

Vega Independent School District
Vega Junior High School
2024-2025 Campus Improvement Plan

Mission Statement

Through vision and commitment, Vega ISD creates a challenging learning environment that encourages high expectations for life long success. We strive to have our parents, teachers, and community members actively involved in and supportive of our students' learning.

Vision

Academic Excellence for All students--School-wide Accountability--Always Raising the Bar

Nondiscrimination Notice

Vega ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Ray Cogburn, 200 Longhorn Drive, Vega, TX 806-267-2123 rcogburn@vegalonghorn.net.

Vega Junior High School Campus Improvement Plan can be found on our website at www.vegalonghorn.net and junior high office. The district Spanish translator is Griselda Dukes and is available upon request. All other translations will be facilitated through Google translate.

Revised: 9/4/2024, 2/19/2025, 3/5/2025, 5/15/2025

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Comprehensive Needs Assessment

Demographics

Demographics Summary

**Will be updated once PEIMS information is received.

The Vega Junior High School is made up of 113 students for grades 5-8. The student enrollment has stayed consistently in the 105-114 range for the last 2 years. VJH doesn't have any student dropouts. In the last 2 years, there have only been 2 students whose parents have opted to home-school their children. The attendance rate is approximately 97%. There are 5 (4.8%) students who are identified as gifted and talented. Twenty-three (22.1%) students are identified as at-risk. The number of students receiving special education services is below the state average. 7 students (6.1%) are identified as special education. The ethnicity student breakdown is African American-0.0%, Hispanic-26.0%, Asian-2.9%, and White-69.2%. The economically-disadvantaged percentage is 34.6%. Mobility for 2017-18 4 (3.4%).

The staff consists of 11 certified staff members, 1 counselor and 1 principal-12 certified staff members. Number of ESL certified staff is 7 (70%). The campus has 2 paraprofessionals, 1 school nurse, 1 registrar/attendance clerk, 1 librarian aide, 1 custodian and 3 food service workers.

Demographics Strengths

The certified staff is made up of 2.9 males (28.8%) and 7.1 females (71.2%) females. 82% of the certified staff have more than 5 years of experience.

Teacher/student ratio: An average of about 10.4 students in each class.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ESL students are performing below that of their peers on STAAR tests.

Root Cause: There is a need to have a better ESL program on the Vega Junior High campus as well as more teachers to be certified.

Problem Statement 2 (Prioritized): Limited number (50%) of special education students are meeting the Approaches Grade Level on the STAAR.

Root Cause: Students are lacking the fundamental skills to master the TEKS.

Student Achievement

Student Achievement Summary

VJH met standard in Index 1 (88%), Index 2 (91%), Index 3 (81%), Index 4 (82%) of the TEA Accountability rating system with a 2019 Accountability Rating of B. Three academic distinction designations were earned: Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, and Postsecondary Readiness. TEKS Resource System curriculum was used in conjunction with other resources including some web-based resources. Teachers utilized staff development days to plan an instructional calendar using TEKS Resource System as a guide. Each 9 weeks teachers take the time to modify or make changes to their instructional calendar and curriculum used in their daily instruction. Research based strategies are used by staff. Pre and post tests are used to monitor the progress of all students especially those indicated as RTI. Students are offered a Reading class and an English/Writing class in the 7th grade. Students are offered tutoring and homework help before, during (designated as Academy for 7/8 grade), and after school. Supplemental materials are purchased to help students who are performing below the Approaches standard.

Student Achievement Strengths

VJH met standard in Index 1 (88%), Index 2 (91%), Index 3 (81%), Index 4 (82%) of the TEA Accountability rating system with a 2019 Accountability Rating of B. Three academic distinction designations were earned: Academic Achievement in ELA/Reading, Academic Achievement in Math, and Postsecondary Readiness. 100% of the students took the STAAR test. RTI students used Think Through Math, Study Island, Education Galaxy, Measuring Up, and Lexia Learning.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Limited number (50%) of special education students are meeting the Approaches Grade Level on the STAAR.

Root Cause: Students are lacking the fundamental skills to master the TEKS.

Problem Statement 2 (Prioritized): 6th grade Math scores below 80% meeting the Approaches Grade Level on the STAAR consistently below that of the 7th and 8th grade scores.

Root Cause: Curriculum resources need to be at a higher rigor in the 6th grade Mathlevel.

Problem Statement 3 (Prioritized): ESL students are performing below that of their peers on STAAR tests.

Root Cause: There is a need to have a better ESL program on the Vega Junior High campus as well as more teachers to be certified.

Problem Statement 4 (Prioritized): There is a need to hire highly qualified staff members to help with our numerous RTI students.

Root Cause: Limited funding keeps the school from being able to hire extra staff to help with RTI instruction.

School Culture and Climate

School Culture and Climate Summary

The school counselor provides anti-bullying information to students in grades 5th, 6th, 7th, and 8th. She provides strategies on how to deal with bullying as well as how to report bullying. There is a link on the Vega ISD website to report bullying through a GoogleForm. When the report is completed it immediately alerts campus administration as well as the superintendent. Staff members are trained by the counselor at the beginning of the year about reporting possible bullying to the counselor and/or the campus principal. The 5th and 6th grade students are taught character lessons each nine weeks by the school counselor.

7th and 8th grade students have the opportunity to participate in student council which attends bi-annual conferences in Amarillo with other area schools. They also utilize those days to attend local museums, tour area colleges/universities, food pantry, etc. The student council members contribute to the community by sponsoring an Angel Tree child(ren) each Christmas.

All students grade 5-6 have the opportunity to participate in band/music as well as try-out and participate in a variety of UIL literary competitions. Students in grades 7-8 may participate in various athletic sports.

School Culture and Climate Strengths

Students at VJH are encouraged to get involved in extra-curricular activities starting in the 5th grade with UIL Academic competitions. 85% of VJH students grades 5-8 participate in UIL Academic competition in the fall. All of the staff members at VJH coach 1 or more academic competition.

All 7th/8th grade students have an opportunity and are encouraged to participate in various sporting events.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There needs to be more a continuity between Junior High and High School when it comes to recruiting and retaining students in extracurricular activities.

Root Cause: Coaches, teachers, and staff need to do a better job communicating to students about extracurricular opportunities for students going from junior high to high school.

Problem Statement 2 (Prioritized): ESL students are performing below that of their peers on STAAR tests.

Root Cause: There is a need to have a better ESL program on the Vega Junior High campus as well as more teachers to be certified.

Problem Statement 3 (Prioritized): Limited number (50%) of special education students are meeting the Approaches Grade Level on the STAAR.

Root Cause: Students are lacking the fundamental skills to master the TEKS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Vega Junior High certified staff is made of 4 men and 8 women. 83% of the certified staff have more than 5 years of experience. The average

Vega Junior High tries to stay competitive with salaries compared to other schools in the area.

1-5 years: \$43,459

6-10 years: \$40,363

11-20 years: \$47,464

20 years: \$52,173

Staff Quality, Recruitment, and Retention Strengths

The staff uses research based practices and strategies. Some staff members utilize Google Classroom making lessons and projects easy for students to access even when not in school. Department and grade level meetings are held to discuss curriculum, students, and activities. RTI meetings are held as needed. Staff members have attend professional development at Region 16 helping them stay current in the latest teaching strategies for their classroom. At the beginning of the year, teachers have scheduled time to help develop their instructional calendar using TEKS Resource System. Teachers then take time at the end of each 9 weeks to make adjustments to their instructional calendar dependant upon their pre/post assessments and daily calendar.

Stipends are allotted to teachers who have extra duties throughout the year: Student Council, Class Sponsors, and UIL.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a need to hire highly qualified staff members to help with our numerous RTI students.

Root Cause: Limited funding keeps the school from being able to hire extra staff to help with RTI instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System curriculum will be used in conjunction with other resources such as web-based curriculum. At the beginning of the school year during Professional Development, teachers have scheduled time to develop/plan their instructional calendar for the entire year. They then take the time at the end of each 9 weeks to make adjustments to their instructional calendars as needed. Research based strategies are used by staff. Pre/post tests, diagnostic assessments, and curriculum based measurement (CBM) are used to monitor the progress of RTI students. Students are offered tutoring and homework help before, during (scheduled Academy time for 7-8 grades), and after school. Funds will be needed to continue the TEKS Resource System contract and web-based curriculum subscriptions. Teachers use the DMAC TEKScore to develop and track assessments including unit tests, pre/post tests, and benchmark testing. All core-teachers are required to be ESL certified by May 2021.

Curriculum, Instruction, and Assessment Strengths

Teachers continue to challenge students in higher order thinking and intense rigorous instruction and curriculum. Teachers will utilize pre/post tests to monitor student progress. Science teachers co-teach to help with vertical alignment thus improving 8th grade STAAR scores.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Limited number (less than 65%) of students are meeting the Approaches Grade Level on the 8th grade Social Studies STAAR test.

Root Cause: Students are needing a higher standard of rigor in Social Studies starting at the 5th grade level through the 8th grade.

Problem Statement 2 (Prioritized): VJH math scores are below 85% meeting the Approaches Grade Level on the STAAR.

Root Cause: VJH math curriculum resources need to be at a higher rigor in order to increase STAAR scores.

Problem Statement 3 (Prioritized): ESL students are performing below that of their peers on STAAR tests.

Root Cause: There is a need to have a better ESL program on the Vega Junior High campus as well as more teachers to be certified.

Problem Statement 4 (Prioritized): Limited number (50%) of special education students are meeting the Approaches Grade Level on the STAAR.

Root Cause: Students are lacking the fundamental skills to master the TEKS.

Family and Community Engagement

Family and Community Engagement Summary

Parents and teachers utilize Meet the Teacher night, phone calls, e-mail, and face to face conferences to communicate about the goals of the classroom and the success of the students in achieving those goals. Parents are encouraged to attend athletic events, awards assemblies, concerts, and ARDs. Meet the teacher night is held the week before school starts in the fall. Vega ISD utilizes a district Facebook page and website to help keep parents informed and to high-light student achievement.

Family and Community Engagement Strengths

Eighty-seven percent of the students were represented by a parent or guardian at the 2018-19 Meet the Teacher night. Parents and teachers find e-mail and GroupMe texting to be an effective tools for communication on minor questions. Parent Portal is an excellent tool for parents to check grades and attendance. Parents have expressed how much the communication has improved and how much it is appreciated.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to increase positive communication between parents and staff.

Root Cause: There has been a lack of consistency in communication, and parents tend to only have communication from a teacher if something negative is going on in the classroom. This is a area that our parent survey indicated we needed to address.

School Organization

School Organization Summary

Schedules are developed to maximize student learning. All classes are given 45 minutes of instructional time. There is a built-in tutorial time of 30 minutes (Academy) to help improve student achievement. Campus and district goals are aligned and developed to increase students' academic performance in the classroom and on STAAR testing. Vega ISD uses TEKS Resource System to help teachers implement the TEKS. Small class sizes help meet the individual needs of our students.

Only 10% (1) staff members at VJH are ESL certified.

School Organization Strengths

Small class sizes (10 students on average) help to improve student success and achievement.

Community and parental support of our educational procedures and techniques.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): VJH needs to do a better job of meeting the individual needs of our identified G/T Learners.

Root Cause: There is not a strong enough G/T program. Teachers often lack the resources and time to meet the needs of G/T students in their classrooms.

Problem Statement 2 (Prioritized): There is a need to increase positive communication between parents and staff.

Root Cause: There has been a lack of consistency in communication, and parents tend to only have communication from a teacher if something negative is going on in the classroom. This is an area that our parent survey indicated we needed to address.

Technology

Technology Summary

Vega Junior High has 36 Chromebooks, 9 Macbooks, and 6 I-Pads that are available to students. Vega Junior High utilizes different web-based instructional programs to help support the teachers in teaching the state approved curriculum. On VJH campus, students use GoogleClassroom, Renaissance Accelerated Reading (AR) program, Study Island (ELAR, Math, and Science), Think Through Math, Lexia Learning, and Education Galaxy.

Technology Strengths

Each classroom has an LCD projector, a document camera, and an interactive white board. Quality web-based programs are available to staff and students to enhance learning. Teachers are utilizing Google Classroom to improve instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): VJH is a 1:1 campus with numerous devices in the classroom to facilitate learning. Students need to receive more training in the use of the technology they have access to throughout the day.

Root Cause: VJH needs better computer applications instruction for all grades (5-8).

Problem Statement 2 (Prioritized): There is a need to hire highly qualified staff members to help with our numerous RTI students.

Root Cause: Limited funding keeps the school from being able to hire extra staff to help with RTI instruction.

Priority Problem Statements

Problem Statement 1: ESL students are performing below that of their peers on STAAR tests.

Root Cause 1: There is a need to have a better ESL program on the Vega Junior High campus as well as more teachers to be certified.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment

Problem Statement 2: Limited number (50%) of special education students are meeting the Approaches Grade Level on the STAAR.

Root Cause 2: Students are lacking the fundamental skills to master the TEKS.

Problem Statement 2 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment

Problem Statement 3: 6th grade Math scores below 80% meeting the Approaches Grade Level on the STAAR consistently below that of the 7th and 8th grade scores.

Root Cause 3: Curriculum resources need to be at a higher rigor in the 6th grade Mathlevel.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There needs to be more a continuity between Junior High and High School when it comes to recruiting and retaining students in extracurricular activities.

Root Cause 4: Coaches, teachers, and staff need to do a better job communicating to students about extracurricular opportunities for students going from junior high to high school.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: There is a need to hire highly qualified staff members to help with our numerous RTI students.

Root Cause 5: Limited funding keeps the school from being able to hire extra staff to help with RTI instruction.

Problem Statement 5 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Technology

Problem Statement 6: Limited number (less than 65%) of students are meeting the Approaches Grade Level on the 8th grade Social Studies STAAR test.

Root Cause 6: Students are needing a higher standard of rigor in Social Studies starting at the 5th grade level through the 8th grade.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: VJH math scores are below 85% meeting the Approaches Grade Level on the STAAR.

Root Cause 7: VJH math curriculum resources need to be at a higher rigor in order to increase STAAR scores.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: There is a need to increase positive communication between parents and staff.

Root Cause 8: There has been a lack of consistency in communication, and parents tend to only have communication from a teacher if something negative is going on in the

classroom. This is a area that our parent survey indicated we needed to address.

Problem Statement 8 Areas: Family and Community Engagement - School Organization

Problem Statement 9: VJH needs to do a better job of meeting the individual needs of our identified G/T Learners.

Root Cause 9: There is not a strong enough G/T program. Teachers often lack the resources and time to meet the needs of G/T students in their classrooms.

Problem Statement 9 Areas: School Organization

Problem Statement 10: VJH is a 1:1 campus with numerous devices in the classroom to facilitate learning. Students need to receive more training in the use of the technology they have access to throughout the day.

Root Cause 10: VJH needs better computer applications instruction for all grades (5-8).

Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data













- Budgets/entitlements and expenditures data

Goals

Goal 1: a. All VJH students (including but limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will perform satisfactorily on STAAR tests.

Performance Objective 1: ii. All students (including but not limited to ELL, Special Education, At-Risk, Economically Disadvantaged) in grades 5th-8th will meet or exceed a years growth in Math and Reading/ELA.

















Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be given tutorial opportunities; example: before, during and after school. Strategy's Expected Result/Impact: Students who need additional help will be provided additional support. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: staff salaries to support SCE goals - SCE - \$14,744, ESC 16 contracts/services to support Title 1 goals - 211 Title I - \$3,500, supplies to support Title 1 goals - 211 Title I - \$550</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Interim assessments will be used to differentiate instruction and create tutorial groups in Reading/ELA, Math, Social Studies, and Science for grades 5th through 8th. Strategy's Expected Result/Impact: Students will show growth in math and reading/ELA. Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: a. All VJH students (including but limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will perform satisfactorily on STAAR tests.

Performance Objective 2: The cumulative attendance rate for VJH will be 97%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a proactive attendance monitoring system. Strategy's Expected Result/Impact: Attendance Data Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize incentives and recognition programs for good attendance. Strategy's Expected Result/Impact: Prizes and certificates for students with perfect attendance and recognition of students with good attendance. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase attendance through school climate and encourage students to participate in extracurricular and school activities such as Student Council, FFA and Sports. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 1: a. All VJH students (including but limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will perform satisfactorily on STAAR tests.

Performance Objective 3: Vega JH will address equity gaps through teacher recruitment, retention, and support.

High Priority

Evaluation Data Sources: Equity Plans













Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs in our area. Strategy's Expected Result/Impact: Hire qualified teachers. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

















Goal 2: Maintain a healthy, safe, and secure system.

Performance Objective 1: Vega Junior High will follow emergency procedures set by the district.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an emergency preparedness safety plan. Strategy's Expected Result/Impact: Maintain safety and security of staff and students. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct fire, tornado, secure, hold, and lockdown drills. Strategy's Expected Result/Impact: Maintain safety and security of staff and students. Staff Responsible for Monitoring: Campus Principal and Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus security cameras checked frequently for safety and security needs as well as cameras and door monitoring system at 4 main entrances. Strategy's Expected Result/Impact: Maintain safety and security of staff and students.. Staff Responsible for Monitoring: Campus Principal, Secretary, and Superintendent</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify













Strategy 4 Details	Reviews			
<p>Strategy 4: Phones are available in each classroom for emergency situations. Strategy's Expected Result/Impact: Maintain safety and security of staff and students. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 5 Details	Reviews			
<p>Strategy 5: All staff will complete Stop the Bleed training prior to school starting and trauma kits will be placed in all classrooms, offices, and student transportation vehicles. Strategy's Expected Result/Impact: Sign-in sheets from training, and documentation of placement of trauma kits, routine inspection of trauma kits. Staff Responsible for Monitoring: Superintendent, Campus Principal, and School Nurse</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 6 Details	Reviews			
<p>Strategy 6: The district will provide multiple armed, safety trainings for all staff interested in serving the district in an armed security capacity. All staff require superintendent and board approval to participate. They are also screened by a mental health professional. Strategy's Expected Result/Impact: Armed staff will follow the parameters of this role determined by the board of trustees to provide a more safe/secure setting for students and staff. Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 7 Details	Reviews			
<p>Strategy 7: The district has posted signs armed staff signs at main entrances, and establish a door numbering system at 2 locations on all exterior doors. Strategy's Expected Result/Impact: Deter violence and promote safety of students and staff. Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify













Strategy 8 Details	Reviews			
<p>Strategy 8: Locks All internal doors will be assessed and adjusted/replaced to support secure lockdown measurements. Weekly door audits will be conducted on all exterior doors.</p> <p>Strategy's Expected Result/Impact: Provide a safe barrier for all students and staff. Staff Responsible for Monitoring: Superintendent, Campus Principal, Technology Director, Head of Maintenance</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 9 Details	Reviews			
<p>Strategy 9: As a part of the safety and security grant, the district will install force-resistant film on ground level windows and glass exterior doors not within a secured area. The district will implement, use and establish good practice with a silent panic alert technology. The district will update access points to the school.</p> <p>Strategy's Expected Result/Impact: Provide a barrier of safety for our students and staff. Staff Responsible for Monitoring: Superintendent Campus Principals Technology Director Head of Maintenance</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Continue/Modify
Strategy 10 Details	Reviews			
<p>Strategy 10: Staff will be trained and use the Raptor App to document the location and status of students during a drills and emergency situations. The Raptor App gives all staff members access to a silent button alarm.</p> <p>Strategy's Expected Result/Impact: Documentation of students/staff members during an emergency and reunification plan will be successfully executed. Staff Responsible for Monitoring: Superintendent Campus Principals Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Maintain a healthy, safe, and secure system.

Performance Objective 2: VJH students will be educated on becoming or staying safe, healthy, and drug-free.

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be provided quality instruction on living a safe, healthy, and drug-free life. Strategy's Expected Result/Impact: Student well-being Staff Responsible for Monitoring: Campus Principal, School Counselor, and School Nurse</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with mental health awareness strategies. Strategy's Expected Result/Impact: Decrease in student discipline, anxiety, and depression. Staff Responsible for Monitoring: Campus Principal, School Counselor</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students violence prevention and intervention training. Strategy's Expected Result/Impact: Student well-being Staff Responsible for Monitoring: Campus Principal and School Counselor</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students with physical fitness and health education services.</p> <p>Strategy's Expected Result/Impact: Improve the overall health and fitness performance.</p> <p>Staff Responsible for Monitoring: Campus Principal, School Counselor, School Nurse, and Coaches</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students with harassment and dating violence prevention training.</p> <p>Strategy's Expected Result/Impact: Student well-being.</p> <p>Staff Responsible for Monitoring: Campus Principals School Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: All students (including but not limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will have diverse learning opportunities.

Performance Objective 1: Vega Junior High will provide students with the opportunities to develop technology based skills in the classroom.









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize the internet to enhance their instruction. Strategy's Expected Result/Impact: Enhance student achievement Staff Responsible for Monitoring: Campus Principal and Technology Coordinator</p> <p>Title I: 2.5 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will have opportunities to utilize technology in the classroom. Strategy's Expected Result/Impact: Improve student performances in the classroom. Staff Responsible for Monitoring: Campus Principal and Technology Coordinator</p> <p>Title I: 2.5 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All students (including but not limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will have diverse learning opportunities.

Performance Objective 2: Provide students with the opportunity to participate in Ag Education a CTE (Career and Technical Education) credit course.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Students get to participate in FFA leadership activities such as Ag Mechanics and other competitions.</p> <p>Strategy's Expected Result/Impact: Increased leadership and communication skills</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: All students (including but not limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will have diverse learning opportunities.

Performance Objective 3: Vega Junior High serves identified G/T students in grades 5-8 through their G/T certified, core-teachers.

Evaluation Data Sources: G/T Committee and documentation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All core-teachers are G/T certified. Strategy's Expected Result/Impact: Increased performance of G/T students. Staff Responsible for Monitoring: Principal and G/T Committee</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: G/T Committee that is comprised of administrators, school counselor, teachers, and G/T parents that develop, implement, revise and review our G/T plan. Strategy's Expected Result/Impact: Enriched program Staff Responsible for Monitoring: Principal and G/T Committee Members</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify













Strategy 3 Details	Reviews			
<p>Strategy 3: G/T nominations can come from parents, teachers, and community members each fall. Notifications about nominations are done through social media, newspaper, and email to parents.</p> <p>Strategy's Expected Result/Impact: Identification for G/T students</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 483 663 532">  No Progress </div> <div data-bbox="764 483 982 532">  Accomplished </div> <div data-bbox="1083 483 1335 532">  Continue/Modify </div> <div data-bbox="1436 483 1629 532">  Discontinue </div> </div>				
















Goal 4: Provide effective and quality parental involvement.

Performance Objective 1: Parents will be full partners with educators in education of their children at Vega Junior High.


Evaluation Data Sources: Promotion/Retention Records


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parental involvement opportunities that assist parents in helping their child to be more successful in school and post-secondary.</p> <p>Strategy's Expected Result/Impact: Documented number of parents at school events through sign-in sheets and agendas.</p> <p>Staff Responsible for Monitoring: Campus Principal, School Counselor, Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: The Vega ISD website, School App, and Facebook page will be kept up to date with accurate and useful information.</p> <p>Strategy's Expected Result/Impact: The number of followers and hits on the webpage.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principal and Technology Director</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage school-wide parent attendance at assemblies and other school activities.</p> <p>Strategy's Expected Result/Impact: district alerts, website, Facebook, newspaper, and District calendar</p> <p>Staff Responsible for Monitoring: Campus Principal and Technology Director</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify

Strategy 4 Details	Reviews			
<p>Strategy 4: Step-Up program in the spring to help parents and students gain understanding of new campus/classroom procedures for 8th/9th.</p> <p>Strategy's Expected Result/Impact: Parental Involvement</p> <p>Staff Responsible for Monitoring: Campus Principal and School Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
<p>Strategy 5: Weekly newspaper articles, school app, and school website provide information about school events and student achievements.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 6 Details	Reviews			
<p>Strategy 6: Parent weekly calendar will be provided at each campus level to keep up to date on upcoming events.</p> <p>Strategy's Expected Result/Impact: Completed weekly calendars</p> <p>Staff Responsible for Monitoring: Campus Principal, School Counselor, and Campus Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 7 Details	Reviews			
<p>Strategy 7: Emergent Bilingual parents receive Parent and Family Involvement and Engagement newsletters monthly, providing parents way to become actively involved in their child's education.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement.</p> <p>Staff Responsible for Monitoring: Campus Principal and Campus Secretary</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

 No Progress

 Accomplished













 Continue/Modify

 Discontinue

Goal 4: Provide effective and quality parental involvement.

Performance Objective 2: Foster positive transitions. (Elem/JH/HS)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Guidance and counseling will be given to all students to facilitate transitions between grades and schools, specifically 4th to 5th and 8th to 9th grades.</p> <p>Strategy's Expected Result/Impact: Meeting sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Principal and School Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and parents in grades 8-11 will be provided with opportunities to attend meetings to work on schedules/graduation plans.</p> <p>Strategy's Expected Result/Impact: Completed schedules and plans</p> <p>Staff Responsible for Monitoring: Campus Principal and School Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I - Previous

1.1: Comprehensive Needs Assessment

The needs of students are evaluated and monitored throughout the year. The CNA parent survey was completed in the window from May 14-25, 2024. Educational needs are met through the academy process and evaluating benchmark assessments. Other needs are met through programs such as the snackpak program which provides food for families who are low-income. Stakeholders develop and review the campus improvement plan throughout the year. They are encouraged to give feedback and input whenever they see fit.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the SBDMT Members. The committee consists of:

- Morgan Montgomery, Business Member
- Katherine Rohrbach, Community Member
- Jan Reeve, Community Member
- Kathie Bryant, Community Member
- Jenna Noggler, JH Parent
- Hayley Galvan, JH Parent
- Rhonda Begley, JH Teacher
- Megan Kahlich, JH Parent
- Denell Noland, JH Parent
- Kelly Schroeder, Special Education
- Rhonda Begley, JH Teacher
- Mindy Robins, JH Teacher
- Megan Kahlich, JH Parent
- Amy Kirkland, Technology Coordinator
- Meredith Porton, JH/Elem Principal
- Cassidy Rosas, HS/JH Principal
- Jerry Adams, Superintendent

- Revised: 9/1/2024

Board Approved:

2.2: Regular monitoring and revision

CIP is monitored throughout the school year by school personnel and site-based decision-making committee on the following dates: 9/4/2024, 2/19/2025, 3/5/2025, 5/15/2025

2.3: Available to parents and community in an understandable format and language

Vega Junior High School Campus Improvement Plan can be found on our website at www.vegalonghorn.net and junior high office. The district Spanish translator is Griselda Dukes and is available upon request. All other translations will be facilitated through Google translate.

El Plan de Mejoramiento del Campus de la Escuela Secundaria de Vega se puede encontrar en nuestro sitio web en www.vegalonghorn.net y la oficina de secundaria. La traductora de español del distrito es Griselda Dukes y está disponible bajo petición. Todas las demás traducciones se facilitarán a través de Google Translate.

2.4: Opportunities for all children to meet State standards

All students (including but limited to ELL, Special Education, At Risk, Economically Disadvantaged) are monitored with regularly schedule tests and/or benchmarks throughout the year. Students not meeting requirements attend tutorials during the school day or after school study sessions with teachers.

2.5: Increased learning time and well-rounded education

The junior high campus has an academy/tutorial times available to help the educational needs of all students and is used for RTI time. Teachers meet with students after school when necessary. The master schedule is developed in a way to help students maximize learning time with smaller class sizes.

A link is available for students to report bullying on our school website at www.vegalonghorn.net in an effort to keep others from hindering educational performance.

Junior High students are able to participate in Ag/Investigating Careers for CTE credit. They are also offered band and art all 4 years in the junior high. As 8th graders they have a choice of Ag/Investigating Careers and Theatre.

2.6: Address needs of all students, particularly at-risk

At risk students are monitored throughout our RTI program (tutorials). Students who are failing are required to attend academy period/RTI time.

An annual child find in conducted.

3.1: Annually evaluate the schoolwide plan

The campus improvement plan is updated annually by the SBDM.

The CIP Members

- Morgan Montgomery, Business Member
- Katherine Rohrbach, Community Member
- Kathie Bryant, Community Member
- Jenna Noggler, Elementary/JH Parent
- Hayley Galvan, JH Parent
- Rhonda Begley, JH Teacher
- Megan Kahlich, JH/HS Parent
- Toni Brorman, JH/HS Parent
- Pam Coneway, HS Parent
- Denell Noland, JH/HS Parent
- Kelly Schroeder, Special Education
- Rhonda Begley, JH Teacher
- Mindy Robins, JH Teacher
- Megan Kahlich, JH Parent
- Amy Kirkland, Technology Coordinator
- Tammie Cook, District Member/Counselor
- Meredith Porton, JH/Elem Principal
- Cassidy Rosas, HS/JH Principal
- Ray Cogburn, Superintendent

Revised: 10/25/2023

Board Approved:

4.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy is reviewed each year and board approved on June 27, 2023. The CIP committee reviews the parent and family engagement policy. The parent engagement policy is distributed in registration packets each fall and available on the district website under each campus. The policy is available in English and the district Spanish translator is Griselda Dukes and is available upon request. All other translations will be facilitated through Google translate.

The CIP Committee:

- - Morgan Montgomery, Business Member
 - Katherine Rohrbach, Community Member
 - Kathie Bryant, Community Member
 - Jenna Noggler, Elementary/JH Parent
 - Hayley Galvan, JH Parent
 - Rhonda Begley, JH Teacher
 - Megan Kahlich, JH/HS Parent
 - Toni Brorman, JH/HS Parent
 - Pam Coneway, HS Parent
 - Denell Noland, JH/HS Parent
 - Kelly Schroeder, Special Education
 - Rhonda Begley, JH Teacher
 - Mindy Robins, JH Teacher

- Megan Kahlich, JH Parent
- Amy Kirkland, Technology Coordinator
- Tammie Cook, District Member/Counselor
- Meredith Porton, JH/Elem Principal
- Cassidy Rosas, HS/JH Principal
- Ray Cogburn, Superintendent

4.2: Offer flexible number of parent involvement meetings

Our Title 1/Open House meeting on August 10, 2023, from 5:00-6:00p.m. and August 14th, from 9:00a.m. to 12:00p.m. In the spring semester, 8th-grade students and parents meet with the counselor and high school principal to help transition and set good expectations for when students promote to high school. Parents are emailed, sent handouts, etc. on upcoming events and opportunities to participate at school, weekly. The district has an app where parents and any community members may access the calendars, menus, posts, and much more. Parents are also notified that they may e-mail, call, or come to the school if they have any questions or concerns and are unable to make meetings.

Title I - Updated

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESC 16 contracts/services to support Title 1 goals		\$3,500.00
1	1	1	supplies to support Title 1 goals		\$550.00
Sub-Total					\$4,050.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	staff salaries to support SCE goals		\$14,744.00
Sub-Total					\$14,744.00