

Lago Vista Independent School District

District Improvement Plan

2025-2026



Mission Statement

Lago Vista ISD will equip 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.

Vision

Lago Vista ISD prepares students to be adaptable and future ready by providing an engaging education, supporting their growth, and fostering a safe and inclusive environment. We value our staff, involve families and the community, and make transparent decisions for the betterment of our students.

Value Statement

We will ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies. We will promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

We will prepare all students for success in college, career, and/or the military.

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

We will 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.

We will ensure the physical safety and security of all students, staff, and visitors.

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

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Comprehensive Needs Assessment

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 approximately 35 square miles and serves the communities of Lago Vista, Point Venture, and South Jonestown Hills. Lago Vista ISD is a lakeside district in the Texas Hill Country, situated just 15 miles from the Austin city limits, making it one of the most desirable locations in Central Texas.

The community's commitment to public education is reflected in its continued 20% local homestead exemption, one of the few remaining in the region, which helps maintain one of the lowest effective tax rates in the Austin metropolitan area. Despite this, Lago Vista ISD consistently delivers high-quality educational programs and maintains academic outcomes that exceed state averages.

In addition to academic success, Lago Vista ISD boasts award-winning athletic, fine arts, and extracurricular programs that regularly earn district, regional, and statewide recognition. Students enjoy access to the employment, cultural, and higher education opportunities of the greater Austin area while benefiting from the small-school atmosphere and personalized instruction that are the hallmarks of the district. Lago Vista ISD's proximity to seven major higher education institutions—including The University of Texas at Austin, St. Edward's University, Southwestern University, Texas State University, Concordia University, Huston-Tillotson University, and Austin Community College—supports robust college and career pathways for graduates.

District Overview

The first school in Lago Vista opened in 1895 as a one-room schoolhouse. The District became a full K–12 system in 1975 and today serves approximately 1,839 students across four campuses:

- Lago Vista Elementary School (EE–3)
- Lago Vista Intermediate School (4–5)
- Lago Vista Middle School (6–8)
- Lago Vista High School (9–12)

In 2014, the District opened its current high school on Lohman Ford Road. Each campus upholds the district's mission of providing a safe, supportive environment that fosters academic excellence and character development.

Enrollment and Demographic Trends

Lago Vista ISD has experienced steady enrollment growth, increasing 44% since 2010–2011, from 1,276 to 1,839 students in 2024–2025.

Enrollment Growth Over Time

School Year	Enrollment	% Change Since 2010
2010–2011	1,276	—
2015–2016	1,435	+12.5%
2022–2023	1,798	+40.9%
2024–2025	1,839	+44.1%

Student Demographics (% of Total Enrollment)

Group	2010–2011	2015–2016	2022–2023
African American	1.5%	0.6%	0.5%
Hispanic	20.1%	22.1%	28.2%
White	75.0%	72.8%	64.9%
Two or More Races	1.8%	3.5%	5.2%
Economically Disadvantaged	33.9%	29.8%	25.8%
Emergent Bilingual	4.4%	6.1%	6.8%
Special Education	8.5%	10.3%	13.2%

Emergent Bilingual Students

Year	Number of Students	% Change
2018–2019	73	—
2019–2020	99	+35.6%
2022–2023	123	+68.5% (since 2018)

Attendance Trends

Lago Vista ISD maintains consistently strong attendance rates compared to the state average. After a pandemic-era peak in 2020–2021, attendance stabilized at 93.5% for 2024–2025.

Attendance Rate by Year

School Year	Attendance Rate
2015–2016	95.7%
2016–2017	95.8%
2017–2018	95.9%
2018–2019	95.8%
2019–2020	96.7%
2020–2021	97.5%
2021–2022	92.9%
2022–2023	94.1%
2024–2025	93.5%

Academic Performance

The **2023–2024 TAPR** results demonstrate continued high academic achievement across all campuses.

Performance Summary

Subject	% Approaches GL	% Meets GL	% Masters GL	State Avg (Meets)
All Subjects (All Grades)	80%	54%	21%	48%
7th Grade Reading	96%	74%	41%	59%
EOC English I	92%	72%	19%	66%
EOC English II	89%	70%	14%	65%
EOC U.S. History	99%	83%	43%	76%
Algebra I	85%	35%	13%	32%

Graduation and Postsecondary Readiness

Lago Vista ISD continues to maintain one of the highest graduation rates in the region.

Class of 2024 Outcomes

Indicator	Lago Vista ISD	State Average
Four-Year Graduation Rate	95.0%	90.8%
Continuers (Fifth-Year)	2.4%	4.5%
Dropout Rate	0.8%	1.9%
College, Career, or Military Ready	88%	77%
SAT/ACT Meets Grade Level	68%	58%
Dual Credit/OnRamps Completion	64%	51%

Staff Demographics and Experience

According to the 2023–2024 Texas Academic Performance Report, Lago Vista ISD employs an experienced, dedicated, and highly qualified staff.

Professional Experience Distribution

Years of Experience	% of Teachers
0 Years	3.8%
1–5 Years	20.1%
6–10 Years	21.5%
11–20 Years	31.2%
20+ Years	23.4%

Teacher Demographics

Category	% of Teachers
Female	73.9%
Male	26.1%
African American	0.8%
Hispanic	5.0%
White	92.7%

Category	% of Teachers
Other	1.5%

Over **75%** of Lago Vista ISD educators have more than six years of experience, contributing to instructional consistency and strong student outcomes.

Compensation and Recruitment

Lago Vista ISD posts vacancies through the District website, TASA, and Region 13 Frontline (AppliTrack) system. Teacher compensation is competitive at mid-career levels (Year 5 and beyond) and reflects the District's emphasis on retention and long-term sustainability rather than one-time hiring incentives. Educational aide salaries are higher than regional averages, and the District continues to explore targeted stipends for hard-to-fill teaching assignments.

Summary

Lago Vista ISD continues to thrive as a high-performing district within the Austin metro area. With a growing and diverse student population, exceptional staff, and a strong academic track record, the District is positioned to sustain excellence while preserving the close-knit community feel that defines Lago Vista ISD.

Demographics Strengths

- **Consistent Academic Excellence:** Lago Vista ISD students outperform state averages in every tested subject, with 54% meeting grade level or above (vs. 48% statewide) and 21% mastering grade level. STAAR results in Reading, Algebra I, and U.S. History are especially strong.
- **Experienced, Stable Teaching Staff:** More than 75% of teachers have six or more years of experience, and nearly one-quarter have over 20 years. This veteran workforce contributes to instructional consistency and strong student outcomes.
- **High Postsecondary Readiness:** The Class of 2024 achieved a 95% graduation rate and an impressive 88% College, Career, or Military Readiness rate, exceeding state averages by more than 10 percentage points. Dual credit and OnRamps participation continue to expand.
- **Strong Community and Fiscal Position:** With a 20% homestead exemption and one of the lowest effective tax rates in the Austin metro area, Lago Vista ISD maintains financial efficiency while offering small-school personalization and high-quality academic and extracurricular programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lago Vista ISD's enrollment projections have been difficult to project due to fluctuations in the housing market, which makes it challenging to monitor facility adequacy and programming needs.

Root Cause: Lago Vista ISD experienced a period of punctuated growth in student enrollment, followed by an unexpected reduction, due to the rise and rapid decline in the affordability of housing as a result of post-pandemic market shifts. These anomalous events were not considered in demographic projections, which are now out of date.

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 (Prioritized): Applicant pools for open positions are low.

Root Cause: The District's geographic location and limited affordable housing options, combined with intense competition from larger nearby districts offering higher starting salaries and greater visibility in the regional job market are a limitation. Additionally, statewide shortages in teacher certification programs have reduced the overall number of qualified candidates entering the profession.

Problem Statement 4 (Prioritized): There are frequently not enough substitutes to cover all teacher absences.

Root Cause: The process to recruit, hire, train, and onboard substitute teachers is divided among various positions, which can make processes disjointed and supporting applicants a challenge.

Problem Statement 5 (Prioritized): Our compensation package is not sufficiently competitive with neighboring districts for beginning teachers and hard to fill positions.

Root Cause: Due to budget constraints from decreased enrollment and the loss of federal relief funding, the District's budget has prioritized more substantial raises for experienced teachers, which has lowered our starting teacher salary. The District's budget does not currently include signing bonuses and/or stipends for the hard-to-fill positions that may be found in neighboring districts.

Student Learning

Student Learning Summary

In Lago Vista ISD, teaching and learning are thriving. The district is in its second year of implementing NWEA/MAP assessments, which provide a much more comprehensive and continuous view of student growth than a single state test can capture. Early results from MAP indicate steady gains in both reading and math across nearly every grade level, reflecting the skill, dedication, and creativity of our teachers and instructional leaders.

Lago Vista ISD continues to embrace an innovative learning model that blends strong instructional practices with individualized support, enrichment opportunities, and a commitment to developing the whole child. Classrooms across the District are vibrant, student-centered spaces where curiosity and engagement are encouraged daily. And while statewide budget constraints have reduced some instructional supports, our campuses continue to do great things. Teachers and leaders across the District have remained focused, resourceful, and relentlessly positive. Our campus principals are rock stars—leading instructional improvement, supporting staff, and maintaining strong student outcomes despite challenges.

The 2025 accountability results show areas for growth, and we are always eager to improve. However, we also recognize that scores reflecting a single test day rarely tell the whole story. Student learning is happening every day in Lago Vista ISD—through innovative lessons, cross-curricular connections, and authentic opportunities that can't be measured by one assessment.

Accountability

Lago Vista ISD received an overall scaled score of 77 (C) for 2025, reflecting strong academic achievement and high levels of college and career readiness, alongside moderate progress in student growth and closing performance gaps.

Performance remains above the state average in most academic indicators. However, the district's overall rating was adversely impacted by data anomalies and participation factors that do not fully reflect the quality of instruction or student outcomes.

Domain	Scaled Score	Rating
Student Achievement	79	C
School Progress	67	D
Academic Growth	67	D
Relative Performance	63	D
Closing the Gaps	73	C
Overall	77	C

Context and Contributing Factors

Two key factors influenced Lago Vista ISD's accountability outcomes this year:

1. Underreported Economically Disadvantaged Enrollment

Due to limitations in the district's student information system (Ascender), Lago Vista ISD's percentage of economically disadvantaged students was inaccurately reported as 27.1%, which is significantly lower than the actual proportion.

This misclassification placed Lago Vista ISD in comparison groups with more affluent districts under the "Relative Performance" model, which unfairly reduced the District's rating in that domain.

A more accurate representation of student demographics would have placed Lago Vista ISD among districts with more comparable populations—likely resulting in a higher School Progress score.

2. Increased STAAR Non-Participation

Lago Vista ISD continues to see a notable number of students "opt out" of STAAR testing, particularly at the middle school level.

Under state accountability rules, non-tested students are automatically counted as "Did Not Meet Grade Level," regardless of classroom performance. This artificially deflates achievement and growth scores and had a measurable effect on Lago Vista Middle School's domain ratings.

These contextual factors provide important perspective for interpreting the district's results.

STAAR Performance

Across all tested subjects, 78% of students achieved Approaches Grade Level or above, 51% Met, and 20% Mastered the grade-level standard — outperforming state averages in nearly all subjects.

Subject	Approaches	Meets	Masters
Reading/Language Arts	81%	58%	21%
Mathematics	73%	42%	16%
Science	77%	45%	14%
Social Studies	85%	61%	36%
All Subjects Combined	78%	51%	20%

Key Takeaways

- **Reading/ELA remains a district strength**, with over half of students meeting grade level.
- **Mathematics performance continues to lag**, especially at higher achievement levels.
- **Social Studies mastery is a bright spot**, with strong performance at the high school level.
- **Equity gaps persist** for students identified as economically disadvantaged or emergent bilingual.

Academic Growth

The district earned an Academic Growth score of 64 (D), driven by 63 in Reading/ELA and 61 in Mathematics.

Subject	Growth Score
Reading/Language Arts	63
Mathematics	61
Overall Growth	64 (D)

Interpretation:

While most students maintain proficiency, fewer than two-thirds met annual growth targets. This suggests that the district serves on-grade-level learners effectively but must focus on accelerating students below grade level, particularly in math.

It's also worth noting that opt-out students are automatically classified as "no growth," further depressing this metric.

Graduation and Postsecondary Readiness

Graduation and readiness outcomes continue to be a major strength for Lago Vista ISD.

- **Class of 2024 Graduation Rate:** 96% (up from 95% in 2023)
- **Dropout Rate:** 0.7% (well below state average)
- **College, Career, and Military Readiness (CCMR):** 77% of graduates met at least one readiness indicator.

Indicator	Lago Vista ISD	State Average
Graduation Rate (4-year)	96.0%	90.8%
CCMR Readiness	77%	~70%
TSI (College Readiness) – RLA	75.3%	—
TSI (College Readiness) – Math	61.6%	—
Dual Credit / OnRamps	56% combined	—
Industry-Based Certifications	26.7%	—

Notable Strength:

A majority of students graduate ready for college, career, or military pathways, with particularly high success in TSI, dual credit, and OnRamps coursework.

Closing the Gaps

The Closing the Gaps domain earned a 73 (C), with performance targets met in many areas but continued challenges for students in poverty and emergent bilingual learners.

Student Group	Approaches	Meets	Masters
Economically Disadvantaged	66%	32%	11%
Emergent Bilingual	47%	18%	4%
Non-Economically Disadvantaged	81%	55%	22%

As the district improves data accuracy and participation rates, the **performance of underrepresented students** will be more fairly captured and more strategically supported.

Summary: How Are Our Students Doing?

Overall, Lago Vista ISD students are performing well academically — with results consistently above state averages, excellent graduation outcomes, and strong postsecondary readiness.

However, growth measures and subgroup comparisons were influenced by incomplete data and participation patterns, which paint a less accurate picture than classroom performance suggests.

- **Achievement:** Strong and consistent, particularly in Reading/ELA and Social Studies.
- **Growth:** Below target, impacted by student opt-outs and classification challenges.
- **Readiness:** Excellent — graduation and CCMR rates well above the state average.
- **Equity:** Gaps remain, though the district expects fairer comparisons once data accuracy improves.
- **Context:** Improved data collection and participation will likely lead to accountability results that better reflect actual student learning.

Student Learning Strengths

- **Teaching and Learning Remain Strong:** Despite budget reductions and statewide challenges, Lago Vista ISD continues to deliver high-quality, student-centered instruction. The District's innovative learning model emphasizes engagement, collaboration, and authentic learning experiences that help students thrive beyond what is measured on a single test day.
- **Evidence of Growth Beyond STAAR:** Now in the second year of NWEA/MAP implementation, Lago Vista ISD has clear, ongoing evidence of student learning gains in both reading and math across nearly every grade level. These results show strong teaching practices and effective use of data to drive instruction throughout the year.
- **Academic Achievement Remains High:** Lago Vista ISD continues to score above state averages in overall academic performance on nearly all STAAR assessments. Reading and English Language Arts remain standout areas of strength at both the Meets and Masters levels. Locally developed benchmarks continue to be reliable predictors of STAAR outcomes, reinforcing the alignment between instruction and assessment.
- **Excellence in College, Career, and Military Readiness (CCMR):** The District continues to outperform state averages in postsecondary readiness, with 77% of graduates meeting at least one CCMR indicator and a 96% graduation rate. Students demonstrate high success in TSI, OnRamps, dual credit, and industry-based certifications, confirming strong preparation for college and career pathways.
- **Career & Technical Education (CTE) Opportunities Continue to Expand:** Lago Vista ISD offers a robust and growing CTE program of study, with increasing numbers of students earning industry-based certifications each year. In addition to the established EMT program, the district has added Health Science (CNA) and Culinary Arts pathways, expanding opportunities for students to graduate with credentials that lead directly to employment or further education.
- **Dedicated and Innovative Staff:** Lago Vista ISD's teachers and campus leaders are deeply committed to professional growth and instructional excellence. Staff members continue to embrace new tools and instructional models, with a large majority expressing enthusiasm for continued curriculum development and instructional innovation.
- **Positive, Resilient Culture:** Across all campuses, there is a shared commitment to doing what's best for students. Despite resource constraints, teachers, principals, and support staff consistently find creative ways to help students succeed. The culture of teamwork, optimism, and innovation continues to be one of Lago Vista ISD's greatest assets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While PLCs are established in structure, they have not yet been implemented with the consistency or depth necessary to maximize their effectiveness.

Root Cause: While progress has been made, continued support and clearer expectations are needed to ensure that PLCs and curriculum processes are implemented consistently and that instructional resources are utilized as intended.

Problem Statement 2 (Prioritized): Student performance in mathematics is below district expectations and state averages at the Meets and Masters grade level standards. While overall achievement remains stable, too few students are demonstrating the depth of understanding and problem-solving skills required for advanced performance.

Root Cause: Mathematics instruction has not yet achieved the consistency and rigor needed across all grade levels to ensure mastery of foundational skills and alignment to curriculum standards. Contributing factors include variability in how adopted curriculum resources are implemented, inconsistent use of common formative assessments to guide instruction, and limited opportunities for targeted math intervention.

Problem Statement 3: Teachers struggle with identifying and providing interventions based on specific student needs. Progress monitoring is inconsistent and not specific enough to determine the effectiveness of interventions.

Root Cause: Student learning and progress monitoring data are not analyzed at a level deep enough to identify patterns and specific skills that students are struggling to master.

Problem Statement 4: 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 5 (Prioritized): Although many students meet grade-level expectations, few are reaching Masters Grade Level, suggesting the need to extend instruction to higher levels of rigor and application.

Root Cause: Walkthrough and classroom observation data suggest that while instruction is strong in foundational skills, students have fewer structured opportunities to engage in complex problem-solving and analytical discussions that foster mastery-level performance.

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.

Multi-Tiered Systems of Support (MTSS): Lago Vista ISD has aligned a proactive and preventative approach to ensure high quality instruction and systems for all students and tiered instructional and behavioral responses to assist students before problems become severe. Tier 1 under the MTSS Umbrella includes universal systems and supports for all students: Professional Learning Communities (PLCs), Positive Behavior Intervention and Supports (PBIS), and Social and Emotional Learning (SEL). Lago Vista ISD's Response to Intervention (RtI) program includes targeted classroom based supports for instruction and behavior at Tier 2, intensive supports for instruction and behavior at Tier 3, and individualized/specialized services & supports at Tier 4.

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.

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.

Teacher Incentive Allotment (TIA):

Lago Vista ISD engaged in the Teacher Incentive Allotment process in order to increase teacher recruitment and retention by accessing a State-funded monetary incentive for teachers who earn a designation. The District began the process in the fall of 2023. A TIA stakeholder engagement committee consisting of teachers, campus leadership, and district leadership who met in the spring of the 2023-2024 school year to outline the local designation system. A system application was submitted in the spring of 2024 and the District received notification of system approval in the summer of 2024. Currently Lago Vista ISD is in Year 3 of the TIA system approval process and is participating in the data validation year. If the District passes data validation, we will officially be qualified for the TEA Teacher Incentive Allotment Program. If we are not successful, we will attempt to pass data validation in the following year. The District met with stakeholders and submitted an expansion application to include additional teachers using NWEA/MAP. This application was approved and will go into effect if data validation is successful. Once fully approved, it is our goal to continue expanding the system to be inclusive of as many teachers as possible.

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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Enrollment growth, state and federal regulations, social and emotional needs of students, 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 increase opportunities for parent engagement (i.e., CEIC) at the campus and District levels.

Problem Statement 3: Transportation challenges/limitations continue to have a negative impact on the District.

Root Cause: There is a shortage of drivers and the District lacks adequate transportation facilities, including local access to a space to perform required maintenance.

Perceptions

Perceptions Summary

Community and District Context

Lago Vista ISD is a small but rapidly growing district that benefits from a highly engaged, well-educated, and trusting community of stakeholders. The district's location along the north shore of Lake Travis provides a unique blend of small-town values and metropolitan access, attracting families who value both academic excellence and community connectedness.

Lago Vista ISD has a proud history of academic and athletic success, both of which have contributed to a strong sense of local pride and identity. Students and staff frequently earn regional and state-level recognition, and community events centered around Viking traditions remain a unifying force for residents.

The District is fortunate to have many active civic organizations and strong local leadership that consistently supports education through volunteerism, partnerships, and advocacy. A significant number of Lago Vista ISD employees are also community residents and parents, which fosters a deep sense of ownership, pride, and continuity within the district's culture.

Facilities, Safety, and Security

In recent years, Lago Vista ISD has made important strides in improving the safety and security of its campuses, recognizing these as top priorities for students, staff, and families. While the district has achieved visible progress and earned recognition for its programs and personnel, ongoing challenges remain due in part to the long-term effects of statewide budget reductions following the 2010–2011 legislative session, which curtailed funding available for facilities and maintenance across Texas public schools.

Recent community support has been instrumental in addressing these needs. The passage of the 2022 bond has provided resources to enhance athletic facilities and prepare for the district's transition to UIL Class 4A, while earlier bonds have funded upgrades to academic and safety infrastructure. These efforts have contributed to renewed staff morale and stronger campus culture, reinforcing the shared belief that Lago Vista ISD is an exceptional place to learn and work.

However, the rapid rise in local property valuations has created complex financial pressures. Record-setting appraisal values have increased the District's recapture obligations and threaten the long-term financial sustainability of programs and facility maintenance. Although House Bill 3 (2019) provided additional funding for compensation and student programs, subsequent increases in property wealth and cost of operations have reduced the district's fiscal flexibility. Ensuring ongoing excellence while maintaining financial stability remains a key strategic challenge for Lago Vista ISD.

Parent and Community Involvement

Parent and community engagement are long-standing strengths of Lago Vista ISD. Families are deeply invested in their children's education and regularly seek opportunities to be informed, involved, and part of District decision-making.

Over the past several years, the district has made significant improvements to its shared decision-making structures, including expanded and more diverse representation on the District Education Improvement Committee (DEIC) and other advisory groups. These bodies provide valuable feedback and serve as a conduit for collaboration among administrators, staff, and parents. Most advisory groups maintain over 70% participation rates, reflecting strong community interest and commitment.

Still, parent survey data indicate a desire for greater involvement in planning and decision-making. While feedback is actively collected, stakeholders have expressed that they would

like to see their input more visibly connected to district actions and solutions. Strengthening the role and influence of advisory committees will remain a focus area for the coming year.

District Communications

Communication continues to improve as Lago Vista ISD refines systems and enhances transparency. Over the past three years, the district has made marked progress in coordinating communications through multiple platforms, including ParentLink, campus newsletters, and social media. The district also launched its branded Lago Vista ISD mobile app in 2020, which has become a key tool for real-time updates and family engagement.

Efforts to improve accessibility and inclusivity have included the consistent provision of Spanish translations for key documents and announcements, ensuring broader access for families.

Stakeholders have noted these improvements and appreciate the increased transparency; however, parents continue to express a desire for more consistency in communication across campuses, particularly regarding the organization and location of key information (e.g., upcoming events and deadlines). Aligning communication practices districtwide will help ensure that families receive clear, timely, and uniform messaging regardless of campus or grade level.

Summary

Lago Vista ISD continues to be defined by exceptional community support, strong educational leadership, and a culture of pride and innovation. The District's educators, families, and local partners share a deep commitment to continuous improvement, even amid the challenges of rapid growth and limited resources. With continued attention to safety, communication, and authentic community engagement, Lago Vista ISD is well positioned to sustain its tradition of excellence and maintain its reputation as one of the most desirable districts in Central Texas.

Perceptions Strengths

- **Strong, Supportive Community:** Lago Vista ISD benefits from a well-educated, highly engaged community that values public education and actively supports students and staff. Local pride in both academic and athletic success continues to strengthen community-school partnerships.
- **High Levels of Staff Investment:** A significant number of employees are longtime residents and parents of current or former students, creating a deep sense of ownership, continuity, and shared purpose throughout the District.
- **Active Civic and Volunteer Involvement:** The District is supported by numerous civic organizations and volunteers who regularly contribute time, resources, and expertise to enhance student learning and campus life.
- **Improved Safety and Facilities:** Community support through recent bond elections has led to notable improvements in campus safety, security, and facilities, positively impacting morale and reinforcing stakeholder confidence in the District's direction.
- **Collaborative Leadership and Culture:** Campus leaders and staff work collaboratively to solve problems, maintain strong relationships, and cultivate a positive school culture rooted in trust, respect, and innovation.
- **Commitment to Shared Decision-Making:** Parent and community advisory groups, including the District Education Improvement Committee, maintain strong participation and engagement, reflecting genuine interest in District planning and improvement.
- **Ongoing Growth in Communication and Transparency:** Districtwide communication has become more coordinated, accessible, and transparent, with effective use of digital platforms, newsletters, and the Lago Vista ISD mobile app to keep families informed and connected.
- **Resilient and Future-Focused Mindset:** Even amid funding and growth challenges, Lago Vista ISD continues to innovate, adapt, and celebrate success, maintaining a clear focus on students and a shared vision of continuous improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to strengthen active engagement and two-way communication between the District and the broader community to ensure stakeholders are informed, connected, and involved in District initiatives.

Root Cause: A significant portion of the Lago Vista community consists of retirees and older residents who are less likely to access digital communication platforms. While the District's technology-based communication systems are effective and far-reaching, traditional outreach methods have not been utilized as consistently to reach non-digital audiences.

Problem Statement 2 (Prioritized): District and campus communications are not consistently reaching the broader community beyond current families and staff.

Root Cause: The District's outreach efforts have primarily focused on parents and internal stakeholders, resulting in limited engagement with community organizations, local businesses, and residents who do not have students currently enrolled. There is a need for more purposeful and proactive communication strategies to connect with these groups.

Priority Problem Statements

Problem Statement 1: Student performance in mathematics is below district expectations and state averages at the Meets and Masters grade level standards. While overall achievement remains stable, too few students are demonstrating the depth of understanding and problem-solving skills required for advanced performance.

Root Cause 1: Mathematics instruction has not yet achieved the consistency and rigor needed across all grade levels to ensure mastery of foundational skills and alignment to curriculum standards. Contributing factors include variability in how adopted curriculum resources are implemented, inconsistent use of common formative assessments to guide instruction, and limited opportunities for targeted math intervention.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While PLCs are established in structure, they have not yet been implemented with the consistency or depth necessary to maximize their effectiveness.

Root Cause 2: While progress has been made, continued support and clearer expectations are needed to ensure that PLCs and curriculum processes are implemented consistently and that instructional resources are utilized as intended.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Applicant pools for open positions are low.

Root Cause 3: The District's geographic location and limited affordable housing options, combined with intense competition from larger nearby districts offering higher starting salaries and greater visibility in the regional job market are a limitation. Additionally, statewide shortages in teacher certification programs have reduced the overall number of qualified candidates entering the profession.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There are frequently not enough substitutes to cover all teacher absences.

Root Cause 4: The process to recruit, hire, train, and onboard substitute teachers is divided among various positions, which can make processes disjointed and supporting applicants a challenge.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Our compensation package is not sufficiently competitive with neighboring districts for beginning teachers and hard to fill positions.

Root Cause 5: Due to budget constraints from decreased enrollment and the loss of federal relief funding, the District's budget has prioritized more substantial raises for experienced teachers, which has lowered our starting teacher salary. The District's budget does not currently include signing bonuses and/or stipends for the hard-to-fill positions that may be found in neighboring districts.

Problem Statement 5 Areas: Demographics

Problem Statement 6: District and campus communications are not consistently reaching the broader community beyond current families and staff.

Root Cause 6: The District's outreach efforts have primarily focused on parents and internal stakeholders, resulting in limited engagement with community organizations, local businesses, and residents who do not have students currently enrolled. There is a need for more purposeful and proactive communication strategies to connect with these groups.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Enrollment growth, state and federal regulations, social and emotional needs of students, and the state funding system have placed pressure on staff to meet our students' needs.

Root Cause 7: 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 7 Areas: District Processes & Programs

Problem Statement 8: Although many students meet grade-level expectations, few are reaching Masters Grade Level, suggesting the need to extend instruction to higher levels of rigor and application.

Root Cause 8: Walkthrough and classroom observation data suggest that while instruction is strong in foundational skills, students have fewer structured opportunities to engage in complex problem-solving and analytical discussions that foster mastery-level performance.

Problem Statement 8 Areas: Student Learning

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

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

Goals

Revised/Approved: April 28, 2025

Goal 1: Teaching & Learning:

Deliver engaging, high-quality instruction that promotes deep learning for all students.

Performance Objective 1: Increase student academic growth through the implementation of a guaranteed and viable curriculum and through the use of high quality instructional materials in 100% of classrooms.

Evaluation Data Sources: Curriculum documents, Walkthrough Data, NexGen Appraisal Data, PLC Agendas

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Continue to support the implementation of the TEKS Resource System curriculum, providing training and PLC support to ensure successful implementation of the curriculum and effective integration of our adopted instructional resources.</p> <p>Strategy's Expected Result/Impact: Lago Vista ISD will effectively utilize the TEKS Resource curriculum documents and our adopted instructional resources.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Teaching & Learning; Campus Principals</p> <p>Problem Statements: Student Learning 1</p>				
Reviews				
Formative				
Dec	Feb	Apr	July	
Reviews				
Formative				
Dec	Feb	Apr	July	
<p>Strategy 2: District and campus instructional leaders will ensure professional learning to support our District priorities: A well-implemented Multi-Tiered System of Support (MTSS) program that provides high quality curriculum and instruction through high functioning PLCs, as well as systems for positive behavioral interventions and supports (PBIS), social and emotional learning (SEL), and a system of integrated, tiered interventions and supports (Response to Intervention - RtI).</p> <p>Strategy's Expected Result/Impact: Instructional Leadership PLCs will provide ongoing opportunities for District and campus leaders to work collaboratively to seek and share learning with the goal of improving professional practice and, ultimately, student outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Teaching & Learning</p>				

Strategy 3 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 3: The District will implement NWEA/MAP Growth assessments and common curriculum-based assessments in all core content areas to monitor progress, guide PLC discussions, and ensure consistent, data-driven instruction across campuses.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate measurable growth on MAP and STAAR assessments as teachers use aligned assessment data to inform instruction, strengthen curriculum fidelity, and improve overall academic performance District-wide.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Teaching & Learning; Campus Principals</p> <p>Problem Statements: Student Learning 2</p>				
Strategy 4 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 4: The District will strengthen instructional practices for all student groups by implementing data-driven, differentiated instruction within Professional Learning Communities (PLCs) and ensuring consistent use of evidence-based strategies that address the needs of students performing below grade level. Targeted interventions and enrichment opportunities will be embedded into daily instruction across all content areas. [TEC 11.252(a)(3)(A)]</p> <p>Strategy's Expected Result/Impact: Increased percentages of students meeting or mastering grade-level standards on NWEA/MAP and STAAR assessments, with measurable growth among historically underperforming student groups.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Teaching & Learning; Campus Principals</p> <p>Problem Statements: Student Learning 1</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

<p>Problem Statement 1: While PLCs are established in structure, they have not yet been implemented with the consistency or depth necessary to maximize their effectiveness. Root Cause: While progress has been made, continued support and clearer expectations are needed to ensure that PLCs and curriculum processes are implemented consistently and that instructional resources are utilized as intended.</p> <p>Problem Statement 2: Student performance in mathematics is below district expectations and state averages at the Meets and Masters grade level standards. While overall achievement remains stable, too few students are demonstrating the depth of understanding and problem-solving skills required for advanced performance. Root Cause: Mathematics instruction has not yet achieved the consistency and rigor needed across all grade levels to ensure mastery of foundational skills and alignment to curriculum standards. Contributing factors include variability in how adopted curriculum resources are implemented, inconsistent use of common formative assessments to guide instruction, and limited opportunities for targeted math intervention</p>
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Goal 1: Teaching & Learning:

Deliver engaging, high-quality instruction that promotes deep learning for all students.

Performance Objective 2: Lago Vista ISD will continue the implementation of the T-TESS (Texas Teacher Evaluation and Support System) rubric into our Nexgen local appraisal system for 100% of our teachers.

Evaluation Data Sources: Teacher appraisal data

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Instructional leaders will complete a walkthrough calibration at the beginning of the year.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will improve interrater reliability to ensure that our walkthrough observation data factually reflects what is happening in the classroom.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: Campus and District leaders will provide additional focus on and refinement of expectations through campus meetings, individual conferences, professional learning, and through written feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will gain an understanding of the expectations related to the use of high quality instructional strategies through our teacher appraisal process.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning; Campus Principals</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning:

Deliver engaging, high-quality instruction that promotes deep learning for all students.

Performance Objective 3: Staff will be provided with relevant professional learning opportunities that strengthen their capacity to deliver high-quality instruction and effectively serve students, resulting in at least 90% of teachers demonstrating proficiency or higher on Domain 2 (Instruction) of the T-TESS rubric.

Evaluation Data Sources: T-TESS Domain 2 Appraisal Data

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Conduct a comprehensive needs assessment for professional learning to determine what employees and supervisors feel are the relevant training opportunities most likely to built staff capacity.</p> <p>Strategy's Expected Result/Impact: The District will have up-to-date information on professional learning needs to inform professional learning plans.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Teaching & Learning</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: 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: Assistant Superintendent for Teaching & Learning; Campus Principals</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<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: Assistant Superintendent for Teaching & Learning; Principals</p> <p>Equity Plan</p> <p>Funding Sources: - Fund 255 - Title II, Part A - \$2,000</p>				

Strategy 4 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 4: 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; Assistant Superintendent for Teaching & Learning; Campus Principals</p> <p>Equity Plan</p> <p>Funding Sources: Professional Development Activities - Fund 255 - Title II, Part A - \$30,713</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

Performance Objective 1: Support the effective implementation of the District's multi-tiered system of support, which includes intentional and collaborative processes for systemic SEL, PBIS, and RtI, resulting in a 90% favorable (agrees or strongly agrees) rating for MTSS processes on end of year staff surveys.

Evaluation Data Sources: Meeting Agendas/Minutes, Program Planning Documents, Staff Surveys

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Provide each campus with the professional development and support needed to ensure the implementation of consistent and effective procedures to identify, intervene, and monitor the progress of at-risk students.</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; Assistant Superintendent of Teaching & Learning; Campus Principals</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: The District will identify students not meeting grade-level expectations and provide accelerated instruction as required by House Bill 4545 through small-group tutoring, targeted intervention, and progress monitoring aligned to NWEA/MAP and STAAR results. [TEC 11.252(c)(3)(H)]</p> <p>Strategy's Expected Result/Impact: Students receiving accelerated instruction will demonstrate measurable growth, with at least 70% meeting grade-level expectations by the end of the school year.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 3: 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>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

Performance Objective 2: Ensure that 100% of campuses in Lago Vista ISD demonstrate annual compliance with State Compensatory Education funding requirements in ensuring the provision of supplemental, targeted, research-based screening, interventions, and progress monitoring to support to meet the academic needs of at-risk students.

HB3 Goal

Evaluation Data Sources: Campus Improvements Plans, State Compensatory Education Fund Expenditure Reports

Strategy 1 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 1: 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; Assistant Superintendent of Teaching & Learning</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 - \$3,150, Comp Ed Supplies (Non-Distributed) - PIC 24 - Accelerated Education - \$15,450</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 2: Provide a K-3 early literacy instructional paraprofessional at Lago Vista Elementary School 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; Campus Principal</p> <p>Funding Sources: Title I Early Literacy Paraprofessional at LVES - Fund 211 - Title I, Part A - \$32,500</p>				

Strategy 3 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 3: Provide K-5 instructional intervention specialists to work cooperatively with teachers, parents, and other personnel to develop and deliver instructional interventions to meet individual student needs and to provide instructional support to teachers working with at-risk students.	Strategy's Expected Result/Impact: Students with content gaps will receive quality instructional interventions related to their individual needs.				
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principals	Funding Sources: Title I Math & Reading Instructional Specialists - Fund 211 - Title I, Part A - \$120,950, Student Support Math & Reading Instructional Specialists - PIC 24 - Accelerated Education - \$129,100	Reviews			
Strategy 4 Details		Reviews			
Strategy 4: Provide a mathematics intervention elective for all 6-8th graders at Lago Vista Middle School 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.	Strategy's Expected Result/Impact: Students in grades 6-8 needing math intervention will have their needs met through the intervention elective.	Formative		Summative	
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal	Funding Sources: Math Masters Elective at LVMS - PIC 24 - Accelerated Education - \$29,453	Dec	Feb	Apr	July
Strategy 5 Details		Reviews			
Strategy 5: Provide a reading intervention elective for all 6-8th graders at Lago Vista Middle School who demonstrate need to provide explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing.	Strategy's Expected Result/Impact: Students in grades 6-8 needing reading intervention will have their needs met through the intervention elective.	Formative		Summative	
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal	Funding Sources: Literature Lab Course at LVMS - PIC 24 - Accelerated Education - \$18,768	Dec	Feb	Apr	July

Strategy 6 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 6: Ensure the provision of the Strategic Learning for Math course at Lago Vista High School to focus on mathematical learning strategies for under prepared mathematics students, particularly those who were unsuccessful on the Algebra I EOC examination.	Strategy's Expected Result/Impact: Students in grades 9-12 needing math intervention will have their needs met through the intervention elective.				
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal					
Strategy 7 Details		Reviews			
Strategy 7: Ensure the provision of the Writing Lab (Independent Study in English) elective course at Lago Vista High School 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.	Strategy's Expected Result/Impact: Students in grades 9-12 needing ELAR intervention will have their needs met through the intervention elective.	Formative		Summative	
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal		Dec	Feb	Apr	July
Strategy 8 Details		Reviews			
Strategy 8: Provide a learning lab elective course at Lago Vista High School 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.	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.	Formative		Summative	
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal		Dec	Feb	Apr	July
Funding Sources: Learning Lab Sections at LVHS - PIC 24 - Accelerated Education - \$60,640					
Strategy 9 Details		Reviews			
Strategy 9: Provide technology-based credit recovery course options to seniors at Lago Vista High School 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.	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.	Formative		Summative	
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal; Campus Counselors		Dec	Feb	Apr	July
Funding Sources: Edgenuity Credit Recovery Software - PIC 24 - Accelerated Education - \$19,750					

Strategy 10 Details		Reviews					
		Formative		Summative			
		Dec	Feb	Apr	July		
Strategy 10: 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.							
Strategy's Expected Result/Impact: Students at risk of dropping out will be provided with the resources to help meet their needs.							
Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors							
Strategy 11 Details		Reviews					
Strategy 11: 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)]		Formative		Summative			
Strategy's Expected Result/Impact: Students receiving dyslexia services will receive research-based instruction to meet their individual learning needs.		Dec	Feb	Apr	July		
Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Campus Principals; District Dyslexia Specialist; Special Education Teachers							
Funding Sources: District Dyslexia Services - PIC 37 - Dyslexia - \$63,013							
Strategy 12 Details		Reviews					
Strategy 12: 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]		Formative		Summative			
Strategy's Expected Result/Impact: Students requiring PRS will receive the support needed to stay in school.		Dec	Feb	Apr	July		
Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors; Campus Nurses							
Funding Sources: CEHI Homebound Services - PIC 24 - Accelerated Education - \$2,500							
Strategy 13 Details		Reviews					
Strategy 13: Provide annual training and updated program materials to the federal programs staff to ensure the implementation of all federal and state program requirements and best practices.		Formative		Summative			
Strategy's Expected Result/Impact: Federal programs staff will be adequately trained.		Dec	Feb	Apr	July		
Staff Responsible for Monitoring: Deputy Superintendent							
Funding Sources: Training at Annual Federal Programs Conference - PIC 24 - Accelerated Education - \$500, Comp Ed Supplies - PIC 24 - Accelerated Education - \$250							



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

Performance Objective 3: Campus attendance personnel will monitor and analyze student attendance each nine weeks, implement early interventions for students exhibiting attendance concerns, and collaborate with families to improve overall District attendance to exceed 95% annually.

Evaluation Data Sources: PEIMS Attendance Records

Strategy 1 Details	Reviews			
Strategy 1: Provide information to parents regarding the importance of student attendance and related policies through the District's daily attendance messaging. Strategy's Expected Result/Impact: Parents will be informed of attendance regulations, their students' absences, and about the importance of regular school attendance, Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Attendance Clerks	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Follow Texas Education Code for attendance, including parent notification and involving courts, when needed. Strategy's Expected Result/Impact: Notifications; Student Attendance Rates Staff Responsible for Monitoring: Campus Principals; Campus Assistant Principals; Attendance Clerks	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Students with attendance concerns will see improvement through the implementation of Behavior Intervention Plans. Staff Responsible for Monitoring: Campus Principals; Campus Assistant Principals; Attendance Clerks	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: The District will monitor attendance and academic progress through early warning indicators, provide intervention supports, and expand college and career readiness initiatives to ensure that all students remain on track for graduation. [TEC 11.252(a)(3)(C)] Strategy's Expected Result/Impact: Decreased dropout rates and an increase in the four-year graduation rate, maintaining or exceeding 96%. Staff Responsible for Monitoring: Campus Principals; Campus Assistant Principals; Attendance Clerks	Formative		Summative	
	Dec	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

Performance Objective 4: The percentage of 3rd grade students that will meet grade level standard or above on the STAAR Mathematics assessments will increase to at least 80% or higher on 2026 STAAR, with an increase of 3% for each group evaluated under closing the gaps domain. [Required Performance Objective (HB3)]

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: The District will implement TEKS Resource System and will utilize curriculum-based assessment to ensure data-driven support for Tier 1 instruction, as well as individualized student support at Tier 2 and Tier 3.</p> <p>Strategy's Expected Result/Impact: Campuses will have high quality curriculum materials for Tier 1 and data to inform instructional improvements and intervention decisions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: Provide a comprehensive curriculum assessment plan for mathematics that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., PLC meetings), with embedded STAAR 2.0 item types as appropriate.</p> <p>Strategy's Expected Result/Impact: Student mathematics performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

Performance Objective 5: The percentage of 3rd grade students that will meet grade level standard or above on the STAAR Reading assessments will increase to at least 85% or higher on 2025 STAAR, with an increase of 3% for each group evaluated under closing the gaps domain. [Required Performance Objective (HB3)]

HB3 Goal**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: The District will continue to implement TEKS Resource System and will utilize curriculum-based assessment to ensure data-driven support for Tier 1 instruction, as well as individualized student support at Tier 2 and Tier 3.</p> <p>Strategy's Expected Result/Impact: Campuses will have high quality curriculum materials for Tier 1 and data to inform instructional improvements and intervention decisions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: The District will develop and implement a District Literacy Plan that combines evidence-based practices from the Science of Reading with Balanced Literacy to ensure that students have a strong foundation in phonics while also providing them with opportunities for meaningful language experiences.</p> <p>Strategy's Expected Result/Impact: Students will receive a curriculum that is founded on the Science of Teaching Reading that includes integrated reading and writing instruction and delivered through high quality & well-planned instruction. Through a designated balanced literacy block and specific daily instruction, students will receive a strong foundation in early literacy skills and improve reading and writing performance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 3: The District will outline clear expectations for early literacy instruction that requires systematic and explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension, providing additional support as needed.</p> <p>Strategy's Expected Result/Impact: Students will experience powerful phonics instruction that is characterized by a structured scope and sequence, dedicated time, and high-leverage instructional routines.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p>				

Strategy 4 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 4: Provide targeted reading instruction that addresses individual student needs (e.g., dyslexia, RtI, Emergent Bilingual, Special Education, etc.).	Strategy's Expected Result/Impact: Student demonstrate increased reading performance due to receiving targeted instruction designed to meet their individual needs.				
Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning; Director of Special Education/504					
Strategy 5 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 5: Provide coaching, support, and professional development to teachers to ensure integration of English Language Proficiency Standards (ELPS) in daily instruction, including student opportunities to practice listening, speaking, reading, and writing in an academic setting.	Strategy's Expected Result/Impact: Students will be provided daily opportunities to practice Listening, Speaking, Reading, and Writing in all content areas due to increased teacher capacity to support ELPS.				
Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

Performance Objective 6: The District will implement and monitor evidence-based practices that address the needs of students served in special programs, including dyslexia, special education, Section 504, gifted and talented, and English Learners, to ensure academic and social-emotional growth for all identified students.

Evaluation Data Sources: Student progress monitoring data (MAP, STAAR, and program-specific assessments); ARD/504/LPAC meeting documentation and student plans; Dyslexia and intervention progress reports; TELPAS and benchmark data; Program compliance reviews and stakeholder feedback

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: The District will ensure that dyslexia screening, identification, and instruction follow the Texas Dyslexia Handbook and that evidence-based, multisensory interventions are provided by trained teachers using approved programs. [TEC 11.252(a)(3)(B)(iv)]</p> <p>Strategy's Expected Result/Impact: Earlier identification and improved reading outcomes for students with dyslexia, as evidenced by progress monitoring and reading assessment data.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: The District will provide high-quality, evidence-based instruction and interventions aligned with Individualized Education Programs (IEPs). Campus and District staff will receive ongoing professional development in inclusive practices, progress monitoring, and specially designed instruction to ensure that students with disabilities have access to and make progress in the general education curriculum.</p> <p>Strategy's Expected Result/Impact: Students served through Special Education will demonstrate measurable academic and functional growth as evidenced by IEP goal attainment, improved performance on NWEA/MAP and STAAR assessments, and increased participation in general education settings.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504; Campus Principals; Teachers</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 3: The District will ensure that students served under Section 504 receive appropriate accommodations and support to meet their educational needs through consistent identification, evaluation, and implementation processes. Staff will be trained annually on 504 compliance, classroom accommodations, and documentation procedures.</p> <p>Strategy's Expected Result/Impact: Students served through Section 504 will experience improved academic performance and engagement as measured by classroom grades, assessment data, and reduced instances of noncompliance or accommodation-related concerns.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning; Director of Special Education/504</p>				

Strategy 4 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 4: The District will provide differentiated instruction and enrichment opportunities that challenge and extend learning for Gifted and Talented students. Teachers of G/T students will participate in ongoing professional learning to enhance instructional depth, creativity, and critical thinking opportunities across all grade levels.	Strategy's Expected Result/Impact: Gifted and Talented students will demonstrate growth in advanced performance indicators, such as increased rates of Masters Grade Level achievement on STAAR, higher participation in advanced coursework, and positive feedback from students and parents on program quality.				
Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning; Campus Principals; G/T Facilitator	Problem Statements: Student Learning 5				

Strategy 5 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 5: The District will implement research-based instructional practices and targeted language development supports that promote English proficiency and academic achievement for Emergent Bilingual students. Staff will receive professional learning in sheltered instruction, language objectives, and culturally responsive teaching.	Strategy's Expected Result/Impact: English Learners will demonstrate measurable progress in English language proficiency as indicated by TELPAS composite growth, and increased performance on reading and content-area assessments, with a higher percentage reclassifying as English proficient each year.				
Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning; Campus Principals; ESL Specialists					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Student Learning	
Problem Statement 5: Although many students meet grade-level expectations, few are reaching Masters Grade Level, suggesting the need to extend instruction to higher levels of rigor and application. Root Cause: Walkthrough and classroom observation data suggest that while instruction is strong in foundational skills, students have fewer structured opportunities to engage in complex problem-solving and analytical discussions that foster mastery-level performance.	

Goal 3: College, Career, & Military Readiness:

Equip all students with the knowledge, skills, and experiences to succeed in college, career, or military pathways.

Performance Objective 1: Provide ongoing structures and programming to assist students and parents with graduation and post-secondary planning resulting in a 15% increase in the number of students meeting a CCMR indicator upon graduation. (Class of 2024 Baseline Data: 80%)

HB3 Goal

Evaluation Data Sources: CCMR Accountability Data, PEIMS Data

Strategy 1 Details	Reviews			
Strategy 1: 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	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: 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; Campus Counselors	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: 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	Formative		Summative	
	Dec	Feb	Apr	July
Funding Sources: Testing Materials - LVMS - Fund 199 - General Fund - \$2,000, Testing Materials - LVHS - Fund 199 - General Fund - \$4,750				

Strategy 4 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 4: Lago Vista ISD will participate in SAT school day testing to provide school day SAT testing to all juniors at Lago Vista High School.					
Strategy's Expected Result/Impact: Every junior will participate in a free SAT test administered during the school day.					
Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning; Campus Principals; Campus Counselors					
Strategy 5 Details		Reviews			
Strategy 5: Participate in annual ASVAB testing and provide students in grades 10, 11, and 12 with information on the benefits in participating in ASVAB testing.		Formative		Summative	
Strategy's Expected Result/Impact: Every student will be informed of the benefits of participating in the free ASVAB testing administered during the school day.		Dec	Feb	Apr	July
Staff Responsible for Monitoring: Deputy Superintendent; Campus Counselors					



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: College, Career, & Military Readiness:

Equip all students with the knowledge, skills, and experiences to succeed in college, career, or military pathways.

Performance Objective 2: Increase the percentage of students earning college credit through OnRamps dual enrollment, dual credit, and Advanced Placement (AP) exams by 5%. (22-23 Baseline Data: OnRamps = 21.7%, AP = 16.2%, Dual Credit = 15.5%)

HB3 Goal

Evaluation Data Sources: CCMR Accountability Data, PEIMS Data

Strategy 1 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 1: Increase the rigor of CR, AP, and OnRamps instruction through professional development opportunities (e.g., APSI, PLI, two-day workshops, spring training) and job-embedded instructional support.	Strategy's Expected Result/Impact: Student performance on AP examinations and OnRamps credit attainment will improve due to daily rigorous instructional practices.				
Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning; High School Principal					
Strategy 2 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 2: Conduct an advanced academics program evaluation to determine needs and areas for improvement.	Strategy's Expected Result/Impact: District and campus leaders will have data to use in decision-making when planning for program improvements.				
Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Coordinator for CCMR/CTE					
 No Progress	 Accomplished	 Continue/Modify	 Discontinue		

Goal 3: College, Career, & Military Readiness:

Equip all students with the knowledge, skills, and experiences to succeed in college, career, or military pathways.

Performance Objective 3: Increase the percentage of students completing coherent course sequences and earning aligned industry-based certifications by 10%. (Class of 2023 Baseline Data: District = 19.08%; Class of 2024 = 26.7%)

HB3 Goal

Evaluation Data Sources: CCMR Accountability Data, PEIMS Data

Strategy 1 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: The District's CTE plan will be updated to include new opportunities, when possible.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal</p> <p>Funding Sources: CTE Supplies - Carl Perkins - Fund 244 - Carl Perkins SSA - \$9,596</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 2: The District will provide all incoming freshmen with an overview of Career and Technical Education (CTE) course offerings and coherent course sequences that lead to industry-based certifications and postsecondary career pathways. Counselors and CTE staff will collaborate to ensure students and families make informed choices aligned with individual interests and workforce demands.</p> <p>Strategy's Expected Result/Impact: Students will select coherent CTE course sequences beginning in grade 9, resulting in increased enrollment in programs of study and a higher percentage of graduates earning industry-based certifications and meeting College, Career, and Military Readiness (CCMR) indicators.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning; Campus Principal; Counselors</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: High Quality Staff:

Recruit, develop, and retain exceptional staff by offering competitive compensation, professional support, and a collaborative work environment.

Performance Objective 1: Implement recruitment, hiring, and retention practices resulting in at least three qualified applicants for open certified positions.

Evaluation Data Sources: TAPR Data, Frontline Recruiting & Hiring Data

Strategy 1 Details	Reviews			
Strategy 1: Implement an annual extra-duty stipend of \$2,000 for Special Education teachers. Strategy's Expected Result/Impact: The District will be able to better attract highly qualified Special Education teachers. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Finance	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 2 Details				Reviews
Strategy 2: The District will strengthen recruitment and retention efforts by implementing a comprehensive hiring and compensation strategy that includes competitive salary structures, targeted stipends for hard-to-fill positions, and a strategic aide-to-teacher pipeline supporting paraprofessionals in pursuing certification. Strategy's Expected Result/Impact: The District will experience an increase in the number and quality of applicants for open positions, improved retention of instructional staff, and a greater number of aides successfully transitioning into certified teaching roles, thereby strengthening staffing stability and instructional capacity across all campuses. Staff Responsible for Monitoring: Deputy Superintendent; Chief Financial Officer	Dec	Feb	Apr	July
Strategy 3 Details				Reviews
Strategy 3: Investigate mechanisms to partner with Alternative Certification programs. Strategy's Expected Result/Impact: The District will see an increased number of qualified applicants for open positions. Staff Responsible for Monitoring: Deputy Superintendent	Dec	Feb	Apr	July

Strategy 4 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
<p>Strategy 4: Investigate additional strategies to increase support to new-toprofession teachers.</p> <p>Strategy's Expected Result/Impact: New-toprofession teachers will be sufficiently supported for success and will remain in their positions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p>	 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Applicant pools for open positions are low. Root Cause: The District's geographic location and limited affordable housing options, combined with intense competition from larger nearby districts offering higher starting salaries and greater visibility in the regional job market are a limitation. Additionally, statewide shortages in teacher certification programs have reduced the overall number of qualified candidates entering the profession.</p>
<p>Problem Statement 5: Our compensation package is not sufficiently competitive with neighboring districts for beginning teachers and hard to fill positions. Root Cause: Due to budget constraints from decreased enrollment and the loss of federal relief funding, the District's budget has prioritized more substantial raises for experienced teachers, which has lowered our starting teacher salary. The District's budget does not currently include signing bonuses and/or stipends for the hard-to-fill positions that may be found in neighboring districts.</p>

Goal 4: High Quality Staff:

Recruit, develop, and retain exceptional staff by offering competitive compensation, professional support, and a collaborative work environment.

Performance Objective 2: Implement strategies to ensure the availability of high quality substitute teachers resulting in a 5% increase in the average vacancy fill rate. (Baseline 24-25: Average Vacancy Fill Rate = 89%)

Evaluation Data Sources: Frontline Reports

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Create a comprehensive recruitment and onboarding process to ensure the availability of qualified substitute teachers.</p> <p>Strategy's Expected Result/Impact: Teacher vacancies will be filled by highly qualified and well-trained substitute teachers.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p> <p>Problem Statements: Demographics 4</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: Conduct a needs analysis related to substitute compensation to ensure that the District remains competitive with surrounding Districts.</p> <p>Strategy's Expected Result/Impact: Substitute teachers will receive compensation that is competitive with surrounding districts.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Chief Financial Officer</p> <p>Problem Statements: Demographics 4</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: There are frequently not enough substitutes to cover all teacher absences. Root Cause: The process to recruit, hire, train, and onboard substitute teachers is divided among various positions, which can make processes disjointed and supporting applicants a challenge.</p>

Goal 5: Family & Community Engagement:

Strengthen partnerships with families and the community through meaningful engagement, open communication, and shared commitment to student success.

Performance Objective 1: Plan and implement a key communicator model with seven community leaders and/or organizations to open and encourage ongoing communication between the District and its community and to serve as a needed system for information.

Evaluation Data Sources: Outreach Communication, Meeting Agendas/Minutes

Strategy 1 Details	Reviews			
Strategy 1: Identify community leaders and organizations and solicit participation in the key communicator program. Strategy's Expected Result/Impact: Community members and organizations will agree to participate in the District's key communicator program. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Provide regularly scheduled communications and meetings (virtual and in-person) with members of the District's key communicator program. Strategy's Expected Result/Impact: Key communicator program members will be well-informed of District information and will have an effective medium to engage in two-way communication with the District. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent	Formative		Summative	
	Dec	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Family & Community Engagement:

Strengthen partnerships with families and the community through meaningful engagement, open communication, and shared commitment to student success.

Performance Objective 2: Begin providing the community with an electronic newsletter each semester to communicate important District information and accomplishments.

Evaluation Data Sources: Documentation of Monthly Updates

Strategy 1 Details	Reviews			
Strategy 1: Create a website sign-up for community members to receive emailed updates and regular District newsletters. Strategy's Expected Result/Impact: Community members will elect to receive District communications and will become more informed of important District information and accomplishments. Staff Responsible for Monitoring: Coordinator of Communications	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Assemble and publish a semesterly community newsletter. Strategy's Expected Result/Impact: Community members will have access to information about the District and its accomplishments. Staff Responsible for Monitoring: Deputy Superintendent; Coordinator of Communications	Formative		Summative	
	Dec	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Family & Community Engagement:

Strengthen partnerships with families and the community through meaningful engagement, open communication, and shared commitment to student success.

Performance Objective 3: Organize and coordinate community involvement in at least one large-scale event per school year.**Evaluation Data Sources:** Event Advertisements

Strategy 1 Details	Reviews			
	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 1: Identify, plan, and host at least one large-scale event per school year to coordinate with members of the community. Strategy's Expected Result/Impact: The District will coordinate and host at least one large-scale community event per year. Staff Responsible for Monitoring: Deputy Superintendent				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Safety & Security:

Provide a safe and secure environment for all students, staff, and visitors.

Performance Objective 1: District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students.

Evaluation Data Sources: District Discipline Data, Parent Surveys, Employee Surveys, Student Surveys

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: 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>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: The District will maintain a framework of Positive Behavioral Interventions and Supports (PBIS) that incorporates grief-informed and trauma-informed practices, ensuring staff are trained to respond proactively to behavioral and emotional needs through supportive, restorative approaches. [TEC 11.252(a)(3)(E)]</p> <p>Strategy's Expected Result/Impact: Reduced discipline incidents and improved school climate ratings as staff implement consistent, compassionate behavior support strategies.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 3: 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: Assistant Superintendent of Teaching & Learning; Campus Principals</p> <p>Funding Sources: Vector Solutions Online Training - Fund 199 - General Fund - \$1,170</p>				

Strategy 4 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
<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>					
Strategy 5 Details		Reviews			
<p>Strategy 5: 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		Summative	
		Dec	Feb	Apr	July
Strategy 6 Details		Reviews			
<p>Strategy 6: Provide comprehensive education on vaping in grades 6-12 through relevant courses and through the District's disciplinary alternative education program.</p> <p>Strategy's Expected Result/Impact: Incidents of disciplinary infractions related to vaping will decrease due to increased student awareness of the harmful effects.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning</p>		Formative		Summative	
		Dec	Feb	Apr	July
Strategy 7 Details		Reviews			
<p>Strategy 7: The District will fully implement a comprehensive counseling program aligned with the Texas Model for Comprehensive School Counseling Programs, ensuring services address academic, career, social, and emotional development for all students. [TEC 11.252(a)(3)(I); TEC 33.005]</p> <p>Strategy's Expected Result/Impact: Students will show improved academic, social, and emotional well-being as measured by counselor logs, needs assessments, and student survey feedback.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Teaching & Learning</p>		Formative		Summative	
		Dec	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 6: Safety & Security:

Provide a safe and secure environment for all students, staff, and visitors.

Performance Objective 2: District leaders will collaborate annually with local law enforcement and emergency responders to identify and address needs to prevent and mitigate threats to school safety. [Prevention/Mitigation]

Evaluation Data Sources: Meeting Agendas/Minutes, Training Documentation, Facility Audits

Strategy 1 Details	Reviews			
Strategy 1: Provide promotional materials to students, teachers, staff, and parents about StayALERT. Strategy's Expected Result/Impact: Parents, students, and staff are well-informed of the StayALERT system. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facility audits will be conducted by administrative staff and local law enforcement to facilitate familiarity and to assess needs. Strategy's Expected Result/Impact: District leaders will ensure that appropriate steps are taken each year to identify needs and take appropriate proactive measures to prevent and mitigate threats to school safety. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent	Formative		Summative	
	Dec	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Increase the number of security officers to achieve full compliance with requirements of TEC SS37.0814. Strategy's Expected Result/Impact: Each campus will have at least one armed security officer in compliance with TEC SS37.0814. Staff Responsible for Monitoring: Superintendent	Formative		Summative	
	Dec	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Safety & Security:

Provide a safe and secure environment for all students, staff, and visitors.

Performance Objective 3: Ensure effective coordination during incident response by implementing a continuous and scheduled cycle of planning, training, drills, and evaluation in an effort to ensure safety and security preparedness on every campus. [Preparedness]

Evaluation Data Sources: Drill Schedules, Drill Logs, Training Documentation, Safety Plans

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Conduct an annual review of Emergency Operations Plans, EOP Annexes, 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; Deputy Superintendent; Campus Principals; Campus Assistant Principals</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: Administer annual training on the District Emergency Procedures to all staff and substitutes and provide appropriate protocol and resources to administrators and counselors 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: Superintendent; Deputy Superintendent</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Safety & Security:

Provide a safe and secure environment for all students, staff, and visitors.

Performance Objective 4: Conduct an annual review of District-wide emergency response plans with local law enforcement and first responders to ensure preparedness to respond to the short-term, direct effects of a safety and security incident. [Response]

Evaluation Data Sources: Meeting Agendas/Minutes, Protocol Documentation, MOUs, Emergency Operations Plan (EOP) and Annexes

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: District administration will meet with members of City Hall, Lago Vista PD, Travis County FD, and EMS to establish District-wide protocols that provide appropriate response guidance and activities intended to address the short-term, direct effects of a safety and security incident, implementing MOUs, as appropriate.</p> <p>Strategy's Expected Result/Impact: The District will be appropriately prepared to address the short-term, direct effects of a safety and security incident.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Safety & Security:

Provide a safe and secure environment for all students, staff, and visitors.

Performance Objective 5: Conduct an annual review of District-wide plans for recovery and continuity of operations with local law enforcement and first responders to ensure preparedness to continue school functions during and after a safety and security incident. [Recovery]

Evaluation Data Sources: Meeting Agendas/Minutes, Continuity of Operations Plan, MOUs

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Conduct an annual review of Continuity of Operations Plan appropriate local officials and District leadership members to ensure a shared understanding of plans to continue school functions during and after a safety and security incident.</p> <p>Strategy's Expected Result/Impact: The District will have an up-to-date Continuity of Operations Plan.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent</p>				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 6: Safety & Security:

Provide a safe and secure environment for all students, staff, and visitors.

Performance Objective 6: The District will fully implement the Safe and Supportive School Program (SSSP) framework to ensure a positive, safe, and supportive learning environment by strengthening campus-based teams, promoting a positive school climate, implementing effective MTSS and threat assessment systems, and providing ongoing training for staff and students.

Evaluation Data Sources: SSSP Annual Data Report submitted to TEA; Threat assessment logs and intervention documentation; MTSS referral and intervention records; School climate survey results (students, staff, parents); Staff training completion records (crisis response, suicide prevention, trauma-informed care, bullying prevention); Discipline, attendance, and incident data from PEIMS; SSSP team meeting agendas and minutes

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Ensure each campus SSSP team includes required areas of expertise (counseling, mental health, administration, safety, and law enforcement). Teams will meet quarterly to analyze behavioral data, monitor threat assessment outcomes, and review program implementation.</p> <p>Strategy's Expected Result/Impact: Each campus will maintain a fully trained SSSP team, complete annual TEA reporting accurately, and demonstrate data-informed decision-making through documentation and interventions.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: Provide ongoing training for all SSSP members in behavioral threat assessment protocols and documentation requirements. All threats will be screened, assessed, and addressed using established District procedures.</p> <p>Strategy's Expected Result/Impact: Threat assessments will be completed consistently and accurately, with timely interventions resulting in decreased recurrence of significant behavioral incidents and improved coordination with mental health supports.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 3: Train all staff annually in positive school climate strategies, crisis response, suicide prevention, trauma-informed care, bullying prevention, and reporting protocols. Provide student training on recognizing and reporting harmful or threatening behavior.</p> <p>Strategy's Expected Result/Impact: 100% of staff will complete required SSSP-related training, and students will demonstrate increased awareness of reporting procedures and support resources, as evidenced by training logs and survey data.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p>				

Strategy 4 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
<p>Strategy 4: SSSP teams will analyze behavioral, attendance, and safety data each semester and share findings with campus leadership and the District's School Safety and Security Committee to inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increased data-driven collaboration across District teams, evidenced by consistent documentation of data reviews and integration of SSSP findings into campus safety and improvement plans.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p>					
Strategy 5 Details		Reviews			
		Formative		Summative	
		Dec	Feb	Apr	July
<p>Strategy 5: Collaborate with the District's School Safety and Security Committee to ensure alignment of SSSP activities with the campus Emergency Operations Plan (EOP) and provide staff training on physical and psychological safety during crises.</p> <p>Strategy's Expected Result/Impact: Improved campus readiness and response capacity during emergencies, as measured by drill evaluations, staff feedback, and EOP review documentation.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p>					



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 7: Planning & Decision-Making:

Ensure transparent, collaborative planning and decision-making that reflects district priorities and keeps stakeholders informed and involved.

Performance Objective 1: Effectively communicate District needs and long-range plans with taxpayers and citizens .

Evaluation Data Sources: Website, Outbound Communications

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
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; Chief Financial Officer				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
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				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Planning & Decision-Making:

Ensure transparent, collaborative planning and decision-making that reflects district priorities and keeps stakeholders informed and involved.

Performance Objective 2: Adopt an annual budget that is balanced and with contingencies based on the most current data available to maintain the continued financial stability of the District.

Evaluation Data Sources: Annual Budget

Strategy 1 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 1: Conduct regularly scheduled demographics studies to monitor the projected growth of the District and to ensure adequate planning to meet the long range facility needs of the District.</p> <p>Strategy's Expected Result/Impact: Projections will ensure accuracy in budget planning and in long range facility planning.</p> <p>Staff Responsible for Monitoring: Superintendent; Chief Financial Officer</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 2: Conduct a strategic staffing analysis with peer district comparisons to obtain a clear picture of current staffing and allocations and to forecast long-range personnel costs.</p> <p>Strategy's Expected Result/Impact: Staffing allocations will be comparable to peer districts and allow for more accurate budget forecasting.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Dec	Feb	Apr	July	
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: A staffing model will be utilized to help meet the needs created by a shifting and growing student enrollment.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer; Directors; Campus Principals</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Planning & Decision-Making:

Ensure transparent, collaborative planning and decision-making that reflects district priorities and keeps stakeholders informed and involved.

Performance Objective 3: Provide and maintain facilities that meet the needs of all students and engage in long-range facility planning to address continued growth, as needed.

Evaluation Data Sources: Demographic Projections, Master Facility Plan, Long-Range Planning Documents

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$551,902.00

Total FTEs Funded by SCE: 3.36

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; and - Math and Reading interventionists funded through both Title I Targeted Assistance funds and through State Comp Ed funds; and - 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>
Jacqueline O'Bryant	Math Masters Teacher - LVMS	0.17
Jessica Achilles	Pre-K Teacher	0.5
Jim Christie	Learning Lab - LVHS	0.17
Lisa Gonzalez	Learning Lab - LVHS	0.17
Meaghan Alexander	Learning Lab - LVHS	0.17
MK Hernandez	Math Interventionist	1
Rochelle Williams	Pre-K Teacher	0.5
Toni Larkin	Math Masters Teacher - LVMS	0.34
Tyler Simons	Math Masters Teacher - LVMS	0.17
Zach Fox	Learning Lab - LVHS	0.17

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, Jenifer	Instructional Specialist	LVES Reading Intervention	1
Cook, Kim	Instructional Specialist	LVES - Reading Intervention	1

District Educational Improvement Council

Committee Role	Name	Position
District-level Professional	Dr. Suzy Lofton-Bullis	Deputy Superintendent
District-level Professional	Darren Webb	Superintendent
District-level Professional	Tina Pasak	Assistant Superintendent of Teaching & Learning
Community Representative	Pete Coldicott	Former Parent
Parent	Heather Stoner	LVHS Parent
Parent	Dana Herring	LVHS Parent
Parent	Whitney D'Armond	LVES Parent
Non-classroom Professional	Kerri Walker	LVES Principal
Non-classroom Professional	Janda Castillo	LVHS Principal
Non-classroom Professional	Bonnie Sullivan	LVIS Principal
Non-classroom Professional	Eric Holt	LVMS Principal
Classroom Teacher	Stacey Bingham	LVISD ESL Specialist
Classroom Teacher	Lori Longoria	LVES Teacher
Classroom Teacher	Tricia Vasquez	LVISD G/T Specialist
Classroom Teacher	Kim Cook	LVISD Reading Specialist
Classroom Teacher	Kasey Clanton	LVES Teacher
Classroom Teacher	Bailey Adkins	LVES Teacher
Classroom Teacher	Natalie Johnson	LVES Teacher
Classroom Teacher	Sheryl Standiford	LVHS CTE Teacher
Classroom Teacher	Dr. Tammy Webb	LVHS CTE Teacher
Classroom Teacher	Donna Mumme	LVHS Teacher
Classroom Teacher	Pat Maney	LVHS SpED Teacher
Classroom Teacher	Ginger Tilotta	LVIS SpED Teacher
Classroom Teacher	Lisa Whitted	LVIS Teacher
Classroom Teacher	Katie Coffey	LVIS Teacher
Classroom Teacher	Courtney Boyles	LVES SpED Teacher
Classroom Teacher	Amanda Keel	LVISD Adaptive PE Teacher

Committee Role	Name	Position
Classroom Teacher	Brad Keel	LVMS Teacher
Classroom Teacher	Leah Wray	LVHS Teacher
Classroom Teacher	Toni Larkin	LVMS Teacher
Classroom Teacher	Lesley Kelly	LVES Teacher
Classroom Teacher	Karie Rowland	LVMS SpED Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Testing Materials - LVMS		\$2,000.00
3	1	3	Testing Materials - LVHS		\$4,750.00
6	1	3	Vector Solutions Online Training		\$1,170.00
7	3	1	Capital Outlay - Facilities		\$538,638.00
Sub-Total					\$546,558.00
Fund 211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Title I Early Literacy Paraprofessional at LVES		\$32,500.00
2	2	3	Title I Math & Reading Instructional Specialists		\$120,950.00
Sub-Total					\$153,450.00
Fund 244 - Carl Perkins SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	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	3	3			\$2,000.00
1	3	4	Professional Development Activities		\$30,713.00
Sub-Total					\$32,713.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Comp Ed Supplies at LVES		\$13,000.00
2	2	1	Comp Ed Supplies at LVIS		\$10,000.00
2	2	1	Comp Ed Supplies at LVMS		\$3,150.00
2	2	1	Comp Ed Supplies (Non-Distributed)		\$15,450.00
2	2	3	Student Support Math & Reading Instructional Specialists		\$129,100.00

PIC 24 - Accelerated Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Math Masters Elective at LVMS		\$29,453.00
2	2	5	Literature Lab Course at LVMS		\$18,768.00
2	2	8	Learning Lab Sections at LVHS		\$60,640.00
2	2	9	Edgenuity Credit Recovery Software		\$19,750.00
2	2	12	CEHI Homebound Services		\$2,500.00
2	2	13	Comp Ed Supplies		\$250.00
2	2	13	Training at Annual Federal Programs Conference		\$500.00
Sub-Total					\$302,561.00
PIC 37 - Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	11	District Dyslexia Services		\$63,013.00
Sub-Total					\$63,013.00

Addendums

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

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**

Student Report

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.

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	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.
	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.
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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action	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.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	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.
Improper Conduct	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.
Confidentiality	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.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	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.



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.lagovistasd.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)