

# **LAGO VISTA INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2009-2010**



## **Vision Statement**

**Lago Vista Independent School District equips students for the rigors of the 21<sup>st</sup> century by preparing them for a global based digital economy.**

**LVISD will be recognized as a leader in educational innovation through: technology, facilities, curriculum, instruction, and community involvement.**

**SITE-BASED DECISION-MAKING TEAM  
2009-2010**

**DECISION-MAKING COMMITTEE**

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*“LVISD equips students for the rigors of the 21<sup>st</sup> Century by preparing them for a global based digital economy. LVISD will be recognized as a leader in educational innovation through: technology, facilities, curriculum, instruction and community involvement.”*

***A. Our Students:***

1. Are inquisitive, self-motivated, intellectual risk-takers capable of setting and meeting goals.
2. Are self-confident, responsible decision-makers who are accountable for their actions.
3. Have an understanding of personal strengths and weaknesses and make healthy lifestyle choices.
4. Transform their learning experience with technological, cultural, and global perspectives.
5. Are multilingual.
6. Are academically challenged to reach new heights and embrace lifelong learning.
7. Graduate prepared to meet the challenges of post-high school education and/or the workforce.

***B. Our Learning Environment:***

1. Provides quality instruction in a stimulating environment that meets the needs of diverse student populations.
2. Welcomes and encourages active communication and participation between and among campuses, parents, and students.
3. Stimulates effective collaboration among professional staff, parents, and students where all take responsibility for student learning.
4. Is positive, supportive, and safe for all students.
5. Provides high performing highly skilled staff qualified above minimum requirements that is dedicated to furthering their professional growth to meet a changing classroom demographic.
6. Effectively and seamlessly incorporates technology into student learning.
7. Consists of facilities that meet the needs of all students and provide the best opportunities to thrive and achieve their greatest potential.
8. Offers the most rigorous academic programs.

***C. Our Community and District:***

1. Inspire an increase in volunteerism, mentoring, and general participation in the school system by persons and businesses in the community with expertise in various areas.
2. Encourage LVISD students to be involved in and act as responsible members of the community.
3. Maintain consistent, open communication in a respectful manner with all stakeholders.
4. Effectively communicate to taxpayers and citizens so that they may understand and financially support the needs and goals of the district.
5. Maintain the continued financial stability of the district.

## **No Child Left Behind Legislation**

Lago Vista Independent School District has put into place goals and plans for long range student success. Toward these ends, Lago Vista Independent School District supports the achievement performance goals delineated in the No Child Left Behind legislation (NCLB).

NCLB Student Achievement Goals:

1. All students will reach proficiency or better in reading and mathematics by 2013-2014.
2. All limited English proficient students will become proficient in English and reach high academic standards.
3. By 2006-2007, all students will be taught by highly qualified teachers.
4. All students will be educated in a safe, drug free environment conducive to learning.
5. All students will graduate from high school.

The following goals and objectives will enable all students in Lago Vista ISD to reach these achievement goals:

1. At least 90% of all student groups taking the Texas Assessment of Knowledge and Skills test in reading/English Language Arts, mathematics, science, and social studies will meet or exceed the standard set by Texas Education Agency.
2. Student attendance in the Lago Vista Independent School District will meet or exceed the state standards for attendance.
3. Student participation rates on mandated state assessments will meet or exceed the 95% rate as set by No Child Left Behind Federal legislation.
4. Student dropout rates will continue to be below the state standard and four year completion rates for Lago Vista ISD will meet or exceed 92%.
5. Improve SAT/ACT and Texas Assessment of Knowledge and Skills test /TASSP equivalency results and narrow the participation and mean scores for all subpopulations of students.
6. Provide a safe and orderly school climate, conducive to learning.
7. Form school-family-community partnerships to ensure high academic achievement and successful development for all students.
8. Ensure effective communication at school, family, and community levels.

## Goal #1

At least 90% of all student groups taking the TAKS reading, writing, math, science, and social studies tests will meet or exceed the standard set by TEA. **NCLB Goal: 5** **LVISD District Vision: A1, A4, A5, A7, B3, B6**

## Objectives

### Math

At least 95 % of all students groups will meet or exceed the passing standard set by TEA on the Math TAKS test.

At least 88% of Economically Disadvantaged students will meet or exceed the passing standard set by TEA on the Math TAKS test

At least 90 % of Hispanic students will meet or exceed the passing standard set by TEA on the Math TAKS test

At least 95% of White students will meet or exceed the passing standard set by TEA on the Math TAKS test

At least 92% of Special Education students assessed with the TAKS, TAKS A or TAKS M will meet or exceed the passing standard set by TEA on the Math TAKS test or the passing standard set by their ARD committee.

### Reading/English Language Arts

At least 97% of all students groups will meet or exceed the passing standard set by TEA on the Reading TAKS test.

At least 95% of Economically Disadvantaged students will meet or exceed the passing standard set by TEA on the Reading TAKS test

At least 95% of Hispanic students will meet or exceed the passing standard set by TEA on the Reading TAKS test

At least 98% of White students will meet or exceed the passing standard set by TEA on the Reading TAKS test

At least 95% of Special Education students assessed with the TAKS, TAKS A or TAKS M will meet or exceed the passing standard set by TEA on the Reading/ELA TAKS test or the passing standard set by their ARD committee.

### Writing

At least 98% of all students groups will meet or exceed the passing standard set by TEA on the Writing TAKS test.

At least 98% of Economically Disadvantaged students will meet or exceed the passing standard set by TEA on the Writing TAKS test

At least 98% of Hispanic students will meet or exceed the passing standard set by TEA on the Writing TAKS test

At least 98% of White students will meet or exceed the passing standard set by TEA on the Writing TAKS test

At least 90% of Special Education students assessed with the TAKS, TAKS A or TAKS M will meet or exceed the passing standard set by TEA on the Writing TAKS test or the passing standard set by their ARD committee.

## Science

At least 90% of all students groups will meet or exceed the passing standard set by TEA on the Science TAKS test.

At least 83% of Economically Disadvantaged students will meet or exceed the passing standard set by TEA on the Science TAKS test

At least 80% of Hispanic students will meet or exceed the passing standard set by TEA on the Science TAKS test

At least 93% of White students will meet or exceed the passing standard set by TEA on the Science TAKS test

At least 80% of Special Education students assessed with the TAKS, TAKS-A or TAKS-M will meet or exceed the passing standard set by TEA on the Science TAKS test or the passing standard set by their ARD committee.

## Social Studies

At least 98% of all students groups will meet or exceed the passing standard set by TEA on the Social Studies TAKS test.

At least 97% of Economically Disadvantaged students will meet or exceed the passing standard set by TEA on the Social Studies TAKS test

At least 97% of Hispanic students will meet or exceed the passing standard set by TEA on the Social Studies TAKS test

At least 98% of White students will meet or exceed the passing standard set by TEA on the Social Studies TAKS test

At least 90% of Special Education students assessed with the TAKS, TAKS-A or TAKS-M will meet or exceed the passing standard set by TEA on the Social Studies TAKS test or the passing standard set by their ARD committee.



STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION METHODS	TIMELINES	SUMMATIVE EVALUATION METHODS
Continue refinement/updating and implementation of TEKS aligned curriculum in the four core academic areas by participating in the CScope	Principals	Time District budget ESC curriculum products and training	Documents produced and distributed to staff members, benchmark/practice test data	Ongoing, Monitored January training dates, spring, and June 2007.	Document prepared, bundled and distributed to teachers for use in classroom in August 2009
Campus teams will meet regularly with principal and/or Asst. Supt to discuss TEKS instructional strategies	Asst. Supt. Principals	Time	Notes from meetings	Ongoing monitored Jan, May	Notes from meetings
Implementation and integration of TEKS across all applicable course offerings will be monitored	Principals	Time	Administrative walkthroughs, lesson plans, timelines, course syllabi	Ongoing, monitored Jan, May	Documents on file in principals office or lesson plans dated and checked by campus administrator
Investigate best instructional practices for LEP students so that LEP students are prepared to pass the TAKS test and improve TELPAS scores	Asst. Supt. ESL teacher	Time District budget NCLB ARRA funds	Schedule of visits to model programs. Identification of practices to implement in current program	Monitored Jan, May	Selected best practices implemented in campus program. Scores of ESL students on TAKS or TELPAS test
Monitor implementation of curriculum to ensure that the English Language Proficiency Standards (ELPS) are being integrated into all content areas	Principals	Time	Review of lesson plans	Ongoing throughout the year	Scores of ESL students on state assessments
Campus Site Based Committees will develop comprehensive staff development plans to address best teaching practices for learner centered instruction, which will include technology, the use of student achievement data and vertical alignment of curriculum.	Campus Principals Campus department chairs/team leaders	District budget Campus budget	Comprehensive plans developed Staff development scheduled	Ongoing, monitored Jan, May	Agendas from training Participant records
Provide academic tutorials at all campuses	Campus principals	Time	Campus plans for providing tutorials	Ongoing, monitored each nine weeks	Tutorial schedules, monitor rosters, mentors
Develop and/or continue academic mentor programs for all student populations	Mentor Coordinator	Time	Meeting agendas, mentor rosters, logs of mentor contacts, agendas of mentor training	Ongoing, monitored Jan, May	Logs of mentor contacts

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION METHODS	TIMELINES	SUMMATIVE EVALUATION METHODS
Use assessment data and survey data to monitor student progress, and guide instructional practice. Data analysis to include reading, writing, math, science, social studies.	Asst. Supt Campus principals Coordinator of Special Education	District developed benchmark tests State released TAKS and TELPAS tests NCLB ARRA funds	Tests secured Times developed for administering assessments	Ongoing, monitored each semester	Test data, minutes/agendas of collaborative meetings with teachers, departments, grade levels Teacher data
Use formal and informal assessment data to analyze student subgroup mastery to adjust curriculum and instruction and set academic targets for the following students: 1. Gifted and Talented 2. Special education 3. English Language Learners 4. Economically Disadvantaged 5. Minority 6. At-Risk 7. Title I 8. Migrant	Asst. Supt Campus Principals Teachers Coordinator of Sp.Ed	Time Formal and informal assessments Staff development NCLB ARRA funds	Data analysis Differentiated lesson plans	Ongoing, monitored Jan, May	Lesson plans on file Participant records of training
Provide training for all campuses in the RtI Model to meet the needs of a diverse student population	Assistant Supt Campus Principals Director of Instructional Technology	District calendar District budget funds	Sign In Sheets	August and throughout school year on Staff Development designated days	Four days of training completed by all instructional staff members
Establish a district level Response to Intervention team to plan and coordinate the District's RtI plan	Asst. Superintendent	Time	Sign In Sheets and agendas	Ongoing-monitored in January and May	Response To Intervention Plan completed
Work with staff to create a learning environment that infuses technology into classroom instruction to provide multiple opportunities for student learning	Director of Instructional Technology	Time	Completion of weekly work summary indicating work done during the week with teachers/staff	Throughout the 2009-2010 school year	Records of small group and one-on-one work with teachers

**Goal #2**

- Student attendance in the Lago Vista Independent School District will meet or exceed the standard set for an exemplary rating. Student participation on state mandated assessments will meet or exceed the 95% participation rate as set by federal legislation (No Child Left Behind). **NCLB: Goal 1** **LVISD District Vision: A2**

**Objective**

For the 2009-2010 school year:

- The student attendance rate for all students and all subgroups at Lago Vista Elementary will meet or exceed 97% for the 2009-2010 school year.
- The student attendance rate for all students and all subgroups at Lago Vista Middle school will meet or exceed 95% for the 2009-2010 school year.
- The student attendance rate for all students and all subgroups at Lago Vista High School will meet or exceed 95% for the 2009-2010-school year.

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION METHODS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATION METHODS</b>
Each campus will establish attendance goals	Campus principals	Campus budgets	Attendance records for each 9 weeks	Ongoing, monitored each 9 weeks	AEIS data
Analyze assessment participation rate data provided by Texas Education Agency	Campus Principals Director of Special Education	Data from TEA	Populations below the mandated participation rate identified and reasons for low participation identified	November and May	Adequate Yearly Progress data
Use ongoing assessment data to determine student mastery of TEKS and skills assessed on TELPAS and provide interventions so that at least 95% of students can participate in the state assessment program.	Campus Principals Special Programs Director Director of Special Education	Data Informal/formal assessments Time	Evidence of student progress in mastery of essential knowledge and skills	Monitored Jan and June	Increase in student participation rate as defined by NCLB
Use a variety of media (e-mail, newsletters, website, newspaper) to communicate to parents the importance of student attendance on days of state assessments	Principals Asst. Supt.	Time	Principal documentation that information is in campus newsletters	Feb. and April	Copies of newsletters and articles from newspaper

**Goal #3**

- The district dropout rate will continue to be below the state standard for the school year 2006-2007.

**NCLB: 5**

**LVISD District Vision: A3, A7, B1**

**Objectives**

- The district dropout rate will continue to be below the state standard.
- The completion rate will meet or exceed 87%.

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION METHODS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATION METHODS</b>
Work with students to develop a four year high school plan designed to accumulate the credits needed for graduation	Secondary counselors Coordinator of Sp.Ed.	Time	4 year plan on file for each student	Ongoing, monitored throughout the year	High school completion rate
Offer Viking Learning Center opportunities for students lacking credits needed for graduation	High school principal	District budget	Roster of students enrolled	Ongoing, monitored Oct, Jan, May	Drop out rate
Conduct career testing for students in 8 <sup>th</sup> grade	MS Counselor	Carl Perkins grant funds	Materials ordered, tests administered	Fall semester	Roster of student scores
Continue implementation of special efforts for the successful transition of students to 9 <sup>th</sup> grade	Asst to the Principal	District funds	Training agendas Meeting minutes Study Hall Rosters 9 week report cards Progress reports	Ongoing, monitored each nine weeks	Promotion rates for 9 <sup>th</sup> grade students.
Develop Personal Graduation Plans (PGP) for every student in grades 6-12 who did not meet the standard on state assessments or who is not likely to receive a high school diploma before the 5 <sup>th</sup> year following student enrollment in 9 <sup>th</sup> grade.	Middle School principal High School principal	PGP materials from ESC Region XIII Campus budgets	Plans completed	Feb and June	Student success rates at end of year
Explore district involvement in the Virtual High School program that will allow credit recovery for potential dropouts as well as opportunities to earn college credits while enrolled in high school	High school principal High school Counselor	ESC training Webinars	Campus registered for participation by January	Ongoing with classes to possibly begin in spring 2010	Enrollment process completed; information disseminated to parents and students

**Goal #4**

- Improve SAT/ACT and TAKS/TASSP equivalency results and narrow the mean scores for subgroups of students.

**NCLB: 1 LVISD District Vision: A7, A6, B5, B8**

**Objectives**

The district will increase the percent of students scoring at or above the SAT criterion of 1110 and ACT criterion of 24.

The district will increase the percent of students scoring 3, 4, or 5 on the Advanced Placement Test.

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION METHODS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATION METHODS</b>
In accordance with TEC 61.003, students will be informed of college admission based on placement in the top 10% of their graduating class	Counselor	Daily schedule	Notifications posted Written notification on website	Ongoing	Notification; class ranking
Provide AP and PreAP training to teachers teaching AP and PreAP classes	Campus principals	Campus staff development budgets	Attendance certificates	Jan and May	AP scores
Expand implementation of <i>Laying the Foundation</i> curriculum at middle school	Patricia Whitton Paul Bixler	Campus budget	Lesson plans Course syllabi	Jan and May	TAKS scores
Promote the use of AP strategies and higher level thinking activities in all classrooms	Campus principals	Class time	Walk through notes from principals Lesson plans Course syllabi	Jan and May	AP scores
Continue to explore opportunities for collaboration between LVHS and ACC to offer students dual credit classes on the high school campus.	Asst. Supt	Time	Minutes from planning meetings	Jan and May	Classes offered
Expand offerings of articulated Career and Technology Courses with ACC	High School principal	CATE contact at ACC	Minutes from meetings with high school staff and ACC	September and April	Classes taught

**Goal #5**

- Provide a safe and orderly school climate, conducive to learning. **NCLB: 5 LVISD District Vision: A2, B4, C2**

**Objectives**

- Discipline referrals will decrease
- Tobacco, Alcohol, and Drug (TOAD) offenses will decrease
- Incidents of violence will decrease
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<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION METHODS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATION METHODS</b>
Review District Crisis Plan and update as needed	Director of Finance	Time District Crisis Plan	Meeting minutes	Ongoing, fall semester	Updated Crisis Plan distributed to campus personnel
Contact parents/guardians concerning student academic needs, attendance, discipline, and/or substance abuse.	Campus principals Teachers	Time	Log or notes of parent contacts	Ongoing	Records of contacts on file in principal's office
Conduct Red Ribbon Week	Campus Counselors/nurses	Title IV funds	Minutes from planning meetings	Fall semester	SDFSC annual evaluation report
Use drug dog to check drug usage at secondary campuses	Secondary school principals	District budget	Incident reports	Quarterly	SDFSC annual evaluation report
Teach grade level /subject area TEKS that identify appropriate substance abuse and suicide prevention objectives for each grade/course	Counselor Health teachers	Time	Lesson plans Timelines Course syllabi Incident reports	Ongoing, monitored Jan, May	SDFSC annual evaluation report
Expand the implementation of Character Ed curriculum at each campus	Principals	Time Title IV funds	Lesson plans Incident reports	Jan and May	SDFSC annual evaluation report

**Goal #6**

- Form School-Family-Community Partnerships to ensure high academic achievement and successful development of all students.  
**NCLB: LVISD District Vision: C1, C3, C4**

**Objectives**

- Increase the number of parent and community participants in each of the following:
 

	2009-2010
a. Volunteers	150
b. Parent Organizations	300
c. Open House	400
d. Special programs parent meetings	100
- Provide "Transitional Information" for students progressing from campus to campus

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Continue newsletters, classroom, campus and district	Campus principals	Time	Copies of newsletters	Ongoing, monitored, Jan, May	Summative evaluation PDAS scores Document all newsletters and how they are distributed
Update District Website to make more user friendly	Asst. Superintendent	Time	January 2010	Ongoing, monthly	Calendars posted
Continue regular parent organization meetings, open houses, parent-teacher conferences, ARD's, LPAC's to involve parents	Principal Director of Special Ed	Time	Meeting minutes/agendas Logs of parent conferences	Ongoing, monitored Jan, May	Meeting agendas Count of parents attending conferences during year
Recognize outstanding student achievement by: <ul style="list-style-type: none"> <li>• Positive notes home</li> <li>• Academic recognition events</li> <li>• Recognition at School Board Meetings</li> </ul>	Campus Principals	Time Local newspaper PA system Broadcasting system (campus)	Lists of students recognized each grading period	Ongoing	News clippings Board Minutes Honoree Rosters Programs
Conduct parent meetings during the school year to address topics of parent interest	Counselors	Time	Meetings scheduled, sign in sheets	Ongoing	Feedback from attendees
Conduct parent training meetings for special education parents on a regular basis	Director of Special Education	Time	Meetings scheduled, sign in sheets	Ongoing	Feedback from those in attendance; count of number in attendance

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATIONS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>
Parent nights at middle school will provide information regarding academic planning and development of four year graduation plan to parents of 8 <sup>th</sup> grade students	High School Principal Teachers Counselor	Time	Agendas and materials from meetings	April, 2010	Meetings held Participant Rosters
Continue to expand the translation of common documents, forms, etc. into Spanish	Asst. Supt. Principals	District Budget Title III funds	Materials collected and translations in progress	Ongoing, monitored Jan, May	Translated documents
Conduct a Career Day for Lago Vista High School and Lago Vista Elementary and offer career exploration sessions for 6 <sup>th</sup> grade middle school students	Mentor Coordinator	District budget	Planning meetings	Fall, 2009 and Spring 2010	Event held Feedback forms from participants
Provide support for parents of students identified as ESL, migrant and homeless	Asst. Supt.	ESC staff ESL teachers	Planning session notes	Jan and May	Agendas from meetings; notes from ESC contacts
Provide a minimum of 2 training opportunities at LVES that are conducted in Spanish for parents of ESL students	Elem. Principals	Time Title III funds	Meetings scheduled	Fall and Spring	Agendas from meetings, sign in sheets

**Goal #7**

- Ensure Effective Communication at school, family, and community levels
- **NCLB: LVISD District Vision: C3, C4**

**Objectives**

- To ensure effective communication between LVISD staff and parents about graduation requirements, TEXAS Grant Program, and Teach for Texas Program
- To ensure effective communication between LVISD staff and the greater community
- Maintain parent/school/community communication at the secondary levels

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION METHODS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATION METHODS</b>
Continue K-12 counselor training regarding high school graduation requirements, TEXAS Grant Program and Teach for Texas Program	High School Counselor	Time for meeting Graduation Plan materials	Information shared	Fall, 2009	Meeting agendas Samples of materials shared with parents
Disseminate high school graduation requirements to each campus principal to share with teachers. Provide information on TEXAS Grant Program and Teach for Texas Program	Asst. Supt	High School Graduation Plan Materials	Principals Meeting agenda	Fall 2009	Date materials disseminated to staff
Revise district website to provide easier access for users	Holly Jackson	Time	Website revisions	Ongoing	Feedback from website users
Develop campus websites	Principals Holly Jackson	Time	Website feedback	Ongoing, monitored Jan, May	Website reviews
Expand enrollment in parent e-groups to facilitate communication	Campus principals	Time Forms completed by parents	Form developed and sent home with students in enrollment packets	Ongoing, monitored in Jan and May	E-groups created Communication sent
Disseminate campus parent newsletters and Supt. newsletter on a regular basis	Campus Principal and Supt.	Time	Newsletter written	Ongoing, monitored in Jan and May	Copies of parent newsletters on file in principal's office

**Goal #8**

- Provide staff development program to prepare educational staff

**Objectives**

- To promote and retain highly qualified status of 100% of core teaching staff
- To ensure that educational staff participates in high quality, research based staff development
- **NCLB: 3      LVISD District Vision: B1, B5**

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION METHODS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATION METHODS</b>
Provide high quality, research based staff development for 100% of educational staff during school year 2009-2010	Asst. Supt	Title V funds Campus budgets District budget <b>NCLB ARRA funds</b>	Review of sign in sheets, staff development registration/attendance	Jan 2010	Staff Development records from individual staff members
Review all transcripts, certifications, records of exams taken and passed ensure that all new hires and reassignments meet the high qualified standard before offering employment	Asst. Supt.	Time	Complete highly qualified forms for each new hire	Fall 2009	Forms and appropriate documentation placed in new hire personnel folders
Identify needs of individual staff members based on principal classroom observations and provide staff development to address those needs	Campus Principals	Time Campus budgets	Review of appraisal system data to determine individual or small group needs	May 2010	Records of attendance at trainings, evaluation conference data

## Glossary of Educational Acronyms

ACC	<u>Austin Community College</u>
ACT	The <u>ACT Assessment®</u> is designed by ACT, Inc. ( <a href="http://www.act.org">http://www.act.org</a> ) to assess high school students' general educational development and their ability to complete college-level work. Participation is voluntary. Students can choose to take the test multiple times. The examination covers four academic skill areas: English, Mathematics, Reading, and Science Reasoning. Participation in and performance on the ACT are indicators in the Texas public school Academic Excellence Indicator System.
AEIS	<u>Academic Excellence Indicator System</u> The AEIS reports, published each year by the Texas Education Agency, pull together a wide range of information on the performance of students in each school and district in Texas every year. These reports are posted online on the Texas Agency Education website in the fall.
AP	<u>Advanced Placement</u> The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. It provides high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. Typically, courses and examinations are taken by 11th and 12th grade students.
ARD	<u>Admission, Review, and Dismissal Committee</u> The admission, review and dismissal committee is composed of a student's parent(s) or student, and school personnel who are involved with the student. The ARD committee determines a student's eligibility to receive special education services and develops the individualized education program for the student.
AYP	<u>Adequate Yearly Progress</u> Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state is evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle schools).
ELL/ESL	<u>English Language Learner/English as a Second Language</u> Students whose native language is other than English
ESC	<u>Education Service Center</u> There are twenty service centers that serve the Texas educational needs. Education service centers are a non-regulatory agency that collaborate and serve schools. Education Service Centers serve as a liaison between the <b>Texas Education Agency</b> and the local schools districts and the schools they serve by disseminating information, conducting training and consultation for both federal and state programs. The Education Service Center for our region is ESC XIII located in Austin.
TAKS M	<u>Locally Developed Alternative Assessment</u> The TAKS M assesses special education students in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS and an inappropriate measure of their academic progress and there is no TAKS A exam available in that content area.
LPAC	<u>Language Proficiency Assessment Committee</u> The Language Proficiency Assessment Committee is responsible for assuring that each student who speaks a language other than English in our schools is provided a language support program that best meets the needs of that student. LPAC committees are composed of administrators, teachers, and the parent of a limited English Proficient student. The LPAC serves as the students' advocate to make certain they receive the appropriate services.

LVES	Lago Vista Elementary School
LVHS	Lago Vista High School
LVISD	Lago Vista Independent School District
LVMS	Lago Vista Middle School
NCLB	<u>No Child Left Behind</u> A federal law enacted in 2001 which required districts to test students in reading and math beginning in 3 <sup>rd</sup> grade, with science assessments added in 2009-2010. The law requires schools and district to make “Adequate Yearly Progress (AYP)” or face sanctions. The law also requires that 100% of the core area teachers be highly qualified, as defined by the state education agency (with federal government approval), by the end of school year 2005-2006.
PGP	<u>Personal Graduation Plan</u> An intervention plan developed by the campus for students in grades 7-12 who did not meet the passing standard on the Texas Assessment of Knowledge and Skills test or any student who is at risk of not graduating from high school.
SAT	The <u>SAT®</u> is developed by the College Board ( <a href="http://www.collegeboard.com">http://www.collegeboard.com</a> ) to assess high school students' readiness for college-level work. Participation is voluntary. Students can choose to take the test multiple times. Participation in and performance on the SAT are indicators in the Texas public school Academic Excellence Indicator System.
TAKS A	<u>State Developed Alternative Assessment</u> The TAKS A assesses special education students in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is an inappropriate measure of their academic progress. TAKS A becomes a part of the school accountability system in the 2002-2003 school year.
TAKS	<u>Texas Assessment of Knowledge and Skills</u> As mandated by the 76th Texas Legislature in 1999, the TAKS tests have been administered since the 2002-2003 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in mathematics at Grades 3-11; in science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma. Satisfactory performance on the TAKS at Grade 3 in reading is one prerequisite to promotion to the next grade. At Grade 5, the student must meet the standard on the Reading and Math section of the TAKS test to be eligible for promotion.
TEA	<u>Texas Education Agency</u> The Texas education Agency is the state agency responsible for the state supervision of public elementary and secondary schools.
TEC	<u>Texas Education Code</u> The Texas Education Code (TEC) contains most of the statutes passed by the Texas Legislature that directly affect education.
TEKS	<u>Texas Essential Knowledge and Skills</u> The Texas Essential Knowledge and Skills identify what Texas students should know and be able to do at every grade level and in every course in the required curriculum as they move through the public schools.
TELPAS	<u>Texas English Language Proficiency Assessment System</u> TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language. The TELPAS assessment measures student proficiency in listening, speaking, reading and writing.