

La Villa ISD
District Improvement Plan
2016-2017



El distrito escolar de La Villa no discrimina según la raza, religión, color, origen de nacionalidad, sexo, o incapacidad para suministrar servicios, actividades, o programas educativos.
La Villa Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing educational services, activities, or programs.

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La Villa ISD 2016-2017

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 Principal
 Mr. Paul Abundez, La Villa Middle School Consultant
 Nancy Perez-Benavides, District Instructional Coach
 Veronica Mendoza, District Testing Facilitator

District Educational Improvement Council

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Abby de Leon, Parent Representative

Professional Teaching Staff

La Villa Early College High School
 Gloria Gomez
 Eilianna Alaffa

La Villa Middle School
 Jose A. Alaniz
 Sandie Mayorga

Jose B. Munoz Elementary
 Belia Solis
 San Juanita Villanueva

Non-Voting Member
 Veronica Mendoza

District Philosophy

The La Villa Independent School District believes in the individual worth of each child and his/her inherent right of 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

At La Villa ISD, we are committed to providing an environment of academic excellence where rigorous instruction is delivered in every classroom. As a result, every student is empowered with the skills necessary to be college ready and career connected as measured by state and national standards.

Our goal is for every student to earn a viable diploma and associate degree or at minimum 12 college hours, a certificate(s) and/or endorsement(s) necessary to be successful as they pursue family-sustaining careers aiding in the transformation of our community.

We will employ researched-based instructional strategies and diverse systems of support to ensure success for all students.

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 all La Villa students.</p> <p>Objective 2: The district will increase <i>the level of student engagement</i> in the learning process.</p> <p>Objective 3: The district will ensure students have the opportunity to participate in outstanding <i>leadership, competitive, and career training initiatives</i>.</p> <p>Objective 4: The district will retain and recruit highly qualified teachers.</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 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 4</p> <p>LVISD will demonstrate responsible fiscal management while increasing the districts 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

1. 2015-16 DISTRICT ACCOUNTABILITY REPORT-All Students:

District Rating: Met Standard

2016	Index 1		Index 2		Index 3		Index 4	
	Target	Rating	Target	Rating	Target	Rating	Target	Rating
District	60	57 -3	22	36 +12	28	30 +2	60	78 +18
LVEHS	60	62 +2	17	19 +2	30	34 +4	60	79 +19
LVMS	60	52 -8	30	35 +5	26	27+1	13	10 -3
JB Munoz	60	57 -3	32	41+9	28	29 +1	12	20 +8

Summary of Accountability Results

La Villa Early College High School met all four indices and therefore that campus met standard for 2015-2016. It did miss safeguards in reading and math for the all students, Hispanic, and the economically disadvantaged special populations groups. In addition, it missed safeguards in reading in the special education group and was not rated in the English Language Proficient (ELL) groups since it did not meet the minimum requirements of 25 students for a rating in that group.

La Villa Middle School met two of the four indices of the Accountability Rating System and is therefore rated as an Improvement Required (IR) campus. This campus missed Index 1 (Student Achievement) and Index 4 (Postsecondary Readiness) which impacted their accountability rating. They also missed safeguards in mathematics, writing, and science in the all student, Hispanic, and economically disadvantaged special populations groups. They were not rated on the ELL and Special Education groups since they did not meet the minimum size requirements of 25 students for ratings in those two groups.

Jose B. Munoz Elementary met three of the four indices to receive a met standard rating for 2015-2016. They missed index one (Student Achievement) by 3% to achieve meeting all four. They missed safeguards in reading, writing, and science in the all students, Hispanic, economically disadvantaged and ELL group. The special education group was not rated as it did not meet the minimum size requirements of 25 students to receive a rating in that group.

Public Education Grant List (PEG)

Campus	2013	2014	2015
JB Munoz Elementary School	Met PEG Requirements	Science	Science
La Villa Middle School	Met PEG Requirements	Met PEG Requirements	Met PEG Requirements
La Villa Early College High School	Writing	Met PEG Requirements	Math

PEG List – Three Year Summary

Campuses meet the requirements for the PEG List if they have STAAR/STAAR EOC/TAKS passing rates below 50 % in any of the tested areas or were designated Improvement Required (IR) campuses in any of the two of three preceding school years.

Jose B. Munoz made the PEG List in 2014 in science because students passing percentage was below 50% in two of the three preceding years in 2014 and 2015.

La Villa Early College High School made the PEG List in 2013 because students passing percentage in writing was below 50% in two of the three preceding years prior to 2013 and for math in 2015 because student's math passing percentage was below 50% in two of the three preceding years prior to 2015.

2015-2016 Performance Based Monitoring Analysis System

PBMAS Areas of Concern

Indicators	Cut Score	District Score
1. BE STAAR 3 rd - 8 th Passing Rates in Reading	70-100	32.4
2. ESL STAAR 3 rd - 8 th Passing Rates in Reading	70-100	22.9
3. ESL STAAR 3 rd - 8 th Passing Rates in Math	70-100	43.2
4. Title I Part A, STAAR 3 rd - 8 th	70-100	56.5 Math 56.3 Reading 47.7 Science 47.5 Writing
5. Migrant Passing Rates	70-100	50.0 Math 49.1 Reading 40.0 Science 44.7 Writing
6. SPED 3 rd – 8 th Passing Rates	70-100	26.8 Math 31.7 Reading

- Elementary bilingual students were approximately 38% below the cut score of 70%.
- Middle School ESL students fell below the cut score of 70-100 in both reading and math by approximately 48% and 27% respectively.
- In the all student group, Title I, Part A, STAAR 3rd – 8th grade students fell below the cut score of 70-100 in math by 13%, reading by 14%, science by 22 %, and in writing by 22%.
- Migrant passing rates were below the 70-100 cut score in math by 20%, reading by 21%, science by 30%, and writing by 25%.
- SPED passing rates for math and reading fell below the cut score of 70-100. In math this special population was 43% below the cut scores and in reading they were below by 38%.

PBMAS Continuous Improvement Plan for 2016-2017

Site Based Decision Making – Critical focus areas this year:

- Academic Improvement Initiative
 1. Intentional and focused interventions
 2. Data driven instructional decisions
 3. Grouping for instructional efficiency
 4. Small group tutorials
 5. Tutorials
 6. Computer Assisted Instruction – Mind Play, Study Island, Compass Learning, Think Through Math
 7. Identifying the Special Pops students most in need of instructional interventions,
 8. Addressing the needs of the Special Populations such as the English Language Learner (ELL), Migrant, and Special Education Student.
 9. Providing them an intentional educational plan for addressing their academic areas that are weak to gradually close the achievement gap.

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, Reading, Science, and Writing instruction to help students succeed.
- School Improvement Strategies in all core areas

COMPREHENSIVE NEEDS ASSESSMENT

DEMOGRAPHICS

1. Increase the level of academic achievement for our Limited English Proficient (LEP) subgroup and special education students.
2. Provide special programs that will assist special education students that are also LEP exit the special education and bilingual program.
3. Decrease the number of program denials for the Bilingual and/or English as a Second Language Program
4. Provided targeted instruction to support the needs of the non-exited Special Education LEP students.
5. Monitor all LEP students including those who have exited the bilingual program.

STUDENT ACHIEVEMENT

1. Provide targeted professional development.
2. Evaluate instructional programs.
3. Restructure the Response to Intervention (RTI) program
4. Increase the passing rate of all student groups in all subjects
5. Decrease the failure rate of LEP, Migrant, and At Risk student groups.

SCHOOL, CULTURE, AND CLIMATE

1. Promote more student participation in extra-curricular activities to decrease discipline problems.
2. Provide more security cameras in order to improve school safety and a monitoring practice.
3. Increase coordination with the city's Youth Center's afterschool activities to promote safety and engagement.
4. Monitor the Character Education curriculum.
5. Increase awareness of substance abuse among our students.
6. Decrease the number of altercation and discipline referrals at the campuses.

STAFF QUALITY, RECRUITMENT, AND RETENTION

1. Need to ensure all the teachers have content specific certifications.
2. Use comprehensive and specific data to drive professional development and instruction.
3. Continue supporting the teachers through staff development.
4. Identify a comprehensive list of trainings available for new and all teachers to the district.
5. Increase the number of teachers certified ESL.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

1. Develop a written and uniform district RTI program with continuous training.
2. Incorporate a written and uniform plan with embedded professional development continued throughout all grades.
3. Need to prioritize and align professional development to target Special Education (SE) and English Language Learners (ELLs).
4. Refine and increase vertical and horizontal alignment.
5. Evaluate all instructional programs for effectiveness.
6. Begin to structure a district wide GT program.
7. Study current implementation of ESL and Bilingual Programs and correct and properly implement them to meet the needs of our ELL population

FAMILY AND COMMUNITY ENGAGEMENT

1. Increase parental involvement at the secondary level.
2. Increase parental literacy.
3. Provide targeted parental meetings for all special populations.
4. Educate parents on state and federal testing requirements.
5. Provide trainings for media literacy.
6. Include a process to inform district professionals of community services that are available.
7. Increase collaborative partnerships to ensure businesses, schools, and community work together to accomplish student achievement.

SCHOOL CONTEXT AND ORGANIZATION

1. Solicit teacher input in terms of curriculum and assessment.
2. Acquire additional training for LEP and SE personnel.
3. Promote and encourage more parent participation.
4. Provide targeted staff development to address all of the student populations with special emphasis on SE and LEP students
5. Develop a comprehensive communication system.
6. Create the curriculum staff development calendar prior to the beginning of the upcoming school year.

TECHNOLOGY

1. Create a technology committee to periodically review (middle of year) district instructional programs to evaluate the district software.
2. Conduct more campus-based professional development in conjunction with StarChart survey in order to increase the use of technology by all stakeholders.
3. Develop a district training curriculum on the utilization of software and reports to assist teachers with data analysis as relevant to campus needs.
4. Maintain all inventory of each classroom and overall campus

La Villa ISD
District Improvement Plan 2016-2017

District Goal 1

La Villa ISD students will receive a quality education experience that prepares them for the real world.

**La Villa ISD
District Improvement Plan
2016-2017**

District Goal 1- Quality Education: LVISD students will receive a quality educational experience that prepares them for the real world.

Objective 1: The district will implement a high quality educational program that improves the academic achievement of La Villa students.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow-Up Activities
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 areas.	1 Verify that all current and new teachers meet the highly qualified requirements.	Materials: -ESSA Guidelines -SBEC Certificates -Certification Audit Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: District Student Support Team (SST)	Summer Hiring 2016 Nov. 2016 – Highly Qualified Reporting Feb. 2017 –Reviews for New Staff Recommendations if needed and presented to Superintendent.	Failure to meet highly qualified requirements will drive the need to review systems and adjust them to ensure future compliance.
		2 Continue the teacher/mentor system to assist new staff members in assimilation into the district and /or the world of teaching.	Materials: -Mentorships Guidelines -Mentorship Program Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: District Student Support Team (SST)	August 2016 Assignment of Mentors	October 2016 January 2017 Review the Mentoring Process and adjust as necessary. May 2017 Review the Mentoring Process and make improvements for the upcoming school year

La Villa ISD
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2016-2017

District Goal 1- Quality Education: LVISD students will receive a quality educational experience that prepares them for the real world.

Objective 2: The district will increase the level of student engagement in the learning process to improve the academic success of all students.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow-Up Activities	
The students will increase their passing rates of all STAAR and STAAR EOC assessments taken.	Writing: The passing percentage of students taking state writing assessments will increase from 48% to 70%.	1	The district will continue implementing the Region One TEKS Resource System and South Texas Curriculum Project as guiding instruments for instruction.	Materials: <ul style="list-style-type: none"> • Computers with Internet Access • DMAC Scanner/Forms Reports Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 	Initial: August Staff Training Interim: Fall 2016 –Utilize STAAR resources and writing interventions Final: Summer school recommendations for students in need of additional interventions.	Ongoing adjustments as needed to improved student performance.
		2	Staff will utilized the following state resources to clarify STAAR testing objectives: <ul style="list-style-type: none"> • STAAR Information Booklets • Test Blueprints • Released Tests • Margret Kilgo 	Materials: <ul style="list-style-type: none"> • Release Tests • Blueprints • Information booklets Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District 	Interim: Fall 2016 –Utilize STAAR resources and writing interventions	Ongoing adjustments as needed to improved student performance.

				Support Services		
		3	The district will coordinate district-wide writing benchmark testing and will utilize the DMAC program to analyze student performance.	<p>Materials:</p> <ul style="list-style-type: none"> DMAC Scanner/Forms Reports <p>Fiscal: Title I, State Comp., Grant Funding if applicable</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District Support Services 	Throughout the year for testing events.	Ongoing adjustments as needed to improved student performance.
		4	<p>The following writing interventions will be utilized to address students in need of academic interventions:</p> <ul style="list-style-type: none"> Spring Board – Supplemental Curriculum The Writing Academy – Supplemental Curriculum Small Group Instruction Targeted Focused Instruction Tutorials Computer Generated Software Programs 	<p>Materials:</p> <ul style="list-style-type: none"> Curriculum Resources <p>Fiscal: Title I, State Comp., Grant Funding if applicable</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District Support Services 	Throughout the school year.	Ongoing adjustments as needed to improved student performance.
	Science: The passing	1	The district will continue implementing the Region One TEKS Resource System and South Texas Curriculum	Materials:	Initial: August Staff Training	Ongoing adjustments as

<p>percentage of students taking state science assessments will increase from 56% to 70%.</p>		<p>Project as guiding instruments for instruction.</p>	<ul style="list-style-type: none"> • Computers with Internet Access • DMAC Scanner/Forms Reports <p>Fiscal: Title I, State Comp., Grant Funding if applicable</p> <p>Personnel:</p> <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 	<p>Interim: Fall 2016 –Utilize STAAR resources and science interventions</p> <p>Final: Summer school recommendations for students in need of additional interventions.</p>	<p>needed to improved student performance.</p>
	<p>2</p>	<p>Staff will utilized the following state resources to clarify STAAR testing objectives:</p> <ul style="list-style-type: none"> • STAAR Information Booklets • Test Blueprints • Released Tests • Margret Kilgo 	<p>Materials:</p> <ul style="list-style-type: none"> • Release Tests • Blueprints • Information booklets <p>Personnel:</p> <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 	<p>Interim: Fall 2016 –Utilize STAAR resources and science interventions</p>	<p>Ongoing adjustments as needed to improved student performance.</p>
	<p>3</p>	<p>The district will coordinate district-wide science benchmark testing and will utilize the DMAC program to analyze student performance.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • DMAC Scanner/Forms Reports <p>Fiscal: Title I, State Comp.,</p>	<p>Throughout the year for testing events.</p>	<p>Ongoing adjustments as needed to improved student performance.</p>

				Grant Funding if applicable Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 		
		4	The following science interventions will be utilized to address students in need of academic interventions: <ul style="list-style-type: none"> • Stemsopes • Science Labs • Supplemental Resources • Targeted Focused Instruction • Small Group Instruction • Tutorials • Computer Generated Software Programs 	Materials: <ul style="list-style-type: none"> • Curriculum Resources Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 	Throughout the school year.	Ongoing adjustments as needed to improved student performance.
	Social Studies: The passing percentage of students taking state social studies assessments will increase from 73% to 88%.	1	The district will continue implementing the Region One TEKS Resource System and South Texas Curriculum Project as guiding instruments for instruction.	Materials: <ul style="list-style-type: none"> • Computers with Internet Access • DMAC Scanner/Forms Reports Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: <ul style="list-style-type: none"> • Campus Leadership 	Initial: August Staff Training Interim: Fall 2016 –Utilize STAAR resources and social studies interventions Final: Summer school recommendations for students in need of additional interventions.	Ongoing adjustments as needed to improved student performance.

				<p>Team (CLT)</p> <ul style="list-style-type: none"> District Support Services 		
		2	<p>Staff will utilize the following state resources to clarify STAAR testing objectives:</p> <ul style="list-style-type: none"> STAAR Information Booklets Test Blueprints Released Tests Margret Kilgo 	<p>Materials:</p> <p>Release Tests Blueprints Information booklets</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District Support Services 	Interim: Fall 2016 –Utilize STAAR resources and social studies interventions.	Ongoing adjustments as needed to improved student performance.
		3	<p>The district will coordinate district-wide social studies benchmark testing and will utilize the DMAC program to analyze student performance.</p>	<p>Materials:</p> <ul style="list-style-type: none"> DMAC Scanner/Forms Reports <p>Fiscal:</p> <p>Title I, State Comp., Grant Funding if applicable</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District Support Services 	Throughout the year for testing events.	Ongoing adjustments as needed to improved student performance.
		4	<p>The following social studies interventions will be utilized to address students in need of academic interventions:</p> <ul style="list-style-type: none"> Current Events Supplemental Resources 	<p>Materials:</p> <ul style="list-style-type: none"> Curriculum Resources <p>Fiscal:</p> <p>Title I, State Comp.,</p>	Throughout the school year.	Ongoing adjustments as needed to improved student performance.

			<ul style="list-style-type: none"> • Targeted Focused Instruction • Small Group Instruction • Tutorials • Computer Generated Software Programs 	Grant Funding if applicable <ul style="list-style-type: none"> • Personnel: Campus Leadership Team (CLT) • District Support Services 		
	<p>Math: The passing percentage of students taking state math assessments will increase from 56% to 70%.</p>	1	The district will continue implementing the Region One TEKS Resource System and South Texas Curriculum Project as guiding instruments for instruction.	Materials: <ul style="list-style-type: none"> • Computers with Internet Access • DMAC Scanner/Forms Reports Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 	Initial: August Staff Training Interim: Fall 2016 –Utilize STAAR resources and math interventions Final: Summer school recommendations for students in need of additional interventions.	Ongoing adjustments as needed to improved student performance.
		2	Staff will utilized the following state resources to clarify STAAR testing objectives: <ul style="list-style-type: none"> • STAAR Information Booklets • Test Blueprints • Released Tests • Margret Kilgo 	Materials: <ul style="list-style-type: none"> • Release Tests • Blueprints • Information booklets Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) 	Interim: Fall 2016 –Utilize STAAR resources and math interventions.	Ongoing adjustments as needed to improved student performance.

				<ul style="list-style-type: none"> District Support Services 		
		3	<p>The district will coordinate district-wide math benchmark testing and will utilize the DMAC program to analyze student performance.</p>	<p>Materials:</p> <ul style="list-style-type: none"> DMAC Scanner/Forms Reports <p>Fiscal: Title I, State Comp., Grant Funding if applicable</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District Support Services 	Throughout the year for testing events.	Ongoing adjustments as needed to improved student performance.
		4	<p>The following math interventions will be utilized to address students in need of academic interventions:</p> <ul style="list-style-type: none"> Supplemental Resources Targeted Focused Instruction Small Group Instruction Tutorials Computer Generated Software Programs 	<p>Materials:</p> <ul style="list-style-type: none"> Curriculum Resources <p>Fiscal: Title I, State Comp., Grant Funding if applicable</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District Support Services 	Throughout the school year.	Ongoing adjustments as needed to improved student performance.
	Reading/ELA: The passing percentage of students taking state	1	<p>The district will continue implementing the Region One TEKS Resource System and South Texas Curriculum Project as guiding instruments for instruction.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Computers with Internet Access DMAC 	<p>Initial: August Staff Training</p> <p>Interim: Fall 2016 –Utilize STAAR resources and</p>	Ongoing adjustments as needed to improved student performance.

	reading/ELA assessments will increase from 56% to 70%.			Scanner/Forms Reports Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 	writing interventions Final: Summer school recommendations for students in need of additional interventions.	
		2	Staff will utilized the following state resources to clarify STAAR testing objectives: <ul style="list-style-type: none"> • STAAR Information Booklets • Test Blueprints • Released Tests • Margret Kilgo 	Materials: <ul style="list-style-type: none"> • Release Tests • Blueprints • Information booklets Personnel: <ul style="list-style-type: none"> • Campus Leadership Team (CLT) • District Support Services 	Interim: Fall 2016 –Utilize STAAR resources and Reading/ELA interventions.	Ongoing adjustments as needed to improved student performance.
		3	The district will coordinate district-wide Reading/ELA benchmark testing and will utilize the DMAC program to analyze student performance.	Materials: <ul style="list-style-type: none"> • DMAC Scanner/Forms Reports Fiscal: Title I, State Comp., Grant Funding if applicable Personnel: <ul style="list-style-type: none"> • Campus Leadership 	Throughout the year for testing events.	Ongoing adjustments as needed to improved student performance.

				<p>Team (CLT)</p> <ul style="list-style-type: none"> District Support Services 		
		4	<p>The following Reading/ELA interventions will be utilized to address students in need of academic interventions:</p> <ul style="list-style-type: none"> Supplemental Resources Targeted Focused Instruction Small Group Instruction Tutorials Computer Generated Software Programs 	<p>Materials:</p> <ul style="list-style-type: none"> Curriculum Resources <p>Fiscal: Title I, State Comp., Grant Funding if applicable</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District Support Services 	Throughout the school year.	Ongoing adjustments as needed to improved student performance.
The district will provide student support services for the special population subgroups.	Special Pops: The students from the following special populations will increase in their academics.	1	<p>The district will provide resources necessary for the assessment of student academic progress. The DMAC program will be utilized to assess student academic performance by the following student subgroups:</p> <ul style="list-style-type: none"> At Risk Bilingual/ESL Gifted/Talented Migrant Special Education CTE 	<p>Materials:</p> <ul style="list-style-type: none"> TEKS Resource System South Texas Curriculum Project STAAR EOC Resources Supplemental Resources 	<p>August 2016 Special Pops Initiatives</p> <p>Formally assess every six weeks and at benchmark times.</p> <p>Evaluate Programs at MOY – Dec. 2016 EOY – June 2017</p> <p>Make recommendations for improvements.</p>	<p>Ongoing adjustments made based on available data.</p> <p>Summative Evaluation: -STAAR/EOC results -Graduation Rates -Completion Results</p>
	At-Risk The percentage of At-Risk students passing will be the following:	2	<p>The following Supplemental services will be implemented to assist staff in addressing the unique needs of all special population subgroups:</p> <ul style="list-style-type: none"> At – Risk: Dropout Prevention Counseling Teen Parenting Program Homeless Services 	<p>Fiscal: State Comp.</p> <p>Personnel:</p> <ul style="list-style-type: none"> Campus Leadership Team (CLT) District 	<p>August 2016 Special Pops Initiatives</p> <p>Formally assess every six weeks and at benchmark times.</p> <p>Evaluate Programs at</p>	<p>Ongoing adjustments made based on available data.</p> <p>Summative Evaluation:</p>

<p>Reading/ELA 60% to 75%</p> <p>Math 50% to 70%</p> <p>Science 50% to 70%</p> <p>Social Studies: 35% to 70%</p>		<ul style="list-style-type: none"> • Tutoring • Software programs such as Mind Play to improve reading • Dyslexia Support Services • Small Group Instruction • Flexible Scheduling <p>Instructional Aides to provide additional classroom assistance</p>	<p>Support Services</p>	<p>MOY – Dec. 2016</p> <p>EOY – June 2017</p> <p>Make recommendations for improvements.</p>	<p>-STAAR/EOC results</p> <p>-Graduation Rates</p> <p>-Completion Results</p>
<p>Bilingual/ESL:</p> <p>The percentage of Bilingual/ESL students passing will be the following:</p> <p>Reading/ELA 32% to 70%</p> <p>Math 43% to 70%</p> <p>Science 29% to 70%</p> <p>Social Studies: 60% to 75%</p>	<p>3</p>	<p>Bilingual/ESL:</p> <ul style="list-style-type: none"> • Early Exit Transitional Model • SIOP Training • LPAC Training for staff • ELPS Training • TELPAS Training • Computer Assisted Software Programs to target areas of need • Small Group Instruction • Tutoring 	<p>Fiscal:</p> <p>Title II – LEP Funds</p> <p>Personnel:</p> <p>Campus Principals</p> <p>CLTs</p> <p>District Support Personnel</p>	<p>August 2016 Special Pops Initiatives</p> <p>Formally assess every six weeks and at benchmark times.</p> <p>Evaluate Programs at</p> <p>MOY – Dec. 2016</p> <p>EOY – June 2017</p> <p>Make recommendations for improvements.</p>	<p>Ongoing adjustments made based on available data.</p> <p>Summative Evaluation:</p> <p>-STAAR/EOC results</p> <p>-Graduation Rates</p> <p>-Completion Results</p>
<p>Gifted & Talented:</p> <p>The percentage of GT students passing will be the following:</p> <p>Reading/ELA 91% to 100%</p> <p>Math 75% to 100%</p>	<p>4</p>	<p>Gifted & Talented:</p> <ul style="list-style-type: none"> • Program Model – Re-establish GT Program beginning at the elementary • Enrichment activities that go above what is currently taught to all students. • Jarvis/Kretz Model 	<p>Fiscal:</p> <p>GT Funds</p> <p>Personnel:</p> <p>Campus Principals</p> <p>Region On e Support Staff</p> <p>CLTs</p> <p>District Support</p>	<p>August 2016 Special Pops Initiatives</p> <p>Formally assess every six weeks and at benchmark times.</p> <p>Evaluate Programs at</p> <p>MOY – Dec. 2016</p> <p>EOY – June 2017</p>	<p>Ongoing adjustments made based on available data.</p> <p>Summative Evaluation:</p> <p>-STAAR/EOC results</p> <p>-Graduation Rates</p> <p>-Completion Results</p>

<p>Science 87% to 100%</p> <p>Social Studies: 100% (Remains)</p>			<p>Personnel</p>	<p>Make recommendations for improvements</p>	
<p>Migrant:</p> <p>The percentage of migrant students passing will be the following:</p> <p>Reading/ELA 32% to 70%</p> <p>Math 43% to 70%</p> <p>Science 29% to 70%</p> <p>Social Studies: 60% to 75%</p>	<p>5</p>	<p>Migrant:</p> <ul style="list-style-type: none"> • Priority for Service Tracking for Intervention purposes Migrant Academic Camps • Migrant Leadership Clubs • Achiever Software Program Migrant School Supplies • Migrant Motivational and Instructional Fieldtrips • Odyssey Ware for Credit Recovery 	<p>Fiscal:</p> <p>Title I Migrant</p> <p>Personnel: Campus Principals</p> <p>Migrant Staff</p> <p>Migrant Instructional Aides</p> <p>District Support Personnel</p>	<p>August 2016 Special Pops Initiatives</p> <p>Formally assess every six weeks and at benchmark times.</p> <p>Evaluate Programs at</p> <p>MOY – Dec. 2016</p> <p>EOY – June 2017</p> <p>Make recommendations for improvements</p>	<p>Ongoing adjustments made based on available data.</p> <p>Summative Evaluation:</p> <p>-STAAR/EOC results</p> <p>-Graduation Rates</p> <p>-Completion Results</p>
<p>Special Education:</p> <p>The percentage of special education students passing will improve to the following:</p> <p>Reading/ELA 32% to 70%</p> <p>Math 32% to 70%</p>	<p>6</p>	<p>Special Education:</p> <ul style="list-style-type: none"> • Support Facilitation/Co-Teaching • Content Mastery • Resource • Tutoring and Small Group Instruction • Classroom and Testing Accommodations • Computer Software Programs to assist with interventions 	<p>Fiscal:</p> <p>Special Ed Funds</p> <p>Personnel: Campus Principals</p> <p>Special Education Teacher</p> <p>Special Education Instructional Aides</p> <p>District Support Personnel</p>	<p>August 2016 Special Pops Initiatives</p> <p>Formally assess every six weeks and at benchmark times.</p> <p>Evaluate Programs at</p> <p>MOY – Dec. 2016</p> <p>EOY – June 2017</p> <p>Make recommendations for improvements</p>	<p>Ongoing adjustments made based on available data.</p> <p>Summative Evaluation:</p> <p>-STAAR/EOC results</p> <p>-Graduation Rates</p> <p>-Completion Results</p>

<p>Science 57% to 70%</p> <p>Social Studies: 67% to 80%</p>					
<p>CTE:</p> <p>The percentage of special education students passing will improve to the following:</p> <p>Reading/ELA 58% to 70%</p> <p>Math 59% to 70%</p> <p>Science 71% to 85%</p> <p>Social Studies: 82% to 95%</p>	<p>7</p>	<p>Career and Technology Education</p> <ul style="list-style-type: none"> • Career and Technology Student Leadership Organizations • CTE Advisory Council • Career Interest Inventory • Integration of Academics into CTE courses • Increased utilization of technology • College and Career TSI courses focused on the College & Career Readiness Standards 	<p>Fiscal:</p> <p>CTE Funds</p> <p>Personnel:</p> <p>Campus Principals</p> <p>CTE Teachers</p> <p>District Support Personnel</p>	<p>August 2016 Special Pops Initiatives</p> <p>Formally assess every six weeks and at benchmark times.</p> <p>Evaluate Programs at</p> <p>MOY – Dec. 2016</p> <p>EOY – June 2017</p> <p>Make recommendations for improvements</p>	<p>Ongoing adjustments made based on available data.</p> <p>Summative Evaluation:</p> <p>-STAAR/EOC results</p> <p>-Graduation Rates</p> <p>-Completion Results</p>

<p>Staff will improve teaching effectiveness through professional development opportunities and will retain and recruit highly qualified teachers.</p>	<p>Increase the instructional effectiveness of all teachers and administrators as measured by the academic success of La Villa ISD students.</p> <p>Special Focus on the following:</p> <ol style="list-style-type: none"> 1. Improvement of the instructional lesson 2. Increased utilization of technology 3. Improved interventions for special population's subgroups. 	<p>1</p>	<p>Continuous staff development with focus on the following:</p> <ul style="list-style-type: none"> • TEKS Resource and South Texas Curriculum Project Implementation • Online Grade Book & Parent Portal • Interactive White Board and Instructional Technology • Lesson Cycle • Data Analysis and how it should guide instructional decisions • Differentiated Instruction • Inclusion/Content Mastery • SIOP • ELPS • Engaging the Student • STAAR/STAAR EOC Resources • GT Training 	<p>Materials:</p> <ul style="list-style-type: none"> • Computer • DMAC • SIOP BOOKS • LIAG for instruction and guidance • STAAR/STAAR EOC Teaching Resources <p>Fiscal:</p> <ul style="list-style-type: none"> • Title I, State Comp. Local Funds, LEP and GT Funding • Grant Funding if available • School Improvement Funds <p>Personnel</p> <ul style="list-style-type: none"> • Superintendent • Support Services Personnel • Campus Principals 	<p>Initial: June –August 2016</p> <p>Plan and conduct staff trainings in areas of need.</p> <p>Final: Conduct staff survey for needed training and begin preparation for June-Aug. 2017 training.</p>	<p>Adjustments made as needed.</p>
		<p>2</p>	<p>A staff development assessment survey will be developed and conducted to establish district training needs for the following school year.</p>		<p>Final: Conduct staff survey for needed training and begin preparation for June-Aug. 2017 training.</p>	

La Villa ISD
District Improvement Plan
2016-2017

District Goal 1- Quality Education: LVISD students will receive a quality educational experience that prepares them for the real world.

Objective 3: The district will ensure students have the opportunity to participate in outstanding leadership, competitive, and career training opportunities.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow-Up Activities
Students will demonstrate effective communication and leadership skills.	Increased number of students participating in leadership clubs, competitive events, and in career training opportunities.	1 The district will provide leadership opportunities for all students such as the following: <ul style="list-style-type: none"> • Student Council • CTE Student Leadership Clubs • Migrant Club • Theater Arts Opportunities • UIL Participation 	<ul style="list-style-type: none"> • District club guidelines • UIL Guidelines for Academic Event Resources: Local Funding Personnel: Club Sponsors District Support Staff Superintendent	Initial: August Organization and planning phase Interim: Dec. 2016 Review of club activities Final: July/August 2017 – Evaluation of Club	Changes made as needed to improve the overall effectiveness of clubs.
		2 An evaluation of all athletic programs will be conducted to identify possible improvements needed in the different programs	<ul style="list-style-type: none"> • Evaluation instrument for athletic program • UIL Guidelines for Athletic Events 	Initial: August Assess and determine needs. Final: May 2017 –Asses and determine needs for the upcoming school year.	Changes made as needed to improve the overall effectiveness of sports programs.
		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.	<ul style="list-style-type: none"> • University contacts to determine possible additions to current dual enrollment courses offered. 	Initial: August Assess and determine needs. Final: May 2017 –Asses and determine needs for the upcoming school year.	May /June 2017 Planning for the upcoming school.

La Villa ISD
District Improvement Plan
2016-2017

District Goal 1- Quality Education: LVISD students will receive a quality educational experience that prepares them for the real world.

Objective 4: The district will recruit and retain highly qualified teachers.						
	The district will find ways to retain and recruit high qualified teachers	3	The district will provide opportunities for teachers to attend and pay for TExES review sessions for content exams.	Fiscal: Title II, Part A Personnel: Human Resource Personnel Campus Principals	Ongoing as needed	Review for effectiveness at the end of the school year.
		4	Offer a stipend to teachers who teach math and science based on district criteria. Conduct a study to determine the possibility of paid performance for STAAR results for the following school year.	Fiscal: Title II, Part A Personnel: Human Resource Personnel Campus Principals Business Manager Superintendent.	Ongoing as needed	Review for effectiveness at the end of the school year.
		5	Bilingual teachers will be assessed to measure reading and writing ability. Staff development will be provided to assist teachers in need.	Fiscal: Title II, Part A Personnel: Human Resource Personnel Campus Principals	Ongoing as needed	Reassess the process and assessments used to determine effectiveness

La Villa ISD
District Improvement Plan 2016-2017

District Goal 2

La Villa ISD will provide students and staff with a safe and positive environment conducive to learning.

**La Villa ISD
District Improvement Plan
2016-2017**

District Goal 2- Safe and Positive Learning Environments – La Villa ISD will provide students and staff with a safe and positive learning environment conducive to learning.

Objective 1: The district will ensure that all buildings and grounds are clean and maintained.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow-Up Activities
Students and staff will have a clean and safe environment.	District buildings and grounds will complete all duties and work orders in a timely fashion as scheduled on a weekly or monthly duties and work order requests charts of lists and will complete 90% to 100% of all work orders timely.	1 Implement a clear plan for building repairs and air conditioning system.	SST will collaboratively group to develop a plan that will phase in major or minor building repairs on a year to year basis.	March 2017 Personnel: Student Support Team Buildings and Grounds Personnel Summer 2017: Initiate Plan	August 2017 Review of plan to determine progress December of 2017 Middle of Year Review May 2017 End of year Review
		2 Implement a custodial daily checklist for the maintenance of bathrooms, classrooms, and general use areas to ensure consistency of cleanliness and maintenance. Implement a clear assignment roster for all buildings and grounds employees	Materials: <ul style="list-style-type: none"> • Bulk purchase of cleaning material • Clorox wipes readily available for staff • Constancm aintenance checklist • Assignment Roster 	August-Sept. 2016 Checklists and Rosters created and reviewed. To use throughout the school year.	Adjustments will be made anytime throughout the process if critical areas are identified and require immediate adjustment.

				Fiscal: Local funds Personnel: <ul style="list-style-type: none"> • Principal • Director of Maintenance & Operations • School Nurse 		
		3	Continue with district-wide ADA facility upgrade, improvements, and repairs.	List of required ADA facilities upgrade, improvements and repairs.	Ongoing throughout the school year.	Review list for completion
		4	The district will work with campus safety committees to ensure safety hazards are addressed quickly and efficiently.	<ul style="list-style-type: none"> • Reported safety hazards 	Ongoing throughout the school year.	Review of improvement to hazardous areas.

**La Villa ISD
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District Goal 2- Safe and Positive Learning Environments – La Villa ISD will provide students and staff with a safe and positive learning environment conducive to learning.

Objective 2: The district will ensure a safe and nurturing school environment for all.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow-Up Activities
Improve Classroom and Campus Discipline	Decrease the number of referrals and assignments to the DAEP by at least 20% from the previous year.	1 Assist campuses in implementing the Discipline Management Plan.	Materials: Student Handbook Student Code of Conduct Discipline Management Plan Discipline Classroom Logs	Initial: August 2016 during staff training. Interim: Review in Feb. 2017 Final Review: - May 2017	Adjustments to the Discipline Management Plan and Student Code of Conduct
		2 Review and revise the district's infraction and consequence plan to ensure consistency in discipline enforcement among teachers and administrators.	Materials: Student Handbook Student Code of Conduct Discipline Management Plan Discipline Classroom Logs	Initial: August 2016 during staff training. Interim: Review in Feb. 2017 Final Review: - May 2017	Adjustments to the Discipline Management Plan and Student Code of Conduct
		3 Continue with the following District-Wide Alternative Education Programs that address campus needs for students in need of assistance: <ul style="list-style-type: none"> • DAEP • Tutorial/Detention 	Materials: <ul style="list-style-type: none"> • DAEP Guidelines Fiscal: <ul style="list-style-type: none"> • State Comp • Title One 	Initial: August 2016 during staff training. Interim: Review in Feb. 2017 Final Review: - May 2017	Adjustments to the Discipline Management Plan and Student Code of Conduct
Students and staff will be made aware of the steps that need to be taken in case of an emergency.	Better prepared and informed staff.	4 Review and update the district Emergency Operation Plan and provide Emergency Operating Plan Backpacks and training for critical personnel.	Materials: <ul style="list-style-type: none"> • Emergency Operating Plan(EOP) Binders • Schedule of training • Emergency 	Initial – October 2016 Dec. 2016 – Review and Update May 2017 – Review and Update for next school year.	Adjust will be made to improve the effectiveness and efficiency of the Emergency Operating Plan

				Plan Backpacks Personnel: <ul style="list-style-type: none"> • Safety Committee • Campus Principals 		
		5	Summarize Plan and schedule drills to practice EOP drills every six weeks.	Materials: <ul style="list-style-type: none"> • Emergency Operating Plan • Drill Schedule Personnel: <ul style="list-style-type: none"> • Safety Committee • Campus Principals • Security Guards • Director of Maintenance 	Initial – October 2016 Dec. 2016 – Review and Update May 2017 – Review and Update for next school year.	Review Emergency Operating Plan and drill schedule and procedures to determine if improvements are needed and adjust plan accordingly.
		6	Implement the Raptor System to screen visitors.	Materials: <ul style="list-style-type: none"> • Raptor Machine and software Fiscal: Local Funds Personnel: <ul style="list-style-type: none"> • Campus and District Secretaries and Receptionists. 	Initial – October 2016 Dec. 2016 – Review and Update May 2017 – Review and Update for next school year	Review for effectiveness and adjust as needed.
		7	Evaluate and continue with an In-House Security Dept.	Fiscal: Local Funds Personnel: <ul style="list-style-type: none"> • Head of Security • Security Guards 	Initial – October 2016 Dec. 2016 – Review and Update May 2017 – Review and Update for next school year	Review and make recommendations for improvements in the upcoming school year.

	8	<p>Promote counseling activities at the campus level that include the following:</p> <ul style="list-style-type: none"> • Goal Setting • Career Awareness and Graduation Planning • Decision Making and College Preparation • Social and Emotional Development • Time Management 	<p>Materials:</p> <ul style="list-style-type: none"> • Graduation Plan Requirements • Individual student graduation plans • Labor Market Reports • Master schedules • Partnerships with local universities and vocational schools • College and Vocational School Fair <p>Fiscal:</p> <ul style="list-style-type: none"> • State Comp • Title One <p>Personnel:</p> <ul style="list-style-type: none"> • District Support Staff • Campus Administrators • Campus Counselors 	<p>Initial: June-August 2016 Student Schedules</p> <p>Counseling Schedule</p> <p>Activities Planning</p> <p>Interim: Jan/Feb/ 2017</p> <p>Review and adjust schedules and counseling plan</p> <p>Final: June/July</p> <p>Review and adjust plans for upcoming school year.</p>	<p>Adjustments will be made to the counseling and career planning and post- secondary activities based on campus administrative decisions and district SST.</p>
	9	<p>Assist campuses in conducting Safe and Drug Free School activities</p>	<p>Fiscal:</p> <ul style="list-style-type: none"> • State Comp • Title One <p>Personnel:</p> <ul style="list-style-type: none"> • District Support Staff • Campus Administrators • Campus Counselors 	<p>Sept./Oct/ 2016 Plan activities to promote Safe and Drug Free Schools</p> <p>Nov./Dec. 2016</p> <p>Review activities and determine if changes are required for the upcoming school year or for the remainder of the current school year.</p>	<p>Adjust as needed prior to Red-Ribbon Week.</p>
	10	<p>Conduct district wide staff development that focuses on preventive measure such as :</p> <ul style="list-style-type: none"> • Character Education 	<p>Fiscal:</p> <ul style="list-style-type: none"> • State Comp • Title One 	<p>Dec. 2016</p> <p>Planning for Implementation</p>	<p>Implementation Jan. 2017</p>

			<ul style="list-style-type: none"> • Leadership Skill Development 	Personnel: <ul style="list-style-type: none"> • District Support Staff • Campus Administrators • Campus Counselors 	of Character Education Classes and Leadership Skill Development	
		11	<p>Assist Campus administration and counseling staff with the implementation of Violence Prevention activities focusing on the following:</p> <ul style="list-style-type: none"> • Bullying Intervention Activities • Drug and Alcohol Incident Prevention • Gun Free Zone Preventive Measures • Sexual Harassment • Dating Violence • Suicide Prevention • Educate Young Adults with PAPA Program. 	Fiscal: <ul style="list-style-type: none"> • State Comp • Title One Personnel: <ul style="list-style-type: none"> • District Support Staff • Campus Administrators • Campus Counselors 	Dec. 2016 Planning for all of these activities	Implementation Jan. 2017

La Villa ISD
District Improvement Plan 2016-2017

District Goal 3

La Villa ISD students will strengthen relationships through a variety of communication methods with key stakeholders in an effort to achieve student excellence.

**La Villa ISD
District Improvement Plan
2016-2017**

District Goal 3- Improve Communication – La Villa ISD will strengthen relationships through a variety of communication methods with key stakeholders in an effort to achieve student excellence.

Objective 1: The district will utilize technology to enhance communication with all stakeholders.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow-Up Activities
Improve access to critical information for all stakeholders.	Increased avenues for delivery of information.	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"> • Updates of students and staff activities • Board Policy On-Line • Parent Portal • Upcoming district and campus events • Employee Payroll and Benefits Link • Student and Staff Recognitions • School Calendar • School Academic Reports • Employee and Student Handbooks • Parent Trainings • Nutritional Webpage 	Materials: <ul style="list-style-type: none"> • Computer Labs • Teacher Laptops • Parent Access through Personal Internet Service Fiscal: <ul style="list-style-type: none"> • E-Rate Funds • Grant Funds • Local Funds Personnel: <ul style="list-style-type: none"> • Webmaster • Technology technicians • Principals • Superintendent 	Initial: Aug./Sept. 2016 Establish guidelines and procedures for getting information posted to website. Interim: Dec. 2016 Review procedures Final: May 2017 Evaluate and make improvement as needed.	Adjustments to be made as needed to the Technology Plan as recommended by the Technology Committee and SST.
		2 Train all district staff on the use of the Parent Portal on the website to allow them to show parents how to keep track of their children’s grades and progress.	Materials: <ul style="list-style-type: none"> • Computer Labs • Teacher Laptops • Parent Access through Personal Internet Service 	Initial: Aug./Sept. 2016 Training Interim: Dec. 2016 Review procedures	Adjustments to be made as needed by campus staff and SST.

				<p>Fiscal:</p> <ul style="list-style-type: none"> • E-Rate Funds • Grant Funds • Local Funds <p>Personnel:</p> <ul style="list-style-type: none"> • PEIMS Coordinator • Campus Secretaries • Principals • Superintendent 	<p>Final:</p> <p>May 2017 Evaluate and make improvement as needed.</p>	
		3	Use email to increase communication with district and campus personnel, as well as parents.	<p>Materials:</p> <ul style="list-style-type: none"> • Computer Labs • Teacher Laptops • Parent Access through Personal Internet Service <p>Fiscal:</p> <ul style="list-style-type: none"> • E-Rate Funds • Grant Funds • Local Funds <p>Personnel:</p> <ul style="list-style-type: none"> • Technician • Principals • Superintendent 	<p>Initial</p> <p>Aug./Sept. 2016 Review the district's ability to fully utilize the email system based on the technological infrastructure in the district.</p> <p>Interim</p> <p>Nov. 2016 Review for effectiveness</p> <p>Final: May 2016 Review and make recommendations for the upcoming school year.</p>	Monthly discussions at SST meetings to continue our efforts to improve our technology infrastructure.
		4	Use text messaging system to improve communication with parents.	<p>Fiscal:</p> <ul style="list-style-type: none"> • Local Funds <p>Personnel:</p> <ul style="list-style-type: none"> • Technician • Campus Principals 	<p>Ongoing throughout the year.</p>	Review and improve as needed.

				<ul style="list-style-type: none"> District Personnel 		
		5	Continue infrastructure maintenance, leases, upgrades of network hardware, and telecommunication systems within the instructional facilities.	Fiscal: <ul style="list-style-type: none"> E-Rate Funds Local Funds Personnel: <ul style="list-style-type: none"> Technician Campus Principals District Personnel 	Ongoing throughout the year.	Review and improve as needed.
		6	Develop and submit 2016-2017 Technology Plan.	Personnel: <ul style="list-style-type: none"> Technician Campus Principals District Personnel 	Initial: As required based on state deadlines.	Review and improve as needed.
		7	Increase opportunities for student utilization of technology within the instructional setting.	Fiscal: <ul style="list-style-type: none"> E-Rate Funds Local Funds Personnel: <ul style="list-style-type: none"> Technician Campus Principals District Personnel 	Interim: Nov. 2016 Develop technology utilization plan for instructional delivery of lessons. Final: January 2017 Implementation of Plan	Review and adjust as needed.
		8	Continue staff development on integration of technology skills.	Fiscal: <ul style="list-style-type: none"> E-Rate Funds Local Funds Personnel: <ul style="list-style-type: none"> Technician Campus Principals District Personnel Consultants Region One ESC 	Interim: Nov. 2016 Develop technology staff development plan for technology use during instructional delivery of lessons. Final: January 2017 Implementation of Plan	Review and adjust as needed.

**La Villa ISD
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District Goal 3- Improve Communication – La Villa ISD will strengthen relationships through a variety of communication methods with key stakeholders in an effort to achieve student excellence.

Objective 2: The district will enhance the quality of parental involvement activities.						
Benchmark	Measureable Evidence		Activities	Resources	Interim Timelines	Follow-Up Activities
Improve parental involvement	Increase the amount of parental participation in campus and district meetings, events, and programs.	1	Organize and conduct Parent Advisory Council (PAC) meetings to discuss issues that might impact student's academic achievement.	Materials: <ul style="list-style-type: none"> • PAC training materials and guidelines • Parent training opportunities Personnel: <ul style="list-style-type: none"> • PAC Committee • Parental Involvement Coordinator 	Initial: Oct. 2016 Organize and Train Interim: Jan./Feb. 2016 Assess progress and plan for Spring Final: June/July 2016 Evaluate this year's activities and develop recommendation for the next school year.	Adjustments made based on PAC recommendations.
		2	Identify district-wide PAC activities that support campus parental activities and initiatives such as: <ul style="list-style-type: none"> • Scholarship Recognition and Fundraising • Volunteers for school activities • Trainings 	Materials: <ul style="list-style-type: none"> • Organizational meeting with campus leaders to discuss possible activities where parents can assist. Personnel: <ul style="list-style-type: none"> • PAC Committee • Parental Involvement Coordinator 	Initial: Oct. 2016 Organize meeting Interim: Jan./Feb. 2016 Assess progress and plan for Spring Final: June/July 2016 Evaluate this year's activities and develop recommendation for the next school year	Adjustments made based on PAC recommendations.
		3	Evaluate the district-wide parental involvement program	Materials:	Interim:	Adjustments made based

		<p>and identify strengths and areas in need of improvement for future planning.</p>	<ul style="list-style-type: none"> • Evaluation Instrument <p>Personnel:</p> <ul style="list-style-type: none"> • PAC Committee • Parental Involvement Coordinator • SST 	<p>Jan./Feb. 2016 Assess progress and plan for Spring</p> <p>Final: June/July 2016 Evaluate this year's activities and develop recommendation for the next school year</p>	<p>on PAC recommendations.</p>
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**La Villa ISD
District Improvement Plan
2016-2017**

District Goal 3- Improve Communication – La Villa ISD will strengthen relationships through a variety of communication methods with key stakeholders in an effort to achieve student excellence.

Objective 3: The district will promote positive and effective communication with the board and the community.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow Up Activities
Promote positive and effective communication among all stakeholders.	Improved communication between all school and community stakeholders	1 The district will utilize newsletters to communicate student and staff accomplishments on a quarterly basis.	Materials: <ul style="list-style-type: none"> • Publisher Software • Computers • Printers 	Initial: October 2016 Interim: Quarterly after the initial newsletter. Final: May 2017 Review for improvement to the following school year's newsletter.	Adjustments as needed.
		2 The district recognize students, staff, and parent accomplishments through the following activities: <ul style="list-style-type: none"> • Board Meetings • Teacher of the Month • Super Cardinals • Parent Volunteer of the Year • Student of the Month 	Materials: <ul style="list-style-type: none"> • Certificates • Awards Fiscal: <ul style="list-style-type: none"> • Local Funds Personnel: <ul style="list-style-type: none"> • Principal • Parental Involvement Coordinator • Superintendent 	Ongoing throughout the school year.	Adjust as needed throughout the school year based on recommendations from campus administration or SST.
		3 The district will continue using a text messaging system to keep all stakeholders informed of campus and district activities.	Fiscal: <ul style="list-style-type: none"> • Local Funds Personnel: <ul style="list-style-type: none"> • Technician • Campus Principals 	Ongoing throughout the year.	Review and improve as needed.

**La Villa ISD
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District Goal 3- Improve Communication – La Villa ISD will strengthen relationships through a variety of communication methods with key stakeholders in an effort to achieve student excellence.

Objective 4: The district will promote positive working and learning relationships among students, staff, parents, and community stakeholders.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow Up Activities
	Improved working relationships among stakeholders.	1 The district will implement team building initiatives for staff that will help reinforce collaborative work.	Materials: <ul style="list-style-type: none"> • Team Building Book Fiscal: <ul style="list-style-type: none"> • Local Funds Personnel: <ul style="list-style-type: none"> • Superintendent • Campus Principals 	Initial: Aug./Sept. 2017	Review need and continue with team building activities as needed.
		2 The district staff will support students' enrichment activities by attending after hour student programs, activities, and graduation.	Personnel: <ul style="list-style-type: none"> • District Staff 	Throughout the school year	Ongoing.

La Villa ISD
District Improvement Plan 2016-2017

District Goal 4

La Villa ISD will demonstrate responsible fiscal management while increasing the district fund balance.

La Villa ISD District Improvement Plan 2016-2017

District Goal 4- Fiscal Responsibility – La Villa ISD will demonstrate responsible fiscal management while maintaining a zero-based budget and increasing the districts fund balance.

Objective 1: The district will effectively utilize local, state, and federal funds to improve the educational opportunities for students and staff.

Benchmark	Measureable Evidence	Activities	Resources	Interim Timelines	Follow Up Activities
Effectively and efficiently use district funding to improve educational opportunities for students and staff.	Annual expenditures are within approved district and campus budgets.	1 The district will continue conservative expenditures of district funds in an effort to maintain and increase the fund balance without sacrificing the educational experience of La Villa students and staff and will continue to look for potential cost savings to aid this effort.	Materials: <ul style="list-style-type: none"> • Annual Budget • FIRST Report Fiscal: <ul style="list-style-type: none"> • Local Funds • State and Federal Funds • Grant Funds Personnel: <ul style="list-style-type: none"> • Superintendent • Business Manager • SST 	Initial: March 2016 Begin budget process for next school year. Interim: June – Aug. 2017 Budget Process and Workshops Final: Dec. 2016 – Feb. 2017 Budget adjustments made based on ADA and campus expenditures. Look at ways to improve budget process.	Adjustments will be made to the fund balance based on ADA changes, emergency expenditures, or other extenuating circumstances.
		2 The district will continue looking for additional sources of funding such as grants	Materials: <ul style="list-style-type: none"> • TEA Grant Availability Notifications • Grant Writer Information Personnel: <ul style="list-style-type: none"> • Business Manager 	Ongoing throughout the school year.	Adjustment to grant search process made as needed.

				<ul style="list-style-type: none"> • Superintendent • Grant Writers • Region One 		
		3	The district will improve the quality of procedures and processes in the business office and will seek assistance and guidance from the regional service center to aid in this initiative.	<p>Materials:</p> <ul style="list-style-type: none"> • Training on how to go paperless • Systems to improve business office efficiency <p>Fiscal:</p> <ul style="list-style-type: none"> • Local Funds <p>Personnel:</p> <ul style="list-style-type: none"> • Business Manager • Accountant • Superintendent • Region One 	Training sessions ongoing throughout the year as needed.	Adjustments made as needed to improve efficiency in the day to day operations of the business office.