



La Joya Independent School District
2010-2011

District Improvement Plan



La Joya Independent School District Board of Trustees



LA JOYA ISD
BUILDING A LEGACY
of EXCELLENCE

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Educational Excellence: The Right of Every Student



Mission Statement

Educational Excellence: The Right of Every Student

District Vision

La Joya ISD will create a nurturing environment that encourages every student to reach their highest potential. We pledge to improve the quality of work to address community, state, and national standards so that all learners can be successful in and beyond school. We commit to use all resources to achieve this purpose.

Educational Excellence: The Right of Every Student

Foundation Beliefs

- **All students can learn**
- **Success breeds success**
- **Schools control the variables for student success**

Educational Excellence: The Right of Every Student

Desired Student Exit Behaviors: Learner Outcomes

1. Having positive self-esteem as a learner and a person
2. Performing cognitively from low to high levels – both critically and creatively
3. Demonstrating effective process skills including problem-solving, communication, decision-making, accountability, and group process skills
4. Functioning as self-directed learners
5. Showing concern for others
6. Demonstrating proficiency in two languages – English & Spanish
7. Effectively utilizing computer technology and
8. Developing and maintaining physical well-being

Educational Excellence: The Right of Every Student

District Goals

By achieving these goals La Joya ISD will transform into a community of learners, set academic and behavioral expectations, and create a culture where children feel special and safe.

Goal 1 - The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.

- 1.1 Demonstrate sustained improvement in all areas.
- 1.2 Provide technology resources that promote student learning.
- 1.3 Promote parental involvement strategies and school/business partnerships to support the instructional program.
- 1.4 Recruit, develop and retain highly qualified instructional staff.
- 1.5 Promote post secondary education.
- 1.6 Provide professional development to increase student performance.

Goal 2 – The district will implement student support services that address the total well being of each student.

- 2.1 Implement the District Code of Conduct and the Student Handbook
- 2.2 Provide extensive counseling services
- 2.3 Increase student attendance
- 2.4 Reduce the drop out rate
- 2.5 Provide a safe school environment
- 2.6 Provide health related services

Goal 3 – The district will provide an administrative and finance system that supports student achievement.

- 3.1 Allocate the resources to support the instructional goals and objectives of campuses and the school district.
- 3.2 Provide the purchase, construction, renovation, and expansion of facilities.
- 3.3 Promote leadership opportunities for all stakeholders.

Educational Excellence: The Right of Every Student

La Joya Independent School District District Initiatives 2010-2011

Our district improvement plan emphasizes high expectations for all students. Through the implementation of a rigorous, relevant curriculum “students will be provided opportunities to develop a sense of belonging to the school, a sense of ownership over the direction of one’s learning, the ability to recognize options and to make choices based on one’s own experience and understanding of the options.” (Breaking Ranks II p.67) The following initiatives will assist in ensuring student success:

1. Student Achievement

The district will improve student performance in reading and writing through the implementation of the District Reading Plan, which focuses on research based strategies to teach the five components of reading.

The district will improve student performance in math, science and social studies by ensuring the grade level curriculum for each subject is taught and student performance is monitored on a daily basis. The classroom practices of re-teaching and re-testing will be used by all teachers so that additional learning gaps are not created. Explicit and direct instruction of concepts and vocabulary will be an expectation in every classroom.

Teachers will practice strategies such as Sheltered Instruction Observation Protocol (SIOP) and other best practices that will address instruction to students from diverse cultural and linguistic backgrounds.

Educational Excellence: The Right of Every Student

La Joya Independent School District District Initiatives 2010-2011

2. Effective Lesson Design and Student Engagement

The district will ensure that rigor and relevance in all classroom lessons are planned for through: SEAL, (Standards, Examine data, Assessment, Learning experiences) emphasizes standards and standards-based practices in curriculum design that are guided by national, state, and district instructional standards that specify what students should know and be able to do. Units and lessons are formulated around the identification of desired results, determining acceptable evidence of student mastery and planning learning experiences to achieve high levels of proficiency as well as mastery of content.

Using the Working on the Work Framework will help teachers design lessons that are engaging, interesting, intellectually rigorous and challenging.

Effective questioning techniques will be implemented to help teachers develop questions in their lessons that will focus on higher order thinking skills and problem solving skills.

The classroom walk through process will continue to be used to observe teachers and help them plan quality lessons that are student centered, offer authentic learning experiences and reach all levels of learners.

3. Vertical and Horizontal Alignment

The district will ensure that grade levels are not isolated but rather a planned program of teaching skills and concepts that is best achieved by the vertical cooperation of teachers working together to coordinate their teaching efforts. An intended outcome of a successful vertical team is the development of a continuum of skill building from one grade level to the next. Team communication leads to a greater understanding of what has been taught in the preceding grades, which helps teachers organize strategies that serve to reduce repetition; consequently, it allows educators to encourage students to apply past instruction to new and more challenging concepts.

4. School and Student Safety

The district will provide a safe learning environment for all students. Responsibility Education, William Glasser's concept of Choice Theory, and the Values Code Program will be implemented so that teachers can use these practices in the classroom. La Joya I.S.D. police department will initiate security measures for 2008-2009 which will include surveillance cameras and a visitor identification system for elementary, middle and high schools. Additional security measures will be initiated at each of the high schools to increase student safety.

Educational Excellence: The Right of Every Student

AEIS Indicators

- **TAKS Results**
- **Completion Rate I**
- **Annual Dropout Rate (Gr. 7-8)**
- **Advance Course/Dual Enrollment Completion**
- **Advanced Placement Results**
- **Attendance Rate**
- **College-Ready Graduates**
- **Commended Performance: Reading/ELA, Math, Science, Social Studies**
- **Comparable Improvement: Reading/ELA, Math**
- **Recommended High School Program/Distinguished Achievement Program**
- **SAT/ACT Results (College Admissions Tests)**
- **Texas Success Initiative – Higher Education Readiness Component: ELA, Math**

Educational Excellence: The Right of Every Student

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1 Increase the use of quality data to drive and support academic student instruction and performance at or beyond grade level.</p>		<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(1) System to improve communications and operations procedures</p> <ul style="list-style-type: none"> • Working Systematically Approach Model • Timeline/procedures to input PEIMS data • Audits to verify accuracy of data 	AS	Supt. Asst. Supt. Exec. Directors	Increase student performance		▲	▲	▲	▲
<p>(2) Develop written operational procedures by department.</p>	AS	Supt. Asst. Supt. Exec. Directors	Increase student performance		▲	▲	▲	▲

<p>Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education</p>	<p>Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP</p> <p>BIL=Bilingual/ESL GT=Gifted & Talented SPED=Special Education AR=At Risk ED=Economically Disadvantaged</p>
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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(3) <u>Communication:</u> Staff Collaborative Planning <ul style="list-style-type: none"> • Vertical Team Meetings • DEIC • Dept./Grade Level • Principal Meetings 	AS	Coordinators	Agendas Sign-In Sheets Increase student performance	Title 1 Funds		▲		▲
(4) Coordinators model lessons Monthly per content.	AS	Coordinators	Increase student performance Increase teacher retention	Title 1 Funds Local Funds	▲	▲	▲	▲
(5) Enhance C & I district web site to include lesson plans, video lessons.	AS	Exec. Dir. for Elem./Sec. Coordinators	Increase student performance Increase teacher retention	Local Funds	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(6) Disaggregate data to improve instruction</p> <ul style="list-style-type: none"> • Leadership Academy • Campus Based Six weeks assessment District Benchmarks TAKS Data Failure Reports End of Course • Beginning of the year general session 	AS	Asst. Supt for C & I Exec. Director for Curr. and Evaluation	Increase student performance	Title 1/Local Funds	▲	▲	▲	▲
<p>(7) On-going monitoring of instruction</p> <ul style="list-style-type: none"> • Renaissance Reading • Read 180 • Classroom Walkthroughs • Student Reading Levels 	AS	Area Directors Asst. Supt. for C & I	Increase student performance	Title 1 Funds Local Funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1 A Improve, sustain, and support academic student performance at or beyond grade level in Language Arts.</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1)* Provide teachers instructional resources based on campus data	AS	Rdg. LA Coord.	Increase student performance on TAKS by 5-10%	Funds as Needed	▲	▲	▲	▲
(2) *Provide support for effective implementation of district intervention programs: READ 180, Fast ForWord & Successful Reader	AR	P/T/Reading LA Coord.	Increase the % of Ss reading on grade level by 5-10%	Funds as Needed	▲	▲	▲	▲
(3)*Provide instructional support for the implementation of the new textbook timelines	AS	Rdg. LA Coord/ T/P	Increase student performance on TAKS by 5-10%	Funds as Needed	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1B Improve, sustain, and support academic student performance at or beyond grade level for students in Math</p>		<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(1) The math department will provide staff development and resources in the areas of mathematics based on qualitative and quantitative data.</p> <ul style="list-style-type: none"> • enVision Math 6 Wk Training (K-5) • RTI Training (K-12) • Immeasurable Success-Obj. 4 (3-5) • Judy Knight Math Boot Camp (5th) • Customized Campus Trainings (K-5) 	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
<p>(2)*The math department will promote and implement Agile Mind in grade levels 7th-12th.</p>	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(3)*The math department will provide opportunities for teachers to collaborate and enhance math instruction through conferences such as CAMT, RGVCTM, and NCTM.</p> <ul style="list-style-type: none"> • CAMT Share Fair (K-12) 	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
<p>(4)The math department will promote community involvement in all campuses through Family Math Night for specific grades in Elem., Middle, and High schools by Area.</p>	AS	AS	Increase parental involvement	State Comp/Title 1	▲	▲	▲	▲
<p>(5)Modeled Math Lessons will be done every six weeks and aired on Ch. 17 and on district web site.</p>	AS	AS	Increase parental involvement /Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(6)*The math department will provide staff development and logistical support in Accelerated Math for grades 1-5 at Camarena, Seguin, Leo, and Perez Elementaries.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
(7)*The math department will provide staff development and logistical support in Accelerated Math for grades 6-12.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
(8)The math department will facilitate vertical team meetings between 5 th and 6 th , and 8 th and 9 th grade teachers to collaborate and enhance math instruction.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(9)*The math department will conduct 6 th Weeks department head and administrator meetings to desegregate data and formulate strategies to improve instruction.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
(10)The math department will provide student incentives to the campuses to promote student success.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
(11)The math department will revise the math curriculum to better serve LEP/Special Education students.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1C Improve, sustain, and support academic student performance at or beyond grade level in Science.</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Realign Science Curriculum Guides to New Science TEKS.	AS	Sci. Coord. (Elem/MS/HS) TOT/P/T	Improve Student performance on TAKS in 5 th /8 th /EXIT Level by 5-10%	Title I/State Comp	▲	▲	▲	▲
(2) Develop a TEKS-based Science Fieldtrip Guide appropriate for each grade level and six weeks	AS	Sci. Coord. (Elem/MS/HS)	Improved Student performance on TAKS in 5 th /8 th /EXIT level by 5-10%	Title I/State Comp	▲			
(3)* ENI will be incorporated in grades 6 th –12 th Science, to include: -6 weeks assessments -Target Teach Lessons	AS	Asst. Supt. for Elem. & Middle Asst. Supt. for HS & SS	Increase student performance Increase teacher retention	Title I ARRA	▲	▲	▲	▲
(4)*. Ensure the provision of adequate resources to implement TEKS aligned curriculum in the form of science inquiry materials and equipment	AS	Science Coord. (Elem/MS/HS) Principal	Improved student performance.	Title I/State Comp	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(5)* Monitor and Implement Campus/District Science Fairs. (PK-12)	AS	Science Coord. (Elem/MS/HS)	Improved student performance.	Title I/State Comp	▲	▲	▲	▲
(6)* Recruit and send teachers to attend different science conferences	AS	Science Coord. (Elem/MS/HS)	Increase student performance Increase teacher retention	Title I/State Comp	▲	▲	▲	▲
(7)* Facilitate teacher and student development by participating in partnerships with different community and educational entities related to science	AS	Science Coord. (Elem/MS/HS)	Increase student performance Increase teacher retention	Title I/State Comp	▲	▲	▲	▲
(8)* Monitor and implement the use of Brain Pop (K-5)	AS	Science Coord. (Elem)	Increase student performance	Title I/State Comp	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(9)* Incorporate the use of technology based tools in instruction including software, interactive lab simulations, data collection equipment, video streaming, and virtual fieldtrips.	AS	Science Coord. (Elem/MS/HS)	Improved student performance.	Title I/State Comp	▲	▲	▲	▲
(10) Provide professional growth opportunities for all science teachers, that integrates use of science materials, inquiry strategies, and TEKS focus.	AS	Science Coord. (Elem/MS/HS)	Increase student performance Increase teacher retention	Title I/State Comp.	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1D Improve, sustain, and support academic student performance at or beyond grade level in Social Studies.</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) Develop/acquire and implement a TEKS-based Pre-K – 12 Social Studies Curriculum and Instruction as needed to fulfill Goal 1.1D.	AS	SP	Increase student performance on TAKS by 5-10 %SS	Funds as needed	▲	▲	▲	▲
* (2) Develop/acquire and implement a TEKS-based 6-12 Social Studies Assessment program as needed to fulfill Goal 1.1D.	AS	SP	Increase student performance on TAKS by 5-10 %SS	Funds as needed	▲	▲	▲	▲
* (3) Develop and implement a Staff Development initiative: PUSH, RISE, Texas History, Muslim Histories Project, Teacher Created Materials GT Update, and other on-going Staff Development sessions as need to fulfill Goal 1.1D	AS	SP	Increase student performance on TAKS by 5-10 %SS	\$650,000 USDE (TAH Grant Funds) \$60,000 Local	▲	▲	▲	▲
* (4) Acquire and use Technology in the Social Studies classroom as needed to fulfill Goal 1.1D.	AS	SP	Increase student performance on TAKS by 5-10 %SS	Funds as needed	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1)Core Team will meet to receive data and establish a Continuous Improvement Plan	All CTE Students	CTE Director Counselor Coord. Ex. Director for Sec. Ed.	Increase academic performance	152	▲	▲	▲	▲
(2)*Purchase equipment and resources for CTE programs as stated in program evaluation and prioritized by teachers, principals and CTE Director	All CTE Students	Teachers Principals CTE Director	Increase student Performance	152	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(3)*Train all academic counselors on coding (CTE coding 1,2,3)	All CTE Students	CTE Director Counselor Coord. Ex. Director for Sec. Ed.	Increase student performance, Increase data validation	152	▲	▲		
(4)Conduct district audit on graduation plans and provide principals/counselors with feedback	All CTE Students	CTE Director Counselor Coord. Ex. Director for Sec. Ed.	Increase completion rate	152			▲	
(5)*Train CTE teachers on Science and Math TAKS objectives	All CTE Students	Math Coord. Science Coord. CTE Director Principal	Increase student Performance	152			▲	

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(6) Increase participation of LEP students in CTE programs	All Students	Academic Shared Advisor Principal	Increase participation in CTE classes	152			▲	▲
(7)* Increase scholarship funding by involving community participation	All CTE Students	Principal Counselor Coordinator CTE Director	Increase scholarships for our CTE students	152				▲
(8)* CTE teachers will review and align curriculum	All CTE Students	CTE Teachers Principals CTE Director	Increase student performance	152				▲
(9)* CTE teachers will tutor science and math objectives to Limited English students	All CTE Students	Principal CTE Teachers	Increase student performance	152			▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1E Improve, sustain, and support academic student performance at or beyond grade level for students in Career & Technical Education.</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(10)Ensure Advisory Council meets 2 times a year to review data and needs	All CTE Students	CTE Director Teachers Principals	Increase student Performance	152		▲		▲
(11)Conduct district audits on graduation plans and PGPS.	All SS	Curriculum Coordinator Student Services Exec. Director	Increase completion		▲	▲	▲	▲
(12)*Recruit and retain LEP students in CTE Programs	LEP students in CTE	CTE Director CTE Teachers Principal	Increase number of LEP students coded 2's and 3's on PEIMS	Perkins Grant	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1E Improve, sustain, and support academic student performance at or beyond grade level for students in Career & Technical Education.</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(13)*Plan and implement professional development for CTE staff, administrators, counselors and educational partners to provide quality education for all students	AS	CTE Dir./P/Exec. Dir. for Sec. Ed.	Increase the number of students enrolled in CTE courses by 5%	CTE Funds	▲	▲	▲	▲
(14)*Special Education students ARD into CTE courses. Teachers must be involved in the ARD, before placing students in a particular CTE class. (for safety purposes)	AS	CTE Dir./P/Sp Ed. Dir/Admin at ARD	Increase student achievement. Increase % passing in TAKS of students in CTE By 10-20%	N/A	▲	▲	▲	▲
(15)*Develop a timeline for career development activities K-12 th grade.	AS	CTE Dir.	Increase completion rate	CTE Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1F Improve, sustain, and support academic student performance at or beyond grade level in Health/P.E.</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Provide a copy of the District Health Education Program to new campuses.	AS	A	Distribution and orientation to curriculum documents	Curriculum documents	▲	▲	▲	▲
* (2) Conduct School Health Advisory Council Meeting to ensure that: 1.) The number of hours of instruction be provided in health instruction 2.) Implement Curriculum appropriate for specific grade levels be designed to prevent obesity, cardio-vascular disease and Type 2 diabetes through coordination of:	AS	T	School Health Advisory Council Meetings	Local	▲	▲	▲	▲

<p>Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education</p>	<p>Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP</p> <p style="text-align: right;">BIL=Bilingual/ESL GT=Gifted & Talented SPED=Special Education AR=At Risk ED=Economically Disadvantaged</p>
<p>◊ = District Mandate △ = State Mandate</p>	

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
a.) Health instruction b.) Physical education and physical activity c.) Nutrition services d.) Parental involvement; and e.) Instruction to prevent the use of tobacco f.)	AS	T	Master Schedule Lesson Plans Assessments	Local Funds	▲	▲	▲	▲
*(3) Ensure compliance of Senate Bill 530 by providing a minimum of 30 minutes of physical activity for students in grades K-8. •Coaches will be required to administer the FITNESSGRAM Physical Fitness assessment in grades 3-12 once a year. •Results of the physical fitness test will be submitted to TEA.	AS	P,T,A	Master Schedule Lesson Plans Assessments Fitness Gram Reports	Local Funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(4) Ensure compliance of the Districts' School Health Education Program especially the instruction of human sexuality in secondary schools. ("Choosing the Best" Abstinence Curriculum).	AS	T,P,A	Master Schedule Lesson Plans Increase in student population	Local Funds	▲	▲	▲	▲
(5) Ensure compliance of the implementation of the "Bienestar" Coordinated School Health Program (K-8) through physical education instruction addressing the following areas: <ul style="list-style-type: none"> •Nutrition •Physical Activity •Obesity •Type 2 Diabetes 	AS	T,P,A	Bienestar formative and Summative assessments	Local Funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(8) Provide staff development for health and physical education teachers to improve the quality of instruction delivered to our students:</p> <ul style="list-style-type: none"> • Integrating Elementary Harcourt Health Textbooks into the curriculum • "Bienestar Coordinated School Health Program <ul style="list-style-type: none"> • Integrating the "Choosing the Best" Abstinence curriculum with the health instruction (Secondary Schools) 	AS	T,P,A	Lesson Plans Classroom Instruction Walk Throughs Assessments	Local Funds	▲	▲	▲	▲
<ul style="list-style-type: none"> • PAPA Training (Parenting & Paternal Awareness) required by SB-2176. 	AS	T,P,A	Lesson Plans Classroom Instruction Walk Throughs Assessments	Local Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.			Focus: Process alignment for student results					
Goal 1.1G Improve, sustain, and support academic student performance of Migrant students at or beyond grade level			Owner <u>Assistant Superintendent for Curriculum and Instruction</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Provide high quality and ongoing professional development for MEP staff to enable all migrant students to meet the State's student academic achievement standards.	Migrant Students	Migrant Director	Evaluation of TAKS scores and other assessment scores to determine need of staff development.	Title I, Part C	▲	▲	▲	▲
(2) Provide required Identification & Recruitment training for all MEP staff to ensure that Migrant students remain a priority district-wide.	Migrant Students	Migrant Director	Identification and Recruitment Action Plan	Title I, Part C	▲	▲	▲	▲
(3) Provide required New Generation System training (NGS) for all NGS clerks & Migrant Director to ensure data entry and compliance with state and federal guidelines.	Migrant Students	Migrant Director	NGS Requirement	Title I, Part C	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(4) Reimburse all MEP Staff travel mileage for any and all required MEP activities (identification & recruitment personnel, case management and parental involvement meetings).	Migrant Students	Migrant Director/AS	Enrollment counts	Title I, Part C	▲	▲	▲	▲
(5) MEP staff will attend national and state conferences. Migrant PAC members and Migrant Parents will be invited to attend national and state conferences.	-	Migrant Director	Overall success of the MEP.	Title I, Part C	▲	▲	▲	▲
(6) Reimbursement/stipends for Migrant PAC and or Migrant Parents attending national and state conferences	-	Migrant Director	Overall success of the MEP.	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(7) Provide stipends for district staff participating in MEP related trainings for MEP funded activities.	-	Migrant Director	Agendas, Sign-in sheets	Title I, Part C	▲	▲	▲	▲
(8) Provide lunch during an all-day meeting or training session and/or working lunch during an all day meeting or training session.	-	Migrant Director	Agendas, Sign-in sheets	Title I, Part C	▲	▲	▲	▲
(9) Provide notary public fee for migrant program secretary to complete and certify any documentation needed by migrant families.	Migrant Students	Migrant Director	Enrollment counts	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (10) Open a 6 th site for the Migrant School Based 3 year-old Program at Seguin Elementary (one certified teacher & one instructional assistant).	Migrant Students	Migrant Director /P	Enrollment counts	Title I, Part C	▲	▲	▲	▲
* (11) Provide all equipment, school materials including furniture for the 6 th site of the Migrant School Based 3 year-old Program at Seguin Elementary.	Migrant Students	Migrant Director /P	Enrollment counts	Title I, Part C	▲	▲	▲	▲
* (12) Assess all Migrant School Based 3 year-old Programs on Language Development using the Munoz-Woodcock Survey.	Migrant Students	Migrant Director/T	Enrollment counts	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (13) Provide a consultant for specialized guidance with the Migrant School Based 3 year-old Programs.	Migrant Students	Migrant Director/T	Enrollment counts	Title I, Part C	▲	▲	▲	▲
* (14) Hire three Migrant Strategists (one per high school) to work directly with PFS migrant students at the respective high school, alternative centers, College & Career Center (CCC) and HOPE.	Migrant Students	Migrant Director/P/AS	Enrollment counts	Title I, Part C	▲	▲	▲	▲
(15) Hire three Migrant Recruiters (one per high school) to identify and recruit students at the respective high school, alternative centers, CCC and HOPE.	Migrant Students	Migrant Director/P/AS	Enrollment counts	Title I, Part C	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(16) Hire one New Generation System Clerk (Migrant Office) for data input.	Migrant Students	Migrant Director/ AS	Enrollment counts	Title I, Part C	▲	▲	▲	▲
(17) Continue to conduct presentations to district campus staff regarding the migrant program, available services and the Priority For Services (PFS) monthly reports.	Migrant Students	Migrant Director	Agendas, Sign-in sheets	Title I, Part C	▲	▲	▲	▲
(18) Provide refreshments for parental activities to increase participation/attendance and nutritional snacks for children in child care while parents are participating in activities.	Migrant Students	Migrant Director/AS	Agendas, Sign-in sheets	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(19) Increase parental involvement and awareness in their children's educational progress as well as parents' awareness on Reading/Writing, Math, Science and Social Studies strategies and TAKS objectives per grade level.	Migrant Students	Migrant Director /Parental Inv. Strat./P	Increase TAKS performance by migrant students by 15%	Title I, Part C	▲	▲	▲	▲
(20) Establish a district-wide Migrant Parent Advisory Council (PAC) composed of migrant parents who provide meaningful consultation in the planning, implementation and evaluation of local MEP activities and services.	Migrant Students Parents	Migrant Director/ Parental Inv. Strat./P	Increase Parental Involvement	Title I, Part C	▲	▲	▲	▲
(21) Conduct Migrant Parent Mini-Conference-topic to be selected by Migrant Parent Advisory Council.	Migrant Students	Migrant Director/AS	Increase Parental Involvement	Title I, Part C	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(22) Provide a parental involvement speaker to be selected by Migrant Parent Advisory Council.	Migrant Students	Migrant Director	Increase Parental Involvement	Title I, Part C	▲	▲	▲	▲
(23) Conduct Migrant Health & Resources Fair utilizing local agencies and organizations to disseminate information to benefit migrant families.	Migrant Students	Migrant Director	Increase Parental Involvement	Title I, Part C	▲	▲	▲	▲
(24) Provide a copy of the Priority For Services Action Plan for review and implementation to Elem/Sec. campus administrators.	Migrant PFS Students	Migrant Director/ P	Increase TAKS performance by migrant students by 15%	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(25) Prioritize educational and social services for targeted PFS migrant students first before regular migrant students by:</p> <ul style="list-style-type: none"> • Distributing electronic PFS report to each campus on a monthly basis. • Distributing 6 weeks list of failing PFS and regular migrant students to each campus. • Coordinating services for identified needs of individual students. • Use PFS reports to give priority placements in academic and MEP activities and services. • Track the academic progress of PFS students to ensure that their needs are being met. • Make contact with the parents of PFS students every 6 weeks, if the report cards indicate failure in any of the core subjects via phone contact or mail (if both attempts are not met, then a home visit will be conducted). 	Migrant PFS Students	Migrant Director/PS	Increase TAKS performance by migrant students by 15%	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (26) Provide “Study Buddy’s” to all PFS migrant students at <u>elementary and middle school</u> campuses in preparation for TAKS as well as remediation and enrichment.	Migrant PFS Students First then All	Migrant Director/P	Increase TAKS performance by migrant students by 15%	Title I, Part C	▲	▲	▲	▲
* (27) Provide Web-Achiever Software to all PFS migrant students at the <u>elementary and middle school</u> campuses in preparation for TAKS as well as remediation and enrichment.	Migrant PFS Students First then All	Migrant Director/P/T	Increase TAKS performance by migrant students by 15%	Title I, Part C	▲	▲	▲	▲
* (28) Provide a variety of alternative methods for credit accrual & recovery, homework assistance through NovaNet (high school), Plato (middle school) and UT Graduation Enhancement (both <u>Middle and High Schools</u>), Credit-by-Exams (both Middle and High Schools).	Migrant Students	Migrant Director/P/T	Increase student achievement/performance	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (29) Provide Kid's College Software at the <u>elementary</u> campuses for enrichment, remediation and maintenance for TAKS.	Migrant PFS Students First then All Migrant	Migrant/P	Increase TAKS performance by migrant student by 15%	Title I, Part C	▲	▲	▲	▲
* (30) Provide in-state and out-of-state university tours for both <u>middle school and high school</u> students for regular term and summer term.	Migrant PFS Students First then All Migrant	Migrant Director/P Migrant Strategist	Increase awareness and enrollment for post secondary education	Title I, Part C	▲	▲	▲	▲
* (31) Enroll 11 th grade migrant students in the Migrant University Summer Experience at the University of Texas-Pan American.	Migrant Students	Migrant Director/P Migrant Strategist	Increase concurrent enrollment participation/graduation enhancement.	Title I, Part C	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(32) Provide tutoring in core content areas, TAKS for <u>all grade levels</u> before & after school, including Saturdays.	Migrant PFS Students First then All Migrant	Migrant Director/P/T	Student Sign-ins	Title I, Part C	▲	▲	▲	▲
*(33) Provide transportation to migrant students, <u>all grade levels</u> , who need supplemental tutoring during both regular term and summer term.	Migrant PFS Students First then All Migrant	Migrant Director	Performance Indicators	Title I, Part C	▲	▲	▲	▲
*(34) Provide nutritional snacks for migrant students in extended day (before & after school programs including Saturdays) tutoring <u>all grade levels</u> .	Migrant PFS Students First then All Migrant	Migrant Director/T/P/AS	Performance Indicators	Title I, Part C	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(35) Provide certificates, plaques, ribbons, and small trophies that are nominal in cost.	Migrant Students	Migrant Director/P/AS/T	Increase student performance	Title I, Part C	▲	▲	▲	▲
*(6) Develop and Conduct a Migrant Club for both <u>Middle Schools and High Schools</u> .	Migrant Students	Migrant Director/T	Agendas, Student Sign-ins	Title I, Part C	▲	▲	▲	▲
*(37) Provide Transportation for Migrant Club Community Services Activities for both Middle Schools and High Schools.	Migrant Students	Migrant Director/T/AS	Enrollment counts Increase student Leadership skills and social awareness.	Title I, Part C	▲	▲	▲	▲
*(38) Provide Transportation for home based P3 migrant students for in school activities.	Migrant Students	Migrant Director/T/AS	Increase student Leadership skills and social awareness.	Title I, Part C	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(39) Provide Leadership Conferences both regular term and summer term for <u>all grade levels</u> .	Migrant PFS Students First then All Migrant	Migrant Director	Increase student leadership skills and social awareness.	Title I, Part C	▲	▲	▲	▲
*(40) Replace out-dated and inoperable computer lab equipment at the migrant labs, campus migrant office and MEP office on an as-needed basis.	Migrant Students	Migrant Director/P/A	Increase student achievement and performance	Title I, Part C	▲	▲	▲	▲
*(41) Provide computer laptops, graphing calculators, dictionaries/thesauruses, pen/flash drives, portfolios for both <u>middle school and high school</u> migrant students (check out at the respective libraries or migrant labs).	Migrant PFS Students First then All	Migrant Director/P/SP	Increase student achievement and performance	Title I, Part C	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1G Improve, sustain, and support academic student performance of Migrant students at or beyond grade level</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (42) Provide recognition events to students with functions that are within MEP guidelines. Transportation and lodging will be provided to those students recognized at the UT Graduation Enhancement-Exemplary Migrant Students.	Migrant Students	Migrant Director/T/AS	TAKS Scores, Top 10% Migrant Exemplary Status, Head of the Class Status, Attendance, UT Graduation Enhancement & Community Services	Title I, Part C	▲	▲	▲	▲
* (43) Provide vision/hearing/dental vouchers, school supplies and clothing on an as-needed basis for <u>all grade levels</u> .	Migrant PFS Students First then All	Migrant Director/T/AS	Enrollment counts, referral forms	Title I, Part C	▲	▲	▲	▲
(44) Create publications and printing (such as newsletter, identification & recruitment posters).	Migrant Students	Migrant Director/AS	Enrollment counts	Title I, Part C	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1G Improve, sustain, and support academic student performance of Migrant students at or beyond grade level</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(45) Provide testing fees to all high schools, alternative centers, CCC, and HOPE Academy.	Migrant Students	Migrant Director/AS	Enrollment counts, increase dual/concurrent enrollment rates.	Title I, Part C	▲	▲	▲	▲
(46) Provide maintenance and repairs for Migrant Office & high schools equipment (Radios, Xerox Copy machines).	Migrant Students	Migrant Director/AS	Enrollment counts	Title I, Part C	▲	▲	▲	▲
*(47) Provide nutritional snacks, breakfast, lunch and dinner for migrant students when participating in out of district and out of state College Assistance Migrant Program campus visits/tours for both middle school and high school.	Migrant PFS Students First then All Migrant	Migrant Director/T/P/AS	Performance Indicators	Title I, Part C	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Objective 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1H Improve, sustain, and support academic student performance of Gifted and Talented students at or beyond grade level</p>		<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks <u>Service Design</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
	Q1	Q2	Q3	Q4				
<p>* (1) Provide opportunities for G/T students to accelerate in areas of strength:</p> <ul style="list-style-type: none"> • Elementary “pull out” program • Pre AP/AP classes in core areas • Credit by exam • Flexible grouping: continuous progress and cross grade grouping • Concurrent/dual enrollment • Early High School graduation • Duke University Talent Identification Program for grades 4th, 5th and 7th • Educational Field Trips 	GT Ss / AP Ss	<p>Adv. Acad. Services Coord. T/P</p>	<p>Increase the # of GT students achieving commended performance in identified foundation curricular areas, lesson plans, itineraries, student lists, program celebrations</p>	<p>Title I/Local</p>	▲	▲	▲	▲

<p>Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education</p>	<p>Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP</p> <p>BIL=Bilingual/ESL GT=Gifted & Talented SPED=Special Education AR=At Risk ED=Economically Disadvantaged</p>
<p>◊ = District Mandate ▲ = State Mandate</p>	

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Objective 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1H Improve, sustain, and support academic student performance of Gifted and Talented students at or beyond grade level</p>			<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks <u>Service Design</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (2) Assist in developing a TEKS –based Field Trip Guide appropriate for each grade level as needed	GT Ss	Adv. Acad. Services Coord. T/P	Increase the # of GT students achieving commended performance in identified foundation curricular areas	Title I /Local		▲	▲	▲
(3) Review G/T Eligibility Criteria	GT Ss	Adv. Acad. Services Coord./T/P	Increase GT students performance on TAKS 5% commended	Title I/Local	▲			▲
* (4) Organize ACT preparation sessions for Duke University TIP students.	GT Ss	Adv. Acad. Services Coord. /P	Increase student performance on college entrance exam-ACT	Title I /Local		▲	▲	▲
* (5) Coordinate GT Summer Programs for grades 2 nd -7 th	GT Ss	Adv. Acad. Services Coord. T/P	Survey results	Title I /Local				▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Objective 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1H Improve, sustain, and support academic student performance of Gifted and Talented students at or beyond grade level</p>			<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks <u>Service Design</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (6) Provide AP Spanish Language to middle school 8 th grade students	GT/LEP, Regular, Pre AP/ and AP Ss	Adv. Acad. Services Coord. /P/T	Increase performance on AP exams	Title V Title III	▲	▲	▲	▲
* (7) Provide opportunities for Middle School and High School Pre AP/AP teachers to meet for horizontal/vertical alignment	GT/LEP, Regular, Pre AP/ and AP Ss	Acad. Srvs. Coord. / P/A Core Area Coord.	Increase performance on AP exams	Title V Title III Title I /Local	▲	▲	▲	
* (8). To provide AP tutorials afterschool	AP Students	Adv. Acad. Services Coord./T/P	Increase AP scores	Title I/Local	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks <u>Service Design</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (9) Ensure that the timeline for the AP syllabus are being monitored through: <ul style="list-style-type: none"> • Lesson Plans • At least once a 6 weeks • Classroom observations 	AP Students	Adv. Acad. Services Coord./T/P	Increase AP scores	Title I/Local	▲	▲	▲	▲
* (10). To encourage students to take AP courses/AP exams	AP Students	Adv. Acad. Services Coord./T/P	Increase # of <ul style="list-style-type: none"> • Students in AP courses • Students taking AP exams • Increase AP scores 	Title I/Local	▲			▲
* (11) Ensure that all special populations (Migrant, LEP, Special Ed., At-Risk, etc.) have access to G/T identification process and services.	GT Ss	Adv. Acad. Services Coord. T/P	Increase the # of special populations identified for GT	Title I /Local		▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks <u>Student Assessment</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (12) Nominate and identify K-12 grade students. Identify and service Kinder students by March 1 st	GT Ss	Adv. Acad. Services Coord. T/P	Increase the # of identified GT students	Title I /Local		▲		▲
* (13) Reassess 6 th grade students for program change from general intelligence to specific subject academic matter.	GT Ss	Adv. Acad. Services Coord. T/P	Identified student lists	Title I /Local			▲	▲
* (14) The effectiveness of GT services are evaluated annually and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process.	GT Ss	Adv. Acad. Services Coord. T/P	Evaluations/survey results	Title I /Local				▲
* (15) Coordinate GT Summer Programs for grades 2 nd -7 th .	GT Ss	Adv. Acad. Services Coord. T/P	Survey results/	Title I /Local				▲

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District Improvement Plan
2010-2011**

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Actions/Tasks <u>Student Assessment</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(16) Improve teachers' ability to differentiate instruction through process, content, and/or products.	GT Ss	Adv. Acad. Services Coord. T/P	TEA GT Resources; Texas Performance Standards Project; Online training (TEA websites)	Title I /Local			▲	▲
*(17) Provide a continuum of learning experiences that lead to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project.	GT Ss	Adv. Acad. Services Coord. T/P	TEA GT Resources; Texas Performance Standards Project; Online training (TEA websites)	Title I /Local			▲	▲
*(18) Provide opportunities for students to showcase their advanced level products.	GT/Pre AP/ AP	Adv. Academic Services Coord/ P/A/T	Products/Units will be completed each 6 weeks.	Title I /Local			▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks Curriculum and Instruction	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action				
					Q1	Q2	Q3	Q4	
(19) Implement appropriate open-ended activities within the curriculum to allow advanced or gifted students to demonstrate the extent of their understanding and to provide documented evidence of gifted ability for identification purposes.									
(20) Provide extra duty pay for teachers developing curriculum resources	GT/Pre AP/ AP	Adv. Academic Services Coord/ P/A	GT teachers from elementary, middle school and high school will participate in curriculum writing projects	Title I /Local	▲	▲	▲	▲	
* (21) Coordinate <ul style="list-style-type: none"> • GT Parent Night for elementary and secondary. • Duke University Talent Identification awards assembly. 	GT Ss	Adv. Acad. Services Coord./ SP/T/P	Sign-in sheets; Increase student performance	Title I /Local			▲	▲	

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District Improvement Plan
2010-2011**

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<p style="text-align: center;">Actions/Tasks Curriculum and Instruction</p> <p style="text-align: center;">TECHNOLOGY</p>	<p style="text-align: center;">Students</p>	<p style="text-align: center;">Responsible Person</p>	<p style="text-align: center;">Measures of Success (Formative/Summative Evaluation Criteria)</p>	<p style="text-align: center;"><i>Resource Allocation</i> Source Amount</p>	<p style="text-align: center;">Scheduled Dates for Action</p>			
					Q1	Q2	Q3	Q4
<p>*(22) GT students will be involved in a pull-out program in K-5 to participate in planned activities that enhance instruction with Texas Performance Standards Project. Opportunities for GT enhanced instruction will be reviewed at the middle school level this year.</p>	<p>GT/Pre AP/ AP</p>	<p>Adv. Acad. Services Coord./P/A/T</p>	<p>Products/Units will be completed each 6 weeks.</p>	<p>Title I /Local</p>	▲	▲	▲	▲
<p>*(23).Offer ongoing staff development in the area of technology for GT / Pre AP /AP teachers</p>	<p>GT Ss</p>	<p>Adv. Acad. Services Coord./ P/A</p>	<p>Sign-in sheets/Agendas Teacher self assessments related to Technology</p>	<p>Title I /Local</p>	▲	▲	▲	▲
<p>*(24) Provide opportunities for web paging, tele-conferencing, and student correspondence.</p>	<p>GT Ss Pre AP/ AP SS</p>	<p>Adv. Academic Services Coord/ P/A/T Technology Strategist</p>	<p>E-Chalk Lesson Plans, Student Products</p>	<p>Title I /Local</p>	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks <u>Curriculum and Instruction</u> <u>TECHNOLOGY</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(25) Integrate technology into GT lessons.	GT Ss Pre AP/ AP S	Adv. Academic Services Coord/ P/T/A	Lesson Plans and Student Products	Title I /Local	▲	▲	▲	▲
*(26) Provide GT/Pre AP/AP teachers and students with instructional resource materials based on campus/program needs	GT Ss Pre AP/ AP SS	Adv. Acad. Services Coord./ P/T/A	Increase student performance	Title I /Local	▲	▲	▲	▲
*(27) Provide new GT teachers the initial 30 clock-hour professional development in GT education	GT Ss	Adv. Acad. Services Coord. T/P	Teacher certificates; Increase the # of GT students achieving commended performance in identified foundation curricular areas	Title I /Local	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks <u>Professional Development</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(28) Provide a minimum of 6 hours annually of professional development in gifted/talented education for all GT teachers	GT Ss	Adv. Acad. Services Coord. T/P	Teacher certificates; Increase the # of GT students achieving commended performance in identified foundation curricular areas	Title I /Local		▲	▲	▲
*(28) Offer ongoing staff development in the area of technology for GT / Pre AP /AP teachers	GT Ss	Adv. Acad. Services Coord./ P/A	Sign-in sheets/Agendas Teacher self assessments related to Technology	Title I /Local	▲	▲	▲	▲
*(30) Provide new administrators /counselors 6 hours of staff development on nature and needs of GT students and program options.	GT Ss	Adv. Acad. Services Coord./T	Increase GT students performance on TAKS 5% commended	Title I/Local	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks <u>Professional Development</u>	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(31).Provide Pre-AP/AP training opportunities for teachers	Sec. Ss	Adv. Acad. Services Coord./P	Increase # of AP courses by 5% • Certificates	Title I/Local	▲			▲
*(32) Provide information to parents of Gifted and Talented Services/Program and learning opportunities	GT Ss	Adv. Acad. Services Coord./ SP/T/P	Survey results/meetings/agendas/sign in sheets through campus district meetings, Noticiero, GT website, brochures, etc...	Title I /Local	▲	▲	▲	▲
*(33) Coordinate <ul style="list-style-type: none"> • GT Parent Night for elementary and secondary. • Duke University Talent Identification awards assembly. 	GT Ss	Adv. Acad. Services Coord./ SP/T/P	Sign-in sheets; Increase student performance	Title I /Local			▲	▲

La Joya Independent School District District Improvement Plan 2010-2011

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.11 Improve, sustain, and support academic student performance of Bilingual/ESL students at or beyond grade level</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) *All ELLs (participating in Bil/ESL program) student data will be reviewed and monitored by the LPAC committee in order to ensure appropriate placement (PBMAS)	ELLs	Bilingual/ESL Department Principal Administrators LPAC Committee LPAC clerk	Monthly review of LPAC Minutes LPAC Forms Sky PAC LEP student reports Student Schedule	State Bilingual Intervention Plan State Bilingual	▲	▲	▲	▲
(2) Supplemental clerk is provided to campuses to improve data quality with LPAC documentation and to process data (PEIMS) with high degree of accuracy.	ELLs	Bilingual/ESL Department Principal LPAC clerk	Monthly review of LPAC Clerk's binder Review of Language reports to verify tasks Campus audits of LPAC records	State Bilingual	▲	▲	▲	▲
(3) *Testing materials will be purchased for the identification, program monitoring and evaluation of ELLs.	ELLs	Principal LPAC clerk	Purchase orders Sky PAC reports	State Bilingual Pre-LAS LAS Links	▲	▲	▲	▲
(4) *Campuses will adhere to district guidelines to ensure the accurate recordkeeping of permanent records and timely transfer of student data(PBMAS)	ELLs	Principal Supervisor' clerk Counselor's clerk Registrar clerk LPAC clerk	Audit of LPAC folder Permanent Record Forms/Checklist	Student Permanent Record Guidelines	▲	▲	▲	▲

<p>Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education</p>	<p>Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP</p> <p style="text-align: right;">BIL=Bilingual/ESL GT=Gifted & Talented SPED=Special Education AR=At Risk ED=Economically Disadvantaged</p>
=District Mandate	= State Mandate

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.II Improve, sustain, and support academic student performance of Bilingual/ESL students at or beyond grade level</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(5) *Campus principal and teachers will conduct an analysis of ELLs student data to identify instructional needs. (PBMAS)	ELLs	Bilingual/ESL department Principal Administrators Teachers	Scale Scores: TAKS, TAKS-A, TAKS-M, TAKS-ALT Student progress and/or attainment of English language proficiency on TELPAS.	State Bilingual Title III				
(6) *Identify and complete an intervention plan for students who are not developed in Tejas Lee/TPRI (K-2) or did not meet 80% mastery on state assessments (3-12). (PBMAS)	ELLs	Bilingual/ESL Department Administrators Principal Teachers Content area coordinators	Increase student achievement on : • TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS	Intervention Plan	▲	▲	▲	▲
(7) *Intervention plan will be reviewed as needed in order to provide students with differentiated instruction and needed instructional support. (PBMAS)	ELLs	Principal Administrators Teachers	Increase student achievement on : • TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS		▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.II Improve, sustain, and support academic student performance of Bilingual/ESL students at or beyond grade level</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(8) *Plans will be monitored periodically by the administrator (PBMAS).	ELLs	Bilingual/ESL department LPAC administrator Dean of instruction Curriculum Facilitator	Scale Scores: TAKS, TAKS-A, TAKS-M, TAKS-ALT Student progress and/or attainment of English language proficiency on TELPAS.	State Bilingual Title III				
(9) *Campuses will provide supplemental instructional services (tutorial) to students enrolled in Bil/ESL program to address their linguistic and academic needs.	ELLs	Bilingual/ESL Department Principal Teachers	Increase student achievement on : • TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS	State Bilingual Title III	▲	▲	▲	▲
(10) *Instructional materials will be purchased to supplement instruction to support linguistic and academic development during regular year and summer school (district level).	ELLs	Bilingual/ESL Department Content area coordinators Principal	Increase student achievement on : • TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS	Title III State Bilingual	▲	▲		

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(11) A summer school English language development program will be offered to 6 th and 7 th grade students with beginning/intermediate level on TELPAS.	ELLs	Bilingual/ESL department	Student progress and/or attainment of English language proficiency on TELPAS.	Title III				
(12) *District Content Area coordinators and campus principal will ensure that scope and sequence for all content area subjects is monitored. (PBMAS)	ELLs	Bilingual/ESL Department Coordinators Principal Teachers	Increase student passing rate by 10% on: • TAKS • TAKS-A • TAKS M	Six weeks assessments Classroom observations Grade level meetings	▲	▲	▲	▲
(13) *Teachers will attend ELPS training in order to implement and integrate the English Language Proficiency Standards (ELPS) in all content areas that are taught in English.	ELLs	Bilingual/ESL Department Content area coordinators Principal Teachers	Increase student achievement on : • TAKS • TAKS-A • TAKS-ALT • TAKS M • TELPAS ERO certificate Lesson plans	Title III State Bilingual ELPS Toolkit	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(14) *Instructional materials will be purchased to supplement content area instruction for academic achievement.	ELLs	Bilingual/ESL Department	Increase student achievement on : • TAKS • TAKS-A • TAKS M • TELPAS	Title III State Bilingual Title I Part A ARRA	▲	▲	▲	▲
(15) * All elementary campuses are required to implement with fidelity the One-Way Dual Language Enrichment Program {Gomez & Gomez 50/50 model} in order to increase linguistic and academic achievement (PBMAS)	ELLs	Bilingual/ESL Department Administrators Principal Teachers	Classroom Observations Campus six weeks feedback by Bilingual/ESL Director, Executive Director for Elem. Ed. Executive Director for Sec. Ed. Assistant Superintendent for Curriculum and Instruction TELPAS- Progress/Attainment Academic Achievement	Bilingual/ESL program Manual Dual Language Enrichment Program Teacher Manual	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1I Improve, sustain, and support academic student performance of Bilingual/ESL students at or beyond grade level</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(16)PK-1 st grade dual language classrooms will be evaluated with year 2 of implementation criteria.	ELLs	Bilingual/ESL Department Principal Teachers	Dual Language Enrichment Classroom Observation Form Campus summary report on fidelity of program implementation (Dr. Gomez)	State Bilingual	▲	▲	▲	▲
(17) 2 nd grade dual language classrooms will be evaluated with year 1 of implementation criteria.	ELLs	Bilingual/ESL Department Principal Teacher	Dual Language Enrichment Classroom Observation Form Campus summary report on fidelity of program implementation (Dr. Gomez)	State Bilingual	▲	▲	▲	▲
(18)Purchase of technology in the dual language classrooms to support linguistic and academic development.	ELLs	Bilingual/ESL Department Principal	Increase student achievement on : TAKS TAKS-A TAKS-ALT TAKS M TELPAS	Title III State Bilingual Title I Part A ARRA	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(19) *The Early-exit transitional program will continue to be implemented in grades 3 rd -5 th grade (with the exemption of JFK and Benavides).	ELLs	Bilingual/ESL Department Administrators Principal Teachers	Classroom Observations Campus six weeks feedback by Bilingual/ESL Director, Executive Director for Elem. Ed. Executive Director for Sec. Ed. Assistant Superintendent for Curr. & Inst. TELPAS-Progress/Attainment Academic Achievement	Early-Exit Transition Program Manual ELPS Tool Kit An Ant About Town-District Resource Binders Avenues Timelines	▲	▲	▲	▲
(20)Purchase of Avenues e-assessment pre/post, unit progress tests and on-line subscription to monitor English language and academic proficiency for grades 3 rd -5 th in early-exit transitional program.	ELLs	Bilingual/ESL Department	e-Assessment campus Group Skill Mastery Report by unit	Title III	▲	▲	▲	▲
(21) *All secondary campuses are required to implement with fidelity the Content-based ESL program in order to increase linguistic and academic achievement (PBMAS).	ELLs	Bilingual/ESL Department Administrators Principal Teachers Content area coordinators	Increase student achievement on : • TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS	State Bilingual Title III Bilingual/ESL Program Manual Content-based ESL program Teacher Manual ELPS Toolkit SIOP Books	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(22) *Teachers will effectively implement the SIOP model to content areas in order to increase linguistic and academic achievement.	ELLs	Bilingual/ESL Department Administrators Principal Content Area Teachers Content area coordinators	Increase student achievement on : • TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS	Classroom Observations Lesson Plans	▲	▲	▲	▲
(23)Secondary campus administrators will receive feedback on the effective implementation of the SIOP model (PBMAS)	ELLs	Bilingual/ESL Department Administrators Principal Sec. Content area Teachers Content area coordinators	Classroom Observations Campus six weeks feedback by Bilingual/ESL Director, Executive Director for Elem. Ed. Executive Director for Sec. Ed. Assistant Superintendent for Curriculum and Instruction TELPAS- Progress/Attainment Academic Achievement	SIOP Classroom Observation Feedback form	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(24) *Secondary campus principal will certify that all content area teachers are SIOP trained (PBMAS)	ELLs	Bilingual/ESL Department Principal	ERO Certificate Sign ins Bilingual/ESL department participant list	Title III State Bilingual	▲	▲	▲	▲
(25) Follow-up/supplemental SIOP trainings will be scheduled to focus on specific secondary campus needs.	ELLs	Bilingual/ESL Department Principal	Classroom observations Grade level/Department Meetings	Title III	▲	▲	▲	▲
(26) One teacher from each middle school and high school will be selected to be a SIOP coach.	ELLs	Bilingual/ESL Department Principal Teachers	Improve delivery of instruction Increase linguistic and academic achievement	Title III	▲	▲	▲	▲
(27) Supplemental personnel helps support campus implementation of Bilingual/ESL programs: Bilingual/ESL strategists Recent immigrant instructional assistants PK assistants District Data Entry Clerk	ELLs	Bilingual/ESL Department Principal	Increase student achievement	Title III State Bilingual	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(28)Instructional materials will be purchased to supplement and enhance the implementation of Bilingual/ESL programs.	ELLs	Bilingual/ESL Department Principal	Increase student linguistic and academic achievement	Title III State Bilingual Title I Part A ARRA	▲	▲	▲	▲
(29) *Educational field trips are planned at the campus level to provide students with hands-on activities and help support TEKS.	ELLs	Bilingual/ESL Department Principal	Increase student linguistic and academic achievement Lesson Plans Pre/Post activities	Title III State Bilingual	▲	▲	▲	▲
(30)Travel expenses and registration fees to attend workshops or conferences will be allowed to fulfill programs' objectives and goals.	ELLs	Bilingual/ESL Department Teachers	Improve delivery of instruction Increase linguistic and academic achievement Enhance the ability of teachers to understand and use instructional strategies	Title III State Bilingual	▲	▲	▲	▲
(31)Materials will be purchased for the operation of the Bilingual/ESL office in order to continue providing support to campuses and monitoring the implementation of the Bilingual/ESL programs.	ELLs	Bilingual/ESL Department	Increase linguistic and academic achievement	Title III State Bilingual	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(32) *Teachers will differentiate instruction for ELLs and implement successful instructional strategies by attending appropriate staff development (PBMAS)	ELLs	Bilingual/ESL Department Teachers Content Area Coordinators	Classroom observations Increase linguistic and academic achievement	Title III State Bilingual Title I Part A ARRA	▲	▲	▲	▲
(33)Professional development (high-quality based on documented research) will be provided to improve the knowledge and instruction of administrators and teachers regarding effective instructional practices.	ELLs	Bilingual/ESL Department Teachers Consultants	Increase student achievement on : • TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS	Title III State Bilingual Title I Part A ARRA	▲	▲	▲	▲
(34)District Curriculum writing projects will focus on upgrading program objectives, effective instructional practices, curricula, and program evaluation.	ELLs	Bilingual/ESL Department Teachers	Improve English proficiency and academic achievement: TAKS • TAKS-A •TAKS-ALT •TAKS M •TELPAS	Title III State Bilingual	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(35) *Secondary schools will identify students who withdrew and did not graduate. Each campus will recruit these students through the following:</p> <ul style="list-style-type: none"> • Initial Recruitment Program • Retention Program • Success Academy • College and Career Center • Public Awareness Campaign: • Public Announcements in Community to include a National Toll Free Number Channel 17 (Community Channel) • District Newspaper (Noticiero) • Posters for Community Businesses • Newspaper Article (Monitor) • Home Visits and Calls • Bumper Stickers • Letters to Students by District and Campus • (PBMAS) 	ELLs	<p>District Task Force</p> <p>Campus Task Force</p> <p>Dropout Prevention Department</p> <p>Principal Teachers</p> <p>Social Worker</p>	<p>Leaver reports generated by PEIMS of students coded 98</p> <p>Decrease the LEP annual dropout rate (PBMAS)</p>	PEIMS Leaver Reports	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(36) *Home campus will adhere to District procedures and send copies of all pertinent LPAC information when transferring/enrolling students to the Accelerated Centers, College and Career Center and HOPE. (PBMAS)	ELLs	Principal LPAC administrator LPAC Clerk	Transfer/Enrollment form Student Application	State Bilingual Copies of LPAC forms Copies of Intervention Plan	▲	▲	▲	▲
(37) *Increase parent knowledge on the Bilingual/ESL instructional programs available to support the needs of English Language Learners through: • Bilingual/ESL brochures in English/Spanish • Channel 17 (program overview) • *Campus meetings • District website (PBMAS)	ELLs	Bilingual./ESL Department Administrators Principal Teachers	Meeting Agendas Sign-Ins	State Bilingual	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(38) *District and campuses will increase the opportunities through various activities for parents to become active participants in the education of their children (PBMAS).	ELLs	Bilingual./ESL Department Administrators Principal Teachers Parent liaison/social workers	Meeting Agendas Sign-Ins	State Bilingual Title III	▲	▲	▲	▲
(39) Monitor and provide feedback to ensure that there is strong fidelity of implementation of Bilingual/ESL programs (PBMAS).	ELLs	Bilingual/ESL Director Bilingual/ESL Strategists	Classroom observation Grade Level/Department Meetings Team Planning	State Bilingual Title III	▲	▲	▲	▲
(40) Use current data to provide campuses with assistance and support to improve linguistic and academic achievement.	ELLs	Bilingual/ESL Department	Meet standards and/or Required improvement on the following accountability systems: AEIS PBMAS AYP AMAOS	State Bilingual Title III	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(1) * Ensure alternative programs, services, and pre-referral interventions (such as RTI, 504, reading specialist, computer labs, tutorial services, dyslexia program, etc) are implemented prior to the referral of students for special education evaluation.</p>	SPED	<p>Campus Administrators Teachers, Counselors, District Response to Intervention Team</p>	<p>Pre-referral intervention Documentation Campus RTI Team Progress of research-based interventions</p>	<p>State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds</p>	▲	▲	▲	▲
<p>(2) * Utilize tracking logs which ensure the following: 1. Initial evaluations for students referred for special education services are completed within federal & state timelines. 2. Re-evaluations for students receiving special education services are completed within federal and state timelines.</p>	SPED	<p>Campus Administrators Sp. Ed. Staff Counselors Regular Ed. Teachers</p>	<p>Tracking Logs</p>	<p>State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds</p>	▲	▲	▲	▲

<p>Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education</p>	<p>Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP</p> <p style="text-align: center;">◊ = District Mandate ▲ = State Mandate</p>
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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(3) * Utilize the assessment flowchart in the (ARDC) Decision-Making Manual for the Texas Assessment Program to make appropriate assessment recommendations.	SPED	Campus Admin., Special Ed. Staff Admission, Review, and Dismissal Committee	Compliance with Texas Assessment Program for students with disabilities. Improve student performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(4) Review district and campus student benchmark data, student grades, Confidential Student Reports, the delivery of daily instruction, instructional settings, related services, and ARDC recommendations to ensure appropriate assessment recommendations	SPED	Special Ed. Administrators Dept. Head Ed. Diagnosticians	Agendas/Sign-ins Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(5) * Coordinate efforts with the district's Bilingual/ESL Department and campus Response to Intervention Teams (RTI) to monitor referrals to special education for identified Limited English Proficient students	SPED	RTI Teams Assessment Personnel Counselors/Psychologist General/Special Education Teacher	Continuous Improvement Plan for Special Education Decrease the % of Special Education LEP disproportion representation	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(6) Develop transition plans for identified special education students.	SPED	Counselors, Administrators, Teachers and Assessment Personnel	Transition plan included in the annual IEP Increase student participation in career exploration electives	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(7) * LPAC will collaborate with ARD to recommend assessment criteria for entry and exit LEP status for students with disabilities	SPED	LPAC/ARD Campus Committees	Continuous Improvement for Special Education	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(8) * Implement and Monitor the Reading Program for students with disabilities	SPED	Special Education Teachers Educational Diagnosticians	Istation benchmark Results Improve student achievement	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(9) Monitor members of the ARD – including CATE and LPAC Personnel	SPED	Special Education Administrators	Agendas/Sign-ins Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(10) The Special Education Department will support the classroom walk through process.	SPED	Principals Special Education Administrators	PDAS Manual Walk-Through Forms PDAS Evaluation Instrument	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(11) Include parents as part of the multi-disciplinary team in the initial and re-evaluation process.	SPED	Campus Administrators, Special Education Staff, Counselor and ARDC	Increase student performance, Increased parent participation and parent report	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(12) * Maintain documentation that teachers are implementing accommodations for students receiving special education services as specified in the student's IEPs accommodation page from the ARD.	SPED	Campus Admin., Sp. Ed. Staff, Counselor Regular Ed. Teachers	Teacher Lesson Plans/ IEP documents Increase student performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(13) Mentor Assessment personnel new to the district's Special Education Department	SPED	Director, Supervisors, and Assessment Personnel	Department Meetings Agendas Sign-Ins Retain Personnel	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(14) Evaluate and update student's IEP's: school blue/eligibility folders. Audit Blue Folders	SPED	Campus Special Ed Staff	IEPs ARD/IEP Documentation Improve student performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(15) * Coordination between Special Education and General Education teachers to ensure special education students progress.	SPED	Campus Administrators, Director, Supervisors, Sp. Ed./General Ed. Teachers and Counselors	Agenda, Sign-Ins, Coordination Forms/every three weeks Improve student performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(16) Provide Child Find training to parents and community: <ul style="list-style-type: none"> • Campus Parent Meeting • District Parent Meeting • Internet • Noticiero • Community Fairs 	SPED	Child Find Strategist	Agendas Noticiero Sign-In Program Information Increase parental involvement	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Fu	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) Vertical Teams will meet to discuss curriculum needs and review areas of strength by content.	All students	Executive Directors/ Coordinators/ Principals	Increase student performance	Title 1 (211) Local (199)		▲		▲
* (2) DEIC/(SBDM) will meet to review district (campus) programs, staff development, budget, needs assessments, goals, and objectives.	All students	Executive Directors/ Principals	Increase student performance	Title 1 (211) Local (199)	▲	▲	▲	▲
* (3) Campus administrators will meet to discuss district issues: Curriculum Leadership Skills, Instruction, TEA Updates, Assessments, Programs.	All students	Principal/ Coordinators	Increase student performance	Title 1 (211) Local (199)	▲	▲	▲	▲

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	<p>◇ = District Mandate</p>	<p>△ = State Mandate</p>

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1 K Increase the use of quality data to drive and support academic student instruction and performance at or beyond grade level. (Secondary Education)</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(4) Provide support and resources to campuses and departments under Secondary Education.</p> <ul style="list-style-type: none"> • General Supplies • Awards & Incentives • Xerox Copier • Printing Materials • Reading Materials 	All Students	Executive Director	Increase Student Achievement	Title 1 (211) Local (199)	▲	▲	▲	▲
<p>(5) Attend and conduct professional development activities and meetings to enhance Leadership Skills to improve student achievement.</p> <ul style="list-style-type: none"> • Mileage • Out of District Travel • Registration Fees • Consultant Fees • Region I Service Center • Food 	All Students	Executive Director/ Coordinators/ Principals/ Supervisors	Increase Student Achievement	Title 1 (211) Local (199)	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(6) Technology Equipment will be purchased as a resource to enhance professional development, meetings and campus activities.	All Students	Executive Director	Increase Student Achievement	Title 1 (211) Local (199)	▲	▲	▲	▲
(7) Office furniture and equipment will be purchased for Secondary Education Dept. <ul style="list-style-type: none"> • File Cabinets • Media Cart 	All Students	Executive Director/ Coordinators	Increase Student Achievement	Title 1 (211) Local (199)	▲	▲	▲	▲
(8) Select High School teachers to participate in Academic Leadership Alliance (ALA).	All Students	Executive Directors	Increase completion rate	Local (199)				▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1L Improve, sustain, and support academic student performance at or beyond district expectations within University Interscholastic League Academics</p>			<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) Student Participation for Elementary Campuses (15% of Campus Enrollment)	AS	T/ P/ A Campus/District Coordinator	Student Log Ins Entry Forms Student Rosters	Local Funds	▲	▲		
* (2) Student Participation for Middle School Campuses (10% of Campus Enrollment)	AS	T/ P/ A Campus/District Coordinator	Student Log Ins Entry Forms Student Rosters	Local Funds	▲	▲	▲	▲
* (3) Student Participation for High School Campuses (10% of Campus Enrollment)	AS	T/ P/ A Campus/District Coordinator	Student Log Ins Entry Forms Student Rosters	Local Funds	▲	▲	▲	▲
(4) Presentation of UIL Academic Events on District Website, Television Station for the purposes of recruitment	AS	A District Coordinator	Television Schedule	Local Funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1L Improve, sustain, and support academic student performance at or beyond district expectations within University Interscholastic League Academics</p>			<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (5) Presentation of UIL Academic Events and Coaches for the purposes of recruitment at Meet the Teacher and Report Card Events	AS	T/P Campus Coordinator and Principal	Sign In Sheets Agendas	Local Funds		▲		▲
(6) Presentation of Scholarship Opportunities for High School UIL participants	AS	T/P District/Campus Coordinator and Principal	Sign In Sheets Agendas	Local Funds				
(7) Recommendation of budget appropriate for each campus based on expected student participation	AS	A District Coordinator		Local Funds				
* (8) Review of recommended budget for each campus based on expected student participation	AS	A/P District Coordinator and Principal	Sign In Sheets Agendas	Local Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(9) UIL Elementary District Tournament	AS	A District Coordinator	Invitation Schedule of Events Results	Local Funds		▲		
(10) Texas Math and Science Association State Qualifier Tournament	AS	T/A/P Campus/District Coordinator and Principal	Invitation Schedule of Events Results	Local Funds			▲	
(11) District Spelling Bee	AS	A District Coordinator	Invitation Schedule of Events Results	Local Funds		▲		
*(12) Recognition of students, staff and coordinators for participation and advancement in UIL/TMSCA/District Spelling Bee	AS	T/A/P Campus/District Coordinator and Principal	Schedule of Events Results Agendas Sign In	Local Funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(13) Travel to District approved Local, Regional and State UIL/TMSCA tournaments	AS	T/A/P Campus/District Coordinator and Principal	Sign In Grade Reports Results of Tournament	Local Funds	▲	▲	▲	▲
*(14) Purchase of materials related to student preparation for academic competition	AS	T/A/P Campus/District Coordinator and Principal	Overall preparedness of students for competition	Local Funds	▲	▲	▲	▲
*(15) Provide grade reports to verify student compliance with No Pass, No Play requirements	AS	T Campus Coordinator	Compliance with No Pass, No Play requirement Grade Reports	Local Funds	▲	▲	▲	▲
** (16) Host High School Level UIL Invitation Tournament	AS	T/A/P Campus/District Coordinator and Principal	Overall preparedness of students for competition	Local Funds			▲	

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
** (17) Host Middle School Level UIL/TMSCA Invitational Tournaments	AS	T/A/P Campus/District Coordinator and Principal	Overall preparedness of students for competition	Local Funds	▲	▲	▲	▲
** (18) Host Elementary Level UIL Invitational Tournaments	AS	T/A/P Campus/District Coordinator and Principal	Overall preparedness of students for competition	Local Funds	▲	▲		
** 2010-2011: HS – Palmview HS La Joya HS MS – Dr. Saenz Chavez Memorial Trevino Elementary – See Attached Cluster list								

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1 M Improve, sustain, and support academic student performance of §504 students at or beyond grade level</p>		<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Provide campuses with essential technology needed for use with students identified with dyslexia	Students identified with Dyslexia	A,P,T	TAKS Reading Level Student Grades	Title 1 Funds State Comp. Funds Local	▲	▲	▲	▲
(2) Provide campuses with instructional materials needed for dyslexia programming	Students identified with Dyslexia	A,P,T	TAKS Reading Level Student Grades	Title 1 Funds State Comp. Funds Local	▲	▲	▲	▲
(3) Provide campuses with instructional materials/adaptive equipment/ technology needed as per student IAP	Students identified under §504	A,P,T	Compliance of §504	Title 1 Funds State Comp. funds Local	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1 M Improve, sustain, and support academic student performance of §504 students at or beyond grade level</p>			<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(4) Compliance with request of §504 committee	Students identified under §504	A,P,T	Compliance of §504	Title 1 Funds State Comp. funds Local	▲	▲	▲	▲
(5) Provide services to students and support to §504 staff at campus or student's home	Students identified under §504; Students identified with dyslexia; Students receiving GEH services	A,P,T	Compliance of §504	Title 1 Funds State Comp. funds Local	▲	▲	▲	▲
(6) Purchase & rent materials needed for office operation	Students identified under §504	A	Compliance of §504	Local	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(1)Federal and State Programs Department: provide support and resources to campuses and departments for the compliant implementation of Title I Part A (AYP/SIP), Title II Part A, and State Compensatory Education</p>	AS, ED, AR	A, SP, SS	<ul style="list-style-type: none"> - Campus Feedback - Department Feedback - Agendas/Sign In Sheets - Increased Student Academic Achievement - Reduced Drop Out Rate 	Title I Part A Title II Part A State Comp. Edu.	▲	▲	▲	▲
<p>*(2) Implement an extended day and extended year / summer school program focused on the academic improvement of students</p>	AS	AS, P, T, SP, SS, A	<ul style="list-style-type: none"> - Increased Student Academic Achievement - Reduced Drop Out Rate 	Title I Part A State Comp. Edu.	▲	▲	▲	▲
<p>(3)Develop and enhance curricula during the summer</p>	AS	T, SP, SS, A	Increased Student Academic Achievement	Title I Part A State Comp. Edu.				▲
<p>(4) Implement a summer staff development program based on staff needs and focused on the academic improvement of students</p>	AS	AS, P, T, SS, SP, A, C, CTE	<ul style="list-style-type: none"> - Increased Student Academic Achievement - Reduced Drop Out Rate 	Title I Part A Title II Part A State Comp. Edu.				▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(5) Attend and conduct professional development activities/meetings for the compliant implementation of Title I Part A (AYP/SIP), Title II Part A, and State Compensatory Education	AS, ED, AR	A, SP, SS	- Campus Feedback - Department Feedback - Agendas/Sign In Sheets - Increased Student Academic Achievement - Reduced Drop Out Rate	Title I Part A Title II Part A State Comp. Edu.	▲	▲	▲	▲
*(6) Implement Coca Cola Valued Youth Program at the middle schools (Drop Out Prevention)	AR	A, P, T, SP, SS, C	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
*(7) Implement Communities In Schools Program at (14) campuses (Drop Out Prevention)	AR	A, P, T, SP, SS, C	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
*(8) Implement Project Learn Program at (4) campuses (Drop Out Prevention)	AR	A, P, T, SP, SS, C	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (9) Employ a second supervisor for the elementary schools with an enrollment of over 800 to supplement local efforts in enhancing educational opportunities for students in at-risk situations	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
* (10) Employ a second counselor for the elementary schools with an enrollment of over 650 to supplement local efforts in enhancing educational opportunities for students in at-risk situations	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
* (11) Employ Pre K teachers for an extended ½ day, therefore providing full day Pre K program to all students	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
* (12) Employ one additional 5 th grade teacher per elementary campus for class size reduction purposes	AS, AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(13) Employ a reading specialist for every elementary campus to assist with reading development; campuses with more than 600 students will have two reading specialist	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
*(14) Employ a classroom reduction teacher at every elementary campus to improve student academic success	AS	A, P, SP	- Increased Student Academic Achievement	Title II, Part A	▲	▲	▲	▲
* (15) Employ an elementary alternative education center teacher for the district to assist with discipline and academic problems	AS, AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
<p>* (16) Employ the following elementary paraprofessionals to assist with academic dev. and campus parental/community involvement:</p> <ul style="list-style-type: none"> • Computer Proctor (2 if more than 800 students) • iStation Assistant • Parent Community Educator 	AS, AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	Title I, Part A State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(17) Employ an assistant principal for the middle schools with an enrollment of 1200 or less to supplement local efforts in enhancing educational opportunities for students in at-risk situations; campuses with 1200+ will have two assistant principals; ARMS will have an additional assistant principal	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
*(18) Employ a curriculum facilitator for each middle school to supplement local efforts in enhancing educational opportunities for all students	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
*(19) Employ a second counselor for the middle schools with an enrollment of between 351-700 to supplement local efforts in enhancing educational opportunities for students in at-risk situations; campuses with more than 700 will have an additional counselor from Title I Part A	AR, AS	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu. Title I, Part A	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (20) Employ a social worker for every middle school to assist with parental and community involvement	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
* (21) Employ five classroom teachers at every middle school for classroom reduction purposes (less than 1 to 27)	AS, AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
* (22) Employ three teachers at every middle school to assist students through small group instruction in core academic subjects	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
* (23) Employ the following middle school paraprofessionals to assist with academic development: <ul style="list-style-type: none"> • Computer Proctor • iStation Assistant • ISS Instructional Assistant (ARMS only) 	AS, AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	Title I, Part A State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(24) Employ an assistant principal (Scheduler) for each high school to supplement local efforts in enhancing educational opportunities for students in at-risk and economically disadvantaged situations	AR, AS	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	Title I, Part A State Comp. Edu.	▲	▲	▲	▲
*(25) Employ an assistant principal for each high school to supplement local efforts in enhancing educational opportunities for students in at-risk situations	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
*(26) Employ an assistant principal (Dean of Instruction) for each high school to supplement local efforts in enhancing educational opportunities for students in at-risk and economically disadvantaged situations	AR, AS	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	Title I, Part A State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (27) Employ an assistant principal (Test Coordinator) for each high school to supplement local efforts in enhancing educational opportunities for students in at-risk situations	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	Local State Comp. Edu.	▲	▲	▲	▲
* (28) Employ a counselor (Gear Up) for each high school to supplement local efforts in enhancing educational opportunities for students in economically disadvantaged situations	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A Gear Up Program	▲	▲	▲	▲
* (29) Employ a social worker for every high school to assist with parental and community involvement	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
* (30) Employ a truant attendance officer for every high school to assist with student attendance (truancy) and dropout prevention	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(31) Employ a Reading Renaissance Coach for every high school to implement Reading Renaissance program and to assist with reading/literacy development	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
*(32) Employ three reading teachers for every high school to assist with reading/literacy development	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
*(33) Employ an AVID teacher for every high school to implement AVID program and to assist with college readiness and promotion	AS	A, P, SP	- Increased Student Academic Achievement	Title I, Part A	▲	▲	▲	▲
*(34) Employ CAL teacher(s) for every high school to implement A+ program, to assist with credit recovery, and to assist with dropout prevention	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (35) Employ in school suspension teacher for every high school to assist with academic intervention, discipline and dropout prevention	AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu.	▲	▲	▲	▲
* (36) Employ the following high school paraprofessionals to assist with academic development, dropout prevention, and parental/community involvement: <ul style="list-style-type: none"> • Attendance Clerk • Counselor's Clerk • Parental Involvement Clerk • Computer Proctor • Parent Community Liaison 	AS, AR	A, P, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	Local Title I, Part A State Comp. Edu.	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>*(37) Employ the following professional staff to implement the district alternative education program (HOPE):</p> <ul style="list-style-type: none"> • Assistant Principal • Counselor • English, Math, Social Studies, Science, and Credit Recovery Teachers • Reading Teachers (Title I Part A) 	AS, AR	A, P, SP	<ul style="list-style-type: none"> - Increased Student Academic Achievement - Reduced Drop Out Rate 	State Comp. Edu. Title I, Part A	▲	▲	▲	▲
<p>*(38) Employ the following paraprofessional staff to implement the district alternative education program (HOPE):</p> <ul style="list-style-type: none"> • Secretary • Library Clerk • Computer Proctor 	AS, AR	A, P, SP	<ul style="list-style-type: none"> - Increased Student Academic Achievement - Reduced Drop Out Rate 	State Comp. Edu. Title I, Part A	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>*(39) Employ the following professional staff to implement the high school alternative centers (ACEs):</p> <ul style="list-style-type: none"> • Counselor • Social Worker(Title I Part A) • English, Math, Social Studies, and Science Credit Recovery Teachers • PEP Teacher • Reading Teachers (Title I Part A) 	AS, AR	A, P, SP	<ul style="list-style-type: none"> - Increased Student Academic Achievement - Reduced Drop Out Rate 	State Comp. Edu. Title I, Part A	▲	▲	▲	▲
<p>*(40) Employ the following paraprofessional staff to implement the high school alternative centers (ACEs):</p> <ul style="list-style-type: none"> • PEIMS/Attendance Clerk 	AS, AR	A, P, SP	<ul style="list-style-type: none"> - Increased Student Academic Achievement - Reduced Drop Out Rate 	State Comp. Edu. Title I, Part A	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1N Improve, sustain, and support academic student performance at or beyond grade level</p>			<p>Focus: Process alignment or student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(41) Employ the following professional staff at the central office level to help improve academic achievement of students in at-risk and economically disadvantaged situations:</p> <ul style="list-style-type: none"> • Math Specialist • Sec Language Arts Coor. • Dir. Fed. and State Programs • Academic Shared Advisor • Diag. for Dyslexia • Exe. Dir. For Eval. and Curr. • Data Analyst • Early Childhood Mentors (7) • Elem. Science Coor. • Parental Inv. Strategists (3) • Science Strategist • Research Analyst 	AS, AR	A, SS, SP	<p>- Increased Student Academic Achievement</p> <p>- Reduced Drop Out Rate</p>	State Comp. Edu. Title I, Part A	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(42) Employ a staff development coordinator at the district level to oversee all professional and paraprofessional staff development	AS	A, SS, SP	- Increased Student Academic Achievement - Meeting NCLB Highly Qualified Requirements	Title II, Part A	▲	▲	▲	▲
(43) Employ the following paraprofessional staff at the central office level to help improve academic achievement of students in at-risk and economically disadvantaged situations: <ul style="list-style-type: none"> • Fed. and State Prog. Data Entry Clerk • Eval. and Curr. Secretary • Instructional Support Clerk • Fed. and State Prog. Secretary • Parental Inv. Secretary • SDFSC Secretary 	AS, AR	A, SS, SP	- Increased Student Academic Achievement - Reduced Drop Out Rate	State Comp. Edu. Title I, Part A	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.			Focus: Process alignment or student results					
Goal 1.10 Improve, sustain, and support academic student performance at or beyond grade level			Owner <u>Assistant Superintendent for Curriculum and Instruction</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) Train campus testing coordinators to administer state tests per Texas Education Agency guidelines and local written procedures.	AS	District Testing Coordinator		Title 1 \$250 State Comp. \$1,250 Local \$19,245	▲	▲	▲	▲
* (2) Produce student performance data for use in guiding instructional and curricular decisions.	AS	Exec. Dir. for Curr. and Eval. (EDCE), Campus Testing Coordinator (CTC)	Teachers and other staff will have timely access to student performance data.	Title 1 \$15,500 State Comp. \$101,380	▲	▲	▲	▲
* (3) Written procedures for the testing program will be established.	AS	EDCE, CTC	Reduced or eliminated testing irregularities	Title 1 \$250 State Comp. \$500	▲	▲	▲	▲
* (4) Internal audits will be conducted in a timely fashion to verify accuracy of TAKS answer document coding.	AS	EDCE, CTC	Reduced or eliminated coding errors.	Title 1 State Comp. \$250	▲	▲	▲	▲

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**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1P Improve, sustain, and support academic student performance at or beyond grade level for students in the Early Childhood Program.</p>			<p>Focus: Early childhood initiatives for school readiness</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>Early Childhood Department: (1) Provide support and resources to campuses for the compliant implementation of Title I, State Compensatory Education, Pre-K Early Start Grand and 485 Gant Funds.</p> <p>(2) Implement mClass CIRCLE, TPRI and TEJAS LEE Progress Monitoring</p> <p>(3) Develop and enhance curricula for an extended school year program for the academic improvement of students</p>	AS	A, T, SS	Campus Feedback Agendas/Sign-In Sheets Increased Student Academic Achievement	State Comp. Funds 415 Grant Funds 485 Funds	▲	▲	▲	▲
	AS	A,T,SS,P	BOY, MOY and EOY Assessments increase the % of Students reading on grade level by 5-10%	State Comp Funds	▲	▲	▲	▲
	AS	A, T, SS	Increased student Academic Achievement	Title 1 Funds State Comp. Funds 415 Grant Funds			▲	▲

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1P Improve, sustain, and support academic student performance at or beyond grade level for students in the Early Childhood Program.</p>			<p>Focus: Early childhood initiatives for school readiness</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(4) Provide teachers with bi-monthly on-line professional development in Language Arts and Math through Teachscape	AS	A, T, SS	Agendas/Sign-In Increased Student Academic Achievement Teacher Implementation of Professional Development, Progress Monitor	Title I 415 Grant Funds	▲	▲	▲	▲
(5) Implementation of the Prek-K Early Start Grant initiatives for the academic improvement of students	AS	A,T,SS,P	Implementation of instructional program and student improvement and performance in all areas	415 Grant Funds	▲	▲	▲	▲
(6) Provide extra duty pay for employees and non-employees for the compliant implementation of the Title I and 415 Grant Funds	AS	A, T, SS	Agendas/Sign-In Increased Student Academic Achievement	Title I Funds 415 Grant Funds			▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1 Q Increase the use of quality data to drive and support academic student instruction and performance at or beyond grade level. (Elementary Education)</p>		<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(1) District Coordinators and Directors will meet to discuss district issues. Curriculum Leadership Skills, Instruction TEA Updates, Assessments, Programs.</p> <ul style="list-style-type: none"> Leadership Reading Materials 	All Students	Executive Directors/ Coordinators	Increase Student Achievement	Title 1 (211) State Comp (162) Local (199)	▲	▲	▲	▲
<p>(2) Provide support and resources to campuses and departments under Elementary Education.</p> <ul style="list-style-type: none"> General Supplies Awards & Incentives Xerox Copier Printing Materials 	All Students	Executive Director	Increase Student Achievement	Title 1 (211) State Comp (162) Local (199)	▲	▲	▲	▲

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2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.1 Q Increase the use of quality data to drive and support academic student instruction and performance at or beyond grade level. (Elementary Education)</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(3) Attend and conduct professional development activities and meetings to enhance Leadership Skills to improve student achievement.</p> <ul style="list-style-type: none"> • Mileage • Out of District Travel • Registration Fees • Consultant Fees • Region I Service Center • Food 	All Students	Executive Directors/ Coordinators/ Principals/ Supervisors	Increase Student Achievement	Title 1 (211) State Comp (162) Local (199)	▲	▲	▲	▲
<p>(4) Technology Equipment will be purchased as a resource to enhance professional development, meetings and campus activities.</p>	All Students	Executive Director	Increase Student Achievement	Title 1 (211) State Comp (162) Local (199)	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(5). Office furniture and equipment will be purchased for Conference Meeting Room.</p> <ul style="list-style-type: none"> • File Cabinets • Media Cart • Credenza 	All Students	Executive Directors/ Coordinators	Increase Student Achievement	Title 1 (211) State Comp (162) Local (199)	▲	▲	▲	▲
<p>(6). Fifth grade students will be given a portfolio to maintain end-of-year certificates.</p>	All Students	Executive Director / Principal	Increase College Readiness	Title 1 (211) State Comp (162)	▲	▲	▲	▲
<p>(7). Provide stipend for teachers attending Staff Development training to improve student achievement.</p>	All Students	Executive Directors/ Coordinators	Increase Student Achievement	Title 1 (211)	▲	▲	▲	▲
<p>(8). Provide reading material to campuses as required for progress monitoring.</p>	All Students	Executive Director / Coordinator/ Principal	Increase Student Achievement	Title 1 (211) State Comp (162)	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.2 Provide technology resources that promote student learning.</p>			<p>Focus: Process alignment for student results</p> <p>Owner <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1)*Enforce Children’s Internet Protection Act (CIPA), and Acceptable Use Policy (AUP) for all staff/students/parents	AS	P,T,C,A	Signed acceptable use policies	Local	▲	▲	▲	▲
(2)*Accept the La Joya I.S.D. and Children's Internet Protection Policy posted on the district web pages and e-Chalk web pages prior to access. All users; parents, students and staff must read, accept and sign users agreements.	AS	P,T,A,AS	Acceptable Use Policy signed forms Improved student safety on the Internet	State Technology Allocation Funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(3)*Provide network filter/firewall tools to provide safe internet access for students/staff use.	AS	A	Firewall in place on network CIPA/AUP forms of improved/safe technology use	E-Rate Funding	▲	▲	▲	▲
(4)*Promote the use of district online resources such as Net Trekker and Thinkfinity search engines along with various online resources including but not limited to United Streaming, Facts on File, Digital Knowledge Central (DKC), Discovery Education Video, and Britannica.	AS	P,T,A,AS	Usage Summary Reports Lesson Plans Student Assessments Improved Student Achievement		▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(5)*Utilize the campus teleconference units allowing students to participate in virtual fieldtrips for lessons in all academic content areas taught by experts from the global internet community.	AS	P,T,A,AS	Region I Reports Improved Student Achievement Purchase Orders Campus Budget Reports	State Technology Allocation Fund Local Funds	▲	▲	▲	▲
(6)*Utilize district web pages and district wide web pages as well as safe student e-mail to communicate school news/events, educational resources and provide access to district personnel, and the community. Students and staff will review "Netiquette" skills for safe e-mail and network usage.	AS	P,T,A,AS	Web page presence E-Chalk usage reports Improved student achievement	E-Rate funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(7)*Establish and implement benchmark assessments for all students aligned to the grade level clusters (K-2, 3-5, 6-8) required by the Technology Applications TEKS and use data to monitor and report student mastery of the Technology Application TEKS.	AS	P,T,A,AS	Learning.com reports 8 th grade online proficiency assessment results	State Technology Allocation Fund	▲	▲	▲	▲
(8)Identify and purchase an on-line assessment tool to assess professional staff, teachers, librarians, administrators, on technology application skills and technology integration.	AS	P,T,A,AS	P.O. Learning.com assessment results	State Technology Allocation Fund Local Funds	▲	▲	▲	▲
(9)*Assess teachers, counselors, librarians and administrators at all campuses with an on-line technology proficiency assessment tool.	AS	P,T,A,AS	P.O. Learning.com assessment results	State Technology Allocation Fund Local Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(10)*Expand the involvement of core area C&I staff in promoting the integration of technology into all areas of the curriculum through Summer Curriculum Writing Projects and staff development efforts. Summer curriculum projects will be utilized by teachers in providing instruction across the content areas.	AS	P,T,A,AS	Sign In Sheets, Agendas for curriculum writing projects	State Technology Allocation Fund Local Funds	▲	▲	▲	▲
(11)Partner with South Texas College and the University of Texas Pan American to offer distance learning classes for students in grades 9-12 to meet graduation requirements.	9 th -12 th grade	P,T,A,AS	Improves student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(12)Partner with the Texas Virtual School Network to provide 9th-12th grade students the opportunity to access virtual classes online to meet graduation requirements.	9 th -12 th grades	P,T,A,AS	Improved student achievement	State Technology Allocation Funds	▲	▲	▲	▲
(13)*Participate in the Region I consortium to provide teachers, librarians, administrators and students with access to emerging technologies such as video streaming, video teleconferencing, webcasts, blogs, Wiki's, and virtual fieldtrips.	AS	P,T,A,AS	P.O .Improved student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲
(14)*Utilize, learning.com in grades K-8 as an e-Book to provide instruction in technology applications through instruction in the core content areas.	AS	P,T,A,AS	Improved student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(15)*Purchase computer based instructional software to provide instruction in all core content areas to promote student achievement.	AS	P,T,A,AS	P.O. Improved student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲
(16)*Implement annual purchasing procedures to maintain campuses at least at a 4-1 student/computer ratio, and purchase emerging technology tools.	AS	A,P	P.O. Campus budget reports Improved student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲
(17)* Purchase computers on wheels,multimedia carts, document cameras, video projectors, digital cameras, smart boards, Mobi's, Immediate Response Systems, and other innovative computer technology tools to allow for regular weekly technology use for integrated curriculum activities.	AS	P,T,A,AS	P.O. Improved student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(18)Use-Rate funds to upgrade the network to include increased cabling to ensure all students have equitable and anytime, anywhere access to broadband communications	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲
(19)Provide funding for continued distance learning opportunities at the secondary level.	GL6-12	A	Purchase Orders Sign-in sheets	State Technology Allocation Funds	▲	▲	▲	▲
(20)Use e-Rate funds to purchase, deploy and maintain uninterrupted power supplies for critical areas of the network	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲
(21)Seek e-Rate funds to acquire phone lines and fiber lines as appropriate for connectivity to the Internet and communication across the district.	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(22) Seek e-Rate funds to acquire Fast Ethernet to all campuses in the district.	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲
(23) Seek e-Rate funds for the provision of Long Distance services to all schools/facilities in the district.	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲
(24) Seek e-Rate funds to purchase Voice Over the Internet (VOIP) solutions. (Built into new campuses to the district and campus upgrades).	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲
(25) Seek E-Rate funds to provide wireless solutions for new campuses and campus upgrades.	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲
(26) Seek E-Rate funds to acquire Wireless WAN connectivity for all campuses in the district to accommodate state online testing requirements.	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(27)Continue to upgrade and consolidate campus and district Main Distribution Facilities with self contained racks and rack optimized file servers, server blades (DNS-DHCP). wireless access points, Cat6-Cat6A drops, and 10 Gig fiber connectivity	AS	A	P.O. Improved student achievement	E-Rate funds	▲	▲	▲	▲
(28)Provide funding to acquire WebCCAT software for all campuses, K-12, to develop local benchmark assessments in all content areas.	AS	A	Improved student achievement	Federal Funds	▲	▲	▲	▲
(29)Provide training on an as needed basis on DMAC for district and campus administrators involved with benchmark testing development.	AS	A	Improved student achievement	Federal Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.3 Monitor and assist parental involvement strategies and school/business partnerships to support the instructional program.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources & Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>* (1) Make educational programs available to campuses to strengthen parenting skills to help parents provide educational assistance to their children.</p> <ul style="list-style-type: none"> • Reading Materials • Brochures 	AS	P, PE, PIS, A, S.	<p>Agendas Sign-ins Rosters.</p> <p>Increase parental involvement and student academic achievement.</p>	Federal monies	▲	▲	▲	
<p>* (2) Ensure parents receive orientation and training on:</p> <ul style="list-style-type: none"> • Title I programs and budget • NCLB Act of 2001 • District Parental Involvement Policy Plan • Compulsory Attendance 	AS	P, PE, PIS, A, S.	<p>Agendas Sign-ins Rosters.</p> <p>Increase parental involvement and student academic achievement.</p>	Federal monies	▲	▲	▲	

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**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.3 Monitor and assist parental involvement strategies and school/business partnerships to support the instructional program.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources & Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> • Law/Truancy Procedures • Practical Parenting Education. • SBDM Policy and Procedures • PAC's and other communities • Volunteering Training • Literacy Programs • English classes • Make and take by grade level • Computer classes • Self-Sufficient classes • Colonia meetings • Plaza Comunitaria • District Advisory Committees (includes supplies for these events) 	AS	P,PE, PIS, A,S.	<p>Agendas Sign-ins Rosters.</p> <p>Increase parental involvement and student academic achievement.</p>	Federal monies	▲	▲	▲	

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.3 Monitor and assist parental involvement strategies and school/business partnerships to support the instructional program.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources & Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (3) Review and assist with parents the District Parental Involvement Policy Plan, school, parent compact, that outlines how parents, school, staff and students will share responsibility for improved student academic achievement.	AS	P,T,PIS,PE, S,A	Meeting Agendas Sign-In Rosters Evaluations. Increase parental Involvement Student Academic Achievement.	Federal monies	▲	▲	▲	
* (4) Ensure parents receive orientation and training on student code of conduct, dropout prevention, health services, instructional resources and technology.	AS	P,T,PIS,PE, S,A	Meeting Agendas Sign-In Rosters Evaluations. Increase parental Involvement Student Academic Achievement.	Federal monies	▲	▲	▲	

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.3 Monitor and assist parental involvement strategies and school/business partnerships to support the instructional program.</p>		<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources & Student Services</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>* (5) Make celebrations available to educational program to strengthen/increase campus volunteer efforts.</p> <ul style="list-style-type: none"> • Volunteer Appreciation meeting /awards. • Winter Texan Appreciation meeting /awards. 	AS	P,T,PIS,PE, S,A	Meeting Agendas Sign-In Rosters Evaluations. Increase parental Involvement Student Academic Achievement.	Federal monies	▲	▲	▲	
<p>* (6) Make available to campuses educational programs to strengthen parent college awareness.</p> <ul style="list-style-type: none"> • College preparation/ financial aid. • College counseling/advising. • College family/cultural events. 	AS	P,T,PIS,PE, S,A	Meeting Agendas Sign-In Rosters Evaluations. Increase parental Involvement Student Academic Achievement.	Federal monies	▲	▲	▲	

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District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.3 Monitor and assist parental involvement strategies and school/business partnerships to support the instructional program.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources & Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>* (7) Provide support and resources to campuses and Parental Involvement Department.</p> <ul style="list-style-type: none"> • General Supplies • Awards & Incentives • Xerox Copier • Printing Materials 	AS	P,T,PIS,PE, S,A	<p>Meeting Agendas Sign-In Rosters Evaluations.</p> <p>Increase parental Involvement Student Academic Achievement</p>	Federal monies	▲	▲	▲	
<p>* (8) Attend and conduct professional development activities and meeting to enhance leadership skills to improve Parents and Students achievement.</p> <ul style="list-style-type: none"> • Mileage • Out of District Travel • Registration Fees • Consultant Fees • Region I Services Center • Food 	AS	P,T,PIS,PE, S,A	<p>Meeting Agendas Sign-In Rosters Evaluations.</p> <p>Increase parental Involvement Student Academic Achievement.</p>	Federal monies	▲	▲	▲	

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.3 a Promote parental involvement strategies and school/business partnerships to support the instructional program.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources & Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Provide Parental involvement on characteristics of dyslexia, intervention options, dyslexia bundled accommodations, and instructional strategies	Students identified with Dyslexia	A,P,T	Agenda, Sign-ins Rosters Increased parental involvement and student academic achievement	Title 1 Funds State Comp. Funds Local	▲	▲	▲	▲
(2) Provide Training on §504, GEH, and Dyslexia	AS	A	Agenda, Sign-ins Increased parental involvement and compliance with §504	Title 1 Funds State Comp. Funds Local	▲	▲	▲	▲

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**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 1: La Joya ISD will demonstrate sustained growth in student achievement.			Focus: Process alignment for student results					
Goal 1.4 Recruit, develop and retain highly qualified instructional staff.			Owner: Assistant Superintendent for Human Resources and Student Services					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Mentor Teacher Training 12 hrs. (TXBess)	AS	A	Training Evaluations/ Increase student performance	TxBess training binder, Local funds stipend	▲	▲	▲	▲
(2) Offer a Planning Day for Mentor/Novice Teacher	AS	A P	Increase student performance/Teacher retention	Title II	▲			
(3) Mentor New Special Education Department Diagnosticians and Speech Therapists	SE	S	Increase student performance	Senior Diagnosticians	▲	▲	▲	▲
(4) Utilize Eschool Solutions: Smartfind Express to upgrade and to merge to ESS Data Link software	AS	A SP	Attendance reports: -daily -weekly -monthly/Increase staff attendance, increase student performance	Local funds SEMS upgrade	▲	▲	▲	▲

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**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: La Joya ISD will demonstrate sustained growth in student achievement.</p> <p>Goal 1.4 Recruit, develop and retain highly qualified instructional staff.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources and Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(7) Offer a sign-up bonus incentive to all new teachers to recruit teachers in the hardship areas.	AS	A	Increase Teacher recruitment, student success/Number of Teachers recruited for hardship areas	Flyer	▲	▲	▲	▲
(8) Comply with Senate Bill 9 and ensure the fingerprinting process is complete before beginning employment for all new non-certified employees.	AS	A	All Employees meet Senate Bill 9 requirements/All employees meet State and Local requirements	Fast Pass	▲	▲	▲	▲
<p>* (9) Continue recruitment efforts by:</p> <ul style="list-style-type: none"> • Organizing local job fairs (Nov. and March) • Attending job or career fairs within the state and/or university(ies) • Inviting campus/dept. personnel to attend teacher job fairs • 	AS	A	Increased number of applicants screened and interviewed/Decreased Number of vacancies by June interested applicants sign-in rosters from job/career fair	Interview screening packets	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.5 Promote post secondary education.</p>	<p>Focus: Process alignment or student results (Elementary)</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>
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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) Provide information during parent workshops on post-secondary careers	AS	A/SP	• Agenda/Sign-In	N/A	▲		▲	
* (2) Adopt a college per grade level	AS	Staff	Increase the # of Ss scoring commended in Rdg & Math & a 4 in wtg. By <u>5%</u>	N/A	▲			
* (3) Post college banners throughout school	AS	C	Increase the # of Ss scoring commended in Rdg & Math & a 4 in wtg. By <u>5%</u>	CTE	▲			
* (4) Career Day Activities	AS	C/GCC	Increase the # of Ss scoring commended in Rdg & Math & a 4 in wtg. By <u>5%</u>	Local			▲	
* (5) Administer Career Interest Inventory for all 5 th grade students	5 th Grade Students	P/C/CTE	Increase the # of students attending colleges/univ.	CTE funds		▲		

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**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement. Goal 1.5 Promote post secondary education.			Focus: Process alignment or student results (Middle School) Owner: <u>Assistant Superintendent for Curriculum and Instruction</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) Schedule of workshops for students and parents on financial aid, scholarships, importance of higher education and Dual Enrollment/AP courses.	AS	P/C	Increase admission to colleges by Ss by 10%	High School Allotment	▲	▲	▲	▲
* (2) Identify a college spirit day	AS	P/C	Increase admission to colleges by Ss by 10%		▲	▲	▲	▲
* (3) Administer career interest inventory to all 6 th and 7 th graders	6 th Grade Ss	P/C/CTE	Increase admission to colleges by Ss by 10%	CTE Funds	▲	▲	▲	▲
* (4) Career Day Activities	AS	P/C	Increase admission to colleges by Ss by 10%		▲	▲	▲	▲
* (5) Administer EXPLORE test to all 8 th graders	8 th grade Students	Test Coordinator	60% of students will score above: Reading <u>15</u> English <u>13</u> Science <u>20</u> Math <u>17</u>	High School Allotment		▲		
* (6) Visit college and universities	AS	C/GCC	Increase the # of Ss attending College and universities	High School Allotment AVID	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(7)Training by ACT Consultant ● Data analysis on EXPLORE ● Ideas for programs *Campus training done by Academic Shared Advisors	AS	P	Increase the % of students meeting the EXPLORE required score: Reading <u> 15 </u> English <u> 13 </u> Science <u> 20 </u> Math <u> 17 </u>	High School Allotment		▲		
* (8) Monitor lesson plans to reflect ideas for progress to meet goals	AS	P	Increase the % of students meeting the EXPLORE required score: Reading <u> 15 </u> English <u> 13 </u> Science <u> 20 </u> Math <u> 17 </u>	High School Allotment		▲	▲	▲
* (9) Train teachers on AVID Strategies	AS	P/Avid Team	Increase the % of students meeting the EXPLORE required score: Reading <u> 15 </u> English <u> 13 </u> Science <u> 20 </u> Math <u> 17 </u>	High School Allotment	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(10)Monitor the implement of AVID strategies	AS	P	Increase TAKS performance scores (2200 TSI Rdg/Math & increase # of 3 in Writing by_____	AVID	▲	▲	▲	▲
*(11)Hold parent conference with all students failing 1 or more sections of the TAKS to develop a PGP	AS	P/C	Decrease the # of students failing TAKS	N/A	▲			
*(12)High School electives will be offered to 7 th and 8 th grade Ss: Spanish/Speech/Health/BCIS/Keyboarding	7 th & 8 th Grade Ss	P/C	Increase the HS completion rate Increase # of Students receiving high school credit (10%)	High School Allotment	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

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Goal 1.5 Promote post secondary education.			Owner: <u>Assistant Superintendent for Curriculum and Instruction</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Administer PLAN assessment for all sophomores	10 th Graders	T/C/P/Adv. Aca. Services Coord.	70% of all students will score: English <u>15</u> Reading <u>17</u> Math <u>19</u> Science <u>21</u>	High School Allotment		▲		
(2) Training teachers (9 th and 10 th core academic teachers) · Data analysis · Ideas in Progress	9 th & 10 th graders	Adv. Aca. Services Coord.	70% of all students will score: English <u>15</u> Reading <u>17</u> Math <u>19</u> Science <u>21</u>	High School Allotment	▲	▲		
* (3) Monitoring lesson plans to reflect that “Ideas for Progress” strategies are used in classrooms to improve student performance	AS	P	70% of all students will score: English <u>15</u> Reading <u>17</u> Math <u>19</u> Science <u>21</u>	High School Allotment	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (4) Schedule of workshop for students and parents - Graduation Requirements - Testing Requirements, TAKS, SAT, ACT - Dual Enrollment/AP Classes - College Application - Portfolio/Pre-Registration	9 th -10 th Grade Students	C/ GCC/P	· Testing dates posted on website · Increase the # of Ss enrolled in Dual enrollment /AP by 10% · Ss created portfolios		▲	▲	▲	▲
* (5) Administer THEA test to 10 th graders	10 th Grade Students	C/GCC/P	Increase by 50% the number of Ss taking the THEA				▲	▲
* (6) Monitor AVID strategies in the classroom	AS	P/T	Improve TAKS performance scores		▲	▲	▲	▲
* (7) 25. Top 10% of the Students in PLAN will take P-SAT and be tutored	Select top 10 % of the 10 th graders	C/GCC/P	Increase the # of students taking PSAT by 10%		▲	▲	▲	▲
* (8) Prep classes offered for SAT/ACT (Saturday/After school)	11 th -12 th	Adv. Aca. Adv/Staff C/P	Ss scores for ACT E – 18 R – 21 M- 22 S – 24		▲	▲	▲	▲

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Goal 1.5 Promote post secondary education.			Owner: <u>Assistant Superintendent for Curriculum and Instruction</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (9) Junior Ss will maintain a College portfolio	11 th grade	P	Increase admission to colleges by Ss by 10%		▲			
* (10) Administer assessment for college readiness THEA/SAT/ACT	11 th – 12 th	P	100% of Jr's & Sr's will take ACT/SAT and score E – 18 R- 21 M- 22 S- 24				▲	▲
* (11) Schedule workshop for students and parents -Selecting a college -Financial Aid -Importance of meeting deadline	11 th -12 th	C/GCC/P	Increase admission to colleges by Ss by 10%			▲	▲	
* (12) Review graduation plan/transcript with counselors	9 th -12 th	C/GCC/P	Increase completion rate by 20%		▲	▲	▲	▲
* (13) Complete college entrance applications -Financial aid application (FAFSA) -Updating portfolio -Journey to College Success	12 th grade	C/GCC/P	Increase admission to colleges by Ss by 10%		▲	▲	▲	▲

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2010-2011**

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>*(14)Support for At-Risk students</p> <ul style="list-style-type: none"> • College and Career Center • Alternative Center for Education • College Transition Academy • PEP School 	At-Risk Students who meet criteria	Directors Principals Supt. Asst. Supt.	Increase student completion rate and graduation rate	High School Allotment State Comp. PEP Grant	▲	▲	▲	▲
<p>*(15)Flexible scheduling for students at</p> <ul style="list-style-type: none"> • CCC • ACE's • PEP 	At-Risk At sites	Director Principal	Increase student completion rate and graduation rate	High School Allotment State Comp. PEP Grant	▲	▲	▲	▲
(16)College tuition fees paid for	At-Risk At sites	Director	Increase student completion rate and graduation rate	High School Allotment	▲	▲	▲	▲

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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(17) Meeting with parents -Financial Aid Night -Transmittal Night for FAFSA	12 th Graders	C/GCC/P	Increase admission to colleges by Ss by 10%		▲	▲	▲	▲
*(18) Students will apply to at least 3 colleges/universities	All Seniors	C/GCC/P	Increase admission to colleges by students		▲	▲	▲	▲
(19) Monitor students post graduation- attendance/completion from post secondary institutions	All students	C/GCC/P						

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6 Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Staff Development								
(1)Provide professional growth opportunities for all elementary and secondary teachers that integrates the use of materials, equipment, inquiry strategies, and TEKS focus into their instruction for all educational Core Areas: Science, Math, Language Arts, Social Studies, Bilingual, Central Office Departments, Staff Development Department	AS	AS,P,A Science Coordinators, Math Coordinators, Language Arts Coordinators, Social Studies Coordinators, Bilingual Director, Staff Development Coordinator	Documented classroom observations, sign-ins, agendas Improved student performance on TAKS	Local Funds, Federal Funds, and State Comp.	▲	▲	▲	▲

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2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6 Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Staff Development								
(2)* ◇ Provide teachers with T.O.T. on Cooperative Learning	T	Staff Development Coordinator P	Training Evaluations Administrators walkthroughs Improved student performance on TAKS	Local Funds, Federal Funds and State Funds	▲	▲	▲	▲
(3)* ◇ Provide teachers with T.O.T. on Scholastic RED on-line staff development	T	Staff Development Coordinator P	Training Evaluations Administrators walkthroughs Improved student performance on TAKS	Local Funds, Federal Funds and State Funds	▲	▲	▲	▲
(4) Provide Staff Development for 1 st and 2 nd year teachers new to the district.	T	Staff Development Coordinator P	Training Evaluations Administrators walkthroughs Improved student performance on TAKS	Local Funds, Federal Funds and State Funds	▲	▲	▲	▲
(5) Coordinate staff development sessions via Electronic Register Online (ERO), catalogs, monthly calendars, and yearly calendar.	T	Staff Development Coordinator P	Actual product development	Local Funds, Federal Funds and State Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6A Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
§504/Dyslexia (A)								
Δ (1)Train Dyslexia Designees on Herman Method Reading Program	Students identified with Dyslexia	A,P,T	TAKS Reading Level Student Grades	Title 1 Funds State Comp. Funds Local	▲	▲	▲	▲
Δ (2)Train Elementary Dyslexia Designees on Esperanza Reading Program	Students identified with Dyslexia & L.E.P.	A,P,T	TAKS Reading Level Student Grades	Title 1 Funds State Comp. Funds Local	▲	▲	▲	▲
Δ (3)Train Teachers of students with dyslexia on characteristics of dyslexia, intervention options, dyslexia bundled accommodations, and instructional strategies	Students identified with Dyslexia	A,P,T	TAKS Reading Level Student Grades	Title 1 Funds State Comp. Funds Local	▲	▲	▲	▲
(4)Provide Professional Development Activities for compliance of §504 program	Students identified under §504	A,P,T	Compliance of §504	Title 1 Funds State Comp. funds Local	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Objective 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6B Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Advanced Academic Services (B)								
(1) Offer ongoing staff development in the area of technology for GT / Pre AP /AP teachers	GT Ss	Adv. Acad. Services Coord./ P/A	Sign-in sheets/Agendas Teacher self assessments related to Technology	Title I /Local	▲	▲	▲	▲
(2) Provide new GT teachers the initial 30 clock-hour professional development in GT education	GT Ss	Adv. Acad. Services Coord. T/P	Teacher certificates; Increase the # of GT students achieving commended performance in identified foundation curricular areas	Title I /Local	▲	▲	▲	▲
(3) Provide a minimum of 6 hours annually of professional development in gifted/talented education for all GT teachers	GT Ss	Adv. Acad. Services Coord. T/P	Teacher certificates; Increase the # of GT students achieving commended performance in identified foundation curricular areas	Title I /Local		▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Objective 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6B Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Advanced Academic Services (B)								
(4) Provide new administrators /counselors 6 hours of staff development on nature and needs of GT students and program options	GT Ss	Adv. Acad. Services Coord./T	Increase GT students performance on TAKS 5% commended	Title I/Local	▲	▲	▲	▲
(5) Provide Pre-AP/AP training opportunities for teachers Current Pre AP/AP teachers from each secondary campus are assigned by the campus principal on a yearly basis to attend APSI trainings(Teachers are eligible to attend every other year and must be assigned to the Pre AP / AP course s/he was trained in order to receive reimbursement	Sec. Ss	Adv. Acad. Services Coord./P	Increase # of AP courses by 5% • Certificates	Title I/Local	▲			▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6C Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>Bilingual/ESL (C)</p> <p>(1)Campus administrators will learn, understand, and monitor effective implementation of Bilingual/ESL instructional programs and methodologies by attending appropriate staff development in order to develop language proficiency and academic success for ELLs. The following trainings will be offered:</p> <ul style="list-style-type: none"> • ◇ Leadership Academy • ◇ SIOP Training for administrators (secondary) • ◇ Monitoring SIOP in the classroom (secondary) 	ELLs	<p>Bilingual/ESL Department</p> <p>Principal</p> <p>Administrators</p>	<p>Verification of attendance in appropriate staff development activities through:</p> <ul style="list-style-type: none"> • Electronic Registrar Online (ERO) • Sign-ins 	Title III State Bilingual	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6C Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
Bilingual/ESL (C)					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> • Δ Edge ESOL Adoption (secondary) • Δ NGS ELPS Adoption (secondary) • Δ English Language Proficiency Standards (ELPS) • ◇ Dual Language Enrichment Program (elementary) • ◇ Scheduled Principals' meetings by Bilingual/ESL department • ◇ LPAC administrator will attend designated LPAC Clerks' meetings 	ELLs	<p>Bilingual/ESL Department</p> <p>Principal</p> <p>Administrators</p>	<p>Verification of attendance in appropriate staff development activities through:</p> <ul style="list-style-type: none"> • Electronic Registrar Online (ERO) • Sign-ins <p>Monitor tasks to improve data quality in PEIMS</p>	Title III State Bilingual	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6C Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
Bilingual/ESL (C)					Q1	Q2	Q3	Q4
<p>(2)Secondary teachers will learn and implement successful instructional strategies by attending appropriate staff development in order to develop language proficiency and academic success for ELLs. The following trainings will be offered:</p> <ul style="list-style-type: none"> • ◇ SIOP Training • ◇ SIOP Coach Training • ◇ Paving the way for ELLs • ◇ Follow-up SIOP trainings (focusing on specific components) • Δ TELPAS • ◇ LAS Links • Δ English Language Proficiency Standards (ELPS) • Δ ESOL Adoption (Edge) • Δ ELPS Adoption (NGS) 	ELLs	<p>Bilingual/ESL Department Administrators Principal Teachers Content area coordinators</p>	<p>Verification of attendance of teachers in appropriate staff development activities through:</p> <ul style="list-style-type: none"> • Electronic Registrar Online (ERO) • Sign-ins 	Title III State Bilingual	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6C Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>Bilingual/ESL (C)</p> <p>(3)Elementary teachers will learn and implement successful instructional strategies by attending appropriate staff development in order to develop language proficiency and academic success for ELLs. The following trainings will be offered:</p> <ul style="list-style-type: none"> • ◇ Dual Language Enrichment Program (3day training) • ◇ DLE Committee Trainings • 	ELLs	Bilingual/ESL Department Administrators Principal Teachers Content area coordinators	<p>Verification of attendance of teachers in appropriate staff development activities through:</p> <ul style="list-style-type: none"> • Electronic Registrar Online (ERO) • Sign-ins 	Title III State Bilingual	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6C Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
Bilingual/ESL (C)					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> • ◇ Bilingual Learning Centers • ◇ Use of Bilingual Pairs/Groups • ◇ Math Powerful Lessons • ◇ Transition Program (new teachers) • Δ Avenues • ◇ Pre-LAS/ LAS Links • Δ TELPAS <p>Δ English Language Proficiency Standards (ELPS)</p>								
<p>(4)Administrators and LPAC committees will attend the following trainings to ensure that appropriate decisions are made in regards to placement, instruction, monitoring and assessments:</p> <ul style="list-style-type: none"> • Δ LPAC Training 	ELLs	Bilingual/ESL Department Administrators Principal Teachers	Verification of attendance of teachers and administrators in appropriate staff development activities through: Electronic Registrar Online (ERO)	State Bilingual	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6C Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>Bilingual/ESL (C)</p> <ul style="list-style-type: none"> • Δ LPAC Assessment Decision-Making • Δ End of Year LPAC • ◇ District Assessment Conference 			<ul style="list-style-type: none"> • Sign-ins 					
<p>◇ (5) Campus LPAC clerk will attend all scheduled monthly LPAC clerks' meetings/trainings in order to improve data quality (PEIMS).</p>	ELLs	Bilingual/ESL Department Administrator Principal LPAC clerk	<p>Verification of attendance through:</p> <ul style="list-style-type: none"> • Electronic Registrar Online (ERO) • Sign-ins <p>Review of Language reports to verify tasks Campus audits of LPAC records</p>	State Bilingual	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6E Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
English Language Arts (E)								
(1)Δ ELA TALA Academy	AS	Lang. Arts Coord., T, P	Enhance teacher capacity in the areas of decoding, fluency & comprehension to increase student achievement.	Title I & State Comp. Funds	▲			
(2)◇ Content Area Academy	AS	Lang. Arts Coord., T, P	Enhance content area teacher capacity in the areas of decoding, fluency & comprehension to in turn increase student achievement.	Title I & State Comp. Funds	▲			
(3)The Writing Process: K- 1 st	AS	Lang. Arts Coord., T, P	Enhance administrator & teacher capacity in the writing process to increase student achievement.	Title I & State Comp. Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6E Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
English Language Arts (E)								
(4)The Writing Process: 2 nd – 5 th	AS	Lang. Arts Coord., T, P	Enhance administrator & teacher capacity in the writing process to increase student achievement.	Title I & State Comp. Funds	▲			
(5)The Writing Process: 6 th – 12 th	AS	Lang. Arts Coord., T, P	Enhance administrator & teacher capacity in the writing process to increase student achievement.	Title I & State Comp. Funds	▲			
(6)◇ Vocabulary and English Language Learners	AS	Lang. Arts Coord., T, SS, P	Enhance teacher capacity in vocabulary instruction to increase student achievement.	Title I & State Comp. Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6E Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
English Language Arts (E)								
(7) Δ English I End-of-Course	AS	Lang. Arts Coord., T, P	Enhance teacher capacity in the purpose and structure of the English End-of-Course Assessment and understand how classroom implementation of the state standards relates to student success on the EOC Assessment.	Title I & State Comp. Funds	▲			
(8) Δ English II End-of-Course	AS	Lang. Arts Coord., T, P	Enhance teacher capacity in the purpose and structure of the English End-of-Course Assessment and understand how classroom implementation of the state standards relates to student success on the EOC Assessment.	Title I & State Comp. Funds	▲			
(9)◇ Open-Ended Response	AS	Lang. Arts Coord., T, P	Enhance teacher capacity in responding to open-ended questions & how they scoring guide to increase student achievement.	Title I & State Comp. Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6E Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
English Language Arts (E)								
(10)Δ Differentiation Strategies for Lang. Arts (6hr. GT Update)	GT	Lang. Arts Coord., T, P	Enhance teacher capacity in the understanding and process of writing differentiated lessons to accommodate all readiness levels, learning styles, and interests to increase student achievement.	Title I & State Comp. Funds	▲			
(11)◇ Facilitation of the Online Teacher Reading Academy	AS	Lang. Arts Coord., T, P	Enhance teacher capacity in systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as provided in the Online Teacher Reading Academies (OTRA) to increase student achievement.	Title I & State Comp. Funds	▲			
(12) Δ Textbook Adoption	AS	Lang. Arts Coord., T, P	Enhance teacher capacity with the knowledge and materials from the selected textbook publisher to increase student achievement.	Title I & State Comp. Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6E Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
English Language Arts (E)								
(13) ◇ Read 180	AR	Lang. Arts Coord., SS, T, P	Enhance teacher capacity in the fidelity of implementation of the READ 180 model and increase student achievement.	Title I & State Comp. Funds	▲			
(14) ◇ Fast ForWord	AR	Lang. Arts Coord., SS, T, P	Enhance teacher capacity in the fidelity of implementation of the Fast ForWord model and increase student achievement.	Title I & State Comp. Funds	▲			
(15) ◇ Winning	AR	Lang. Arts Coord., SS, T, P	Enhance teacher capacity in implementation of Winning intervention resource and increase student achievement.	Title I & State Comp. Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6E Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
English Language Arts (E)								
(16) ◇ Sing, Spell, Read & Write SSRW	AR	Lang. Arts Coord., SS, T, P	Enhance teacher capacity in implementation of SSRW intervention resource and increase student achievement.	Title I & State Comp. Funds	▲			
(17) ◇ Successful Reader	AR	Lang. Arts Coord., T, P	Enhance teacher capacity in implementation of Successful Reader intervention resource and increase student achievement.	Title I & State Comp. Funds	▲			
(18) Δ Texas Primary Reading Inventory (TPRI)	AS	Lang. Arts Coord., Exec. Dir., T, P	Enhance teacher capacity in administering TPRI and interpreting data to identify strengths and problem areas as well as monitor progress to increase student achievement.	Title I & State Comp. Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011**

Staff Development

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6E Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
English Language Arts (E)								
(19) Δ Tejas LEE	AS	Lang. Arts Coord., T, P	Enhance teacher capacity in administering Tejas LEE and interpreting data to identify strengths and problem areas as well as monitor progress to increase student achievement.	Title I & State Comp. Funds	▲			
(20) Δ Texas Middle School Fluency Assessment (TMSFA)	AR ESL	Lang. Arts Coord., T, P	Enhance teacher capacity in administering TMSFA and interpreting data to identify strengths and problem areas as well as monitor progress to increase student achievement.	Title I & State Comp. Funds	▲			
(21) Essential Components of Reading Comprehension & Fluency	AS	Lang. Arts Coord., T, P, SS	Enhance teacher capacity in the 5 reading components to increase student achievement.	Title I & State Comp. Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6F Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Mathematics (F)								
(1) Δ The math department will provide staff development and resources in the areas of mathematics based on qualitative and quantitative data.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
(2) *◇ The math department will promote and implement Agile Mind in grade levels 7 th -12 th .	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲
(3) *◇ The math department will provide opportunities for teachers to collaborate and enhance math instruction through conferences such as CAMT, RGVCTM, and NCTM.	AS	AS	Increase student achievement in math	State Comp/Title 1	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>Goal 1.6G Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
P.E./ Health (G)					Q1	Q2	Q3	Q4
<p>(1)Provide staff development for health and physical education teachers to improve the quality of instruction delivered to our students:</p> <ul style="list-style-type: none"> • ◇ Integrating Elementary Harcourt Health Textbooks into the curriculum • Δ Bienestar Coordinated School Health Program • Δ Integrating the “Choosing the Best” Abstinence curriculum with the health instruction (Secondary Schools) • Δ PAPA Training (Parenting & Paternal Awareness) required by SB-2176. 	AS	T,P,A	<p>Lesson Plans Classroom Instruction Walk Throughs Assessments</p>	Local Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6I Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Admissions & Records (I)								
(1) ◇ Provide training on the Student Permanent Record Guidelines	AS	A	Student Directory Facilitate contact with parent/guardian Audit on Student Permanent Record Guidelines	Local Funds	▲			
(2) ◇ Provide training on the District Student Attendance Guidelines	AS	A	Attendance manual District Student Attendance Guidelines Audit Increase student attendance	Local Funds	▲			
(3) ◇ Provide training on student enrollment procedures, attendance guidelines and truancy procedures	AS	A	Accurate reporting of data to TEA	Local Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6J Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks Inst. Resources & Tech. (J)	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1)* Δ Develop and implement training opportunities that promote the teaching process to include student centered learning .	AS	P,T,A,AS	Sign In Sheets, Agendas Improved student achievement	State Technology Allocation Funds	▲	▲	▲	▲
(2)* Δ Create training opportunities for teachers to learn how to have students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems.	AS	P,T,A,AS	Sign In Sheets, Agendas Improved student achievement	State Technology Allocation Funds	▲	▲	▲	▲
(3)* Δ Provide staff development sessions on Saturdays, during the school day as well as an extensive summer calendar for teachers, counselors, librarians and administration based on identified needs.	AS	P,T,A,AS	Sign In Sheets, Agendas Improved student achievement	State Technology Allocation Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6J Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks Inst. Resources & Tech. (J)	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
	Q1	Q2	Q3	Q4				
(4)*◇ Develop and provide opportunities for staff to learn and use technology for research, lesson planning, multimedia and graphical presentations, and simulations, to correspond with experts, peers, and parents.	AS	P,T,A,AS	Sign In Sheets, Agendas Improved student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲
(5)◇ Provide a stipend of \$1,500.00 per campus for a technologist that will support instructional technology, provide resources and model technology integration at the campus level to improve student achievement	AS	P,T,A,AS	P.O. Improved student achievement	State Technology Allocation Fund Local Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6J Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks Inst. Resources & Tech. (J)	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(6) Provide training on an as needed basis on WebCCAT for the district and campus administrators involved with benchmark testing development.	AS	A	Improve student achievement	Federal Funds	▲	▲	▲	▲
(7)*Δ Provide TESA (Teacher Expectations & Student Achievement) training to new teachers to the District. Students will benefit from a more meaningful and encouraging climate.	T-new P		P.O. Improved student achievement.	Federal funds	▲	▲	▲	▲
(8)*◇ Provide training on an as needed basis on DMAC for district and campus administrators involved with benchmark testing development	AS	A	Improved student achievement.	Federal Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Special Education (K)								
(1)◇ Provide training to professional personnel on procedures for evaluation of students who are culturally and linguistically diverse.	SPED	P.T.C.Ac	Review of PEIMS/PBMAS indicator 15 Decrease percentage of LEP students served in special education as compared to LEP students in the district	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(2)◇ Provide training to teachers on federal and state guidelines, reauthorization of IDEA for the new evaluation process	SPED	A	Sign-Ins Documentation Agendas Improve education and related services to students with disabilities	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(3)◇ Provide training to teachers on student's individual behavior intervention plan/IEP. - Behavior Contracts - Behavior Charts/Cards - Behavior Intervention Plans	SPED	P.T.Ac.	Agenda and Sign-In Decrease the % of students with disabilities placed in ISS	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Special Education (K)								
(4)◇ Provide teachers with an opportunity to attend trainings on the following: <ul style="list-style-type: none"> - Autism - Behavior Management - Crisis Prevention Intervention/SB 1196 Classroom Management 	SPED	A.P.	Agendas/Sign-ins Improve student behavior	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(5)* Δ Provide training to teachers on the implementation of student accommodation/modifications plans	SPED	AT.	Agendas and Sign-In Increase student performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(6)◇ Provide staff development to professional personnel on the ARD process using the Legal Framework for the Child-Centered Process in Texas.	SPED	A.	Agendas and Sign-In Compliance with Federal, State and Local guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>Special Education (K) (7)◇ Provide staff development to professional personnel on the District's Special Education Operating Guidelines.</p>	SPED	A.SS.	Agendas and Sign-In Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
<p>(8)* Δ Provide staff development to professional personnel on the Texas Student Assessment Program for students with disabilities: TAKS, TAKS-A, TAKS-M and TAKS-ALT (PBMAS #3 Statewide Assessment)</p>	SPED	A.	Agendas and Sign-In Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
<p>(9)◇ Provide staff development on collaboration strategies for general/ special education personnel</p>	SPED	P.A.	Agendas/Sign-ins Improve student achievement	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Special Education (K)								
(10)Δ The Special Education Department will provide TAKS-Alt training to special education teachers via TEA website	SPED	A.SS.	Agendas and Sign-In Improve academic achievement	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(11)◇ Provide staff development for professional personnel on related services: <ul style="list-style-type: none"> • frequency • duration • location. • timelines 	SPED	A.	Agenda and Sign-In Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(12)*Δ Provide staff development to professional personnel on the ARD decision making process on state assessment for students with disabilities	SPED	A.	Agenda and Sign-In Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Special Education (K)								
(13)◇ Provide staff development to professional personal on Homebound Manual Guidelines	SPED	A.	Agenda and Sign-In Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(14)◇ Δ Provide training to teachers on Inclusion Practices and IEP Implementation	SPED	A.	Agenda and Sign-In Compliance with Federal, State and Local Guidelines	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(15)◇ Δ Provide training for teachers on the implementation of student's individual accommodation/modifications plans	SPED	A.T.	Agenda and Sign-In Increase Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>		<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>Special Education (k)</p> <p>(16)◇ Δ Provide staff development to teachers on:</p> <ul style="list-style-type: none"> • monitoring compensatory services • teacher logs • parent logs • service provider logs 	SPED	A.T.	Agenda and Sign-In Increase Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
<p>(17)◇ Δ Provide training to professional personnel on federal, state and local rules and regulations for students with disabilities</p>	SPED	A.T.	Agenda and Sign-In Improve academic achievement	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds				

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Special Education (K)								
(18) Δ Provide Training to professional personnel on required graduation requirements (PBMAS Indicator #1 Graduation Rate)	SPED	C.	Agenda and Sign – In Improve Academic Achievement	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(19) Δ Provide training to professional Personnel on the Decision Making Process for LEP Students served by Special Education. (PBMAS Indicator #15 SPED/LEP Representation)	SPED	A.	Agenda and Sign – In Improve Academic Achievement	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds				
(20) Δ Provide Behavior Intervention Strategies Training for professional personnel, parents, para-professionals and district police officers (PBMAS Indicator #17 Discretionary Placement)	SPED	C.	Agenda and Sign – In Improve Student performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6 Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Special Education								
(21) Δ Provide training for middle and high school assistant principals (PBMAS Indicator #17 Discretionary Placement to ISS)	SPED	A.	Agenda and Sign – In Improve Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds				
(22) Δ Provide training for special education assessment personnel on State Performance Indicator (#11 Compliance with Timely Initial Evaluation Timelines)	SPED	A.	Agenda and Sign – In Improve Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(23) Δ Provide training to outside Agencies on State Performance Indicator (#11 Compliance with Timely Initial Evaluation Timelines)	SPED	A.	Agenda and Sign – In Improve Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds				

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6K Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Special Education (K)								
(24) Δ Provide Crisis Prevention Intervention (CPI) Trainings to La Joya ISD Personnel	SPED	C.	Agenda and Sign – In Improve Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds				
(25) Δ Provide trainings to all special education professional personnel on Special Education Legal Updates.	SPED	A. SS.	Agenda and Sign – In Improve Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds	▲	▲	▲	▲
(26) Δ Provide I-Station Trainings to elementary and middle school principals, teachers and assigned I-Station Proctors.	SPED	A. SS.	Agenda and Sign – In Improve Student Performance	State Local Funds State Block Grant Federal IDEA B Formula Fund Federal Formula Pre School Fund VI Supplement Funds				

**La Joya Independent School District
District Improvement Plan
2010-2011
Staff Development**

<p>Goal 1: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 1.6L Improve, sustain, and support academic student performance at or beyond grade level by providing quality Professional Staff Development.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Guidance & Counseling (L)								
(1)Train campus RTI Coordinators on Response to Intervention (RTI) / Overview and district process	AS	P, C, T	Sign in and agendas	Local	▲	▲	▲	▲
(2)Provide campus designee a trainer of trainer training on Responsibility Education (Choice Theory)	AS	P, C, T	Sign in and agendas	Local	▲	▲	▲	▲
(3)Provide professional development activities for compliance with the Guidance & Counseling program.	AS	P, C, T	Sign in and agendas	Local	▲	▲	▲	▲
(4)Provide Counselors with the opportunity to attend trainings pertaining to Counseling Services.	AS	P, C, T	Sign in and agendas	Local	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement a student support services that addresses the total well-being of each student.			Focus: Decrease student discipline referrals to ensure academic achievement.					
Goal 2.1 Implement the District Student Code of Conduct and Student Handbook.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1)Revise Student Code of Conduct and Handbook to meet the needs of the District.	AS	A	Improve student achievement	Local Funds	▲			
(2)Train administration on Student Code of Conduct and Handbook at Leadership Academy.	AS	A	Improve student achievement	Local Funds	▲			
* (3)Distribute Student Code of Conduct and Handbook prior to summer pre-registration.	AS	A	Improve student achievement	Local Funds	▲			
* (4)Provide training on Student Code of Conduct and Handbook for parents through campus meetings.	AS	A	Improve student achievement	Local Funds	▲	▲	▲	▲

Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education	Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP BIL=Bilingual/ESL GT=Gifted & Talented SPED=Special Education AR=At Risk ED=Economically Disadvantaged
	◇ = District Mandate △ = State Mandate

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 2: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 2.1 Implement the District Student Code of Conduct and Student Handbook.</p>			<p>Focus: Decrease student discipline referrals to ensure academic achievement.</p> <p>Owner: <u>Assistant Superintendent for Human Resources and Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(5)Meet with administrators and clerks on discipline coding and errors for PEIMS submission with emphasis on coding students under 10 years of age.	AS	A	Improve data quality No student under age 10 will be expelled nor assigned an expulsion code unless a firearm violation is committed. Section 46.01(3)	Local Funds	▲	▲	▲	▲
* (6) Provide discipline reports (425) by 6 weeks to principals in order to a.) identify priority areas and interventions b.) focus on discipline coding for students under 10 years of age.	AS	A	Improve student achievement No student under age 10 will be expelled nor assigned an expulsion code unless a firearm violation is committed. Section 46.01(3)	Local Funds	▲	▲	▲	▲
(7) Revise transition procedures for the Discipline Alternative Education Program (DAEP) and Campus Alternative Education Program (CAEP)	AS	A	Improve student achievement	Local Funds	▲			

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.2 Provide extensive counseling services.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*Δ (1) Support district counselors in the delivery of a comprehensive guidance & counseling program to include: <ul style="list-style-type: none"> • Guidance • Responsive Services • Individual Services • System Support 	AS	P, C,T	Agenda/Sign-Ins Decreased number of discipline referrals	State Comp. Funds Local Funds	▲	▲	▲	▲
* (2) Support district counselors in the delivery of year-round counseling activities to enhance the guidance & counseling program to help in the development of a well-rounded student.	AS	P,C,T	Agenda/Sign-Ins Decreased number of discipline referrals	State Comp. Funds Local Funds	▲	▲	▲	▲

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**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student. Goal 2.2 Provide extensive counseling services.			Focus: Process alignment or student results Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (3) Support secondary district counselors to ensure that all students receive information about college at appropriate grade level to include: <ul style="list-style-type: none"> • University/College Admission requirement • Entrance Exams (ACT, SAT) • Financial Aid (FAFSA) • Grants & Scholarships • Career Choices • Texas Scholars Program • Graduation Requirements • Educational Opportunities • College Day 	AS	P,C,T	Increase d number of students applying for college, financial aid and college entrance exams Increased number of students entering post secondary institutions Increase number of students graduating under the recommended plan and DAP	State Comp. Funds Local Funds	▲	▲	▲	▲
* Δ(4) Support district counselors to implement activities (to support a Campus College Readiness Environment at the appropriate grade levels) <small>Elementary: Middle School: High School:</small>	AS	P,C, T	Increase # of students attending college Increase high school completion rates	State Comp. Funds Local Funds				

**La Joya Independent School District
District Improvement Plan
2010-2011**

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Goal 2.2 Provide extensive counseling services.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
*(6) Support secondary district counselors to ensure that all teachers are informed of the following topics: <ul style="list-style-type: none"> • College Admissions standards • Financial Aid • Scholarship Opportunities • Career Choices • Graduation Requirements 	AS	P,C,T	Increased number of students filling out college admission applications, financial aid and scholarship applications Increased number of students taking College Entrance Exams ACT/SAT/THEA, and applying for college	Local	▲		▲	

Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education	Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP BIL=Bilingual/ESL GT=Gifted & Talented SPED=Special Education AR=At Risk ED=Economically Disadvantaged
◊ = District Mandate	△ = State Mandate

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.2 Provide extensive counseling services.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (7) Support secondary district counselors to provide parents with information on the following topics: <ul style="list-style-type: none"> • Importance of higher education • How to apply for financial aid • Automatics admission for students in top 10% of graduating class • Career choices • Graduation requirements 	AS	A, P, C,T	Increased number of students filling out college admission applications, financial aid and scholarship applications Increased number of students taking College Entrance Exams ACT/SAT/THEA, and applying for college	Local	▲		▲	
(8) Provide district counselors with district counselor meeting to provide necessary training relevant to the guidance & counseling program.	AS	GCC	Agenda, Sign-In Sheets Improved student performance & attendance	Local Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 2: The district will implement student support services that address the total well being of each student.</p> <p>Goal 2.2 Provide extensive counseling services.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources and Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(9) Support district counselors with resources to enhance student services.</p> <ul style="list-style-type: none"> • Drug testing funds • Staff development • General supplies • Guidance & Counseling Curriculum 	AS	GCC	<p>Agendas, Sign-Ins</p> <p>Improved student performance</p>	Local Funds	▲	▲	▲	▲
<p>(10) District Guidance & Counseling Office will conduct periodic audits of the following:</p> <p>Elementary Level:</p> <ul style="list-style-type: none"> • RTI Program/Folders • Evidence of Guidance Lessons <p>Middle School Level:</p> <ul style="list-style-type: none"> • RTI Program/Folders • Evidence of Guidance Lessons • PGP's <p>High School Level:</p> <ul style="list-style-type: none"> • Graduation Plans • Credit Checks • Transcripts 	AS	GCC	<p>Agenda, Sign-In Sheets, Audit schedules, audit findings</p> <p>Improved Guidance & Counseling program and Improved student performance</p>	Local Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.2 Provide extensive counseling services.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* Δ (11) ◇ Counselors will ensure the (Pre-Referral) RTI- Response to Intervention Process is implemented at each campus to meet the needs of all students.	AS		Improved student performance	Local Funds	▲	▲	▲	▲
◇ (12) District Guidance & Counseling Office will provide RTI Response to Intervention Training	AS	GCC	Agendas, Sign-Ins Improve TAKS scores	Local Funds	▲			
◇ (13) District Guidance & Counseling Office will provide Responsibility Education (Trainer of Trainers) training. • Choice Theory	AS	GCC	Sign-Ins, Agenda Decreased number of disciplinary referrals, Improve attendance, Improve TAKS scores	Local Funds	▲			
◇ (14) Campuses will implement and train all school staff in the Olweus Bullying Prevention Program. Distrit Trainer of Trainers will support campus efforts.	AS	GCC, P, T, A, AS, C	Sign-Ins, Agendas Decrease number of “bullying” incidents	Federal Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 2: The district will implement student support services that address the total well-being of each student.</p> <p>Goal 2.3 Increase student attendance.</p>	<p>Focus: Increase student attendance to enhance academic achievement.</p> <p>Owner: <u>Assistant Superintendent for Human Resources and Student Services</u></p>
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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1.) Provide campuses with Hanover Research “Attendance Improvement Initiatives in K-12 Education” to be studied by SBDM Committees on addressing attendance.	AS	A	Increase student attendance	Local Funds	▲	▲	▲	▲
*(2.) Review and implement District Attendance Guidelines with appropriate personnel.	AS	A, P	Increase student attendance	Local Funds	▲	▲	▲	▲
(3.) Conduct District attendance meetings for procedures and documentation for campuses administrators and support personnel.	AS	A	Increase student attendance	Local Funds	▲	▲	▲	▲
*(4.) Provide training at campus parent meetings on attendance requirements.	AS	P,SP	Increase student attendance	Local Funds	▲	▲	▲	▲

<p>Responsible Person Code: P=Principal T=Teacher SS=Skills Specialist SP=Support Personnel A=Administration AS=All Staff Ac=All Committees C=Counselor CTE=Career & Technical Education</p>	<p>Student Code AS=All Students AA=African American H=Hispanic W=White O=Other GL=Grade Level *=Needs to be included in CIP</p> <p style="text-align: right;"> BIL=Bilingual/ESL GT=Gifted & Talented SPED=Special Education AR=At Risk ED=Economically Disadvantaged</p>
<p>◇ = District Mandate</p>	<p>△ = State Mandate</p>

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well-being of each student.			Focus: Increase student attendance to enhance academic achievement					
Goal 2.3 Increase student attendance.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (5.) Identify students with chronic absenteeism and provide interventions before truancy charges are filed.	AS	P	Increase student attendance	Local Funds	▲	▲	▲	▲
* (6.) Provide interventions for students found truant by court.	AS	P	Increase student attendance	Local Funds	▲	▲	▲	▲
* (7.) Enforce attendance policy consistently at all campuses.	AS	A, P	Increase student attendance	Local Funds	▲	▲	▲	▲
* (8.) Monitor parent contact logs for students who are absent.	AS	P	Increase student attendance	Local Funds	▲	▲	▲	▲
* (9.) Provide engaging lessons in every classroom to motivate students to attend school.	AS	P, T	Increase student attendance	Local Funds	▲	▲	▲	▲
* (10.) Monitor campus incentives for attendance by grade, classroom and individual.	AS	A, P	Increase student attendance	Local Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well-being of each student.			Focus: Increase student attendance to enhance academic achievement					
Goal 2.3 Increase student attendance.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(11.) Provide District incentives by 6 weeks for schools with the best and improved attendance.	AS	A,P	Increase student attendance	Local Funds	▲	▲	▲	▲
*(12.) Provide incentives for teachers who themselves model perfect attendance.	AS	A, P	Increase student attendance	Local Funds	▲	▲	▲	▲
*(13.) Establish Attendance Committees for a student to regain credit when an appeal has been received from the student who has failed due to attendance.	AS	P	Increase student attendance	Local Funds	▲	▲	▲	▲
*(14.) Ensure compliance with TEA and PEIMS by monitoring student truancy referrals.	AS	A,P	Increase student attendance	Local Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.4 Reduce the dropout rate.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) *The district will train truant officers and school personnel on the McKinney-Vento Homeless Act to assist in identifying homeless children.	AS	A	Meeting Records Reduce drop-out rate	State Comp.	▲	▲	▲	▲
(2) The district will coordinate with local entities and agencies to identify youth in homeless situations.	AS	A	Student Data Reduce drop-out rate	State Comp.	▲	▲	▲	▲
(3) The district will disseminate information to the community of the educational rights of homeless children.	AS	A	Student Records Decrease the number of drop-outs	State Comp.	▲	▲	▲	▲
(4) *Campus and Parental Involvement Meetings and Brochures to make parents and students aware of programs available to reduce dropout rate.	AS	A	Invitation, Agenda, Sign-In sheets Decrease number of drop-outs.	State Comp.	▲	▲	▲	▲

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**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.4 Reduce the dropout rate.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(5) *• Identify dropouts 7 th – 12 th grade. Provide students with available options to graduate <ul style="list-style-type: none"> • Return to regular education classes • Dropout Recovery Programs • Community/Training Programs • Adult Basic Education Classes • General Equivalency Diploma • High School Equivalency Program (HEP) 	AR Migrant, Title I, Regular	A	Sign-In, agendas, lists In-district mileage forms, calling logs, attendance rosters Minimized number of dropouts, Increased attendance, Increased graduation rate	State Comp.	▲	▲	▲	▲
(6) * Referrals will be made to District Accelerated Centers and College and Career Center).	AR	T A	Sign-In sheets, referrals Decrease number of dropouts.	State Comp.	▲	▲	▲	▲
(7) * Report (list) of truant students will be submitted to District Dropout Coordinator.	AS	A	Computer Printouts Improved tracking of truant students at risk of dropping out	State Comp.		▲	▲	▲

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District Improvement Plan
2010-2011**

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Goal 2.4 Reduce the dropout rate.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(8) *Collaborative sessions aimed at “tracking” and “cross referencing” leaver lists.	AR	A	Sign-In Sheets Improved student “tracking” and decrease in number of dropouts	State Comp.		▲	▲	▲
(9) *Maintain PEIMS Data Transmission as part of the district wide area network. Campuses will post discipline 425 record on a daily basis	AS With 425 records	A P	record log Student attendance rates based on PEIMS record.	State Comp.	▲	▲	▲	▲
(10) *Formulation of Parent Sessions to be aired on Channel 17	AS	A	Increased Family and Community Interest Increased Community awareness of needs of potential dropouts	State Comp.		▲	▲	▲

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District Improvement Plan
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Goal 2.4 Reduce the dropout rate.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(11)*Conduct “Exit Interviews” with all students with the leaver code of 16.	Students with withdrawal code of 16	A Attendance personnel	Campus lists Improved leaver documentation	State Comp.	▲	▲	▲	▲
(12) *Implement a Dropout Prevention Strategic Action Plan	AS	A P	Weekly Enrollment Counts Increase attendance Student achievement Graduation Rate	State Comp.	▲	▲	▲	▲
(13) * Campuses will ensure 100% accuracy on Leaver Reporting and Data Validation Documentation from 7 th to 12 th grade.	AS	P	Meeting Records Reduce drop-out rate	State Comp.	▲	▲	▲	▲
(14) * Campuses will provide sufficient staff to prepare and recruit dropouts for the first day of school with 100 % compliance with the Leaver Reporting and Data Validation continuous improvement plan (CIP) submitted to the Texas Education Agency on February 15, 2010.	AS	P	Student Data Reduce dropout rate	State Comp.	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.4 Reduce the dropout rate.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(15) *Campuses will create and develop an internal audit system to ensure the 100% accuracy of leaver reporting and data validation.	AS	P	Student Records Decrease the number of dropouts	State Comp.	▲	▲	▲	▲
(16) The district will request Region One to conduct 3 external audits on leaver reporting and data validation documentation.	AS	A	Meeting Records Reduce drop-out rate	State Comp.	▲	▲	▲	▲
(17) *Campuses will ensure that 100% staff members involved in leaver reporting will be trained in PEIMS Standard Appendix D.	AS	P	Invitation, Agenda, Sign-In Sheets Decrease number of dropouts	State Comp.	▲	▲	▲	▲
(18) *Campuses will enforce the revise district policy to ensure record retention; storage and record availability for administrative value are 100% ready upon request for Leaver Reporting and data Validation.	AS	P	Sign-In agenda, lists In-District mileage forms, calling logs, attendance rosters Minimized number of dropouts, Increased attendance, Increased graduation rate	State Comp.	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.5 Provide a safe school environment.			Owner: Assistant Superintendent for Human Resources and Student Services					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(1) Provide to all campuses for student distribution and review of the District's Student Code of Conduct/Handbook.	AS	A	Student Code of Conduct/Handbook Signed Parent and Student Acknowledgement form Improved Attendance, Discipline and Academic achievement	Title I Funds	▲			
(2) Ensure that pre-hearing interventions through the Response Intervention Program are implemented to afford alternative programs and strategies in relation to poor student discipline.	All students (DNQ's) Students with discipline problems	P A	Campus records Student data Improved student discipline, attendance and academic achievement	Title I Funds	▲			
(3) Ensure that buses have more monitoring devices to detect drug use and GPS.	AS	Police Dept., Transportation Dept.	Less drug cases Improved student discipline	Title I Funds	▲	▲	▲	▲

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**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well being of each student.			Focus: Process alignment or student results					
Goal 2.5 Provide a safe school environment.			Owner: Assistant Superintendent for Human Resources and Student Services					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(4)*Conduct audits on 425 discipline records at each campus.	AS	A	Campus referral records student data Improved student discipline	Title I Funds	▲	▲	▲	▲
(5) Continue development of district police force by the addition of officers and equipment as needed.	AS	A Chief of police	Needs assessment (survey) Increased student safety	Title I Funds	▲			
(6)*Provide training in NIMS 800, NIMS 700, ICS-100-300, ICS 200-400 for handling crisis situations for all staff (i.e. fire drills, lock downs, bomb threats, hostage situations).	AS	A	Increased student safety Crisis Management Plan, Increased student safety	Title I Funds	▲	▲	▲	
(7)*Ensure that each school conducts crisis drills on: Fire Drills, Bus Evacuation, Reverse Evacuation, Natural Disaster Lock Downs	AS	A	Time for evacuation of building is decreased Review by district crisis team, Increased student Safety	Title I Funds	▲	▲	▲	

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 2: The district will implement student support services that address the total well being of each student.</p> <p>Goal 2.5 Provide a safe school environment.</p>		<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources and Student Services</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>(10)*Consider initiatives to address safety issues:</p> <ul style="list-style-type: none"> • Fencing of all district schools • Install security cameras in hall/locker/outside areas. • Security guard(s) for all schools based on campus needs. • Identification tags (picture I.D.) for all district employees. 	AS	A	<p>Needs assessment</p> <p>Recommended plan of action, Increased student safety</p>	Title I Funds	▲			
<p>(11) Schedule school biennial and district safety committee meeting to ensure student safety</p>	AS	A Campus Crisis Organizational Teams	<p>Needs assessment</p> <p>Meeting agendas, minutes</p> <p>Recommended plan of action, Increased student safety</p>	Title I Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 2: The district will implement student support services that address the total well being of each student.</p> <p>Goal 2.5 Provide a safe school environment.</p>		<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources and Student Services</u></p>						
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(12)* Install safety glass around the entrance office secretary area for all elementary and install surveillance cameras at each elementary main office entrance. Add more security lights to the parking areas. Many staff members stay to work late at night. Add more Police Officers to include one for each elementary.	AS	P A Police Chief	Student feedback forms Faculty, student surveys Student feedback forms, Increased student safety	Title I Funds	▲	▲	▲	▲
(13)* Engineer and build new school with school safety features such as surveillance cameras, restrictive access devices, filing cabinets with fireproof capabilities for confidential student records, appropriate lighting for daily operation as well as emergency operations, energy efficient facilities. Construct Middle Schools with a more enclosed environment for better supervision and school safety.	AS	A	Review number of plan reviews and school safety audits conducted Recommended plan of action, Increased student safety	Title I Funds	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 2: The district will implement student support services that address the total well being of each student.</p> <p>Goal 2.5 Provide a safe school environment.</p>			<p>Focus: Process alignment or student results</p> <p>Owner: <u>Assistant Superintendent for Human Resources and Student Services</u></p>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
(14)* Have Firefighters offer prevention classroom sessions on safety for lockdowns, meeting with strangers, fires, evacuations, bullying, cyber crimes, graffiti, truancy, say no to drugs etc.	AS	A C Police Chief	Needs assessment Meeting agendas, minutes Recommended plan of action, Increased student safety	Title I Funds	▲			
(15) *Campuses will train all of their emergency operation Team with NIMS 700 and NIMS 800.	AS	P	Student feedback forms Faculty, student surveys Student feedback forms, Increased student safety	Local	▲	▲	▲	▲
(16) *Campuses will review their emergency plan with their staff annually.	AS	P	Recommended plan of action, Increased student safety	Local	▲	▲	▲	▲
(17) *Campuses will actively participate with the Anti-Gang Violence and Crime Prevention Community Task Force	AS	P	Needs assessment Meeting agendas, minutes Recommended plan of action, Increased student safety	Local	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 2: The district will implement student support services that address the total well-being of each student.			Focus: Process alignment or student results					
Goal 2.6 Provide health-related services.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) Promote the health of students, and identify and prevent health problems and/or injury while caring for students	AS	A, SP, C, SN	Increased student performance	Local Funds MAC Funds	▲	▲	▲	
* (2) Provide for the special health needs of every student by addressing sudden and long term needs, poor nutrition, development delays, stress or problem coping	AS	A, SP, SN	Communication between all school depts., parents, physicians	Local Funds MAC Funds	▲	▲	▲	
* (3) Ensure that every student is current according to state health mandates, i.e.; vaccines, vision, hearing, scoliosis, acanthosis nigricans, and overall health wellness.	AS	A, P, SP, SN	Knowledge of Texas health mandates and process, reports, and current health records	Local Funds MAC Funds	▲	▲	▲	

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Goal 2: The district will implement student support services that address the total well-being of each student.			Focus: Process alignment or student results					
Goal 2.6 Provide health-related services.			Owner: <u>Assistant Superintendent for Human Resources and Student Services</u>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (4) Provide information on health related issues to staff and parents	AS	P,A,SN,SN	Increase health awareness	Local Funds	▲	▲	▲	
* (5) Promote health of students by doing health presentations addressing personal hygiene, safety, CPR, First Aid, and the Automated External Defibrillator (AED)	AS	A, PR, SP,SN	Increased student performance Increased student attendance	Local Funds MAC Funds	▲	▲	▲	
* (6) Ensure that the appropriate Pregnancy Related Services are provided for every pregnant student as needed	AS	A, P, SP, C,SN	Insure attendance and safety of students while in school	Local Funds MAC Funds	▲	▲	▲	
* (7) Ensure compliance with HB 984 Managing students with Diabetes Type I in schools.	AS	A, P, SP, C,SN	Insure attendance and safety of students while in school	Local Funds MAC Funds	▲	▲	▲	

**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 3: Allocate the resources to support instruction.			Focus: Balance Budget					
Goal 3.1: The district will provide and administrative and finance system that supports student achievement.			Owner: <u>Assistant Superintendent for Administration and Finance</u>					
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
School Support Services Will provide “Quality District Model” concepts to staff within the three (3) departments (Child Nutrition Services, Custodial and Transportation) to develop leadership capacity.	All Staff	Executive Director for School Support Services	Sign-In Sheets Periodic meetings to assess implementation.	Department Budget	▲	▲	▲	▲
Provide Head Custodian’s training on “Effective Documentation”.	Head Custodians	Executive Director for School Support Services	Sign-In Sheets, Handouts Documentation on final evaluations	Power Point Presentation	▲	▲	▲	▲
Provide the three (3) departments with new employee orientation sessions to include the following: ● Sexual Harassment Training ● Public Access Information Systems	All new employees	Executive Director for School Support Services	Sign-In Sheets Signed forms submitted to Department of Human Resources	Handouts	▲	▲	▲	▲

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District Improvement Plan
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Goal 3: Allocate the resources to support instruction.			Focus: Balance Budget					
Goal 3.1: The district will provide and administrative and finance system that supports student achievement.			Owner: <u>Assistant Superintendent for Administration and Finance</u>					
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> ● District Handbook on Policies and Procedures ● Safety overview ● Safety Commitment Form ● Department of Labor Standards (KRONOS time clock system) 	All Staff	Executive Director for School Support Services	Sign-IN Sheets Periodic meetings to assess implementation	Department Budget	▲	▲	▲	▲
Monitor attendance and safety in the workplace on a weekly and monthly basis. Comparison reports will be provided to each department on a monthly basis.	All three depts.	Executive Director for School Support Services	Charts, graphs and reports End-of-year report	Risk Management reports	▲	▲	▲	▲
Create a second shift to better students and staff by completing work in a safer environment. <ul style="list-style-type: none"> ● Reduce overtime in the department. ● Respond to emergencies and cover school events. ● Conduct building inspections through routine visits. 	Staff and Students	Department Manager and Supervisors	Compile and assess reports, and define strategies for implementation of plan Monthly work order report submitted to Superintendent and Assistant Superintendent	Additional staff and/or rotations from the entire crew	▲			

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Goal 3.1: The district will provide and administrative and finance system that supports student achievement.			Owner: <u>Assistant Superintendent for Administration and Finance</u>					
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<u>Child Nutrition Services</u> Staff will provide employees with continuous staff development and training in the areas of food preparation and presentation along with basic sanitation and safety in order to improve the quality meals prepared and served at all campuses.	Staff and Students	CNS Administration, Work Leaders and Staff	Monthly Reports Improve overall the quality of meals prepared and served	Department Budget	▲	▲	▲	▲
<u>Custodial Department</u> Staff will continue to provide monthly trainings for custodial staff on workplace safety, attendance and overall strategies to promote quality cleaning.	Staff and Students	Custodial Manager	Sign In Sheets Improve overall safety, attendance and performance.	Department Budget	▲	▲	▲	▲
For the 2009-2010 school year, the custodial manager and the campus head custodians will randomly monitor the evening custodial staff.	Staff and Students	Custodial Manager	Monitor quality of work. Promote a positive working environment.	Department Budget	▲	▲	▲	▲

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Goal 3.1: The district will provide and administrative and finance system that supports student achievement.			Owner: <u>Assistant Superintendent for Administration and Finance</u>					
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Transportation Department Bus drivers will continue to attend the required classes to comply with their certifications.	Students	Transportation Director	Sign In Sheets Increase safety for all students.	Department Budget	▲	▲	▲	▲
Organizational Monthly Meetings 1. Safety 2. Expectations 3. Procedures 4. Department Updates	Students	Transportation Director	Sign In Sheets Increase safety for all students.	Department Budget	▲	▲	▲	▲
Develop a more strategic route plan to conserve fuel and maintenance on buses.	Students	Transportation Director	Route Descriptions	Department Budget	▲	▲	▲	▲

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Goal 3.1: The district will provide and administrative and finance system that supports student achievement.			Owner: <u>Assistant Superintendent for Administration and Finance</u>					
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<u>Computer Services</u> The district will continue the implementation of the administrative software application, Skyward, in order to implement new features and remain current on the software applications and hardware for the student administrative processes.	AS	AS	Detailed Graduation Plans and Graduation Requirement Reports; additional information on students provided to teachers from EA+; district begins migration to SkyPac Web based product	State Graduation Plans, defining LJISD courses fulfilling each category of credit by plan; documentation; training	▲	▲	▲	▲
<u>Accounting and Payroll Departments</u> Will provide training for Principals, Directors and individuals dealing with the financial aspect of the district. Training will include the Financial Resource Guide, attendance documentation and Local, State and Federal Guidelines.	N/A	A	Sing-In sheets will be used to evaluate participation. Training will increase compliance with local, state and federal guidelines.	N/A	▲	▲	▲	

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Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Accounting and Payroll Department will continue communication with Principals, Coordinators, and Project Directors in regards to Payroll procedures, budget amendments, revisions and insure that expenditures are in accordance with the rules and regulations of the program.	N/A	N/A	Sing-In sheets will be used to evaluate participation. Training will increase compliance with local, state and federal guidelines.	N/A	▲	▲	▲	
<u>Risk Management</u> Accident Prevention Plan Develop a Safety Incentive Program for District. <ul style="list-style-type: none"> • Loss Control Services • Continue Safety Trainings • Continue to offer First Aid and CPR Trainings 	All Students and all employees	Risk Mgt. Director, Coord. and Adm.	Monitoring of safety training sessions	Needs Assessments	▲	▲	▲	▲

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District Improvement Plan
2010-2011**

Goal 3: Allocate the resources to support instruction.			Focus: Balance Budget					
Goal 3.2: The district will provide and administrative and finance system that supports student achievement.			Owner: <u>Assistant Superintendent for Administration and Finance</u>					
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
Facilities Review and prioritize building assessment needs and update Facilities Plan. The architects will meet with the district's staff to decide on the design of the facilities.	AS	Director, Administration and School Board	Design completed and accepted. Construction of facilities on a timely schedule	Yearly Budget, Facilities Committee	▲	▲	▲	▲
Outline and implement a communication system that promotes team building by increasing collaboration, coordination and cooperation between and among individuals and departments. <ul style="list-style-type: none"> Implement a Web-Control system to access climate control throughout the district utilizing the district's network. 	Staff and Students	Compliance and Energy Manager	Compile information and data report. End-of-the-year report submitted to Superintendent and Assistant Superintendent		▲	▲	▲	▲

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**La Joya Independent School District
District Improvement Plan
2010-2011**

Goal 3: Allocate the resources to support instruction and increase effective communication.		Focus: Process alignment for student results						
Goal 3.3: The district will provide training and support to increase leadership effectiveness.		Owner: <u>Assistant Superintendent for Curriculum and Instruction</u>						
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (1) On-going job embedded professional development <ul style="list-style-type: none"> Leadership Academy Principal Meetings Newprincipal academy Director's Meetings Curriculum & Instruction Meetings Teacher Leadership Academy Working on the Work Trainings ENI 	AS All Admin. Staff	Asst. Supt. for Elem. & Middle School	Increase student academic success/ Increase completion rate/ Increase graduation rate	Title I Local	▲	▲	▲	▲
* (2) Resources/Data Utilization <ul style="list-style-type: none"> Conduct a comprehensive needs assessments to determine needs (DIP/CIP) 	Staff and Students	Director, PPO Personnel	Assessment of equipment. Remove and replace equipment on a timely schedule.	Yearly Budget	▲	▲	▲	▲

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◇ =District Mandate △ = State Mandate		

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 3: Allocate the resources to support instruction and increase effective communication.</p> <p>Goal 3.3: The district will provide training and support to increase leadership effectiveness.</p>		<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
* (3) Conduct Organizational Health Inventory (OHI) <ul style="list-style-type: none"> • Review OHI with consultants • Create Improvement Plan • Conduct activities listed on CIP • Monitor Improvement Plan 	AS	Supt. Asst. Supt.	Increase student performance/increase campus morale	Title I	▲	▲	▲	▲
(4) Create & Provide an instructional focused calendar to staff	AS	Staff Dev. Coordinator Asst. Supt.	Increase student performance	Title I	▲	▲	▲	▲
* (5) (HS) Implement new initiatives for all new 9 th grade students (Small Learning Communities)	AS	Asst. Supt. Principal	Increase student performance / Increase completion rate/ Increase graduation rate	Region I Grant	▲	▲	▲	▲

**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 3: Allocate the resources to support instruction and increase effective communication.</p> <p>Goal 3.3a: The district will provide training and support to increase leadership effectiveness.</p>	<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>
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Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>1. Incorporate the Organizational Health assessment and associated improvement strategies as integral components of District’s overall management system. The Organizational Health improvement process should assist the Superintendent and his central office team in:</p> <p>a. understanding and meeting the unique needs of each campus and work unit,</p> <p>b. resolving and “working through” internal issues at the lowest level in the system – keeps internal issues internal rather than allowing them to become public issues,</p>	<p>All Students All Staff</p>	<p>Principals Asst. Supt. for C & I Cabinet School Board Supt.</p>	<p>Increase student performance</p> <p>Increase staff retention</p>	<p>Title I (255)</p>	<p>▲</p>			

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**La Joya Independent School District
District Improvement Plan
2010-2011**

<p>Goal 3: Allocate the resources to support instruction and increase effective communication.</p> <p>Goal 3.3a: The district will provide training and support to increase leadership effectiveness.</p>			<p>Focus: Process alignment for student results</p> <p>Owner: <u>Assistant Superintendent for Curriculum and Instruction</u></p>						
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action				
					Q1	Q2	Q3	Q4	
<p>c. examining the relationship between Organizational Health and measurements of productivity such as student performance,</p> <p>d. “building in” a continuous leadership improvement process for principals/central office leaders and key faculty/staff leaders,</p> <p>e. incorporating an additional management component that will help provide quality assurance for the district.</p>					▲				
<p>2. Establish a planning model for incorporating the Organizational Health improvement process into the district during the 2010-11 academic year. (Working Document)</p>	All students All Staff	Supt.	<p>Increase student performance</p> <p>Increase staff retention</p>	Title I	▲				

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District Improvement Plan
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Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<p>3. Provide an Organizational Health orientation session for new principals and key central office personnel, and one representative from each participating unit. During this session leaders will:</p> <ul style="list-style-type: none"> a. be introduced to a set of leadership concepts presented in <i>Enhancing Leadership Effectiveness</i> book, b. examine a set of leadership beliefs that translate leadership concepts into practical day-to-day operations, c. review and clarify the Organizational Health planning model, and d. review the procedures for administering and returning the Organizational Health Instruments to the central office. 	<p>All students All Staff</p>	<p>Supt. Principals</p>	<p>Increase student performance</p> <p>Increase staff retention</p>	<p>Title I</p>			▲	

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Goal 3: Allocate the resources to support instruction and increase effective communication.			Focus: Process alignment for student results					
Goal 3.3a: The district will provide training and support to increase leadership effectiveness.			Owner: <u>Assistant Superintendent for Curriculum and Instruction</u>					
Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
4. Collect 2011 data using the instructions in the packet. Each principal will convene a special or regular faculty meeting and have all faculty members respond to the OHI. A faculty representative will return the completed forms to the appropriate central office location.	All Students	Principals	Increase student performance	Title I			▲	▲
	All Staff		Increase staff retention					
5. Return 2011 completed packets to OHDDC for analysis. Reports will be prepared within two weeks after the packets of OHIs have been received.	All Students	Asst. Supt. for C & I	Increase student performance	Title I			▲	▲
	All Staff		Increase staff retention					
6. A 2011 OH district report will be prepared for the Superintendent and sub-reports will be prepared for each supervisor.	All Students	OHDDC	Increase student performance	Title I				▲
	All Staff		Increase staff retention					

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Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
7. Conduct 2011 Organizational Health Interpretation Conference for each leader. Based on the profile, each leader will receive a focus chapter.	All Students All Staff	OHDDC Ex. Director Asst. Supt. for C & I	Increase student performance Increase staff retention	Title I				▲
8. Provide an Overview of District Data for principals, key central office leaders, and one representative from each administrative unit. Scatter plots will be prepared based upon the strengths and priorities for the district.	All Students All Staff	Supt. OHDDC	Increase student performance Increase staff retention	Title I				▲
9. Conduct an 2010 OH data on-site Resource Team Conference for each principal.	All Students All Staff	OHDDC Ex. Director Asst. Supt.	Increase student performance Increase staff retention	Title I	▲			

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Actions/Tasks	Population Served	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
10. Conduct a half day planning session in preparation for the two-day Enhancing Leadership Effectiveness Workshop.	All students	OHDDC Principals	Increase student performance	Title I		▲		
	All Staff		Increase staff retention					
11. Conduct two-day Enhancing Leadership Effectiveness Workshop primarily by feeder patterns. Two-day workshops could be conducted for all schools by organizing into four groups (8 or 9 schools in each group). Each school would bring six key faculty leaders to the workshop. OHDDC would supply two consultants for these sessions.	All students	OHDDC Principals	Increase student performance	Title I		▲	▲	
	All Staff		Increase staff retention					

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Actions/Tasks	Population Served	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resources Needed	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
The purpose for the sessions will be to help leaders incorporate key leadership concepts into the day-to-day operations of their units.	All students	OHDDC Principals	Increase student performance	Title I		▲	▲	▲
	All Staff		Increase staff retention					
12. Implement the Plan of Action (Campus Improvement Plan) that was collaboratively developed during the Resource Team Conference.	All students	Principals OHI Team	Increase student performance	Title I		▲	▲	▲
	All Staff		Increase staff retention					
Validate impact – Collect data at the same time next year. The continuous improvement cycle continues.	All students	Supt. OHDDC Asst. Supt. For C & I	Increase student performance	Title I				▲
	All Staff		Increase staff retention					

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