

Lago Vista Independent School District

Lago Vista High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness



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

According to the 2014-2015 TAPR report, Lago Vista High School's demographic information is as follows:

- Total students - 432
- African American - 1.1%
- Hispanic - 21.9%
- White - 73.1%
- American Indian - <1%
- Asian - <1%
- Pacific Islander - 0%
- Two or more races - 2.5%
- Economically Disadvantaged - 23.14%
- Non-Economically Disadvantaged - 76.86%
- English Language Learners - .9%
- At Risk - 29.9%
- Mobility - 10.2%
- Special Education - 11%
- Attendance Rate - 96.2%
- Annual Dropout Rate - 0.2%
- Class of 2014 - Graduation - 98.9%, Continued HS - 1.1%, Received GED - 0%

Demographics Strengths

Lago Vista High School has seen a steady growth in enrollment over the past few years.

Demographics Needs

LVHS has mirrored the state of Texas' demographic shift in population with growth in the Hispanic population and decrease in white percentage of student enrollment. LVHS continues to have a special education identification rate that exceeds the state.

Student Achievement

Student Achievement Summary

2015-2016 STAAR Percentage Passing (STAAR/STAAR-A, STAAR-L, STAAR COMBINED)

- English 1 - 76%/66%
- English 2 - 81%/77%
- Algebra 1 - 87%/75%
- Biology - 98%/89%
- US History - 97%/95%

2014-2015 data -

- Advanced Course/Dual Credit Completion - 21%
- Average SAT - 1523
- Average ACT - 23.3
- Graduates Enrolled in IHE's - 77.6%

Student Achievement Strengths

Above average in passing rate for STAAR and above average scores in SAT and PSAT/NMSQT.

Student Achievement Needs

While STAAR scores are relatively high compared to the state, several areas remained the same or decreased from the previous year. Commended Rates in all areas should be examined and plans made to focus on their improvement. Opportunities for compensatory services for students who have failed one or more sections of the STAAR need to be considered.

School Culture and Climate

School Culture and Climate Summary

According to survey data from the 2014-2015 school year, students describe Lago Vista High School as a place where most teachers provide them with the help they need in class, teachers show that they care about them, and students are treated fairly. Most students describe LVHS as a clean school with a low incidence of crime or violence. Most students feel like there are ample opportunities to be involved in different clubs and activities around the school. An increase in the number of drug and alcohol-related incidents at school reflect a need for increased focus on substance abuse.

School Culture and Climate Strengths

School safety and opportunities for students to be involved.

School Culture and Climate Needs

Survey results indicate that students do not enjoy being at school. Although this is not an atypical answer for most high school students, it is still an area to focus on improving.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers are provided regular walkthroughs by campus administrators, with opportunities for goal setting and self-reflection throughout the school year. New job postings are posted online and on Applitrack. Department heads are invited to participate in the interview process and make recommendations for new hires. New staff is assigned a mentor and this year there was increased structure to the program, with positive results. Staff is part of the improvement process by being part of the CIP teams, PBIS teams, and nine weeks reflections and conferences. Teachers are provided staff development during August inservice, with monthly meetings during their conference periods to work on the implementation of the new technology.

Priorities determined by the needs assessment regarding staff quality, recruitment, and retention include improving communication within the staff, providing support for the needs of professionals within the organization, and making all human resources decisions with the best interests of the students in mind.

Staff Quality, Recruitment, and Retention Strengths

Opportunities include having a small community with attractive qualities, excellent students and parents, and population growth.

Staff Quality, Recruitment, and Retention Needs

Concerns include limited opportunities for advancement, shifting student demographics and priorities, the availability of affordable housing for potential applicants, and the high levels of achievement expected by the state on standardized testing (which presents a threat to the teaching and administration population at large).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities determined by the comprehensive needs assessment related to curriculum, instruction, and assessment include providing programs and instruction that emphasize leadership and integrity, expanding programs and course offerings related to college and career readiness, and developing a vertically-aligned curriculum to challenge and address the needs of all students. Additionally, it is a priority to amass more engaging resources for students, particularly at the elementary level. Opportunities include capitalizing on the resources provided by the educational foundation and outside grants and taking advantage of the community knowledge base by helping to foster local internships and mentoring activities. Concerns include expanding dual credit, diversifying Career and Technology Education and fine arts programs, as well as increasing opportunities in extracurricular activities and foreign language instruction. A review of identification numbers in Gifted and Talented indicates that we are underidentified at both the middle school and elementary school levels. Additionally, our demographics within the G/T program do not mirror that of the district at large.

Curriculum, Instruction, and Assessment Strengths

Instructional technology growth over the past year has been tremendous. Teachers implement technology into their teaching on a daily basis, through a minimum use of Canvas.

Curriculum, Instruction, and Assessment Needs

Creation of curriculum documents.

Creation of assessment documents and time to reflect and act upon assessment data.

Family and Community Involvement

Family and Community Involvement Summary

Parents are involved in several activities that support students' learning, such as athletic events attendance, band booster and athletic booster participation, curriculum nights, career spotlights, food donation for teacher treats, attendance at school meetings, and attendance at after-school training on technology. Families and the community are primarily involved in school district 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.

Family and Community Involvement Strengths

Booster clubs in athletics and band and parent participation in student-centered meetings is an area of strength.

Family and Community Involvement Needs

Opportunities for parents who do not speak English is an area of need. Additionally, parents are seldomly involved in the school on a day to day basis, so opportunities to increase parental involvement should be investigated.

School Context and Organization

School Context and Organization Summary

Priorities identified through the comprehensive needs assessment include planning for scalable growth, ensuring smart and efficient facilities and design, and increasing stakeholder input in the planning and improvement processes. Opportunities include district growth, high levels of community support, and high student achievement. Concerns include gauging community perception of the school district and the efficiency of the A/B/C Block schedule, especially as it relates to course offerings.

School Context and Organization Strengths

Opportunities for staff to be involved in decision making through membership in the PBIS team, department leadership, Professional Learning Communities, and Campus Improvement Teams.

School Context and Organization Needs

Efficient use of existing staff and schedule to meet the needs of a growing student population.

Technology

Technology Summary

Priorities identified through the comprehensive needs assessment include engaging students and teachers with the newest technology, preparing students to be digital citizens, and supporting teachers' growth and use of technology. Opportunities include the declining cost of technology, funding grants for technology, and the construction of a new high school and the related increase in infrastructure and capacity. Concerns include sustainability concerns, the difficulty of monitoring technology use (particularly as it relates to the Internet), and keeping up with rapidly changing technology.

Technology Strengths

Technology is integrated into classrooms on a 1:1 basis.

Technology Needs

Sustaining the 1:1 iPad initiative.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals






Goal 1: Curriculum, Instruction, & Student Achievement: 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.

Performance Objective 1: All lesson plans will be created in alignment with state standards, assessment, and cultural relevancy.

Evaluation Data Source(s) 1: 100% of standards-based unit maps and snapshots will be completed by the end of the school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>1) Teachers will create, utilize, and update unit plans for each subject they teach.</p>	2, 3	Teachers, Department Chairs, Principal	Snapshots will be created in advance of the school year- Unit plans for each subject submitted quarterly.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher Order Thinking, Engaged Learning, Authentic Connections, and Technology Use.</p>	3	Department Chairs, Principals, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of HEAT; Lesson Framing should have examples of higher level goals from Bloom's Taxonomy			
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will be constructing courses on Canvas and fully integrating curriculum, assignments, and student/teacher communication into the program.</p>	1, 2	Teachers, Principal	Syllabus, lessons, files, grades, and plans are all visible via Canvas.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will have the opportunity within their specific subjects (at their request) to meet with their middle school and elementary counterparts to spiral skills and content over the summer.</p>	2, 3, 4, 6, 8	Principal, Teachers, Department Chairs	Spiraled TEKS in lesson plans at high school level are chosen to address needs identified at middle school; Improvement from middle school to high school in areas of weakness on standardized assessments			

<p align="center">Critical Success Factors CSF 6</p> <p>5) Teachers will make a point to include cultural relevancy in their curriculum choices, particularly in ELA and Social Studies.</p>	3	Teachers	End products (projects, papers, etc.) demonstrate an understanding of culturally and racially diverse ideas, opinions, and viewpoints			
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Teachers will meet in teams to create Professional Learning Communities with an emphasis on curriculum and assessment data once each month.</p>	2, 4, 6, 8	Principal	Sign in sheets from PLC meetings.			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Teachers will amend unit plans after each 9 weeks assessment to redress low scoring areas before the year.</p>	2, 3, 4, 8	Principal	Updated Unit plans submitted at conclusion of nine weeks			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: Curriculum, Instruction, & Student Achievement: 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.

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.

Evaluation Data Source(s) 2: 90% or better passing rate in all STAAR tests, an increase in commended rates on all tests, and an increase in average SAT and SAT scores.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Teachers regularly demonstrate 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>	3	Department Chairs, Principal, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices (although not necessarily on every walkthrough).			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher order Thinking, Engaged learning, Authentic Connections, and Technology Use.</p>	3	Department Chairs, Principals, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of HEAT; Lesson Framing should have examples of higher level goals from Bloom's Taxonomy.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 4 CSF 5</p> <p>3) Teachers construct courses on Canvas and fully integrate curriculum, assignments, and student/teacher communication into the program.</p>		Teachers, Principal	Syllabus, lessons, files, grades and plans are all visible via Canvas.			
Funding Sources: Fund 199 - General Fund - \$5500.00						


<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>4) Data digs, Eduphoria, and Canvas are all used for assessment decisions. Schedule specific subject times and opportunities each 9 weeks to meet with their departments and annually with middle school counterparts to spiral skills and content.</p>		Principal, Teachers, Department Chairs	Dates scheduled and data analyzed with documentation provided to the principal.			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>5) Teachers use formative assessments to inform instruction.</p>	3	Principal, Teachers, Department Chairs	Updated unit plans.			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) LVHS 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 training to develop these programs.</p>	1, 2, 6	Principal, Teachers, Department Chairs	Increased number of students meeting STAAR requirements on retesting.			
<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>7) Teachers will have at least one opportunity per year to attend content-specific professional development opportunities at a local, regional, and state training level.</p>	5, 6	Teachers, Department Chairs	Increased training attendance per department.			
<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>8) Curriculum resources will be gathered both physically and/or digitally following teacher trainings in a common area to allow teaches to find and share resources gained from workshops and trainings.</p>	5, 6	Department Heads, Principal	Creation of professional development library.			
<p align="center">Critical Success Factors CSF 7</p> <p>9) Teachers returning from trainings will schedule a time to share the gained information with their PLC, which, if outside of the required school day, can be counted as flextime hours.</p>	5, 6	Department Heads, Principal	Team notes submitted to principal.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Curriculum, Instruction, & Student Achievement: 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.

Performance Objective 3: Campus G/T student identification will meet or exceed state average and there will be an increase academic enhancement opportunities for G/T students.

Evaluation Data Source(s) 3: LVHS G/T identification percentage will be 9% or better at the end of the school year and feedback from GT parents will reflect sufficient opportunities for GT students.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher order Thinking, Engaged learning, Authentic Connections, and Technology Use.</p>	1, 3	Principal, Department Chairs, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of HEAT; Lesson Framing should have examples of higher level goals from Bloom's Taxonomy.			
<p>Critical Success Factors CSF 1</p> <p>2) Teachers are provided training on identification of GT students, needs to GT students, differentiation, and characteristics of GT students in alignment with requirements for teachers who work with GT students.</p>		Principal	Certification reflecting 30-hour initial GT training and 6 hour annual follow-up training for all teachers.			
<p>Critical Success Factors CSF 1</p> <p>3) A list of identified GT students, and their areas of strength if applicable, will be provided to the teachers at the beginning of the school year or upon student entrance to the program.</p>		GT Coordinator	GT list and accommodations provided to teachers during August inservice.			
						






Goal 1: Curriculum, Instruction, & Student Achievement: 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.

Performance Objective 4: Accelerated-learning programs for at-risk students will be effectively tied to individual student needs.

Evaluation Data Source(s) 4: 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.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers use formative assessments to inform instruction. Data from the PSAT, SAT, and AP exams used to drive curriculum and inform instruction at the campus and department level.</p>	3	Principal, Teachers, Department Chairs	Updated unit plans.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) The 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 training to develop these programs.</p>	1, 6	Principal, Teachers, Department Chairs	Increased number of students meeting STAAR requirements on retesting.			
<p>3) Students at risk of not graduating will be offered opportunities to take credit recovery classes through an online service, Odysseyware.</p>	1	Principal, Counselor	Students complete courses towards graduation.			
Funding Sources: PIC 24 - Accelerated Education - \$8000.00						
<p>4) Students at risk of not graduating will be placed in learning labs to complete their credit recovery classes.</p>	1	Principal, Counselor	Students enrolled in classes.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2 CSF 4</p> <p>5) RtI meetings will be held by teacher teams to support students who are not making progress in their classes and Tier 3 meeting will be held for students at risk of not graduating high school, according to a list of eligibility criteria.</p>	2	Counselor, Principal	Notes from meetings.			


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Curriculum, Instruction, & Student Achievement: 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.

Performance Objective 5: Students will be provided with opportunities to participate in physical activity.

Evaluation Data Source(s) 5: Fitnessgram results will meet or exceed the state average.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 2</p> <p>1) Use of Fitnessgram in PE and athletics to monitor students' physical fitness.</p>		District Nurse, PE Teachers, Coaches	Increase in student physical fitness.			
<p>Critical Success Factors CSF 6</p> <p>2) Promote the involvement of students in UIL athletics through a UIL/Club fair for students.</p>		Principal	Increase in percentage of students participating in sports.			
<p>3) Allow students to take PE beyond the minimum requirement of 1 credit.</p>		Counselor	Increase in PE numbers.			
<p>4) Monitor the percentage of students in athletics and PE to ensure appropriate proportionality across subgroups, specifically economically disadvantaged students.</p>		Counselor	Proportional numbers participating in athletics in all subgroups.			
						






Goal 1: Curriculum, Instruction, & Student Achievement: 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.

Performance Objective 6: All students in all sub-populations taking ELA, math, and US History STAAR test will meet the state standard in Spring 2016 to achieve TEA's highest campus rating.

Evaluation Data Source(s) 6: 90% or more of each student population will pass the STAAR test in each tested subject area.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 5</p> <p>1) Communicate with parents their role in the shared responsibility for student accountability, such as signing up for TXConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.</p>	4, 7, 8	Teachers, Administration	Survey results indicate increase in parent use of accountability indicators.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention.</p>	1, 3, 5, 6	Principal	Walkthroughs indicate use of instructional strategies.			
Funding Sources: PIC 24 - Accelerated Education - \$1100.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Summarize and analyze student STAAR results from previous years/throughout the year.</p>	2, 3	Principal, STAAR-Tested Subject Teachers	90% or better passing rate on all STAAR tests.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Develop and implement RTI strategies, such as mentors, mandatory tutorials, iStation, and content-supporting classes (such as SLM and Writing Lab).</p>	1, 2, 3	Principal, Campus RtI Coordinator	RtI plans.			

Federal System Safeguard Strategy Critical Success Factors CSF 2 5) Produce 9-weeks and Semester Tests in STAAR, AP, and eduphoria format in ALL core content areas.		Principal	Tests submitted to principal.			
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 6) Provide year-long mandatory Strategies for Learning Math and Writing Lab classes for students at risk of not passing STAAR ELA and math.	1	Principal	Classes created.			
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 7) Provide before and after school tutorials and Saturday Academics, as needed, for students not successful on STAAR, STAAR benchmark, or summer school.	1, 3	Principal	Tutorials created.			
Critical Success Factors CSF 4 8) Continue to provide iPads and training for every teacher and student.	1	Principal	iPads distributed.			
Funding Sources: Fund 199 - General Fund - \$1000.00						
Federal System Safeguard Strategy Critical Success Factors CSF 2 9) Allow time for teachers to analyze cumulative data each nine weeks.	2, 3	Principal	Time dedicated to data analysis. Data submitted to principal.			
Federal System Safeguard Strategy Critical Success Factors CSF 4 10) Special education teachers meet with regular teachers general education teachers (once per 9-weeks).	3, 4	Special Education Teachers	Decreased failures for special education students.			
Funding Sources: PIC 23 - Special Education - \$1600.00						
Federal System Safeguard Strategy Critical Success Factors CSF 1 11) Teachers in the STAAR support classes will have access to Apex learning and Think Through Math online intervention supports to use in their classrooms.	1, 2, 3	Principal, District Testing Coordinator, Director of Technology, classroom teachers of support classes	Training on Apex and Think through Math Completed by teachers programs used in classrooms.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 1: Curriculum, Instruction, & Student Achievement: 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.

Performance Objective 7: The Lago Vista High School completion rate will meet the state standard in Spring 2016 achieve TEA's highest campus rating.

Evaluation Data Source(s) 7: The Class of 2016 will continue to have a four year completion rate of 98% or better.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Communicate with parents their role in the shared responsibility for student accountability, such as signing up for TXConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.</p>	4, 7	Teachers, Administration	Survey results indicate increase in parent use of accountability indicators.			
<p>2) Students considering dropping out of school will be counseled about the possible negative impact of their decision and provided alternatives, whenever possible.</p>		Teachers, Counselor	Completion rate meets goal.			
<p>Critical Success Factors CSF 1</p> <p>3) Students who are at-risk of not graduating in four years due to a lack of credits will be allowed to take accelerated classes.</p>	1, 4	Counselor	Completion rate mets goal.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention.</p>	1, 2, 3, 5, 6	Principal	Walkthroughs indicate use of instructional strategies.			
<p>Critical Success Factors CSF 5</p> <p>5) 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. PGP's will address educational goals or the student and meet all other requirements per TEC 28.0213.</p>	2, 7	Counselor	PGP's created.			






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Curriculum, Instruction, & Student Achievement: 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.

Performance Objective 8: LVHS participation rates in all STAAR tested areas will meet or exceed state and federal standards.

Evaluation Data Source(s) 8: 95% or more students in each tested area will participate in STAAR testing.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Communicate with parents via the newsletter and a Parentlink announcement the importance of coming to school on state testing days.</p>	7	Principal	Participation rate of 95% or better in all areas.			
<p>Critical Success Factors CSF 3</p> <p>2) STAAR testing scantrons will be based on class rosters, not grade level rosters ensuring the correct number of total scantrons.</p>		Assistant Principal	Participation rate of 95% or better in all areas.			
<p>Critical Success Factors CSF 3</p> <p>3) LVHS will send reminders to parents on the day before STAAR testing to remind them of the importance of attendance on those dates.</p>	7	Principal	Participation rate of 95% or better in all areas.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 1: Reduce the number of disciplinary infractions during the 2016-2017 school year.

Evaluation Data Source(s) 1: Incidents of violence will remain at zero during the 2016-2017 school year.

Tobacco, Alcohol and Drug offenses will decrease by 50%.






Discipline referrals will decrease from 389 in 2015-2016 to 300 2016-2017.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Provide freshman and New Student Orientation sessions to cover campus procedures and policies, such as grading guidelines and attendance policies, campus procedures.</p>	4, 7	Principal	Presentation notes from New Student Orientation.			
<p>Critical Success Factors CSF 3 CSF 5</p> <p>2) Send a letter home to all parents in the first day packet outlining state laws regarding attendance.</p>	7	Principal, Attendance Clerk	Copy of letter.			
<p>Critical Success Factors CSF 6</p> <p>3) Implement integrated, age appropriate Character Education teaching strategies into classroom curricula.</p>		PBIS Team, Deputy Superintendent of Academics & Student Services	Walkthroughs.			
<p>Critical Success Factors CSF 6</p> <p>4) Share videos during announcements that stress positive character traits and a healthy lifestyle.</p>		Teachers, Administration	Videos shown on announcements.			
<p>Critical Success Factors CSF 6</p> <p>5) Follow crisis plans, conduct drills, and train staff in procedures for lockdown, fire, and tornado drills.</p>		Principal	Drills, documentation provided to teachers.			

<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide updated student handbooks and evacuation plans to parents and teachers, as appropriate.</p>		Administration	Handbooks provided to students and staff by the first week of school.			
<p align="center">Critical Success Factors CSF 6</p> <p>7) Provide training on school safety issues and train specific faculty and staff members on the proper use of SAMA.</p>	6	Principal, Director of Special Education/504	Certificates provided to principal showing completion of training.			
<p align="center">Critical Success Factors CSF 6</p> <p>8) Teachers and staff will monitor the hallways and outside entrances throughout the school day.</p>		Principal	Walkthroughs reflect that teachers are at door between classes.			
<p align="center">Critical Success Factors CSF 6</p> <p>9) Continue to promote and encourage participation in student-led clubs and extra-curricular programs.</p>	8	School Community	Sign in sheets for clubs.			
<p align="center">Critical Success Factors CSF 6</p> <p>10) Continue the use of a PBIS team to monitor procedures, student discipline, and school safety.</p>	8	Principal	Sign in sheet for meetings.			
<p align="center">Critical Success Factors CSF 6</p> <p>11) Continue annual online, module-based training on the following: a. prevention of and education concerning unwanted physical or verbal aggression, b. sexual harassment c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see additional requirements in separate section on bullying below) d. Harassment and dating violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831] .</p>		Principal, Counselor, Assistant Principal	Certificates showing completion of training.			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>12) Communicate with parents about school rules and policies via the school newsletter.</p>	7	Principal	Copies of newsletter with links to school wide procedures and code of conduct.			
<p align="center">Critical Success Factors CSF 6</p> <p>13) Continue the random drug testing of all students who participate in extracurricular activities. Provide students with an overview of the program and consequences of failing a test.</p>		Athletic Director, Principal	Tests completed.			

<p align="center">Critical Success Factors CSF 6</p> <p>14) 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>	8	Assistant Principal, Director of Special Education/504	Sign-in sheets from trainings.			
<p align="center">Critical Success Factors CSF 6</p> <p>15) Implement a ticket system in which students can earn prizes for exceptional behavior.</p>	8	Principal	Weekly drawing			
		Funding Sources: Fund 461 - Campus Activity Funds - \$500.00				
<p align="center">Critical Success Factors CSF 6</p> <p>16) Parking permits will be issued to students who park on campus to ensure student driver's on campus are insured and licensed.</p>		Principal, Assistant Principal	Permits paid for and consistently used.			
<p align="center">Critical Success Factors CSF 6</p> <p>17) Continue the random drug testing of all students who participate in extracurricular activities. provide students with an overview of the program and consequences of failing a test. Students will be part of a baseline test at the beginning of the school year (for volleyball, football, and marching band), September (for students in clubs, parking permits students, academic UIL) or October (spring sports and basketball).</p>		Athletic Director, Principal, Assistant Principal	Drug tests completed			
<p align="center">Critical Success Factors CSF 6</p> <p>18) Provide support group for students who are returning from school after recovering from drug and alcohol addiction.</p>		Counselor, At-Risk Coordinator	Metting attendance sheets			
<p align="center">Critical Success Factors CSF 6</p> <p>19) Continue the use of the drug dog to help keep a drug-free learning environment.</p>		Principal, Assistant Principal	Dog visits.			
<p align="center">Critical Success Factors CSF 6</p> <p>20) Provide guest speakers each semester from outside organizations on the dangers of drug and alcohol abuse.</p>	8	Student and Family Success Coordinator, counselor	Assemblies planned and attended by students			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>21) Provide training for teachers and parents on the signs of drug and alcohol abuse.</p>	7	Counselor, At-risk Coordinator	Sign-in sheets from meetings			






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 2: Attendance rates will exceed the state average.

Evaluation Data Source(s) 2: LVHS ADA will average 96% or better for the 2016-2017 school year.

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Establish incentives for student attendance such as semester exam exemptions and food incentives.</p>	3, 8	PBIS Team	Implementation of incentives.			
Funding Sources: Fund 461 - Campus Activity Funds - \$1000.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Enforce state mandatory attendance policies by sending home attendance letters and filing on students who have exceeded absence limits.</p>	7	Attendance Clerk and Principal	Documentation of letters sent, phone calls made, truancy charges filed.			
<p>Critical Success Factors CSF 5</p> <p>3) Communicate with parents about school rules and polices.</p>	7	Administration	Newsletters and letters reflect communication of information.			
<p>Critical Success Factors CSF 6</p> <p>4) Implement integrated, age appropriate, Character Education teaching strategies into classroom curricula.</p>		PBIS Team, Assistant Superintendent of Academics & Student Services	Walkthroughs.			
<p>Critical Success Factors CSF 6</p> <p>5) Participate in Missing School Matters Campaign.</p>	8	Principal	Information provided to students and parents on attendance requirements.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 3: Decrease the number of placements in DAEP/ISS of students in Special Education by 50%.

Evaluation Data Source(s) 3: Number of students placed in discretionary DAEP will decrease by 50% from the 2015-2016 school year.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Assistant principal will report to principal number of students in Special Ed that have been placed in ISS or DAEP on a weekly basis.</p>		Assistant Principal and principal	Documentation of conversation in weekly office meeting minutes.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Identify students at-risk of not graduating high school who are in special education and place them on a monitor list with the at-risk coordinator. At-risk coordinator will make a positive connection with the student and check on their behavior weekly.</p>	8	Principal and Student and Family Success Coordinator	Log of student interactions by At-Risk coordinator.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 3: College & Career Readiness: 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.

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.

Evaluation Data Source(s) 1: 95% of LVHS graduates can articulate their plan after high school and feel prepared to take on this next step.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide training for staff on best practices for teaching students from low-SES homes, such as Ruby Payne or Eric Jensen.</p>	1, 3, 6, 8	Principal	Training complete. Walkthroughs reflect use of best practices.			
<p>Critical Success Factors CSF 5</p> <p>2) Create community partnerships through advisory committees in all of the CTE areas: Business and Marketing, Audio/Visual, Health Science, Computer Programming, Construction and Welding.</p>		Assistant Principal	Team established and meet monthly (sign in sheets).			
<p>Critical Success Factors CSF 6</p> <p>3) Offer meaningful, relevant electives for student that prepares them for educational pursuits beyond LVHS.</p>	1, 4	Principal and Counselor	Student feedback.			
<p>Critical Success Factors CSF 3</p> <p>4) Continuously evaluate the appropriateness of course offerings and endorsements to determine if they meet student needs.</p>	8	Principal, Counselor	Student feedback.			
<p>Critical Success Factors CSF 3 CSF 5</p> <p>5) Provide parents, students, and teachers with information about: Higher Education admissions and financial aid TEXAS grant program Teacher for Texas grant programs The important for students to make informed curriculum decisions to be prepared for success beyond high school.</p>	2, 7, 8	Counselor, Principal	Information provided in written form.			






<p align="center">Critical Success Factors CSF 3</p> <p>6) Provide training for administrators and registrars on leavers, including efficient and effective ways to monitor leavers and cohorts.</p>		Principal	Training certificates.			
<p align="center">Critical Success Factors CSF 2 CSF 3</p> <p>7) Conduct parent-student-counselor conferences for all juniors to evaluate the student's current academic status, plan courses for the student's senior year and discuss post-secondary plans.</p>	2, 7	Counselor, Principal	Conferences Completed.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: College & Career Readiness: 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.

Performance Objective 2: Expand the number of students taking AP exams for college credit.

Evaluation Data Source(s) 2: An increase or maintenance in the number of AP tests ordered during the 2017 AP testing window (2016 - 131).

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Communicate to parents and students the benefits of taking AP exams.</p>		Counselor, AP Coordinator	Increase in number of students taking AP tests.			
<p>Critical Success Factors CSF 6</p> <p>2) Offer financial support to students eligible to take an AP course, but are unable to fund it due to financial restraints.</p>	4, 8	Counselor	Low-ses students take AP exams.			
<p>Funding Sources: Fund 461 - Campus Activity Funds - \$500.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will be given the previous year's AP test data before the first day of school.</p>		Principal	Scores shared with teachers during Inservice 2016.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: College & Career Readiness: 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.

Performance Objective 3: Increase the number of students selected for National Merit Commended Scholars.

Evaluation Data Source(s) 3: LVHS will have at least 2 students named as National Merit Commended Scholars or higher during the 2016-2017 school year.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Provide PSAT testing dates on campus for students in grades 9-11.</p>		Counselor	Testing completed.			
<p>Critical Success Factors CSF 1</p> <p>2) Use local funds to pay for PSAT testing for students in grades 9 and 11.</p>		Counselor	PSAT testing fees paid for by the District.			
	Funding Sources: Fund 199 - General Fund - \$4500.00					
<p>Critical Success Factors CSF 1</p> <p>3) Communicate to parents and students the availability of the College Board and Khan Academy as study tools.</p>	1, 4	Principal	Deputy Superintendent presents to students in grades 9-11 during advisory on benefits gained from information on PSAT and study tools available. Newsletter includes information to parents.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: College & Career Readiness: 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.

Performance Objective 4: Students will have the support they need to score above state standards on college admissions testing.

Evaluation Data Source(s) 4: Increase the percent of students scoring at or above criterion on SAT/ACT to 70%.

Summative Evaluation 4:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers are provided SAT/ACT data from our students to use to structure supporting lessons in math and English classes.</p>	1, 2, 3	Principal, Department Chairs	Increase in SAT/ACT scores.			
<p>Critical Success Factors CSF 1</p> <p>2) Students in grades 9-11 will take the PSAT at school, funded by the school to help prepare them for the rigors of the SAT.</p>	1, 3, 4	Counselor	Test completed.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will be given the PSAT/SAT/ACT test data on their current student to structure supporting lessons in Math and English courses.</p>	1, 2, 3	Principal	Data provided to teachers prior to start of school.			
<p>Critical Success Factors CSF 1</p> <p>4) Investigate the possibility of offering an on-site PSAT and/or ACT prep course for students (to be conducted after school hours).</p>	1, 2	Counselor	Information gathered and options weighed.			
						

Goal 3: College & Career Readiness: 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.

Performance Objective 5: Students placed in alternative education settings will be provided with the academic and emotional support they need to succeed in high school.

Evaluation Data Source(s) 5: Students in DAEP will maintain a 95% or better attendance rate and a 95% or better graduation rate.

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) Admin will monitor attendance rate and passing rate of students in DAEP.</p>	2, 4	Assistant Principal	95% attendance rate and graduation rate of 98% or better.			
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will regularly communicate with their students in DAEP/ISS. A communication log will be kept.</p>	3, 4	Assistant Principal	Sign-in log.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Use Odysseyware 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 Odysseyware.</p>	1, 4	Principal	Odysseyware used by DAEP students.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: College & Career Readiness: 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.

Performance Objective 6: Students will be offered opportunities to take courses that support their college and career goals.

Evaluation Data Source(s) 6: Career and Tech courses will be increased from the 2015-2016 school year.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 3</p> <p>1) Gauge student interest to determine additional Career and Tech courses that can be offered to support post-high school goals.</p>	1	Counselor	Survey data collected from students.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: High Quality Staff: 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.

Performance Objective 1: LVHS will create a support and nurturing environment for employees, reducing the turnover rate from the 2015-2016 school year.

Evaluation Data Source(s) 1: LVHS will retain 100% of its employees, except in the case of unavoidable separations.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Establish a teacher mentoring system in order to retain highly qualified staff. Mentors will be provided guidelines, goals and timeframes from admin on how best to mentor new staff</p>	5	Administration	Mentors assigned. Clear guidelines for mentors. Monthly checks with new teachers/mentors.			
<p>Critical Success Factors CSF 6</p> <p>2) Facilitate social activities in order to foster a stronger sense of community among staff and boost morale, such as staff kickball games, holiday parties, secret Santa, potluck lunches, etc).</p>		PBIS Team, Administration	Staff survey results indicate positive morale.			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Compensate personnel for district-required summer or off-work time trainings that fall beyond budgeted days with a daily rate, comp time, or per diem, up to \$100/day.</p>	5	Principal	Professional development budget adjusted to account for summer reimbursement.			
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>4) Notify teachers of likely schedule/course assignments for the upcoming fall semester by or before May of the current year so they can effectively prepare over the summer.</p>		Counselor, Principal	Master Schedule assignments done by May.			
<p>Critical Success Factors CSF 3</p> <p>5) Provide department heads in the following areas to assist in communication and planning: ELA, Science, Social Studies, Math, Electives (non-CTE), and CTE.</p>	2	Principal	Stipends paid for department heads.			
Funding Sources: Fund 199 - General Fund - \$5100.00, PIC 22 - CTE - \$850.00						






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: High Quality Staff: 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.

Performance Objective 2: 100% of employees will be certified according to state standards.

Evaluation Data Source(s) 2: 100% of employees will be certified according to state standards.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 7</p> <p>1) Conduct recruitment activities to ensure qualified personnel in all positions. Activities include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active webpage with vacancies listed.</p>	5	Administration	Participation in job fairs, maintenance of websites.			
<p>Critical Success Factors CSF 7</p> <p>2) Provide support for teachers as they pursue certification in content areas.</p>	5, 6	Principal	All staff highly qualified or reports sent to state.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: High Quality Staff: 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.

Performance Objective 3: All employees show an increase in their knowledge of best practices in instruction and teaching practices as a result of high quality professional development.

Evaluation Data Source(s) 3: End of year summative appraisals reflect an increase in best practices and teacher performance from the 2015-2016 school year.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 7</p> <p>1) Conduct recruitment activities to ensure qualified personnel in all positions. Activities include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active webpage with vacancies listed.</p>	5	Administration	Participation in job fairs, maintenance of websites.			
<p>Critical Success Factors CSF 7</p> <p>2) Assist teachers in maintaining or attaining certifications or endorsements through alternative programs, GT in-service, ESL certification, coursework, and certification testing in order to assure all staff is highly qualified.</p>	5, 6	Principal	All staff highly qualified.			
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) The district will clearly communicate to staff that PD funds and opportunities are available. Admin will give staff surveys to assess current and past use of PD funds to assure equitable practices, and to gauge future needs.</p>	5, 6	Principal	Newsletters with information on staff development.			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide new teachers with training on gradebook, Fundamental Five, HEAT, Canvas, and other LVHS-specific content areas prior to the beginning of school.</p>		Principal	Training held for new teachers.			
<p>Critical Success Factors CSF 4 CSF 7</p> <p>5) Offer Teachers flexible and varied district and campus trainings that allow them to select sessions that best suit their individual needs.</p>	5, 6	Principal	Training offered with options for teachers.			

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Department heads will assist their teams with budgeting for and finding professional development opportunities once the upcoming fall schedule has been set.</p>	5, 6	Department heads	Professional developments needs communicated via teacher professional goals in NexGen appraisal system			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Family and Community Engagement: 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.






Performance Objective 1: LVHS will increase the numbers of parent and/or community participation.

Evaluation Data Source(s) 1: Numbers of parent and community volunteers will increase in each of the following: Volunteers, Open House, parent trainings, and Booster Clubs.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parents and community members will have the opportunity to volunteer at athletic/academic events.</p>	7, 8	Athletic Director	Increase in parent/community attendance at events (sign in sheets).			
<p>Critical Success Factors CSF 5</p> <p>2) Parents will be informed of volunteer opportunities through the LVHS newsletter.</p>	7	Principal	Newsletters reflect opportunities.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Parents and community members will participate in Campus Education Improvement Committee.</p>	2, 7	Principal	Sign in sheets from meetings.			
<p>Critical Success Factors CSF 3 CSF 5</p> <p>4) Open house and special program meeting times and dates will be advertised in LVHS newsletter, website, and marquee.</p>	7	Principal	Copies of newsletters.			
<p>Critical Success Factors CSF 5</p> <p>5) Calling parents and provide written correspondence in Spanish for non-English speakers.</p>	7	Counselor, Director of Special Education/504 (Translating Service)	Copies of correspondence.			

<p align="center">Critical Success Factors CSF 5</p> <p>6) Provide information to parents regarding students grades and curriculum via Canvas and gradebook.</p>	3, 7	Director of Instructional Technology, Principal	Parent trainings held (sign in sheets).			
<p align="center">Critical Success Factors CSF 5</p> <p>7) Facilitate parent involvement to improve services of children with disabilities, such as the Special Education Parent Advisory Council (SEPAC).</p>		Director of Special Education/504	Sign in sheets from meetings.			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) Use community members to provide mentoring programs for at-risk students during teen leadership class.</p>	4, 8	Counselor, Assistant Principal	Sign in sheets.			
<p align="center">Critical Success Factors CSF 5</p> <p>9) Provide monthly or bi-monthly parent training with speakers on hot topics, such as Canvas, social media, bullying, etc.</p>	7, 8	Counselor, Director of Instructional Technology	Sign in sheets from meetings.			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>10) Representatives from each LVHS sports team and other UIL activities will reach out to the elementary and/or middle school to promote school spirit and their involvement in high school activities.</p>		Athletic Director	Visits made by players and an increase in elementary and middle school attendance at games/activities.			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>11) Parents and community members will participate in College and Career Fair.</p>	8	Assistant Principal, Counselor	Completion of College/Career Fair			
<p align="center">Critical Success Factors CSF 3 CSF 5</p> <p>12) Same communication tool for all sports. (Team App)</p>	7	Athletic Director	Communication Tool			
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>13) Student and Family Success Coordinator (Position created to help support programs associated with at-risk students).</p>	1, 2, 4, 7, 8	Principal	Creation of Position			
<p align="center">Critical Success Factors CSF 6</p> <p>14) Investigate the use of a "Shattered Dreams" type activity for students, incorporating community members and parents to help show students the dangers of drinking and driving.</p>		CIP team	Successful Shattered Dreams activity.			

<p align="center">Critical Success Factors CSF 2 CSF 3 CSF 5</p> <p>15) CEIC will hold a public meeting after receipt of the annual campus ratings to discuss the performance of the campus and campus objectives.</p>	2, 8	Principal	Agenda and notes from CEIC meeting.			
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>16) Parents will be invited to a Title 1 meeting to inform parents of students receiving Title 1 services about the program and ways they can support their student and the school.</p>	1, 7, 8	At-Risk Coordinator	Agenda and sign in sheet from parent meeting.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Planning & Decision-Making: 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.






Performance Objective 1: Structures are in place for staff, community, and parent involvement and input for decision making.

Evaluation Data Source(s) 1: End of year survey results show a majority of positive feedback from students, parents, and staff.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Publicize support opportunities for teachers and staff through the newsletter, faculty meeting presentations, etc.</p>		Principal	Newsletter and presentations held.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>2) Plan lunch times for content areas to meet together at least every other class period.</p>	2, 6	Principal, Counselor	Master Schedule reflects shared lunch times for department.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Give formative survey to parents, students, and teachers at the end of each semester. CEIC team and principal will review data.</p>		Principal	Survey sent to parents.			
<p>Critical Success Factors CSF 3</p> <p>4) Clear expectations made to staff, students, and parents for learning outcomes, instructional strategies, use of technology, and program success.</p>		Principal	Expectations presented in written form.			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>5) Use CIP committees to review campus goals and create strategies to meet these goals.</p>	2	Principal	Goals reviewed and improved by staff members.			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>6) Use PBIS committee to review discipline data and campus procedures.</p>	2	Principal	PBIS meetings held every six weeks.			

<p align="center">Critical Success Factors CSF 3</p> <p>7) Board meeting notes sent out to staff.</p>		Superintendent	Notes sent to staff.			
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>8) More information regarding open or newly created positions.</p>		Principal	Open positions communicated via newsletter			
<p align="center">Critical Success Factors CSF 2 CSF 3 CSF 6</p> <p>9) Use CEIC to involve parents, community, and staff in decision making.</p>	2, 7	Principal	Sign-in sheets from CEIC meetings.			
<p align="center">Critical Success Factors CSF 3 CSF 5</p> <p>10) CEIC will meet yearly to review and evaluate the effectiveness of the SBDM policies, procedures, and staff development activities.</p>	7	Principal	Agenda and notes from CEIC meeting.			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will create, utilize, and update unit plans for each subject they teach.
1	1	2	Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher Order Thinking, Engaged Learning, Authentic Connections, and Technology Use.
1	1	4	Teachers will have the opportunity within their specific subjects (at their request) to meet with their middle school and elementary counterparts to spiral skills and content over the summer.
1	1	7	Teachers will amend unit plans after each 9 weeks assessment to redress low scoring areas before the year.
1	2	1	Teachers regularly demonstrate 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.
1	2	2	Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher order Thinking, Engaged learning, Authentic Connections, and Technology Use.
1	2	3	Teachers construct courses on Canvas and fully integrate curriculum, assignments, and student/teacher communication into the program.
1	2	4	Data digs, Eduphoria, and Canvas are all used for assessment decisions. Schedule specific subject times and opportunities each 9 weeks to meet with their departments and annually with middle school counterparts to spiral skills and content.
1	2	5	Teachers use formative assessments to inform instruction.
1	2	6	LVHS 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 training to develop these programs.
1	3	1	Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher order Thinking, Engaged learning, Authentic Connections, and Technology Use.
1	4	2	The 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 training to develop these programs.
1	4	5	RtI meetings will be held by teacher teams to support students who are not making progress in their classes and Tier 3 meeting will be held for students at risk of not graduating high school, according to a list of eligibility criteria.
1	6	1	Communicate with parents their role in the shared responsibility for student accountability, such as signing up for TXConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.
1	6	2	Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention.

Goal	Objective	Strategy	Description
1	6	3	Summarize and analyze student STAAR results from previous years/throughout the year.
1	6	4	Develop and implement RTI strategies, such as mentors, mandatory tutorials, iStation, and content-supporting classes (such as SLM and Writing Lab).
1	6	5	Produce 9-weeks and Semester Tests in STAAR, AP, and eduphoria format in ALL core content areas.
1	6	6	Provide year-long mandatory Strategies for Learning Math and Writing Lab classes for students at risk of not passing STAAR ELA and math.
1	6	7	Provide before and after school tutorials and Saturday Academics, as needed, for students not successful on STAAR, STAAR benchmark, or summer school.
1	6	9	Allow time for teachers to analyze cumulative data each nine weeks.
1	6	10	Special education teachers meet with regular teachers general education teachers (once per 9-weeks).
1	6	11	Teachers in the STAAR support classes will have access to Apex learning and Think Through Math online intervention supports to use in their classrooms.
1	7	4	Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention.
2	3	1	Assistant principal will report to principal number of students in Special Ed that have been placed in ISS or DAEP on a weekly basis.
3	1	1	Provide training for staff on best practices for teaching students from low-SES homes, such as Ruby Payne or Eric Jensen.
4	3	4	Provide new teachers with training on gradebook, Fundamental Five, HEAT, Canvas, and other LVHS-specific content areas prior to the beginning of school.

State Compensatory

Budget for Lago Vista High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6117-00-001-7-24-0-00	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$2,300.00
6100 Subtotal:		\$2,300.00
6300 Supplies and Services		
199-11-6399-00-001-7-24-0-00	6399 General Supplies	\$600.00
199-11-6399-08-001-7-24-0-00	6399 General Supplies	\$8,000.00
6300 Subtotal:		\$8,600.00

Title I

Targeted Assistance Program Plan

The Targeted Assistance Program Plan for Lago Vista High School incorporates the following eight components of a Targeted Assistance program:

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Program resources are used to help participating children meet state academic achievement standards through pull-out programs and inclusion. Students are identified through various assessments and teacher observation. Once students are identified as having concerns, the student assistance team meets to discuss needs and interventions for that student. Some of the interventions that are provided are:

- Title I Math
- Intervention resources for content areas
- Embedded Intervention Tutoring/RtI
- Case management

2: Incorporate Title Planning into Existing School Planning

Planning for identified students is incorporated into existing school planning through Response to Intervention Team (RtI) meetings. This group consists of the principal, counselor, assistant principal, instructional specialists, and classroom teachers. The campuses meets in 3 week intervals to discuss needs of students and provide interventions for those needs.

3: Use of Effective Methods and Instructional Strategies

Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program of the school and gives primary consideration to providing extended learning time. Effective use of PLC time helps teachers work together to provide an accelerated, high quality curriculum.

4: Coordinate with and Support Regular Educational Program

Each Targeted Assistance program is coordinated with and supports regular education programs. All assistance programs are provided on an as needed basis with the goal being to keep students in their regular education programs as much as possible.

5: Instruction by Highly Qualified Teachers

All staff members of Lago Vista High School, both certified and paraprofessionals, satisfy the standards of being highly qualified under the Every Student Succeeds Act (ESSA).

6: Professional Development

Opportunities for professional development are offered and encouraged. Teachers who experience new training share their expertise in faculty meetings and campus staff development with the rest of the faculty.

7: Strategies to Increase Parental Involvement

Strategies to increase parental involvement are used and provided. The family events committee sponsors events such as:

- Meet the Teacher Night
- Curriculum Night
- Quarterly ESL Parent Meetings
- Parent-Teacher Conferences

8: Coordination with Other Programs

Federal, state, and local services and programs are coordinated and integrated with the Targeted Assistance program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Scottie Johnson	Student & Family Support Coordinator	Student & Family Support Services	.18

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Heather Stoner	Leader
Administrator	Justin Walker	Co-Leader
Business Representative	Adriene Johnson	Business Representative
Classroom Teacher	Lara Chapman	Teacher
Classroom Teacher	Cody Pruitt	Teacher
Classroom Teacher	Robyn Statham	Teacher
Community Representative	Mary Raines	Community Member
District-level Professional	Gina Carmichael	District Nurse
Non-classroom Professional	Cindy Slaughter	Counselor
Parent	Melissa Callan	Parent
Parent	Shannon Jacque	Parent