

La Villa ISD



District Improvement Plan

2009-2010

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La Villa ISD 2009-2010

School Board of Trustees

Ignacio Lopez, President
Noe M. Castillo, V. President
Pedro Mata, Jr., Secretary
Jose Contreras, Asst. Secretary
Esteban Garcia, Member
Sonia Lopez, Member
George Gonzalez, Member

District Administrators

Norma L. Salaiz, Ph. D., Superintendent
Vilma Gomez, Staff Development Coordinator
Macaria Salinas, Ed. D., Testing & Evaluation Facilitator
Monica Mata, Business Manager
Robert Munoz, Special Program Coordinator
Fernando Gomez, Technology Director

Campus Administrators & Specialists

Janie Farias, High School Principal
Vilma Gomez, Middle School Principal
Debbie Lee Winslow, Elementary Principal
Juan Guajardo, Elementary Curriculum Assistant
Aida Guajardo, High School Curriculum Assistant
Veronica Mendoza, Middle School Facilitator / Math Specialist
Susanne Espericueta, Elementary Reading Coach

District

Site Based Decision Making Committee

High School

Paul Duke
Juan Garay

Middle School

Dalia Puga
Ronald Tamez

Elementary

Rosie Romero
Belia Solis
Delilah Garza

Parents/Business Representatives

Cindy Mata, Parent
Eliza Diaz, Business

Professional Staff

Debbie Lee Winslow, Principal
Robert Munoz, Special Program Coordinator
Chairperson: Dr. Salaiz, Superintendent

Non-Voting Resource Personnel

Vilma Gomez, Middle School Principal
Janie Farias, High School Principal
Fernando Gomez, Technology Director

District Philosophy

The La Villa Independent School District believes in the individual worth of each child and his/her inherent right for an opportunity to develop to his/her fullest potential.

The school district desires to teach its students to become capable citizens so that they may successfully conduct business affairs, participate intelligently in civic affairs, and live peaceful, healthy and productive lives.

The school district will strive to provide for each student, regardless of race, impairment, or economic status, an equal opportunity for the development of social, physical, emotional, aesthetic, and moral growth.

Vision

At La Villa I.S.D., we envision a drug-free community where parents are the first teachers. Their early and continuous involvement prepares the learner for school. At school, learners are actively involved in solving complex problems using critical thinking and the latest technology. They are learning in an environment that is exciting and challenging.

Teachers are facilitating research at work centers through cooperative learning via the Internet. All students are functioning at or above grade level. Staff development is an on-going process. Engagement in all of these activities empowers students, staff and parents to build a community of learners.

Mission

The mission of La Villa I.S.D., in collaboration with the home and community, is to develop the cognitive, personal/social/emotional and physical aspects of all learners through a comprehensive educational program which prepares them to be productive members of the community and society.

District Goals and Objectives

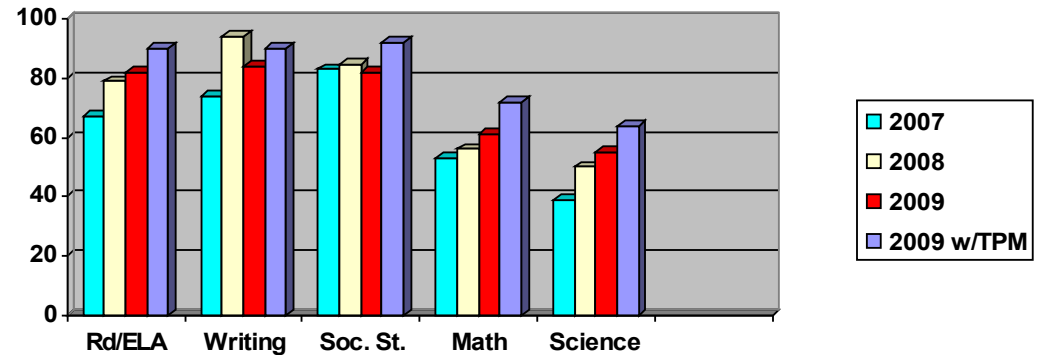
<p style="text-align: center;">District Goal 1</p> <p>LVISD students will receive a <i>quality educational experience</i> that prepares them for the real world.</p> <p>Objective 1: The district will implement a high quality educational program that <i>improves the academic achievement</i> of La Villa students.</p> <p>Objective 2: The district will ensure students have the opportunity to participate in outstanding <i>leadership, competitive, and career training initiatives</i>.</p> <p>Objective 3: The district will increase <i>the level of student engagement</i> in the learning process.</p>	<p style="text-align: center;">District Goal 2</p> <p>LVISD will provide students and staff with a safe and positive environment conducive to learning.</p> <p>Objective 1: The district will ensure that all <i>buildings and grounds are clean</i> and maintained.</p> <p>Objective 2: The district will ensure a <i>safe and nurturing school environment</i> for all students and staff.</p>
<p style="text-align: center;">District Goal 3</p> <p>LVISD will strengthen relationships through a variety of <i>communication</i> methods with key stakeholders in an effort to achieve student excellence.</p> <p>Objective 1: The district will utilize <i>technology to enhance communication</i> with all stakeholders.</p> <p>Objective 2: The district will enhance the <i>quality of parental involvement</i> activities.</p> <p>Objective 3: The district will promote <i>positive and effective communication</i> with the board and community.</p> <p>Objective 4: The district will promote <i>positive working and learning relationships</i> among students, staff, parents, and community stakeholders.</p>	<p style="text-align: center;">District Goal 4</p> <p>LVISD will demonstrate responsible fiscal management while maintaining a zero-based budget and increasing the district's fund balance.</p> <p>Objective 1: The district will <i>effectively utilize local, state, and federal funds</i> to improve the educational opportunities for students and staff.</p>

District Comprehensive Needs Assessment

2009 DISTRICT ACCOUNTABILITY REPORT:

District Rating: Academically Acceptable

<u>State Standard:</u>	<u>% Met Standard</u>	<u>% Met with TPM</u>
Reading - 70%	82%	90%
Writing - 70%	84%	90%
Social Studies - 70%	82%	92%
Mathematics - 55%	61%	72%
Science - 50%	55%	64%



Summary of Regular Education Program Results:

Reading: The district increased three (3) points in reading (11 w/TPM) and is twelve (12) points (20 w/TPM) above the state's acceptable standard. With TPM, the district scored at the exemplary level (90%) in reading.

Writing: The district decreased ten (10) points (4 w/TPM) in the area of writing and is fourteen (14) points (20 w/TPM) above the state's acceptable standard. With TPM, the district scored at the exemplary level (90%) in writing.

Social Studies: The district's social studies scores decreased three (3) points but increased 10% w/TPM from the previous year. With TPM, the district scored at the exemplary level (92%) in social studies.

Math: The district increased five (5) points (12 w/TPM) and scored 5 points (17 w/TPM) above the state's acceptable standard. With TPM, the district scored at the acceptable level (72%) in mathematics.

Science: The district increased five (5) points (14 w/TPM) and scored 5 points (14) above the state's acceptable standard. With TPM, the district scored at the acceptable level (64%) in science.

2008 Public Education Grant (PEG) List:

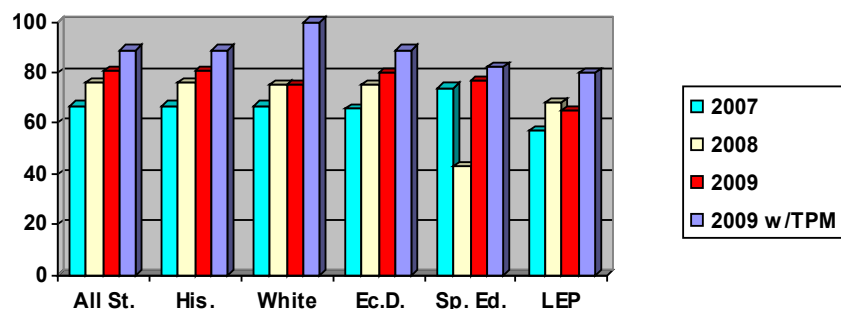
Campuses with 50% or less of the students passing any reading/ELA, writing, mathematics, social studies, or science test on the TAKS test across the grades tested at the campus in any two of the three years: 2006, 2007, 2008 or the campus was rated Academically Unacceptable in 2006, 2007, or 2008:

Campus	2005-2006	2006-07	2007-08
Munoz Elementary School	Science	Science & Academically Unacceptable	Science
La Villa Middle School	Math	Met PEG Requirements	Met PEG Requirements
La Villa High School	Math, Science & Academically Unacceptable	Math & Science	Math & Science Academically Unacceptable

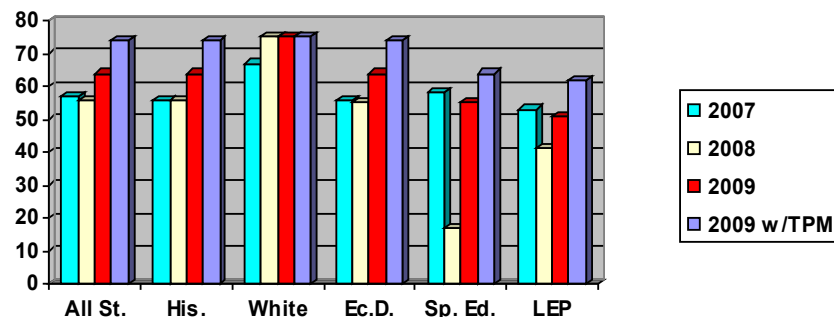
Science and math continue to be the two subject areas the students are struggling with district wide. The middle school improved in math and exceeded the 50% passing rate for the second year in a row.

2009 Adequate Yearly Progress – Missed AYP – Graduation Rate

Reading Performance Results



Mathematics Performance Results



Evaluated Measure	All Students	Hispanic	White	Eco. Dis.	Special Ed.	LEP
Reading/ELA 2006-07	67%	67%	67%	66%	74%	57%
Reading/ELA 2007-2008	76%	76%	75%	75%	43%	68%
Reading/ELA 2008-2009	81%	81%	75%	80%	77%	65%
Reading/ELA 2008-2009 w/ TPM	89%	89%	100%	89%	82%	80%
Mathematics 2006-07	57%	56%	67%	56%	58%	53%
Mathematics 2007-2008	56%	56%	75%	55%	17%	41%
Mathematics 2008-2009	64%	64%	75%	64%	55%	51%
Mathematics 2008-2009 w/TPM	74%	74%	75%	74%	64%	62%
Graduation Rate Class 2006	80.8%	80.4%	100%	81.6%	57.1%	77.8%
Graduation Rate Class 2007	76.5%	76.5%	--	85%	83.3%	75%
Graduation Rate Class 2008	67.7%	67.7%	--	69.2%	100%	61.5%

Summary of Adequate Yearly Progress: Increases occurred in reading from the previous year for all subgroups except for the LEP students which decreased by 3% although with TPM, the LEP increased by 15%. All subgroups increased with TPM.

The math scores increased for all subgroups with and without TPM. Special emphasis is being placed on math at all campuses to increase scores at all categories.

Graduation rate decreased from 76.5% in 2007 to 67.7% in May 2008. The subgroup most at-risk was the LEP students. The district missed AYP due to graduation rate at the high school in May 2008.

2009 Performance Based Monitoring Analysis System (PBMAS) Results:

Intervention	2007-08	2008-09	2009-10
Special Education	1B	3	2
Bilingual Education	2	4	2
Career & Technology Ed.	4	3	4
No Child Left Behind	2A	1A	N/A

PBMAS Areas of Concern - Bilingual Education:

Indicator 1: BE English TAKS Passing Rate in...

- Reading/ELA (28 tested/ 15 passed)

Indicator 2: ESL English TAKS Passing Rate in...

- Science (20 tested/ 4 passed)
- Social Studies (20 tested/ 8 passed)

PBMAS Areas of Concern – Special Education:

Indicator 1: SPED TAKS Passing Rate

- Math (5 tested / 1 passed)
- Science (9 tested / 3 passed)

Indicator 15: SPED LEP Representation

- 48 SPED students / 30 are LEP (62.5%)
- 603 District students / 219 are LEP (36.3%)

PBMAS Areas of Concern - Career & Technology Education:

Indicator 2: CTE LEP TAKS Passing Rate in...

- Math (22 tested/ 4 passed)
- Reading/ELA (22 tested/ 10 passed)
- Science (20 tested/ 4 passed)
- Social Studies (20 tested/ 8 passed)

Indicator 4: CTE Sp. Ed. TAKS Passing Rate in...

- Science (6 tested/ 1 passed)

PBMAS Areas- No Child Left Behind: Met all required indicators but special focus on migrant student performance is critical.

PBMAS Continuous Improvement Plan 2009-10 Special Initiatives

Site Based Decision Making – Critical focus areas this year:

- Regularly scheduled campus & district meetings
- Academic Improvement Initiative Review
- Program & Improvement Initiative Evaluations
- Staff Development Priorities
- Documented agendas, minutes, and sign-in sheets

Staff Development- Critical focus areas this year:

- Closing the gap for special population students with a special focus on English Language Learners (ELL)
- English Language Proficiency Standards (ELPS)
- Student Engagement in the learning process
- Improving Math and Science student achievement with special focus of Integration into Career and Technology Education
- School Improvement Strategies in all core areas
- Response to Intervention & Student Interventions

Parental Involvement – Critical focus areas this year:

- Varied opportunities for P.I. involvement
- Documented meetings, trainings, workshops
- Improved communication with parents and community

Career & Technology – Critical focus areas this year:

- Implementing High Schools That Work initiatives
- Increasing the college & career student experience
- College & Career Readiness Standards
- Program Evaluation

**LA VILLA
DISTRICT SPECIAL PROGRAMS REPORT
2009 TAKS RESULTS**

SP. POP	MATH				READING/ELA			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
SPECIAL EDUCATION	44%	58%	17%	20%	40%	74%	43%	75%
ESL	19%	27%	25%	30%	44%	28%	50%	57%
BE	41%	53%	41%	56%	49%	57%	68%	44%
MIGRANT	39%	46%	50%	58%	50%	60%	71%	81%
CTE	33%	32%	37%	80%	50%	76%	67%	80%
SP. POP	SCIENCE				SOCIAL STUDIES			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
SPECIAL EDUCATION			7%	33%			31%	50%
ESL			18%	15%	42%	56%	51%	50%
BE	--	--	--	57%	--	--	--	--
MIGRANT	9%	29%	39%	54%	63%	87%	81%	82%
CTE	25%	25%	41%	43%	50%	68%	84%	79%

District Goal 1: Quality Educational Experience:

	OBJECTIVES (areas of concern)	√	Compliance area addressing
LVISD students will receive a <i>quality educational experience</i> that prepares them for the real world	Objective 1: The district will implement a high quality educational program that <i>improves the academic achievement</i> of La Villa students. Objective 2: The district will ensure students have the opportunity to participate in outstanding <i>leadership, competitive, and career training initiatives</i> . Objective 3: The district will increase <i>the level of student engagement</i> in the learning process.	√	Adequate Yearly Progress
		√	Accountability
		√	Performance Based Monitoring
		√	Public Education Grant
		√	Title 1 / State Comp.

DESIRED RESULT (Goal(s) that address each identified area of improvement.)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
Objective 1: The district will implement a high quality educational program that <i>improves the academic achievement</i> of La Villa students. Initiative 1 -La Villa ISD students will receive instruction from teachers that are highly qualified.	100% of the teachers will meet the highly qualified requirements in all subject areas.	A-1 Verify that all current and new teachers meet the highly qualified requirements. A-2 Continue the teacher/mentor system to assist new staff members in assimilation into the district. A-3 Continue with the board approved Teacher Recruitment and Retention TAKS Incentive Plan designed to reward excellence in the classroom through monetary reward for the school's attainment of Recognized and Exemplary performance ratings.	Materials: <ul style="list-style-type: none"> NCLB HQ guidelines District-wide Mentorship guidelines District-wide staff development plan Fiscal: <ul style="list-style-type: none"> Title 1, State Comp., Grants funds, Personnel: <ul style="list-style-type: none"> District Leadership Team (DLT) 	Initial: Summer Hiring 2009 Interim: By Sept. 25, the HQ report will be completed and a plan will be developed if 100% of staff are not HQ. Final: By February, a recommendation for replacement of staff will be presented to superintendent for board action.	If we do not have 100% highly qualified staff after the identified activities, the district will regroup and identify the factor preventing the 100% compliance. Plans will be made to address the critical factor.

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
<p>Initiative 2 – La Villa ISD staff will implement a rigorous curriculum in the areas of Reading, Writing, Math, Science, and Social Studies for all students.</p>	<p>Reading: Students will increase reading performance from 82% to 90% (90% w/TPM to 95% w/TPM)</p>	<p>A-1 The district will continue implementing Region 1 ESC’s C-Scope Reading Curriculum for grades K -12th grade levels, utilizing Reading 1st resources in grades K-3rd and Springboard 6th-12th.</p> <p>A-2 Staff will continue utilizing the following state resources to clarify TAKS testing objectives: TAKS information booklets, TAKS study guides, and released tests to increase their depth of understanding of the TEKS that are tested on TAKS.</p> <p>A-3 The district will coordinate district-wide reading benchmark testing and utilize the DMAC program to analyze student performance.</p> <p>A-4 The following reading interventions will continue to be utilized to address students in need of reading assistance:</p> <ul style="list-style-type: none"> • Bilingual/English as a Second Language • SRA • Read 180 • Study Island • Orchard Software • Practice Planet 	<p>Materials:</p> <ul style="list-style-type: none"> • C-Scope Curriculum • Computer Availability w/ Internet access • Reading First curriculum • TAKS resources • DMAC scanner/forms • Release Tests • SRA resources • Read 180 program <p>Fiscal:</p> <ul style="list-style-type: none"> • State Comp., Title One, IRI, AYP funds, <p>Personnel:</p> <ul style="list-style-type: none"> • District Leadership Team (DLT) 	<p>Initial: Summer Staff Training</p> <p>Interim: Fall 2009 utilize TAKS resources and reading interventions.</p> <p>Final: Summer School remediation for students in need of additional reading interventions</p>	<p>Adjustments will be made to the reading activities based on benchmark results and the PLC adjustments.</p>

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		<ul style="list-style-type: none"> Accelerated Reading Dyslexia Services 			
	Writing: Students will increase writing performance from 84% to 94% (90% w/TPM to 97% w/TPM)	<p>A-1 The district will continue implementing the Region 1 ESC’s C-Scope Writing Curriculum for grades K -12th grade levels.</p> <p>A-2 Staff will utilize the following state resources to clarify TAKS testing objectives: TAKS information booklets, TAKS study guides, and released tests to increase their depth of understanding of the TEKS that are tested on TAKS.</p> <p>A-3 The district will coordinate district-wide writing benchmark testing in 4th, 7th and high school level and will utilize the DMAC program to analyze student performance.</p> <p>A-4 The following writing interventions will be utilized to address students not succeeding at grade level:</p> <ul style="list-style-type: none"> Spring Board New Jersey Writing Writing across the curriculum Marzano’s Journaling Initiative 	<p>Materials:</p> <ul style="list-style-type: none"> C-Scope Curriculum Computer Availability w/ Internet access TAKS resources DMAC scanner/forms Release Tests New Jersey Writing Program <p>Fiscal:</p> <ul style="list-style-type: none"> State Comp. Title One, AYP funds <p>Personnel:</p> <ul style="list-style-type: none"> District Leadership Team (DLT) 	<p>Initial: August Staff Training</p> <p>Interim: Fall 2009 utilize TAKS resources and writing interventions.</p> <p>Final: Summer School remediation for students in need of additional writing interventions</p>	<p>Adjustments will be made to the writing activities based on benchmark results and the PLC recommendations.</p>
	Science: Students will increase science performance from 55% to 65% (64% w/TPM to	<p>A-1 The district will continue implementing Region 1 ESC’s C-Scope Science Curriculum for grades K -12th grade levels.</p>	<p>Materials:</p> <ul style="list-style-type: none"> C-Scope Curriculum Computer 	<p>Initial: August Staff Training</p> <p>Interim: Fall</p>	<p>Adjustments will be made to the science activities based</p>

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
	74% w/TPM)	<p>A-2 Staff will utilize the following state resources to clarify TAKS testing objectives: TAKS information booklets, TAKS study guides, and released tests to increase their depth of understanding of the TEKS that are tested on TAKS.</p> <p>A-3 The district will coordinate district-wide science benchmark testing in 5th, 8th, and high school level and utilize the DMAC program to analyze student performance.</p>	<p>Availability w/ Internet access</p> <ul style="list-style-type: none"> • TAKS resources • DMAC scanner/forms • Release Tests • Foss Kits • Gear-Up science resources <p>Fiscal:</p> <ul style="list-style-type: none"> • State Comp., Title One, T-stem, AYP funds, <p>Personnel:</p> <ul style="list-style-type: none"> • District Leadership Team (DLT) 	<p>2009 utilize TAKS resources and science interventions.</p> <p>Final: Summer School remediation for students in need of additional science TAKS interventions</p>	on benchmark results and the PLC adjustments.
	<p>Math: Students will increase math performance from 61% to 71% (72% w/TPM to 82% w/TPM)</p>	<p>A-1 The district will continue implementing Region 1 ESC’s C-Scope Math Curriculum for grades K -12th grade levels.</p> <p>A-2 Staff will utilize the following state resources to clarify TAKS testing objectives: TAKS information booklets, TAKS study guides, and released tests to increase their depth of understanding of the TEKS that are</p>	<p>Materials:</p> <ul style="list-style-type: none"> • C-Scope Curriculum • Computer Availability w/ Internet access • TAKS resources 	<p>Initial: August Staff Training</p> <p>Interim: Fall 2009 utilize TAKS resources and math interventions.</p>	Adjustments will be made to the math activities based on benchmark results and the PLC adjustments.

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		<p>tested on TAKS.</p> <p>A-3 The district will coordinate district-wide math benchmark testing and utilize the DMAC program to analyze student performance.</p>	<ul style="list-style-type: none"> • DMAC scanner/forms • Release Tests • Renaissance Math • New Math Textbooks <p>Fiscal:</p> <ul style="list-style-type: none"> • State Comp., Title One, T-stem, AYP funds, <p>Personnel:</p> <ul style="list-style-type: none"> • District Leadership Team (DLT) 	<p>Final: Summer School remediation for students in need of additional math TAKS interventions</p>	
	<p>Social Studies: Students will increase social studies performance from 82% to 92% (92% w/TPM to 100% w/TPM)</p>	<p>A-1 The district will continue implementing Region 1 ESC’s C-Scope Social Studies Curriculum for grades K -12th grade levels.</p> <p>A-2 Staff will utilize the following state resources to clarify TAKS testing objectives: TAKS information booklets, TAKS study guides, and released tests to increase their depth of understanding of the TEKS that are tested on TAKS.</p> <p>A-3 The district will coordinate district-wide social studies benchmark testing in 8th and high level and will utilize the DMAC</p>	<p>Materials:</p> <ul style="list-style-type: none"> • C-Scope Curriculum • Computer Availability w/ Internet access • TAKS resources • DMAC scanner/forms • Release Tests • History Alive • United 	<p>Initial: August Staff Training</p> <p>Interim: Fall 2007 utilize TAKS resources and social studies interventions.</p> <p>Final: Summer School remediation for students in need of additional</p>	<p>Adjustments will be made to the social studies activities based on benchmark results and the PLC adjustments.</p>

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		program to analyze student performance.	Streaming <ul style="list-style-type: none"> • Study Island Fiscal: <ul style="list-style-type: none"> • State Comp., Title One, Tstem, AYP funds, Personnel: <ul style="list-style-type: none"> • District Leadership Team (DLT) 	social studies interventions	
Initiative 3-Special Populations: The district will provide student support services for the special populations subgroups.	Students from the following special population groups will increase academic performance... Bilingual/ESL/LEP: Reading/ELA – 75% Math – 70% Science – 60% Social Studies – 90% Migrant: Reading/ELA – 85% Math – 70% Science – 60% Social Studies – 90%	A-1 The district will provide resources necessary for assessment of student academic progress. The DMAC program will be utilized to assess student academic performance by the following student groups: subpopulations, grade levels, classes, core content areas, student expectations, and special programs. A-2 Staff members will meet as Professional Learning Community groups to regularly review student academic progress and identify interventions needed for all students with a special focus on all special populations. A-3 The following initiatives will be implemented to assist staff in addressing the unique needs of all special population subgroups.	Materials: <ul style="list-style-type: none"> • C-Scope Curriculum • Computer Availability w/ Internet access • TAKS resources • DMAC scanner/forms • Release Tests • Study Island Fiscal: <ul style="list-style-type: none"> • State Comp., Title One, T-stem, AYP funds, Migrant, CTE State, 	October 2009 – DIP & CIP special pops initiatives December 2009 – Documentation of fall activities and student involvement. February 2010 – Benchmark data on all special population students. March 2010– TAKS academy	Adjustments to special population subgroup activities will be made based on benchmark results and any circumstances resulting in the need for intervention.

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
	<p>At Risk: Reading/ELA – 90% Math – 70% Science – 60% Social Studies – 90%</p> <p>Gifted and Talented: Reading/ELA – 100% Math – 90% Science – 90% Social Studies – 100%</p> <p>Special Education: Reading/ELA – 70% Math – 70% Science – 60% Social Studies – 70%</p> <p>CTE: Reading/ELA – 90% Math – 70% Science – 60% Social Studies – 90%</p>	<p>Bilingual Ed/English as a Second Language Transitional Model:</p> <ul style="list-style-type: none"> • BE/ESL Reading Academies • SIOP training • LPAC training for staff • ELPS training • TELPAS training <p>Migrant: (M)</p> <ul style="list-style-type: none"> • Monthly Priority for Services • Migrant Academic Camps • Migrant Leadership Clubs • Migrant Pullout Lab & COW • Odyssey Ware • Plato Elementary Program <p>At Risk: (AR)</p> <ul style="list-style-type: none"> • Dropout prevention counseling • Teen Parenting Program • Individual Graduation Plans • Homeless Services • Tutoring • Study Island / Success Maker <p>Gifted & Talented: (GT)</p>	<p>Perkins funds, Bilingual/ESL funds</p> <p>Personnel:</p> <ul style="list-style-type: none"> • District Leadership Team (DLT) 	<p>workshops in areas of need.</p> <p>June 2010 Remediation and interventions for TAKS areas not mastered.</p>	

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		<ul style="list-style-type: none"> • Entrepreneurship Project • Enrichment Activities <p>Special Education: (SE)</p> <ul style="list-style-type: none"> • Support Facilitation/Team Teaching • Content Mastery • Tutoring & Small group instruction <p>Career and Technology Education: (CTE)</p> <ul style="list-style-type: none"> • Career and Technology Student Leadership Organizations • CTE Advisory Council • Integration of Academics into CTE courses. • Increased utilization of technology • College & Career Readiness Standards 			
Initiative 4: Staff will improve teaching effectiveness through professional development opportunities.	Increase the instructional effectiveness of all teachers and administrators as measured by the academic success of La Villa ISD students. Special focus on the following: <ul style="list-style-type: none"> • Improvement in the 	<p>A-1 The district will continue the implementation of Professional Learning Communities (PLC) that regularly reviews student progress and recommends interventions.</p> <p>A-2 Continuous staff development with focus on the following:</p> <ul style="list-style-type: none"> • Proper and full implementation of the Region 1 ESC Curriculum Collaborative (C-Scope) including lesson and unit planning 	Materials: <ul style="list-style-type: none"> • Computers • C-Scope passwords for all teachers • PLC books • Marzano books • DMAC data • Differentiated Instruction 	<p>Initial: June-August 2009 Plan and conduct staff trainings in areas identified critical to the start of school. (PLC)</p> <p>Interim: Conduct weekly campus trainings that focus on</p>	Adjustments will be made to the staff development activities based on PLC, DLT, and/or PAC recommendations.

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
	<p>instructional lessons within the classroom as observed by administrators.</p> <ul style="list-style-type: none"> Increased utilization of technology by the teachers within the lessons. Improved intervention for special populations subgroups. 	<ul style="list-style-type: none"> Online Grade book & Parent Portal Interactive White Board / Technology Marzano’s 9 Instructional Strategies that Work Lesson Cycle Data Analysis and how it should guide instructional decisions Differentiated Instruction Inclusion Sheltered Instruction Observation Protocol English Language Proficiency Standards (ELPS) SRA, Springboard Writing Process SEDL Science Training as provided by Region 1 ESC Middle School & High Schools that Work Engaging the Student Rigor in the Classroom <p>A-3 A staff development assessment survey will be developed and conducted to establish district training needs.</p>	<p>books</p> <ul style="list-style-type: none"> SIOP books Webmonkey <p>Fiscal:</p> <ul style="list-style-type: none"> Title 1, State Comp., local Special grants School Improvement Funds <p>Personnel:</p> <ul style="list-style-type: none"> District Leadership Team 	<p>Marzano’s and integration of technology.</p> <p>Final: April 2010 Survey staff for needed training and begin preparation for June-Aug 2010 trainings.</p>	
Objective 2: The district will ensure students have the opportunity to	Students will demonstrate effective communication and	A-1 The district will provide leadership opportunities for all students such as the	Materials: <ul style="list-style-type: none"> YAC 	Initial: August Organization and	The DLT will review monthly

DESIRED RESULT (Goal(s) that address each identified area of improvement.	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
participate in outstanding <i>leadership, competitive, and career training initiatives.</i>	leadership skills.	following: <ul style="list-style-type: none"> • Student Council • Teen/Kids That Care Club • Youth Advisory Council • CTE Student Leadership Clubs • 21st Century Clubs • Migrant Club A-2 An evaluation of all athletic programs will be conducted to identify possible improvements needed between programs. A-3 The district will increase the number of dual enrollment courses available to high school students and provide transportation to post-secondary institutions if necessary. A-4 The district will provide a variety of after-school enrichment activities via the 21 st Century (ACE) grant.	<ul style="list-style-type: none"> • guidelines • Evaluation Instrument for athletic program Fiscal: <ul style="list-style-type: none"> • Local funds • Bond Improvement Funds • 21st Century Grant Personnel: <ul style="list-style-type: none"> • 21st Century Program Coordinators 	planning for leadership opportunities Interim: Monthly review of leadership activities Final: August 2010 Evaluation of activities and opportunities	activities and recommend adjustments as needed.
Objective 3: The district will increase <i>the level of student engagement</i> in the learning process.	Students will be actively engaged in the learning process in the classroom.	A-1 Staff will participate in staff development and best practice workshops focused on increasing student engagement. <ul style="list-style-type: none"> • Marzano’s Instructional Strategies • Rigor and Relevance • Engagement of Students A-2 Classroom observations will be conducted to document increased student engagement and special recognition will be provided for outstanding classroom	Materials: <ul style="list-style-type: none"> • Books for book studies • Technology Fiscal: <ul style="list-style-type: none"> • Title II-B • School Improvement Funds Personnel:	Interim: Training plan and schedule will be developed in October 2009 Interim: Nov-April review of staff participation & classroom observations	The trainings will be evaluated regularly and adjustments will be made based on the participants’ recommendations.

DESIRED RESULT (Goal(s) that address each identified area of improvement.)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		performances.	<ul style="list-style-type: none"> • Principals • DLT 	Final: June 2010 Evaluation of all trainings	

District Goal 2: Safe and Positive Learning Environments

DISTRICT GOAL	OBJECTIVES (areas of concern)	√ Compliance area addressing
LVISD will provide students and staff with a safe and positive environment conducive to learning.	Objective 1: The district will ensure that all <i>buildings and grounds are clean</i> and maintained. Objective 2: The district will ensure a <i>safe and nurturing school environment</i> for all students and staff.	Adequate Yearly Progress
		Accountability
		√ Performance Base Monitoring
		Public Education Grant
		√ Title 1 / State Comp.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
<p>Objective 1: The district will ensure that all <i>buildings and grounds are clean</i> and maintained.</p> <p>Initiative 1: Students and staff will have a clean and safe learning environment.</p>	Students will improve their attendance to meet or exceed the state standard of 96.5%.	<p>A-1 The district will work with campus safety committees to ensure safety hazards are addressed quickly and efficiently.</p> <p>A-2 Implement a custodial daily checklist for maintenance of bathrooms, classrooms, and general use areas to ensure consistency in cleanliness and maintenance.</p> <p>A-3 Implement a clear assignment roster for grounds maintenance to maximize employee effectiveness.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Bulk purchase of cleaning material • Clorox wipes readily available for staff • Consistent maintenance checklist <p>Fiscal: Local funds Personnel:</p>	<p>August-Sept. 2009 Committees are organized and checklists are developed.</p> <p>Oct.-April Emergency drills are conducted</p> <p>May-June 2010 Evaluation of</p>	<p>Adjustments will be made anytime throughout the process if critical areas are identified and require immediate adjustment.</p> <p>Safety</p>

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		A-4 Continue with district-wide ADA facility upgrade, improvements, and repairs.	<ul style="list-style-type: none"> • Principal • Director of Maintenance & Operations • School Nurse 	process is completed and recommendations are made for improvement	committees will meet every six-weeks to recommend improvements.
<p>Objective 2: The district will ensure a <i>safe and nurturing school environment</i> for all students and staff.</p> <p>Initiative 1: The district will decrease the percentage of discipline referrals.</p>	Decrease the number of student referrals and assignments in the DAEP.	<p>A-1 Assist campuses in implementing the Assertive Discipline Management Plan.</p> <p>A-2 Review and revise the district’s Infraction and Consequence plan to ensure consistency in discipline enforcement among teachers and administration.</p> <p>A-3 Continue with the following District-wide Alternative Education Programs that address campus needs for students in need of assistance:</p> <ul style="list-style-type: none"> • DAEP • Options Program • After school Tutorial/Detention 	<p>Materials:</p> <ul style="list-style-type: none"> • Student/Parent Handbook • Lee Canter’s Assertive Disc. Books • Asst. Discipline Training videos • District Infraction & Consequence Plan • DAEP Guidebook <p>Fiscal:</p> <ul style="list-style-type: none"> • State Comp., Title One, AYP funds <p>Personnel:</p> <ul style="list-style-type: none"> • District Leadership Team • Campus Counselors • PEIMS 	<p>Initial: August Staff Training</p> <p>Interim: Jan/Feb. review and update Infraction plan</p> <p>Final: June/July update student handbook.</p>	Adjustments to the student code of conduct will be made based on the need or uniqueness of the circumstances.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
Initiative 2: Students and staff will work in a safe environment and will be prepared to deal with any emergency that may arise.	Students and staff will have fewer incidents of injury or illness due to accidents.	<p>A-1 Implement a proactive sanitation process for classroom and general utilization area to minimize infection and the spread of germs.</p> <p>A-2 Review and update the district Emergency Operation Plan and provide training for critical personnel.</p> <p>A-3 Summarize EOP and schedule drills to practice EOP every six-weeks.</p>	Coordinator Materials: <ul style="list-style-type: none"> Bulk purchase of cleaning material Clorox wipes readily available for staff District Emergency Operations Plan Fiscal: Local funds Personnel: <ul style="list-style-type: none"> Principal Director of Maintenance & Operations School Nurse 	August-Sept. 2009 The EOP committee will review and update plan and conduct training. Oct.-April Emergency drills are conducted May-June 2010 Evaluation of process is completed and recommendations are made for improvement	Adjustments will be made anytime throughout the process if critical areas are identified and require immediate adjustment.
Initiative 3: Implement a counseling program that addresses the varied needs of today's youth.	Increase the number of students that complete the required graduation plan and are college ready; comply with school rules and policies; and participate in positive school activities	<p>A-1 Assist campuses in developing a College & Career Program that leads to postsecondary success.</p> <p>A-2 Promote counseling activities at the campus level that include the following:</p> <ul style="list-style-type: none"> Goal Setting Career Awareness & Graduation Planning Decision Making & College Preparation Social and Emotional Development Time Management 	Materials: <ul style="list-style-type: none"> Graduation Plan template Labor Market Report Master Schedules Fiscal: <ul style="list-style-type: none"> State Comp., Title One, AYP funds Personnel:	Initial: June-August 2009 Student Schedule /Activity planning and development Interim: Jan/Feb. counseling / schedule development and planning	Adjustments will be made to the counseling activities based on administrative, PAC, or PLC adjustments.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		<p>A-3 Assist campuses in conducting Safe and Drug Free School activities.</p> <p>A-4 Conduct district-wide staff development that focus on preventive measures such as:</p> <ul style="list-style-type: none"> • Character Education • Leadership Skill Development <p>A-5 Assist campus administration and counseling staff with the implementation of Violence Prevention activities focusing on the following:</p> <ul style="list-style-type: none"> • Bully Intervention Activities • Drug and Alcohol Incident Prevention • Gun Free Zone Preventive Measures • Sexual Harassment • Staff Intervention Strategies 	<ul style="list-style-type: none"> • District Leadership Team • Campus Counselors • PEIMS Coordinator 	<p>Final: June/July Review and adjust changes for upcoming school year</p>	

District Goal 3: Improve Communication

DISTRICT GOAL	OBJECTIVES (areas of concern)	√ Compliance area addressing
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LVISD will strengthen relationships through a variety of <i>communication</i> methods with key stakeholders in an effort to achieve student excellence.	Objective 1: The district will utilize <i>technology to enhance communication</i> with all stakeholders. Objective 2: The district will enhance the <i>quality of parental involvement</i> activities. Objective 3: The district will promote <i>positive and effective communication</i> with the board and community. Objective 4: The district will promote <i>positive working and learning relationships</i> among students, staff, parents, and community stakeholders.		Adequate Yearly Progress
			Accountability
		√	Performance Base Monitoring
			Public Education Grant
		√	Title 1 / State Comp.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
Objective 1: The district will utilize <i>technology to enhance communication</i> with all stakeholders.	Improved access to critical information for all stakeholders.	A-1 The district web page will offer the following resources for improving communication with students, staff, parents and the community. <ul style="list-style-type: none"> • Updated student and staff activities • Board Policy On-line • Parent-Portal • Student & Employee Handbook • C-Scope Link • Nutritional Handbook • Wiki / Web Design / Email Updates A-2 Train all district staff on the use of the parent portal on the website to communicate with parents. A-3 Use email to increase communication with district and campus personnel. A-4 Continue infrastructure maintenance, leases, upgrades of network hardware, and	Material: <ul style="list-style-type: none"> • Computer Labs • Teacher laptops Fiscal: <ul style="list-style-type: none"> • E-rate funds • Grant funds • Local funds Personnel: <ul style="list-style-type: none"> • Tech. Director • Principals 	Initial: August – September 2009 Staff training on web page maintenance. Interim: Oct – November 2009 Final: May 2010 Evaluate use of parent portal and district wide email.	Adjustments will be made to the Technology Plan based on recommendations of the DLT and the Technology Committee.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		<p>telecommunication systems within instructional facilities.</p> <p>A-5 Develop and submit the 2009-10 Technology Plan based on the DTC recommended strategies.</p> <p>A-6 Increase opportunities for student utilization of technology within the academic core areas.</p> <p>A-7 Increase teachers' knowledge of basic technology skills and electronic communication integration into the instructional process and implement the use of wiki into the communication process.</p> <p>A-8 Continue staff development on integration of technology skills, collaborative learning, and project based learning.</p>			
Objective 2: The district will enhance the <i>quality of parental involvement</i> activities.	Measures of involvement: School support: <ul style="list-style-type: none"> • Attendance of school meetings/programs • Volunteering at school activities • Communicating with teacher/principal 	<p>A-1 Organize and conduct Parent Advisory Council (PAC) meetings to discuss parental involvement issues that impact student achievement, with a special focus on the needs of special population students such as:</p> <ul style="list-style-type: none"> • Migrant • At-risk and homeless students • Limited English Proficient • Gifted and Talented • Special Education • 504 <p>A-2 Survey and conduct training on parental</p>	Materials: <ul style="list-style-type: none"> • PAC training material • List of parental training opportunities • Special Population PAC guidelines • Parental Center materials 	<p>Initial: June-July 2009 PAC annual evaluation of parental involvement activities</p> <p>Interim: Jan-Feb. Assess number of participation and plan for spring initiatives.</p>	Parental involvement activities will be discussed at each district PAC meeting and adjustments will be made based on PAC recommendations.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
	<ul style="list-style-type: none"> • Participating in parental training Student Support: • Assisting child with homework • Reading to child • Attending student progress conferences • Addressing student discipline referrals at home and with school personnel 	<p>involvement topics of concern such as:</p> <ul style="list-style-type: none"> • Volunteering at school • Parents as Teachers • Child Upbringing <p>A-3 Identify district-wide PAC activities that support campus parental initiatives and activities such as:</p> <ul style="list-style-type: none"> • Scholarship Recognition & fundraising • Fall Festival Volunteers • PAC Culture Awareness Project • Migrant Parent Training Workshops • Parental Academic Reinforcement at Home Project (PARAH Project) <p>A-4 Evaluate the district-wide parental involvement program and identify strengths and areas in need of improvement for future planning and include in School-Parent Compacts.</p> <p>A-5 The district will increase opportunities for parent and teacher dialogue regarding the academic progress of the students.</p>	<p>Fiscal:</p> <ul style="list-style-type: none"> • Local, Migrant, State Comp., Title I <p>Personnel:</p> <ul style="list-style-type: none"> • District Leadership Team • Community Liaisons • Migrant Facilitator 	<p>Final: June-July 2009 Evaluate parental involvement program and develop recommendations for next school year.</p>	
<p>Objective 3: The district will promote <i>positive and effective communication</i> with the board and community.</p>	<p>Improved communication and relationship between all school and community stakeholders.</p>	<p>A-1 The district will utilize newsletters to communicate student and staff accomplishments on a regular basis</p> <p>A-2 The district will recognize students, staff, and parent accomplishments through the following activities:</p> <ul style="list-style-type: none"> • Board Meetings 	<p>Material:</p> <ul style="list-style-type: none"> • Publisher software • Digital Camera • Monthly highlights from campus admin. 	<p>Initial: Monthly newsletters will be developed starting in September</p> <p>Interim: Review of recognition</p>	<p>The DLT will review PR and recognition efforts on a monthly basis and make adjustments as needed.</p>

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
		<ul style="list-style-type: none"> • Teacher of the Month • Students Stars on Newsletter • Parent Volunteer of the Month 	<ul style="list-style-type: none"> • Region 1 Print Shop Fiscal: <ul style="list-style-type: none"> • Local funds Personnel: <ul style="list-style-type: none"> • Principal • Tech Director • Superintendent 	efforts will be completed by the DLT on a monthly basis Final: Evaluation of PR efforts will be completed in June 2010	
Objective 4: The district will promote <i>positive working and learning relationships</i> among students, staff, parents, and community stakeholders.	Improved working relationship among stakeholders.	A-1 The district will implement team building initiatives that help reinforce collaborative work. A-2 The district staff will support students' enrichment activities by attending after hour student programs, activities, and graduation.	Material: <ul style="list-style-type: none"> • Team Building Idea book Fiscal: <ul style="list-style-type: none"> • Local Funds Personnel: <ul style="list-style-type: none"> • Superintendent • Principals 	Initial: Interim: Final:	The DLT will review team building and student support efforts on a monthly basis and make adjustments as needed.

District Goal 4: Fiscal Responsibility

DISTRICT GOAL	OBJECTIVES (areas of concern)	√ Compliance area addressing
LVISD will demonstrate responsible fiscal management while maintaining a zero-based budget and increasing the district's fund balance.	Objective 1: The district will <i>effectively utilize local, state, and federal funds</i> to improve the educational opportunities for students and staff.	Adequate Yearly Progress
		√ Accountability (FIRST)
		Performance Base Monitoring
		Public Education Grant
		√ Title 1 / State Comp.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>	Follow-Up Activities
Objective 1: The district will <i>effectively utilize local, state, and federal funds</i> to improve the educational opportunities for students and staff.	Annual expenditures are within the approved district and campus budgets.	<p>A-1 Involve the District Leadership Team in identifying potential cost savings that will result in increased fund balance.</p> <p>A-2 The district will continue looking for additional sources of funding such as grants.</p> <p>A-3 Budget development process is completed in a timely manner and addresses the needs of students and staff.</p> <p>A-4 The district will continue utilizing the bond election funds to improve the district's facilities and learning programs.</p> <p>A-5 The district will continue conservative expenditure of district funds in an effort to maintain or increase the fund balance without sacrificing the educational experience for La Villa students and staff.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Annual Budget • FIRST Report <p>Fiscal:</p> <ul style="list-style-type: none"> • Local funds • NOGA for state, federal grants <p>Personnel:</p> <ul style="list-style-type: none"> • District Leadership Team • Grant writer • Region 1 consultants 	<p>Initial: June-August 2009 budgeting process and workshops</p> <p>Interim: Dec.-Feb. Budget adjustments based on ADA and campus expenditure</p> <p>Final: April-May 2010</p>	Adjustments will be made to the fund balance activities based on ADA changes, emergency expenditures, or other extenuating circumstances based on DLT recommendations.

State Compensatory Education and Title I FTEs

POSITION	FUND	FUNDING %	CAMPUS
Sylvia Esparza, Teacher	State Compensatory	81.58%	JB Munoz Elementary
Delilah Garza, Teacher	State Compensatory	81.63%	JB Munoz Elementary
Rosalinda Garza, Teacher	State Compensatory	50%	JB Munoz Elementary
Juanita Hernandez, Teacher	State Compensatory	50%	JB Munoz Elementary
Cecilia Herrera, Teacher	State Compensatory	81.63%	JB Munoz Elementary
Margarita Maldonado, Teacher	State Compensatory	81%	JB Munoz Elementary
Edna Medina, Teacher	State Compensatory	81.63%	JB Munoz Elementary
Maria P Contreras, Teacher Aide	State Compensatory	100%	La Villa Middle School
Cynthia Ann Escobedo, Teacher Aide	State Compensatory	50%	JB Munoz Elementary
Ildelfonsa S Montemayor, Teacher Aide	State Compensatory	50%	JB Munoz Elementary
Carol A. Tamez, Community Liaison	State Compensatory	100%	JB Munoz Elementary
Ricardo Cantu, Teacher	State Compensatory	50%	La Villa High School
Daniel A Perez, Teacher	State Compensatory	50%	La Villa High School
Magdalena Cantu, Teacher Aide	State Compensatory	50%	La Villa High School
Abraham Cantu, Teacher	Title I Regular	100%	La Villa High School
Laura Z Escamilla, Teacher	Title I Regular	100%	La Villa Middle School
Richard Marmolejo, Teacher	Title I Regular	100%	La Villa Middle School
Gregorio Castillo, Teacher	Title I Regular	100%	JB Munoz Elementary
Belia Solis, Teacher	Title I Regular	100%	JB Munoz Elementary
San Juanita Suarez, Teacher Aide	Title I Regular	100%	JB Munoz Elementary
Macaria Salinas, Testing Coordinator	Title I Regular	50%	District-Wide
Robert Munoz, Special Programs Coord.	Title I Regular	50%	District-Wide
Gregoria Nunez, SPP Secretary	Title I Regular	60%	District-Wide
Marianna Reyna, Payroll/PEIMS Clerk	Title I Regular	100%	District-Wide
Petra Silva, Secretary	Title I Regular	20%	District-Wide
Fernando Gomez, Technology Director	Title I Regular	100%	District-Wide
Rosa Maria Vasquez, Community Aide	Title I Regular	20%	District-Wide
Cindy L. Garza, Teacher Aide	Title I Migrant	100%	La Villa High School
Maria R Meza, Teacher Aide	Title I Migrant	100%	La Villa Middle School
Claudia Luna, Teacher Aide	Title I Migrant	100%	JB Munoz Elementary
Robert Munoz, Special Programs Coord.	Title I Migrant	50%	District-Wide
Gregoria Nunez, SPP Secretary	Title I Migrant	40%	District-Wide
Petra Silva, Secretary	Title I Migrant	80%	District-Wide
Rosa Maria Vasquez, Community Aide	Title I Migrant	80%	District-Wide

La Villa ISD

Funding Source	6100	6200	6300	6400	6600	Indirect Costs	Total
State Comp. Ed. (30)	\$390,368	\$5,250	\$0	\$0	\$0	\$0	\$395,618
Title I Reg. (211)	\$509,422	\$0	\$36,399	\$0	\$0	\$4,814	\$550,635
Title I Migrant (212)	\$208,375	\$7,500	\$42,158	\$5,500	\$0	\$4,567	\$268,100
Title III LEP (263)	\$0	\$0	\$21,768	\$0	\$0	\$0	\$21,768

La Villa I.S.D. does not discriminate on the basis of race, religion, color, national origin, age, sex, or disability in providing educational services, activities, and programs.