

Lago Vista Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 15, 2021

Mission Statement

Lago Vista Independent School District will continue to establish a tradition of excellence by providing engaging curriculum and instruction that encourages collaboration, communication, and critical thinking, by leading educational innovation in technology and facilities, and by fostering community partnerships that create a community of learners dedicated to promoting high expectations and achievement for all students.

Vision

Lago Vista Independent School District equips students for the rigors of the 21st century by preparing them for a global based digital economy. Lago Vista ISD will be recognized as a leader in educational innovation through technology, facilities, curriculum, volunteerism, and instruction.

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

Revised/Approved: May 5, 2021

Demographics

Demographics Summary

Who Are We?

Lago Vista ISD is located in Travis County on the north shore of Lake Travis and is part of the greater Austin metropolitan area. The District encompasses 35 square miles and serves the cities of Lago Vista, Point Venture, and South Jonestown Hills. Lago Vista ISD is a lakeside community in the Texas Hill Country located just 15 miles from the Austin city limits, making it a highly desired location. Lago Vista is one of only a few school districts still offering an additional 20% homestead exemption from taxation, which also provides homeowners one of the lowest tax bills in the greater Austin metropolitan area. Lago Vista ISD boasts some of the best academic programs and ratings in the greater Austin area, consistently outperforming State academic performance averages. In addition to superior academic programs, Lago Vista ISD's exemplary athletic program boasts district, regional, and statewide accolades in many individual and team sports.

Residents of Lago Vista ISD have the benefit of easy access to the amenities and employment opportunities in the greater Austin area while still maintaining a small school environment, which offers a more personalized educational experience for students. Students and families in Lago Vista ISD also benefit from the District's close proximity to more than seven major higher education institutions, including The University of Texas at Austin, St. Edward's University, Southwestern University, Texas State University, and the Austin Community College system.

The first school in the Lago Vista area was established in 1895 as a one room, one teacher, one student school district. In 1973, a small elementary/middle school was constructed on Dawn Drive and in 1975, Lago Vista ISD became a K-12 system. Construction of the first high school building on Bar K Ranch Road was completed in 1976. In 2012, the District broke ground on the new Lago Vista High School on Lohman Ford Road, which opened its doors at the beginning of the 2014-2015 school year.

Today, Lago Vista ISD serves approximately 1,820 students from early childhood through grade 12 and consists of 4 campuses: Lago Vista Elementary School (EE- 3), Lago Vista Intermediate School (4-5), Lago Vista Middle School (6-8), and Lago Vista High School (9-12). The District and all campuses were not rated due to declared state of disaster for the 2020-2021 academic year.

How has enrollment changed over the last 3-5 years? How have the demographics changed over the last 3-5 years?

In terms of demographics, Lago Vista ISD continues to experience punctuated periods of enrollment growth. The enrollment records from the 2015-2016 academic year represented a 16.92% increase in enrollment since the 2010-2011 school year. The beginning of the year enrollment for the 2019-2020 academic year represents a 24.45% increase over the 2010-2011 enrollment.

	2010-2011 AEIS	2015-2016 TAPR	2020-2021 Enrollment
Total Enrollment	1,276	1,435	1,791
African American	1.5%	.6%	.34%
Hispanic	20.1%	22.1%	26.64%
White	75.0%	72.8%	66.97%
American Indian	.8%	.4%	.57%
Asian	.7%	.4%	.37%
Pacific Islander	.1%	.2%	.12%
Two or More Races	1.8%	3.5%	4.98%
Economically Disadvantaged	33.9%	29.8%	26.57%
English Language Learner	4.4%	6.1%	6.81%
At-Risk	18.2%	27.8%	30.97%
Gifted & Talented	6.2%	6.7%	7.53%
Special Education	8.5%	10.3%	12.28%
504	--	4.5%	8.93%
Career & Technical Education	19.1%	30.2%	---

Special Education: Students served in our Special Education program and identified with a qualifying disability under the Individuals With Disabilities Education Act (IDEA) have continued to rise. The majority of students receiving special education services are served in mainstream classrooms, at least part of the day.

Section 504: After a period of substantial increase in the identification of students with disabilities who are served under Section 504, the program numbers have remained much more stable. In 2019-2020, the District had 10.01% of students receiving section 504 services. Currently, the District has 8.93% of students receiving section 504 services.

Career & Technical Education: The percentage of student attendance comprised by CTE is no longer calculated. However, 96.78% of LVHS students were enrolled in one or more CTE courses for the 2020-2021 school year. However, despite the growth in student enrollment and high percentage of overall CTE enrollment, CTE FTEs fell slightly from 155.032 in 2019-2020 to 154.193 in 2020-2021, suggesting that fewer students are taking multiple CTE courses.

English Language Learners (ELL): English Language Learner (ELL) enrollment has seen a 67.12% increase since the 2018-2019 academic year. It is expected for this number to continue to rise due to the State's new reclassification criteria, which is substantially more challenging to meet.

	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment
ELL Enrollment	73 students	99 students (+35.61% from 2018-2019)	122 students (+23.23% from 2019-2020)

What are the graduation rates?

For the 2020-2021 academic year, the graduation rate for Lago Vista ISD was 100%.

How many students withdraw each year (without moving) to homeschool?

In the 2020-2021 academic year, there were 37 homeschool withdrawals, compared to 21 in 2019-2020.

Homeschool Withdrawals, 2020-2021	
LVES	8
LVIS	7
LVMS	10
LVHS	12

What are the attendance rates? What trends are seen over the last 3-5 years?

Lago Vista ISD maintained a 97.5% attendance rate for the 2020-2021 academic year. It is presumed that the virtual attendance option available in 2020-2021 helped to prompt some of that increase.

Lago Vista ISD Attendance Rate	
2020-2021	97.5%
2019-2020	96.7%
2018-2019	95.8%
2017-2018	95.9%
2016-2017	95.8%
2015-2016	95.7%

What are the demographics of the Lago Vista ISD staff?

In 2020-2021, the Lago Vista ISD staff was predominantly female (70.8%), white (93%), and the majority (53.6%) have more than 10 years of classroom experience. There are 8 new-to-profession teachers on the 2021-2022 staff, compared to 4 new-to-profession teachers in 2020-2021.

Lago Vista ISD Staff Demographics, 2020-2021	
Female	70.8%
African American	0%
Hispanic	6.0%
White	93.0%
Other	0.0%
0 Years	4.0%
1-5 Years	21.5%
6-10 Years	20.7%
11-20 Years	36.8%
20+ Years	16.8%

Demographics Strengths

- **Lago Vista ISD qualifies as a fast-growth district.** The District's 2020-2021 snapshot enrollment of 1,791 represents a 12.78% increase from the 1,588 enrollment of 2018-2019. This is especially encouraging considering the loss of enrollment most ISDs have experienced during the pandemic.
- **The District continues to attract and retain a very experienced teaching staff.** The majority (53.6%) of Lago Vista ISD teachers have more than ten years of classroom experience.
- **Lago Vista ISD students remain on track to graduate.** Despite the challenges of limited programming options, Lago Vista ISD maintains an extremely high graduation rate. The Class of 2021 had a graduation rate of 100%.
- **Pride in the Viking Nation remains high.** The Lago Vista ISD community is proud of the many academic and extracurricular accomplishments of the District in a variety of UIL and non-UIL sponsored activities, including athletics, band, cheer, and academic competitions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lago Vista ISD's enrollment projections indicate growth that will require us to continuously monitor facility adequacy and programming to meet student needs. **Root Cause:** Lago Vista ISD is experiencing a period of punctuated growth in student enrollment.

Problem Statement 2: Lago Vista ISD student attendance rates fall below expectation. **Root Cause:** School absences are caused by a variety of factors, such as any student or family health issues, real or perceived safety concerns at school or in transit, the level of family support for educational values, peer influence, or other high-risk/critical situations experienced by either the student or his/her family members.

Problem Statement 3: Student disciplinary actions related to prohibited substances in Lago Vista ISD remains high. **Root Cause:** There is a large number of students addicted to vaping. Students who arrive to school under the influence often feel assured that the physical signs of impairment are harder to document than possession, and thus punishment can be more easily avoided. Students who possess prohibited substances at school typically plan to engage in the selling/purchasing of the substances with another student.

Problem Statement 4: State-level reports containing data on our Lago Vista ISD graduates contain inaccurate information due to coding errors. **Root Cause:** Data for graduates is two years old, so improvements in coding accuracy have yet to be reflected in State-level reporting.

Problem Statement 5: The demographics of the Lago Vista ISD teaching staff are not reflective of the student body. **Root Cause:** There has not been an abundance of qualified candidates in the applicant pools for open positions who are demographically diverse.

Problem Statement 6: Although the four-year graduation rate for the Class of 2020 was 100%, the majority of home school withdrawals occurred in grades 9-12. **Root Cause:** There is a lack of resources to meet the needs of non-traditional students and the needs of students experiencing social issues.

Problem Statement 7 (Prioritized): The teacher turnover rate going in the 2019-2020 school year was 16.7% and is expected to be higher when the 2021-2022 school year data is released. **Root Cause:** Teacher turnover is a national concern. At the District-level, there is a need to further bolster local supports that deter turnover - intentional onboarding, mentorship, PLCs, regulating workloads, competitive compensation and benefits, and professional development opportunities.

Student Learning

Student Learning Summary

Due to the COVID-19 disruption to the school year, Governor Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. The Texas Education Agency also received approval to waive federal and state accountability requirements for the 2019-2020 and 2020-2021 school years due to a "Declared State of Disaster" resulting from the pandemic. It is expected that ratings will resume in the spring of 2022.

The accountability system for the state of Texas evaluates student performance on specific measures, including STAAR. The system is comprised of four indices: student achievement, school progress, academic growth, relative performance, and closing the gaps. Scores for each index are calculated at both the campus and district level, then compared to performance targets set by the State to determine an A-F rating. The most recent ratings for 2018-2019 are as follows:

	Score	Grade
Lago Vista ISD	91	A
Lago Vista Elementary School	94	A
Lago Vista Intermediate School	85	B
Lago Vista Middle School	81	B
Lago Vista High School	93	A

How did students perform on the 2021 STAAR assessments?

Students did not take STAAR in 2020, so longitudinal comparison data is not available. Overall student performance surpassed State averages on all STAAR assessments, with the exception of Mathematics - Meets, Mathematics - Master, Science - Masters, and Participation. Overall areas of strength include Writing - Approaches, Writing - Meets, Social Studies - Approaches, Social Studies - Meets, and Social Studies - Masters.

	Lago Vista ISD	State	Difference
All Subjects - Approaches	76%	67%	+9%
All Subjects - Meets	46%	41%	+5%
All Subjects - Masters	19%	18%	+1%
ELAR/Reading - Approaches	77%	68%	+9%
ELAR/Reading - Meets	54%	45%	+9%
ELAR/Reading - Masters	23%	18%	+5%
Mathematics - Approaches	70%	66%	+4%
Mathematics - Meets	32%	37%	-5%
Mathematics - Masters	11%	18%	-7%
Writing - Approaches	74%	58%	+16%
Writing - Meets	42%	30%	+12%
Writing - Masters	14%	9%	+5%
Science - Approaches	76%	71%	+5%
Science - Meets	44%	44%	0%
Science - Masters	13%	20%	-7%
Social Studies - Approaches	85%	73%	+12%
Social Studies - Meets	63%	49%	+14%
Social Studies - Masters	40%	29%	+11%
Percent Participation 2018-2019	100%	99%	+1%
Percent Participation 2020-2021	82%	88%	-6%

What are the overall areas of lowest performance?

The lowest areas of overall student performance are Mathematics - Meets, Mathematics - Masters, and Science - Masters.

What did student performance on the STAAR look like by grade-level and subject in 2021? Overall, students performance well in comparison to the state. Data should be viewed with the understanding that 7th graders in College Readiness Math take the 8th grade STAAR math exam and 8th graders taking Algebra I take the Algebra EOC exam, which may make interpreting those grade-level data more challenging.

	LVISD Approaches	State Approaches	LVISD Meets	State Meets	LVISD Masters	State Masters
3rd Grade Math	73.86%	61%	30.68%	30%	12.50%	14%
3rd Grade Reading	80.68%	68%	48.86%	38%	28.41%	19%
4th Grade Math	63.92%	58%	32.99%	35%	14.43%	21%
4th Grade Reading	76.04%	63%	51.04%	36%	23.96%	18%
4th Grade Writing	70.97%	53%	36.56%	26%	11.83%	8%
5th Grade Math	70.09%	69%	36.45%	43%	18.69%	24%
5th Grade Reading	75.70%	72%	52.34%	45%	38.32%	30%
5th Grade Science	65.09%	61%	32.08%	30%	10.38%	12%
6th Grade Reading	70.00%	61%	41.00%	31%	17.00%	14%
6th Grade Math	71.03%	66%	30.84%	34%	7.48%	14%
7th Grade Reading	74.49%	68%	55.10%	44%	35.71%	25%
7th Grade Math	59.21%	54%	6.58%	25%	1.32%	11%
7th Grade CR Math	93.55%	60%	64.52%	35%	9.68%	10%
7th Grade Writing	74.29%	61%	43.57%	31%	14.29%	9%
8th Grade Reading	70.89%	72%	40.51%	45%	22.78%	21%
8th Grade Math	40.00%	60%	5.45%	35%	1.82%	10%
8th Grade Algebra I	100%	37%	100%	9%	100%	4%
8th Grade Science	75.89%	67%	41.96%	42%	18.75%	23%
8th Grade Social Studies	67.59%	44%	35.19%	27%	13.89%	13%
English I	79.26%	32%	57.78%	13%	10.37%	2%
English II	82.54%	36%	69.05%	20%	14.29%	3%
Algebra I	81.30%	37%	34.15%	9%	12.20%	4%
Biology	84.17%	50%	52.52%	21%	10.79%	6%
US History	95.86%	75%	80.69%	44%	58.62%	17%

How prepared are students to succeed in college?

Students in Lago Vista ISD continue to outpace the State and region in college readiness assessments and in the percentage of college-ready graduates. Compared to the Class of 2018, the Class of 2019 had 9.4% fewer students enroll directly into a Texas IHE.

Lago Vista ISD College Readiness 2018-2019		
Average SAT	State: 1027	LVISD: 1116
Average ACT	State: 20.6	LVISD: 23.2
Graduates Enrolling in a Texas IHE	State: 53.4%	LVISD: 56.6%
Graduates Completing 1 Year Without Remediation	State: 60.7%	LVISD: 63.3%

Student Learning Strengths

- **Lago Vista ISD students and staff are flexible and resilient.** Students and staff in Lago Vista ISD were quickly able to pivot to emergency remote learning in the spring of 2020 due to the COVID-19 pandemic. Support systems were established and a majority of Lago Vista ISD students continued to grow and learn during the closure.
- **Student achievement remains strong, despite the instructional and operational challenges of the pandemic.** Lago Vista ISD outscored state averages on the 2021 STAAR exams in the composite All Subjects category for Approaches, Meets, and Masters. Student scores were double digits above the State averages for Writing - Approaches, Writing - Meets, Social Studies - Approaches, Social Studies - Meets, and Social Studies - Masters. Lago Vista ISD students also outscored the State in the Approaches category for 21 out of 22 exams.
- **The District has a strong, growing Career & Technical Education program.** Lago Vista ISD offers a robust CTE program of study and continues to increase the number of students earning industry certifications each year. Our program recently added an EMT training and certification program and looks to add additional Health Science, Construction, and Welding opportunities at the completion of the high school expansion project.
- **Lago Vista ISD graduates are college and career ready.** Overall, scores for college readiness assessments and Advanced Placement examinations and college readiness assessments (PSAT, SAT, ACT) continue to surpass the State. The percentage of Lago Vista ISD students performing At/Above Criterion on college entrance exams is 55.9%, compared to the State average of 36.1%.
- **A large number of Lago Vista ISD students are successfully earning college credits prior to graduation.** Lago Vista ISD students earned a total of 780 college credit hours in the 2019-2020 academic year, saving parents an estimated \$976,607 in college tuition (based on the average resident tuition per credit hour) (College for All Texans, 2020).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The District's Response to Intervention (RtI) model has not shown consistent effectiveness. **Root Cause:** There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. District support is needed to support campuses to help provide and monitor interventions.

Problem Statement 2: Students with Special Education indicators are performing below their peers in all areas. **Root Cause:** Students in Special Education often lack opportunities to close existing gaps through exposure to curriculum and skills at their instructional level.

Problem Statement 3: The majority of students are not achieving Masters Grade Level on STAAR assessments. **Root Cause:** Walkthrough data reflects that critical thinking and student engagement are areas of need.

Problem Statement 4 (Prioritized): The District's Professional Learning Community (PLC) and curriculum processes have not been consistently implemented. **Root Cause:** There is a lack of support and accountability needed to ensure that campuses are prioritizing and effectively implementing PLCs and curriculum development.

District Processes & Programs

District Processes & Programs Summary

Developing and increasing the capacity of professional staff at all levels of the professional organization is a priority in Lago Vista ISD. The District has increased staff development and technology training aligned to District priorities. The District also maintains its goal of increasing the number of teachers with English as a Second Language (ESL) certifications. Priorities determined by the needs assessment regarding staff quality, recruitment, and retention include improving teacher familiarity with the NexGen appraisal system, continuing efforts to increase staff diversity, teacher retention, and continuing to provide a competitive compensation and benefits package in comparison to neighboring districts. Opportunities include having a small community with attractive qualities, excellent students and parents, and population growth. Concerns include maintaining a competitive salary and benefits package in the midst of budget reductions, limited opportunities for career advancement within the organization, 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).

Lago Vista ISD has benefited from campus efforts to create alignment in curriculum and delivery of instruction. The District has made great progress in the area of developing and communicating processes and procedures, but occasionally struggles with campus compliance with these regulations and will need to focus on strategies to limit the variance from campus-to-campus. The District has also benefited from facility improvements and increased coordination of school safety efforts. Priorities identified through the comprehensive needs assessment include planning for scalable growth and ensuring smart and efficient facilities and design. Opportunities include growth in student enrollment, high levels of community support, and high student achievement.

NexGen Learning Model: In Lago Vista ISD, we pride ourselves on providing excellent teaching and learning and we recognize our responsibility in helping prepare students for the rapidly changing world of tomorrow. Our locally-developed NexGen Learning initiative was created to provide an organizing framework for teaching and learning that will allow Lago Vista ISD students build the foundational knowledge, skills, and values needed for success in college, career, and life in the 21st century. This is done by strengthening three core components: Curriculum, Instruction, and the Learning Environment. A key instructional component of NexGen Learning is Lago Vista ISD's strategic and sustainable plan for the integration of mobile learning that provides universal access to mobile devices in all K-12 classrooms in a way that is developmentally appropriate for students' digital understanding, technology skills, and media literacy.

Locally-Developed Curriculum Process: Lago Vista ISD curriculum and instruction is designed to challenge all learners and sets high standards for achievement. Through our locally developed curriculum, Lago Vista ISD is committed to providing students with a guaranteed and viable curriculum that prepares them for life after high school. In this recursive process, teachers outline pacing for courses in the course snapshot, unit organizers are developed to provide an outline of curricular units of study and the re-teaching of concepts identified through data analysis, and reflections of the unit allow teachers to revise pacing, sequence, or other instructional changes before administering the unit again in the future. Continued support is needed to build leadership capacity that will continue to grow and support our curriculum processes across the District.

Response-to-Intervention (RtI): In Lago Vista ISD, Response to Intervention (RtI) follows a locally developed four-tiered model to determine and deliver services to address both academics and behavior. The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement. Continued support is needed to build leadership capacity that will continue to grow and sustain the implementation of RtI across the District.

Professional Learning Communities (PLCs): Professional Learning Communities are groups of teachers who meet regularly as a team to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative and common summative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement. There are four questions that should be at the heart of every PLC discussion. In order to raise student achievement, Professional Learning Communities must be able to answer all four of these questions.

Question 1: What do we want all students to learn?

Question 2: How will we know if they learn it?

Question 3: How do we respond when students experience difficulty?

Question 4: How do we respond when students already know it?

Continued support is needed to build leadership capacity that will continue to grow and sustain the work of PLCs across the District.

Positive Behavior Supports & Intervention (PBIS): Positive Behavior Interventions and Supports (PBIS) focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Campus-based PBIS teams focus on three to five behavioral expectations that are positively stated and easy to remember (e.g., Vikings are Respectful, Responsible, and Safe). The team then creates a matrix of what the behavioral expectations/rules look like in the classroom as well as non-classroom areas (i.e. Hallway, Gym, Restroom, Cafeteria, Playground, Media Center/Library, etc.). Another primary activity for the PBIS team is determining how the behavioral expectations and routines will be taught in and around the school. Campus-based PBIS teams also establish a reward/incentive program for students and staff who demonstrate the school's behavioral expectations. Continued support is needed to build leadership capacity that will continue to grow and sustain the work of PBIS across the District.

NexGen Teacher Appraisal System: In accordance with TEC §150.1009 and local policy, Lago Vista ISD worked with teachers and the District Educational Improvement Committee (DEIC) to develop a local teacher appraisal system to support our learning model. Our NexGen Teacher Appraisal System is designed to serve as an effective tool to help gauge teacher proficiency in key areas, to provide instructional leaders with data to better support teachers, and to align our teacher appraisal system with the instructional priorities defined in our NexGen Learning Model.

Professional Learning Team: Lago Vista ISD's Professional Learning Team is made up of school-based teacher leader positions to work with principals and District staff to provide assistance with professional development. Teacher leaders with specific areas of strength, interest, and expertise are identified on each campus and recommended by the campus principals. In assuming a leadership role on the Professional Learning Team, these teacher leaders commit to participating in additional staff development on their own time, as well as working to develop and provide high quality, job-embedded professional learning on their campus and for the District. The Professional Learning Team uses the Teacher Leader Model Standards to help guide their own growth and define their role.

Programs and Services for At-Risk Students Supported by State Compensatory Education: The District evaluates all programs supported by state compensatory funds annually. Through this process, strengths and weaknesses are identified of programs, activities and practices. This ensures the funds are supplemental, cost effective and provide intensive, and/or accelerated instruction to each student who meets one or more eligibility criteria. Programs supported by compensatory education funds include credit recovery, K-12 Response to Intervention Tier 2 activities and materials, 6-12 Tier 3 activities, and summer school.

Pre-Kindergarten Program: Lago Vista ISD offers a variety of programs designed to meet the needs of early learners and comply with requirements from the state and federal governments. The District's Early Childhood Education services exist to build a strong foundation so that each child is ready to be challenged, encouraged, and supported to achieve. With the passage of House Bill 3 and guidance under the TEC 29.153 (b) to offer a full day Pre Kindergarten Program for all eligible four year old's, the district is proud to have already implemented a free, high quality full-day program for all eligible four year olds. The District was able to offer this program by also expanding Pre-K through tuition-based enrollment. This program allows Lago Vista ISD to provide expanded opportunities for additional students to begin working with highly qualified educators prior to their fifth-birthdays. Furthermore, by enrolling tuition-based students, Lago Vista ISD is able to generate the funding needed to offer a full-day program for all students without additional expenditures through State or local funds.

District Processes & Programs Strengths

- **Lago Vista ISD is supported by vested local decision-makers.** The District is supported by a strong local Board of Trustees who are vested and have student ties to the campuses.
- **The District experiences high levels of community support.** Lago Vista ISD is a small but growing district with a trusting, well-educated community of stakeholders. The District has experienced both academic and athletic success, which has helped to bolster local pride in the District. The District has strong community support, a caring staff, and an optimal school size. There are many active local civic organizations and strong community involvement. A high percentage of staff are also local residents with children and family members within the school system. There is strong interest from parents to be better informed about District activities and to be more involved in District planning. Parents and community members have been particularly support of the District's efforts during the pandemic.
- **Lago Vista ISD is a technology rich district.** Students and teachers in Lago Vista ISD are actively engaged in using the newest instructional technology and respond well to support and training. Many, if not most, of our students come to school "tech exposed". Many of our families have access to technology at home. There is strong support by the Board of Trustees to continue equipping classrooms with technology and growing teachers' use of instructional technology. Students in grades K-12 have the benefit of technology rich learning environments through the District's mobile technology expansion project as a part of the NexGen Learning Initiative. Teachers have a high level of commitment to understanding and applying technology and have access to a wide range of ongoing professional learning opportunities related to technology integration.
- **Development and communication of policies & procedures as well as forecasting needs continues to improve.** As the District grows, we have benefited from increased efforts to document and communicate policies, procedures, and protocols. To ensure that needs are anticipated, the District has implemented staffing formulas and has contracted with an external group to ensure access to updated demographics projections.
- **District communication continues to improve.** Over the past three years, there have been tremendous improvements in the coordination of District communications through the use of Parentlink and weekly/bi-weekly campus newsletters, as well as improvements in the provision of Spanish-translated documents.
- **COVID-19 planning has been focused and proactive.** Lago Vista ISD has kept student safety and learning at the center of all decisions related to instructional and safety responses to the pandemic.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Enrollment growth, state and federal regulations, needs created by the pandemic, and the state funding system have placed pressure on staff to meet our students' needs. **Root Cause:** State-level changes in ESL and Special Education programming, as well as significant growth in unfunded Section 504 program, have greatly increased the amount of services and accommodations staff members must provide without a commensurate increase in resources and staffing.

Problem Statement 2: Parent feedback from the annual survey indicates that parents do not feel appropriately involved in planning or decision-making. **Root Cause:** There is a need to better communicate opportunities for parent engagement (i.e., CEIC) at the campus and District levels.

Problem Statement 3: District facilities are increasingly difficult to maintain and keep clean. **Root Cause:** There has been a longstanding shortage of custodians, equipment and facilities are aging, and the current administrative structure within our custodial services does not include principal supervision of campus custodians.

Problem Statement 4 (Prioritized): Campus discipline expectations and procedures have become less effective. **Root Cause:** The societal saturation of technology and social media has altered the way children interact with adults and with one another. Parent support for campus behavior expectations and disciplinary consequences is inconsistent. There is a need to revisit and reinvigorate District-wide PBIS programming.

Perceptions

Perceptions Summary

Lago Vista ISD is a small but growing district with a trusting, well-educated community of stakeholders. The District has experienced both academic and athletic success, which has helped to bolster local pride in the District. There are many active local civic organizations and strong community leadership. A high percentage of staff are also local residents with children and family members within the school system.

Lago Vista ISD has experienced challenges in the safety and security of facilities, which are areas that will be strongly emphasized in the 2018-2019 school year. While programs and personnel have achieved state and regional recognition and efforts have made Lago Vista ISD a safer and healthier place to be, there have been challenges traceable to the 2010-2011 budget cuts that have impacted both security and safety of facilities across the District.

Campus culture and morale have been positively impacted by the support demonstrated by the community with the passing of the bond to build the new Lago Vista High School facility, as well as the recent passage of the TRE and the infrastructure bond passed in 2017. However, the legislature's 4 billion dollar cut in the Foundation School Program and the loss of ASATR funding (9% of the District's operating budget) threaten the future financial viability of programs and facility maintenance. In 2019, HB 3 revamped State funding structures for public schools, resulting in additional funding for staff raises and student programs.

How are parents and the community involved with the school?

There continues to be a strong interest from parents to be better informed about District activities and to be more involved in District planning. There have been significant improvements in the process of shared decision-making with improvements in representation on the District Education Improvement Committee, as well as with other District advisory groups. These groups provide valuable input for the District and continue to function with above 50% attendance and participation. However, there continues to be a need to increase the role of school committees and decision-making bodies and to use the feedback from these groups to help generate solutions to identified problems within the organization. Parent feedback from the annual survey indicates that parents do not feel appropriately involved in planning or decision-making.

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.?

Over the past three years, there have been marked improvements in the coordination of District communications through the use of Parentlink and weekly campus newsletters, as well as improvements in the provision of Spanish-translated documents. The District launched a branded Lago Vista ISD app in 2020. Lago Vista ISD has improved information transparency, primarily through the online posting of data and use of electronic communication systems, but there are still opportunities for improvement.

Perceptions Strengths

- **Lago Vista ISD benefits from strong community involvement.** Lago Vista ISD benefits from high levels of involvement from many local civic organizations, community members, and parent organizations, such as our Parent Teacher Organizations (PTOs) and booster clubs.
- **The District continues to make improvements in communicating with stakeholders.** Survey results indicate that parents feel well informed and appreciate the increase in information provided through regular newsletters and social media. The District launched the Lago Vista ISD branded app in 2020.
- **The District is committed to combatting bullying and promoting kindness.** Lago Vista ISD campuses have implemented a strong anti-bullying program with our locally-developed Project Vinátta initiative. All four campuses have earned the No Place for Hate designation for 4 years in a row.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. **Root Cause:** The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

Problem Statement 2: There is a community perception that we have some students that are being bullied. **Root Cause:** There is an unclear understanding of the definition of bullying. Students and families are in need of additional instruction and support related to social skills development and social emotional learning. There is also a need to share the positive SEL activities and instruction occurring throughout the District.

Problem Statement 3: Parent participation in annual surveys is low. **Root Cause:** Although there are intrinsic challenges with online survey administration, there is a need to improve annual survey administration to further engage parents.

Priority Problem Statements

Problem Statement 1: The District's Response to Intervention (RtI) model has not shown consistent effectiveness.

Root Cause 1: There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. District support is needed to support campuses to help provide and monitor interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 5: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community.

Root Cause 5: The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

Problem Statement 5 Areas: Perceptions

Problem Statement 3: The District's Professional Learning Community (PLC) and curriculum processes have not been consistently implemented.

Root Cause 3: There is a lack of support and accountability needed to ensure that campuses are prioritizing and effectively implementing PLCs and curriculum development.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: Campus discipline expectations and procedures have become less effective.

Root Cause 2: The societal saturation of technology and social media has altered the way children interact with adults and with one another. Parent support for campus behavior expectations and disciplinary consequences is inconsistent. There is a need to revisit and reinvigorate District-wide PBIS programming.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 4: The teacher turnover rate going in the 2019-2020 school year was 16.7% and is expected to be higher when the 2021-2022 school year data is released.

Root Cause 4: Teacher turnover is a national concern. At the District-level, there is a need to further bolster local supports that deter turnover - intentional onboarding, mentorship, PLCs, regulating workloads, competitive compensation and benefits, and professional development opportunities.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: May 5, 2021





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: Ensure the availability of a guaranteed and viable curriculum, the use of high quality instructional strategies, and the use of innovative teaching practices and programs to meet the instructional needs of all student populations.

Evaluation Data Sources: The Lago Vista ISD Professional Learning Community (PLC) process will be utilized to review and revise the aligned curriculum documents for all content areas. District curriculum documents will address the identified needs of students, provide support for a variety of learner types, and provide support for quality teaching and learning. Classroom walkthroughs and observations will reflect the use of the Fundamental 5, HEAT, and other core instructional principles listed in the Lago Vista ISD NexGen Learning Model.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide PLC support for continued implementation of the Lago Vista ISD curriculum process, which aligns to the TEKS, integrates the English Language Proficiency Standards (ELPS), and establishes rigorous standards through performance assessments based on "unwrapped" standards.</p> <p>Strategy's Expected Result/Impact: Lago Vista ISD Curriculum documents will align to the TEKS, integrate the English Language Proficiency Standards (ELPS), and establish rigorous standards through performance assessments based on "unwrapped" standards.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; Campus Principals; Instructional Specialists; Teacher Leaders; Teachers</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide continued staff development for teachers in the areas of effective linguistic accommodations and Sheltered Instruction Observation Protocol (SIOP) to help teachers plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they develop English language proficiency.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively implement linguistic accommodations and Sheltered Instruction Observation Protocol resulting in increased academic success of our English Language Learners.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; District ESL Specialist; Teachers</p> <p>Funding Sources: Linguistic Accommodation & SIOP Training - PIC 25 - Bilingual & ESL Education - \$7,500</p>	Formative		
	Nov	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to provide professional development and appropriate resources and support for ongoing instructional programs and the implementation of major District initiatives, including, but not limited to: effective teaching of children with disabilities; increased knowledge/ability to teach early childhood; supporting students affected by trauma and/or mental illness, supporting gifted students, instructional services provided by libraries, and carrying out other evidence-based activities supported by ESSA, which may include:</p> <ul style="list-style-type: none"> -Training in methods of improving student behavior, including identifying early and appropriate interventions; -Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods and skills; -Training in effectively integrating technology into curricula and instruction; -Training in the use of data and assessments to improve instruction and student outcomes; -High quality mentoring for new-to-profession teachers; and -Professional learning activities that connect to a larger school-wide or individualized plan to improve professional practice and our ability to produce positive student outcomes. [TEC 11.252(3)(F)] <p>Strategy's Expected Result/Impact: Teacher surveys will indicate that they feel equipped to implement the District initiatives and walkthrough/teacher evaluation data will indicate that district initiatives are being well-implemented.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals</p> <p>Equity Plan</p> <p>Funding Sources: Professional Development Activities - Fund 255 - Title II, Part A - \$51,707</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District and campus instructional leaders will participate regularly scheduled "Principal PLCs" to foster instructional leadership for principals through a collaborative, hands-on, dedicated time to walk classrooms, discuss teaching and learning, and discover best practices and shared efficacy related to our District priorities: A well-implemented Multi-Tiered System of Support (MTSS) program that provides high quality core academic (PLC), behavioral (PBIS), and social and emotional learning (SEL) systems and aligns tiered supports (RtI) into a fully integrated system of support for the benefit of all students.</p> <p>Strategy's Expected Result/Impact: Principal PLCs will provide ongoing opportunities for district and campus leaders to work collaboratively to seek and share learning to improve professional practice and, ultimately, student outcomes. District leaders will have a better idea of the level of implementation and support needed for campus PLC, PBIS, SEL, and RtI systems. Campuses will have well-implemented MTSS programs to support the needs of all students.</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Director of Special Education/504, Director of Student Support, Campus Principals, Campus Assistant Principal(s)</p> <p>Problem Statements: Student Learning 1, 4 - District Processes & Programs 4</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The District's Response to Intervention (RtI) model has not shown consistent effectiveness. Root Cause: There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. District support is needed to support campuses to help provide and monitor interventions.</p>

Student Learning

Problem Statement 4: The District's Professional Learning Community (PLC) and curriculum processes have not been consistently implemented. **Root Cause:** There is a lack of support and accountability needed to ensure that campuses are prioritizing and effectively implementing PLCs and curriculum development.

District Processes & Programs

Problem Statement 4: Campus discipline expectations and procedures have become less effective. **Root Cause:** The societal saturation of technology and social media has altered the way children interact with adults and with one another. Parent support for campus behavior expectations and disciplinary consequences is inconsistent. There is a need to revisit and reinvigorate District-wide PBIS programming.

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: Ensure the use of targeted, research-based interventions and support to meet the academic needs of all student populations, including at-risk.

HB3 Goal





Evaluation Data Sources: All campuses in Lago Vista ISD will fully implement the District processes for Response to Intervention (RtI).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a Director of Student Support to oversee District-wide Response to Intervention (RtI) and Professional Learning Community (PLC) processes (ESSER III-funded for 2021-2022 and 2022-2023).</p> <p>Strategy's Expected Result/Impact: Lago Vista ISD will employ a full-time administrator to coordinate and monitor the implementation of District-wide Response to Intervention (RtI) and Professional Learning Community (PLC) processes.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: Director of Student Support Services - Fund 282 - ESSER III - \$100,000</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide a Dean of Instruction at Lago Vista High School to monitor and oversee Response to Intervention (RtI) and Professional Learning Community (PLC) processes (ESSER III-funded for 2021-2022 and 2022-2023).</p> <p>Strategy's Expected Result/Impact: Lago Vista High School will employ a Dean of Instruction to ensure that Response to Intervention (RtI) and Professional Learning Community (PLC) processes are consistently and effectively implemented.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; LVHS Principal</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: LVHS Dean of Instruction - Fund 282 - ESSER III - \$85,000</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure the implementation of consistent procedures for each campus to identify, intervene, and monitor the progress of at-risk students, PK-12.</p> <p>Strategy's Expected Result/Impact: The needs of all students will be met through the use of vertically-aligned, targeted, research-based interventions and support, PK-12.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; Principals</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Designate an RtI facilitator at each campus to oversee the RtI process, including identifying struggling students, conducting RtI meetings, soliciting feedback on the effectiveness of interventions, monitoring fidelity of implementation, and monitoring student data.</p> <p>Strategy's Expected Result/Impact: Each campus will designate an RtI facilitator.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; Campus Principals</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide campuses with research-based instructional materials to use for screening, intervention, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Interventionists and teachers will have access to research-based instructional materials needed to effectively implement RtI.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVES Campus Principal; Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Comp Ed Supplies at LVES - PIC 24 - Accelerated Education - \$13,000, Comp Ed Supplies at LVIS - PIC 24 - Accelerated Education - \$10,000, Comp Ed Supplies at LVMS - PIC 24 - Accelerated Education - \$12,350, Comp Ed Supplies at LVHS - PIC 24 - Accelerated Education - \$1,000</p>	Formative		
	Nov	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide a K-4 early literacy instructional paraprofessional to deliver interventions and instructional delivery through the tiered intervention process to document students' learning difficulties, provide ongoing assessment, and deliver early interventions to students at risk for dyslexia or other reading difficulties.</p> <p>Strategy's Expected Result/Impact: Students with content gaps will receive quality instructional interventions related to their individual needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVES Campus Principal</p> <p>Funding Sources: Title I Early Literacy Paraprofessional at LVES - Fund 211 - Title I, Part A - \$32,500</p>	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide K-5 instructional intervention specialists for math and reading to work cooperatively with teachers, parents, and other personnel to develop and deliver instructional interventions to meet individual student needs.</p> <p>Strategy's Expected Result/Impact: Students with content gaps will receive quality instructional interventions related to their individual needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; LVES Campus Principal; LVIS Campus Principal</p> <p>Funding Sources: Student Support Math Instructional Specialist (2021-2022 & 2022-2023) - Fund 282 - ESSER III - \$60,000, Title I Math Instructional Specialist - Fund 211 - Title I, Part A - \$60,000, Title I Reading Instructional Specialist - Fund 211 - Title I, Part A - \$60,000, Student Support Reading Instructional Specialist (2021-2022 & 2022-2023) - Fund 282 - ESSER III - \$60,000</p>	Formative		
	Nov	Feb	Apr

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide a mathematics intervention elective for all 6-8th graders who demonstrate need to provide hands on application and enrichment for essential math skills, such as addition, subtraction, multiplication, and division; decimals; perfect squares; integers; mental math skills; estimation skills; and analysis of word problems.</p> <p>Strategy's Expected Result/Impact: Students in grades 6-8 needing math intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVMS Principal; Director of Student Support</p> <p>Funding Sources: Math Masters Elective at LVMS - PIC 24 - Accelerated Education - \$32,622</p>	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide a reading intervention elective for all 6-8th graders who demonstrate need to provide explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing.</p> <p>Strategy's Expected Result/Impact: Students in grades 6-8 needing reading intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVMS Principal; Director of Student Support</p> <p>Funding Sources: Lit Lab Course at LVMS - PIC 24 - Accelerated Education - \$32,622</p>	Formative		
	Nov	Feb	Apr
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide the Strategic Learning for Math course to focus on mathematical learning strategies for under prepared mathematics students, particularly those who were unsuccessful on the Algebra I EOC examination.</p> <p>Strategy's Expected Result/Impact: Students in grades 9-12 needing math intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Principal; LVHS Dean of Instruction</p> <p>Funding Sources: Strategic Learning for Math Course at LVHS - PIC 24 - Accelerated Education - \$8,488</p>	Formative		
	Nov	Feb	Apr
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide the Writing Lab (Independent Study in English) elective course to focus on providing under prepared students with an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. This course is for students who were unsuccessful on the English I or II EOC examinations.</p> <p>Strategy's Expected Result/Impact: Students in grades 9-12 needing ELAR intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Principal; LVHS Dean of Instruction</p> <p>Funding Sources: Writing Lab Course at LVHS - PIC 24 - Accelerated Education - \$21,056</p>	Formative		
	Nov	Feb	Apr

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Provide a high school learning lab elective course to deliver tutoring and classroom content support that focuses on addressing specific content area needs and building study skills. Credit recovery will also be delivered through this course.</p> <p>Strategy's Expected Result/Impact: Students needing support or who have failed high school courses will have access to an accelerated recovery option to put them back on track for graduation.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Principal; LVHS Dean of Instruction</p> <p>Funding Sources: Learning Lab at LVHS - PIC 24 - Accelerated Education - \$7,315</p>	Formative		
	Nov	Feb	Apr
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Provide technology-based credit recovery course options to seniors who are at-risk of not achieving a four-year graduation plan or dropping out due to lost credits from course failure and/or attendance.</p> <p>Strategy's Expected Result/Impact: Students who have failed high school courses will have access to an accelerated recovery option to put them back on track for graduation.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor</p> <p>Funding Sources: Purchase of Credit Recovery Licenses (Odyssey) - LVHS - PIC 24 - Accelerated Education - \$15,000</p>	Formative		
	Nov	Feb	Apr
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Identify and monitor student success of students identified as at-risk of dropping out, including those identified as homeless, and ensure the provision of information on community and campus resources to help meet their academic needs.</p> <p>Strategy's Expected Result/Impact: Students at risk of dropping out will be provided with the resources to help meet their needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; Campus Principals; Campus Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Provide and maintain District-wide dyslexia services, with particular emphasis on the delivery of intensive, systematic, multi-sensory, and research-based instruction through programs such as BLS. [TEC 11.252(a)(3)(B)(iv)]</p> <p>Strategy's Expected Result/Impact: Students receiving dyslexia services will receive research-based instruction to meet their individual learning needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Campus Principals; District Dyslexia Specialist; Special Education Teachers</p> <p>Funding Sources: District Dyslexia Services - PIC 37 - Dyslexia - \$34,358</p>	Formative		
	Nov	Feb	Apr
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: Provide pregnancy-related support services to any qualifying students during the pregnancy prenatal and postpartum periods to help students adjust academically, mentally, and physically and stay in school. Services include counseling, health services, government agency/community organization service coordination, and compensatory education home instruction. [TEA Addendum]</p> <p>Strategy's Expected Result/Impact: Students requiring PRS will receive the support needed to stay in school.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Student & Family Support Coordinator; LVHS Campus Principal; LVHS Campus Counselor; LVHS Nurse</p> <p>Funding Sources: CEHI Homebound Services - PIC 24 - Accelerated Education - \$2,500</p>	Formative		
	Nov	Feb	Apr

Strategy 17 Details	Formative Reviews		
Strategy 17: Provide annual training to the federal programs staff regarding recent federal and state program requirements and best practices. Strategy's Expected Result/Impact: Federal programs staff will be adequately trained. Staff Responsible for Monitoring: Deputy Superintendent Funding Sources: Training at Annual Federal Programs Conference - PIC 24 - Accelerated Education - \$500	Formative		
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The District's Response to Intervention (RtI) model has not shown consistent effectiveness. Root Cause: There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. District support is needed to support campuses to help provide and monitor interventions.</p>
<p>Problem Statement 4: The District's Professional Learning Community (PLC) and curriculum processes have not been consistently implemented. Root Cause: There is a lack of support and accountability needed to ensure that campuses are prioritizing and effectively implementing PLCs and curriculum development.</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: Increase the number of students achieving the Masters level of performance on the State assessments.

HB3 Goal

Evaluation Data Sources: Lago Vista ISD will improve the percentage of students meeting the Masters standard on STAAR examinations by 2% in all subjects and grade-levels.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide resources and ongoing training on ways to structure the classroom environment in order to increase student engagement and higher levels of thinking.</p> <p>Strategy's Expected Result/Impact: Classroom teachers will be equipped to create learning environments that foster student engagement and higher levels of thinking.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During the annual training on the Lago Vista ISD NexGen Teacher Appraisal model, campus appraisers will ensure that teachers understand the student behaviors that indicate high levels of engagement.</p> <p>Strategy's Expected Result/Impact: Campus walkthrough and appraisal data will indicate high levels of student engagement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus appraisers will focus on monitoring and supporting higher order thinking strategies in daily instruction through instructional walkthroughs and feedback.</p> <p>Strategy's Expected Result/Impact: Campus walkthrough and appraisal data will indicate high levels of student engagement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Through the Professional Learning Community (PLC) process, teachers will ensure that updated course snapshots and unit organizers reflect higher order thinking and greater depth and complexity.</p> <p>Strategy's Expected Result/Impact: Course curriculum documents will reflect instruction that includes higher order thinking and high levels of depth and complexity.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	Apr

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The District will continue to provide resources and training to assist teachers in the creation of high-quality curriculum documents.</p> <p>Strategy's Expected Result/Impact: Each course will have high quality curriculum documents with appropriate levels of depth and complexity.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 4: The District's Professional Learning Community (PLC) and curriculum processes have not been consistently implemented. Root Cause: There is a lack of support and accountability needed to ensure that campuses are prioritizing and effectively implementing PLCs and curriculum development.</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 4: Monitor student attendance to prevent truancy and to improve overall attendance to exceed 97%.

Evaluation Data Sources: The PEIMS end of year attendance data for Lago Vista ISD will reflect an overall attendance rate that exceeds 97%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide information to parents regarding the importance of student attendance and related policies through the District's daily attendance messaging.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of attendance regulations, their students' absences, and about the importance of regular school attendance,</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Attendance Clerks</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Follow Texas Education Code for attendance, including parent notification and involving courts, when needed.</p> <p>Strategy's Expected Result/Impact: Notifications; Student Attendance Rates</p> <p>Staff Responsible for Monitoring: Campus Principals; Campus Assistant Principals; Attendance Clerks</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure Behavior Intervention Plans for Attendance are put in place for strategically-identified students exhibiting attendance concerns and that fidelity checks are performed regularly to ensure implementation of plans.</p> <p>Strategy's Expected Result/Impact: Students with attendance concerns will see improvement through the implementation of Behavior Intervention Plans.</p> <p>Staff Responsible for Monitoring: Campus Principals; Campus Assistant Principals; Attendance Clerks;</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide multi-tiered systems of student support for students returning to face-to-face instruction from remote learning.</p> <p>Strategy's Expected Result/Impact: Students returning to on-campus learning will have the necessary support to support successful school attendance.</p> <p>Staff Responsible for Monitoring: Director of Student Support; Campus Principals; RTI Coordinators</p>	Formative		
	Nov	Feb	Apr
<p>  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 5: Increase student achievement and access to the general curriculum for all special education students.

HB3 Goal

Evaluation Data Sources: Student achievement for students in special education will improve by 5% in all areas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development along with continuous classroom support and resources for differentiated instructional strategies to special education and general education staff serving students with disabilities in the least restrictive environment (LRE), with a focus on training for educators regarding their role in implementing IEP/IAPs and in making appropriate modifications and/or accommodations for learners in the general education classroom.</p> <p>Strategy's Expected Result/Impact: Staff will be well equipped to provide differentiated instructional strategies students with disabilities in the least restrictive environment (LRE).</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Campus Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restructure the NexGen Teacher Appraisal tool for special education support teachers to include explicit expectations for the delivery of special education instruction</p> <p>Strategy's Expected Result/Impact: The NexGen Teacher Appraisal System will include a separate appraisal tool for Special Education teachers.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identify special education students who need assistance to improve their performance on the STAAR tests and provide interventions and/or tutorial sessions prior to the scheduled testing dates with specialized instruction.</p> <p>Strategy's Expected Result/Impact: Special Education students will have their learning needs met.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504; Campus Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Hold regular vertical meetings for Special Education teachers to discuss expectations and District processes, as well as to hold training in needed areas.</p> <p>Strategy's Expected Result/Impact: Special Education teachers will meet regularly and will be well-informed of expectations, processes, and best practices.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504</p>	Formative		
	Nov	Feb	Apr





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide training to special education staff in the areas of writing, reading, and comprehension.</p> <p>Strategy's Expected Result/Impact: Special Education teachers will be trained in best practices in writing, reading, and comprehension.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504</p>	Formative		
	Nov	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide staff development for the Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.</p> <p>Strategy's Expected Result/Impact: Staff will be appropriately trained to successfully provide behavior support to students with disabilities.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504</p>	Formative		
	Nov	Feb	Apr
 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: The District will ensure that a plan is developed to support the re-integration of 100% of students into on campus learning in the 2021-2022 school year.

Evaluation Data Sources: Lago Vista ISD attendance, student achievement, and discipline data will reflect concerted efforts to meet the specific needs of students returning from the remote learning environment.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each campus will develop a plan to support students with understanding and achieving success in meeting learning expectations, behavioral expectations, and procedures as they return to campus.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate success in meeting learning expectations, behavioral expectations, and campus procedures.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each campus will develop and enact a plan to support students when they are identified as struggling with attendance or reintegration to face-to-face learning.</p> <p>Strategy's Expected Result/Impact: Students who are struggling with attendance or reintegration to face-to-face learning will be appropriately supported.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative		
	Nov	Feb	Apr
 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: Plan and implement a District-wide Social Emotional Learning program using The CASEL Guide to Schoolwide SEL, which outlines an intentional and collaborative process for systemic SEL implementation.

Evaluation Data Sources: Lago Vista ISD will develop a Social Emotional Learning Plan that includes training and a timeline for district-wide implementation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Build foundational support by establishing an SEL team, fostering commitment to SEL, and developing a communications strategy.</p> <p>Strategy's Expected Result/Impact: Lago Vista ISD will be prepared to implement a district-wide Social Emotional Learning model.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; Campus Principals; Campus Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a District-wide toolkit for Social Emotional Learning, including strategies, resources, etc., for all stakeholders.</p> <p>Strategy's Expected Result/Impact: Provide a consistent and comprehensive set of resources to support student's social-emotional and behavioral well-being.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development to staff members about how to support Social Emotional Learning in the classroom and about how to recognize and respond to social emotional needs of all learners.</p> <p>Strategy's Expected Result/Impact: Staff members will be well trained to implement and address Social Emotional Learning.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Counselors; Project Vinatta Sponsors</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify programs and resources for addressing identified social-emotional learning, including character education, mental health education, conflict resolution, bullying prevention, sexual abuse, violence prevention, and other maltreatment of students. [TEC 11.252(3)(B)(ii)]</p> <p>Strategy's Expected Result/Impact: The social-emotional needs of our students will be met through District programs and resources.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Teacher(s)</p>	Formative		
	Nov	Feb	Apr
 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 3: Provide a positive, supportive, and safe learning environment for all students.

Evaluation Data Sources: District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campuses will revisit plans for Positive Behavior Interventions and Supports (PBIS) to ensure the commitment and understanding of all staff and to revisit expectations for effective PBIS implementation.</p> <p>Strategy's Expected Result/Impact: Each campus will have a well-implemented Positive Behavior Interventions and Support system.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support; Campus Principals</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide required training to staff on child abuse, sexual abuse/maltreatment of children, sexual harassment, dating violence, bullying prevention, and suicide prevention. [TEC 11.252(3)(B)(i); TEC 11.252(9); TEC 11.252(3)(B)(iii); TEC 37.001; TEC 38.0041(c)]</p> <p>Strategy's Expected Result/Impact: Staff members will receive required training.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p> <p>Funding Sources: Region 13 Compliance Videos (R13 Human Resources Coop) - Fund 199 - General Fund - \$1,000</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide promotional materials to students, teachers, staff, and parents about StayALERT.</p> <p>Strategy's Expected Result/Impact: Parents, students, and staff are well-informed of the StayALERT system.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue the District-wide Project Vinatta campaign to engage student coalitions in the process of earning the No Place for Hate Designation.</p> <p>Strategy's Expected Result/Impact: Each campus will have a Project Vinatta student coalition and will earn the No Place for Hate designation.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct an annual review campus safety plans and maps of current facilities with local emergency management officials to ensure a shared understanding of safety procedures and crisis management strategies.</p> <p>Strategy's Expected Result/Impact: Staff members will be apprised of safety procedures and crisis management strategies.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals; Campus Assistant Principals</p>	Formative		
	Nov	Feb	Apr

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Administer staff training on the District Crisis Handbook to provide appropriate protocol and resources to counselors and staff to address various crisis situations.</p> <p>Strategy's Expected Result/Impact: Staff members will be apprised of safety procedures and crisis management strategies.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Campus Principals; Campus Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Review data related to students who are placed in DAEP, including student groups served, attendance rates, pre- and post-assessment results on state assessments, dropout rates, graduation rates, and recidivism rates.</p> <p>Strategy's Expected Result/Impact: Data related to DAEP will be reviewed.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals; Campus Assistant Principals</p>	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Assess campus discipline and safety programs by reviewing discipline reports and other data on drug-use and violence and use the information to develop plans to refine prevention programming to address identified problems and/or needs. [TEC 11.252(3)(B)(iii); TEC 11.252(3)(E)]</p> <p>Strategy's Expected Result/Impact: Campus discipline and safety programs will be reviewed and improved.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





District Processes & Programs
<p>Problem Statement 4: Campus discipline expectations and procedures have become less effective. Root Cause: The societal saturation of technology and social media has altered the way children interact with adults and with one another. Parent support for campus behavior expectations and disciplinary consequences is inconsistent. There is a need to revisit and reinvigorate District-wide PBIS programming.</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 4: Coordinate community resources and services for families, students, and the schools to assist with student achievement and safety.

Evaluation Data Sources: Lago Vista ISD will have documentation of efforts to coordinate community resources and services and stakeholder feedback will be positively impacted by these efforts.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct an annual update of the list of local crisis and counseling resources to provide counselors and other stakeholders with information on how to access various local agencies to assist with mental health, substance abuse, self-harm/suicide, foster care, GLBTQ support, financial assistance, and pregnancy/parenting support.</p> <p>Strategy's Expected Result/Impact: List of local crisis and counselor resources will be updated.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Engage civic and community organizations for student and family needs/services.</p> <p>Strategy's Expected Result/Impact: Student needs will be better met due to support from local civic and community organizations.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Support</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with local municipal government entities to enhance safety procedures on Lago Vista ISD campuses.</p> <p>Strategy's Expected Result/Impact: The District will improve safety procedures through collaboration with local law enforcement.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue the implementation of District Suicide Intervention Protocol, including the parental or guardian notification procedure. [TEC 11.252 (3)(B)(i)]</p> <p>Strategy's Expected Result/Impact: District Suicide Intervention Protocol will be properly implemented.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Assistant Principals; Campus Counselors</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. **Root Cause:** The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

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: Provide structures to assist students and parents with graduation, college readiness, and college and career planning.

HB3 Goal

Evaluation Data Sources: Lago Vista ISD will have required graduation plans and will improve student and parent awareness of post-secondary planning as evidenced by annual survey results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain a College, Career, & Military Readiness Counselor at Lago Vista High School. Strategy's Expected Result/Impact: Lago Vista High School will maintain a full-time CCMR Counselor. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principal Funding Sources: CCMR Counselor at LVHS - PIC 38 - CCMR - \$56,105</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a four year graduation plan for every student in grades 6-12 who did not meet the standard on state assessments or who is not likely to receive a high school diploma before the 5th year following enrollment in 9th grade. Strategy's Expected Result/Impact: All students will have required graduation plans on file. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct parent trainings for college readiness and regularly communicate relevant information to parents regarding strategies to assist with college entrance. Information provided shall include higher education admissions and financial aid opportunities; the TEXAS grant program; the Teach for Texas grant programs; the need for students to make informed curriculum choices to be prepared for success beyond high school; and sources of information on higher education admissions and financial aid. [TEC 11.252(4)] Strategy's Expected Result/Impact: The District will hold an annual College Planning Night and PSAT Score Distribution Night in December. Staff Responsible for Monitoring: Deputy Superintendent; LVHS Dean of Instruction; LVHS Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the number of students taking and performing well on the SAT by paying for 8th and 9th grade students to take the PSAT-8/9, for 10th grade students to take the PSAT-10, and for 11th grade students to take the PSAT/NMSQT. Strategy's Expected Result/Impact: All 8th, 9th, 10th, and 11th graders will take a PSAT test during the school day free of charge. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors Funding Sources: Testing Materials - LVMS - Fund 199 - General Fund - \$2,000, Testing Materials - LVHS - Fund 199 - General Fund - \$4,750</p>	Formative		
	Nov	Feb	Apr

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Lago Vista ISD will participate in SAT school day testing to provide school day SAT testing to all juniors at Lago Vista High School.</p> <p>Strategy's Expected Result/Impact: Every junior will participate in a free SAT test administered during the school day.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Dean of Instruction; LVHS CCMR Counselor</p>	Formative		
	Nov	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  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: Increase the number of students earning college credit through Advanced Placement (AP) by increasing the number of AP exams taken and the number of exams receiving scores of 3, 4, or 5.

HB3 Goal

Evaluation Data Sources: Lago Vista ISD will see a 5% increase in the number of AP exams taken and a 2% increase in the number of students earning a 3, 4, or 5 on an AP exam.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate the value of AP courses, including course weight in rank, and credit earned through AP exams through campus and District publications and parent-related academic counseling conferences.</p> <p>Strategy's Expected Result/Impact: Students and parents will understand the value of taking AP courses and exams.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Dean of Instruction; LVHS Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Share information about the AP Capstone program through District publications and presentations.</p> <p>Strategy's Expected Result/Impact: Parents and students will be well-informed about the AP Capstone program.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Dean of Instruction; LVHS Counselors</p>	Formative		
	Nov	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 3: Maintain high numbers of students earning college credit through dual credit and dual enrollment courses.

HB3 Goal

Evaluation Data Sources: Lago Vista ISD will continue to offer multiple college credit opportunities to Lago Vista High School students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure accurate PEIMS coding for OnRamps courses (concurrent enrollment from UT-Austin) and Advanced Placement courses. Strategy's Expected Result/Impact: PEIMS data related to OnRamps course completion and Advanced Placement (dual credit indicator) will be accurate. Staff Responsible for Monitoring: Deputy Superintendent; LVHS Dean of Instruction; LVHS Campus Counselors</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Share information about the Texas MicroMajors program through District publications and presentations. Strategy's Expected Result/Impact: Parents and students will be well-informed about the Texas MicroMajors program. Staff Responsible for Monitoring: Deputy Superintendent; LVHS Dean of Instruction; LVHS Counselors</p>	Formative		
	Nov	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  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: Provide extensive opportunities for students to participate in Career and Technical Education (CTE), fine arts, extracurricular programs, and other special programs.

HB3 Goal

Evaluation Data Sources: Lago Vista ISD will provide a comprehensive set of programs to meet student needs, as evidenced by student course enrollment, UIL participation and performance, and through the alignment of coherent course sequences to CTE clusters.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support campuses in the development of a recruitment and practice strategy for the UIL academics program. Strategy's Expected Result/Impact: Students will participate in the UIL academics program and will find success. Staff Responsible for Monitoring: Superintendent; Campus Principals; UIL Coordinators</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a comprehensive Career and Technology Education plan focused on refining course offerings aligned to the Career and Technology Education career clusters, articulating workforce dual credit, where applicable. Strategy's Expected Result/Impact: The District's CTE plan will be updated to include new opportunities, when possible. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; LVHS Principal; LVHS Dean of Instruction; LVHS Counselors Funding Sources: CTE Supplies - Carl Perkins - Fund 244 - Carl Perkins SSA - \$9,596</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  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 1: Provide a comprehensive professional learning program for staff to further their professional growth in order to meet the needs of all students as evidenced by staff indicating their needs were met at 90% or higher on staff surveys.

Evaluation Data Sources: Lago Vista ISD will implement a staff development program that addresses District needs, as evidenced by feedback provided in the end-of-year Professional Development Needs Assessment.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff with high quality professional learning related to District priorities and NexGen components, including training in student engagement, SEL, PBIS, RtI, and curriculum development (PLCs). [TEC 11.252(3)(F)]</p> <p>Strategy's Expected Result/Impact: Teacher surveys will indicate that they feel equipped to implement the District initiatives and walkthrough/teacher evaluation data will indicate that district initiatives are being well-implemented.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Instructional Technology; Campus Principals</p> <p>Problem Statements: Demographics 7 - Student Learning 1, 4</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide campus registrars, principals, and counselors with support and professional development, as needed, related to appropriate identification, PEIMS coding, data input and validation, and monitoring of special programs and populations, such as Homeless, Title I, CTE, Economically Disadvantaged, Special Education Placements, and leavers.</p> <p>Strategy's Expected Result/Impact: PEIMS records will be accurate.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; District PEIMS Coordinator</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue the implementation of the District's new-to-profession teacher mentoring program for each teacher in his/her first year of teaching.</p> <p>Strategy's Expected Result/Impact: Beginning teacher performance on all domains of the NexGen Teacher Appraisal System will be "Meets Expectations" or above.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Principals</p> <p>Equity Plan</p> <p>Problem Statements: Demographics 7</p> <p>Funding Sources: - Fund 255 - Title II, Part A - \$2,000</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 7: The teacher turnover rate going in the 2019-2020 school year was 16.7% and is expected to be higher when the 2021-2022 school year data is released. **Root Cause:** Teacher turnover is a national concern. At the District-level, there is a need to further bolster local supports that deter turnover - intentional onboarding, mentorship, PLCs, regulating workloads, competitive compensation and benefits, and professional development opportunities.

Student Learning

Problem Statement 1: The District's Response to Intervention (RtI) model has not shown consistent effectiveness. **Root Cause:** There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. District support is needed to support campuses to help provide and monitor interventions.





Problem Statement 4: The District's Professional Learning Community (PLC) and curriculum processes have not been consistently implemented. **Root Cause:** There is a lack of support and accountability needed to ensure that campuses are prioritizing and effectively implementing PLCs and curriculum development.

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: Provide scheduled and consistent time, structure, and guidance for professional collaboration through Professional Learning Communities.

Evaluation Data Sources: All campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support the development of Professional Learning Communities through providing scheduled uninterrupted focus and time during the scheduled workday for teachers to collaborate and discuss best instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported through the provision of collaboration time.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 4: The District's Professional Learning Community (PLC) and curriculum processes have not been consistently implemented. Root Cause: There is a lack of support and accountability needed to ensure that campuses are prioritizing and effectively implementing PLCs and curriculum development.</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: Implement recruitment, hiring, and retention practices that align with the District's mission to provide a high-performing, highly skilled, and diverse staff as evidenced by larger applicant pools for jobs posted for the 2021-2022 and 2022-2023 school year.

Evaluation Data Sources: Lago Vista ISD will employ staff who meet or exceed State certification requirements and who indicate high levels of satisfaction regarding the District's compensation package on the end-of-year survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain a comprehensive compensation package that is competitive with local districts. Strategy's Expected Result/Impact: The Lago Vista ISD compensation package will continue to be competitive with surrounding districts. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Finance Problem Statements: Demographics 7</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: List ESL supplemental certification as a preference for hiring new personnel. Strategy's Expected Result/Impact: The number of staff members with ESL certification will increase. Staff Responsible for Monitoring: Human Resources Coordinator; Campus Principals</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 7: The teacher turnover rate going in the 2019-2020 school year was 16.7% and is expected to be higher when the 2021-2022 school year data is released. Root Cause: Teacher turnover is a national concern. At the District-level, there is a need to further bolster local supports that deter turnover - intentional onboarding, mentorship, PLCs, regulating workloads, competitive compensation and benefits, and professional development opportunities.</p>

Goal 5: Family & Community Engagement:

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

Performance Objective 1: Effectively communicate with our families and communities in a manner that is consistent, proactive, and respectful.

Evaluation Data Sources: Lago Vista ISD stakeholders will indicate high levels of satisfaction with District communications, as evidenced by the annual survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase an District Smore subscription that will allow campuses to translate their weekly newsletters. Strategy's Expected Result/Impact: District documents will be translated into Spanish. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Communications Coordinator Problem Statements: Perceptions 1 Funding Sources: Contracted Services - Document Translation - Fund 199 - General Fund - \$1,000</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold a public meeting after receipt of the annual district and campus rating from TEA is released to discuss the performance of the District and the District performance objectives. [TEC 11.252(e); TEC 253(g)] Strategy's Expected Result/Impact: Annual public meeting will be held. Staff Responsible for Monitoring: Superintendent</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:


Perceptions
<p>Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. Root Cause: The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..</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: Effectively communicate to taxpayers and citizens to increase awareness, understanding, and support of the needs and goals of the District.

Evaluation Data Sources: Lago Vista ISD will have documented efforts to effectively communicate with taxpayers and citizens.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The District will provide stakeholders with long-range planning and bond-related facility improvement updates. Strategy's Expected Result/Impact: The District will communicate the long range plan to address facility needs. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Finance; Directors; Campus Principals Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide an annual report on all departments and special programs to the Board of Trustees. Strategy's Expected Result/Impact: Each campus department and special program will provide an annual update at a public board meeting. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer; Directors</p>	Formative		
	Nov	Feb	Apr
			

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. Root Cause: The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..</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 2: Maintain the continued financial stability of the District.

Evaluation Data Sources: Lago Vista ISD will adopt a balanced budget and will prepare a fiscally responsible budget for the upcoming year.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Achieve the Texas Comptroller Leadership Circle designation for finance and budget transparency. Strategy's Expected Result/Impact: The District will achieve the Texas Comptroller Leadership Circle Designation for Finance and Budget Transparency. Staff Responsible for Monitoring: Superintendent; Director of Finance</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to utilize a staffing model based upon the staffing efficiency audit to address the shifting budget situation, as well as meet the needs of students, while accommodating for the growth in student population. Strategy's Expected Result/Impact: A staffing model will be utilized to help meet the needs created by a shifting and growing student enrollment. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer; Directors; Campus Principals</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 3: Provide and maintain facilities that meet the needs of all students and provide the best opportunities to thrive and achieve their greatest potential.

Evaluation Data Sources: All local inspections of Lago Vista ISD facilities will meet standard and any areas of need will be included in long-range planning for facility maintenance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Plan for and maintain a sufficient capital improvements budget for annual and ongoing facility repairs and upgrades. Strategy's Expected Result/Impact: Annual budget and long range plans will allow the District to meet ongoing facility needs. Staff Responsible for Monitoring: Superintendent; Chief Financial Officer Funding Sources: Capital Outlay - Facilities - Fund 199 - General Fund - \$538,638</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue implementation of the long-range master facilities plan to maximize facility use, prolong the lifespan of existing facilities, and plan for continued growth in the student population. Strategy's Expected Result/Impact: The District will implement a long-range facilities plan. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Finance</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$454,464.00

Total FTEs Funded by SCE: 7.24

Brief Description of SCE Services and/or Programs

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC Section 29.081.). District-wide SCE activities include: -Designated Response to Intervention (RtI) time in grades K-5 for teachers to focus on providing Tier 2 supports and for interventionists to provide Tier 3 supports; -Reading and math support electives in grades 6-12; and - Credit recovery, summer school, and other forms of accelerated instruction.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adkins, Bailey	Teacher	0.14
Axley, Terri	Teacher	0.14
Baker, Nancy	Teacher	0.14
Coffey, Katie	Teacher	0.14
Couture, Jane	Teacher	0.14
Crapps, Madeline	Teacher	0.14
Crowsey, Deborah	Teacher	0.14
Crowther, Amy	Teacher	0.14
Culbreth, Lacey	Teacher	0.14
Dement, Allie	Teacher	0.14
Garcia, Tizoc	Teacher	0.14
Gase, Sophia	Teacher	0.14
Graham, Teresa	Teacher	0.14
Hardy, Ashley	Teacher	0.14
Hayhurst, Katie	Teacher	0.14
Henninger, Adrene	Teacher	0.14
Holden, Carolyn	Teacher	0.17

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holleyman, Amanda	Teacher	0.14
Jackson, Holly M.	Teacher	0.14
Kannmacher, Tracy	Teacher	0.14
Kudrna, Leslie	Teacher	0.67
Labrador, Bridgette	Teacher	0.14
Larkin, Toni	Teacher	0.14
Leslie, Madison	Teacher	0.14
Longoria, Lori	Teacher	0.14
Martin, Ryan	Teacher	0.17
Martin, Ryan	Teacher	0.67
McVicar, Madeline	Teacher	0.14
Norman, Wendy	Teacher	0.14
O'Hara, Michelle	Teacher	0.14
Ramsey, Janine	Teacher	0.14
Randolph, Reagan	Teacher	0.14
Reighley, Melody	Teacher	0.66
Rohne, Jenni	Teacher	0.14
Rowin, Amy	Teacher	0.14
Stevenson, Sherry	Teacher	0.14
Tinnian, Shana	Teacher	0.14
Viruette, Julie	Teacher	0.14
Voisinet, Kathie	Teacher	0.14
Whitton, Patricia	Teacher	0.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, Jenifer	Instructional Specialist	LVES/LVIS - Reading Intervention	1
Donahue, Rachel	Early Literacy Paraprofessional	LVES - Reading Intervention	1
Phariss, Latasha	Instructional Specialist	LVES/LVIS - Math Intervention	1

District Educational Improvement Council

Committee Role	Name	Position
Administrator	Darren Webb	Superintendent
Parent	Lindy Ditmore	LVES Parent
Classroom Teacher	Tricia Vasquez	LVES Teacher
Classroom Teacher	Kim Bentley	Special Education Teacher
Classroom Teacher	Toni Larkin	LVIS Teacher
District-level Professional	Cathy Evans	LVISD ESL Specialist
Non-classroom Professional	Regina Carmichael	LVIS Nurse & District RN
Non-classroom Professional	Meghin Huerta	LVHS Principal
Administrator	Cooper Woodburn	Assistant Director of Technology
Classroom Teacher	Jenni Rohne	LVES Teacher
Administrator	Dr. Suzy Lofton-Bullis	Deputy Superintendent
Parent	Tawnee Matheson	LVMS Parent
Classroom Teacher	Wendy Norman	LVIS Teacher
Classroom Teacher	Heather Womack	LVMS Teacher
Classroom Teacher	Tricia Sosa	LVMS Teacher
Administrator	Kerri Walker	LVMS Assistant Principal
Classroom Teacher	Sheryl Standiford	LVHS Teacher
Classroom Teacher	Kim Cook	LVES Teacher
Classroom Teacher	Heather Koening	LVHS Teacher
Non-classroom Professional	Karla Stewart	LVES Assistant Principal
Parent	Heather Stoner	LVHS Parent
Community Representative	Donnie Norman	Fire Chief
Business Representative	Cheryl Wilson	Business Owner
Parent	Dana Herring	LVMS Parent

District Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Region 13 Compliance Videos (R13 Human Resources Coop)		\$1,000.00
3	1	4	Testing Materials - LVMS		\$2,000.00
3	1	4	Testing Materials - LVHS		\$4,750.00
5	1	1	Contracted Services - Document Translation		\$1,000.00
6	3	1	Capital Outlay - Facilities		\$538,638.00
Sub-Total					\$547,388.00
Fund 211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Title I Early Literacy Paraprofessional at LVES		\$32,500.00
1	2	7	Title I Math Instructional Specialist		\$60,000.00
1	2	7	Title I Reading Instructional Specialist		\$60,000.00
Sub-Total					\$152,500.00
Fund 244 - Carl Perkins SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2	CTE Supplies - Carl Perkins		\$9,596.00
Sub-Total					\$9,596.00
Fund 255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Development Activities		\$51,707.00
4	1	3			\$2,000.00
Sub-Total					\$53,707.00
Fund 282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Director of Student Support Services		\$100,000.00
1	2	2	LVHS Dean of Instruction		\$85,000.00
1	2	7	Student Support Math Instructional Specialist (2021-2022 & 2022-2023)		\$60,000.00
1	2	7	Student Support Reading Instructional Specialist (2021-2022 & 2022-2023)		\$60,000.00

Fund 282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$305,000.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Comp Ed Supplies at LVES		\$13,000.00
1	2	5	Comp Ed Supplies at LVIS		\$10,000.00
1	2	5	Comp Ed Supplies at LVMS		\$12,350.00
1	2	5	Comp Ed Supplies at LVHS		\$1,000.00
1	2	8	Math Masters Elective at LVMS		\$32,622.00
1	2	9	Lit Lab Course at LVMS		\$32,622.00
1	2	10	Strategic Learning for Math Course at LVHS		\$8,488.00
1	2	11	Writing Lab Course at LVHS		\$21,056.00
1	2	12	Learning Lab at LVHS		\$7,315.00
1	2	13	Purchase of Credit Recovery Licenses (Odyssey) - LVHS		\$15,000.00
1	2	16	CEHI Homebound Services		\$2,500.00
1	2	17	Training at Annual Federal Programs Conference		\$500.00
Sub-Total					\$156,453.00
PIC 25 - Bilingual & ESL Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Linguistic Accommodation & SIOP Training		\$7,500.00
Sub-Total					\$7,500.00
PIC 37 - Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	15	District Dyslexia Services		\$34,358.00
Sub-Total					\$34,358.00
PIC 38 - CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	CCMR Counselor at LVHS		\$56,105.00
Sub-Total					\$56,105.00
Grand Total					\$1,322,607.00

Addendums

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>



Lago Vista ISD Title I Parent Involvement Policy

Statement of Purpose

Lago Vista ISD believes that parent involvement is fundamental to the achievement and success of each child and is committed to advancing the partnership between home and school. In order to implement collaborative partnerships between parents and schools, the district is committed to encompassing the goals and requirements of Sec. 1118 of Public Law 107-110.

Required Parental Involvement Policy Components

Parent Involvement in Developing This Policy

Parents of Title I students, as well as parent representatives on the Campus Educational Improvement Committees and District Educational Improvement Committee, will be involved in the design of this policy. This parent involvement policy will be reviewed at the annual meeting during the fall semester of each school year. The Campus Educational Improvement Committees for each campus will review and recommend revisions that will be submitted to the Campus Educational Improvement Committee for consideration and adoption.

Lago Vista ISD will take the following actions to involve parents in the joint development of the District-wide Parent Involvement Policy:

- *Actively recruit parents/caregivers to participate in a campus or district educational improvement committee capacity.*
- *Schedule meetings at convenient times and locations to allow parents to participate in a comprehensive review of policy and programs for parent involvement.*

Annual Meeting for Parents

Campuses within Lago Vista ISD who provide Title I services will hold an annual meeting for Title I parents. At that meeting, Lago Vista ISD will explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A program. At the annual meeting, copies of the Parent Involvement Policy and School-Parent Compact will be distributed.

Lago Vista ISD will take the following actions to involve parents in the annual Title I meeting(s):

- *Convene campus meetings at a time that is convenient for parents and offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.*
- *Invite all parents of children participating in Title I, Part A programs to the annual meeting and encourage them to attend.*
- *Request that parents provide feedback on the Title I program and suggest ways to improve services at the annual meeting.*
- *Encourage parents to become further involved with the revising and updating of the policy and compact as needed through involvement in the campus and district educational improvement committees.*



Information Provided to Parents

Lago Vista ISD will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. An overview of the program will be provided at the annual meeting. Individual information about a student's assessment results and/or progress will be provided to persona communication (i.e., conference, phone call, e-mail, note home, etc.).

Lago Vista ISD will provide assistance to parents, as appropriate, by providing information related to understanding topics, such as:

- The State's academic content standards,
- The State's student academic achievement standards,
- The State and local academic assessments including alternate assessments,
- The requirements of Part A,
- How to monitor their child's progress, and
- How to work with educators.

To ensure that Title I information related to the school and parent programs, meetings, and other activities is effectively shared, Lago Vista ISD will take the following actions:

- *Send notifications and information to parents in a format and language that parents can understand.*
- *Set up district phone call out system in English and Spanish based upon the primary language identified for the home.*
- *To the extent possible, provide written translation for Title I information in both English and Spanish.*

Parent Involvement in Educational Planning and Support

In an effort build school and parent capacity for improvement the academic achievement of all students, Lago Vista ISD will take the following actions to help parents work with their children to improve their academic achievement and to build capacity for effective collaboration between school and home:

- *At the request of parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide each parent with an individual student report about the performance of his/her child on the State assessment by sending scores home via U.S. Mail. Requests for parent conferences to review and interpret State assessment results will be honored.*
- *To the extent possible, provide materials and information to help parents work with their children to improve their children's academic achievement, as appropriate, to foster parental involvement in supporting the academic success of their children.*
- *Conduct other activities, such as parent trainings, that encourage and support parents in more fully participating in the education of their children.*



Parent Involvement in the School

Lago Vista ISD will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Lago Vista ISD will take the following actions to provide effective parent involvement in the schools:

- *Provide regular opportunities and encourage parents to visit the school in order to volunteer, receive information, attend PTO meetings, serve on the Campus Educational Improvement Council (CEIC), or attend other parent involvement events and activities.*
- *Provide opportunities for and encourage parents to offer their ideas and suggestions for improving the program through an annual survey, through direct feedback given to school staff in person, or with written notes.*

Furthermore, Lago Vista ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A campuses in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- *Ongoing guidance to campuses regarding planning and providing parent workshops and newsletters.*
- *Campus visits and consultations by the Deputy Superintendent to provide guidance on all matters related to parental involvement in Title I, Part A programs.*
- *Annual needs assessment by the District Educational Improvement Committee to provide feedback on all matters related to parental involvement in Title I, Part A programs.*
- *Development of appropriate roles for community-based organizations and businesses in parental involvement activities.*

Parent Communication

Lago Vista ISD will welcome and engage parents through various avenues of communication throughout the school year. Newsletters, conferences, personal contracts, and written notes will be used to establish and maintain open lines of communication. Other avenues of communication may include:

- Student & Parent Handbook
- School Newsletters
- Annual School Calendar
- Special Event/Reminder Notices
- Report Cards
- Parent /Teacher Conferences
- Parent Nights
- PTO meetings
- ESL meetings
- School Marquee
- Lago Vista ISD Website

Furthermore, to provide effective communication with parents, Lago Vista ISD will take the following actions:

- *With the assistance of its parents, educate teachers and staff on how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.*



- *Ensure that information is communicated to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand.*

School-Parent Compact

In accordance with Title I regulations, Title I schools must develop a parent-school compact with the parents of students participation in the program. This compact will enable the school and parents to share the responsibility for student performance and success. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students reach their goals. Parents/student signatures are not required; however, parents are encouraged to discuss the contents of the compact with their students.

Evaluation

Parents will be asked to formally provide feedback about the effectiveness of the Title I program and offer suggestions for improvement at the end of the school year. However, parental suggestions are welcome at any time of the school year.

Statutory Requirements

Lago Vista ISD agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the district.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:



Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Policy Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy will be reviewed and revised annually using the process outlined. Each campus in Lago Vista ISD will distribute this policy to all parents of participating Title I, Part A children at the annual Title I meeting. It shall also be made available online through the Lago Vista ISD website at www.lagovistaisd.net.

Lago Vista ISD Acronym Glossary

AAR	Academic Achievement Record	MOE	Maintenance of Effort
ADA	Average Daily Attendance	MOU	Memorandum of Understanding
AP	Advanced Placement (Secondary)	NNAT	Naglieri Nonverbal Ability Test
APE	Adapted Physical Education	OCR	Office for Civil Rights
ARD	Admission, Review and Dismissal (Special Education)	OHI	Other Health Impaired
BIP	Behavior Intervention Plan	OLSAT	Otis Lennon School Ability Test
CBE	Credit by Exam	OT	Occupational Therapy
CCRS	College & Career Readiness Standards	PAC	Performing Arts Center (located at Lago Vista HS)
CEIC	Campus Educational Improvement Committee	PBIS	Positive Behavior Intervention Support
CIP	Campus Improvement Plan	PBMAS	Performance Based Monitoring Analysis System
CPS	Child Protective Services	PEIMS	Public Education Information Management System
CTE	Career and Technical Education	PIA	Public Information Act
DAEP	Disciplinary Alternative Education Program	PGP	Personal Graduation Plan
DAP	Distinguished Achievement Program	PRS	Pregnancy Related Services
DEIC	District Educational Improvement Committee	PSAT	Preliminary Scholastic Aptitude Test
DRA	Developmental Reading Assessment	PT	Physical Therapy
EE	Early Education	PTO	Parent / Teacher Organization
ELL	English Language Learners	RFP	Request for Proposals
ELPS	English Language Proficiency Standards	RHSP	Recommended High School Program
EOC	End of Course (STAAR Assessment for HS)	RTI	Response to Intervention
ESC	Education Services Center	SAMR	Substitution Augmentation Modification Redefinition
ESL	English as a Second Language	SAT	Scholastic Aptitude Test
ESEA	Elementary and Secondary Education Act	SBEC	State Board for Educator Certification
eSPED	Special Education Management System	SBOE	State Board of Education
ESSA	Every Student Succeeds Act (Formerly NCLB)	SCE	State Compensatory Education
FBA	Functional Behavior Assessment	SES	Socio-Economic Status
FERPA	Family Educational Rights and Privacy Act	SIOP	Sheltered Instruction Observation Protocol
FIE	Full and Individual Evaluation	SSI	Student Success Initiative
FIRST	Financial Integrity Rating System of Texas	STAAR	State of Texas Assessments of Academic Readiness
FLSA	Fair Labor Standards Act	TAC	Texas Administrative Code
FMLA	Family Medical Leave Act	TAPR	Texas Academic Performance Reports
FTE	Full Time Equivalent (Employee)	TEA	Texas Education Agency
GPA	Grade Point Average	TEC	Texas Education Code
GPC	Grade Placement Committee	TEKS	Texas Essential Knowledge and Skills
G/T	Gifted and Talented	TELPAS	Texas English Language Proficiency Assessment System
HB	House Bill (Texas)	THECB	Texas Higher Education Coordinating Board
HOTS	Higher Order Thinking Skills	TOY	Teacher of the Year
IDEA	Individuals with Disabilities Education Act	TPRI	Texas Primary Reading Inventory
IEP	Individual Education Plan (Special Education)	TxVSN	Texas Virtual School Network
IMA	Instructional Materials Allotment	UIL	University Interscholastic League
ISS	In-School Suspension	USDE	United States Department of Education
JJAEP	Juvenile Justice Alternative Education Program	VI	Visually Impaired
LEP	Limited English Proficiency	WADA	Weighted Average Daily Attendance
LPAC	Language Proficiency Assessment Committee	504	Section 504 (Non-Discrimination Law)

**Texas Education Agency
2021 Accountability Ratings Overall Summary
LAGO VISTA ISD (227912)**

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	47
College, Career and Military Readiness	53
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 25.8%)	50
Closing the Gaps % of Indicators Met	
Academic Achievement Status	37%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	30%
School Quality Status	50%
% Participation (All Tests)	
2018-19	100%
2020-21	82%

Distinction Designations

Distinction designations were not awarded in 2021.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
LAGO VISTA ISD (227912)**

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	47
College, Career and Military Readiness	53
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 25.8%)	50
Closing the Gaps % of Indicators Met	
Academic Achievement Status	37%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	30%
School Quality Status	50%
% Participation (All Tests)	
2018-19	100%
2020-21	82%

Distinction Designations

Distinction designations were not awarded in 2021.

**Texas Education Agency
2021 STAAR Performance
LAGO VISTA ISD (227912)**

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	790	691	223	343	248	2,295	
Approaches GL or Above	609	487	166	261	210	1,733	76%
Meets GL or Above	425	223	94	150	155	1,047	46%
Masters GL	182	74	32	46	98	432	19%
Total Percentage Points							141%
Component Score							47

**Texas Education Agency
2021 STAAR Performance
LAGO VISTA ISD (227912)**

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	76%	36%	62%	81%	71%	60%	*	75%	59%	36%	46%	40%	75%	79%	69%
At Meets GL Standard or Above	46%	18%	31%	52%	29%	40%	*	44%	26%	9%	15%	19%	43%	48%	42%
At Masters GL Standard	19%	0%	12%	22%	0%	40%	*	13%	9%	1%	3%	8%	17%	19%	19%
Number of Tests															
At Approaches GL Standard or Above	1,733	4	384	1,250	**	6	*	80	336	61	99	99	56	1,144	589
At Meets GL Standard or Above	1,047	2	190	799	**	4	*	47	150	16	33	46	32	690	357
At Masters GL Standard	432	0	73	341	**	4	*	14	49	1	6	19	13	269	163
Total Tests	2,295	11	620	1,537	**	10	*	106	573	170	214	246	75	1,447	848
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	82%	100%	83%	82%	63%	100%	*	72%	79%	94%	92%	77%	94%	82%	81%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	77%	60%	60%	85%	60%	*	*	73%	62%	33%	44%	44%	74%	80%	72%
At Meets GL Standard or Above	54%	40%	33%	62%	40%	*	*	57%	28%	6%	14%	21%	52%	56%	50%
At Masters GL Standard	23%	0%	13%	28%	0%	*	*	13%	9%	0%	3%	11%	22%	22%	24%
Number of Tests															
At Approaches GL Standard or Above	609	3	129	450	3	*	*	22	123	21	35	37	20	395	214
At Meets GL Standard or Above	425	2	71	332	2	*	*	17	55	4	11	18	14	276	149
At Masters GL Standard	182	0	29	149	0	*	*	4	18	0	2	9	6	109	73
Total Tests	790	5	215	532	5	*	*	30	200	63	79	84	27	492	298
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	79%	100%	82%	79%	67%	*	*	60%	77%	98%	95%	74%	93%	79%	79%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	70%	*	59%	76%	*	*	*	61%	52%	31%	41%	38%	70%	75%	63%
At Meets GL Standard or Above	32%	*	22%	37%	*	*	*	26%	17%	7%	11%	12%	26%	34%	29%
At Masters GL Standard	11%	*	7%	13%	*	*	*	6%	4%	2%	1%	3%	4%	10%	12%
Number of Tests															
At Approaches GL Standard or Above	487	*	115	348	*	*	*	19	97	18	30	29	16	322	165
At Meets GL Standard or Above	223	*	43	170	*	*	*	8	32	4	8	9	6	148	75
At Masters GL Standard	74	*	14	57	*	*	*	2	8	1	1	2	1	43	31

**Texas Education Agency
2021 STAAR Performance
LAGO VISTA ISD (227912)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	691	*	196	455	*	*	*	31	185	59	73	76	23	429	262
Participation															
% participation 2018-19	100%	*	100%	100%	100%	*	*	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	81%	*	81%	81%	*	*	*	75%	79%	90%	89%	75%	92%	81%	81%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	74%	-	60%	80%	-	-	*	67%	63%	53%	60%	30%	60%	77%	71%
At Meets GL Standard or Above	42%	-	35%	46%	-	-	*	22%	31%	29%	25%	19%	30%	41%	44%
At Masters GL Standard	14%	-	12%	15%	-	-	*	22%	12%	0%	0%	11%	10%	13%	16%
Number of Tests															
At Approaches GL Standard or Above	166	-	34	125	-	-	*	**	33	9	12	8	6	101	65
At Meets GL Standard or Above	94	-	20	71	-	-	*	**	16	5	5	5	3	54	40
At Masters GL Standard	32	-	7	23	-	-	*	**	6	0	0	3	1	17	15
Total Tests	223	-	57	156	-	-	*	**	52	17	20	27	10	132	91
Participation															
% participation 2018-19	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	88%	-	88%	88%	*	-	*	85%	88%	90%	88%	85%	91%	90%	86%
Science															
Percent of Tests															
At Approaches GL Standard or Above	76%	*	66%	81%	-	*	-	83%	57%	30%	43%	41%	89%	80%	69%
At Meets GL Standard or Above	44%	*	29%	49%	-	*	-	61%	28%	0%	10%	16%	67%	46%	39%
At Masters GL Standard	13%	*	10%	15%	-	*	-	11%	6%	0%	3%	5%	33%	15%	11%
Number of Tests															
At Approaches GL Standard or Above	261	*	61	184	-	*	-	15	47	7	13	15	8	177	84
At Meets GL Standard or Above	150	*	27	112	-	*	-	11	23	0	3	6	6	103	47
At Masters GL Standard	46	*	9	35	-	*	-	2	5	0	1	2	3	33	13
Total Tests	343	*	93	227	-	*	-	18	83	23	30	37	9	222	121
Participation															
% participation 2018-19	100%	*	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	84%	*	84%	85%	*	*	-	76%	79%	96%	94%	78%	100%	84%	86%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	85%	-	76%	86%	-	*	*	100%	68%	75%	75%	45%	100%	87%	80%
At Meets GL Standard or Above	63%	-	49%	68%	-	*	*	50%	45%	38%	50%	36%	50%	63%	61%
At Masters GL Standard	40%	-	24%	46%	-	*	*	22%	23%	0%	17%	14%	33%	39%	41%
Number of Tests															
At Approaches GL Standard or Above	210	-	45	143	-	*	*	18	36	6	9	10	6	149	61

**Texas Education Agency
2021 STAAR Performance
LAGO VISTA ISD (227912)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	155	-	29	114	-	*	*	9	24	3	6	8	3	109	46
At Masters GL Standard	98	-	14	77	-	*	*	4	12	0	2	3	2	67	31
Total Tests	248	-	59	167	-	*	*	18	53	8	12	22	6	172	76
Participation															
% participation 2018-19	100%	*	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	84%	-	89%	82%	*	*	*	82%	79%	90%	93%	79%	100%	84%	83%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

**Texas Education Agency
2021 Graduation Rate
LAGO VISTA ISD (227912)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	97.0%	-	100.0%	95.8%	-	*	-	*	93.8%	*	100.0%
# Graduated	96	-	23	69	-	*	-	*	15	*	6
Total in Class	99	-	23	72	-	*	-	*	16	*	6
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	97.8%	-	100.0%	98.5%	-	*	-	*	94.4%	100.0%	87.5%
# Graduated	87	-	20	64	-	*	-	*	17	9	7
Total in Class	89	-	20	65	-	*	-	*	18	9	8
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	100.0%	-	100.0%	100.0%	*	-	-	*	100.0%	*	100.0%
# Graduated	111	-	21	87	*	-	-	*	24	*	6
Total in Class	111	-	21	87	*	-	-	*	24	*	6
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.9%	*	0.9%	1.0%	0.0%	0.0%	*	0.0%	1.9%	6.3%	0.0%
% Dropped Out - Conversion	91.0%										
# Dropped Out	5	*	1	4	0	0	*	0	2	1	0
# of Students	570	*	116	412	6	6	*	26	108	16	51

+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

**Texas Education Agency
2021 College, Career, and Military Readiness
LAGO VISTA ISD (227912)**

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	97	
Total credit for CCMR criteria	51	53%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	37	38%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	58	60%
Met TSI assessment criteria	6	6%
Met ACT criteria	10	10%
Met SAT criteria	56	58%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	38	39%
Met TSI assessment criteria	6	6%
Met ACT criteria	8	8%
Met SAT criteria	34	35%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	29	30%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	27	28%
Industry-Based Certifications		
Earned an industry-based certification from approved list	3	3%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	23	24%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	1	1%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	2	2%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

**Texas Education Agency
2021 Relative Performance
LAGO VISTA ISD (227912)**

% Economically Disadvantaged	STAAR and CCMR
25.8	50

**Texas Education Agency
2021 Closing the Gaps
LAGO VISTA ISD (227912)**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes		No	Yes				Yes	No	No	Yes	Yes	Yes	Yes		
% at Meets GL Standard or Above	54%	40%	33%	62%	40%	*	*	57%	28%	14%	21%	52%	56%	50%		
# at Meets GL Standard or Above	425	2	71	332	2	*	*	17	55	11	18	14	276	149		
Total Tests	790	5	215	532	5	*	*	30	200	79	84	27	492	298		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No	No				No	No	No	No		No	No		
% at Meets GL Standard or Above	32%	*	22%	37%	*	*	*	26%	17%	11%	12%	26%	34%	29%		
# at Meets GL Standard or Above	223	*	43	170	*	*	*	8	32	8	9	6	148	75		
Total Tests	691	*	196	455	*	*	*	31	185	73	76	23	429	262		
Total Indicators															7	19
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)			Yes (1)												
2019 % Graduated	96.7%	-	-	97.0%	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	97.0%	-	100.0%	95.8%	-	*	-	*	93.8%	100.0%	100.0%					
2020 # Graduated	97	-	24	69	-	*	-	*	15	5	6					
2020 Total in Class	100	-	24	72	-	*	-	*	16	5	6					
Total Indicators															2	2
English Language Proficiency Status																
Target																
Target Met																
TELPAS Progress Rate																
TELPAS Progress																
TELPAS Total																
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes		No	No				No	No	No	No	Yes	Yes	No		
STAAR Component Score	47	18	35	52	33	47	*	44	31	21	22	45	49	43		
% at Approaches GL Standard or Above	76%	36%	62%	81%	71%	60%	*	75%	59%	46%	40%	75%	79%	69%		

**Texas Education Agency
2021 Closing the Gaps
LAGO VISTA ISD (227912)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	46%	18%	31%	52%	29%	40%	*	44%	26%	15%	19%	43%	48%	42%		
% at Masters GL Standard	19%	0%	12%	22%	0%	40%	*	13%	9%	3%	8%	17%	19%	19%		
Total Tests	2,295	11	620	1,537	**	10	*	106	573	214	246	75	1,447	848		
Total Indicators															3	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes			No									Yes	No		
% Students Meeting CCMR	52%	-	52%	50%	-	*	-	*	53%	17%	33%	*	61%	30%		
# Students Meeting CCMR	51	-	12	35	-	*	-	*	9	1	2	*	43	8		
Total Students	98	-	23	70	-	*	-	*	17	6	6	*	71	27		
Total Indicators															2	4
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	*	*	100%	100%	100%	99%	100%	100%	100%		
# Participants	1,106	6	243	786	8	*	*	57	287	90	104	34	642	464		
Total Tests	1,107	6	244	786	8	*	*	57	287	90	105	34	643	464		
Mathematics																
% Participation	100%	*	100%	100%	100%	*	*	100%	100%	100%	99%	100%	100%	100%		
# Participants	868	*	199	608	8	*	*	45	242	78	85	31	492	376		
Total Tests	869	*	199	609	8	*	*	45	242	78	86	31	493	376		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading																
% Participation	79%	100%	82%	79%	67%	*	*	60%	77%	95%	74%	93%	79%	79%		
# Participants	861	5	253	561	6	*	*	32	215	97	93	28	509	352		
Total Tests	1,093	5	308	714	9	*	*	53	278	102	125	30	645	448		
Mathematics																
% Participation	81%	*	81%	81%	*	*	*	75%	79%	89%	75%	92%	81%	81%		
# Participants	741	*	217	480	*	*	*	33	193	76	80	23	437	304		
Total Tests	913	*	268	589	*	*	*	44	243	85	106	25	537	376		

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.