

# **Lago Vista Independent School District**

## **Lago Vista High School**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

The mission of Lago Vista High School is to use the four years allotted to teach, motivate, and challenge each student to rise to the highest level of academic excellence possible in a premiere learning environment. All graduates will leave our school with the ability to live and work as compassionate citizens and mature, effective adults. We are committed to sending into the world individuals who use problem-solving skills to impact their community in a responsible manner.

## Vision

Lago Vista High School is committed to preparing our students to live and work in a changing global society. We will realize this commitment by providing exemplary instruction to all students so that they may acquire the essential academic skills, life skills, and knowledge base upon which to build lifelong learning. We are committed to being a community partner with the citizens of Lago Vista ISD by providing the chance to participate in the education of our students.

## 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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Enrollment by Ethnicity .....	4
Student Enrollment by Gender .....	4
Special Populations .....	4
Student Learning .....	5
Graduation Rate Trends (3-Year Comparison) .....	6
College, Career, and Military Readiness (CCMR) Trends .....	6
Lago Vista High School – Three-Year STAAR Performance Overview .....	7
School Processes & Programs .....	9
Perceptions .....	10
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Teaching & Learning: Deliver engaging, high-quality instruction that promotes deep learning for all students. ....	15
Goal 2: Student Achievement & Support: Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success. ....	26
Goal 3: College, Career, & Military Readiness: Equip all students with the knowledge, skills, and experiences to succeed in college, career, or military pathways. ....	34
Goal 4: High Quality Staff: Recruit, develop, and retain exceptional staff by offering competitive compensation, professional support, and a collaborative work environment. ....	39
Goal 5: Family & Community Engagement: Strengthen partnerships with families and the community through meaningful engagement, open communication, and shared commitment to student success. ....	43
Goal 6: Safety & Security: Provide a safe and secure environment for all students, staff, and visitors. ....	46
Goal 7: Planning & Decision-Making: Ensure transparent, collaborative planning and decision-making that reflects district priorities and keeps stakeholders informed and involved. ....	51
State Compensatory .....	53
Budget for Lago Vista High School .....	53
Campus Funding Summary .....	54

# Comprehensive Needs Assessment

Revised/Approved: September 29, 2025

## Demographics

### Demographics Summary

Lago Vista High School enrolled 677 students during the 2024–2025 school year, serving grades 9–12. The campus continues to reflect the growing diversity of the Lago Vista community, while maintaining small-school strengths that allow for close relationships and personalized attention.

### Student Enrollment by Ethnicity

Ethnicity	Student Count	Percent of Enrollment
White	418	61.7%
Hispanic/Latino	205	30.3%
Two or More Races	39	5.8%
Asian	8	1.2%
Black/African American	6	0.9%
American Indian/Alaska Native	1	0.1%
Native Hawaiian/Pacific Islander	0	0.0%
<b>Total</b>	<b>677</b>	<b>100%</b>

### Student Enrollment by Gender

Gender	Student Count	Percent of Enrollment
Male	354	52.3%
Female	323	47.7%
<b>Total</b>	<b>677</b>	<b>100%</b>

### Special Populations

Category	Student Count	Percent of Enrollment
Economically Disadvantaged	146	21.6%

Category	Student Count	Percent of Enrollment
Emergent Bilingual (EL)	45	6.6%
Special Education	90	13.3%
Gifted/Talented	51	7.5%
Career & Technical Education (CTE) Participants	Majority enrolled (high participation)	
Military Connected	13	1.9%
Homeless/Unaccompanied Youth	13	1.9%

### Demographics Strengths

Lago Vista High School's demonstrates high participation in Career and Technical Education (CTE) programs, though data indicate the need for stronger follow-through to ensure students complete coherent sequences leading to industry-based certifications. Special education and gifted/talented populations are appropriately represented for the campus size, and emerging bilingual students continue to receive targeted instructional support.

Overall, Lago Vista High School's demographic profile reflects a diverse and academically capable student body, with targeted opportunities to strengthen equity and outcomes across subgroups.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** LVHS students need more diverse educational experience through the thoughtful hiring of faculty that mirrors the demographics of our students, purposeful learning opportunities, and intentionally diverse experiences.

**Root Cause:** The faculty of LVHS does not currently mirror the demographics of our student body and the need for diverse experiences is increasing.

# Student Learning

## Student Learning Summary

Lago Vista High School continues to demonstrate strong academic performance and postsecondary readiness across multiple indicators. Overall, students performed well on STAAR assessments, particularly in Reading/Language Arts, Science, and Social Studies, where the majority met or exceeded grade-level expectations. The campus maintained an impressive graduation rate above 95%, and a large percentage of students met at least one College, Career, and Military Readiness (CCMR) indicator—reflecting a continued focus on preparing students for success beyond high school.

Academic growth remained steady in both Reading/Language Arts and Mathematics, with notable gains among students who began the year below grade level. These results suggest effective instructional interventions and strong teacher collaboration in supporting student progress.

While the campus continues to show success in many areas, opportunities for growth remain in Mathematics and in increasing the number of students achieving the Masters Grade Level standard across all subjects. Continued emphasis on higher-order thinking, problem-solving, and writing skills will be essential to sustaining progress and further closing performance gaps among student subgroups.

## Graduation Rate Trends (3-Year Comparison)

Year	LVHS Graduation Rate	State Average	Notes
2023	96.2%	90.6%	Consistently above state average
2024	95.8%	90.9%	Slight dip, remains strong
2025	96.0%	91.2%	Maintains excellence and stability

**Summary:**  
Lago Vista High School continues to sustain a graduation rate above 95% for three consecutive years, reflecting strong student persistence, effective academic counseling, and campus-wide support systems.

## College, Career, and Military Readiness (CCMR) Trends

Year	Percent Meeting One or More Indicators	Dual Credit/ OnRamps	Industry Certifications	Military Enlistment	Advanced Coursework/AP	Notes
2023	74%	Moderate Participation	Moderate	Stable	High	Foundation year of CCMR emphasis
2024	76%	Growing	Improving	Stable	High	Gains in college-level course completion
2025	77%	Strong	Moderate	Stable	Consistent	Continued focus on expanding certification pathways

**Summary:**  
The percentage of students meeting at least one CCMR indicator continues to rise steadily. The campus demonstrates strength in dual credit and advanced coursework, while industry-

based certifications remain an opportunity for further growth.

## Lago Vista High School – Three-Year STAAR Performance Overview

Subject Area	2023 % Approaches	2024 % Approaches	2025 % Approaches	Trend
Reading/Language Arts	79%	82%	<b>80%</b>	Slight Decline
Mathematics	74%	75%	<b>77%</b>	Steady Growth
Science	85%	86%	<b>88%</b>	Steady Growth
Social Studies	95%	96%	<b>98%</b>	Steady Growth

### Summary:

Over the past three years, Lago Vista High School has maintained consistently high levels of academic performance. Growth is most evident in Science and Social Studies, with both subjects demonstrating upward trends and exceeding state averages. Mathematics continues to show steady progress, though deeper focus on conceptual understanding and higher-order problem-solving will be key to advancing more students to the *Meets* and *Masters* levels. Reading/Language Arts performance remains strong overall, with continued attention needed to strengthen advanced literacy and writing skills.

Lago Vista High School remains a high-performing campus characterized by stability, strong teaching practices, and a focus on continuous improvement across all tested areas.

### Student Learning Strengths

- High overall academic performance, with most students meeting or exceeding grade-level expectations.
- Exceptional graduation rate and strong College, Career, and Military Readiness outcomes.
- Steady academic growth across content areas, particularly for students performing below grade level.
- Effective instructional practices and collaboration contributing to student success.
- Strong student engagement and persistence reflected in low dropout rates and postsecondary readiness.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Although participation in Career and Technical Education (CTE) courses remains high, students are not consistently earning industry-based certifications in certain program areas. This limits their ability to graduate fully career-ready and reduces the campus's overall College, Career, and Military Readiness (CCMR) performance.

**Root Cause:** Students are not always enrolled in or completing a full sequence of CTE courses required to qualify for certification in specific pathways. Additionally, teachers and program leads need to follow through with ensuring students are aware of certification opportunities, meet eligibility requirements, and are adequately prepared to complete the credentialing process.

**Problem Statement 2 (Prioritized):** Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics.

**Root Cause:** Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.

# School Processes & Programs

## School Processes & Programs Summary

Teachers in all core content areas utilize the TEKS Resource System, which provides a comprehensive scope and sequence, vertically aligned unit plans, and assessment resources to guide instruction. This ensures that curriculum delivery remains consistent, rigorous, and aligned to state standards. Teachers in non-core subject areas, such as fine arts, physical education, and electives, develop and refine their own scope and sequence documents and unit plans annually to ensure alignment with district expectations and to meet the diverse needs of students.

Overall, Lago Vista High School teachers demonstrate a strong command of their content areas and a deep commitment to instructional excellence. Teachers of Pre-AP, AP, and OnRamps courses receive specialized training through their respective programs, equipping them with advanced instructional strategies to challenge students and prepare them for college-level work.

Professional Learning Communities (PLCs) meet regularly to review student data, monitor progress, and plan for instructional improvement. PLC discussions often center on curriculum alignment, intervention strategies, and the integration of Next Generation Evaluation (NexGen) feedback to support teacher growth. PLCs also play an important role in identifying budgetary and resource needs tied to instructional improvement initiatives.

Classroom walkthrough data reflect consistent use of the Fundamental 5 best practices, particularly those that promote student engagement and purposeful interaction. The campus has also begun implementing Kagan Cooperative Learning strategies, which are designed to ensure that all students are active participants in the learning process. These structures emphasize engagement, collaboration, and accountability, supporting the goal that every student learns and contributes each day.

## School Processes & Programs Strengths

- Teachers integrate technology into daily instruction, with all courses utilizing Canvas as a minimum standard for managing lessons, assignments, and communication.
- Teachers participate in ongoing professional development focused on *The Fundamental Five* and other best practices for designing engaging, student-centered lessons.
- New teachers receive continuous mentoring and coaching throughout the year to ensure success in instruction, classroom management, and integration into the campus culture. *We All Row!*
- Professional Learning Communities (PLCs) meet regularly to strengthen teacher capacity in developing, implementing, and refining the curriculum cycle, using student data to drive instructional decisions.
- Lago Vista High School offers a variety of advanced academic opportunities, including Advanced Placement (AP) and OnRamps courses, allowing students to experience rigorous, college-level coursework.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Classroom walkthrough data indicate that student engagement is lower than desired, with limited evidence of active participation and student-led learning opportunities.

**Root Cause:** Lessons would benefit from the consistent inclusion of pre-planned higher-order thinking questions or structured opportunities for students to engage in purposeful small-group discussions that promote deeper understanding and critical thinking.

# Perceptions

## Perceptions Summary

Parents and community members play an active role in supporting Lago Vista High School students through a wide variety of campus and extracurricular activities. Families frequently participate in athletic events, band booster and athletic booster programs, and contribute through food donations, staff appreciation efforts, and attendance at school functions and meetings. These acts of involvement reflect the strong sense of pride and partnership that defines the Lago Vista community.

Family and community members are directly engaged in campus decision-making through participation on the Campus Educational Improvement Committee (CEIC), which provides valuable input on goals, strategies, and programs that impact student achievement and school climate.

The campus also offers parent support opportunities such as parenting workshops, mentoring programs, counseling resources, and targeted parent trainings. While forms and key communication are available in Spanish, this remains an area identified for improvement to strengthen outreach to all families and ensure equitable access to information.

Students enrolled in special programs receive additional transitional support through partnerships with Texas Workforce Solutions – Vocational Rehabilitation Services (formerly DARS), and the school’s Special Olympics program is a recognized point of pride for the district, providing meaningful inclusion and leadership opportunities for students with disabilities.

Parents consistently express appreciation for the small-school setting and the strong relationships it fosters, while also noting the importance of school safety as an ongoing priority. The visible presence and proactive engagement of the School Resource Officer (SRO) are sources of reassurance for both students and families.

The shared campus motto, “We All Row,” is reflected daily in the collective efforts of parents, staff, and community members who come together to meet needs as they arise—whether through food donations for teachers, fulfilling classroom Amazon wish lists, or volunteering time to support school initiatives.

## Perceptions Strengths

- Strong parent and community participation in athletic events, fine arts programs, and booster organizations.
- Active Campus Educational Improvement Committee (CEIC) providing stakeholder input on school goals and initiatives.
- Ongoing parent support programs, including parenting workshops, counseling resources, and targeted trainings.
- Robust partnerships supporting students with special needs, including Special Olympics and transition services through Texas Workforce Solutions.
- Strong community culture of support, exemplified by donations, volunteerism, and rapid response to campus needs.
- Visible and trusted School Resource Officer (SRO) presence contributing to parent confidence in school safety.
- Positive small-school environment that fosters close relationships and shared accountability between families and staff.
- Campus-wide culture of collaboration and support reflected in the motto “We All Row.”

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired.

**Root Cause:** A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.

# Priority Problem Statements

**Problem Statement 1:** Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics.

**Root Cause 1:** Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Classroom walkthrough data indicate that student engagement is lower than desired, with limited evidence of active participation and student-led learning opportunities.

**Root Cause 2:** Lessons would benefit from the consistent inclusion of pre-planned higher-order thinking questions or structured opportunities for students to engage in purposeful small-group discussions that promote deeper understanding and critical thinking.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** LVHS students need more diverse educational experience through the thoughtful hiring of faculty that mirrors the demographics of our students, purposeful learning opportunities, and intentionally diverse experiences.

**Root Cause 3:** The faculty of LVHS does not currently mirror the demographics of our student body and the need for diverse experiences is increasing.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired.

**Root Cause 4:** A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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

## Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Other additional 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:** All curriculum documents will align with state standards and teachers will create common assessments in order to monitor student learning.

**Evaluation Data Sources:** 100% of teachers will complete the instructional planning form.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All core teachers will utilize TEKS Resource scope and sequence and unit organizers for each subject they teach. All CTE and elective teachers will create and utilize a scope and sequence and unit organizers for each of their subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Vertical alignment will be created through the use of TEKS Resource.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chairs, Principal</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dedicated time during instructional planning days each 9 weeks will be allocated for staff to analyze assessment data and revise unit plans to address areas of low student performance and opportunities for enrichment. Teachers will collaborate within grade-level and content-area teams to adjust instructional pacing, strengthen alignment to TEKS, and incorporate targeted strategies to improve student outcomes in identified weak areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use data-informed planning to strengthen instructional alignment and reteach low-performing standards, resulting in measurable improvement in student mastery on common assessments, benchmarks, and STAAR performance. Increased teacher collaboration and focused instructional planning will lead to higher levels of student understanding and overall academic growth across content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics. **Root Cause:** Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.

**Goal 1: Teaching & Learning:**





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

**Performance Objective 2:** Statistical increase in passing rates and commended rates in all STAAR-tested subjects, and increase in average scores on college bound required assessments [TEC 39.053(c)(1-3)].

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers regularly demonstrate Kagan Strategies, Capturing Kids Hearts and all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices (although not necessarily on every walkthrough).</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Lago Vista High School will continue to provide a comprehensive Response to Intervention (RtI) framework and yearlong acceleration programs to meet the needs of all learners. Tutorials for students who did not meet STAAR standards will include clear goals, expectations, curriculum alignment, and defined exit criteria once standards are met. Teachers will be provided the time, resources, and training necessary to effectively plan and implement these interventions. In addition to accelerated instruction through Edgenuity, the campus will host STAAR Boot Camps for both re-testers and "bubble" students who are near proficiency or approaching mastery. Student participation will be determined using previous STAAR data, NWEA/MAP growth measures, and teacher input, ensuring targeted support that addresses specific learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in RtI, tutorials, and acceleration programs will demonstrate measurable growth in STAAR performance, benchmark assessments, and classroom achievement. The percentage of students achieving Meets and Masters Grade Level will increase through intentional, data-driven interventions and enrichment opportunities. Teachers will report increased confidence and effectiveness in delivering acceleration and intervention, contributing to overall improvement in student mastery and campus accountability ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional Learning Communities (PLCs) will meet regularly to review student performance data, identify academic and behavioral trends, and collaboratively plan targeted Response to Intervention (RtI) supports for students in need of additional assistance. PLC discussions will focus on progress monitoring, instructional adjustments, and strategies to accelerate learning for all tiers of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified for intervention will show measurable improvement in academic achievement and progress monitoring results. Regular PLC collaboration will lead to more timely and effective interventions, increased teacher capacity to differentiate instruction, and overall growth in student success indicators such as STAAR performance, course completion, and classroom grades.</p> <p><b>Staff Responsible for Monitoring:</b> RtI Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Adjust advisory class groupings and structures based on teacher input and student needs to maximize the effectiveness of advisory time. Advisory will be used strategically to provide credit recovery opportunities, accelerated instruction for students needing intervention, and enrichment activities for students who are on track or exceeding expectations. This flexible approach will ensure that advisory time is purposeful, equitable, and aligned with student growth goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved academic performance, credit completion, and engagement through targeted use of advisory time. Struggling students will close learning gaps through intervention and credit recovery, while advanced students will benefit from enrichment and extension activities that foster higher-level thinking. The result will be more effective use of instructional minutes and an overall increase in student success indicators such as grades, attendance, and course completion.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide Special Education teachers with content area instructional training in Math and ELAR and areas outside their content certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education teachers will be well-trained to provide content area instruction and support, resulting in increased STAAR passing rates for students in Special Education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement a PSAT/SAT/ACT preparation course for interested students to strengthen college readiness skills in reading, writing, and mathematics. Offer a practice PSAT/SAT administration on a Saturday prior to the official school-day exam, and use the results to identify areas of need and design a focused SAT Boot Camp to target specific skill gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who participate in test preparation activities will demonstrate increased confidence and proficiency in college readiness skills, resulting in improved PSAT, SAT, and ACT scores. Expanded access to preparatory opportunities will enhance students' postsecondary readiness, increase the number of students meeting College, Career, and Military Readiness (CCMR) indicators, and support higher rates of college admissions and scholarship eligibility.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics. <b>Root Cause:</b> Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Classroom walkthrough data indicate that student engagement is lower than desired, with limited evidence of active participation and student-led learning opportunities. <b>Root Cause:</b> Lessons would benefit from the consistent inclusion of pre-planned higher-order thinking questions or structured opportunities for students to engage in purposeful small-group discussions that promote deeper understanding and critical thinking.</p>

**Goal 1: Teaching & Learning:**

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

**Performance Objective 3:** Accelerated-learning programs for at-risk students will be effectively tied to individual student needs [TEC 11.252.(3)(H)].


**HB3 Goal**

**Evaluation Data Sources:** Students in accelerated classes will have at least an 80% passing rate in content-related classes and a 80% or better passing rate on STAAR.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will continue to provide RtI and yearlong acceleration instruction programs for students who do not meet STAAR standards. Accelerated instruction programs will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting STAAR requirements on retesting.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Department Chairs</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RtI meetings will be held in PLC to support students who are not making progress in their classes (Tier 2) and Tier 3 meetings will be held for students at risk of not graduating high school, according to a list of eligibility criteria.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in numbers of students failing courses/meeting criteria for Tier 3 interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, RtI Coordinator, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide credit recovery options to students who are at-risk of not graduating via an online program during a dedicated credit recovery period and advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing to recover credits will be provided with opportunities to recover credits lost due to course failures.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> Edgenuity - PIC 24 - Accelerated Education - \$19,750</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1: Teaching & Learning:**





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

**Performance Objective 4:** All students in all sub-populations taking ELAR, Algebra I, Biology, and US History STAAR test will meet the state standard to achieve TEA's highest campus rating [TEC 39.053(c)(1-3)].

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with freshmen and all new parents about their essential role in the shared responsibility for student success and accountability. Information will include how to access and use Ascender ParentPortal and Canvas, the importance of attending open houses and parent meetings, maintaining regular communication with teachers, and understanding campus policies and procedures. Orientation sessions, newsletters, and digital communication will be used to ensure parents are fully informed and equipped to support their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents of freshmen and new students will demonstrate increased engagement in their child's education by actively monitoring academic progress, communicating with teachers, and supporting campus initiatives. As a result, students will show improved attendance, academic performance, and responsibility, contributing to a smoother transition to high school and stronger home-school partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and administer nine-week assessments, semester exams, and benchmark tests in STAAR and AP-aligned formats across all core content areas. All assessments will be uploaded and managed through Eduphoria or Canvas to ensure consistency in test design, accessibility, and data collection for instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have access to consistent, standards-aligned assessment data to guide instruction and intervention. Students will demonstrate increased familiarity with STAAR/AP test formats and question types, resulting in improved test-taking confidence, stronger alignment to state and college readiness standards, and measurable growth on district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselors</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide before- and after-school tutorials, advisory academies, and/or Saturday Academies as needed to support students who are not demonstrating success on classwork, STAAR assessments, NWEA/MAP benchmarks, or who require additional academic intervention following summer school. Instruction during these sessions will target identified skill gaps and reinforce mastery of essential TEKS to accelerate student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in tutorials and academic intervention programs will show measurable improvement in class performance, benchmark assessments, and STAAR results. Increased access to academic support opportunities will also result in higher course completion rates, reduced failure rates, and improved student confidence and engagement in learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Tutorials - Fund 199 - General Fund - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	July

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics. <b>Root Cause:</b> Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired. <b>Root Cause:</b> A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.</p>

**Goal 1: Teaching & Learning:**


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


**Performance Objective 5:** Lago Vista High School will implement strategies to support students in graduating with a high school diploma in four years [TEC 11.255].

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students considering dropping out of school will be counseled about the possible negative impact of their decision and will be provided alternatives, whenever possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are at risk of dropping out will be provided with options to support continued progress towards high school graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement Personal Graduation Plans for all 9th grade students (including Special Education, ESL, and Economically Disadvantaged students) not successful on the STAAR test. PGPs will address educational goals or the student and meet all other requirements per TEC 28.0213.</p> <p><b>Strategy's Expected Result/Impact:</b> PGPs will be created and updated for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop process for LOTE students that qualify to test out of Spanish 1 and 2.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have more options in the schedule to take higher level LOTE classes or CTE/elective courses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Counselors</p>	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 1:** Students will be provided with the necessary structures and support systems (social emotional, mental health, behavioral, and academic) needed to meet campus academic and behavioral expectations.

**Evaluation Data Sources:** Discipline referrals, school survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prior to the start of the school year, the campus will host informational sessions for students and families to review key procedures and policies, including grading guidelines, attendance expectations, behavior standards, and general campus operations. These sessions will ensure that all stakeholders begin the year with a clear understanding of expectations and available supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will have increased awareness of campus procedures and district policies, resulting in improved attendance, compliance with grading and behavior expectations, and overall smoother campus operations at the start of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to promote and encourage participation in student-led clubs and extracurricular programs to strengthen student engagement and campus culture. The campus will designate dedicated non-instructional time within the master schedule to allow all students the opportunity to participate in clubs and organizations during the school day. In addition, the school will establish a Student Club and Extracurricular Coordinator--similar to a UIL coordinator--to assist in organizing, promoting, and maintaining a centralized campus calendar of student activities and events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in extracurricular activities and student-led clubs will lead to higher levels of student engagement, connectedness, and belonging, which are correlated with improved attendance, academic performance, and school climate. The inclusion of dedicated non-instructional time will ensure equitable access for all students, including those who may not have transportation or scheduling flexibility for after-school involvement.</p> <p><b>Staff Responsible for Monitoring:</b> School Community</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue the use of a Positive Behavior Interventions and Supports (PBIS) team to monitor procedures, student discipline, and school safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Lago Vista High School will have a well-implemented PBIS system and students will demonstrate the common area and classroom expectations of being Respectful, Responsible, and Safe. Initiatives in this area include positive behavior referrals, Lakeside Subs Student of the Week, and intentionality in teacher emails to students exhibiting positive behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Communicate school rules, policies, and important updates to parents and guardians through multiple platforms, including the school newsletter, campus website, and district and campus social media accounts. These consistent communication channels will ensure families have timely and accurate information to support student success and maintain a strong school-home partnership.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and guardians will have increased awareness and understanding of school policies, expectations, and events, resulting in improved compliance with attendance and behavior guidelines, stronger parent engagement, and more effective two-way communication between families and the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will receive training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate an increased understanding of the Texas Behavior Support Initiative (TBSI) framework and apply proactive, evidence-based strategies to support students with disabilities in all instructional settings. As a result, students will experience improved behavioral and academic outcomes through more consistent implementation of positive supports, clearer expectations, and inclusive classroom practices.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Team Lead</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will intentionally implement classroom strategies that promote a positive learning environment, collaboration, and teamwork, including team-building activities, Kagan cooperative learning structures, and other engagement techniques. These strategies will foster student ownership of learning, improve peer relationships, and support a respectful and inclusive classroom culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate higher levels of engagement, cooperation, and social-emotional growth. Classrooms will reflect a positive climate characterized by mutual respect, active participation, and increased collaboration. Over time, these practices will contribute to improved student achievement, reduced behavioral incidents, and stronger connections between students and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide intentional social and emotional learning (SEL) opportunities for students through classroom engagement strategies and structured advisory periods. Advisory time will also include tutorial sessions and targeted academic support designed to build student confidence, self-management, and overall capacity for success in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved social-emotional skills, self-confidence, and academic readiness. Increased access to tutorials and SEL supports during advisory will lead to stronger relationships with peers and teachers, greater resilience, and measurable gains in academic performance and classroom participation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Department Chairs</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Campus leaders will organize student assemblies and guest speaker events designed to provide information, motivation, and leadership opportunities that promote academic achievement and school engagement. These activities will specifically support educationally disadvantaged and at-risk students, while benefiting all students through exposure to positive role models, college and career awareness, and personal development opportunities aimed at reducing the dropout rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased engagement, motivation, and awareness of postsecondary and career opportunities. Educationally disadvantaged and at-risk students will show measurable improvement in attendance, credit accumulation, and course completion rates, contributing to a reduction in overall dropout risk and increased academic success for all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>Funding Sources:</b> At-Risk Programming - PIC 24 - Accelerated Education - \$2,300</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** Classroom walkthrough data indicate that student engagement is lower than desired, with limited evidence of active participation and student-led learning opportunities. **Root Cause:** Lessons would benefit from the consistent inclusion of pre-planned higher-order thinking questions or structured opportunities for students to engage in purposeful small-group discussions that promote deeper understanding and critical thinking.





**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:** Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork [TEC 11.253.(d)(10)(c)].

**Evaluation Data Sources:** Attendance reports will show an increase in attendance and a decrease in tardies and absences.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish incentives for student attendance, such as semester exam exemptions and individualized positive reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be encouraged to demonstrate regular school attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, PBIS Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PBIS Incentives - Fund 461 - Campus Activity Funds - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enforce state mandatory attendance policies by sending home attendance letters and filing on students who have exceeded absence limits.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will have documentation of letters sent, phone calls made, truancy charges filed on students who are not meeting attendance expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attendance clerk communicates with the assistant principal as soon as a student reaches 3 or more absences in a 4 week period, or sooner, if deemed appropriate, so that the student can be referred to the RtI process for attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students demonstrating attendance concerns will be referred to the RtI process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Attendance Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Send a daily absence notification to all parents outlining state laws regarding attendance and how to monitor attendance in Ascender</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well-informed about attendance expectations and how to track and monitor their student's attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Assisstant Principal, Attendance Clerk</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**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:** Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior [TEC 11.253(d)(8)].

**Evaluation Data Sources:** Incidents of bullying and bullying-like behavior will remain low and bullying investigations will show unwanted behaviors, not necessarily bullying as defined in Texas.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lago Vista High School will continue to seek and obtain the No Place for Hate campus designation through our district-wide Project Vinatta program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become invested in creating and supporting a campus-wide culture of kindness. Students will acquire tools needed to treat others with kindness and respect.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will provide targeted resources, guidance, and referrals for students identified as needing additional support related to violence prevention, pregnancy, harassment, bullying, and other social-emotional or safety concerns. Counseling staff will collaborate with teachers, administrators, and families to ensure that identified students have access to appropriate school-based and community services.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving counseling support will experience improved emotional well-being, sense of safety, and connection to school. Increased awareness of available resources and proactive intervention will lead to fewer discipline incidents, reduced reports of bullying or harassment, and stronger student engagement and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide ongoing information and education on bullying prevention, identification, and reporting procedures to all students throughout the school year. This initiative will include reminders from Advisory teachers and the promotion of the StayALERT reporting app, which will be pushed to student devices to ensure easy access for confidential reporting. These efforts will reinforce a culture of respect, safety, and accountability on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased awareness of bullying prevention and reporting procedures, resulting in improved campus climate and a reduction in bullying-related incidents. Consistent communication through Advisory and the StayALERT app will empower students to recognize, prevent, and report unsafe behaviors, contributing to a safer and more supportive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Students will be offered relevant and engaging coursework and activities that reflect the campus's commitment to preparing all learners for college, career, and life success after high school. Instructional programs, extracurricular opportunities, and career pathways will be designed to foster academic rigor, critical thinking, and real-world application of skills.

**HB3 Goal**

**Evaluation Data Sources:** College, Career, and Military Readiness (CCMR) data; Student course enrollment trends (e.g., AP, OnRamps, dual credit, CTE pathways); Student surveys on engagement and relevance of coursework; CTE certification data and program participation rates; Postsecondary enrollment and scholarship reports; and Teacher and counselor feedback on course alignment and student interest.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will conduct Senior Conferences with all 12th-grade students to review Personal Graduation Plans (PGPs) and verify each student's College, Career, and Military Readiness (CCMR) status to determine eligibility for a Senior Release period. In addition, counselors will survey 11th-grade students to ensure they are on track for graduation, aware of their CCMR progress, and understand requirements for Senior Release opportunities in their final year.</p> <p><b>Strategy's Expected Result/Impact:</b> All seniors will have an updated graduation plan and documented CCMR status, ensuring appropriate scheduling and eligibility for Senior Release. Juniors will demonstrate increased awareness of their graduation and CCMR progress, leading to improved on-time graduation rates, CCMR attainment, and postsecondary readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/CTE Department Head</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a minimum of eight opportunities throughout the school year for students to engage directly with career and college professionals, allowing them to learn about a variety of postsecondary pathways and real-world experiences. Lago Vista High School will coordinate career exploration events, college visits, military recruiter presentations, and technical school information sessions to ensure students are well-informed about their options beyond high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased awareness of postsecondary and career opportunities and greater confidence in identifying future educational or career goals. Participation in these activities will lead to measurable gains in College, Career, and Military Readiness (CCMR) indicators, as well as stronger student engagement in CTE programs, college preparation activities, and postsecondary planning.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide two endorsement fair presentations for middle school (one during the school day and one at night for parents) with high school teachers and students present.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will be well-informed of the endorsement options available at Lago Vista High School.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Coordinator, Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All CTE courses will provide an industry based certification (IBC) chosen by the instructor. Students in CTE classes will take certification exams in order to obtain an IBC.</p> <p><b>Strategy's Expected Result/Impact:</b> All LVHS students who take a CTE course will have an opportunity to graduate with an IBC.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired. <b>Root Cause:</b> A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.</p>

**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:** Students will receive the instructional support, test preparation resources, and guidance necessary to perform above state standards on college admissions assessments, including the PSAT, SAT, ACT, and TSIA. These supports will include access to preparatory coursework, targeted skill-building, and individualized feedback to strengthen college readiness.

**HB3 Goal**

**Evaluation Data Sources:** PSAT, SAT, and ACT score reports (campus and state comparisons); College, Career, and Military Readiness (CCMR) data; Student participation records for test prep sessions and boot camps; Longitudinal tracking of student score improvement across assessments; Teacher and counselor feedback on student readiness and participation; and Student survey data on confidence and preparedness for college testing.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be provided with PSAT, SAT, TSIA, and ASVAB test data for their current students, along with Eduphoria summary reports, to inform instructional planning and targeted skill development in mathematics and English Language Arts. Core teachers will use this data to design lessons that address identified areas of need, while CTE teachers will intentionally embed math, reading, and writing skills within their coursework to reinforce college and career readiness across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use test data to deliver more focused, skills-based instruction aligned to student needs, resulting in improved college readiness assessment scores and greater student success in both academic and technical courses. Students will demonstrate measurable growth in math reasoning, writing proficiency, and problem-solving skills, contributing to higher CCMR performance and increased preparedness for postsecondary pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be guided in connecting their PSAT scores to their individual College Board accounts to access personalized SAT practice through Khan Academy. Counselors and teachers will provide instruction on how to interpret PSAT results and use the linked Khan Academy platform to target specific areas for improvement, helping students take ownership of their college readiness preparation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased engagement with personalized SAT practice tools, resulting in measurable improvement in SAT performance and overall college readiness. Through the integration of PSAT data and Khan Academy resources, students will build confidence, strengthen academic skills, and increase the percentage meeting or exceeding College, Career, and Military Readiness (CCMR) benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Lago Vista High School will provide structured opportunities for students to practice taking standardized assessments, including the PSAT, SAT, and ACT. Practice sessions will simulate authentic testing conditions and be supported by test preparation resources to help students build familiarity with test formats, timing, and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain increased confidence and proficiency in standardized test-taking strategies, resulting in improved PSAT, SAT, and ACT performance. These opportunities will enhance college readiness and contribute to higher rates of students meeting CCMR benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/Counselors</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics. <b>Root Cause:</b> Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.</p>

**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:** Students who need additional support to meet College, Career, and Military Readiness (CCMR) requirements will be provided with targeted opportunities to demonstrate readiness through multiple pathways, including TSIA testing, industry-based certifications, dual credit or OnRamps coursework, military aptitude assessments, College Bridge, and approved college entrance exams.

**Evaluation Data Sources:** CCMR accountability data and tracking reports; TSIA, SAT, and ACT score results; Industry-based certification completion records; Dual Credit and OnRamps enrollment and completion data; Military aptitude (ASVAB) participation reports; and Counselor logs and student tracking documentation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Junior and Senior Conferences will be required to check CCMR status and goals for achieving the requirements prior to graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> All seniors will attain CCMR status prior to graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 1:** Lago Vista High School will foster a supportive, collaborative, and nurturing environment for all employees by prioritizing staff well-being, professional growth, and recognition. The campus will implement initiatives that promote positive morale, encourage retention of high-quality staff, and provide ongoing support through regular check-ins, celebrations, and incentives.

**Evaluation Data Sources:** Staff retention data and turnover reports; Teacher and staff climate surveys measuring satisfaction and sense of support; Professional development participation records; Documentation of staff recognition activities (e.g., celebrations, morale events, incentives); Administrator feedback logs from teacher check-ins and support meetings; and T-TESS and staff reflection data indicating professional growth and engagement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High levels of support will be provided to new-to-profession teachers including participation in a yearlong mentoring program with a trained mentor, as well as additional coaching support by campus instructional leaders and other trained staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> New-to-profession teachers will be provided the support needed to be effective and to remain in the profession and on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Facilitate social activities in order to foster a stronger sense of community among staff and boost morale.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff survey results indicate positive morale.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Notify teachers of likely schedule/course assignments and coaches their coaching assignments for the upcoming fall semester by or before May of the current year so they can effectively prepare over the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Master Schedule assignments will be completed and communicated by May.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Principal, Athletic Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Inform all faculty of available stipend opportunities and encourage participation in programs that recognize additional responsibilities or advanced professional learning. The campus and district will also explore the development of new stipends or bonuses for teachers of high-demand or hard-to-fill courses to support recruitment and retention of qualified staff in critical subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have increased awareness of available financial incentives and recognition opportunities, leading to improved staff morale, retention, and recruitment. Offering targeted stipends for high-need areas will help ensure that all students have access to high-quality instruction delivered by certified, experienced educators.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> LVHS students need more diverse educational experience through the thoughtful hiring of faculty that mirrors the demographics of our students, purposeful learning opportunities, and intentionally diverse experiences. <b>Root Cause:</b> The faculty of LVHS does not currently mirror the demographics of our student body and the need for diverse experiences is increasing.</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:** All employees will demonstrate high levels of performance as a result of high quality professional development [TEC 21.451 and TEC 253(e)].

**Evaluation Data Sources:** Summative appraisals; Professional learning surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administrators will give professional learning surveys following campus staff development to assess outcomes and to gauge future needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey results will be used to improve campus professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide new teachers with one full day of training on Canvas and a day of training on gradebook, Fundamental Five, engagement strategies, and any other LVHS-specific content areas prior to the beginning of school. Provide ongoing training with all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will be well-trained on Canvas, the Fundamental Five, engagement strategies, and other LVHS-specific content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer teachers flexible and varied campus trainings that allow them to select sessions that best suit their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided with campus training options to meet their needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Department heads will assist their teams with budgeting for and finding professional development opportunities once the upcoming fall schedule has been set. The campus leadership team will discuss professional learning opportunities at leadership meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional developments needs communicated via teacher professional goals in NexGen appraisal system will be met through targeted professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </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:** Lago Vista High School will provide high-quality engagement opportunities for parents and community members to foster meaningful partnerships that support student learning, promote transparency, and strengthen school-community relationships. Efforts will include informational sessions, volunteer opportunities, advisory committees, and events designed to increase communication, collaboration, and shared responsibility for student success. [TEC 11.253(d)(9)]

**Evaluation Data Sources:** Parent and community participation records (sign-in sheets, event rosters); Parent and community surveys measuring satisfaction and engagement; Campus and district communication analytics (newsletters, website, and social media metrics); Meeting documentation from Campus Education Improvement Committee (CEIC) and parent advisory groups; Volunteer and partnership logs; and Event evaluations and feedback forms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lago Vista High School will actively encourage parent and community involvement by providing opportunities to volunteer and participate in athletic, academic, and extracurricular events. Parents and community members may serve as ticket takers, greeters, or ushers, help organize and provide refreshments or snack bags for participants, and act as guest speakers or masters of ceremonies at campus events. These opportunities will strengthen school pride and build meaningful connections between families, students, and the broader community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and community engagement in campus events will increase, fostering a stronger sense of school-community partnership and Viking spirit. Enhanced volunteer participation will contribute to a more supportive environment for students and staff while promoting shared ownership of school success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Athletic Director, Event/Activity Sponsors</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will be informed of volunteer opportunities through the weekly Lago Vista High School newsletter. A "Viking News To Use" section will be added to our high school website where newsletters can be archived and reviewed.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well-informed of campus happenings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Viking Night and special program meeting times and dates will be advertised in Lago Vista High School newsletter, website, and marquee.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well-informed of Viking Night and special program meeting times and events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop and share a series of instructional videos to help parents better understand key aspects of school life and student success. Topics will include Canvas navigation, course selection, extracurricular opportunities, and other important school-related processes. Videos will be accessible through the campus website and social media to ensure all families can engage at their convenience.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will demonstrate increased awareness and understanding of campus systems, academic planning, and student involvement opportunities. Improved parent access to this information will strengthen home-school communication, support student achievement, and promote higher participation in academic and extracurricular programs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CEIC will hold a public meeting after receipt of the annual campus ratings to discuss the performance of the campus and campus objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> The public will be provided with an opportunity to review and discuss the campus performance and campus objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Promote and advertise the District ESL Parent Meeting at the beginning of the school year through multiple communication channels, including campus newsletters, social media, and direct parent outreach. Information will be shared in both English and Spanish to ensure accessibility for all families of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent attendance and engagement at the ESL Parent Meeting will strengthen communication and collaboration between families and the school. Parents will gain a clearer understanding of available supports, academic expectations, and ways to actively participate in their child's language and academic development.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Invite parents and/or adult mentors to campus for lunch or assemblies to promote positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved positive student behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired. <b>Root Cause:</b> A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.</p>

**Goal 6: Safety & Security:**

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

**Performance Objective 1:** Lago Vista High School will provide a safe school day environment for all students and staff.

**High Priority**

**HB3 Goal**

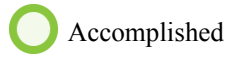
**Evaluation Data Sources:** Surveys, teacher feedback, success on safety drills, passing all safety audits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff members receive annual training at the beginning of the school year on safety protocols, including lockdowns, evacuations, severe weather procedures, and medical emergencies, to ensure a consistent and effective response campus-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will demonstrate increased preparedness and confidence in responding to emergency situations. Regular updates and training will ensure that all safety procedures are current, well-communicated, and effectively implemented, contributing to a safe and secure campus environment for all.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Lago Vista High School will conduct weekly exterior door checks to ensure that all entry points remain locked, secure, and compliant with district safety protocols. Documentation of these checks will be maintained, and any identified issues will be addressed immediately to maintain the integrity of campus security.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular door checks will help ensure a safe and secure learning environment by reducing unauthorized access and reinforcing staff accountability for campus safety procedures. Consistent monitoring will support district and state compliance requirements for school security.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal; Security Aide</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Lago Vista High School will utilize Raptor Alert, a silent panic alert and emergency communication system, to effectively manage and coordinate responses during all emergency situations. The system will also be used during drills and safety exercises to ensure staff proficiency and readiness in its operation.</p> <p><b>Strategy's Expected Result/Impact:</b> The use of Raptor Alert will enhance the campus's ability to respond quickly and efficiently to emergencies, improving communication between staff and first responders. Regular use during drills will ensure that all employees are familiar with the system, leading to faster response times and a safer, more coordinated campus environment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	July

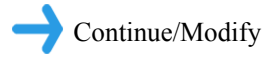
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and staff will actively monitor hallways, common areas, and exterior entrances throughout the school day to maintain a visible adult presence and promote student safety. A designated parking lot monitor will be utilized to oversee campus entry points and parking areas, helping to deter unsafe behaviors and enhance overall campus security.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff visibility and supervision will contribute to a safer, more orderly campus environment. Continuous monitoring of hallways, entrances, and parking areas will reduce incidents of misconduct, improve student behavior, and strengthen the overall sense of security for students, staff, and visitors.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Lago Vista High School will conduct regularly scheduled safety drills throughout the school year in accordance with district guidelines and state requirements. These drills will include fire, lockdown, evacuation, shelter-in-place, and medical emergency procedures to ensure that all students and staff are prepared to respond effectively in any situation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will demonstrate increased preparedness, confidence, and efficiency in responding to emergencies. Regular safety drills will ensure compliance with safety mandates and contribute to a secure and well-prepared campus environment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Lago Vista High School will monitor the parking lot throughout the school day to ensure that all visitors enter and check in through the front office and that students are not in the parking lot without an authorized reason. Staff and security personnel will conduct periodic checks to maintain campus safety and accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent parking lot monitoring will enhance campus security and student safety by reducing unauthorized access and ensuring adherence to visitor and student movement protocols. This proactive supervision will foster a safe, orderly, and well-managed school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Lago Vista High School will maintain a dedicated School Resource Officer (SRO) on campus during the school day to support student and staff safety, crisis response, and relationship building. The SRO will serve as a visible presence on campus, assist in emergency preparedness, and foster positive connections between law enforcement and the school community.</p> <p><b>Strategy's Expected Result/Impact:</b> The presence of an SRO will enhance the overall safety, security, and well-being of students and staff. Increased visibility and engagement will promote trust, prevention, and early intervention, resulting in a safer and more supportive school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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:** Lago Vista High School will provide a safe environment at all school related extra-curricular events that draw in visitors.


**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Incident free gatherings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lago Vista High School will create, communicate, and post spectator guidelines for all athletic events to promote sportsmanship, safety, and positive community representation. Guidelines will be clearly displayed at venues, shared through digital communication channels, and reviewed with coaches, students, and parents prior to each sports season.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear and consistent spectator expectations will foster a respectful, safe, and supportive environment at all athletic events. Improved communication of expectations will reduce disruptive behavior, strengthen school spirit, and enhance the overall experience for students, families, and community members.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Lago Vista High School will partner with the Lago Vista Police Department to ensure that a uniformed police officer is present at all school-sponsored sporting events. This collaboration will enhance safety, provide rapid response capability if needed, and maintain a secure and welcoming environment for students, staff, and spectators.</p> <p><b>Strategy's Expected Result/Impact:</b> The consistent presence of law enforcement at athletic events will increase visibility, safety, and community confidence. This partnership will support effective crowd management, deter potential safety concerns, and reinforce a positive relationship between law enforcement and the school community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Lago Vista High School will ensure that an administrator is present and on duty at all home athletic events to provide supervision and support. Additionally, LVHS faculty members will be compensated to assist with monitoring large school events, such as football games and other high-attendance activities, to help maintain safety, order, and positive school spirit.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent administrative and staff presence at large events will promote a safe, organized, and family-friendly environment for students, staff, and community members. Increased supervision will reduce behavioral incidents, enhance crowd management, and strengthen the sense of community engagement at school-sponsored events.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent/Principal</p>	Formative			Summative
	Dec	Feb	Apr	July







**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:** Lago Vista High School will establish and maintain structured opportunities for staff, parents, and community members to provide input and participate in campus decision-making processes, in alignment with TEC SS11.255. This will include active involvement through the Campus Education Improvement Committee (CEIC), parent advisory groups, and community feedback opportunities that promote transparency and collaboration in campus planning and improvement efforts.

**Evaluation Data Sources:** CEIC meeting agendas, minutes, and sign-in sheets; Parent and staff surveys on engagement and participation; Documentation of advisory or stakeholder meetings; Volunteer and community partnership logs; Campus communication records (emails, newsletters, public postings); and Feedback summaries used in decision-making and policy updates.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Publicize teacher and staff support opportunities through multiple communication channels, including the campus newsletter, faculty meetings, and student news broadcasts. Information will highlight available wellness initiatives, professional development, recognition programs, and campus resources to ensure all staff members are aware of the supports available to them.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will demonstrate increased awareness and utilization of available supports, contributing to higher morale, stronger professional engagement, and improved staff retention. Consistent communication of these opportunities will foster a positive and supportive campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a formative survey to parents, students, and teachers at the end of each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will have parent, student, and teacher input to use for adjustments needed in the current school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use Campus Education Improvement Committee to involve parents, community, and staff in decision making [TEC 11.25].</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and staff surveys will reflect that they feel there is awareness of and adequate opportunities for involvement in decision-making processes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	July
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Education Improvement Committee will meet yearly to review and evaluate the effectiveness of the Site Based Decision Making policies, procedures, and staff development activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Program evaluations will provide affirmation of processes or opportunities to plan for improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	July
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

# State Compensatory

## Budget for Lago Vista High School

**Total SCE Funds:** \$22,750.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

LVHS uses Edgenuity for the purpose of accelerated instruction for teachers to use as a resource for STAAR EOC review, state mandated accelerated instruction for previous STAAR failures, and for credit recovery for students who are behind in credits. We will also use teachers for Boot Camps this year to ensure our at-risk students (defined by previous test scores and MAP data) get additional support during and outside of the school day prior to state assessments in December and Spring of 2026.

# Campus Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Tutorials		\$2,000.00
<b>Sub-Total</b>					<b>\$2,000.00</b>
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Edgenuity		\$19,750.00
2	1	8	At-Risk Programming		\$2,300.00
<b>Sub-Total</b>					<b>\$22,050.00</b>
Fund 461 - Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	PBIS Incentives		\$1,000.00
<b>Sub-Total</b>					<b>\$1,000.00</b>