Lago Vista Independent School District

Lago Vista High School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

Mission Statement

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

Vision

Lago Vista Independent School District is responsible for preparing our children to live and work in a changing Global Society. It is the primary responsibility of the District to instruct all students, in an exemplary way, to achieve essential academic and life skills so that they acquire a knowledge base on which to build life-long learning.

We are committed to being a community partner with the citizens of the Lago Vista ISD, providing opportunities for continuing education and the chance to participate in the education process.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the 2013-2014 TAPR report, Lago Vista High School's demographic information is as follows:

- Total students - 433
- African American - 1.2%
- Hispanic - 22.4%
- White - 73.4%
- American Indian - .5%
- Asian - .5%
- Pacific Islander - .2%
- Two or more races - 1.8%
- Economically Disadvantaged - 20.3%
- Non-Economically Disadvantaged - 79.7%
- English Language Learners - .9%
- At Risk - 27%
- Mobility - 11.4%
- Special Education - 10%
- Attendance Rate - 96.1%
- Annual Dropout Rate - 0.0%
- Class of 2013 - Graduation - 99%, Continued HS - 1%, Received GED - 0%

Demographics Strengths

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

Demographics Needs

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

Student Achievement

Student Achievement Summary

2013-2014 STAAR Percentage Passing -

- English 1 - 81%
- English 2 - 89%
- Algebra 1 - 88%
- Biology - 94%
- US History - 99%
- Advanced Course/Dual Credit Completion - 21%
- Average SAT - 1523
- Average ACT - 23.3
- Graduates Enrolled in IHE's - 77.6%

Student Achievement Strengths

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

Student Achievement Needs

While STAAR scores are relatively high compared to the state, several areas remained the same or decreased from the previous year. Commended Rates in all areas should be examined and plans made to focus on their improvement. Opportunities for compensatory services for students who have failed one or more sections of the STAAR need to be considered. Participation rates in Algebra 1 should be an area of focus, as well.

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

School safety and opportunities for students to be involved.

School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teachers at Lago Vista High School meet the requirements for Highly Qualified. Teachers are provided regular walkthroughs by campus administrators, with opportunities for goal setting and self-reflection throughout the school year. New job postings are posted online and on applitrack. Department heads are invited to participate in the interview process and make recommendations for new hires. The weekly staff attendance rate was not collected in past years. New staff is assigned a mentor, but there is little structure to the program. Staff is part of the improvement process by being part of the CIP teams, PBIS teams, and nine weeks reflections and conferences. Teachers are provided staff development during August inservice, with monthly meetings during their conference periods to work on the implementation of the new technology.

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

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Curriculum, Instruction, and Assessment Needs

Underidentification of GT students.

Creation of curriculum documents.

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

Family and Community Involvement

Family and Community Involvement Summary

Parents are involved in several activities that support students' learning, such as athletic events attendance, band booster and athletic booster participation, curriculum nights, career spotlights, food donation for teacher treats, attendance at school meetings, and attendance at after-school training on technology. Families and the community are primarily involved in school district decisions through membership on the Campus Education Improvement Committee. Parents are provided support through parenting workshops, mentoring programs, counseling resources, and parent trainings. Forms for parents who speak only spanish are available, though this is an area of needed improvement. Students is special programs are provided with transitional support by DARS and we have an excellent Special Olympics program.

Family and Community Involvement Strengths

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

Family and Community Involvement Needs

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

School Context and Organization Needs

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

Technology

Technology Summary

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

Technology Strengths

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

Technology Needs

Sustaining the 1:1 iPad initiative.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Curriculum, Instruction, & Student Achievement: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Summative Evaluation: 100% of standards-based unit maps and snapshots will be completed by the end of the school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Teachers will create, utilize, and update unit plans for each subject they teach.	Teachers, Department Chairs, Principal	Snapshots will be created in advance of the school year- Unit plans for each subject submitted quarterly.			
2) Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher order Thinking, Engaged learning, Authentic Connections, and Technology Use.	Department Chairs, Principals, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of HEAT; Lesson Framing should have examples of higher level goals from Bloom's Taxonomy			
3) Teachers will be constructing courses on Canvas and fully integrating curriculum, assignments, and student/teacher communication into the program.	Teachers, Principal	Syllabus, lessons, files, grades, and plans are all visible via Canvas.			
4) Teachers will have the opportunity within their specific subjects (at their request) to meet with their middle school and elementary counterparts to spiral skills and content over the summer.	Principal, Teachers, Department Chairs	Spiraled TEKS in lesson plans at high school level are chosen to address needs identified at middle school; Improvement from middle school to high school in areas of weakness on standardized assessments			
5) Teachers will make a point to include cultural relevancy in their curriculum choices, particularly in ELA and Social Studies.	Teachers	End products (projects, papers, etc.) demonstrate an understanding of culturally and racially diverse ideas, opinions, and viewpoints			
6) Teachers will meet in teams to create Professional Learning Communities with an emphasis on curriculum and assessment data once each month.	Principal	Sign in sheets from PLC meetings.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 1: Curriculum, Instruction, & Student Achievement: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 2: Statistical increase in passing rates and commended rates in all STAAR-tested subjects, and increase in average scores on college-bound required assessments.

Summative Evaluation: 90% or better passing rate in all STAAR tests, an increase in commended rates on all tests, and an increase in average SAT and SAT scores.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
Federal System Safeguard Strategies 1) Teachers regularly demonstrate all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.	Department Chairs, Principal, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices (although not necessarily on every walkthrough).			
2) Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher order Thinking, Engaged learning, Authentic Connections, and Technology Use.	Department Chairs, Principals, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of HEAT; Lesson Framing should have examples of higher level goals from Bloom's Taxonomy.			
3) Teachers construct courses on Canvas and fully integrate curriculum, assignments, and student/teacher communication into the program.	Teachers, Principal	Syllabus, lessons, files, grades and plans are all visible via Canvas.			
Funding Sources: Fund 199 - General Fund - $5500.00					
Federal System Safeguard Strategies 4) Data digs, Eduphoria, and Canvas are all used for assessment decisions. Schedule specific subject times and opportunities each 9 weeks to meet with their departments and annually with middle school counterparts to spiral skills and content.	Principal, Teachers, Department Chairs	Dates scheduled and data analyzed with documentation provided to the principal.			
5) Teachers use formative assessments to inform instruction. Data from the PSAT, SAT, and AP exams used to drive curriculum and inform instruction at a campus and department levels.	Principal, Teachers, Department Chairs	Updated unit plans.			
6) Teachers have the opportunity within their specific subjects (at their request) to meet with their middle school and elementary counterparts to spiral skills and content over summer.	Principal, Teachers, Department Chairs	Spiraled TEKS in lesson plans at high school level are chosen to address needs identified at middle school; improvement from middle school to high school in areas of weakness on standardized assessments.			
Federal System Safeguard Strategies 7) LVHS will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.	Principal, Teachers, Department Chairs	Increased number of students meeting STAAR requirements on retesting.			
		Funding Sources: PIC 24 - Accelerated Education - $600.00, PIC 24 - Accelerated Education - $1200.00			

8) Teachers will have at least one opportunity per year to attend content-specific professional development opportunities at a local, regional, and state training level.	Teachers, Department Chairs	Increased training attendance per department.			
	Funding Sources: Fund 199 - General Fund - $5000.00				
9) Provide staff development on types and uses for formative assessments.	Principal	Increased use of formative assessments in walkthroughs.			
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ◯ = No Progress ✖ = Discontinue					

Goal 1: Curriculum, Instruction, & Student Achievement: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Summative Evaluation: LVHS G/T identification percentage will be 8% or better at the end of the school year and feedback from GT parents will reflect sufficient opportunities for GT students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher order Thinking, Engaged learning, Authentic Connections, and Technology Use.	Principal, Department Chairs, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of HEAT; Lesson Framing should have examples of higher level goals from Bloom's Taxonomy.			
2) Teachers will construct courses on Canvas and fully integrate curriculum, assignments, and student/teacher communication into the program.	Teachers, Principal	Syllabus, lessons, files, grades and plans are all visible via Canvas.			
3) Teachers are provided training on identification of GT students, needs to GT students, differentiation, and characteristics of GT students in alignment with requirements for teachers who work with GT students.	Principal	Certification reflecting 30-hour initial GT training and 6 hour annual follow-up training for all teachers.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 1: Curriculum, Instruction, & Student Achievement: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Teachers use formative assessments to inform instruction. Data from the PSAT, SAT, and AP exams used to drive curriculum and inform instruction at the campus and department level.	Principal, Teachers, Department Chairs	Updated unit plans.			
2) The school will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.	Principal, Teachers, Department Chairs	Increased number of students meeting STAAR requirements on retesting.			
3) Provide staff development on types and uses for formative assessments.	Principal	Increased use of formative assessments in walkthroughs.			
4) Students at risk of not graduating will be offered opportunities to take credit recovery classes through an online service, Odysseyware.	Principal, Counselor	Students complete courses towards graduation.			
	Funding Sources: PIC 24 - Accelerated Education - $5000.00				
5) Students at risk of not graduating will be placed in learning labs to complete their credit recovery classes.	Principal, Counselor	Students enrolled in classes.			
Federal System Safeguard Strategies 6) RtI meetings will be held to meet on students who are at risk of not graduating high school, according to a list of eligibility criteria.	Counselor, Principal	Notes from meetings.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 1: Curriculum, Instruction, & Student Achievement: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Summative Evaluation: Fitnessgram results will meet or exceed the state average.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Use of Fitnessgram in PE and athletics to monitor students' physical fitness.	District Nurse, PE Teachers, Coaches	Increase in student physical fitness.			
2) Promote the involvement of students in UIL athletics through a UIL/Club fair for students.	Principal	Increase in percentage of students participating in sports.			
3) Allow students to take PE beyond the minimum requirement of 1 credit.	Counselor	Increase in PE numbers.			
4) Monitor the percentage of students in athletics and PE to ensure appropriate proportionality across subgroups, specifically economically disadvantaged students.	Counselor	Proportional numbers participating in athletics in all subgroups.			
✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✘ = Discontinue					

Goal 2: Student Achievement: 90% of all student groups taking the TAKS/STAAR reading, writing, math, science and social studies tests will meet the state standard in Spring 2016 to achieve TEA's highest campus rating.

Performance Objective 1: All students in all sub-populations taking ELA, math, and US History STAAR test will meet the state standard in Spring 2016 to achieve TEA's highest campus rating.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Communicate with parents their role in the shared responsibility for student accountability, such as signing up for TXConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.	Teachers, Administration	Survey results indicate increase in parent use of accountability indicators.			
Federal System Safeguard Strategies	Principal	Walkthroughs indicate use of instructional strategies.			
2) Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention.		Funding Sources: PIC 24 - Accelerated Education - $1000.00			
Federal System Safeguard Strategies	Principal, STAAR-Tested Subject Teachers	90% or better passing rate on all STAAR tests.			
3) Summarize and analyze student STAAR results from previous years/throughout the year.					
Federal System Safeguard Strategies	Principal, Campus RtI Coordinator	RtI plans.			
4) Develop and implement RTI strategies, such as mentors, mandatory tutorials, iStation, and content-supporting classes (such as SLM and Writing Lab).					
Federal System Safeguard Strategies	Principal	Tests submitted to principal.			
5) Produce 9-weeks and Semester Tests in STAAR, AP, and eduphoria format in ALL core content areas.					
Federal System Safeguard Strategies	Principal	Classes created.			
6) Provide year-long mandatory Strategies for Learning Math and Writing Lab classes for students at risk of not passing STAAR ELA and math.					
Federal System Safeguard Strategies	Principal	Tutorials created.			
7) Provide before and after school tutorials and Saturday Academics, as needed, for students not successful on STAAR, STAAR benchmark, or summer school.					
8) Continue to provide iPads and training for every teacher and student.	Principal	iPads distributed.			
		Funding Sources: Fund 199 - General Fund - $1000.00			
9) Provide teachers with professional development on what makes a formative assessment.	Principal	Classes attended and documented in Eduphoria.			
10) Allow time for teachers to analyze cumulative data each nine weeks.	Principal	Time dedicated to data analysis. Data submitted to principal.			

11) Special education teachers meet with regular teachers general education teachers (once per 9-weeks).	Special Education Teachers	Decreased failures for special education students.			
	Funding Sources: PIC 23 - Special Education - $1600.00				

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Goal 2: Student Achievement: 90% of all student groups taking the TAKS/STAAR reading, writing, math, science and social studies tests will meet the state standard in Spring 2016 to achieve TEA's highest campus rating.

Performance Objective 2: The Lago Vista High School completion rate will meet the state standard in Spring 2016 achieve TEA's highest campus rating.

Summative Evaluation: The Class of 2016 will have a four year completion rate of 95% or better.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Communicate with parents their role in the shared responsibility for student accountability, such as signing up for TXConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.	Teachers, Administration	Survey results indicate increase in parent use of accountability indicators.			
2) Students considering dropping out of school will be counseled about the possible negative impact of their decision.	Teachers, Counselor	Completion rate meets goal.			
3) Students who are at-risk of not graduating in four years due to a lack of credits will be allowed to take accelerated classes.	Counselor	Completion rate mets goal.			
4) Students who are failing classes will be assigned mandatory lunch/homeroom D-halls until all course grades average 70 or above.	Teachers, Assistant Principal	Nine weeks failure rate of less than 20%.			
5) Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention.	Principal	Walkthroughs indicate use of instructional strategies.			
6) Develop and implement Personal Graduation Plans for all 9th grade students (including Special Education, ESL, and Economically Disadvantaged students) not successful on the TAKS/STAAR test. PGP's will address educational goals or the student and meet all other requirements per TEC 28.0213.	Counselor	PGP's created.			
7) Investigate having an academic coordinator for the athletic program that will continue to monitor athletes grades throughout the year. (investigate the possibility of a stipend involved and to help decrease the after-football drop in grades).	Athletic Director				
✔ = Accomplished ◖ = Considerable ◐ = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 2: Student Achievement: 90% of all student groups taking the TAKS/STAAR reading, writing, math, science and social studies tests will meet the state standard in Spring 2016 to achieve TEA's highest campus rating.

Performance Objective 3: LVHS participation rates in all STAAR tested areas will meet or exceed state and federal standards.

Summative Evaluation: 95% or more students in each tested area will participate in STAAR testing.

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

Goal 3: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 1: Reduce the number of disciplinary infractions during the 2015-2016 school year.

Summative Evaluation: Incidents of violence will remain at zero during the 2015-2016 school year.

Tobacco, Alcohol and Drug offenses will decrease from 4 in 2014-2015 to 3 in 2015-2016.

Discipline referrals will decrease from 719 in 2014-2015 to 539 2015-2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide freshman and New Student Orientation sessions to cover campus procedures and policies, such as grading guidelines and attendance policies, campus procedures.	Principal	Presentation notes from New Student Orientation.			
2) Send a letter home to all parents in the first day packet outlining state laws regarding attendance.	Principal, Attendance Clerk	Copy of letter.			
3) Implement integrated, age appropriate Character Education teaching strategies into classroom curricula.	PBIS Team, Assistant Superintendent of Academics & Student Services	Walkthroughs.			
4) Share videos during announcements that sress positive character traits and a healthy lifestyle.	Teachers, Administration	Videos shown on announcements.			
5) Follow crisis plans, conduct drills, and train staff in procedures for lockdown, fire, and tornado drills.	Principal	Drills, documentation provided to teachers.			
6) Provide updated student handbooks and evacuation plans to parents and teachers, as appropriate.	Administration	Handbooks provided to students and staff by the first week of school.			
7) Provide training on school safety issues and train specific faculty and staff members on the proper use of SAMA.	Principal, Director of Special Education/504	Certificates provided to principal showing completion of training.			
8) Consult with the CEIC/PBIS teams to define the goals of the character education program.	PBIS Team	Goals defined.			
9) Teachers and staff will monitor the hallways and outside entrances throughout the school day.	Principal	Walkthroughs reflect that teachers are at door between classes.			
10) Continue to promote and encourage participation in student-led clubs and extra-curricular programs.	School Community	Sign in sheets for clubs.			
11) Continue the use of a PBIS team to monitor procedures, student discipline, and school safety.	Principal	Sign in sheet for meetings.			

12) Continue annual online, module-based training on the following: a. prevention of and education concerning unwanted physical or verbal aggression, b. sexual harassment c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see additional requirements in separate section on bullying below) d. Harassment and dating violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831] .	Principal, Counselor, Assistant Principal	Certificates showing completion of training.			
13) Communicate with parents about school rules and policies via the school newsletter.	Principal	Copies of newsletter with links to school wide procedures and code of conduct.			
14) Continue the random drug testing of all students who participate in extracurricular activities. Provide students with an overview of the program and consequences of failing a test.	Athletic Director, Principal	Tests completed.			
15) 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.	Assistant Principal, Director of Special Education/504	Sign-in sheets from trainings.			
16) Implement a ticket system in which students can earn prizes for exceptional behavior.	Principal	Weekly drawing			
	Funding Sources: Fund 461 - Campus Activity Funds - $500.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 3: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

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

Summative Evaluation: LVHS ADA will average 97% or better for the 2015-2016 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Establish incentives for student attendance such as semester exam exemptions and food incentives.	PBIS Team	Implementation of incentives.			
	Funding Sources: Fund 461 - Campus Activity Funds - $1000.00				
2) Enforce state mandatory attendance policies by sending home attendance letters and filing on students who have exceeded absence limits.	Attendance Clerk and Principal	Documentation of letters sent, phone calls made, truancy charges filed.			
3) Communicate with parents about school rules and polices.	Administration	Newsletters and letters reflect communication of information.			
4) Implement integrated, age appropriate, Character Education teaching strategies into classroom curricula.	PBIS Team, Assistant Superintendent of Academics & Student Services	Walkthroughs.			
5) Consult with the CEIC/PBIS teams in defining the goals of the character education program.	PBIS Team	Goals defined.			
6) Continue to promote and encourage participation in student-led clubs and extra-curricular programs.	School Community	Sign in sheets for clubs.			
7) Participate in Missing School Matters Campaign.	Principal	Information provided to students and parents on attendance requirements.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 4: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 1: Students are offered relevant and engaging coursework and activities that reflect a commitment to preparing students for their educational pursuits after LVHS.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide training for staff on best practices for teaching students from low-ses homes, such as Ruby Payne or Eric Jensen.	Principal	Training complete. Walkthroughs reflect use of best practices.			
2) Examine ways to restructure our current course offerings to include more CTE courses (for example, ABJ to Audio/Video Production) and reimburse teachers for CTE certification.	Principal	Increase in CTE courses.			
3) Create community partnerships through advisory committees in all of the CTE areas: Business and Marketing, Audio/Visual, Health Science, Computer Programming, Construction and Welding.	Assistant Superintendent of Academics & Student Services	Team established and meet monthly (sign in sheets).			
4) Offer meaningfull, relevant electives for student that prepares them for educational pursuits beyond LVHS.	Principal and Counselor	Student feedback.			
5) Use advisory committee to explore opportunities for licenses, certification, and post-secondary studies.	Assistant Superintendent of Academics & Student Services	Advisory committee formed.			
6) Continue to evaluate master schedule to look for opportunities to increase C&T classes.	Principal	Increase in CTE courses.			
7) Consider splitting first period (athletic period) to create 50 minute, everyday classes to increase the total number of courses able to be offered.	Principal	Increase in number of classes offered.			
8) Continuously evaluate the appropriateness of course offerings and endorsements to determine if they meet student needs.	Principal, Counselor	Student feedback.			
9) Provide parents, students, and teachers with information about: Higher Education admissions and financial aid TEXAS grant program Teacher for Texas grant programs The important for students to make informed curriculum decisions to be prepared for success beyond high school.	Counselor, Principal	Information provided in written form.			

10) Provide training for administrators and registrars on leavers, including efficient and effective ways to monitor leavers and cohorts.	Principal	Training certificates.			

= Accomplished ✔   = Considerable   = Some Progress   = No Progress   = Discontinue ✗

Goal 4: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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

Summative Evaluation: An increase in the number of AP tests ordered during the 2015 AP testing window (82).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Communicate to parents and students the benefits of taking AP exams.	Counselor, AP Coordinator	Increase in number of students taking AP tests.			
2) Offer financial support to students eligible to take an AP course, but are unable to fund it due to financial restraints.	Counselor	Low-ses students take AP exams.			
	Funding Sources: Fund 461 - Campus Activity Funds - $500.00				
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 4: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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

Summative Evaluation: LVHS will have at least 3 students named as National Merit Commended Scholars or higher during the 2015-2016 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide testing dates on campus for students in grades 9-11.	Counselor	Testing completed.			
2) Use local funds to pay for PSAT testing for students in grades 9-11.	Counselor	PSAT testing fees paid for by the District.			
		Funding Sources: Fund 199 - General Fund - $4500.00			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 4: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Teachers are provided SAT/ACT data from our students to use to structure supporting lessons in math and English classes.	Principal, Department Chairs	Increase in SAT/ACT scores.			
2) Students in grades 9-11 will take the PSAT at school, funded by the school to help prepare them for the rigors of the SAT.	Counselor	Test completed.			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✗ = Discontinue					

Goal 4: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Admin will monitor attendance rate and passing rate of students in DAEP.	Assistant Principal	95% attendance rate and graduation rate of 98% or better.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✕ = Discontinue					

Goal 4: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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

Summative Evaluation: Career and Tech courses will be increased from the 2014-2015 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Offer a Peer Assistance for Students with Disabilities class for students who might want to pursue a future career in special education.	Principal	Class established and students enrolled.			
2) Gauge student interest to determine additional Career and Tech courses that can be offered to support post-high school goals.	Counselor	Survey data collected from students.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					

Goal 5: High Quality Staff: Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 1: LVHS will create a support and nurturing environment for employees, reducing the turnover rate from the 2014-2015 school year.

Summative Evaluation: LVHS will retain 100% of its employees, except in the case of 'unavoidable' separations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Establish a teacher mentoring system in order to retain highly qualified staff. Mentors will be provided guidelines, goals and timeframes from admin on how best to mentor new staff	Administration	Mentors assigned. Clear guidelines for mentors. Monthly checks with new teachers/mentors.			
2) Facilitate social activities in order to foster a stronger sense of community among staff and boost morale, such as staff kickball games, holiday parties, secret Santa, potluck lunches, etc).	PBIS Team, Administration	Staff survey results indicate positive morale.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 5: High Quality Staff: Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 2: 100% of employees will be highly qualified according to NCLB.

Summative Evaluation: 100% of employees will be highly qualified according to NCLB.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Conduct recruitment activities to ensure qualified personnel in all positions. Activities include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active webpage with vacancies listed.	Administration	Participation in job fairs, maintenance of websites.			
2) Analyze data from all teachers' certifications, testing, staff development, and service records prior to assigning classes to ensure that all meet highly qualified status.	Principal	All staff highly qualified or reports sent to state.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue					

Goal 5: High Quality Staff: Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

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

Summative Evaluation: End of year summative appraisals reflect an increase in best practices and teacher performance from the 2014-2015 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Conduct recruitment activities to ensure qualified personnel in all positions. Activities include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active webpage with vacancies listed.	Administration	Participation in job fairs, maintenance of websites.			
2) Assist teachers in maintaining or attaining certifications or endorsements through alternative programs, GT in-service, ESL certification, coursework, and certification testing in order to assure all staff is highly qualified.	Principal	All staff highly qualified.			
3) The district will clearly communicate to staff that PD funds and opportunities are available. Admin will give staff surveys to assess current and past use of PD funds to assure equitable practices, and to gauge future needs.	Principal	Newsletters with information on staff development.			
4) Provide new teachers with training on gradebook, Fundamental Five, HEAT, Canvas, and other LVHS-specific content areas prior to the beginning of school.	Principal	Training held for new teachers.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 6: Family and Community Engagement: Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

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

Summative Evaluation: Numbers of parent and community volunteers will increase in each of the following: Volunteers, Open House, parent trainings, and Booster Clubs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Parents and community members will have the opportunity to volunteer at athletic/academic events.	Athletic Director	Increase in parent/community attendance at events (sign in sheets).			
2) Parents will be informed of volunteer opportunities through the LVHS newsletter.	Principal	Newsletters reflect opportunities.			
3) Parents and community members will participate in Career Exploration Activities, such as Brown Bag lunches with guest speakers.	Counselor	Sessions held (sign in sheets).			
4) Parents and community members will participate in Site Based Decision Making Committees.	Principal	Sign in sheets from meetings.			
5) Open house and special program meeting times and dates will be advertised in LVHS newsletter, website, and marquee.	Principal	Copies of newsletters.			
6) Calling parents and provide written correspondence in Spanish for non-English speakers.	Counselor, Director of Special Education/504 (Translating Service)	Copies of correspondence.			
7) Provide information to parents regarding students grades and curriculum via Canvas and gradebook (moving towards all grades being entered only in Canvas).	Director of Instructional Technology, Principal	Parent trainings held (sign in sheets).			
8) Facilitate parent involvement to improve services of children with disabilities, such as the Special Education Parent Advisory Council (SEPAC).	Director of Special Education/504	Sign in sheets from meetings.			
9) Increase partnerships with local businesses to increase student participation in job shadowing, internships and employment.	Counselor, Principal	Work program data.			
10) Summer book club hosted by the counselor on teen parenting topics.	Counselor	Sign in sheets from meetings.			
11) Use community members to provide mentoring programs for at-risk students during lunch or during the school day.	Counselor, Assistant Principal	Sign in sheets.			
12) Provide monthly or bi-monthly parent training with speakers on hot topics, such as Canvas, social media, bullying, etc.	Counselor, Director of Instructional Technolgy	Sign in sheets from meetings.			

13) Representatives from each LVHS sports team and other UIL activities will reach out to the elementary and/or middle school to promote school spirit and their involvement in high school activities.	Athletic Director	Visits made by players and an increase in elementary and middle school attendance at games/activities.
14) Investigate ways to better communicate upcoming events to the community (for example, a more centrally located marquee).	Family and Community Involvement Committee	Ideas generated.

✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: Planning & Decision-Making: Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Publicize support opportunities for teachers and staff through the newsletter, faculty meeting presentations, etc.	Principal	Newsletter and presentations held.			
2) Plan lunch times for content areas to meet together at least every other class period.	Principal, Counselor	Master Schedule reflects shared lunch times for department.			
3) Give formative survey to parents, students, and teachers at the end of each semester. CEIC team and principal will review data.	Principal	Survey sent to parents.			
4) Clear expectations made to staff, students, and parents for learning outcomes, instructional strategies, use of technology, and program success.	Principal	Expectations presented in written form.			
5) Use CIP committees to review campus goals and create strategies to meet these goals.	Principal	Goals reviewed and improved by staff members.			
6) Use PBIS committee to review discipline data and campus procedures.	Principal	PBIS meetings held every six weeks.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue					

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	1	Communicate with parents via the newsletter and a Parentlink announcement the importance of coming to school on state testing days.
2	3	2	STAAR testing scantrons will be based on class rosters, not grade level rosters ensuring the correct number of total scantrons.
2	3	3	LVHS will send reminders to parents on the day before STAAR testing to remind them of the importance of attendance on those dates.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Teachers regularly demonstrate all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.
1	2	4	Data digs, Eduphoria, and Canvas are all used for assessment decisions. Schedule specific subject times and opportunities each 9 weeks to meet with their departments and annually with middle school counterparts to spiral skills and content.
1	2	7	LVHS will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.
1	4	6	RtI meetings will be held to meet on students who are at risk of not graduating high school, according to a list of eligibility criteria.
2	1	2	Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention.
2	1	3	Summarize and analyze student STAAR results from previous years/throughout the year.
2	1	4	Develop and implement RTI strategies, such as mentors, mandatory tutorials, iStation, and content-supporting classes (such as SLM and Writing Lab).
2	1	5	Produce 9-weeks and Semester Tests in STAAR, AP, and eduphoria format in ALL core content areas.
2	1	6	Provide year-long mandatory Strategies for Learning Math and Writing Lab classes for students at risk of not passing STAAR ELA and math.
2	1	7	Provide before and after school tutorials and Saturday Academics, as needed, for students not successful on STAAR, STAAR benchmark, or summer school.
2	3	1	Communicate with parents via the newsletter and a Parentlink announcement the importance of coming to school on state testing days.
2	3	2	STAAR testing scantrons will be based on class rosters, not grade level rosters ensuring the correct number of total scantrons.
2	3	3	LVHS will send reminders to parents on the day before STAAR testing to remind them of the importance of attendance on those dates.

State Compensatory

Budget for Lago Vista High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6119-00-001-6-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$67,746.50
199-11-6119-00-001-6-28-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$22,465.00
199-11-6129-00-001-6-24-0-00	6129 Salaries or Wages for Support Personnel	$24,533.20
	6100 Subtotal:	**$114,744.70**
6300 Supplies and Services		
199-11-6399-00-001-6-24-0-00	6399 General Supplies	$1,500.00
199-11-6399-08-001-6-24-0-00	6399 General Supplies	$5,000.00
	6300 Subtotal:	**$6,500.00**

2015-2016 Site-Based Decision Making Committee

Committee Role	Name	Position
Principal	Heather Stoner	Principal
Business Representative	Paula Hendrix	Owner of Dirt Cheap Signs
Classroom Teacher	Dan Nettles	English Teacher
Classroom Teacher	Cody Pruitt	English Teacher
Classroom Teacher	Robyn Statham	Math Teacher
Community Representative	Mary Raines	Community Representative
District-level Professional	Gina Carmichael	LVISD Nurse
Non-classroom Professional	Eric Holt	LVHS Assistant Principal
Parent	Melissa Callan	Parent
Parent	Connie Waddle	Parent

Campus Funding Summary

Fund 199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Funds for Canvas		$5,500.00
1	2	8	Funds for staff development		$5,000.00
2	1	8	Funds for replacement and new iPads		$1,000.00
4	3	2	PSAT tests		$4,500.00
				Sub-Total	$16,000.00

PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	11	Funds for subs for sped teachers (2 subs per month x 8 months)		$1,600.00
				Sub-Total	$1,600.00

PIC 24 - Accelerated Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	Resources for support classes		$600.00
1	2	7	Funds to pay teachers for Saturday tutoring sessions ($120 x 10)		$1,200.00
1	4	4	Odysseyware		$5,000.00
2	1	2	Funding for training and resources		$1,000.00
				Sub-Total	$7,800.00

Fund 461 - Campus Activity Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	16	Funds for prizes		$500.00
3	2	1	Food for incentives		$1,000.00
4	2	2	Funds from Benvolence Fund for Low-SES students		$500.00
				Sub-Total	$2,000.00
				Grand Total	$27,400.00