

Lago Vista Independent School District

Lago Vista High School

2023-2024 Improvement Plan



Mission Statement

The mission of Lago Vista High School is to use the four years allotted to teach, motivate, and challenge each student to rise to the highest level of academic excellence possible in a premiere learning environment. All graduates will leave our school with the ability to live and work as compassionate citizens and mature, effective adults. We are committed to sending into the world individuals who use problem-solving skills to impact their community in a responsible manner.

Vision

Lago Vista High School is committed to preparing our students to live and work in a changing global society. We will realize this commitment by providing exemplary instruction to all students so that they may acquire the essential academic skills, life skills, and knowledge base upon which to build lifelong learning. We are committed to being a community partner with the citizens of Lago Vista ISD by providing the chance to participate in the education of our students.

District Commitments

- We will maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.
- We will provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.
- We will prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.
- We will attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.
- We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.
- We will develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista High School's demographic information is as follows (based on the 2021-22 school year):

Total students - 689 (2023-2024)

African American - 1%

Hispanic - 22.7%

White - 69.6%

American Indian - 0.8%

Asian - 0.5%

Pacific Islander - 0.2%

Two or more races - 5.3%

Economically Disadvantaged - 18.4%

Non-Economically Disadvantaged - 81.6%

English Learners - 2.6%

At Risk - 15.2%

Mobility - 10.7%

Special Education - 9.6%

Attendance Rate - 94%

Annual Dropout Rate - 0.7%

Demographics Strengths

Lago Vista High School has seen steady growth over the years, with each year bringing the highest enrollment in school history. This year is no exception with 689 students currently enrolled. Increased enrollment means more funding generated by higher numbers in CTE. Because of the price point of houses in Lago Vista, most new students are not economically disadvantaged.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LVHS students need more diverse educational experience through the thoughtful hiring of faculty that mirrors the demographics of our students, purposeful learning opportunities, and intentionally diverse experiences. **Root Cause:** The faculty of LVHS does not currently mirror the demographics of our student body and the need for diverse experiences is increasing.

Student Learning

Student Learning Summary

2022 STAAR Percentage Passing

ELA I - 72% (74% 2021)

ELA II - 82% (83% 2021)

Algebra I - 57% (70% 2021)

Biology - 87% (85% 2021)

US History - 93% (96% 2021)

2022 Data

Advanced Course/Dual Credit Completion - 43%

Average SAT - 1149 (1099- 2021)

Average ACT - 20 (23-2021)

Students receiving IBC - 88 (2023)

Student Learning Strengths

Historically, Lago Vista High School is above the state average on most tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student participation in industry based certifications (IBC) exams is lower than expected in some CTE pathways. **Root Cause:** Coordination and support are needed for exam administrations (e.g., getting students to sign up, designating test dates, etc.).

School Processes & Programs

School Processes & Programs Summary

Teachers in core classes use TEKS Resource, which provides a scope and sequence and unit plans for each course they teach. Teachers that do not teach a core subject create and update a scope and sequence and unit plans for each course.

Overall, teachers have a strong understanding of their content area and Pre-AP teachers, AP teachers, and OnRamps teachers receive training to support their ability to teach these classes.

Walkthrough data shows that teachers are using Fundamental 5 best practices in their classroom to engage students. The beginning stages of Kagan strategies has been implemented at the campus to increase engagement and ensure that every student is expected to learn each day.

School Processes & Programs Strengths

- Teachers implement technology into their teaching on a daily basis, through a minimum use of Canvas.
- Teachers continually receive professional development over The Fundamental Five.
- Lago Vista High School offers a variety of advanced courses through AP and OnRamps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The level of rigor and higher level thinking questions are lower than desired in several classrooms. **Root Cause:** Planning documents are not up to date and lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.

Problem Statement 2 (Prioritized): Student engagement is lower than desired during walkthroughs. **Root Cause:** Lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.

Problem Statement 3 (Prioritized): Student participation in industry based certifications (IBC) exams is lower than expected in some CTE pathways. **Root Cause:** Coordination and support are needed for exam administrations (e.g., getting students to sign up, designating test dates, etc.).

Perceptions

Perceptions Summary

Parents are involved in several activities that support students, such as athletic events, band boosters and athletic booster, food donations for teacher treats, attendance at school meetings, etc.

Families and the community are primarily involved in campus decisions through membership on the Campus Education Improvement Committee.

Parents are provided support through parenting workshops, mentoring programs, counseling resources, and parent trainings.

Forms for parents who speak only Spanish are available, though this is an area of needed improvement. Students in special programs are provided with transitional support by DARS and we have an excellent Special Olympics program.

Perceptions Strengths

Parent participation (e.g., booster clubs for athletics and band, student-centered meetings) is an area of strength.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent participation is low for curriculum nights, open houses, college/career information nights, etc. **Root Cause:** Many parents of LVHS students work in Austin and it is difficult for them to get back in time to attend/prioritize such events.

Priority Problem Statements

Problem Statement 1: LVHS students need more diverse educational experience through the thoughtful hiring of faculty that mirrors the demographics of our students, purposeful learning opportunities, and intentionally diverse experiences.

Root Cause 1: The faculty of LVHS does not currently mirror the demographics of our student body and the need for diverse experiences is increasing.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student participation in industry based certifications (IBC) exams is lower than expected in some CTE pathways.

Root Cause 2: Coordination and support are needed for exam administrations (e.g., getting students to sign up, designating test dates, etc.).

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: The level of rigor and higher level thinking questions are lower than desired in several classrooms.

Root Cause 3: Planning documents are not up to date and lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student engagement is lower than desired during walkthroughs.

Root Cause 4: Lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent participation is low for curriculum nights, open houses, college/career information nights, etc.

Root Cause 5: Many parents of LVHS students work in Austin and it is difficult for them to get back in time to attend/prioritize such events.

Problem Statement 5 Areas: Perceptions





Goals

Goal 1: Curriculum, Instruction, and Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 1: All curriculum documents will align with state standards and teachers will create common assessments in order to monitor student learning.

Evaluation Data Sources: 100% of teachers will complete the instructional planning form.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All core teachers will utilize TEKS Resource scope and sequence and unit organizers for each subject they teach. All CTE and elective teachers will create and utilize a scope and sequence and unit organizers for each of their subjects.</p> <p>Strategy's Expected Result/Impact: Vertical alignment will be created through the use of TEKS Resource.</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Time will be dedicated during teacher work days for teachers to use to amend and create unit plans to redress low scoring areas before the end of the year.</p> <p>Strategy's Expected Result/Impact: A 9 weeks audit of teacher curriculum documents will reflect completion.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Feb	Apr
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The level of rigor and higher level thinking questions are lower than desired in several classrooms. **Root Cause:** Planning documents are not up to date and lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.





Goal 1: Curriculum, Instruction, and Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 2: Statistical increase in passing rates and commended rates in all STAAR-tested subjects, and increase in average scores on college bound required assessments [TEC 39.053(c)(1-3)].

Evaluation Data Sources: 90% or better passing rate in all STAAR tests, an increase in master rates on all tests, and an increase in average SAT and ACT scores.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers regularly demonstrate Kagan Strategies, Capturing Kids Hearts and all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.</p> <p>Strategy's Expected Result/Impact: Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices (although not necessarily on every walkthrough).</p> <p>Staff Responsible for Monitoring: Department Chairs, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers use formative assessments to inform instruction. Data from benchmarks, PSAT, and AP exams will be used to drive curriculum and inform instruction at the campus and department level.</p> <p>Strategy's Expected Result/Impact: Snapshots and unit organizers will be amended to reflect data driven planning.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Department Chairs</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lago Vista High School will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum, and extended training to develop these programs.</p> <p>Strategy's Expected Result/Impact: An increased number of students will meet expectations on STAAR retests.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PLCs will to meet regularly to review student outcomes and plan for RtI interventions for students. Strategy's Expected Result/Impact: Students will exhibit improved passing rates and RtI outcomes. Staff Responsible for Monitoring: RtI Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Advisory classes will be adjusted based on teacher input to ensure placements are maximizing the effectiveness of advisory time for students. Use advisory for credit recovery time and accelerated instruction. Strategy's Expected Result/Impact: The advisory period will be an effective use of time for all students. Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide Special Education teachers with content area instructional training in Math and ELAR and areas outside their content certification. Strategy's Expected Result/Impact: Special Education teachers will be well-trained to provide content area instruction and support, resulting in increased STAAR passing rates for students in Special Education. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Feb	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement PSAT/SAT/ACT prep class for willing students. Strategy's Expected Result/Impact: Increased scores on these exams. Staff Responsible for Monitoring: CCMR Coordinator</p>	Formative		
	Dec	Feb	Apr
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Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: The level of rigor and higher level thinking questions are lower than desired in several classrooms. **Root Cause:** Planning documents are not up to date and lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.

Problem Statement 2: Student engagement is lower than desired during walkthroughs. **Root Cause:** Lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.





Goal 1: Curriculum, Instruction, and Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 3: Accelerated-learning programs for at-risk students will be effectively tied to individual student needs [TEC 11.252.(3)(H)].

HB3 Goal

Evaluation Data Sources: Students in accelerated classes will have at least an 90% passing rate in content-related classes and a 75% or better passing rate on STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The school will continue to provide RtI and yearlong acceleration instruction programs for students who do not meet STAAR standards. Accelerated instruction programs will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting STAAR requirements on retesting.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RtI meetings will be held in PLC to support students who are not making progress in their classes (Tier 2) and Tier 3 meetings will be held for students at risk of not graduating high school, according to a list of eligibility criteria.</p> <p>Strategy's Expected Result/Impact: Decrease in numbers of students failing courses/meeting criteria for Tier 3 interventions.</p> <p>Staff Responsible for Monitoring: Team Leaders, RtI Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide credit recovery options to students who are at-risk of not graduating via an online program during a dedicated credit recovery period and advisory.</p> <p>Strategy's Expected Result/Impact: Students needing to recover credits will be provided with opportunities to recover credits lost due to course failures.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Edgenuity - PIC 24 - Accelerated Education - \$19,750</p>	Formative		
	Dec	Feb	Apr
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Performance Objective 3 Problem Statements:

School Processes & Programs





<p>Problem Statement 1: The level of rigor and higher level thinking questions are lower than desired in several classrooms. Root Cause: Planning documents are not up to date and lack of pre-planned higher-level thinking questions provided to students and opportunities for them to engage in small-group, purposeful talk.</p>

Goal 1: Curriculum, Instruction, and Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 4: Students will be provided with opportunities to participate in physical activity [TEC 11.253(d)(10)].

Evaluation Data Sources: Fitnessgram results will meet or exceed the state average.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use of Fitnessgram in PE and athletics to monitor students' physical fitness. Strategy's Expected Result/Impact: Increase in student physical fitness. Staff Responsible for Monitoring: District Nurse, PE Teachers, Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote the involvement of students in UIL athletics through a UIL/Club fair for students. Strategy's Expected Result/Impact: Increase in percentage of students participating in sports. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: Curriculum, Instruction, and Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 5: All students in all sub-populations taking ELAR, Algebra I, Biology, and US History STAAR test will meet the state standard to achieve TEA's highest campus rating [TEC 39.053(c)(1-3)].

Evaluation Data Sources: 90% or more of each student population will pass the STAAR test in each tested subject area.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate with freshmen and all new parents their role in the shared responsibility for student accountability, such as signing up for Ascender and Canvas, attending open houses, communicating with teachers, and understanding policies and procedures.</p> <p>Strategy's Expected Result/Impact: Survey results indicate increase in parent use of accountability indicators.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Produce 9-weeks, semester tests, and benchmarks in STAAR/AP format and put into Eduphoria or Canvas in ALL core content areas.</p> <p>Strategy's Expected Result/Impact: Increased student scores on state exams.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide before and after school tutorials and/or advisory academies, and/or Saturday Academies, as needed, for students who are not demonstrating success in classwork, STAAR, STAAR benchmarks, or summer school.</p> <p>Strategy's Expected Result/Impact: Students needing additional instructional support will have multiple opportunities to participate in tutorials.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Tutorials - Fund 199 - General Fund - \$2,000</p>	Formative		
	Dec	Feb	Apr





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maintain a Spanish-speaking ESL paraprofessional to support newcomer students in their core classes.</p> <p>Strategy's Expected Result/Impact: Improved linguistic acquisition and academic success for newcomer students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Curriculum, Instruction, and Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 6: Lago Vista High School will implement strategies to support students in graduating with a high school diploma in four years [TEC 11.255].

Evaluation Data Sources: The Lago Vista High School on-time four-year completion rate will be 100%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students considering dropping out of school will be counseled about the possible negative impact of their decision and will be provided alternatives, whenever possible</p> <p>Strategy's Expected Result/Impact: Students who are at risk of dropping out will be provided with options to support continued progress towards high school graduation.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement Personal Graduation Plans for all 9th grade students (including Special Education, ESL, and Economically Disadvantaged students) not successful on the TAKS/STAAR test. PGPs will address educational goals or the student and meet all other requirements per TEC 28.0213.</p> <p>Strategy's Expected Result/Impact: PGPs will be created and updated for all students.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop process for LOTE students that qualify to test out of Spanish 1 and 2.</p> <p>Strategy's Expected Result/Impact: Students will have more options in the schedule to take higher level LOTE classes or CTE/elective courses.</p> <p>Staff Responsible for Monitoring: Principal/Counselors</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 1: Students will be provided with the necessary structures and support systems (social emotional, mental health, behavioral, and academic) needed to meet campus academic and behavioral expectations.

Evaluation Data Sources: Incidents of violence will remain at zero during the school year. Tobacco, Alcohol and Drug offenses will decrease by 50%. Discipline referrals will decrease decrease by 10%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Viking Day video sessions prior to school to cover campus procedures and policies, such as grading guidelines, attendance policies, and campus procedures through PALS class.</p> <p>Strategy's Expected Result/Impact: All students will be provided with an orientation.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to promote and encourage participation in student-led clubs and extra-curricular programs. Similar to UIL, create an extra-curricular/student club coordinator to help promote and organize different organizations through a campus calendar.</p> <p>Strategy's Expected Result/Impact: Increased participation.</p> <p>Staff Responsible for Monitoring: School Community</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue the use of a Positive Behavior Interventions and Supports (PBIS) team to monitor procedures, student discipline, and school safety.</p> <p>Strategy's Expected Result/Impact: Lago Vista High School will have a well-implemented PBIS system and students will demonstrate the common area and classroom expectations of being Respectful, Responsible, and Safe.</p> <p>Staff Responsible for Monitoring: Principal, PBIS Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Communicate with parents about school rules and policies via the school newsletter, Ascender Parent Portal, and campus and district social media.</p> <p>Strategy's Expected Result/Impact: Copies of newsletter with links to school wide procedures and code of conduct.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Feb	Apr

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will receive training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from trainings.</p> <p>Staff Responsible for Monitoring: SPED Team Lead</p>	Formative		
	Dec	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will implement strategies in their classrooms to encourage a positive classroom environment, collaboration, and teamwork, including team building activities, Kagan strategies, etc.</p> <p>Strategy's Expected Result/Impact: Students will exhibit an increase in school attendance and a decrease in truancy and discipline incidents.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide social and emotional learning to students through classroom engagement strategies and during advisory.</p> <p>Strategy's Expected Result/Impact: Students will be provided with systematic and regularly occurring social and emotional learning support.</p> <p>Staff Responsible for Monitoring: Principal, Department Chairs</p>	Formative		
	Dec	Feb	Apr
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Campus leaders will organize assemblies/speakers to provide students with information and leadership opportunities to help increase academic achievement and reduce the dropout rate for educationally disadvantaged students, at-risk students, and all other students.</p> <p>Strategy's Expected Result/Impact: Student outcomes will be improved for all students.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Funding Sources: Student Assembly - Fund 461 - Campus Activity Funds - \$2,300</p>	Formative		
	Dec	Feb	Apr
<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: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 2: Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork [TEC 11.253.(d)(10)(c)].

Evaluation Data Sources: Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish incentives for student attendance, such as semester exam exemptions and individualized positive reinforcement. Strategy's Expected Result/Impact: Students will be encouraged to demonstrate regular school attendance. Staff Responsible for Monitoring: Assistant Principal, PBIS Team</p> <p>ESF Levers: Lever 3: Positive School Culture Funding Sources: PBIS Incentives - Fund 461 - Campus Activity Funds - \$1,000</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Enforce state mandatory attendance policies by sending home attendance letters and filing on students who have exceeded absence limits. Strategy's Expected Result/Impact: The campus will have documentation of letters sent, phone calls made, truancy charges filed on students who are not meeting attendance expectations. Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Attendance clerk communicates with the assistant principal as soon as a student reaches 3 or more absences in a 4 week period, or sooner, if deemed appropriate, so that the student can be referred to the RtI process for attendance. Strategy's Expected Result/Impact: Students demonstrating attendance concerns will be referred to the RtI process. Staff Responsible for Monitoring: Administration, Attendance Clerk</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Send a daily absence notification to all parents outlining state laws regarding attendance and how to monitor attendance in Ascender Strategy's Expected Result/Impact: Parents will be well-informed about attendance expectations and how to track and monitor their</p>	Formative		
	Dec	Feb	Apr

student's attendance.

Staff Responsible for Monitoring: Assisstant Principal, Attendance Clerk



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 3: Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior [TEC 11.253 (d)(8)].

Evaluation Data Sources: Incidents of bullying and bullying-like behavior will remain low

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lago Vista High School will continue to seek and obtain the No Place for Hate campus designation through our Project Vinatta program.</p> <p>Strategy's Expected Result/Impact: Students will become invested in creating and supporting a campus-wide culture of kindness. Students will acquire tools needed to treat others with kindness and respect.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will provide resources for students identified as need special support (violence prevention, pregnancy, harassment, and bullying).</p> <p>Strategy's Expected Result/Impact: Increased educational access for students facing difficult situations.</p> <p>Staff Responsible for Monitoring: Counselors and principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Information on bullying and bullying prevention/reporting will be regularly provided to all students.</p> <p>Strategy's Expected Result/Impact: Students will have an increased student awareness of how to prevent, identify, and report bullying behavior.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: College, Career, & Military Readiness:





Prepare all students for success in college, career, and/or the military.

Performance Objective 1: Students are offered relevant and engaging coursework and activities that reflect a commitment to preparing students for their educational pursuits after LVHS.

HB3 Goal

Evaluation Data Sources: 95% of LVHS graduates can articulate their plan after high school and feel prepared to take on this next step.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a minimum of 8 opportunities for students to engage with career and college professionals to learn about the professionals' experiences.</p> <p>Strategy's Expected Result/Impact: Students will learn about a multitude of post-secondary options.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide two endorsement fair presentations for middle school (one during the school day and one at night for parents) with high school teachers and students present.</p> <p>Strategy's Expected Result/Impact: Students and parents will be well-informed of the endorsement options available at Lago Vista High School.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator, Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All CTE courses will provide an industry based certification (IBC) chosen by the instructor and students in CTE classes will take certification exams in order to obtain an IBC.</p> <p>Strategy's Expected Result/Impact: More LVHS students will graduate career ready.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Student participation in industry based certifications (IBC) exams is lower than expected in some CTE pathways. Root Cause: Coordination and support are needed for exam administrations (e.g., getting students to sign up, designating test dates, etc.).</p>
School Processes & Programs
<p>Problem Statement 3: Student participation in industry based certifications (IBC) exams is lower than expected in some CTE pathways. Root Cause: Coordination and support are needed for exam administrations (e.g., getting students to sign up, designating test dates, etc.).</p>

Goal 3: College, Career, & Military Readiness:
Prepare all students for success in college, career, and/or the military.

Performance Objective 2: Students will have the support they need to score above state standards on college admissions testing.

HB3 Goal





Evaluation Data Sources: Increase the percent of students scoring at or above criterion on SAT/ACT to 70%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be given the PSAT/SAT/TSI/ASVAB test data on their current student along with Eduphoria printout summary to structure supporting lessons in math and English courses. CTE teachers will embed math and writing skills in their lessons</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared to provide targeted instructional support in math and ELAR to help students improve outcomes on college readiness exams.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided with information on accessing and utilizing Kahn academy to target areas of SAT improvement using PSAT data.</p> <p>Strategy's Expected Result/Impact: Increase in SAT scores.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Feb	Apr
<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: College, Career, & Military Readiness:
Prepare all students for success in college, career, and/or the military.

Performance Objective 3: Students placed in alternative education settings will be provided with the academic and emotional support they need to succeed in high school.

Evaluation Data Sources: Students in DAEP will maintain a 95% or better attendance rate and a 95% or better graduation rate.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administration will monitor attendance rate and passing rate of students in DAEP. Strategy's Expected Result/Impact: Students assigned to DAEP will demonstrate regular school attendance and adequate academic progress in their courses. Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will regularly communicate with their students in DAEP/ISS. A communication log will be kept. Strategy's Expected Result/Impact: Students in DAEP will remain connected to and supported by their classroom teachers. Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use Edgenuity academic classes in lieu of paper work from classes while students are assigned to DAEP so that students in DAEP can access self-paced content for their core classes/those offered through Edgenuity. Faculty should be trained in Edgenuity. Strategy's Expected Result/Impact: Students in DAEP will be provided with high levels of self-paced instructional support in core classes. Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: High Quality Staff:

Attract, recruit, retain, and support highly qualified staff members by offering competitive pay and benefits and by working collaboratively to determine and meet their professional needs.

Performance Objective 1: Lago Vista High School will create a supportive and nurturing environment for employees.

Evaluation Data Sources: LVHS will retain 100% of its employees, except in the case of unavoidable separations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High levels of support will be provided to new-to-profession teachers including participation in a yearlong mentoring program with a trained mentor, as well as additional coaching support by campus instructional leaders and other trained staff members.</p> <p>Strategy's Expected Result/Impact: New-to-profession teachers will be provided the support needed to be effective and to remain in the profession and on the campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilitate social activities in order to foster a stronger sense of community among staff and boost morale.</p> <p>Strategy's Expected Result/Impact: Staff survey results indicate positive morale.</p> <p>Staff Responsible for Monitoring: PBIS Team, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Notify teachers of likely schedule/course assignments and coaches their coaching assignments for the upcoming fall semester by or before May of the current year so they can effectively prepare over the summer.</p> <p>Strategy's Expected Result/Impact: Master Schedule assignments will be completed and communicated by May.</p> <p>Staff Responsible for Monitoring: Counselors, Principal, Athletic Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Inform faculty of opportunities to earn stipends that are available. Look into opportunities for stipends/bonus for high demand courses.</p> <p>Strategy's Expected Result/Impact: Teacher retention and recruiting high quality staff.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: LVHS students need more diverse educational experience through the thoughtful hiring of faculty that mirrors the demographics of our students, purposeful learning opportunities, and intentionally diverse experiences. Root Cause: The faculty of LVHS does not currently mirror the demographics of our student body and the need for diverse experiences is increasing.</p>





Goal 4: High Quality Staff:

Attract, recruit, retain, and support highly qualified staff members by offering competitive pay and benefits and by working collaboratively to determine and meet their professional needs.

Performance Objective 2: All employees will demonstrate high levels of performance as a result of high quality professional development [TEC 21.451 and TEC 253(e)].

Evaluation Data Sources: End of year summative appraisals reflect high levels of teacher performance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrators will give professional learning surveys following campus staff development to assess outcomes and to gauge future needs.</p> <p>Strategy's Expected Result/Impact: Survey results will be used to improve campus professional learning.</p> <p>Staff Responsible for Monitoring: Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide new teachers with one full day of training on Canvas and a day of training on gradebook, Fundamental Five, engagement strategies, and any other LVHS-specific content areas prior to the beginning of school. Provide ongoing training with all staff.</p> <p>Strategy's Expected Result/Impact: New teachers will be well-trained on Canvas, the Fundamental Five, engagement strategies, and other LVHS-specific content.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Offer teachers flexible and varied campus trainings that allow them to select sessions that best suit their individual needs.</p> <p>Strategy's Expected Result/Impact: Teachers will be provided with campus training options to meet their needs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Department heads will assist their teams with budgeting for and finding professional development opportunities once the upcoming fall schedule has been set. The campus leadership team will discuss professional learning opportunities at leadership meetings.</p> <p>Strategy's Expected Result/Impact: Professional developments needs communicated via teacher professional goals in NexGen appraisal system will be met through targeted professional learning.</p> <p>Staff Responsible for Monitoring: Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Family & Community Engagement:





Welcome and nurture partnerships with our families and community to ensure active engagement and open communication in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1: Lago Vista High School will provide high quality engagement opportunities for parents and community members [TEC 11.253(d) (9)].

Evaluation Data Sources: Numbers of parent and community volunteers will increase in each of the following: volunteers, open house, parent trainings, and booster clubs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parents and community members will have the opportunity to volunteer at athletic/academic events. Parents can fill roles as ticket takers, greeters/ushers, and provide snack bags for players. Parents can be guest speakers/master of ceremonies for athletic and academic events.</p> <p>Strategy's Expected Result/Impact: Increase in parent/community attendance at events (sign in sheets).</p> <p>Staff Responsible for Monitoring: Athletic Director</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents will be informed of volunteer opportunities through the weekly Lago Vista High School newsletter. A "Viking News To Use" section will be added to our high school website where newsletters can be archived and reviewed.</p> <p>Strategy's Expected Result/Impact: Parents will be well-informed of campus happenings.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Open house and special program meeting times and dates will be advertised in Lago Vista High School newsletter, website, and marquee.</p> <p>Strategy's Expected Result/Impact: Parents will be well-informed of open house and special program meeting times and events.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide instructional videos for parents to learn about important school topics such as Canvas, course selection, extracurricular opportunities for students, etc.</p> <p>Strategy's Expected Result/Impact: Parents will have instant access to information on important school topics.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Community members will be invited to participate as business representatives in the annual College and Career Fair, hosted in conjunction with the North Shore Chamber of Commerce.</p> <p>Strategy's Expected Result/Impact: Community members will participate in the annual College & Career Fair.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CEIC will hold a public meeting after receipt of the annual campus ratings to discuss the performance of the campus and campus objectives.</p> <p>Strategy's Expected Result/Impact: The public will be provided with an opportunity to review and discuss the campus performance and campus objectives.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Feb	Apr

Strategy 7 Details	Formative Reviews		
Strategy 7: Advertise the District ESL Parent Meeting at the beginning of the school year. Strategy's Expected Result/Impact: The parents will be more informed of ESL program and available supports. Staff Responsible for Monitoring: ESL Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Feb	Apr
Strategy 8 Details	Formative Reviews		
Strategy 8: Invite parents to campus for lunch or assemblies to promote positive behavior. Strategy's Expected Result/Impact: Improved positive student behavior. Staff Responsible for Monitoring: Assistant Principal	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parent participation is low for curriculum nights, open houses, college/career information nights, etc. Root Cause: Many parents of LVHS students work in Austin and it is difficult for them to get back in time to attend/prioritize such events.

Goal 6: Safety & Security:

Ensure the physical safety and security of all students, staff, and visitors.





Performance Objective 1: Lago Vista High School will provide a safe school day environment for all students and staff.

High Priority

HB3 Goal

Evaluation Data Sources: Surveys, teacher feedback, success on safety drills, passing all safety audits

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LVHS created and continuously updates emergency procedures for all emergency events. Teachers are trained at the beginning of each year on safety procedures.</p> <p>Strategy's Expected Result/Impact: Teachers will know how to handle all emergency situations.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LVHS should complete weekly door checks to make sure that all exterior doors are locked and secure.</p> <p>Strategy's Expected Result/Impact: Anyone that would like to enter the building must funnel through the front door.</p> <p>Staff Responsible for Monitoring: Assistant Principal/parking lot attendant</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: LVHS should obtain a student resource officer (SRO) to be house on the campus during the school day.</p> <p>Strategy's Expected Result/Impact: SRO would decrease illegal student behavior and increase monitoring on campus.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Lago Vista ISD will use Raptor Alert to manage all emergencies and communicate during all emergencies. Raptor Alert will also be used during drills.</p> <p>Strategy's Expected Result/Impact: LVHS faculty will be able to successfully use the Raptor Alert app during drills.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Dec	Feb	Apr

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers and staff will monitor the hallways and outside entrances throughout the school day and use parking lot monitor to increase parking lot and school safety.</p> <p>Strategy's Expected Result/Impact: Walkthroughs reflect that teachers are at door between classes.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: LVHS will conduct regularly-scheduled safety drills.</p> <p>Strategy's Expected Result/Impact: Students and staff will be well-prepared to react appropriately to a school emergency</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: LVHS will monitor the parking lot at all times during the school day to ensure visitors are checking through the front and students are not in the parking lot without reason.</p> <p>Strategy's Expected Result/Impact: Parking lots are safe and secure.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Dec	Feb	Apr
<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 6: Safety & Security:





Ensure the physical safety and security of all students, staff, and visitors.

Performance Objective 2: Lago Vista High School will provide a safe environment at all school related extra-curricular events that draw in visitors.

High Priority

HB3 Goal

Evaluation Data Sources: Incident free gatherings

Strategy 1 Details	Formative Reviews		
Strategy 1: LVHS will create and post spectator guidelines for all athletic events. Strategy's Expected Result/Impact: Spectators will have fewer infractions. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: LVHS will work with Lago Vista PD to have a police officer at all sporting events. Strategy's Expected Result/Impact: Police presence will prevent incidents from occurring and will help create a feeling of safety. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: LVHS will ensure that an administrator is on duty at all home games. We will also pay LVHS faculty to monitor large events like football games. Strategy's Expected Result/Impact: Increase faculty surveillance will help ensure safety. Staff Responsible for Monitoring: Superintendent/Principal	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 7: Planning & Decision-Making:

Utilize an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

Performance Objective 1: Provide structures for staff, community, and parent involvement and input in decision making [TEC 11.255].

Evaluation Data Sources: End of year survey results show a majority of positive feedback from students, parents, and staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Publicize support opportunities for teachers and staff through the newsletter, faculty meeting presentations, student news series, etc.</p> <p>Strategy's Expected Result/Impact: Teachers and staff members will be aware of and will participate in support opportunities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide a formative survey to parents, students, and teachers at the end of each semester.</p> <p>Strategy's Expected Result/Impact: The campus will have parent, student, and teacher input to use for adjustments needed in the current school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use PBIS committee to review discipline data and campus procedures.</p> <p>Strategy's Expected Result/Impact: PBIS meetings will be held every six weeks and planning will occur to improve understanding of campus procedures and disciplinary outcomes.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use CEIC to involve parents, community, and staff in decision making [TEC 11.25].</p> <p>Strategy's Expected Result/Impact: Parent and staff surveys will reflect that they feel there is awareness of and adequate opportunities for involvement in decision-making processes.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CEIC will meet yearly to review and evaluate the effectiveness of the SBDM policies, procedures, and staff development activities.</p> <p>Strategy's Expected Result/Impact: Program evaluations will provide affirmation of processes or opportunities to plan for improvement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Lago Vista High School

Total SCE Funds: \$20,750.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

LVHS uses Edgenuity for the purpose of accelerated instruction for teachers to use as a resource for STAAR EOC review and for credit recovery for students who are behind in credits. We also brought in the TeenTruth program in order to create a student led leadership team that focused on increasing student achievement.

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Missy Howard	Assistant Principal
Administrator	Stu Taylor	Principal
District-level Professional	Lara Clark	CCMR Coordinator
Non-classroom Professional	Dusty Kinslow	Counselor
Classroom Teacher	Katy Baugh	Teacher
Classroom Teacher	Andrew Larkin	Teacher
Classroom Teacher	Michael Panter	Teacher
Community Representative	Jeff Sauer	Community Rep
Parent	Melanie Miller	Parent
Community Representative	Chris Lippe	Community Rep
Business Representative	Amy Yordt	Business Rep

Campus Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Tutorials		\$2,000.00
Sub-Total					\$2,000.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Edgenuity		\$19,750.00
Sub-Total					\$19,750.00
Fund 461 - Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	Student Assembly		\$2,300.00
2	2	1	PBIS Incentives		\$1,000.00
Sub-Total					\$3,300.00