

# **Lago Vista Independent School District**

## **Lago Vista High School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 15, 2021

# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	7
Parent and Community Engagement	8
School Context and Organization	9
Technology	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
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.	15
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.	24
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.	28
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.	31
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.	34
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.	36
Campus Funding Summary	38
Addendums	39

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

According to the 2020-2021 TAPR report, Lago Vista High School's demographic information is as follows:

- Total students - 560 ('16-'17 - 433)
- African American - .71% ('16-'17 - 1.2%)
- Hispanic - 19.64% ('16-'17 -21%)
- White - 71.79% ('16-'17 - 73.7%)
- American Indian - 1.07% ('16-'17 - <1%)
- Asian - 1.07% ('16-'17 - < 1%)
- Pacific Islander - .18% ('16-'17 - <1%)
- Two or more races - 5.54% ('16-'17 - 3.0%)
- Economically Disadvantaged - 19.88% ('16-'17- 17.3%)
- Non-Economically Disadvantaged - 81.12% ('16-'17 - 82.7%)
- English Learners - 2.32% ('16-'17 - 2.5%)
- At Risk - 43.75% ('16-'17 - 46.7%)
- Mobility - 9% ('16-'17 - 13%)
- Special Education - 7.32%('16-'17 - 10%)
- Attendance Rate - 96.2% ('16-'17 - 95.2%)
- Annual Dropout Rate - 0% ('15-'16 - 1%)

### Demographics Strengths

Lago Vista High School has seen steady growth over the years, with each year bringing the highest enrollment in school history. This year is no exception with 630 students currently enrolled. Increased enrollment means more funding generated by higher numbers in CTE. Because of the price point of houses in Lago Vista, most new students are not economically disadvantaged.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increased need for space in classes and common areas. **Root Cause:** Highest enrollment in school history.

# Student Achievement

## Student Achievement Summary

### 2021 STAAR Percentage Passing

- ELA I - 81% (75% 2019)
- ELA II - 86% (81% 2019)
- Algebra I - 78% (90% 2019)
- Biology - 85% (86% 2019)
- US History - 96% (98% 2019)

### 2020 data -

- Advanced Course/Dual Credit Completion - 35.6%
- Average SAT - 1116
- Average ACT - 23.2
- Graduates Enrolled in IHE's - 56.6%

### 2017-2018 data -

- Advanced Course/Dual Credit Completion - 25.1%
- Average SAT - 1116
- Average ACT - 22
- Graduates Enrolled in IHE's - 68.1%

## Student Achievement Strengths

Above state average in passing rate for STAAR and above state scores in SAT and ACT.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Special Education Passing rates on STAAR assessments are significantly below their regular education peers. **Root Cause:** Lack of successful intervention program and accommodations at the high school level.

# School Culture and Climate

## School Culture and Climate Summary

Survey data consistently shows that students connect with their teachers, respect their content knowledge, and see LVHS as a safe place to learn. Parent survey data reflects similar feelings towards the school, though parents express a lack of opportunity to be meaningfully involved in their student's education.

Discipline data shows that the number of incidents continues to decrease. The number of alcohol and drug-related incidents has decreased significantly over the past 3 years.

## School Culture and Climate Strengths

School safety and opportunities for students to be involved.

Decrease in numbers of referrals and specifically drug and alcohol-related referrals.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Truancy is a major discipline problem at LVHS. **Root Cause:** Ability to access class work and notes online provides motivation for students to not attend class. Students having online options during the last school have fostered an environment that make skipping school easy.

**Problem Statement 2:** Tobacco related offenses are a major problem at LVHS. **Root Cause:** Ability to easily hide and quickly use vape products make it difficult to police their use.

# 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 and team members are invited to participate in the interview process and make recommendations for new hires. New staff is assigned a mentor as part of a prescribed mentor system. 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, many opportunities for staff input, excellent students and parents, and population growth.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Two teachers at LVHS left for opportunities outside the district. **Root Cause:** Lower pay than surrounding districts, fewer opportunities for advancement, and heavy workloads.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers are required to create a scope and sequence and unit plans for each course they teach. There are varying levels of success and thoroughness with this expectation. Teachers overall have a strong understanding of their content area and Pre-AP teachers and AP teachers receive training to support their ability to teach these classes. Walkthrough data shows that teachers are using Fundamental 5 best practices in their classroom to engage students. The beginning stages of Kagan strategies has been implemented at the campus to increase engagement and ensure that every student is expected to learn each day. Assessments are given frequently and teams have opportunities to compare data and plan together during a common planning time.

## Curriculum, Instruction, and Assessment Strengths

Teachers implement technology into their teaching on a daily basis, through a minimum use of Canvas.

The use of PLCs has increased in the past 2 years with teams meeting weekly to plan and look at data.

The addition of Dean of Instruction will help strengthen campus PLCs and RtIs.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Inconsistency among teachers that are teaching the same courses. **Root Cause:** Lack of common planning time and planning documents to use to guide their instruction.

**Problem Statement 2 (Prioritized):** Level of rigor and higher level thinking questions is lower than desired in several classrooms. **Root Cause:** Planning documents are not up to date and lack of focus on these areas during planning.

**Problem Statement 3 (Prioritized):** Student engagement is lower than desired during walkthroughs. **Root Cause:** Lack of purposeful structures geared towards including all students.



# Parent and Community Engagement

## Parent and Community Engagement 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 is special programs are provided with transitional support by DARS and we have an excellent Special Olympics program.

## Parent and Community Engagement Strengths

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

# 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.

## School Context and Organization Strengths

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

# 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.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students use technology for non-academic purposes. **Root Cause:** Inability to police students' ability to access non-academic material on the internet.

# Priority Problem Statements

**Problem Statement 3:** Special Education Passing rates on STAAR assessments are significantly below their regular educations peers.

**Root Cause 3:** Lack of successful intervention program and accommodations at the high school level.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 5:** Two teachers at LVHS left for opportunities outside the district.

**Root Cause 5:** Lower pay than surrounding districts, fewer opportunities for advancement, and heavy workloads.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 4:** Inconsistency among teachers that are teaching the same courses.

**Root Cause 4:** Lack of common planning time and planning documents to use to guide their instruction.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Level of rigor and higher level thinking questions is lower than desired in several classrooms.

**Root Cause 2:** Planning documents are not up to date and lack of focus on these areas during planning.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 1:** Student engagement is lower than desired during walkthroughs.

**Root Cause 1:** Lack of purposeful structures geared towards including all students.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement 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
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

#### **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 curriculum documents will be created in alignment with state standards, while demonstrating effective assessment design and cultural relevancy.

**Evaluation Data Sources:** 100% of standards-based unit organizers and snapshots will be completed and updated by the end of the school year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will create, utilize, and update snapshots and unit organizers for each subject they teach.  <b>Strategy's Expected Result/Impact:</b> Snapshots will be created in advance of the school year. Unit plans for each subject will be updated and submitted quarterly.  <b>Staff Responsible for Monitoring:</b> Teachers, Department Chairs, Principal, Dean of Instruction  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Time will be dedicated during early release days or sub days (after the 3rd nine weeks) for teachers to use to amend and create unit plans to redress low scoring areas before the end of the year.  <b>Strategy's Expected Result/Impact:</b> A 9 weeks audit of teacher curriculum documents will reflect completion.  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Freshmen teachers will be given dedicated time at the end of the school year to meet with their middle school counterparts to spiral skills and content.  <b>Strategy's Expected Result/Impact:</b> Curriculum will be aligned from middle school to high school to ensure no gaps in learning.  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 1 Problem Statements:

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Level of rigor and higher level thinking questions is lower than desired in several classrooms. **Root Cause:** Planning documents are not up to date and lack of focus on these areas during planning.



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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices (although not necessarily on every walkthrough).</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Principal, Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers use formative assessments to inform instruction. Data from benchmarks, PSAT, and AP exams will be used to drive curriculum and inform instruction at the campus and department level.</p> <p><b>Strategy's Expected Result/Impact:</b> Snapshots and unit organizers will be amended to reflect data driven planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Teachers, Department Chairs</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Lago Vista High School will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum, and extended training to develop these programs.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased number of students will meet expectations on STAAR retests.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Teachers, Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Expand the number of required major grades per 9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be increased accuracy of course grades reflecting mastery of content knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p>	Formative		
	Dec	Feb	Apr

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Grade level PLCs will to meet regularly to review student outcomes and plan for RtI interventions for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit improved passing rates and RtI outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Department heads will monitor Canvas each three week periods during PLC meetings to ensure that minimum assignment expectations are being met.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide the minimum number of assignment grades in all courses for all students to ensure that course grades are not disproportionately impacted by a single grade.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Department Heads</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Advisory classes will be adjusted based on teacher input to ensure placements are maximizing the effectiveness of advisory time for students. Use advisory for credit recovery time and accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The advisory period will be an effective use of time for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide Special Education teachers with content area instructional training in Math and ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education teachers will be well-trained to provide content area instruction and support, resulting in increased STAAR passing rates for students in Special Education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Teacher will receive training on and will consistently implement Kagan engagement structures in order to increase student engagement in class.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus walkthrough data and teacher self-reports/feedback forms will indicate high levels</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>

of effective student engagement.

**Staff Responsible for Monitoring:** Principal, Dean of Instruction

**TEA Priorities:** Recruit, support, retain teachers and principals

**Problem Statements:** Curriculum, Instruction, and Assessment 3

**Funding Sources:** Training from Kagan - Fund 199 - General Fund - \$5,000



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 2 Problem Statements:

#### Student Achievement

**Problem Statement 1:** Special Education Passing rates on STAAR assessments are significantly below their regular education peers. **Root Cause:** Lack of successful intervention program and accommodations at the high school level.

#### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Inconsistency among teachers that are teaching the same courses. **Root Cause:** Lack of common planning time and planning documents to use to guide their instruction.





**Problem Statement 2:** Level of rigor and higher level thinking questions is lower than desired in several classrooms. **Root Cause:** Planning documents are not up to date and lack of focus on these areas during planning.

**Problem Statement 3:** Student engagement is lower than desired during walkthroughs. **Root Cause:** Lack of purposeful structures geared towards including all students.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The school will continue to provide RtI and yearlong acceleration instruction programs for students who do not meet STAAR standards. Accelerated instruction programs will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting STAAR requirements on retesting. Increase advisory to 45+ minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Teachers, Department Chairs</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Decrease in numbers of students failing courses/meeting criteria for Tier 3 interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Teachers, Principal</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide targeted interventions for students with reading/writing through the creation of a Reading class.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase skills as shown on diagnostic tests and passing rate on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide credit recovery options to students who are at-risk of not graduating via an online program during a dedicated credit recovery period and advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing to recover credits will be provided with opportunities to recover credits lost due to course failures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Funding Sources:</b> Edgenuity - PIC 24 - Accelerated Education - \$15,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**





<b>Student Achievement</b>
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<b>Problem Statement 1:</b> Special Education Passing rates on STAAR assessments are significantly below their regular educations peers. <b>Root Cause:</b> Lack of successful intervention program and accommodations at the high school level.
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**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:** Students will be provided with opportunities to participate in physical activity.





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use of Fitnessgram in PE and athletics to monitor students' physical fitness. <b>Strategy's Expected Result/Impact:</b> Increase in student physical fitness. <b>Staff Responsible for Monitoring:</b> District Nurse, PE Teachers, Coaches <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Promote the involvement of students in UIL athletics through a UIL/Club fair for students. <b>Strategy's Expected Result/Impact:</b> Increase in percentage of students participating in sports. <b>Staff Responsible for Monitoring:</b> Principal <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  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:** All students in all sub-populations taking ELAR, Algebra I, Biology, and US History STAAR test will meet the state standard to achieve TEA's highest campus rating.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Communicate with freshmen and all new parents their role in the shared responsibility for student accountability, such as signing up for Ascender and Canvas, attending open houses, communicating with teachers, and understanding policies and procedures.  <b>Strategy's Expected Result/Impact:</b> Survey results indicate increase in parent use of accountability indicators.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Produce 9-weeks and semester tests in STAAR/AP format and put into Eduphoria in ALL core content areas and turn into department heads and Dean of Instruction during PLCs.  <b>Strategy's Expected Result/Impact:</b> Increased student scores on state exams.  <b>Staff Responsible for Monitoring:</b> Principals  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide before and after school tutorials and/or advisory academies, and/or Saturday Academies, as needed, for students who are not demonstrating success in classwork, STAAR, STAAR benchmarks, or summer school.  <b>Strategy's Expected Result/Impact:</b> Students needing additional instructional support will have multiple opportunities to participate in tutorials.  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Funding Sources:</b> Tutorials - Fund 199 - General Fund - \$2,000, Tutorials - PIC 24 - Accelerated Education - \$1,000</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Maintain a Spanish-speaking ESL paraprofessional to support newcomer students in their core classes.  <b>Strategy's Expected Result/Impact:</b> Improved linguistic acquisition and academic success for newcomer students.  <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 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 6:** Lago Vista High School will implement strategies to support students in graduating with a high school diploma in four years.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students considering dropping out of school will be counseled about the possible negative impact of their decision and will be provided alternatives, whenever possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are at risk of dropping out will be provided with options to support continued progress towards high school graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop and implement Personal Graduation Plans for all 9th grade students (including Special Education, ESL, and Economically Disadvantaged students) not successful on the TAKS/STAAR test. PGPs will address educational goals or the student and meet all other requirements per TEC 28.0213.</p> <p><b>Strategy's Expected Result/Impact:</b> PGPs will be created and updated for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  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 1:** Students will be provided with the necessary structures and support systems (social emotional, mental health, behavioral, and academic) needed to meet campus academic and behavioral expectations.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide Viking Day video sessions prior to school to cover campus procedures and policies, such as grading guidelines, attendance policies, and campus procedures.  <b>Strategy's Expected Result/Impact:</b> All students will be provided with an orientation.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers and staff will monitor the hallways and outside entrances throughout the school day.  <b>Strategy's Expected Result/Impact:</b> Walkthroughs reflect that teachers are at door between classes.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to promote and encourage participation in student-led clubs and extra-curricular programs. Similar to UIL, create an extra-curricular/student club coordinator to help promote and organize different organizations.  <b>Strategy's Expected Result/Impact:</b> Sign in sheets for clubs.  <b>Staff Responsible for Monitoring:</b> School Community</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue the use of a Positive Behavior Interventions and Supports (PBIS) team to monitor procedures, student discipline, and school safety.  <b>Strategy's Expected Result/Impact:</b> Lago Vista High School will have a well-implemented PBIS system and students will demonstrate the common area and classroom expectations of being Respectful, Responsible, and Safe.  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Communicate with parents about school rules and policies via the school newsletter, Ascender Parent Portal and social media.  <b>Strategy's Expected Result/Impact:</b> Copies of newsletter with links to school wide procedures and code of conduct.  <b>Staff Responsible for Monitoring:</b> Principal/Asst. Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will receive training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets from trainings.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide annual training on the Lago Vista ISD Emergency Procedures and conduct regularly-scheduled safety drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will be well-prepared to react appropriately to a school emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Teachers will implement strategies in their classrooms to encourage a positive classroom environment, collaboration, and teamwork, including team building activities, Kagan strategies, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit an increase in school attendance and a decrease in truancy and discipline incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide social and emotional learning to students through classroom engagement strategies and Viking Anchor time during advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with systematic and regularly occurring social and emotional learning support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Department Chairs</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Campus leaders will organize the Teen Truth/Rising Up program, which includes a mental health speaker to provide student assemblies and a leadership summit to help increase academic achievement and reduce the dropout rate for educationally disadvantaged students, at-risk students, and all other students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student outcomes will be improved for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>Funding Sources:</b> Student Assembly/Leadership Summit - PIC 24 - Accelerated Education - \$2,300</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  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:** Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork.





**Evaluation Data Sources:** Student attendance at Lago Vista High School will be in the top quartile for our comparison group.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish incentives for student attendance, such as semester exam exemptions and individual.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be encouraged to demonstrate regular school attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, PBIS Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PBIS Incentives - Fund 461 - Campus Activity Funds - \$1,000</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Enforce state mandatory attendance policies by sending home attendance letters and filing on students who have exceeded absence limits.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will have documentation of letters sent, phone calls made, truancy charges filed on students who are not meeting attendance expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Attendance clerk communicates with the assistant principal as soon as a student reaches 3 or more absences in a 4 week period, or sooner, if deemed appropriate, so that the student can be referred to the RtI process for attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students demonstrating attendance concerns will be referred to the RtI process.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Send a daily absence notification to all parents outlining state laws regarding attendance and how to monitor attendance in Ascender.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well-informed about attendance expectations and how to track and monitor their student's attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk</p>	Formative		
	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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:** Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior [TEC 11.252 (a)(3)(E)].

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





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

**Goal 3:** College & Career 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.

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Bring in monthly speakers from community and current college students to speak about their college and career experiences. <b>Strategy's Expected Result/Impact:</b> Completion of College and Career Readiness Week. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Counselors <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Department heads are present at the electives fair to answer questions to incoming 9th grade students on the different endorsement choices. Provide two endorsement fair presentations for middle school (e.g., one during the school day and one at night for parents). <b>Strategy's Expected Result/Impact:</b> Students and parents will be well-informed of the endorsement options and plans of studies available at Lago Vista High School. <b>Staff Responsible for Monitoring:</b> Dean of Instruction, Counselors, Department Heads <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Add Career Cruising to 8th grade before electives fair so that students have a chance to gauge their interests and possible options. <b>Strategy's Expected Result/Impact:</b> Increased accuracy of student 4-year plans and increase in student attitudes about the relevance of school. <b>Staff Responsible for Monitoring:</b> Counselors <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**HB3 Goal**





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers are provided data from our students to use to structure supporting lessons in math and English classes. CTE and elective teachers will embed math and writing skills into their lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in SAT/ACT scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Department Chairs</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will be given the PSAT/SAT/ACT/TSI test data on their current student along with Eduphoria printout summary to structure supporting lessons in Math and English courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be prepared to provide targeted instructional support in math and ELAR to help students improve outcomes on college readiness exams.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will be provided with materials through Kahn academy to target areas of SAT improvement using PSAT data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in SAT scores</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, English teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





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

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

**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:** Lago Vista High School will create a supportive and nurturing environment for employees.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High levels of support will be provided to new-to-profession teachers including participation in a yearlong mentoring program with a trained mentor, as well as additional coaching support by campus instructional leaders and other trained staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> New-to-profession teachers will be provided the support needed to be effective and to remain in the profession and on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Facilitate social activities in order to foster a stronger sense of community among staff and boost morale.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff survey results indicate positive morale.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Notify teachers of likely schedule/course assignments and coaches their coaching assignments for the upcoming fall semester by or before May of the current year so they can effectively prepare over the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Master Schedule assignments will be completed and communicated by May.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Dean of Instruction, Principal, Athletic Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus leadership will engage in activities to recruit qualified staff members to fill vacancies, including attending regional teacher job fairs in the spring and utilizing the applicant pool resource in Frontline.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff vacancies will be filled by qualified candidates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Performance Objective 1 Problem Statements:**





**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Two teachers at LVHS left for opportunities outside the district. **Root Cause:** Lower pay than surrounding districts, fewer opportunities for advancement, and heavy workloads.

**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:** All employees will demonstrate high levels of performance as a result of high quality professional development.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus administrators will give professional learning surveys following campus staff development to assess outcomes and to gauge future needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey results will be used to improve campus professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide new teachers with one full day of training on Canvas and a day of training on gradebook, Fundamental Five, engagement strategies, and any other LVHS-specific content areas prior to the beginning of school.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will be well-trained on Canvas, the Fundamental Five, engagement strategies, and other LVHS-specific content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer teachers flexible and varied campus trainings that allow them to select sessions that best suit their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided with campus training options to meet their needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Department heads will assist their teams with budgeting for and finding professional development opportunities once the upcoming fall schedule has been set. The campus leadership team will discuss professional learning opportunities at leadership meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional developments needs communicated via teacher professional goals in NexGen appraisal system will be met through targeted professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Department Heads</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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:** Lago Vista High School will provide high quality engagement opportunities for parents and community members.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parents and community members will have the opportunity to volunteer at athletic/academic events. Parents can fill roles as ticket takers, greeters/ushers, and provide snack bags for players. Parents can be guest speakers/master of ceremonies for athletic and academic events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/community attendance at events (sign in sheets).</p> <p><b>Staff Responsible for Monitoring:</b> Athletic Director</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parents will be informed of volunteer opportunities through the weekly Lago Vista High School newsletter. A "Viking News To Use" section will be added to our high school website where newsletters can be archived and reviewed.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well-informed of campus happenings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Open house and special program meeting times and dates will be advertised in Lago Vista High School newsletter, website, and marquee.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well-informed of open house and special program meeting times and events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide instructional videos for parents to learn about important school topics such as Canvas, course selection, extracurricular opportunities for students, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have instant access to information on important school topics.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Community members will be invited to participate as business representatives in the annual College and Career Fair, hosted in conjunction with the North Shore Chamber of Commerce.</p> <p><b>Strategy's Expected Result/Impact:</b> Community members will participate in the annual College &amp; Career Fair.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> CEIC will hold a public meeting after receipt of the annual campus ratings to discuss the performance of the campus and campus objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> The public will be provided with an opportunity to review and discuss the campus performance and campus objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Host a Parent/Teacher tailgate prior to a home football game to give parents an opportunity to meet teachers at the beginning of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a fun, informal event to meet their student's teachers at a time/location that is convenient.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Department Heads</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Advertise the District ESL Parent Meeting at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> The parents will be more informed of ESL program and available supports.</p> <p><b>Staff Responsible for Monitoring:</b> District ESL Specialist</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       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:** Provide structures for staff, community, and parent involvement and input in decision making.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Publicize support opportunities for teachers and staff through the newsletter, faculty meeting presentations, etc.  <b>Strategy's Expected Result/Impact:</b> Teachers and staff members will be aware of and will participate in support opportunities.  <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a formative survey to parents, students, and teachers at the end of each semester.  <b>Strategy's Expected Result/Impact:</b> The campus will have parent, student, and teacher input to use for adjustments needed in the current school year.  <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use PBIS committee to review discipline data and campus procedures.  <b>Strategy's Expected Result/Impact:</b> PBIS meetings will be held every six weeks and planning will occur to improve understanding of campus procedures and disciplinary outcomes.  <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use CEIC to involve parents, community, and staff in decision making.  <b>Strategy's Expected Result/Impact:</b> Parent and staff surveys will reflect that they feel there is awareness of and adequate opportunities for involvement in decision-making processes.  <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> CEIC will meet yearly to review and evaluate the effectiveness of the SBDM policies, procedures, and staff development activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Program evaluations will provide affirmation of processes or opportunities to plan for improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Campus Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9	Training from Kagan		\$5,000.00
1	5	3	Tutorials		\$2,000.00
<b>Sub-Total</b>					<b>\$7,000.00</b>
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Edgenuity		\$15,000.00
1	5	3	Tutorials		\$1,000.00
2	1	10	Student Assembly/Leadership Summit		\$2,300.00
<b>Sub-Total</b>					<b>\$18,300.00</b>
Fund 461 - Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	PBIS Incentives		\$1,000.00
<b>Sub-Total</b>					<b>\$1,000.00</b>
<b>Grand Total</b>					<b>\$26,300.00</b>

# Addendums