21%	

### Student performance at the Level III Advanced level on STAAR and End of Course Assessments

Data from the Spring 2017 STAAR and End of Course Assessments showed an increase in the number of students performing at the Advanced Level in Reading grades 3, 4, 7 and both English I and II. Math performance showed progress as well with an increase in grades 3-6, grade 8 and Algebra I at the 8<sup>th</sup> grade level. All grade levels demonstrated a higher rate of Advanced Performance in both Science and Social Studies with the greatest gains in Social Studies. Advanced Performance on the US History End of Course Exam increased by 35% points while 8<sup>th</sup> grade demonstrated an increase of 17% points. Students continue to struggle on Writing assessments as demonstrated by a decrease in Advanced Performance levels.

### STAAR Reading – Advanced Performance

Grade Level	2014	2015	2016	2017	2018
Grade 3	17%	26%	27%	33%	
Grade 4	18%	22%	22%	26%	
Grade 5	20%	30%	29%	29%	
Grade 6	15%	27%	30%	22%	
Grade 7	19%	28%	29%	32%	
Grade 8	25%	25%	32%	30%	

### EOC Exam – Advanced Performance in English I & II

Grade Level	2014	2015	2016	2017	2018
English I	6%	9%	8%	10%	
English II	6%	5%	7%	9%	

### STAAR Math – Advanced Performance

Grade Level	2014	2015	2016	2017	2018
Grade 3	Not Reported	17%	20%	39%	
Grade 4	Not Reported	21%	33%	35%	
Grade 5	Not Reported	24%	29%	36%	
Grade 6	Not Reported	18%	29%	30%	
Grade 7	Not Reported	33%	35%	33%	
Grade 8	Not Reported	3%	18%	28%	

### EOC Exam –Advanced Performance in Algebra I

Grade Level	2014	2015	2016	2017	2018
Algebra I - JH	33%	54%	77%	88%	
Algebra I - HS	10%	5%	16%	16%	



### STAAR and EOC Exam – Advanced Performance in Science

Grade Level	2014	2015	2016	2017	2018
Grade 5	11%	15%	13%	23%	
Grade 8	20%	19%	24%	26%	
Biology	12%	18%	21%	33%	

### STAAR and EOC Exam – Advanced Performance in Social Studies

Grade Level	2014	2015	2016	2017	2018
Grade 8	14%	11%	15%	32%	
US History	16%	25%	32%	67%	

### STAAR– Advanced Performance in Writing

Grade Level	2014	2015	2016	2017	2018
Grade 4	6%	3%	14%	8%	
Grade 7	6%	12%	15%	13%	

### TELPAS Results

The number of students in La Vernia ISD identified as English Language Learners increased slightly in grades K-8. A review of TELPAS results shows that fewer students made progress in 2017 as compared to 2016. Similar numbers of students at the Junior High School and High School maintained performance as compared to previous year's evaluation. The percentage of students at the Primary School who's performance decreased was roughly half that of the prior year, while the Intermediate School saw five times the percentage of students who's scores dropped by a level.

There are currently no English Language Learners in La Vernia ISD identified for participation in the Gifted and Talented program. Small percentages of

English Language Learners at the Intermediate and Junior High School receives supports through Section 504.

### La Vernia TELPAS Composite Scores 2015-2016

	# Students			Made Progress			Maintained Performance			Maintained Advanced High			Dropped a Level		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Primary	27	31		26%	6.4%		47%	22.5%		11%	9.6%		16%	9.6%	
Intermediate	29	35		44%	25.7%		48%	22.9%		4%	17.14%		4%	20%	
Jr High	24	27		18%	14.8%		45%	40.7%		23%	25.9%		14%	7.4%	
High School	16	15		21%	6.7%		43%	46.7%		29%	13.3%		7%	0%	

### Distribution of Composite Level of Fluency in English for La Vernia Students

	# Students			Beginning			Intermediate			Advanced			Advanced High			No Rating		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Primary	27	31		19%	22.5%		11%	35.4%		37%	29%		22%	19.35%		0%	0%	
Intermediate	29	35		0%	2.8%		24%	22.9%		45%	34.2%		33%	40%		0%	0%	
Jr High	24	27		0%	0%		17%	25.9%		46%	29.6%		33%	44.4%		0%	3.7%	
High School	16	15		0%	6.7%		19%	13.3%		31%	46.7%		50%	20%		0%	6.7%	

### English Language Learners Participation in Special Programs in La Vernia ISD

	Gifted and Talented	Section 504	Special Education
Primary	0%	0%	13%
Intermediate	0%	3%	10%
Junior High	0%	4%	13%

High School	0%	0%	6%
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	# Students			Gifted and Talented			Section 504			Special Education		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Primary	27	31		0	0		0	3.2%		13%	9.6%	
Intermediate	29	35		0	0		3%	8.6%		10%	8.6%	
Jr High	24	27		0	0		4%	7.4%		13%	14.8%	
High School	16	15		0	0		0	0		6%	13.3%	

### Advanced Placement Results

Student success rate on Advanced Placement exams increased in Chemistry, English Language, Calculus, World History, Spanish Language and U.S. Government. Studio Art 2D and Drawing maintained a 100% pass rate while more than one-third of students testing in new exam areas of Environmental Science and U.S. History demonstrated success.

Those categories marked N/A indicate that no students were tested.

### Percent of La Vernia ISD Students Who Tested Receiving a 3 or Higher on Advanced Placement Exam

	2014 - 2015	2015-2016	2016-17	2017-18	National Average
Chemistry	55%	13%	53.84%	40%	54.5%
English Language	26%	18%	39.29%	46.7%	57.0%
English Literature	38%	36%	33.33%	31.8%	47.1%
Studio Art 2D	88%	100%	100%	100.00%	84.0%
Sudio Art Drawing	100%	100%	100%	100.00%	89.0%

Calculus AB	10%	29%	46.16%	18.8%	56.9%
Statistics	43%	30%	19.51%	25.9%	60.1%
World History	29%	30%	43.94%	40.0%	55.9%
Spanish Language	N/A	68%	72.73%	80.0%	87.5%
Macroeconomics	50%	N/A	14.29%	0.0%	56.7%
Psychology	0%	N/A	N/A	0.0%	65.3%
U.S. Government	17%	N/A	30.77%	28.6%	53.0%
Environmental Science	N/A	N/A	46.67%	53.3%	47.4%
Physics	N/A	N/A	4.14%	26.1%	39.2%
U.S. History	N/A	N/A	33.34%	40.0%	55.9%

### ACT Scores

As indicated in below, La Vernia ISD students' scores on the ACT were commensurate with the average Texas students' scores and indicate an slight increase in all areas except math.

#### Average ACT Scores for La Vernia ISD

	La Vernia			Texas		
	2016	2017	2018	2016	2017	2018
English	20.1	20.8		19.4	19.5	
Math	21.2	21		20.7	20.7	
Reading	20.4	21.9		21.0	21.1	
Science	20.4	21.9		20.7	20.9	
Composite	20.6	21.5		20.6	20.7	

### SAT Scores

La Vernia ISD provides SAT School Day testing for all Juniors during the spring semester and all Seniors during the fall semester. The class of 2018 saw scores decrease slightly from their spring administration to the fall while maintaining a performance level above that of the state as a whole. This class also demonstrated slightly higher performance on the SAT as compared to the PSAT taken during the fall of 2016.

The class of 2019 demonstrated growth in their performance on the PSAT maintaining scores that exceed the state average. The classes of 2020 and 2021 also demonstrated growth in performance on the PSAT and/or PSAT 8/9 and maintained a performance level that exceeds that of the state as a whole.

### SAT Scores for La Vernia ISD

SAT School Day April 2017	La Vernia	Texas
Mean ERW Score	496	480
Mean Math Score	483	475
Overall Score	979	955

SAT School Day October 2017	La Vernia	Texas
Mean ERW Score	487	465
Mean Math Score	483	462
Overall Score	970	927

### PSAT/NMSQT Scores for La Vernia ISD

Class of 2018	La Vernia	Texas
<b>Fall 2016 11<sup>th</sup> Grade</b>		
Mean ERW Score	470	484
Mean Math Score	473	487
Overall Score	944	971

<b>Class of 2019</b>	<b>La Vernia</b>	<b>Texas</b>
<b>Fall 2016 10<sup>th</sup> Grade</b>		
Mean ERW Score	465	452
Mean Math Score	460	456
Overall Score	925	908

<b>Class of 2019</b>	<b>La Vernia</b>	<b>Texas</b>
<b>Fall 2017 11<sup>th</sup> Grade</b>		
Mean ERW Score	489	484
Mean Math Score	486	480
Overall Score	975	964

<b>Class of 2020</b>	<b>La Vernia</b>	<b>Texas</b>
<b>Fall 2017 10<sup>th</sup> Grade</b>		
Mean ERW Score	471	452
Mean Math Score	457	449
Overall Score	925	901

#### **PSAT 8/9 Scores for La Vernia ISD**

<b>Class of 2020</b>	<b>La Vernia</b>	<b>Texas</b>
<b>Fall 2016 9<sup>th</sup> Grade</b>		
Mean ERW Score	447	425
Mean Math Score	453	428

Overall Score	900	854
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<b>Class of 2021</b>	<b>La Vernia</b>	<b>Texas</b>
<b>Fall 2017 9<sup>th</sup> Grade</b>		
Mean ERW Score	447	418
Mean Math Score	451	422
Overall Score	898	840

<b>Class of 2022</b>	<b>La Vernia</b>	<b>Texas</b>
Mean ERW Score		
Mean Math Score		
Overall Score		

### Graduation Rate

Graduation rates in La Vernia ISD exceed those of both the state and region in all demographic areas.

#### 4-Year Longitudinal Cohort Graduation Rate for La Vernia ISD

	District			Region			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Students	97.9%	98.7%		88.3%	86.7%		89.0%	89.1%	

Hispanic	94.6%	96.6%		86.8%	85.8%		86.5%	86.9%	
White	99.4%	99.4%		93.1%	91.5%		93.4%	93.4%	
Special Education	100%	100%		76.6%	76.4%		78.2%	77.9%	
English Language Learners	89.1%	80.0%		78.3%	76.2%		73.3%	73.7%	

According to data from the most recent Texas Academic Performance Report (TAPR), 62.5% of La Vernia ISD graduates enrolled in a Texas Institution of Higher Learning (IHL), which was above the region average of 53.1% and the state average of 56.1%.

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE)**

	<b>District</b>	<b>Region</b>	<b>State</b>
2011-12	63.4%	55.7%	57.3%
2012-13	63.5%	54.6%	56.9%
2013-14	53.2%	55.6%	57.5%
2014-15	62.5%	53.1%	56.1%
2015-16			
2016-17			
2017-18			



## Student Academic Achievement Strengths

Areas identified as strengths within the Student Academic Achievement Needs Assessment include:

- The number of students who Met Standards on STAAR/EOC tests exceeds that of Region 20 and the State.
- The number of students who Met or Exceeded Progress in All Subjects on STAAR exceeds that of Region 20 and the State.
- The number of students in System Safeguard groups who scored at Approaches Grade Level or Above on STAAR exceeds that of Region 20 and the State.
- The number of Special Education students who Met or Exceeded Growth Expectations on STAAR increased by 5% points in All Subjects with a 9% point increase in Reading.
- The number of English Language Learners who Met or Exceeded Growth Expectations on STAAR increased by 5% points in All Subjects with a 4% point increase in Reading and 5% point increase in Math.
- The number of students with Advanced Performance on STAAR Reading increased at grades 3, 4, 7, and in English I and English II.
- The number of students with Advanced Performance on STAAR Math increased at grades 3-6, grade 8 and in Algebra I at the 8<sup>th</sup> grade level.
- The number of students with Advanced Performance on STAAR Social Studies increased at all grades with a 17% point increase in grade 8 and a 35% point increase in US History.
- The number of students with Advanced Performance on STAAR Science at all grade levels with a 10% point increase in grade 5.
- Student scores on Advanced Placement (AP) exams increased in Chemistry, English Language, Calculus, World History, Spanish Language and US Government.
- Almost one half of students (46.67%) taking the Advanced Placement (AP) exam for Environmental Science scored a 3 or higher.
- Performance of La Vernia ISD students on the SAT exam exceeded that of the state average.
- La Vernia ISD graduation rates exceed that of Region 20 and the State in all demographic groups.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The number of students reading on grade level in grades 1 & 2 is below 80%.

**Problem Statement 2:** English Language Learner performance on the STAAR Writing assessment is below the System Safeguards requirement of 60%.

**Problem Statement 3:** Special Education performance on the STAAR Reading assessment is below the System Safeguard requirement of 60%.

**Problem Statement 4:** Special Education performance on the STAAR Writing assessment is below the System Safeguard requirement of 60%.

**Problem Statement 5:** Special Education performance on the STAAR Science assessment is below the System Safeguard requirement of 60%.

**Problem Statement 6:** Special Education performance on the STAAR Social Studies assessment is below the System Safeguard requirement of 60%.

**Problem Statement 7:** Economically Disadvantaged students performed below their same age peers on STAAR assessments.

**Problem Statement 8:** There are no English Language Learners identified to participate in the Gifted and Talented Program.

**Problem Statement 9:** Performance on Advanced Placement (AP) tests is below the National average in all areas except Chemistry, Studio Art 2D and Studio Art Drawing.

**Problem Statement 10:** Fewer than 20% of students participating in Advanced Placement (AP) testing in Macro-Economics, Physics and/or Statistics earned a score of 3 or higher to receive college credit.

# District Processes & Programs

## District Processes & Programs Summary

Teachers use a yearlong pacing guide to ensure that all TEKS are taught during the school-year. The pacing guide is adjusted each year and throughout the year in response to past and present student performance. Specific Readiness TEKS are identified as foundational components to each grade level/ subject area curriculum.

These TEKS are then spiraled through each unit and assessed routinely to ensure that progress is achieved. La Vernia ISD utilizes the Texas Curriculum Management Program Cooperative (TCMPC) system and teachers build their course content based upon these resources. Formative assessments provide ongoing data that is analyzed to further adjust instruction. These formative assessments include DRA and Running Records to assess literacy development in the Primary school, along with unit assessments, formative/checkpoint assessments, Edgenuity progress and Ren Star data at upper grade levels. The local unit assessments are designed to mirror the rigor and application level of STAAR and are created using TCMPC unit assessments. Most of the items are dual coded for content and process TEKS analysis. The use of Read & Write for Google and Power Point allows students with disabilities to access the content in the assessment through accommodations that mirror those available on STAAR, such as rollovers and text tools. In addition, the district creates and administers one benchmark a year in all STAAR tested grade/subject areas using released STAAR test items. The Eduphoria platform allows grade level and department teams to analyze data by student, class, teacher, Texas Essential Knowledge and Skills (TEKS), grade and campus. PLCs meet throughout the year to review student performance and adjust instructional strategies in response to the formative and benchmark data.

The district has developed a coherent sequence of 45 CTE courses that are available to students. In addition, through Dual Credit agreements, 9 Dual Credit courses in core content areas and 5 Dual Credit courses in Career & Technical are currently available. Currently at La Vernia High School, there are 191 out of 510 (37.4%) 11th and 12th grade students enrolled in one or more Advanced Placement or Dual Credit courses. Additionally, there are 101 out of 559 (18%) 9<sup>th</sup> and 10<sup>th</sup> grade students enrolled in one or more Advanced Placement or Dual Credit courses. While participation in Advanced Placement courses has increased, student performance on AP exams continues to lag behind state averages. Advanced Academics team meetings are held to analyze performance levels and to vertically align Pre-AP and AP coursework. Teams are utilizing College Board resources and training opportunities to better prepare students for College Board exams. Additionally, the district has begun to explore options for students to earn college credits in the OnRamps program through the University of Texas at Austin.

Curriculum has been enhanced through the incorporation of collaborative integration tools through Google apps. Teachers also have access to on-line digital resources to make learning multi-modal. Students are able to build 21st Century skills using the 24/7 resources available on and off campus.

## **Goal Setting and Progress Monitoring**

Students participate in individual goal setting at the Intermediate, Junior High and High School levels. A Cohort of teachers from each campus is working to establish systems for monitoring student progress in the general curriculum throughout the instructional year. This Student Progress Measure will be a required component of the teacher appraisal system in the 2018-2019 school year.

At the High School level, students enrolled in on-line dual credit courses work with their computer lab teachers to monitor their grades weekly. Parents are encouraged to help students monitor progress in all courses through the gradebook's Parent Portal. Teachers and administrators monitor goal attainment through individual progress reports, Edgenuity reports, and Eduphoria reports.

## **Infrastructure**

La Vernia ISD has increased bandwidth and added wifi access points in every classroom to support Internet use and access in all classrooms. The district has also installed projectors in all classrooms. In addition, technology is accessible at every campus library before and after school, as well as during the school day at designated hours, for parent and student use. A variety of visual presenters (document cameras, iPads with AirServer) are available in all LVISD classrooms. The district currently operates computer labs at all campuses. The Primary and Intermediate Schools have one computer lab each. The Junior High School has two computer labs and the High School has seven computer labs. The average age of computers in the district is between one and eight years. LVISD currently has over 1100 Chromebooks and over 400 iPads utilized in the classrooms every day. The district has created a five year deployment plan to cycle campus technology tools every five years.

## **Integration and Technical Support**

The Instructional Technology Coordinator and Technology Integration Coach provide integration support to teachers, students and staff. Instructional technology models integration of technology including: Google Applications, Intervention tools, assistive technologies, and classroom instructional tools. Additionally, online technology resources provide 24/7 access to parents and students in the form of databases, applications and programs. Students and staff access a variety of technology tools to engage learners and enhance 21st century skills. At the district level, a team (I.G.N.I.T.E.) has been developed to promote and model successful integration and deliver quality professional development. In regards to technical support, the district helpdesk provides ongoing support.

## **District Level Data Analysis and Goal Setting**

La Vernia utilizes multiple measures of student performance, personnel development, health & safety, and organizational performance to determine district level needs. Discussion regarding this data occurs at all levels of the district in the form of: La Vernia School Board meetings, campus level Site Based Decision Making Committee meetings, department/ grade level meetings, and individual TTESS goal setting discussions. There are additional informal opportunities for dialogue with administration through an open-door policy which permeates the district.

Development of active Professional Learning Communities with streamlined processes is a focus for the district. Currently, department level meetings are scheduled weekly at the high school. At the Junior High teachers plan weekly with their grade level/content teams and departments meet twice per month. Both the primary and intermediate provide weekly planning time and additional time for collegial dialogue each week. Through this dialogue, instructional SMART goals are established with a focus on Advanced Performance. Needs with regard to staffing and facilities are communicated from campus level committees to district administration.

## **Instructional Supports**

The Coordinator of Advanced Academics works with campus staff to support all areas of the Advanced Academics curriculum. This position supports the Gifted and Talented program, Pre-AP and AP courses, Dual Credit, and Career and Technology Education. Additionally, the high school employs a full time College and Career Advisor to support parents and students in their Dual Credit programming as well as transition to post-secondary education and careers.

The District Hearing and Truancy Officer supports campus efforts to maintain attendance and enforce the student code of conduct.

## **District Processes & Programs Strengths**

Areas identified as strengths within the District Processes and Programs Needs Assessment include:

- Yearlong pacing guides are in place to ensure that TEKS instruction is provided in a sequence appropriate to support student learning.
- District-wide systems are in place for common formative assessments.
- Campuses utilize Instructional Technology to mirror the state assessment platform and give students experience in navigating a web based assessment.
- The district utilizes a data management platform to house all common assessment data.
- The district provides 45 Career and Technology Education course offerings based on student interests.
- The district's technology infrastructure supports wireless access in each classrooms at all campuses.
- The district has developed a five year cycle for technology updates to insure campuses keep pace with technology needs.

## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** There is no system in place to insure Professional Learning Communities are functioning on all campuses with consistent expectations focused on student outcomes.

# Perceptions

## Perceptions Summary

### Programs to Enrich the District Culture and Climate

In La Vernia ISD, anti-bullying lessons, programs, and educational activities are provided on all campuses. Guidance Counselors work closely with campus administrators to provide pro-active supports to students and staff along with guidance lessons to address age appropriate needs. All campuses participated in student and staff presentations through Rachel's Challenge. The Junior High School and High School have active Friends of Rachel (F.O.R.) Organizations to continue the efforts that began with the presentations. Lessons to promote acts of kindness and compassion are presented through Advisory classes. All stakeholders are encouraged to report acts of violence or harassment through the online application "Listen to Our Voice."

All campuses have fully staffed health clinics. Child nutrition is a high priority and the audit of the program was 100%.

Parents and community members in La Vernia ISD are involved in a variety of activities and roles. Communication with the campus and teachers regarding student progress occurs through parent teacher conferences in the Primary, Intermediate, and Junior High campuses. At the High School, parents receive progress reports during Open House. In addition, parent conferences are mandatory before students change enrollment of Advanced Placement or Dual Credit courses. Further information is shared during parent nights by class (ie. Freshman class, Sophomore class, etc.) and Dual Credit parent meetings at the high school and both Coffee with the Principal and Open House at the Junior High.

Ongoing communication and information sharing is sent through School Messenger at every campus, the LV app that connects parents with calendars, lunch menus, student grade portal, their child's lunch account, district policies and forms, the district directory and the La Vernia ISD website. The district website is coordinated by the Public Relations Coordinator who also oversees social media pages and communicates regularly with local and San Antonio news organizations. The campus level websites are managed by campus librarians.

Parents are encouraged to share their talents and time as Watch DOGS and Master Gardeners at the Primary School, as teachers during Prodigy Hour at the Intermediate School, and during student activity events at both the Junior High and High School campuses. Parents also provide service through the Copy Clubs at each of the campuses. The community provides financial support to district initiatives through the La Vernia ISD Foundation.

Parents and community members receive training and information through Gifted and Talented Night, English as a Second Language Night, Dual Language Parent Meetings, Special Education Outreach Meetings, Newcomer's Fair, Community Education Events and the Health Fair.

Parents and community are also an integral part of decision making through the district level SHAC committee, PTO at the Junior High, Intermediate and Primary Schools, the PTSO at the High School, and the Site Based Decision Making team of each campus.

Employees of La Vernia ISD participated in District and Campus Climate surveys in 2016. A total of 369 employees participated in the survey, of which 325 employees completed and submitted questionnaires and 44 employees partially responded to the questionnaire, yielding a response rate of 87 percent. The largest employee group responding was the teacher group which comprised 46 percent of the total respondents representing 81 percent of all teachers employed by the district. Overall, La Vernia ISD employees responded favorably regarding their job satisfaction.

The majority of participants are satisfied with district communication. Respondents agreed most regarding communication about district goals (86 percent) and important events (88 percent). Participants agreed with positive statements regarding campus environment such as information received from campus leaders, campus cleanliness and maintenance, effective leadership toward goals, and respectful treatment of employees, 77 percent, on average. Teachers agreed most that they are held to high professional standards (92 percent).

Results of the surveys were shared with all stakeholders and opportunities for additional feedback and input were provided.

### **Perceptions Strengths**

Areas identified as strengths within the Perceptions Needs Assessment include:

- The district has a process in place for stakeholders to anonymously report incidents violence, bullying or other incidents of concern.
- There is a high rate of parental involvement at the Primary, Intermediate, and Junior High Schools through activities with PTO, Watch DOGS, Master Gardeners, Student Health Advisory Committee (SHAC) and Prodigy Hour.
- Numerous Parent Training/Information programs are available throughout the year to address Gifted and Talented, English as a Second Language, Dual Language, Dyslexia, and Special Education programs.
- La Vernia ISD students excel in extracurricular activities with student organizations, athletic competitions, and UIL academic activities.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The district faces obstacles in celebrating positive programs and accomplishments.



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

**Goal 1: Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.**

**Performance Objective 1:** 100% of campuses (and district) will exceed Texas Education Agency annual requirements for Student Progress by the end of the 2018-19 school year.

**Evaluation Data Source(s) 1:** Student Achievement Reports  
State Accountability Reports

**Summative Evaluation 1:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1  1) Systemic review of campus level student performance data by demographic groups.	Curriculum Coordinator	Student Performance Data Data Meeting Agendas/Notes				
<b>Critical Success Factors</b> CSF 1 CSF 2  2) Identification of Instructional Strategies to increase student performance by demographic group.	Campus Principals	Instructional Plans				

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 2:** 100% of campuses (and district) will make progress toward meeting the targeted performance level of 60% for all demographics as identified in System Safeguards by closing the gap in current levels of performance by 25% by the end of the 2018-19 school year.

**Evaluation Data Source(s) 2:** Student Achievement Reports  
State Accountability Reports

**Summative Evaluation 2:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Systemic review of campus level student performance data by demographic groups.</p>	Curriculum Coordinator	Student Performance Data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Identification of students for targeted accelerated instruction to include students served in special programs (At Risk, Economically Disadvantaged, Special Education, Migrant, Title, etc).</p>	Campus Principals	Student Performance Data Intervention Plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Identification of Instructional Strategies to increase student performance by demographic group.</p>	Campus Principals	Instructional Plans				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 1: Student Growth and Success:** We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 3:** By the end of the 2018-19 school year, students in grades 3-8 will demonstrate an increase in Meets and Masters on STAAR Reading by an average of 5% points.

**Evaluation Data Source(s) 3:** Student Achievement Reports

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Systemic review of campus level student performance data.</p>	Curriculum Coordinator	Data Reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Identification of targeted areas of instruction to increase student achievement to Advanced Performance levels.</p>	Campus Principals	Targeted Instruction Plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Student level goal setting for increased achievement to Advanced Performance levels.</p>	Campus Principals	Student level Goals				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.


**Performance Objective 4:** By the end of the 2018-19 school year, students in grades 9 & 10 will demonstrate an increase in Meets and Masters on English I and English II End Of Course exams by 5% points.

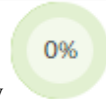
**Evaluation Data Source(s) 4:** Student Achievement Reports  
State Accountability Reports


**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Systemic review of campus level student performance data.	Curriculum Coordinator	Data Reports				
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Identification of targeted areas of instruction to increase student achievement to Advanced Performance levels.	Campus Principals	Targeted Instruction Plans				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Student level goal setting for increased achievement to Advanced Performance levels.	Campus Principals	Student level Goals				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.


**Performance Objective 5:** By the end of the 2018-19 school year, students in all grade levels will demonstrate an increase in Meets and Masters on STAAR Math and Algebra I End of Course exams by an average of 5% points.

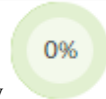
**Evaluation Data Source(s) 5:** Student Achievement Reports  
State Accountability Reports


**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Systemic review of campus level student performance data.	Curriculum Coordinator	Data Reports				
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Identification of targeted areas of instruction to increase student achievement to Advanced Performance levels.	Campus Principals	Targeted Instruction Plans				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Student level goal setting for increased achievement to Advanced Performance levels.	Campus Principals	Student level Goals				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.


**Performance Objective 6:** By the end of the 2018-19 school year, students in all grade levels will demonstrate an increase in Meets and Masters on STAAR Science and Biology End Of Course exams by an average of 5% points.

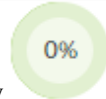
**Evaluation Data Source(s) 6:** Student Achievement Reports  
State Accountability Reports


**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Systemic review of campus level student performance data.</p>	Curriculum Coordinator	Data Reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Identification of targeted areas of instruction to increase student achievement to Advanced Performance levels.</p>	Campus Principals	Targeted Instruction Plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Student level goal setting for increased achievement to Advanced Performance levels.</p>	Campus Principals	Student level Goals				

 = Accomplished

 = Continue/Modify

 = No Progress



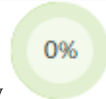

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**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 7:** By the end of the 2018-19 school year, students in all grade levels will demonstrate an increase in Meets and Masters on STAAR Social Studies and US History End Of Course exams by an average of 6% points.

**Evaluation Data Source(s) 7:** Student Achievement Reports  
State Accountability Reports

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Systemic review of campus level student performance data.</p>	Curriculum Coordinator	Data Reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Identification of targeted areas of instruction to increase student achievement to Advanced Performance levels.</p>	Campus Principals	Targeted Instruction Plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Student level goal setting for increased achievement to Advanced Performance levels.</p>	Campus Principals	Student level Goals				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.


**Performance Objective 8:** By the end of the 2018-19 school year, students in grades 4 & 7 will demonstrate an increase in Meets and Masters on STAAR Writing an average of 5% points.

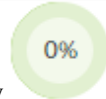
**Evaluation Data Source(s) 8:** Student Achievement Reports  
State Accountability Reports


**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Systemic review of campus level student performance data.	Curriculum Coordinator	Data Reports				
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Identification of targeted areas of instruction to increase student achievement to Advanced Performance levels.	Campus Principals	Targeted Instruction Plans				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Student level goal setting for increased achievement to Advanced Performance levels.	Campus Principals	Student level Goals				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 9:** By the end of the 2018-19 school year, grades K-2 will increase the percentage of students reading at or above grade level by an average of 5% points.

**Evaluation Data Source(s) 9:** Reading Inventories  
Student Performance Data

**Summative Evaluation 9:**

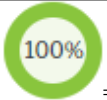



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Systemic review of campus level student performance data</p>	Curriculum Coordinator	Data Reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Consistent implementation of screening and intervention strategies and tools</p> <ul style="list-style-type: none"> <li>- Monthly Phonics Screener</li> <li>- DRA</li> <li>- iStation</li> <li>- Guided Reading</li> <li>- Sight Word Screener</li> <li>- Leveled Readers</li> </ul>	Campus Principal	Progress Reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Training for all teachers in use of LLI for implementation as Tier II Instruction</p>	Campus Principal	Intervention Records Lesson Plans				

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 10:** By the end of the 2018-19 school year, 80% of PBMAS (Performance Based Monitoring Analysis System) Indicators in Special Education will be at a performance level of "1" or better (0 is best, 4 is worst), with fewer than 5 indicators of "3" or "4".

**Evaluation Data Source(s) 10:** PBMAS Reports  
Student Data

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Systemic analysis of PBMAS data to determine trends in performance and areas of need.</p>	Executive Director of Special Education and Student Services	Data Review				
<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>2) Provide Staff Development and on-going support targeted at student performance by PBMAS identified student groups.</p>	Executive Director of Special Education and Student Services	Professional Development Schedules				
<p><b>Critical Success Factors</b> CSF 2 CSF 4</p> <p>3) Implementation of research based strategies to improve performance of PBMAS identified student groups</p>	Executive Director of Special Education and Student Services	Procedural Guidelines				
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) Regularly scheduled Professional Learning Community planning meetings regarding instruction and student needs.</p>	Executive Director of Special Education and Student Services	Meeting schedules and agendas				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


**Goal 1: Student Growth and Success:** We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 11:** By the end of the 2018-19 school year, each campus and the district will have reached performance levels to earn one or more Academic Achievement Distinctions.


**Evaluation Data Source(s) 11:** State Accountability Reports

**Summative Evaluation 11:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 2 CSF 3 1) Systemic review of State Accountability performance trends by campus.	Executive Director of Special Education and Student Services	Meeting Agenda				
<b>Critical Success Factors</b> CSF 2 CSF 3 2) Identify areas of strengths and weaknesses by campus.	Campus Principals	Data Review				
<b>Critical Success Factors</b> CSF 2 CSF 3 3) Identify areas of targeted improvement	Campus Principals	Campus Improvement Plans				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 12:** By March 1, 2018, systems will be in place to insure that 100% of all Gifted students receive appropriate services designed to enhance learning within their identified area of strength(s).


**Evaluation Data Source(s) 12:** GT identification roster and testing data  
 GT Program Handbook  
 Enrichment activities by campus  
 Lesson Plans

**Summative Evaluation 12:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 2 1) Establish a Focus Group to review and revise the LVISD GT Program Handbook to insure alignment with best practices.	Coordinator of Advanced Academics	Revised GT Program Handbook				
<b>Critical Success Factors</b> CSF 1 2) Increase student identification and participation as appropriate based on revised standards.	Coordinator of Advanced Academics	GT program roster				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 13:** By the end of the 2018-19 school year, the district will increase performance at or above college credit criterion and student participation on Advanced Placement Examinations by 20%.

**Evaluation Data Source(s) 13:** AP course enrollment  
 AP testing registrations  
 AP test performance at or above college credit criterion

**Summative Evaluation 13:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Increased AP Course offerings.	Coordinator of Advanced Academics	Master Schedule				
<b>Critical Success Factors</b> CSF 2 2) Utilizate PSAT and PSAT 8/9 performance results to identify student potential for success in AP courses.	Coordinator of Advanced Academics	AP Potential reports AP course enrollment				
<b>Critical Success Factors</b> CSF 7 3) Provide opportunities for AP/Pre-AP teachers to attend AP Summer Institutes.	Coordinator of Advanced Academics	Certificates of Attendance				
<b>Critical Success Factors</b> CSF 1 CSF 2 4) AP/Pre-AP team meetings to review student performance data and identify targeted areas of need for instruction.	Coordinator of Advanced Academics	Team Meeting Agendas Data Reviews				
<b>Critical Success Factors</b> CSF 2 5) Implement a systemic approach to student course selection that ensures selections are appropriate for student performance.	Coordinator of Advanced Academics	Course selection slips Course selection process				
6) Provide rigorous coursework aligned to college board standards throughout a vertically aligned Pre-AP/AP program.	Coordinator of Advanced Academics	Lesson Plans Data Reviews College Board performance standards				
						

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 14:** By the end of the 2018-19 school year, the district will increase college-ready performance by closing the achievement gap between state average and LVISD student performance by 25%.

**Evaluation Data Source(s) 14:** SAT scores

ACT scores  
TSI scores

**Summative Evaluation 14:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Administer the PSAT 8/9 to all 8th and 9th grade students</p>	Coordinator of Advanced Academics	PSAT 8/9 score reports.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Provide opportunities for all students to participate in on-going test preparation programs.</p>	Coordinator of Advanced Academics	Program identification Attendance rosters Lesson Plans Online programs				
<p><b>Critical Success Factors</b> CSF 2</p> <p>3) Administer TSI test to all 12th grade students who are not already identified as TSI exempt.</p>	Coordinator of Advanced Academics	TSI testing rosters TSI exempt rosters				
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) Administer the SAT test to all 11th grade students.</p>	Coordinator of Advanced Academics	SAT testing rosters				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Identify opportunities to provide locally developed courses to prepare students for college entrance exams.</p>	Coordinator of Advanced Academics	Master Schedule				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 15:** By the end of the 2018-19 school year, the district will increase participation of eligible students in Dual Credit/Dual Enrollment courses by 20%.

**Evaluation Data Source(s) 15:** Dual Credit course rosters  
Dual Credit completion reports

**Summative Evaluation 15:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Increase Dual Credit offerings	Coordinator of Advanced Academics	Course enrollment				
<b>Critical Success Factors</b> CSF 1 2) Provide rigorous coursework aligned to college standards through diversity course offerings.	Coordinator of Advanced Academics	Course enrollment Lesson Plans Student Performance				
<b>Critical Success Factors</b> CSF 1 3) Establish working partnerships with Alamo Area Colleges in an effort to expand and strengthen Dual Credit programs in LVISD.	Coordinator of Advanced Academics	Partnership Meetings Master Schedule				
<b>Critical Success Factors</b> CSF 5 4) Provide informational programs designed to educate parents and students on the opportunities available through Dual Credit.	Coordinator of Advanced Academics	Parent meeting agendas Informational brochures				







**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 16:** By the end of the 2018-19 school year, English Language Learners in all grade levels will Demonstrate Progress on TELPAS assessments by an average increase of 5% points.

**Evaluation Data Source(s) 16:** TELPAS scores

**Summative Evaluation 16:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) District wide training for core content teachers on instruction in the English Language Proficiency Standards (ELPS).</p>	Special Programs Coordinator	Professional Development Schedule Sign in Sheets				
<p>2) Addition of Dual Language instructional program at the 2nd grade level.</p>	Special Programs Coordinator	Master Schedule				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Monitor progress of English Language Learners at quarterly intervals to identify students in need of intervention.</p>	Special Programs Coordinator	Progress Monitoring Documents				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Provide appropriate instructional interventions for English Language Learners identified through progress monitoring.</p>	Special Programs Coordinator	Intervention Plans Intervention Logs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 17:** Throughout the 2018-19 school year, the district will identify migrant students and monitor academic progress as required by participants in the Migrant Education Program SSA through ESC Region 20.

**Evaluation Data Source(s) 17:** Migrant Student Rosters  
Reports to ESC 20

**Summative Evaluation 17:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Collect data regarding Migrant Students as required for reports to ESC 20.	Special Programs Coordinator	Migrant Student Reports				
<p><b>Critical Success Factors</b> CSF 2</p> 2) Monitor academic progress of all Migrant students to identify those in need of interventions and supports.	Special Programs Coordinator	Progress Monitoring Documents				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 18:** By March 1, 2018 each campus will provide opportunities for students to work in collaborative teams to use creativity and teamwork in problem solving situations.

**Evaluation Data Source(s) 18:** Campus Plans

**Summative Evaluation 18:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Survey students to identify areas of interest for enrichment activities.</p>	Campus Principals	Student responses				
<p>2) Identify age appropriate opportunities for students to work collaboratively during learning experiences.</p>	Campus Principals	Campus Plan				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Expand the use of Problem Based Learning strategies in grades 3-12.</p>	Curriculum Coordinator	Professional Development Plans Lesson plans				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.


**Performance Objective 19:** By January 27, 2018, the district will articulate and implement a systemic approach to identification of potential drop outs along with interventions to insure student success.

**Evaluation Data Source(s) 19:** Failure Reports


- Attendance
- State Assessment Reports
- Master Schedule
- Student Schedules

**Summative Evaluation 19:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 3</p> <p>1) Campus Leadership will review student records to determine students who may potentially drop out of school based on:</p> <ul style="list-style-type: none"> <li>- attendance</li> <li>- grades</li> <li>- credit deficiency</li> <li>- state assessment</li> </ul>	Campus Principals	Potential Drop-out roster Student Records				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Schedule students into accelerated instruction programs to address graduation deficiency areas.</p>	Campus Principals	Program Rosters Student Schedules				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 20:** Throughout the 2018-19 school year, systems will be in place to insure that 100% of all Dyslexic students receive appropriate services designed to enhance learning within their identified area of need(s).

**Evaluation Data Source(s) 20:** Student Rosters

Group Instruction Rosters  
Master Schedules

**Summative Evaluation 20:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) All students identified with Dyslexia will be provided instruction using the district approved Dyslexia Curriculum.</p>	Special Programs Coordinator	Student Rosters Completion Records				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Provide all campus staff with training in strategies for use with Dyslexic students.</p>	Special Programs Coordinator	Training Records				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

**Goal 1:** Student Growth and Success: We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 21:** By May 1, 2018, the district will insure that all Career and Technical Education (CTE) programs are aligned with industry standards and incorporate opportunities for students to gain hands on experience in related activities.

**Evaluation Data Source(s) 21:** CTE Curriculum Adoption Selections

- Student Organization Rosters
- Student Organization Activities

**Summative Evaluation 21:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Review CTE Curricular Resources to recommend materials for adoption.	Coordinator of Advanced Academics	Curriculum Adoption				
2) Insure active Student Organizations are in place for all CTE programs.	Coordinator of Advanced Academics	Student Organization Rosters				
3) Increase participation in current and newly activated Student Organizations for existing CTE programs.	Coordinator of Advanced Academics	Student Organization Rosters				
<b>Critical Success Factors</b> CSF 5	Coordinator of Advanced Academics	Advisory Committee Meeting Agendas Improvement Plans				
4) Coordinate with industry representatives to review programs and develop goals for program improvement.						





 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue

**Goal 1: Student Growth and Success:** We will provide each student with engaging, relevant, and meaningful learning experiences which foster development of character, application of knowledge, creativity, and teamwork through daily problem-solving situations.

**Performance Objective 22:** In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, La Vernia ISD will be 100% compliant by implementing the following strategies.

**Evaluation Data Source(s) 22:** Roster of students served through Pregnancy Related Services

**Summative Evaluation 22:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) School nurse will collect medical information related to student pregnancy and related needs.</p>	District Nursing Supervisor	Student Records				
<p>2) Campus leadership will facilitate consideration for 504 and homebound services as needed.</p>	Campus Principals	504 Roster Homebound Services Roster				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) School Counseling Department will work with Nursing Services to facilitate contact with area support agencies.</p>	Campus Principal	Agency Resource Documents Contact Logs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 2: Quality Learning Environment: We will cultivate an innovative and secure learning community that encourages active student participation and opportunities to collaborate through relevant content and instruction.**

**Performance Objective 1:** By August 1, 2018, the district will Implement a Comprehensive Behavior Response to Intervention System.

**Evaluation Data Source(s) 1:** Behavior RtI System Overview  
 Campus Procedures  
 Universal Screener Results  
 RtI records

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 2 CSF 6 1) Identify an appropriate universal screening instrument to be used at all grade levels.	Executive Director of Special Education and Student Services	Screening Instrument				
<b>Critical Success Factors</b> CSF 2 CSF 6 2) Articulate the Positive Behavioral Intervention and Supports (PBIS) system in use at each campus.	Executive Director of Special Education and Student Services	Campus Behavior Plans				
<b>Critical Success Factors</b> CSF 2 CSF 6 3) Establish a systemic review of behavior data to identify areas of need.	Executive Director of Special Education and Student Services	Data Reports Campus Reports				



<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>4) Establish a systemic review of DAEP placement data to:</p> <ul style="list-style-type: none"> <li>- trends in placement</li> <li>- recidivism</li> <li>- attendance rates</li> <li>- pre/post-assessment results</li> <li>- drop out rates</li> <li>- graduation rates, and</li> <li>- identify areas of need.</li> </ul>	<p>Executive Director of Special Education and Student Services</p>	<p>Data Review Intervention Plans</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


**Goal 2: Quality Learning Environment:** We will cultivate an innovative and secure learning community that encourages active student participation and opportunities to collaborate through relevant content and instruction.


**Performance Objective 2:** By the end of the 2018-19 school year, the district will establish learning environments that encourage student attendance and engagement as demonstrated by an average of 0.5% point increase in student attendance rates.


**Evaluation Data Source(s) 2:** Attendance Reports


**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 4 1) Campus based incentives	Campus Principals	Incentive Plans Attendance Rates				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 2) Utilize the LVISD Portrait of a Learning Environment to establish standards for classrooms.	Campus Principals	Portrait of a Learning Environment Campus Expectations for Learning Environments				
<b>Critical Success Factors</b> CSF 1 CSF 6 3) Implement strategies to further the development of the teacher/student relationship based on practices presented during Professional Development.	Campus Principals	Professional Development Plans Attendance Rosters				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 2: Quality Learning Environment:** We will cultivate an innovative and secure learning community that encourages active student participation and opportunities to collaborate through relevant content and instruction.

**Performance Objective 3:** By March 1, 2018 all teachers will provide instruction that incorporates strategies to increase student engagement.

**Evaluation Data Source(s) 3:** Observation reports  
Walk-through data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Provide Professional Development Opportunities specifically focused on student engagement:</p> <ul style="list-style-type: none"> <li>- Green Light Educator strategies</li> <li>- Lead4Ward strategies</li> <li>- Content Based Instructional strategies</li> </ul>	Curriculum Coordinator	Professional Development Schedule Sign In Sheets Attendance Records				
<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>2) Analyze T-TESS Resources and Rubrics to identify key components of engaging instruction.</p>	Campus Principals	Professional Development Agendas Sign In Sheets Attendance Records				
<p>3) Utilize lesson planning frameworks that identify instructional strategies to increase student engagement.</p>	Campus Principals	Lesson Plan templates Teacher Planning Documents				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Utilize lesson planning frameworks that identify differentiated strategies to address the needs of English Language Learners, Special Education students, and Economically Disadvantaged students.</p>	Campus Principals	Lesson Plan templates Teacher Planning Documents				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>5) Provide Professional Development Opportunities specifically focused on 21st Century skills for student engagement:</p> <ul style="list-style-type: none"> <li>- Makerspace</li> <li>- Cloud Based Applications</li> <li>- Coding</li> <li>- STEM Activities</li> <li>- 4 C's</li> </ul>	<p>Instructional Technology Specialist</p>	<p>Professional Development Plans Attendance Records</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


**Goal 2: Quality Learning Environment:** We will cultivate an innovative and secure learning community that encourages active student participation and opportunities to collaborate through relevant content and instruction.

**Performance Objective 4:** By the end of the 2018-19 school year, the district will develop a plan for insuring that all teachers are modeling skills as outlined in the Technology Application Standards for Texas Teachers.


**Evaluation Data Source(s) 4:** Plan for Implementation

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 7 1) Identify methods for insuring that teachers understand the Technology Application Standards for Texas Teachers	Instructional Technology Specialist	Professional Development Opportunities Professional Development Records				
<b>Critical Success Factors</b> CSF 2 2) Assess current skill level of teachers.	Instructional Technology Specialist	Assessment results				
<b>Critical Success Factors</b> CSF 7 3) Prioritize areas of needed training.	Instructional Technology Specialist	Training Plan				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2: Quality Learning Environment:** We will cultivate an innovative and secure learning community that encourages active student participation and opportunities to collaborate through relevant content and instruction.

**Performance Objective 5:** In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, La Vernia ISD will be 100% compliant by implementing the following strategies.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

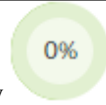
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Annual training for all staff as outlined in policy FFB and DMA to address the following:</p> <ul style="list-style-type: none"> <li>- Suicide prevention</li> <li>- Conflict Resolution</li> <li>- Violence Prevention</li> <li>- Sexual Abuse</li> <li>- Mental Health</li> </ul>	Executive Director of Human Resources and Program Services	Training Records				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Implementation of Guidelines for Counseling for suicide prevention, including a parental or guardian notification procedure as outlined in policy FFE.</p>	Executive Director of Special Education and Student Services	Guidance and Counseling Handbook				
<p>3) Implementation of freedom from bullying procedures as outlined in policy FFI.</p>	Executive Director of Human Resources and Program Services	Annual Training Records				
<p>4) Vertically aligned use of Take a Stand curriculum as an Anti-Bullying campaign.</p>	Executive Director of Special Education and Student Services	Guidance Curriculum Schedule				
<p>5) Identify age and grade appropriate Anti-Bullying Curriculum and Activities for use in Guidance Program.</p>	Executive Director of Special Education and Student Services	Guidance Curriculum Schedule				
<p>6) Implement consistent systems district wide for all stakeholders to report incidents of concern (bullying, assault, aggression, suicide, etc).</p>	Superintendent	System Identification/purchase/development.  Communication to stakeholders				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Goal 3: Engaged Educators: We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.


**Performance Objective 1:** During the 2018-19 school year, the district will provide a Professional Development Program that is responsive to student and educator needs and is aligned to qualities identified in the LVISD Portrait of an Educator and Graduate.

**Evaluation Data Source(s) 1:** Professional Development Schedule


- Educator surveys
- Student performance data

**Summative Evaluation 1:**

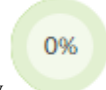
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Survey staff to identify areas of desired professional growth.	Curriculum Coordinator	Survey results				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> 2) Identify areas of need in Tier I Instruction as determined by student performance.	Special Programs Coordinator	Student Data Walk-through and Observation Data				
<p><b>Critical Success Factors</b> CSF 7</p> 3) Provide ongoing staff development in the use of technology as an instructional tool.	Instructional Technology Specialist	Staff Development plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> 4) Insure that all approved professional development is aligned to one or more characteristics as identified in the LVISD Portrait of an Educator and Graduate.	Campus Principals Superintendent	Professional Development Requests				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




**Goal 3:** Engaged Educators: We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.

**Performance Objective 2:** By May 1, 2018, the district will implement employment practices designed to attract and retain Dual Credit/Dual Enrollment AP instructors


**Evaluation Data Source(s) 2:** Employment Records  
 Salary Scales  
 Training opportunities  
 Incentives

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Review district Stipend Schedule to identify potential means to support areas of critical need.	Executive Director of Human Resources and Program Services	Stipend Schedule recommendations				
2) Compare District Stipend Schedule to TASB Stipend Survey to insure alignment.	Executive Director of Human Resources and Program Services	Schedule comparisons				
3) Review district and campus level incentives to encourage obtainment of advanced degrees for teachers.	Executive Director of Human Resources and Program Services	Program incentives				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 3:** Engaged Educators: We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.

**Performance Objective 3:** During the 2018-19 school year, the district will provide ongoing support to implement the T-TESS Appraisal System for all educators.


**Evaluation Data Source(s) 3:** Professional Development Schedules  
 Individual Professional Conference Schedules  
 District appraisal guidelines

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Establish District level Core Team to prepare for T-TESS implementation.	Executive Director of Human Resources and Program Services	Core Team Roster Meeting Schedule Planning Documents				
2) Provide T-Tess Refresher Course to all staff at beginning of the year.	Executive Director of Human Resources and Program Services	Professional Development Schedule				
3) Provide at a glance documents for staff use and reference.	Executive Director of Human Resources and Program Services	At a Glance Documents				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3: Engaged Educators:** We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.

**Performance Objective 4:** During the 2018-19 school year, the district will implement an effective mentor program to provide new teachers with ongoing support.

**Evaluation Data Source(s) 4:** Mentor Program Handbook  
Meeting Agendas

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Schedule district-wide monthly meetings for mentors and new teachers.</p>	Executive Director of Human Resources and Program Services	Meeting Schedule Agendas				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Provide meaningful staff development and support to all new teachers through embedded professional development.</p>	Executive Director of Human Resources and Program Services	Retention Rates New Educator Surveys				
<p>3) Solicit input from new teachers regarding areas of needed support.</p>	Executive Director of Human Resources and Program Services	Survey Results Input forms				


**Goal 3: Engaged Educators:** We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.

**Performance Objective 5:** Throughout the 2018-19 school year, the district will continue to meet 100% Highly Effective standard for teachers as established by Federal Guidelines.


**Evaluation Data Source(s) 5:** Hiring Standards and Practices  
Folder Audits

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Review all applicants to determine highly qualified status prior to offer of employment.	Executive Director of Human Resources and Program Services	Application reviews Folder audits				
2) Conduct semi-annual audits of all employee assignments to insure compliance with Highly Qualified standards.	Executive Director of Human Resources and Program Services	Folder audits				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3:** Engaged Educators: We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.

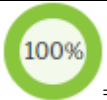
**Performance Objective 6:** By the end of the 2018-19 school year, the district will decrease the teacher turnover rate by 2% points.

**Evaluation Data Source(s) 6:** Teacher retention records


**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Review of exit interview/survey information to identify trends in reasons for staff departure.	Executive Director of Human Resources and Program Services	Data trend reports				
2) Review results of the district climate survey to identify areas potential improvement.	Executive Director of Human Resources and Program Services	Survey results				
3) Provide recommendations to appropriate district and campus level administrators based on findings.	Executive Director of Human Resources and Program Services	Recommendations				


  




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3:** Engaged Educators: We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.

**Performance Objective 7:** By May 1, 2018 the district will implement a recruitment plan designed to attract Highly Qualified educators for all vacant positions.

**Evaluation Data Source(s) 7:** Recruitment Plan and Schedule

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identification of areas of Critical Need within La Vernia ISD.	Executive Director of Human Resources and Program Services	Critical Needs Report				
2) Develop recruiting documents that highlight reasons to choose employment in La Vernia ISD.	Executive Director of Human Resources and Program Services	LVISD Recruitment Documents				
3) Attend Job Fairs targeted for recruitment of Highly Qualified teachers.	Executive Director of Human Resources and Program Services	Job Fair Schedule				
4) Identification of potential partnerships with area Teacher Preparation programs to establish a pipeline for hiring.	Executive Director of Human Resources and Program Services	Meeting Agendas Partnership Agreements Student Teacher Placements				


**Goal 3:** Engaged Educators: We will recruit, develop, and retain highly effective educators that exemplify character, innovation, collaboration and a passion for life-long learning.

**Performance Objective 8:** By April 1, 2018 the district will establish an applicant screening and interview process that insures candidates demonstrate characteristics aligned to the LVISD Portrait of an Educator.


**Evaluation Data Source(s) 8:** Interview Question Development Process  
Screening Process

**Summative Evaluation 8:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Develop a standard set of interview questions to be asked of all applicants.	Executive Director of Human Resources and Program Services	Standardized documents				
2) Research potential behavioral screening tools for use in applicant screening processes.	Executive Director of Human Resources and Program Services	Cost Benefit Analysis				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 4: Community Connections: We will foster a culture of trust by providing accurate, timely, and interactive communication through the relentless pursuit of meaningful engagement with stakeholders and positive contributions to our community.**

**Performance Objective 1:** By December 20, 2017 the district will implement, per policy, a consistent system among all 4 campuses for development of District and Campus Improvement Plans that insures parent, business and community involvement in the decision making process.


**Evaluation Data Source(s) 1:** Policy review  
 Committee Rosters  
 Meeting Agendas

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Establish consistency in Committee Membership district wide	Executive Director of Special Education and Student Services	Policy Review Committee Selection Process Committee Rosters				
2) Establish expectations for periodic Committee meetings throughout the year to review progress towards Goals and Objectives and recommend amendments to plans.	Executive Director of Special Education and Student Services	Meeting Schedules Formative Review Reports				
3) Create a timeline for development of Improvement Plans and Staff Development Strategies.	Executive Director of Special Education and Student Services	Timeline Meeting Agendas				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




**Goal 4: Community Connections:** We will foster a culture of trust by providing accurate, timely, and interactive communication through the relentless pursuit of meaningful engagement with stakeholders and positive contributions to our community.


**Performance Objective 2:** By the end of the 2018-19 school year, each Campus Principal will establish and follow a schedule for meeting with each of their PTO and/or Booster Club Leadership Teams a minimum of 3 times per year.


**Evaluation Data Source(s) 2:** Meeting Schedules  
Meeting Agendas


**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 3 CSF 5 1) Identify common areas of need and potential support	Campus Principals	Meeting Agendas Plans				
<b>Critical Success Factors</b> CSF 3 CSF 5 2) Insure alignment with District Goals and Expectations.	Campus Principals	Meeting Agendas Plans				
<b>Critical Success Factors</b> CSF 3 CSF 5 3) Insure that planned purchases are aligned with District infrastructure (curriculum and technology)	Campus Principals	Purchase Requests and Justifications Approval				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 4: Community Connections:** We will foster a culture of trust by providing accurate, timely, and interactive communication through the relentless pursuit of meaningful engagement with stakeholders and positive contributions to our community.

**Performance Objective 3:** By April 1, 2018, the district will establish Fall and Spring Community Education Opportunities


**Evaluation Data Source(s) 3:** Community Education Schedule

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Identify stakeholders willing to share expertise through Community Education Offerings.</p>	Executive Director of Human Resources and Program Services	Community Education Schedule				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Survey community members to identify methods to determine areas of interest, increase offerings and improve participation in Community Education Offerings.</p>	Executive Director of Human Resources and Program Services	Survey results				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 4: Community Connections:** We will foster a culture of trust by providing accurate, timely, and interactive communication through the relentless pursuit of meaningful engagement with stakeholders and positive contributions to our community.

**Performance Objective 4:** By May 1, 2018, the district will create a plan to provide enrichment opportunities for students and other stakeholders outside of the regular school day and/or school year.


**Evaluation Data Source(s) 4:** Interest inventories

Program Offerings


Program Attendance

**Summative Evaluation 4:**

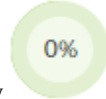
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify areas of interest	Executive Director of Human Resources and Program Services	Survey Results				
2) Develop a schedule for enrichment opportunities outside of the regular school day and/or school year.	Executive Director of Human Resources and Program Services	Enrichment Schedule				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 4: Community Connections:** We will foster a culture of trust by providing accurate, timely, and interactive communication through the relentless pursuit of meaningful engagement with stakeholders and positive contributions to our community.


**Performance Objective 5:** By April 1, 2018 the district will schedule opportunities for community and district stakeholders to share information, resources and offerings.

**Evaluation Data Source(s) 5:** Schedules

Attendance  
Survey

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Solicit stakeholder involvement in Newcomer's Fair</p>	Executive Director of Human Resources and Program Services	Participant Roster				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Solicit stakeholder involvement in Health Fair</p>	Executive Director of Human Resources and Program Services	Participant Roster				
<p>3) Establish initiative to insure support and follow up activities.</p>	Executive Director of Human Resources and Program Services	Plans for follow up				



100% = Accomplished  
 ➔ = Continue/Modify  
 0% = No Progress  
 ✗ = Discontinue


# Goal 5: Organization and Operational Efficiency: We will efficiently manage structures and systems to improve the effectiveness of educational programs and maximize the teaching and learning process.

**Performance Objective 1:** By February 1, 2018 the district will determine the cultural health of the LIVSD Organization and identify next steps for growth.


**Evaluation Data Source(s) 1:** District Climate Survey Results  
Action Plan

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6 1) Provide opportunities for all staff to complete a culture/climate survey.	Chief Financial Officer	Survey results				
<b>Critical Success Factors</b> CSF 6 2) Develop Action Plans based on survey results	Superintendent	Action Plan				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 5: Organization and Operational Efficiency:** We will efficiently manage structures and systems to improve the effectiveness of educational programs and maximize the teaching and learning process.

**Performance Objective 2:** By the end of the 2018-19 school year, the district will insure that technology infrastructure and instructional resources support the use of instructional technology on a daily basis in all classrooms.


**Evaluation Data Source(s) 2:** Technology Plan  
Improvements to Infrastructure  
Equipment

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide wi-fi access points at all classrooms	Chief Technology Officer	Installation of devices				
2) Implement a strategic plan to upgrade instructional technology at each campus.	Chief Technology Officer	Technology Plan				
3) Provide resources for 24 hour technical support for technology.	Chief Technology Officer	Help Desk Access Online Resources				
4) Develop a long-range plan to reach a 1:1 student to device ratio.	Chief Technology Officer	Technology Plan				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 5: Organization and Operational Efficiency:** We will efficiently manage structures and systems to improve the effectiveness of educational programs and maximize the teaching and learning process.

**Performance Objective 3:** By December 1, 2017, the district will implement procedures to insure it maintains a Superior Achievement Rating in the Financial Integrity Rating System of Texas (FIRST).


**Evaluation Data Source(s) 3:** FIRST Reports  
Financial Audits

**Summative Evaluation 3:**

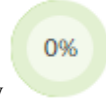
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide training regarding Business Office procedures and guidelines to all relevant staff.	Chief Financial Officer	Training Records				
2) Insure compliance with purchasing regulations	Chief Financial Officer	Financial Audits				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 5: Organization and Operational Efficiency:** We will efficiently manage structures and systems to improve the effectiveness of educational programs and maximize the teaching and learning process.

**Performance Objective 4:** In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, La Vernia ISD will be 100% compliant by implementing the following strategies.

**Evaluation Data Source(s) 4:** While important, these mandates have been identified as lower priority strategies for this school year. They will be implemented at 100% and re-evaluated for increasing or decreasing priority at the end of the school year.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Methods for addressing needs related to the following are addressed in Local Policy FFH (addendum) a. violence prevention and intervention [TEC 11.253(d)(8)] b. prevention of and education concerning unwanted physical or verbal aggression, c. sexual harassment d. prevention, identification, response to and reporting of bullying or bully-like behavior e. Harassment and dating violence, as applicable [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]	Executive Director of Human Resources and Program Services	Policy				
2) The district will continue to actively seek input from the School Health Advisory Committee on all required components of the district's operations.	Child Nutrition Coordinator	SHAC Meeting Agendas				

100% = Accomplished    
 ➔ = Continue/Modify    
 0% = No Progress    
 ✗ = Discontinue



# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Addendums

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

GENDER-BASED  
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:</p>

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Name: Shannon Burns  
Position: Executive Director of Human Resources and Program Services  
Address: 13600 U.S. Hwy 87 West, La Vernia, TX 78121  
Telephone: (830) 779-6600

ADA /  
SECTION 504  
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Brenda Oates  
Position: Executive Director of Special Education and Student Services  
Address: 13600 U.S. Highway 87 West, La Vernia, TX 78121  
Telephone: (830) 779-6600

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE  
REPORTING  
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF  
THE REPORT

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

INITIAL  
ASSESSMENT

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

INTERIM ACTION

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

DISTRICT  
INVESTIGATION

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL  
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE  
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.



STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

NOTIFICATION OF OUTCOME	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
DISTRICT ACTION PROHIBITED CONDUCT	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
BULLYING	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

STAFF DEVELOPMENT EDUCATOR	<p>The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.</p>
PRINCIPAL	<p>The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]</p> <p><i>Education Code 21.451(a), (a-1)</i></p>
TRAINING SPECIFICS— EDUCATORS	<p>Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.</p> <p>A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]</p> <p>Staff development may include:</p> <ol style="list-style-type: none"><li>1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;</li><li>2. Training in preventing, identifying, responding to, and reporting incidents of bullying; and</li><li>3. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.</li></ol> <p><i>Education Code 21.451(b)–(d), (g)</i></p>
STUDENTS WITH DISABILITIES	<p>Staff development must include training, based on scientifically based research, that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.</p> <p>A district is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.</p> <p>In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.</p> <p><i>Education Code 21.451(d)(2), (e)–(f)</i></p>

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

SUICIDE  
PREVENTION

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by TEA rule:

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.
2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.
3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

*Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013*

MENTAL HEALTH,  
SUBSTANCE ABUSE  
PREVENTION, AND  
SUICIDE PREVENTION

A district shall provide training in mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

*Health and Safety Code 161.325*

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

CHILD ABUSE AND  
MALTREATMENT

A district's methods for increasing awareness of issues regarding sexual abuse and other maltreatment of children [see BQ, district improvement plan, and FFG] must address employee training.

The training must be provided as part of employee orientation to all new employees. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse or other maltreatment;
2. Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse or other maltreatment; and
5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

*Education Code 38.0041*

STUDENT DISCIPLINE

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

learning methods, such as telecommunications networks, and using available TEA resources.

*Education Code 37.0181*

SPECIAL PROGRAMS  
TRAINING

TEXAS  
ADOLESCENT  
LITERACY  
ACADEMIES

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and
2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:
  - a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or
  - b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

*Education Code 21.4551(c), (e); 19 TAC 102.1101*

GIFTED AND  
TALENTED  
EDUCATION

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*19 TAC 89.2*

ELECTIVE BIBLE  
COURSE

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner of education with respect to Bible elective courses. *Education Code 28.011(f)*

AUTOMATED  
EXTERNAL  
DEFIBRILLATORS

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

*Education Code 22.902*

EXTRACURRICULAR  
ACTIVITY SAFETY  
TRAINING

The following persons must satisfactorily complete the extracurricular safety training program developed by the commissioner:

1. A coach or sponsor for an extracurricular athletic activity;

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training may be conducted by a district, the American Red Cross, the American Heart Association, or a similar organization, or by the University Interscholastic League (UIL).

*Education Code 33.202(b), (f); 19 TAC 76.1003*

RECORDS

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

*Education Code 33.206; 19 TAC 76.1003(e)*

STEROIDS

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

*Education Code 33.091(c-1)*

CONCUSSIONS

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of State Health Services Advisory Board of Athletic Trainers (TDSHS-ABAT) or a course approved for

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

continuing education credit by the licensing authority for athletic trainers.

3. A licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDSHS-ABAT, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

*Education Code 38.158*

RESOURCES FOR  
STAFF DEVELOPMENT

If a district receives resources from the commissioner's staff development account, it must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453*



STUDENT WELFARE  
CRISIS INTERVENTION

FFB  
(LEGAL)

RECOMMENDED  
PROGRAMS

The Texas Department of State Health Services (TDSHS), in coordination with TEA and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. The District may select from the list a program or programs appropriate for implementation in the District.

The list must include programs in the following areas:

1. Early mental health intervention;
2. Mental health promotion and positive youth development;
3. Substance abuse prevention;
4. Substance abuse intervention; and
5. Suicide prevention.

TDSHS, TEA, and each ESC shall make the list easily accessible on their Web sites.

The programs on the list must include components that provide for training counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and
3. Intervene effectively with students described by items 1 or 2 above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian.

TRAINING

The District shall provide training described in the components set forth above for teachers, school counselors, principals, and all other appropriate personnel. The District is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. The District may implement a program on the list to satisfy the training requirements.

If the District provides the training, a District employee must participate in the training at least one time, and the District shall maintain records that include the name of each District employee who participated in the training.

POLICY

The Board may adopt a policy concerning mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention that:

1. Establishes a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
2. Establishes a procedure for providing notice of a student identified as at risk of committing suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;
3. Establishes that the District may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the District for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention; and
4. Sets out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention.

The policy must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The policy and any necessary procedures adopted must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

District policy and procedures are not intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. District policy and procedures are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. School districts do not have the authority

to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

*Health and Safety Code 161.325*

IMMUNITY

These requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Health and Safety Code 161.326*

STUDENT WELFARE  
STUDENT ASSISTANCE PROGRAMS/COUNSELING

FFE  
(LEGAL)

CONSENT TO  
EXAMINATIONS,  
TESTS, OR  
TREATMENT

A District employee must obtain the written consent of a child's parent before the employee may conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or
2. State or federal law regarding requirements for special education.

*Education Code 26.009(a)(1)* [See FNG]

CONSENT TO  
COUNSELING

A child may consent to counseling for:

1. Suicide prevention,
2. Chemical addiction or dependency; or
3. Sexual, physical, or emotional abuse.

*Family Code 32.004(a)*

PROFESSIONAL'S  
AUTHORITY

A licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child has been sexually, physically, or emotionally abused; is contemplating suicide; or is involved in chemical or drug addiction or dependency may:

1. Counsel the child without the consent of the child's parents, managing conservator, or guardian;
2. With or without the consent of a child who is a client, advise the parents, managing conservator, or guardian of the treatment given to or needed by the child;
3. Rely on the written statement of the child containing the grounds on which the child has capacity to consent to his or her own treatment as provided above.

EXCEPTION: COURT  
ORDER

The physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order, unless consent is obtained as otherwise allowed by law.

*Family Code 32.004(b), (c)*

PROFESSIONAL  
IMMUNITY

A psychologist, counselor, or social worker licensed or certified by the state is not liable for damages except those damages that may result from his or her negligence or willful misconduct.

*Family Code 32.004(d)*

STUDENT WELFARE  
STUDENT ASSISTANCE PROGRAMS/COUNSELING

FFE  
(LEGAL)

OUTSIDE  
COUNSELORS

Neither the District nor an employee of the District may refer a student to an outside counselor for care or treatment of a chemical dependency or an emotional or psychological condition unless the District does all of the following:

1. Obtains prior written consent for the referral from the student's parent, managing conservator, or guardian.
2. Discloses to the student's parent, managing conservator, or guardian any relationship between the District and the outside counselor.
3. Informs the student and the student's parent, managing conservator, or guardian of any alternative public or private source of care or treatment reasonably available in the area.
4. Requires the approval of appropriate District personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted.
5. Specifically prohibits any disclosure of a student record that violates state or federal law.

*Education Code 38.010*

[See FFEA for information on the comprehensive guidance program]

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student’s use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

*Education Code 37.0832(a)-(e)*

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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BULLYING  
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.  The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE  
FREEDOM FROM BULLYING

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DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.