

Lago Vista Independent School District
District Improvement Plan
2016-2017

Accountability Rating: Met Standard



Mission Statement

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

Vision

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

District Commitments

- We will maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.
- We will provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.
- We will prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.
- We will attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.
- We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.
- We will develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista ISD is located in Travis County on the north shore of Lake Travis and is part of the greater Austin metropolitan area. The District encompasses 35 square miles and serves the cities of Lago Vista, Point Venture, and South Jonestown Hills. Lago Vista ISD is a lakeside community in the Texas Hill Country located just 15 miles from the Austin city limits, making it a highly desired location. Lago Vista ISD residents have the benefit of easy access to the amenities and employment opportunities in the Greater Austin area while still maintaining a small school environment, which offers a more personalized educational experience for students. Students and families in Lago Vista ISD also benefit from the District's close proximity to more than seven major higher education institutions, including The University of Texas at Austin, St. Edward's University, Southwestern University, Texas State University, and the Austin Community College system. **In July of 2015, Lago Vista was ranked among the Best Towns in Texas with the Best Public Schools (Niche, 2015).**

Lago Vista ISD serves approximately 1,450 students from early childhood through grade 12 and consists of 4 campuses: Lago Vista Elementary School (EE-3), Lago Vista Intermediate School (4-5), Lago Vista Middle School (6-8), and Lago Vista High School (9-12). The District and the LVES, LVMS, and LVHS campuses were rated as "Met Standard" for the 2015-2016 school year. Lago Vista Intermediate School opened in August 2016 and was not rated in 2015-2016.

A Class 3A school district, Lago Vista ISD has seen a 6.9% increase in student enrollment in the past two years. The September 2016 total student enrollment count for Lago Vista ISD was 1,446 students, a growth of 6 students over the previous year. The October 2015 total student enrollment for Lago Vista ISD was 1,440, a growth of 74 students over the previous year.

The student demographic breakdown for the District's September 2016 enrollment was: White 73.8%, Hispanic 20.9%, African American <1%, Asian <1%, Two or More Races 3.6%, and Other <1%. In September 2016, Lago Vista ISD had an English as a Second Language (ESL) population of 5.3%, a Special Education population of 9.1%, and a Gifted and Talented Population of 7.3%. On that same report, 30.9% of the students were classified as economically disadvantaged.

	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Change</u>
White	72.9%	73.8%	+ .9%
Hispanic	22.1%	20.9%	- 1.2%
African American	<1%	<1%	-----
Asian	<1%	<1%	-----
Two or More Races	3.4%	3.6%	+ .2%
Other	<1%	<1%	-----

Special Programs

	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Change</u>
ESL	6.1%	5.3%	- .8%
Special Education	10.4%	9.1%	- 1.3%
Gifted and Talented	6.7%	7.3%	+ .6%
Economically Dis.	31.2%	30.9%	- 0.3%

Demographics Strengths

Lago Vista ISD has continued to grow in population with student enrollment increasing 20% in ten years. The District has grown nearly 300 students from an enrollment of 1,161 in 2005 to a total student enrollment of 1,446 in September 2016. Nearly one-third of the student enrollment growth was added in the last two years. The District has seen a decrease in the numbers of at-risk students and an increased percentage of students graduating on the Recommended and Distinguished graduation plans.

Students in Lago Vista ISD continue to outpace the State and region in the percentage of college-ready graduates. On the most recently released Texas Academic Performance Report, Lago Vista ISD had an average of 82% of students demonstrating college readiness in both English language arts and mathematics (compared to 54% in the State and 61% in the region). In 2015-2016, students in Lago Vista ISD earned a total of 510 college credit hours through dual credit and AP courses, saving an average of \$297,744 in tuition (based on the average resident tuition of \$577.93 per credit hour) (College for All Texans, 2016).

Demographics Needs

Lago Vista ISD continues to focus on meeting and adjusting for the needs of our economically disadvantaged and at-risk students as it relates not only to student performance, but also participation in the full spectrum of academic and extracurricular programs offered by the District.

Lago Vista ISD needs to continue efforts to effectively communicate and collaborate with non-English speaking families. Lago Vista ISD also needs to improve the effectiveness of Tier 1, Tier 2, and Tier 3 instruction to meet the educational needs of LVISD's At-Risk, Hispanic, and Economically Disadvantaged students. There is a need to increase critical writing in all content areas to improve writing and critical thinking skills, particularly for English Language Learners, Economically Disadvantaged students, and Special Education students.

As Lago Vista ISD continues to refine its systems, special attention is needed to ensure that student coding is validated and that special populations are appropriately identified for eligibility in reflection of the District's demographics.

Student Achievement

Student Achievement Summary

The accountability system for the state of Texas evaluates student performance on specific measures, including STAAR. The system is comprised of four indices: student achievement, student progress, closing the performance gap, and postsecondary readiness. Scores for each index are calculated at both the campus and district level, then compared to performance targets set by the State. For 2014-2015, the only two ratings that were available to campuses and districts were “Met Standard” or “Improvement Required”. All campuses and the District met the targets for all four indices and earned the rating of “Met Standard”.

The 2016 Accountability Ratings system introduced three major changes to accountability indicators, including the:

- Increase of student performance standards for STAAR grades 3–8 and End of Course (EOC) general assessments.
- Inclusion of STAAR assessments in grades 3–8 mathematics.
- Inclusion of STAAR A results in all indices and STAAR Alternate 2 in Index 1, Index 2, and Index 3.

Districts across the State have expressed concerns about the changes, particularly the inclusion of STAAR A results for students who were previously assessed with STAAR Modified.

Distinction Designations through the state accountability system recognize districts and campuses with high performance when compared to others in their comparison group. One distinction, Postsecondary Readiness, was available at the District level in 2015-2016. Seven distinctions were available at the campus level: Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Student Progress, Top 25% Closing the Performance Gaps, and Postsecondary Readiness. Lago Vista ISD earned a total of six Distinction Designations in 2015-2016 across three campuses. Lago Vista Intermediate School was officially opened in August 2016 and was not included in the accountability ratings for 2015-2016.

An additional component of the state accountability system is the inclusion of System Safeguards. These safeguards measure the performance of all seven race/ethnic groups, as well as the economically disadvantaged student group, English Language Learners, and students participating in Special Education. A target of 60% passing was set by the State for each subject for each of these student groups. The District met all System Safeguards for academic performance. The District also met the target of 95% for participation in reading and mathematics on the STAAR test administration. Lago Vista ISD and Lago Vista High School both met the System Safeguard targets for graduation rate.

Overall, scores for college readiness assessments and Advanced Placement examinations continue to surpass the State, but this is an area of emphasis for the coming year as scores point to several areas of needed emphasis.

Student Achievement Strengths

Lago Vista ISD's STAAR Level II Satisfactory passing results for all 3rd-8th grade and End of Course (EOC) subject area tests taken in 2015-2016 met or exceeded the average state performance in 21 out of 23 assessment areas.

In 2016, Lago Vista ISD students exceeded state averages by double-digits in the following areas on STAAR:

- Grade 3 Reading - 13% above state average
- Grade 3 Math - 16% above state average
- Grade 4 Reading - 21% above state average
- Grade 4 Math - 18% above the state average
- Grade 4 Writing - 19% above the state average
- Grade 5 Reading - 11% above the state average
- Grade 5 Science - 17% above the state average
- Grade 6 Reading - 16% above the state average
- Grade 6 Math - 17% above the state average
- Grade 8 Reading - 10% above the state average
- Grade 8 Social Studies - 14% above the state average
- English I - 13% above the state average
- English II - 20% above the state average

In 2016, Lago Vista ISD students exceeded state averages by double-digits in the following areas on STAAR Combined (STAAR, STAAR A, STAAR L):

- Grade 3 Math - 14% above state average
- Grade 4 Reading - 18% above state average
- Grade 4 Math - 20% above the state average
- Grade 4 Writing - 14% above the state average
- Grade 5 Science - 13% above the state average
- Grade 6 Reading - 12% above the state average
- Grade 6 Math - 12% above the state average
- Grade 7 Writing - 10% above the state average
- English II - 17% above the state average

Students were administered the PSAT for the first time in grades 9-11 in 2014-2015. Scores for 2016-2016 indicate that LVISD students scored particularly well in grades 8, 9, and 11.

- 8th Graders scored significantly higher than State and Nation on all measures.
- 9th Graders scored above the State and Nation in ERW and equaled State in Math and overall readiness.
- 11th Graders scored above the State on all measures.

Grade 8 PSAT 8/9 scores indicate that:

- Met Both Benchmarks - 65% (40% state)
- ERW Benchmark - 91% (82% state)
- Math Benchmark - 68% (41% state)
- 13 out of 79 test takers scored in the Top 90% in the nation.

Grade 9 PSAT 8/9 scores indicate that:

- Met Both Benchmarks - 38% (38% state)
- ERW Benchmark - 88% (82% state)
- Math Benchmark - 38% (38% state)
- 6 out of 90 test takers scored in the Top 90% in the nation.

Grade 10 PSAT 10 scores indicate that:

- 7 out of 110 test takers scored in the Top 90% nationally.

Grade 11 PSAT scores indicate that:

- Met Both Benchmarks - 46% (37% state)
- ERW Benchmark - 81% (79% state)
- Math Benchmark - 46% (38% state)
- 4 out of 95 test takers scored in the Top 90% in the nation.

Lago Vista ISD students continue to exceed state performance on the Advanced Placement exams:

- 55.9% of Lago Vista ISD Students with a Score of 3+
- 50% of Texas students with a Score of 3+

Student Achievement Needs

While students performed exceptionally well on state assessments in 2016, there were several areas noted for continued improvement. Lago Vista ISD fell below the state average on STAAR in two areas:

- 8th grade math (-9%)
- 8th grade science (-6%)

It should be noted that 48% of 8th grade students took the Algebra 1 EOC in 2016 and achieved 100% passing and 74% Level III Commended.

Students in grade 10 scored at or below the state average on all areas of the PSAT 10, but improved their averages as a cohort from the previous year. 10th grade scores indicate that:

- Met Both Benchmarks - 32% (39% state)
- ERW Benchmark - 60% (62% state)
- Math Benchmark - 36% (42% state)

It should be noted that 12 students scored less than a 5% on this exam, which indicates the possibility lack of effort. The District will ensure that students understand the purpose of doing well for future administrations.

While overall standards were met, there were several indicators in both the state and federal accountability systems on which the District did not meet standard. TEC §11.253 requires all districts to develop a comprehensive District Improvement Plan, and TEC §39.106 requires districts to develop a targeted improvement plan to address areas of low performance identified by the state accountability rating system. The following areas were identified as missed accountability targets and are addressed in the 2016-2017 plan:

Federal Performance Indicators - Federal System Safeguards Required STAAR Proficiency Performance Targets (87%)

- All - 82% Reading, 83% Math, 81% Writing, 80% Science, 81% Social Studies
- Hispanic - 77% Reading, 80% Math, 76% Writing, 75% Science, 72% Social Studies
- White - 83% Reading, 84% Math, 82% Writing, 80% Science, 83% Social Studies
- Economically Disadvantaged - 69% Reading, 71% Math, 80% Writing, 61% Science, 66% Social Studies
- SPED - 38% Reading, 40% Math, 41% Science, 44% Social Studies

PBMAS CTE Indicator #8: CTE Nontraditional Course Completion Rate - Females

This indicator measures the percent of female Career and Technical Education (CTE) students in Grades 9-12 who completed courses that are nontraditional for their gender.

PBMAS NCLB Indicator #1(i-v): Title I, Part A STAAR 3-8 Passing Rate - Reading

This indicator measures the percent of Title I, Part A students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments.

PBMAS SPED Indicator #1(i-v): SPED STAAR 3-8 Passing Rate - Math, Reading, & Science

This indicator measures the percent of students served in special education (SPED) who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments.

PBMAS SPED Indicator #3(i-iv): SPED STAAR EOC Passing Rate - English Language Arts

This indicator measures the percent of students served in special education (SPED) who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments.

PBMAS SPED Indicator #4: SPED STAAR Alternate 2 Participation Rate

This indicator measures the percent of students in Grades 3-9 served in special education (SPED) who were tested on STAAR Alternate 2 in all subjects applicable to the student's grade level.

PBMAS SPED Indicator #10: SPED Representation

This indicator measures the percent of enrolled students who received special education (SPED) services.

PBMAS SPED Indicator #12: SPED Hispanic Representation

This indicator compares the district's representation of Hispanic students served in special education to the district's representation of Hispanic students in the total population.

PBMAS SPED Indicator #15: SPED Discretionary ISS Placements - Disproportionality

This indicator compares the discretionary in-school suspension (ISS) placements of students served in special education to the discretionary placements of all students in ISS.

District Culture and Climate

District Culture and Climate Summary

Lago Vista ISD has experienced challenges in the safety and security of facilities. While programs and personnel have achieved state and regional recognition and efforts have made LVISD a safer and healthier place to be, there have been challenges traceable to the 2010-2011 budget cuts that have impacted both security and safety of facilities in LVISD. The District has improved information transparency, primarily through the online posting of data and use of electronic communication systems, but there are still opportunities for improvement. There have been significant improvements in the process of shared decision-making with improvements in representation on the District Education Improvement Committee, as well as with other District advisory groups. These groups provide valuable input for the District and continue to function with above 50% attendance and participation.

Campus culture and morale have been positively impacted by the support demonstrated by the community with the passing of the bond to build the new Lago Vista High School facility, as well as the recent passage of the TRE. However, the legislature's 4 billion dollar cut in the Foundation School Program and impending removal of ASATR funding threaten the future financial viability of programs and facility maintenance. Teachers and principals perceive these as a lack of support. District and campus administrators must focus on maintaining morale to ensure that staff remain positive and productive this coming year.

District Culture and Climate Strengths

Improvements have been made in the area of shared decision-making and with the transparency and communication of information. Overall, parent feedback from the annual survey indicates that teachers build strong relationships with students and that students feel safe. Parents also report feeling welcomed on the campuses and find the environments to be friendly.

District Culture and Climate Needs

Shared decision-making needs to continue to be an area of focus through designated stakeholder groups. Parent feedback from the annual survey indicates that parents do not feel appropriately involved in planning or decision-making. The District would benefit from tracking complaints, parent concerns, and resolutions. A continued emphasis should be placed on utilizing stakeholder feedback to make decisions at all levels of the organization.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

Lago Vista ISD is staffed by highly qualified professionals and is proud to offer a very competitive compensation and benefits package. The provision of an onsite daycare is a benefit to staff. Each campus is comprised of a close-knit, supportive faculty and teacher retention is high. Although there are relatively few positions to fill on a year-to-year basis, Lago Vista ISD benefits from the ability to attract highly qualified and experienced teachers and staff.

Staff in Lago Vista ISD report high levels of satisfaction with their campus as a workplace and demonstrate above average attendance rates. Feedback from staff development surveys indicate that teachers find the quality and selection of staff development activities to be highly satisfactory. Beginning in 2016-2017, instructional professionals in Lago Vista ISD have the added benefit of participating in Professional Learning Communities.

Staff Quality, Recruitment, and Retention Needs

There is a lack of diversity within the staff with regard to language and ethnicity. Class sizes and campus numbers continue to grow and it is difficult to balance the student load for teachers in the lower grade-levels. Due to the small size of the District, meeting the demands of state and federal mandates grows increasingly difficult as staff members continue to wear "multiple hats". There is a need to provide greater support systems to new staff and to ensure that staffing is efficient. Another challenge to our ability to recruit the most qualified and best applicants is competition from surrounding districts and the limited ability to increase pay schedules demanded by market driven compensation. Our excellence in bringing in and training a quality staff is a current strength, but also a constant challenge.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities determined by the comprehensive needs assessment related to curriculum, instruction, and assessment include providing expanding programs and services related to college and career readiness and the continued development of a vertically-aligned curriculum and assessment program to challenge and address the needs of all students. 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 programs and services to address the socio-emotional needs of students.

Curriculum, Instruction, and Assessment Strengths

Lago Vista ISD offers a broad Advanced Placement and dual credit program, in addition to very strong UIL, debate, and athletics programs. The staff is dedicated to preparing students for college and career and there are ample technology resources to keep our students and teachers on the cutting edge. There is a strong commitment from the Board of Trustees to continue improving. Based on research and best-practice, Lago Vista ISD has designed and deployed a locally-developed curriculum model that is aligned to state standards, which has proven to be immensely beneficial in building teacher capacity. During the past three years, the District has placed a strong emphasis on providing teachers with quality professional development and our teachers are exceptionally well-equipped to develop a District-created curriculum and assessment program.

Curriculum, Instruction, and Assessment Needs

A review of data pointed to several areas of growth in the area of curriculum, instruction, and assessment. There is a strong need to continue the development of District curriculum documents to emphasize authentic assessment of mastery, the integration of technology resources, and the differentiation needed to appropriately implement the English Language Proficiency Standards (ELPS) and to meet the needs of both our Special Education and Gifted and Talented student populations. There is also a continued need to ensure the consistent implementation of the District's Response to Intervention (RtI) model on each campus. Although improvements have been made, additional strategies for reinforcing student attendance would serve to ensure that students do not miss valuable instruction time. Additional support for sheltered instruction at the secondary level and continued training on technology integration were also noted as needs.

Family and Community Involvement

Family and Community Involvement Summary

Lago Vista ISD is committed to the development and sustainability of family and community Involvement at the campus and District levels. The District strives to achieve family and community partnerships that positively impact the success of all Lago Vista ISD students.

Priorities resulting from the comprehensive needs assessment related to family and community involvement include increasing reciprocal communication between the District and its stakeholders, providing increased opportunities for involvement, and providing increased levels of support to the LVISD students and parents, understanding that taking care of our families ensures that we are also taking care of our students. Opportunities include using social media to connect with stakeholders, soliciting involvement from LVISD graduates (who are now becoming parents, in some instances), and seeking out partnerships with outside organizations.

Family and Community Involvement Strengths

Lago Vista ISD is a small but growing district with a trusting, well-educated community of stakeholders. The District has experienced both academic and athletic success, which has helped to bolster local pride in the District. There are many active local civic organizations and strong community leadership. A high percentage of staff are also local residents with children and family members within the school system. There is strong interest from parents to be better informed about District activities and to be more involved in District planning. Over the past two years, there have been marked improvements in the coordination of District communications through the use of ParentLink and weekly/bi-weekly campus newsletters, as well as improvements in the provision of Spanish-translated documents.

Family and Community Involvement Needs

There is a need to increase the active engagement between Lago Vista ISD and the surrounding community, a need that could be greatly helped by the existence of a local newspaper. This could potentially be addressed through greater engagement with the community's online newspaper. There is a perception of lack of legacy and heritage resulting from the relatively young age of the District. There is a lack of available programs for after school or outside school activities within the community. There is a need to better communicate opportunities for parent engagement (i.e., CEIC) at the campus and District levels. Finally, there is a need to better document the District's availability of and participation in parent and community involvement activities.

District Context and Organization

District Context and Organization Summary

Lago Vista ISD has benefited from campus efforts to create alignment structures for process development and efficiency of service delivery. The District has made great progress in the area of developing and communicating processes and procedures, but occasionally struggles with campus compliance with these regulations and will need to focus on strategies to limit the variance from campus-to-campus. The District has also benefited from facility improvements and increased coordination of school safety efforts. Priorities identified through the comprehensive needs assessment include planning for scalable growth and ensuring smart and efficient facilities and design. Opportunities include growth in student enrollment, high levels of community support, and high student achievement. Concerns include achieving and maintaining optimal class size balances and increasing the coordination and provision of services for at-risk and ESL students.

District Context and Organization Strengths

Lago Vista ISD is located in a prime area and has recently passed a bond to build the new high school facility. The District is supported by the local Board of Trustees who are vested and have student ties to the campuses. The District has strong community support, a caring staff, and an optimal school size. Many of our families have access to technology at home. The District has benefited from increased efforts to document and communicate policies, procedures and protocol.

District Context and Organization Needs

There is a continued need to analyze the energy efficiency of the older buildings within the District. There is a need to increase the role of school committees and decision-making bodies and to use the feedback from these groups to help generate solutions to identified problems within the organization. Lago Vista ISD must continue to monitor growth to ensure that special programs, instructional offerings, and student services continue to meet student needs. The District must also meet the challenge of determining thresholds for staff positions related to students served (counselors, assistant principals, special service providers, etc.).

Technology

Technology Summary

Priorities identified through the comprehensive needs assessment related to technology include equipping students and teachers with the newest instructional technology, preparing students to be successful digital citizens, and supporting teachers' growth and use of technology in the classroom. Opportunities include the declining cost of technology, funding grants for technology, and the expanded availability of Instructional Materials Allotment funds. Concerns include ensuring the sustainability of technology initiatives, the difficulty of monitoring technology use (particularly as it relates to the Internet), and the sufficiency of technology staff allocations needed to implement the District's technology expansion plan.

Technology Strengths

Students and teachers in Lago Vista ISD are actively engaged in using the newest instructional technology and respond well to support and training. Many, if not most, of our students come to school "tech exposed". There is strong support by the Board of Trustees to continue equipping classrooms with technology and growing teachers' use of instructional technology. Students in grades K-12 have the benefit of technology rich learning environments through the District's mobile technology expansion project as a part of the NexGen Learning Initiative. Teachers have a high level of commitment to understanding and applying technology and have access to a wide range of ongoing professional learning opportunities related to technology integration.

Technology Needs

There is a continued need to provide teachers with relevant and effective staff development opportunities related to technology. While there has been a substantial increase in student access to technology, the District must also work to clarify expectations regarding the use of technology in instruction at all campuses. To maximize efficiency within the technology department, there is a need to develop and implement standard procedures for procuring technology equipment and applications. Also, in order to continue the availability of cutting-edge technology, there is a need to develop a replacement plan for staff and teacher equipment. Finally, with a nearly doubled inventory of devices in the District, there is a need to examine the sufficiency of staff allocations within the technology department.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- State and federal planning requirements

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Curriculum, Instruction, & Student Achievement:

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






Performance Objective 1: Ensure the availability of a guaranteed and viable curriculum, the use of high quality instructional strategies, and the use of innovative teaching practices and programs to meet the instructional needs of all student populations.

Evaluation Data Source(s) 1: In 2016-2017, the Lago Vista ISD Professional Learning Community (PLC) process will be utilized to review and revise the aligned curriculum documents for all content areas. District curriculum documents will address the identified needs of students, provide support for a variety of learner types, and provide support for quality teaching and learning. Classroom walkthroughs and observations will reflect the use of the Fundamental 5, HEAT, and other core instructional principles listed in the LVISD NexGen Learning Model.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Strengthen the District-wide implementation of the LVISD NexGen Learning Model by providing a Director of Instructional Technology to support and enhance the knowledge and skills of current staff with job-embedded professional development.</p>	2, 3, 4, 6	Deputy Superintendent; Director of Instructional Technology; Campus Principals; Teachers	District and Campus Walkthrough Data; Professional Development Sessions, Agendas, and Sign-In Sheets			
Funding Sources: Fund 255 - Title II - \$7206.95						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 4 CSF 7</p> <p>2) Provide support for continued implementation of the LVISD Curriculum process, which aligns to the TEKS, integrates the English Language Proficiency Standards (ELPS), and establishes rigorous standards through performance assessments based on "unwrapped" standards. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)</p>	2, 3, 4, 6	Deputy Superintendent; Campus Principals; Instructional Specialists; Teacher Leaders; Teachers	LVISD Curriculum Documents; District and Campus Walkthrough Data; Professional Development Sessions, Agendas, and Sign-In Sheets			

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Use District walkthroughs and the NexGen Teacher Appraisal System in Eduphoria as a coaching tool to provide ongoing, targeted instructional coaching to teachers and to increase the quality of teaching and learning.</p>	3, 6	Deputy Superintendent; Campus Principals	District and Campus Walkthrough Data			
Funding Sources: Fund 199 - General Fund - \$1795.00						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide a balanced literacy instructional model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)</p>	3, 4, 6	Deputy Superintendent; Campus Principals; Teachers	LVISD Curriculum Documents; Professional Development Sessions, Agendas, and Sign-In Sheets			
Funding Sources: Fund 199 - General Fund - \$750.00, Fund 199 - General Fund - \$2500.00						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide a balanced mathematics instructional model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats, including critical writing. (PBMAS S-1)</p>	3, 4, 6	Deputy Superintendent; Campus Principals; Teachers	LVISD Curriculum Documents; Professional Development Sessions, Agendas, and Sign-In Sheets			
Funding Sources: Fund 199 - General Fund - \$750.00, Fund 199 - General Fund - \$1500.00, Fund 199 - General Fund - \$500.00						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide a hands-on science instructional model that promotes student inquiry and a real-world understanding of science, engineering, technology, and mathematics through a focus on standards-based conceptual understanding, student application of skills, and critical writing. (PBMAS S-1)</p>	3, 4, 6	Deputy Superintendent; Campus Principals; Teachers	LVISD Curriculum Documents; STEMScopes Usage Reports; Professional Development Sessions, Agendas, and Sign-In Sheets			
Funding Sources: Fund 199 - General Fund - \$2000.00, Fund 199 - General Fund - \$1200.00, Fund 199 - General Fund - \$6000.00, Fund 199 - General Fund - \$700.00						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) Provide a student-centered social studies instructional model that integrates content literacy strategies, critical writing, primary source analysis, and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</p>	3, 4, 6	Deputy Superintendent; Campus Principals; Teachers	LVISD Curriculum Documents; Professional Development Sessions, Agendas, and Sign-In Sheets			
Funding Sources: Fund 199 - General Fund - \$960.00, Fund 199 - General Fund - \$1600.00						

<p>8) Continue to provide exemplary services to students identified for Gifted and Talented that provide challenging learning experiences and result in the creation of advanced-level products.</p>	8	Deputy Superintendent; Campus Principals; Campus G/T Facilitators; Teachers	Use of the Texas Performance Standards Project in Gifted and Talented Services; Student products presented at the Spring G/T Showcase			
<p>Funding Sources: PIC 21 - Gifted/Talented - \$750.00, PIC 21 - Gifted/Talented - \$300.00, PIC 21 - Gifted/Talented - \$900.00, PIC 21 - Gifted/Talented - \$300.00, PIC 21 - Gifted/Talented - \$500.00, PIC 21 - Gifted/Talented - \$46434.35</p>						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>9) Provide continued staff development for teachers in the areas of Sheltered Instruction Observation Protocol (SIOP) to help teachers plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they develop English language proficiency. (PBMAS NCLB-1)</p>		Deputy Superintendent; Campus Principals; District ESL Specialist; Teachers	LVISD Curriculum Documents; Professional Development Sessions, Agendas, and Sign-In Sheets			
<p>Funding Sources: PIC 25 - Bilingual & ESL Education - \$7648.00</p>						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>10) Provide staff development focused on the nature and needs of and differentiation of curriculum for gifted students, English Language Learners, economically disadvantaged students, and students with disabilities to better support their achievement in all academic settings. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)</p>	2, 3, 4, 6, 8	Deputy Superintendent; Director of Special Education/504; Campus Principals; Student & Family Support Coordinator; District ESL Specialist; Campus G/T Facilitators; Special Education Teachers	Professional Development Sessions, Agendas, and Sign-In Sheets			
<p>Funding Sources: Fund 255 - Title II - \$659.06</p>						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>11) Continue to provide professional development and appropriate resources and support for ongoing instructional programs and the implementation of major District initiatives, including: Fundamental 5; HEAT; SAMR; Differentiated Instruction; Readers and Writers Workshop; Professional Learning Communities; Response to Intervention; Understanding Cognitive Level of the TEKS; Performance Assessments; Sheltered Instruction; Positive Behavior Interventions and Supports; Data Analysis; and Inclusion through the Co-Teaching Model.</p>	2, 3, 4, 6, 8	Superintendent; Deputy Superintendent; Campus Principals	Training Records; Teacher Surveys Indicate that They Feel Equipped to Implement the District Initiatives			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Curriculum, Instruction, & Student Achievement:

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

Performance Objective 2: Ensure the use of targeted, research-based interventions and support to meet the academic needs of all student populations, including at-risk.

Evaluation Data Source(s) 2: In 2016-2017, all campuses in Lago Vista ISD will fully implement the District processes for Response to Intervention (RtI).




Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilize consistent procedures for all campuses to identify, intervene, and monitor the progress of at-risk students, PK-12.</p> <p>(PBMAS NCLB-1)</p>	1, 2, 3, 4, 8	Deputy Superintendent; Campus Principals; Campus Counselors; Registrars; Campus Instructional Specialists; Student & Family Support Coordinator; Teachers	PEIMS Data Monitoring; Delivery of Interventions; Progress Monitoring Documentation			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Provide all students in grades K-5 with dedicated time in the instructional day to receive Tier II RtI interventions using researched based instructional materials, such as iStation, Motivation Reading and Writing, and Motivation Math, to strengthen foundational skills in reading, writing, and mathematics.</p> <p>(PBMAS S-1; PBMAS S-3)</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVES Campus Principal; Teachers	Purchase of iStation; ISIP Reports; Progress Monitoring Documentation			
<p>Funding Sources: PIC 24 - Accelerated Education - \$11000.00, PIC 24 - Accelerated Education - \$4400.00, PIC 24 - Accelerated Education - \$154946.80, PIC 24 - Accelerated Education - \$43398.10</p>						

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>3) Provide K-8 instructional intervention specialists for math to work cooperatively with teachers, parents, and other personnel to develop and deliver instructional interventions to meet individual student needs. (PBMAS S-1)</p>	1, 2, 3, 4, 6, 7, 8	Deputy Superintendent; LVES Campus Principal; LVIS Campus Principal; LVMS Campus Principal	Hiring and retention of quality instructional specialists; Agendas and sign-in sheets from Title I parent involvement activities; Delivery and documentation of interventions; Agendas and minutes from collaborative meetings with personnel			
Funding Sources: Fund 211 - Title I, Part A - \$24725.00, Fund 211 - Title I, Part A - \$24725.00, Fund 211 - Title I, Part A - \$34976.25, Fund 211 - Title I, Part A - \$1995.00, Fund 211 - Title I, Part A - \$1330.00, Fund 211 - Title I, Part A - \$3325.00						
<p align="center">Critical Success Factors CSF 1</p> <p>4) Provide a 9-12 instructional paraprofessional to assist teachers who address the academic needs of at-risk students assigned to the District's DAEP.</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVHS Campus Principal	Hiring and retention of quality instructional paraprofessional; Delivery and documentation of assistance activities			
Funding Sources: PIC 24 - Accelerated Education - \$25597.31						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) Provide students in grades 9-12 who are performing below grade-level in reading and math with researched based instructional materials. (PBMAS S-3)</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVHS Campus Principal	Purchase of research-based materials; Progress Monitoring Documentation			
Funding Sources: PIC 24 - Accelerated Education - \$800.00						
<p align="center">Critical Success Factors CSF 1</p> <p>6) Provide technology-based credit recovery course options to seniors who are at-risk of not achieving a four-year graduation plan or dropping out due to lost credits from course failure and/or attendance. (PBMAS S-15)</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor	Purchase of Credit Recovery Software; Odyssey Reports; Credit Recovery Documentation			
Funding Sources: PIC 24 - Accelerated Education - \$8000.00						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Provide and maintain District-wide dyslexia services, with particular emphasis on the delivery of intensive, systematic, multi-sensory, and research-based instruction through programs such as Wilson Reading and BLS. [TEC 11.252(a)(3)(B)(iv)] (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)</p>	1, 2, 3, 4, 8	Deputy Superintendent; Director of Special Education/504; Campus Principals; District Dyslexia Specialist; Special Education Teachers	Delivery of general education and special education dyslexia services; Progress Monitoring Documentation			
Funding Sources: Fund 199 - General Fund - \$16680.00, Fund 199 - General Fund - \$8340.00, Fund 199 - General Fund - \$12510.00, Fund 199 - General Fund - \$4170.00						

<p align="center">Critical Success Factors CSF 1</p> <p>8) Identify and monitor student success of students identified as at-risk of dropping out, including those identified as homeless, and ensure the provision of information on community and campus resources to help meet their academic needs.</p>	1, 2, 4, 8	Deputy Superintendent; Student & Family Support Coordinator; Campus Principals; Campus Counselors	Identification Processes and Protocol; Identification Documentation; Service Coordination Records			
<p>Funding Sources: Fund 211 - Title I, Part A - \$42421.00, Fund 211 - Title I, Part A - \$660.00, PIC 24 - Accelerated Education - \$250.00, PIC 24 - Accelerated Education - \$1000.00, PIC 24 - Accelerated Education - \$450.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>9) Provide pregnancy-related support services to any qualifying students during the pregnancy prenatal and postpartum periods to help students adjust academically, mentally, and physically and stay in school. Services include counseling, health services, government agency/community organization service coordination, and compensatory education home instruction.</p>	1, 2, 4, 8	Deputy Superintendent; Student & Family Support Coordinator; LVHS Campus Principal; LVHS Campus Counselor; LVHS Nurse	Documentation of Pregnancy Related Services			
<p>Funding Sources: PIC 24 - Accelerated Education - \$2500.00</p>						
<p align="center">Critical Success Factors CSF 3</p> <p>10) Provide annual training to homeless liaison and federal programs coordinator regarding recent federal and state program requirements and best practices.</p>	6	Deputy Superintendent	Documentation of Training			
<p>Funding Sources: PIC 24 - Accelerated Education - \$500.00</p>						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) Provide a writing and critical thinking elective for all 6th graders to focus on building skills for problem solving and essential writing skills, such as content and organization, sentence fluency and conventions, as well as voice and word choice. (PBMAS NCLB-1; PBMAS S-1)</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVMS Principal	Course Enrollment; Course Curriculum & Resources; Progress Monitoring Documentation			
<p>Funding Sources: PIC 24 - Accelerated Education - \$16839.35</p>						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>12) Provide a mathematics elective for all 6-8th graders who demonstrate need to provide hands on application and enrichment for essential math skills, such as addition, subtraction, multiplication, and division; decimals; perfect squares; integers; mental math skills; estimation skills; and analysis of word problems. (PBMAS S-1)</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVMS Principal; LVMS Title I Math Interventionist	Course Enrollment; Course Curriculum & Resources; Progress Monitoring Documentation			
<p>Funding Sources: PIC 24 - Accelerated Education - \$6600.00</p>						

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>13) Provide a high school learning lab elective course to deliver tutoring and classroom content support that focuses on addressing specific content area needs and building study skills. Credit recovery will also be delivered through this course.</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVHS Principal	Course Enrollment; Course Curriculum & Resources; Student Progress Monitoring; Credit Completion through Credit Recovery			
Funding Sources: PIC 24 - Accelerated Education - \$33470.75						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>14) Provide the Strategic Learning for Math course to focus on mathematical learning strategies for underprepared mathematics students, particularly those who were unsuccessful on the Algebra I EOC examination.</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVHS Principal	Course Enrollment; Course Curriculum & Resources; Student Progress Monitoring; Credit Completion; Algebra I EOC Pass Rate for Repeat Testers			
Funding Sources: PIC 24 - Accelerated Education - \$9639.00						
<p align="center">Critical Success Factors CSF 1</p> <p>15) Provide the Writing Lab (Technical Writing) elective course to focus on providing underprepared students with an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. This course is for students who were unsuccessful on the English I or II EOC examinations. (PBMAS S-3)</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVHS Principal	Course Enrollment; Course Curriculum & Resources; Student Progress Monitoring; Credit Completion; English I and II EOC Pass Rate for Repeat Testers			
Funding Sources: PIC 24 - Accelerated Education - \$16677.00						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>16) Provide a K-4 early literacy instructional paraprofessional to deliver interventions and instructional delivery through the tiered intervention process to document students' learning difficulties, provide ongoing assessment, and deliver early interventions to students at risk for dyslexia or other reading difficulties. (PBMAS NCLB-1; PBMAS S-1)</p>	1, 2, 3, 4, 8	Deputy Superintendent; LVES Campus Principal	Hiring and retention of quality instructional paraprofessional; Delivery and Documentation of Interventions			
Funding Sources: PIC 24 - Accelerated Education - \$24995.02						
<p>17) Provide the Integrated Physics and Chemistry (IPC) science course at LVHS to allow for an additional science course that provides a pathway to the Recommended Graduation Plan and/or the Foundation Plus Endorsement.</p>	2, 4, 8	Deputy Superintendent; LVHS Campus Principal	Course Enrollment; Course Curriculum & Resources; Student Progress Monitoring; Credit Completion; Number of Students Pursuing and Achieving the Recommended Graduation Plan and/or the Foundation Plus Endorsement.			
Funding Sources: PIC 24 - Accelerated Education - \$7568.40						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) Provide an additional section of Algebra I at LVHS that will reduce the average class size in Algebra I, which will provide a more optimal environment that will allow instructors to provide targeted support and interventions based to address student needs.</p>	1, 2, 4, 8	Deputy Superintendent; LVHS Campus Principal	Student:Teacher Ratios in Algebra I courses; Student Progress Monitoring; Algebra I EOC Pass Rate for First-Time Testers at LVHS			
Funding Sources: PIC 24 - Accelerated Education - \$9513.20						

 = 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: Improve academic achievement on the state assessments for all students and all subpopulations in reading/language arts, math, science, and social studies to achieve the highest accountability rating from the State of Texas.

Evaluation Data Source(s) 3: In 2016-2017, Lago Vista ISD will meet the Federal System Safeguard Targets of 91% of students meeting the Level II standards in Reading and Math and will meet a local target of 91% of students meeting the Level II standards in Science and Social Studies.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>1) Conduct an annual comprehensive needs assessment to make data driven decisions toward the goal of maximizing student achievement for all students. The CNA will include data from state assessments, dropout numbers, attendance, discipline referrals, drug and violence reports, teacher retention, grading reports, course completion information, and feedback/surveys.</p>	2, 8	Superintendent; Deputy Superintendent; Campus Principals	Inclusion of comprehensive CNA and data sources in District Improvement and Campus Improvement Plans			
Funding Sources: Fund 199 - General Fund - \$6135.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide professional development for the creation and implementation of formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS and using data to write and review assessment items.</p>	3, 6	Deputy Superintendent; Campus Principals	Professional Development Sessions & Sign-In Sheets; Formative Assessment Data			
Funding Sources: Fund 199 - General Fund - \$2050.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Support the implementation of the 2012-adopted Math TEKS through curriculum alignment, engaging instructional strategies, and differentiated assessments. (PBMAS S-1)</p>	2, 3, 4, 6, 8	Deputy Superintendent; Campus Principals; Title I Math Specialist	LVISD Curriculum Documents; Walkthrough Data; Assessment Data			

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Implement targeted interventions for students and/or groups who were unsuccessful on prior year's state assessments and/or benchmarks. This includes providing intervention course options in English Language Arts and math to students in grades 5-12 who performed below expectations on state assessments. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)</p>	1, 3	Deputy Superintendent; Campus Principals	Interventions Groups; Assessment & Progress Monitoring Data			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Provide training to teachers on determining priority standards for each LVISD curriculum unit to ensure additional emphasis on crucial standards. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)</p>	2, 3, 4, 6, 8	Deputy Superintendent; Campus Principals	Professional Development Sessions & Sign-In Sheets; LVISD Curriculum Documents			
<p align="center">Critical Success Factors CSF 5</p> <p>6) Provide all parents, students, and staff with information about the importance of attendance on state assessment days.</p>	7	Deputy Superintendent; Campus Principals; Communications Coordinator	Notifications; Student Attendance on State Assessment Days			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

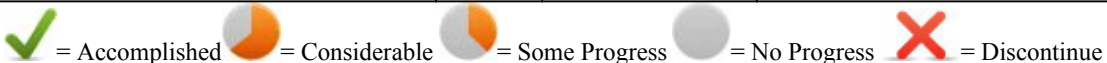
Goal 1: Curriculum, Instruction, & Student Achievement:

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

Performance Objective 4: Increase the number of students achieving the advanced level of performance on the State assessments.

Evaluation Data Source(s) 4: In 2016-2017, Lago Vista ISD will improve the percentage of students meeting the Level III standard by 2% in all subjects and grade-levels.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide resources and training on using higher level questioning strategies.</p>	3	Deputy Superintendent; Campus Principals	LVISD Walkthrough Data			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Continue to revise course snapshots and unit organizers to reflect higher order thinking and greater depth and complexity, using evidenced-based best practices.</p>	3	Deputy Superintendent; Campus Principals	LVISD Curriculum Documents			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Integrate advanced level scoring and performance assessments (where appropriate) in all classes, particularly short answer format.</p>	3	Deputy Superintendent; Campus Principals	LVISD Curriculum Documents; LVISD Walkthrough Data			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Focus on monitoring and supporting higher order thinking strategies in daily instruction through instructional walkthroughs and feedback.</p>	3	Deputy Superintendent; Campus Principals	LVISD Walkthrough Data; NexGen Appraisal System Documentation			
						

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: Provide more opportunities for students to earn college credit through increasing the number of students taking advanced (Pre-AP, AP, and Dual Credit) courses and by increasing the number of AP exams taken and the number of exams receiving scores of 3, 4, or 5, and increasing the number of students taking dual credit courses.

Evaluation Data Source(s) 5: In 2016-2017, Lago Vista ISD will increase the percentage of students taking advanced courses by 5%, increase the percentage of students taking an AP exam by 5%, and increase the percentage of students earning a 3, 4, or 5 on an AP exam by 10%.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Continue to enhance preparedness for Advanced Placement by offering Pre-AP courses and emphasizing the value of credit earned through AP exams in both individual, small group, and parent-related academic counseling conferences.</p>	7	LVMS Campus Principal; Campus Counselors	Enrollment Numbers in Pre-AP and AP Courses; Number of Exams Taken in AP Courses			
Funding Sources: PIC 21 - Gifted/Talented - \$171554.55, PIC 21 - Gifted/Talented - \$98960.35						
<p>Critical Success Factors CSF 7</p> <p>2) Continue to expand dual credit offerings by identifying and recruiting/hiring teachers who hold the appropriate credentials to obtain adjunct faculty status.</p>	5	LVHS Principal	Number of Teachers with Appropriate Credentials for Dual Credit; Expansion of Dual Credit Course Offerings			
<p>Critical Success Factors CSF 7</p> <p>3) Continue to expand Advanced Placement offerings by identifying and recruiting/hiring teachers who hold the appropriate credentials to teach AP, or who are willing to attend the summer training.</p>	5	LVHS Principal	Number of Teachers with Appropriate Credentials for Advanced Placement; Expansion of Advanced Placement Course Offerings			
Funding Sources: PIC 31 - High School Allotment - \$175759.55						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Provide information to students and parents regarding graduation plans, including information on performance acknowledgements for Outstanding Performance on College Board Advanced Placements tests and for Outstanding Performance in Dual Credit Courses.</p>	7	Campus Counselors	Notifications; Number of Students Earning Performance Acknowledgments			

<p align="center">Critical Success Factors CSF 7</p> <p>5) Ensure that all Advanced Placement teachers and Pre-AP teachers attend the appropriate College Board Summer Institute every three years.</p>	6	Deputy Superintendent; Campus Principals	Training Documentation			
<p>6) Investigate online registration and debit or credit card payment processed through LVISD for Advanced Placement exams.</p>		Director of Instructional Technology; LVHS Counselor	Availability of Online Registration and Credit Card Payment Systems			
<p align="center">Critical Success Factors CSF 7</p> <p>7) Ensure that all OnRamps teachers attend the appropriate OnRamps Summer Institute and attended required continuing education.</p>	6	Deputy Superintendent; Campus Principals	Training Documentation			
<p>8) Investigate applying for AP Capstone distinction.</p>		Deputy Superintendent; LVHS Campus Principal	Application for AP Capstone Distinction			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 1: Curriculum, Instruction, & Student Achievement:

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

Performance Objective 6: Monitor student attendance to prevent truancy and to improve overall attendance to exceed 98%.

Evaluation Data Source(s) 6: In 2016-2017, the PEIMS end of year attendance data for Lago Vista ISD will reflect an overall attendance rate that exceeds 98%.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 5</p> <p>1) Provide information to parents regarding the importance of student attendance through the District's "Missing School Matters" campaign.</p>	7	Deputy Superintendent; Communications Coordinator; Campus Principals	Notifications; Student Attendance Rates			
<p>2) Follow Texas Education Code for attendance, including parent notification and involving courts, when needed.</p>		Campus Principals; Campus Assistant Principals; Attendance Clerks	Notifications; Student Attendance Rates			
<p>3) UIL sponsors monitor attendance and enforce UIL guideline of 50% of the school day.</p>		Campus Principals; Campus Assistant Principals; Attendance Clerks; UIL sponsors	Notifications; Student Attendance Rates			
<p>Critical Success Factors CSF 5</p> <p>4) Utilize consistent processes and messages for communicating information about absences and truancy to parents, including the use of ParentLink to notify parents daily of student absences.</p>	7	Deputy Superintendent; Campus Principals; Campus Assistant Principals; Attendance Clerks	Notifications; Student Attendance Rates			
						






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 7: Maximize learning for all students by increasing student opportunities to access technology during instruction across the curriculum areas.

Evaluation Data Source(s) 7: In 2016-2017, Lago Vista ISD will increase the inventory of mobile devices for student use to allow for 1:1 access in grades 6-12 and 2:1 access in grades K-5.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Promote the expansion of technology integration at LVES and LVMS by implementing the NexGen 2.0 technology plan focused on increasing District-wide access to mobile technology.</p>	1	Superintendent; Deputy Superintendent; Director of Technology; Director of Instructional Technology; Campus Principals	Technology Plan Implementation; Purchase of New Devices; Increased Access to Mobile Technology at LVES, LVIS, & LVMS			
Funding Sources: Instructional Materials Allotment - \$43723.56						
<p>Critical Success Factors CSF 7</p> <p>2) Effectively and seamlessly incorporate technology into student learning by providing District-wide professional development on best practice instructional strategies.</p>	3, 6	Deputy Superintendent; Director of Technology; Director of Instructional Technology	Professional Development Sessions & Sign-In Sheets; District Walkthrough Data			
<p>Critical Success Factors CSF 7</p> <p>3) Provide instructional technology staff to assist teachers in identifying curriculum areas where technology integration is appropriate and by providing training and support.</p>	3, 6	Director of Technology; Director of Instructional Technology	Professional Development Sessions & Sign-In Sheets; District Walkthrough Data			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Curriculum, Instruction, & Student Achievement:


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

Performance Objective 8: Provide expanded opportunities for students to participate in Career and Technology Education, fine arts, health/physical education, extracurricular programs, and other special programs.

Evaluation Data Source(s) 8: In 2016-2017, Lago Vista ISD will increase student participation for students in Career and Technology Education, fine arts, health/physical education, extracurricular programs, and other special programs, adding additional options, as appropriate.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Develop a comprehensive Career and Technology Education plan focused on expanding course offerings aligned to the Career and Technology Education career clusters, articulating workforce dual credit, where applicable, and ensuring appropriate non-traditional CTE completion rates for both genders. (PBMAS CTE-8)	2, 4, 8	Superintendent; Deputy Superintendent; LVHS Principal; LVHS Assistant Principal; LVHS Counselor	CTE Plan; Expanded Course Offerings in CTE; Availability of Articulated Workforce Dual Credit; PBMAS CTE Indicator 8 Data			
2) Use formal and informal data to analyze student participation in identified programs to ensure that the population appropriately reflects District demographics, as well as rates of participation that closely mirror that of the state. (PBMAS S-16; PBMAS S-18)	4, 8	Superintendent; Deputy Superintendent; Director of Special Education/504; Campus Principals	Student Participation Rates in Special Programs			
Critical Success Factors CSF 5 3) Provide parents with information about summer camps and opportunities for extended learning for students.	7	Deputy Superintendent; Director of Special Education/504; Communications Coordinator; Campus Principals	Notifications			

4) Develop quality physical education programs that are developmentally and sequentially appropriate.	Deputy Superintendent; Campus Principals; Physical Education Teachers	Alignment of Program to State Objectives (TEKS); Student & Parent Feedback			
	Funding Sources: Fund 199 - General Fund - \$450.00, Fund 199 - General Fund - \$500.00, Fund 199 - General Fund - \$750.00, Fund 199 - General Fund - \$750.00				
5) Provide State-approved Coordinated School Health components into the curriculum.	Deputy Superintendent; Campus Principals; District Nurse; Campus Nurses; Health Teachers	Integration of Coordinated School Health Components into the LVISD Curriculum			
	Funding Sources: Fund 199 - General Fund - \$250.00				
					

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 9: Strengthen pre-referral interventions with tiered Response to Intervention (RtI) processes to ensure that special education program demographics align to District demographics.

Evaluation Data Source(s) 9: In 2016-2017, Lago Vista ISD the alignment in demographics for the special education program and the District will improve by 2%.

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Ensure the implementation of the District's comprehensive Response to Intervention (RtI) model to provide targeted, research-based interventions to meet the needs of individual students.</p>	1, 2, 3, 4, 8	Deputy Superintendent; Director of Special Education/504; Student & Family Support Coordinator; Campus Principals	Delivery of Comprehensive RtI Model; RtI Documentation			
<p>Critical Success Factors CSF 2</p> <p>2) Analyze special education referral data to identify trends in referrals that may result in overrepresentation and/or disproportionality. (PBMAS S-10; PBMAS S-12)</p>	8	Deputy Superintendent; Director of Special Education/504; Campus Principals	Identification of Trends Leading to Overrepresentation and/or Disproportionality; Subsequent Strategies			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide general education professional development on strategies for early intervention for students who are economically disadvantaged.</p>	3, 6, 8	Deputy Superintendent; Director of Special Education/504; Student & Family Support Coordinator; Campus Principals	Professional Development Sessions & Sign-In Sheets; RtI Documentation			

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide time for collaboration between classroom teachers and special programs staff, including ESL, to provide guidance and assistance with targeted pre-referral interventions for disproportionately referred populations. (PBMAS S-12)</p>	2, 3, 4, 8	Deputy Superintendent; Director of Special Education/504; Campus Principals	Meeting Documentation; RtI Documentation			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Curriculum, Instruction, & Student Achievement:






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

Performance Objective 10: Increase student achievement and access to the general curriculum for all special education students.

Evaluation Data Source(s) 10: In 2016-2017, student achievement for students in special education will improve by 5% in all areas.

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide individualized instructional services and supports to students identified for Special Education services by highly qualified and well-trained staff.</p>	1, 3, 5, 8	Director of Special Education/504	Certification Records; Documentation of Special Education Services			
Funding Sources: Fund 224 - IDEA B, Formula - \$80000.00, Fund 224 - IDEA B, Formula - \$88630.00, PIC 23 - Special Education - \$158075.71, PIC 23 - Special Education - \$65062.34, PIC 23 - Special Education - \$88069.40, PIC 23 - Special Education - \$56690.24, PIC 23 - Special Education - \$81565.00, PIC 23 - Special Education - \$99763.80, PIC 23 - Special Education - \$84110.00, PIC 23 - Special Education - \$18520.41, Fund 224 - IDEA B, Formula - \$12000.00, Fund 224 - IDEA B, Formula - \$9474.00						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Collaborate with technology staff to investigate and purchase apps intended to assist special education students in meeting individual educational goals in the mainstream classroom setting. (PBMAS S-1)</p>	1	Director of Special Education/504; Director of Instructional Technology; Campus Principals	Purchasing of Assistive Mobile Applications; ARD Documentation			
Funding Sources: PIC 23 - Special Education - \$250.00						
<p align="center">Critical Success Factors CSF 7</p> <p>3) Provide staff development along with continuous classroom support and resources for differentiated instructional strategies to special education and general education staff serving students with disabilities in the least restrictive environment (LRE), with a focus on training for educators regarding their role in implementing IEP/IAPs and in making appropriate modifications and/or accommodations for learners in the general education classroom. (PBMAS S-4)</p>	6	Deputy Superintendent; Director of Special Education/504; Campus Principals	Professional Development Sessions & Sign-In Sheets; LVISD Walkthrough Data; Special Education Documentation			
Funding Sources: PIC 23 - Special Education - \$3500.00, PIC 23 - Special Education - \$2800.00, PIC 23 - Special Education - \$2000.00, PIC 23 - Special Education - \$2000.00, PIC 23 - Special Education - \$1200.00						

<p align="center">Critical Success Factors CSF 5</p> <p>4) Establish and maintain a Special Education Parent Advisory to help provide an annual evaluation of programs and services for Special Education.</p>	7	Director of Special Education/504	Parent Advisory Meeting Documentation; Program Evaluation			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>5) Identify special education students who need assistance to improve their performance on the Reading/English Language Arts, Math, Social Studies, and Science STAAR tests and provide interventions and/or tutorial sessions prior to the scheduled testing dates with specialized instruction. (PBMAS S-1; PBMAS S-3)</p>	2	Director of Special Education/504; Campus Principals	Documentation of Interventions			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Utilize the Standards Based Individual Education Program (SBIEP) process to ensure increased achievement and access to the general curriculum for students with disabilities. (PBMAS S-1; PBMAS S-3)</p>	3	Director of Special Education/504	SBIEP Process Documentation			
<p align="center">Critical Success Factors CSF 7</p> <p>7) Provide training to Special Education staff regarding federal limits on alternative assessments. Specifically training will focus on federal limitations that require that the number of scores that meet the STAAR Alternate Phase-in Satisfactory Standard not exceed one percent of the District's total participation. Similarly, the use of proficient results from STAAR Modified is limited; the number of test scores that meet the STAAR Modified Phase-in Satisfactory Standard may not exceed two percent of the District's total participation. The measures for STAAR Alternate and STAAR Modified are reported separately for reading and mathematics. (PBMAS S-4)</p>	6	Director of Special Education/504	Professional Development Sessions & Sign-In Sheets; Alternative Assessment Data			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Provide training to special education staff in the areas of writing, reading, and comprehension. (PBMAS S-1; PBMAS S-3)</p>		Director of Special Education/504	Professional Development Sessions & Sign-In Sheets			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Curriculum, Instruction, & Student Achievement:

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






Performance Objective 11: Increase student achievement and English language proficiency for all English as a Second Language (ESL) students.

Evaluation Data Source(s) 11: In 2016-2017, student achievement for students in the English as a Second Language (ESL) program will improve by 5% in all areas.

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide individualized instructional services and supports to students identified for ESL services by highly qualified and well-trained staff.</p>	1, 2, 4, 5, 8	Deputy Superintendent	Certification Records; Documentation of ESL Services			
<p>Funding Sources: PIC 25 - Bilingual & ESL Education - \$5720.00, PIC 25 - Bilingual & ESL Education - \$17160.00, PIC 25 - Bilingual & ESL Education - \$22880.00, PIC 25 - Bilingual & ESL Education - \$11440.00, PIC 25 - Bilingual & ESL Education - \$1000.00</p>						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide continued training and support for the LPAC decision-making process on alignment of STAAR and STAAR-L assessments. (PBMAS NCLB-1)</p>	2, 6, 8	District ESL Specialist; District Testing Coordinator; Campus Principals	Professional Development Sessions & Sign-In Sheets			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Provide on-going training on the cross-curricular implementation of the English Language Proficiency Standards, specifically related to how to deliver small group instruction based on individual students' English language proficiency levels. (PBMAS NCLB-1)</p>	2, 3, 6, 8	Deputy Superintendent; District ESL Specialist; Campus Principals	Professional Development Sessions & Sign-In Sheets; TELPAS Data			

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Identify ESL students who need assistance to improve their performance on the Reading/English Language Arts, Math, Social Studies, and Science STAAR tests and provide tutorial sessions prior to the scheduled testing dates with specialized instruction. (PBMAS NCLB-1)</p>	<p>1, 2, 3, 4, 8</p>	<p>District ESL Specialist; Campus Principals</p>	<p>Intervention Documentation; ESL STAAR Data</p>			
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 = 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 12: Improve District processes used to identify students for special programs, such as special education, 504, ESL, and dyslexia services.

Evaluation Data Source(s) 12: In 2016-2017, the program evaluations for special programs will reflect improvement in the processes used to identify students.

Summative Evaluation 12:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 2</p> <p>1) Maintain District-wide standards and protocol for special programs identification and placement. (PBMAS S-10; PBMAS S-12)</p>	2, 8	Deputy Superintendent; Director of Special Education/504; District ESL Specialist; Campus Principals	District Protocol for Special Programs Identification & Placement			
Funding Sources: PIC 25 - Bilingual & ESL Education - \$600.00, PIC 23 - Special Education - \$3200.00						
<p>2) Use formal and informal data to analyze student identification for special programs to ensure that populations appropriately reflect District demographics, as well as rates of identification that closely mirror the state identification rate. (PBMAS S-10; PBMAS S-12)</p>	2	Deputy Superintendent; Director of Special Education/504; District ESL Specialist; Campus Principals	Data Analysis Documentation; Student Identification Data			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: Curriculum, Instruction, & Student Achievement:

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

Performance Objective 13: Improve District processes used to identify and serve students identified for Gifted and Talented services.

Evaluation Data Source(s) 13: In 2016-2017, the program evaluation for Gifted and Talented will reflect improvement in the processes used to identify students.

Summative Evaluation 13:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 2</p> <p>1) Maintain District-wide standards and protocol for Gifted and Talented identification.</p>	2, 4, 8	Deputy Superintendent; Campus Principals; Campus G/T Facilitators	District Protocol for G/T Identification; District G/T Identification Rates			
Funding Sources: PIC 21 - Gifted/Talented - \$1600.00						
<p>2) Use formal and informal data to analyze student identification for Gifted and Talented to ensure that populations appropriately reflect District demographics, as well as rates of identification that closely mirror the state identification rate.</p>	8	Deputy Superintendent; Campus Principals; Campus G/T Facilitators	Data Analysis Documentation; District G/T Identification Data			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Learning Environment:






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

Performance Objective 1: Implement curriculum and programs to support character development and digital citizenship.

Evaluation Data Source(s) 1: In 2016-2017, Lago Vista ISD will have documented campus and District events to support each of the monthly Viking Character Traits.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Develop and implement a District-wide character education program with targeted events and activities occurring at each campus.</p>	2	Deputy Superintendent; Campus Principals; Campus Counselors	Character Education Program Activities			
<p>Critical Success Factors CSF 6</p> <p>2) Develop and implement campus programs to incentivize and reward students and staff who exhibit positive character attributes.</p>	2	Deputy Superintendent; Campus Principals	Campus PBIS Program Data			
<p>Critical Success Factors CSF 6</p> <p>3) Work with campus leadership and staff members to develop goals and activities focused on developing digital citizenship for students.</p>	2	Deputy Superintendent; Director of Instructional Technology; Campus Principals	Digital Citizenship Goals and Activities			
<p>Critical Success Factors CSF 6</p> <p>4) Participate in Common Sense Media's Digital Citizenship campaign, including the annual Digital Citizenship Week.</p>	2	Deputy Superintendent; Director of Instructional Technology; Campus Principals	Digital Citizenship Week Activities			
<p>Critical Success Factors CSF 6</p> <p>5) To help build a student culture of caring and respect, provide the Committee for Children's Second Step bullying prevention curriculum in grades 6-8.</p>	2	Deputy Superintendent; LVMS Campus Principal; LVMS Campus Counselor	Bullying Prevention Activities; Discipline Data			

<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide courses in grades 6-12, such as Viking Valor and Teen Leadership, which focus on teaching students to take responsibility for their actions, express themselves appropriately, resolve conflicts, and make difficult decisions when they arise. [TEC 11.252(3)(B)(ii)]</p>	2	Deputy Superintendent; Campus Principals; Teacher(s)	Course Curriculum; Course Enrollment			
Funding Sources: PIC 24 - Accelerated Education - \$9350.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Learning Environment:

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






Performance Objective 2: Provide a positive, supportive, and safe learning environment for all students.

Evaluation Data Source(s) 2: In 2016-2017, District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Provide yearly training to staff on child abuse, sexual abuse/maltreatment of children, sexual harassment, dating violence, bullying prevention, and suicide prevention. [TEC 11.252(3)(B)(i); TEC 11.252(9); TEC 11.252(3)(B)(iii); TEC 37.001; TEC 38.0041(c)]</p>	2, 6	Deputy Superintendent; Campus Principals	Training Documentation			
Funding Sources: Fund 199 - General Fund - \$1000.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide promotional materials to students, teachers, staff, and parents about StayALERT, the District's bilingual, confidential website, e-mail, phone and texting avenue for students, teachers, staff, parents and community members to be able to confidentially report unsafe behaviors, suspicious activities, bullying, acts of violence, harassment, and a host of other potential disruptors to school safety.</p>	2, 7	Deputy Superintendent; Campus Principals	Notifications; StayALERT Reports			
<p>Critical Success Factors CSF 6</p> <p>3) Provide appropriate instruction and counseling to help students make appropriate decisions regarding social networking safety and prevention of cyber-bullying.</p>	2	Deputy Superintendent; Director of Instructional Technology; Campus Principals; Campus Counselors	Notifications; Discipline Data			
<p>Critical Success Factors CSF 6</p> <p>4) Coordinate a District-wide Red Ribbon Week to educate students on the destruction caused by drugs and alcohol and to encourage participation in substance abuse prevention activities.</p>	2	Deputy Superintendent; Campus Principals; Campus Counselors	Red Ribbon Week Activities; Discipline Data			

<p align="center">Critical Success Factors CSF 6</p> <p>5) Conduct an annual review campus safety plans and maps of current facilities with local emergency management officials to ensure a shared understanding of safety procedures and crisis management strategies.</p>	2	Superintendent; Campus Principals; Campus Assistant Principals	Annual Review Documentation			
<p align="center">Critical Success Factors CSF 6</p> <p>6) Create and provide staff training on a District Crisis Handbook to provide appropriate protocol and resources to counselors and staff to address various crisis situations.</p>	2	Deputy Superintendent; Director of Special Education/504; Campus Principals; Campus Counselors	District Crisis Handbook; Professional Development Sessions & Sign-In Sheets			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Communicate protocol and procedures for safety and crisis management to students, parents, and staff.</p>	2, 7	Superintendent; Communications Coordinator; Campus Principals; Campus Assistant Principals	Notifications			
<p align="center">Critical Success Factors CSF 2 CSF 6</p> <p>8) Review data related to students who are placed in DAEP, including student groups served, (including overrepresentation of students from economically disadvantaged families, ethnic and racial representations, and students who receive special education and limited English proficiency services), attendance rates, pre- and post-assessment results on state assessments, dropout rates, graduation rates, and recidivism rates.</p>	2, 4, 8	Superintendent; Deputy Superintendent; Campus Principals; Campus Assistant Principals	Documentation of Data Review; Subsequent Strategies			
Funding Sources: PIC 28 - DAEP - \$15389.55						
<p align="center">Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>9) Continue to build capacity for providing Positive Behavioral Interventions and Supports (PBIS) to all students through training and support for campus strategy development.</p>	2, 6	Superintendent; Deputy Superintendent; Director of Special Education/504; Campus Principals; Campus Assistant Principals	PBIS Activities; Professional Development Sessions & Sign-In Sheets			
<p align="center">Critical Success Factors CSF 6</p> <p>10) Conduct safety drills on schedule.</p>	2	Superintendent; Campus Principals; Campus Assistant Principals	Documentation of Safety Drills			
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>11) All teachers will receive training for Texas Behavior Support Initiative (TBSI) relating to provide foundational knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities.</p>	2, 6, 8	Deputy Superintendent; Director of Special Education/504; Campus Principals	Training(s) held; Sign-in Sheets			

<p align="center">Critical Success Factors CSF 6</p> <p>12) Assess campus discipline and safety programs by reviewing discipline reports and other data on drug-use and violence and use the information to develop plans to refine prevention programming to address identified problems and/or needs. [TEC 11.252(3)(B)(iii); TEC 11.252(3)(E)]</p>		<p>Superintendent; Deputy Superintendent; Campus Principals</p>	<p>Analysis of Campus and Safety Data; Existence/Refinement of Programs to Address Identified Areas of Need</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Learning Environment:






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

Performance Objective 3: Increase opportunities for secondary students to engage in relevant work in the community (i.e., mentorships, apprenticeships, community service).

Evaluation Data Source(s) 3: In 2016-2017, Lago Vista ISD will have a net increase of documented opportunities for secondary students to engage in relevant work in the community.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Provide community service opportunities by expanding service-oriented student organizations at the middle school level.</p>	2	LVMS Campus Principal	Expanded Community Service Organizations at LVMS			
<p>Critical Success Factors CSF 5</p> <p>2) Investigate the creation of a Junior Job Shadow day at LVHS.</p>	2	Deputy Superintendent; LVHS Campus Principal; LVHS Campus Assistant Principal; LVHS Campus Counselor	Documentation of Junior Job Shadow Day Planning & Activities			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Encourage LVHS students to participate in the Gifted and Talented Independent Study Mentorship Program.</p>	2	LVHS Campus Counselor; LVHS Campus G/T Facilitator	Program Notifications; Student Enrollment in G/T ISM			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Utilize the District website to highlight participation in community service throughout the District.</p>	2	Communications Coordinator	Availability of Community Service Information on District Website			

<p>5) Continue offering the innovative course "Peer Assistance for students with Disabilities" at Lago Vista High School. This course is designed to promote an inclusive educational environment for special education students. Peer assistants assist teachers in general education and special education settings by helping to facilitate inclusion in the classroom.</p>	<p>Deputy Superintendent; Director of Special Education/504; LVHS Campus Principal; LVHS Campus Counselor</p>	<p>Student Enrollment in the Course; Documentation of Course Activities</p>			
<p>Funding Sources: PIC 23 - Special Education - \$5353.75</p>					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 2: Learning Environment:






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

Performance Objective 4: Advance student learning by modeling, promoting, and supporting the use of digital tools for communication, collaboration, critical thinking, and creativity.

Evaluation Data Source(s) 4: In 2016-2017, instructional walkthrough data at all four campuses in Lago Vista ISD will indicate an improvement in the use of digital tools for communication, collaboration, critical thinking, and creativity.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Implement the District sustainability plan for the NexGen 1:1 Mobile Learning initiative at Lago Vista High School, as well as a scale-up plan to increase mobile learning at all campuses.</p>	1	Superintendent; Deputy Superintendent; Director of Technology; Director of Instructional Technology; Campus Principals	Sustainability Plan; Scale-Up Plan			
<p>Critical Success Factors CSF 7</p> <p>2) Provide staff development in technology and mobile device learning.</p>	6	Director of Instructional Technology	Professional Development Sessions & Sign-In Sheets			
Funding Sources: Fund 255 - Title II - \$2000.00						
<p>Critical Success Factors CSF 7</p> <p>3) Establish and coordinate time for instructional staff to collaborate and plan for technology use in instruction.</p>	6	Director of Instructional Technology; Campus Principals	Documentation of Collaborative Planning Meetings			

<p>4) Provide clear expectations regarding the instructional use of mobile learning devices, particularly with expectations regarding the use of the district-adopted Learning Management System, Canvas.</p>	<p>Superintendent; Deputy Superintendent; Director of Instructional Technology; Director of Technology; Campus Principals</p>	<p>Notification of Expectations; Professional Development Sessions & Sign-In Sheets</p>			
<p>Funding Sources: Fund 199 - General Fund - \$5358.00</p>					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 2: Learning Environment:






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

Performance Objective 5: Coordinate community resources and services for families, students, and the schools to assist with student achievement and safety.

Evaluation Data Source(s) 5: In 2016-2017, Lago Vista ISD will have documentation of efforts to coordinate community resources and services and stakeholder feedback will be positively impacted by these efforts.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p align="center">Critical Success Factors CSF 6</p> <p>1) Compile and publish a list of local crisis and counseling resources to provide counselors and other stakeholders with information on how to access various local agencies to assist with mental health, substance abuse, self-harm/suicide, foster care, GLBTQ support, financial assistance, and pregnancy/parenting support.</p>	1	Deputy Superintendent; Director of Special Education/504; Communications Coordinator; Campus Principals; Campus Counselors	Availability of Crisis & Counseling Resource Guide			
<p align="center">Critical Success Factors CSF 5</p> <p>2) Provide website access to information on community services and resources available to assist with meeting student and family needs.</p>	7	Communications Coordinator	Website Access to Crisis & Counseling Resource Guide			
<p align="center">Critical Success Factors CSF 5</p> <p>3) Engage civic and community organizations for student and family needs/services.</p>	1	Deputy Superintendent; Director of Special Education/504; Communications Coordinator; Campus Principals; Campus Counselors	Documentation of Collaboration with Organizations			
<p align="center">Critical Success Factors CSF 6</p> <p>4) Create a specific location within the District for donations and a method for communicating needs.</p>	1	Deputy Superintendent	Notification; Documentation of Donations			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Collaborate with local municipal government entities to enhance safety procedures on LVISD campuses.</p>		<p>Superintendent; Campus Principals</p>	<p>Documentation of Collaboration & Procedures</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) Provide a Title I Student & Family Support Coordinator to assist with the coordination of community resources & services for families, students, and the schools to assist with student achievement and success.</p>	<p>1, 4, 7, 8</p>	<p>Superintendent; Deputy Superintendent</p>	<p>Creation of the Student & Family Support Coordinator using Title I funds.</p>			
<p>7) Continue the implementation of District Suicide Intervention Protocol, including the parental or guardian notification procedure. [TEC 11.252(3)(B)(i)]</p>		<p>Deputy Superintendent; Campus Principals; Campus Assistant Principals; Campus Counselors</p>	<p>Existence of Protocol; Documentation of Use, As Needed</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: College & Career Readiness:






Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 1: Provide structures to assist students and parents with graduation, college readiness, and college and career planning.

Evaluation Data Source(s) 1: In 2016-2017, Lago Vista ISD will have required graduation plans, will improve parent awareness of college preparation resources as evidenced by parent feedback, and will see a net increase of students taking the SAT (+5%) and a net increase of students scoring at or above criteria on the SAT (+5%).

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p align="center">Critical Success Factors CSF 1</p> <p>1) Develop and maintain a four-year graduation plan for all ninth grade students, providing guidance on the selection of endorsement areas.</p>	2	Deputy Superintendent; Campus Principals; Campus Counselors	Documentation of Graduation Plans for All Ninth Grade Students			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Develop a four year graduation plan for every student in grades 6-12 who did not meet the standard on state assessments or who is not likely to receive a high school diploma before the 5th year following enrollment in 9th grade.</p>	2	Deputy Superintendent; Campus Principals; Campus Counselors	Documentation of Graduation Plans			
<p align="center">Critical Success Factors CSF 5</p> <p>3) Conduct parent trainings for college readiness and regularly communicate relevant information to parents regarding strategies to assist with college entrance. Information provided shall include higher education admissions and financial aid opportunities; the TEXAS grant program; the Teach for Texas grant programs; the need for students to make informed curriculum choices to be prepared for success beyond high school; and sources of information on higher education admissions and financial aid. [TEC 11.252(4)]</p>	2, 7	Campus Counselors	Documentation of Parent Trainings; Data on Student Entrance into College			

<p align="center">Critical Success Factors CSF 1</p> <p>4) Increase the number of students taking and performing well on the SAT by paying for 8th and 9th grade students to take the PSAT-8/9, for 10th grade students to take the PSAT-10, and for 11th grade students to take the PSAT/NMSQT.</p>	2, 8	Deputy Superintendent; Campus Principals; Campus Counselors	Documentation of PSAT 8/9, 10, and NMSQT Testing; SAT Data			
Funding Sources: Fund 199 - General Fund - \$2000.00, Fund 199 - General Fund - \$4750.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 3: College & Career Readiness:

Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 2: Increase the number of students earning college credit through Advanced Placement (AP) by increasing the number of AP exams taken and the number of exams receiving scores of 3, 4, or 5.

Evaluation Data Source(s) 2: In 2016-2017, Lago Vista ISD will see a 5% increase in the number of AP exams taken and a 2% increase in the number of students earning a 3, 4, or 5 on an AP exam.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Communicate the value of AP courses and credit earned through AP exams through campus and District publications and parent-related academic counseling conferences.</p>	7	Deputy Superintendent; LVHS Campus Counselor	Documentation of Parent Conferences; District Publications			
<p>2) Provide information to students regarding performance acknowledgements for Outstanding Performance on College Advanced Placements tests during personal graduation plan conferences.</p>	2	Campus Counselors	Documentation of Awareness Materials			
<p>Critical Success Factors CSF 7</p> <p>3) Ensure that all Advanced Placement teachers and Pre-AP teachers attend the appropriate College Board Summer Institute every three years.</p>	6	Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor	Documentation of Training			
Funding Sources: Fund 199 - General Fund - \$1500.00, Fund 199 - General Fund - \$1500.00						
<p>4) Investigate online registration and payment for Advanced Placement exams.</p>		Director of Instructional Technology; LVHS Counselor	Availability of Online Registration and Credit Card Payment Systems			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: College & Career Readiness:






Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 3: Maintain high numbers of students earning college credit through articulated dual credit courses.

Evaluation Data Source(s) 3: In 2016-2017, Lago Vista ISD will maintain the number of dual credit opportunities available to Lago Vista High School students and will meet or exceed the total number of college credit hours earned through dual credit in 2015-2016.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 7</p> <p>1) Investigate the creation of a "Grow your own" program for helping teachers obtain the necessary credentials to teach dual credit workforce courses.</p>	5	Superintendent; Deputy Superintendent; LVHS Assistant Principal	Documentation of Program Investigation			
<p>Critical Success Factors CSF 1</p> <p>2) Utilize data analysis and targeted strategies to increase the percentage of students demonstrating college readiness on assessments that meet dual credit exemptions for TSI and encourage students who qualify to take dual credit courses.</p>	2	LVHS Campus Counselor	Dual Credit Enrollment Data			
<p>3) Provide information to students regarding performance acknowledgements for Outstanding Performance in Dual Credit Courses.</p>	2	LVHS Campus Counselor	Documentation of Awareness Materials			
<p>4) Develop a two-year course sequence for dual credit with ACC.</p>	2	Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor	Two-Year Course Sequence Documentation			
<p>5) Continue to implement OnRamps courses (concurrent enrollment from UT-Austin) in Computer Fluency, Statistics, Precalculus, and English.</p>	2	Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor	OnRamps Enrollment & Completion Data			

<p align="center">Critical Success Factors CSF 5</p> <p>6) Utilize College Board data to identify students who are predicted to perform well in advanced courses and share that information with core teachers, students, and parents.</p>	7, 8	Deputy Superintendent; LVHS Counselor; LVHS AP Coordinator	Information Shared; Increased Enrollment in Advanced Courses by Identified Students			
<p align="center">Critical Success Factors CSF 5</p> <p>7) Host District PSAT Score Parent Information Night to explain 8-11th grade PSAT score reports, share resources, and answer questions.</p>	7, 8	Deputy Superintendent; LVHS Campus Counselor, LVMS Campus Counselor	Event Notification; Sign-In Sheet			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: College & Career Readiness:






Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 4: Provide extensive opportunities for students to participate in Career and Technical Education (CTE), fine arts, extracurricular programs, and other special programs.

Evaluation Data Source(s) 4: In 2016-2017, Lago Vista ISD will provide a comprehensive set of programs to meet student needs, as evidenced by student course enrollment, UIL participation and performance, and through the alignment of coherent course sequences to CTE clusters.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Promote coherent sequences of Career and Technology Education courses for District-offered endorsements for the Foundation Graduation Plan.		Deputy Superintendent; LVHS Campus Principal; LVHS Assistant Principal; LVHS Campus Counselor	Awareness Materials			
<p>Critical Success Factors CSF 6</p> <p>2) Focus on increasing middle school enrollment in band to continue the growth of the program.</p>		Superintendent; Deputy Superintendent; LVMS Campus Principal; LVMS Campus Counselor	Band Enrollment Data			
	Funding Sources: Fund 199 - General Fund - \$8000.00, Fund 199 - General Fund - \$10000.00, Fund 199 - General Fund - \$350.00, Fund 199 - General Fund - \$1000.00, Fund 199 - General Fund - \$20000.00, Fund 199 - General Fund - \$2200.00					
3) Support campuses in the development of a recruitment and practice strategy for the UIL academics program.		Superintendent; Campus Principals; UIL Coordinators	UIL Contest Results			

<p>4) Develop a comprehensive Career and Technology Education plan focused on expanding course offerings aligned to the Career and Technology Education career clusters, articulating workforce dual credit, where applicable.</p>	<p>1, 2, 4, 8</p>	<p>Superintendent; Deputy Superintendent; LVHS Principal; LVHS Assistant Principal; LVHS Counselor</p>	<p>CTE Plan; Expanded Course Offerings in CTE; Availability of Articulated Workforce Dual Credit</p>			
<p>Funding Sources: PIC 22 - CTE - \$20000.00, PIC 22 - CTE - \$1500.00, PIC 22 - CTE - \$441691.65, PIC 22 - CTE - \$8000.00, PIC 22 - CTE - \$2000.00, Fund 244 - Carl Perkins SSA - \$10928.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 3: College & Career Readiness:

Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 5: Continue high levels of support for transition planning in Special Education for students between the ages of 3-21.

Evaluation Data Source(s) 5: In 2016-2017, Lago Vista ISD will provide transition planning activities for all Special Education students and will document collaborative meetings and training for appropriate staff members.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Continue the provision of a District Transition Specialist, with additional training, as needed.</p>	8	Director of Special Education/504	Documentation of Transition Activities; Training Documentation			
<p>Critical Success Factors CSF 1</p> <p>2) Provide opportunities for collaboration between the District Transition Specialist and secondary special education teachers, beginning in middle school.</p>	2	Director of Special Education/504; LVHS Campus Principal; LVMS Campus Principal	Documentation of Collaborative Meetings			
<p>Critical Success Factors CSF 5</p> <p>3) Continue training on transition planning with students, staff, and parents to help students with disabilities achieve post-secondary goals.</p>	2, 7	Director of Special Education/504; LVHS Campus Principal	Training Documentation; Transition Documentation			
<p>4) Provide instruction and services to students with disabilities in age appropriate environments through the 18+ Transition Program.</p>	2	Director of Special Education/504; LVHS Campus Principal	18+ Transition Documentation & Goals Met			
						






Goal 3: College & Career Readiness:

Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 6: Promote partnerships with local colleges and universities to expand programming for students.

Evaluation Data Source(s) 6: In 2016-2017, Lago Vista ISD will have documented partnerships with local colleges and universities that will positively impact programming for students.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 7</p> <p>1) Create and sustain partnerships with area colleges with content-area master's degree programs targeting teachers who wish to obtain the credentials to teach dual credit courses and provide information to teachers during campus faculty meetings.</p>	6	Deputy Superintendent	Memorandum of Understanding with Partnering Institutions			
<p>2) Participate in the "Introduce a Girl to Engineering" program at the University of Texas at Austin in February.</p>		LVMS Campus Principal; LVMS Campus Counselor	Documentation of Participation			
<p>3) Expand recruitment and enrollment in OnRamps and ACC dual credit courses for high school students.</p>		LVHS Campus Principal; LVHS Counselor	Awareness Materials & Activities; Enrollment Data for Dual Credit/OnRamps			
<p>Critical Success Factors CSF 5</p> <p>4) Submit a request to have the ACC Mobile Go Center bring college-related information, motivation, and assistance directly to students and their families at an evening session at LVHS.</p>	7	Deputy Superintendent; LVHS Campus Principal; LVHS Counselor	Request Documentation; Subsequent Documentation Related to Scheduling & Follow-Up			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: High Quality Staff:






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

Performance Objective 1: Provide a comprehensive staff development program for staff to further their professional growth in order to meet the needs of all students.

Evaluation Data Source(s) 1: In 2016-2017, Lago Vista ISD will implement a staff development program that addresses District needs, as evidenced by feedback provided in the end-of-year Professional Development Needs Assessment.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p align="center">Critical Success Factors CSF 7</p> <p>1) Conduct a regular District-wide needs assessment to develop a staff development plan focused on identified areas.</p>	6	Deputy Superintendent; Campus Principals	Needs Assessment Documentation; District Professional Development Plan			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 7</p> <p>2) Provide professional development opportunities that are focused on providing staff with skills to support the District commitments and goals in the LVISD District Improvement Plan.</p>	6	Deputy Superintendent; Director of Instructional Technology; Director of Special Education/504; Campus Principals	District Professional Development Plan; Eduphoria Workshop Data			
<p>Funding Sources: Fund 199 - General Fund - \$1795.00, Fund 199 - General Fund - \$6000.00, Fund 199 - General Fund - \$4000.00, Fund 199 - General Fund - \$3000.00, Fund 199 - General Fund - \$6000.00, Fund 199 - General Fund - \$3500.00, Fund 199 - General Fund - \$450.00, Fund 199 - General Fund - \$1000.00, Fund 199 - General Fund - \$500.00, Fund 199 - General Fund - \$400.00, Fund 199 - General Fund - \$800.00, Fund 255 - Title II - \$6500.00</p>						
<p align="center">Critical Success Factors CSF 7</p> <p>3) Provide instructional staff with professional development related to NexGen components, including training in Fundamental 5, HEAT, Canvas, technology use and integration, PBIS, and Character Education.</p>	6	Deputy Superintendent; Director of Instructional Technology; Campus Principals	District Professional Development Plan; Eduphoria Workshop Data			

<p align="center">Critical Success Factors CSF 2</p> <p>4) Provide campus registrars, principals, and counselors with professional development related to appropriate identification, PEIMS coding, data input and validation, and monitoring of special programs and populations, such as Homeless, Title I, CTE, Economically Disadvantaged, Special Education Placements, and leavers.</p>	8	Deputy Superintendent; District PEIMS Coordinator	Accuracy of PEIMS Submissions; Training Records			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: High Quality Staff:

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

Performance Objective 2: Provide scheduled and consistent time, structure, and guidance for professional collaboration.

Evaluation Data Source(s) 2: In 2016-2017, all campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Support the development of Professional Learning Communities through providing scheduled uninterrupted focus and time during the scheduled workday for teachers to collaborate and discuss best instructional practices.</p>	1, 2, 3, 4, 6, 8	Deputy Superintendent; Director of Instructional Technology; Campus Principals	PLC Schedule and Documentation			
<p>Critical Success Factors CSF 7</p> <p>2) Provide time during in-service for vertical alignment.</p>	6	Deputy Superintendent; Campus Principals	In-Service Agenda			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: High Quality Staff:






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

Performance Objective 3: Implement recruitment, hiring, and retention practices that align with the District's mission to provide a high performing, highly skilled staff.

Evaluation Data Source(s) 3: In 2016-2017, Lago Vista ISD will employ staff who meet or exceed State certification requirements and who indicate high levels of satisfaction regarding the District's compensation package on the end-of-year survey.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Maintain a uniform technology-assisted screening process for all applicants.		Superintendent; Deputy Superintendent; Human Resources Coordinator	Purchase of Aesop License; Application Process			
Funding Sources: Fund 199 - General Fund - \$3000.00						
<p align="center">Critical Success Factors CSF 7</p> 2) Recruit and retain highly effective teachers and leaders through a comprehensive compensation package that is competitive with local districts.	5	Superintendent; Deputy Superintendent; Chief Financial Officer; Human Resources Coordinator	Compensation Package; Teacher Recruitment and Retention Data			
3) Solicit recommendations for employee incentives through the annual District-wide staff survey.		Superintendent; Deputy Superintendent; Campus Principals	District Staff Survey Data			
Funding Sources: Fund 199 - General Fund - \$500.00						
<p align="center">Critical Success Factors CSF 7</p> 4) Focus on expanding ESL supplemental certification of core teachers and certification in Career & Technology Education (CTE) in the District by reimbursing teachers for passing the exam and adding the credential to his or her certification.	5	Superintendent; Deputy Superintendent	ESL Supplemental Certification Data; CTE Certification Data			

<p align="center">Critical Success Factors CSF 7</p> <p>5) List ESL supplemental certification as a preference for hiring new personnel.</p>	5	Human Resources Coordinator; Campus Principals	Job Postings			
<p align="center">Critical Success Factors CSF 7</p> <p>6) Focus on recruitment and hiring of qualified bilingual teachers in the primary grades by offering a stipend for bilingual certified teachers.</p>	5	Superintendent; Deputy Superintendent; LVES Principal	Job Postings; Bilingual Certification Data			
<p>7) Partner with nearby universities to provide student teacher internship opportunities.</p>		Deputy Superintendent	Placement of Student Interns in LVISD Schools			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 4: High Quality Staff:

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

Performance Objective 4: Monitor morale and maintain high employee job satisfaction.

Evaluation Data Source(s) 4: In 2016-2017, Lago Vista ISD employee survey feedback will indicate high levels of morale and job satisfaction.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Create a web-based form for staff members to confidentially reach out to administration with comments, concerns, and/or suggestions.		Superintendent; Director of Instructional Technology; Communications Coordinator	Availability of Web-Based Form; Information Provided to Staff			
2) Highlight the contributions and accomplishments of staff with articles in District communications pieces, outside media, and through recognition at events.		Superintendent; Communications Coordinator	District Communications; Recognition Ceremonies			
3) Recognize staff who go "above and beyond" through the coordinated Teacher of the Year program, which includes recognition through social media, newsletters, and the District website.		Deputy Superintendent; Communications Coordinator	Teacher of the Year Selection Process; Board Recognition Ceremony & Plaques; Headshots on District Website			
Funding Sources: Fund 199 - General Fund - \$500.00						
						


Goal 4: High Quality Staff:

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

Performance Objective 5: Establish an effective employee communication plan to improve internal communication and employee engagement.

Evaluation Data Source(s) 5: In 2016-2017, staff members will indicate high levels of satisfaction regarding the effectiveness of District communication strategies.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide weekly campus staff newsletters to ensure clear, consistent messages regarding events, expectations, and campus information.		Campus Principals	Weekly Newsletters			
2) Use the "Key Communicator" model for internal communications by identifying staff, such as team leaders and department chairs that agree to remain informed about District and campus news and who agree to share/communicate the information to their constituent groups.		Superintendent; Deputy Superintendent	Key Communicators Identified; Notifications & Correspondence			
3) Develop a communication protocol plan at the campus and District levels to ensure clear expectations for notifications, requests, and the dissemination of information.		Superintendent; Deputy Superintendent; Campus Principals; Communications Coordinator	Communication Protocol Plan			
						

Goal 4: High Quality Staff:






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

Performance Objective 6: Provide a comprehensive staff development program for staff to further their professional growth in order to meet the needs of Gifted and Talented students.

Evaluation Data Source(s) 6: In 2016-2017, Lago Vista ISD will meet or exceed the State indicators for a Recommended program in the area of Gifted and Talented professional development, as evidenced by the end-of-year program evaluation.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide annual G/T training for administrators and counselors.		Deputy Superintendent	Training Documentation			
<p style="text-align: center;">Critical Success Factors CSF 7</p> 2) Arrange for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.	6	Deputy Superintendent	Documentation of Visits			
<p style="text-align: center;">Critical Success Factors CSF 7</p> 3) Ensure that G/T is explicitly addressed in the annual District plan for professional development.	6	Deputy Superintendent	District Professional Development Plan			
<p style="text-align: center;">Critical Success Factors CSF 7</p> 4) Provide an orientation to each teacher new to the District receives with information on the District's G/T identification processes and the District's services for G/T.	6	Deputy Superintendent	New Teacher Orientation Plan			
<p style="text-align: center;">Critical Success Factors CSF 7</p> 5) In addition to the annual 6-hour update, the District provides yearly, targeted professional development for all teachers responsible for serving G/T students (facilitators, elementary cluster teachers, advanced studies teachers, etc.).	6	Deputy Superintendent; Campus Principals	District Professional Development Plan			

<p align="center">Critical Success Factors CSF 7</p> <p>6) Collaborate with campus G/T facilitators in planning and conducting the District's Gifted/Talented training.</p>	6	Deputy Superintendent; Campus Principals	District Professional Development Plan; Training Documentation			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Family & 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: Effectively communicate with all District stakeholders in a manner that is consistent, proactive, and respectful.

Evaluation Data Source(s) 1: In 2016-2017, Lago Vista ISD stakeholders will indicate high levels of satisfaction with District communications, as evidenced by the annual survey.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Establish and evaluate a District-wide communication plan consisting of goals and strategies to facilitate consistency in all District communications.		Superintendent; Deputy Superintendent; Campus Principals; Communications Coordinator	District Communications Plan			
<p>Critical Success Factors CSF 3 CSF 5 CSF 7</p> 2) Effectively utilize communication systems, such as ParentLink, by training principals and support staff on procedures and protocol for use.	6, 7	Superintendent; Deputy Superintendent; Campus Principals; Communications Coordinator	ParentLink Records; Training Documentation			
Funding Sources: Fund 199 - General Fund - \$2100.00						
<p>Critical Success Factors CSF 5</p> 3) Analyze ParentLink reports and to ensure the efficient use of the system and effective delivery of information.	7	Deputy Superintendent; Campus Principals; Communications Coordinator; Campus Registrars	ParentLink Records; Subsequent Revisions to District Communication Plan & Protocol			
<p>Critical Success Factors CSF 3</p> 4) Provide ongoing support and expectations for administrators on effective communication, including proper communication response times.		Superintendent; Deputy Superintendent; Communications Coordinator	Feedback on Parent Survey			
5) Conduct customer service training for all front line employees/secretaries and other who interact with our public on a regular basis.		Superintendent; Deputy Superintendent; Campus Principals	Training Documentation; Feedback on Parent Survey			

<p align="center">Critical Success Factors CSF 5</p> <p>6) Expand translation of District documents, forms, and communication into Spanish.</p>	7	Deputy Superintendent; Campus Principals; Communications Coordinator	Translation of Documents			
Funding Sources: Fund 199 - General Fund - \$1000.00						
<p align="center">Critical Success Factors CSF 5</p> <p>7) Provide weekly updates to the District website and social media.</p>	7	Communications Coordinator	Website & Social Media Updates; Feedback from Parent Survey			
Funding Sources: Fund 199 - General Fund - \$3000.00						
<p align="center">Critical Success Factors CSF 5</p> <p>8) Distribute monthly "At-a-Glance" calendar of events across the District.</p>	7	Communications Coordinator	Monthly Distribution of At-a-Glance Calendars			
<p align="center">Critical Success Factors CSF 5</p> <p>9) Develop a "Key Communicators" group of parents and citizens who agree to remain informed about District news through meetings, periodic mailings, online information, and personal contact and who agree to share/communicate the information to their constituent groups.</p>		Superintendent; Deputy Superintendent; Communications Coordinator	Key Communicators Identified; Notifications & Correspondence			
<p align="center">Critical Success Factors CSF 5</p> <p>10) Design a new LVISD 101 information campaign for families that are new to the District, presenting clear information on policy and programming, as well as how-to information related to daily life in the District. This information will also be made available to key employers, home owners associations, and realtors.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator	LVISD 101 Information & Distribution			
<p align="center">Critical Success Factors CSF 5</p> <p>11) Hold a public meeting after receipt of the annual district and campus rating from TEA is released to discuss the performance of the District and the District performance objectives. [TEC 11.252(e); TEC 253(g)]</p>	7	Superintendent	Documentation of Meeting			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Family & 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 2: Welcome and encourage active, two-way communication with parents and other stakeholders.

Evaluation Data Source(s) 2: In 2016-2017, Lago Vista ISD will have documentation to support efforts to improve active, two-way communication with all stakeholders.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Coordinate back-to-school Meet the Teacher and Parent Information Night activities to enable a more in-depth introduction to the programs and policies in Lago Vista ISD.</p>	7	Superintendent; Deputy Superintendent; Campus Principals	Open House Event Planning & Materials			
<p>Critical Success Factors CSF 5</p> <p>2) Provide parents and other stakeholders with information on their ability to manage delivery preferences in ParentLink, which includes options, such as text messages, email messages, etc.</p>	7	Deputy Superintendent; Campus Principals; Communications Coordinator	Awareness Materials			
<p>Critical Success Factors CSF 5</p> <p>3) Increase the effective use of online parent portals, such as Gradebook and Canvas, by providing information on benefits and tutorials on set-up and user alert configuration.</p>	7	Deputy Superintendent; Campus Principals; Communications Coordinator; PEIMS Coordinator	Awareness Materials			
<p>Critical Success Factors CSF 5</p> <p>4) Create and maintain an email list for parents of students in special programs and send regular information on program initiatives, resources, events, and parent meetings.</p>	7	Deputy Superintendent; Director of Special Education/504; Campus Principals; Communications Coordinator	Email List; Communication Documentation; Parent Feedback			

<p align="center">Critical Success Factors CSF 5</p> <p>5) Establish and maintain Special Programs Parent Advisory groups to help provide feedback and suggestions for the annual evaluation of programs and services.</p>	7	Deputy Superintendent; Director of Special Education/504	Documentation of Advisory Meetings; Annual Program Evaluations			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Family & 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 3: Improve the user experience for the District and campus websites.

Evaluation Data Source(s) 3: In 2016-2017, District and campus website users will report high levels of satisfaction, as evidenced by both formal and informal feedback.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Organize and add content to department and special interest pages.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator	Website Organizations & Content; Special Interest Pages			
<p>2) Develop and adhere to standards of quality for content, design, and management for all web and print publications.</p>		Superintendent; Deputy Superintendent; Communications Coordinator	Development & Implementation of Standards			
<p>Critical Success Factors CSF 5</p> <p>3) Expand website capabilities to include a mobile version of the District website.</p>	7	Communications Coordinator	Mobile Version of District Website			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Family & 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 4: Utilize a variety of communication tactics to share information with staff and parents about safety plans and crisis management.

Evaluation Data Source(s) 4: In 2016-2017, Lago Vista ISD will have documentation of coordinated efforts to share information related to safety and crisis management.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Work with District nurse to coordinate the sharing of information about health issues with parents.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator; District Nurse	Notifications			
<p>Critical Success Factors CSF 5</p> <p>2) Provide organized information for parents and the community during situational emergencies, such as school closures.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator; Campus Principals	Emergency & Crisis Communications Protocol			
<p>3) Actively promote the District's StayALERT system to parents, students, and staff.</p>		Deputy Superintendent; Communications Coordinator; Campus Principals	Awareness Materials; StayALERT Reports			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Family & 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 5: Use electronic, print, and mass media tools to promote awareness, interest, and support of the District.

Evaluation Data Source(s) 5: In 2016-2017, Lago Vista ISD will have documentation of strategies to use electronic, print, and mass media tools to promote awareness, interest, and support of the District.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Continue the management of and expand awareness of the District Google calendar on the District website.</p>	7	Communications Coordinator	District Calendar; Parent Feedback			
<p>Critical Success Factors CSF 5</p> <p>2) Create an active email list of "Key Communicators" in ParentLink.</p>	7	Deputy Superintendent; Communications Coordinator	Active Email List; ParentLink Reports			
<p>Critical Success Factors CSF 5</p> <p>3) Create and distribute electronic newsletters for parents to build awareness at the campus level.</p>	7	Campus Principals	Electronic Newsletters; Parent Feedback			
<p>Critical Success Factors CSF 5</p> <p>4) Create and distribute electronic newsletters for parents to build awareness at the District level.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator	Electronic Newsletters; Parent Feedback			
<p>Critical Success Factors CSF 5</p> <p>5) Publish a printed District newsletter to reach stakeholders who may not have a natural connection to the District with messages targeting key financial, demographic, and educational programming updates for the community.</p>		Superintendent; Communications Coordinator	Printed Newsletters			

<p align="center">Critical Success Factors CSF 5</p> <p>6) Maintain an online pressroom on the District website to continuously update the media and community about District initiatives and programs.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator	Online Pressroom; Updated District News Postings			
<p align="center">Critical Success Factors CSF 5</p> <p>7) Distribute information on District goals and objectives with updated report information on District achievements.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator; Campus Principals	Awareness Materials			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Family & 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 6: Build a positive media relations program to enhance the District's image by communicating positive outcomes generated by the District.

Evaluation Data Source(s) 6: In 2016-2017, Lago Vista ISD will have documentation to support efforts to enhance the District's image through the building of a positive media relations program.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Work with local media and publications by sharing positive, newsworthy stories going on within the District.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator	Documentation of Press Releases & Media Contact			
<p>Critical Success Factors CSF 5</p> <p>2) Share information through press releases, briefings, and photo opportunities.</p>	7	Superintendent; Deputy Superintendent; Communications Coordinator	Documentation of Press Releases & Media Contact			
<p>Critical Success Factors CSF 5</p> <p>3) Prepare news releases in formats that match those used by the local media (standardized press release).</p>	7	Communications Coordinator	Documentation of Press Releases			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Family & 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 7: Increase volunteerism, mentoring, and general participation in the school system by persons and businesses in the community with expertise in various areas.

Evaluation Data Source(s) 7: In 2016-2017, Lago Vista ISD will demonstrate success in coordinating and recognizing community and business participation in District activities through increased tracking and communication.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Recognize District business partners and volunteers by providing recognition at a Board of Trustees meeting.</p>		Superintendent; Deputy Superintendent; Communications Coordinator	Recognition Activities			
Funding Sources: Fund 199 - General Fund - \$500.00						
<p>Critical Success Factors CSF 5</p> <p>2) Create and promote job shadow program at LVHS with community businesses.</p>	2	Deputy Superintendent; LVHS Campus Principal; LVHS Assistant Principal; LVHS Campus Counselor	Documentation of Junior Job Shadow Day Planning & Activities			
<p>Critical Success Factors CSF 5</p> <p>3) Provide District and campus coordination of volunteering to ensure consistency in recruiting volunteers, distributing and tracking opportunities, and recognizing accomplishments.</p>		Deputy Superintendent; Campus Principals; Campus Counselors	Documentation of Volunteer Coordination Activities			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 5: Family & 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 8: Encourage students to be involved and contribute as responsible members of the community.

Evaluation Data Source(s) 8: In 2016-2017, Lago Vista ISD will demonstrate success in encouraging student participation in the community through increased tracking and communication.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Investigate the use of an online tracking app to log student groups' community service and volunteer hours completed.</p>		Deputy Superintendent; Campus Principals; Campus Counselors; Communications Coordinator	Documentation of District Volunteerism Efforts; Awareness Materials			
<p>Critical Success Factors CSF 6</p> <p>2) Develop a recognition system for students who volunteer to encourage greater awareness and participation.</p>		Deputy Superintendent; Campus Principals; Campus Counselors	Recognition Activities for Student Volunteers			
<p>Critical Success Factors CSF 6</p> <p>3) Coordinate and advertise District-wide incentives for organizations and/or grade levels to encourage more volunteerism.</p>		Deputy Superintendent; Campus Principals; Campus Counselors	Incentive Activities for Student Volunteerism			
<p>Critical Success Factors CSF 6</p> <p>4) Investigate the possibility of a service learning component for graduation.</p>		Superintendent; Deputy Superintendent; Campus Principals; Campus Counselors	Documentation of Service Learning Investigation Activities			
						

Goal 5: Family & 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 9: Enhance communication and collaboration with parents and the community to maximize learning for students served in the Gifted and Talented (G/T) program.

Evaluation Data Source(s) 9: In 2016-2017, parents in the District's G/T program will indicate high levels of satisfaction with the District's efforts to enhance communication and collaboration, as evidenced by the end-of-year survey.

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p align="center">Critical Success Factors CSF 5</p> <p>1) Include the detailed NNAT-2 student report in all G/T placement notifications to parents.</p>	7	Deputy Superintendent; Campus Principals; G/T Facilitators	Verification of Student Reports Included in Mailed Placement Notifications			
<p>2) Ensure that all G/T placement notifications are mailed home (no hand or student delivery).</p>		Deputy Superintendent; Campus Principals; G/T Facilitators	Verification of Mailed Placement Notifications			
<p align="center">Critical Success Factors CSF 5</p> <p>3) Translate all letters and forms for the Gifted and Talented program into Spanish.</p>	7	Deputy Superintendent	Translated G/T Documents			
<p align="center">Critical Success Factors CSF 5</p> <p>4) Include information on universal G/T screening in the kindergarten round-up sessions.</p>	7	Deputy Superintendent; LVES Campus Principal; K-8 G/T Facilitator	Awareness Materials			
<p align="center">Critical Success Factors CSF 5</p> <p>5) Ensure well-written letters to kindergarten parents explaining the G/T screening process, emphasizing that all children have gifts and that G/T processes seek to identify a very specific type of giftedness.</p>	7	Deputy Superintendent; LVES Campus Principal; K-8 G/T Facilitator	Kindergarten Screening Process Letters			

<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>6) Provide information about Duke TIP and summer opportunities to parents.</p>	1, 2, 7, 8	Deputy Superintendent; Campus Counselors	Awareness Materials			
<p align="center">Critical Success Factors CSF 1</p> <p>7) Provide the interdisciplinary skills frameworks for G/T, which are designed to be used for differentiating the curriculum for gifted students in any combination of the four core content areas and post the G/T Skills Frameworks online.</p>		Deputy Superintendent	G/T Skills Frameworks			
<p align="center">Critical Success Factors CSF 5</p> <p>8) Solicit G/T Parent Advisory membership each fall.</p>	7	Deputy Superintendent	Notifications; G/T Parent Advisory Membership Roster			
<p align="center">Critical Success Factors CSF 5</p> <p>9) Continue to hold an annual G/T parent meeting to inform parents of service design, processes, TAGT membership, and opportunities for G/T students and parents.</p>	7	Deputy Superintendent	Annual G/T Parent Orientation Documentation			
<p align="center">Critical Success Factors CSF 5</p> <p>10) Provide guidelines to all community volunteers who are participating as mentors for the Independent Study Mentorship.</p>		Deputy Superintendent; LVHS G/T Facilitator	Existence of Guidelines			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>11) Provide widespread communication to community members about the annual G/T Showcase encouraging them to participate and view the advanced student products.</p>	1, 2, 7, 8	Deputy Superintendent; Campus Principals; Campus Counselors; G/T Facilitators; Communications Coordinator	Community Participation in the Annual G/T Showcase			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Family & 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 10: Enhance communication and collaboration with parents and the community to maximize learning for students served in the Special Education Program.

Evaluation Data Source(s) 10: In 2016-2017, parents in the District's Special Education program will indicate high levels of satisfaction with the District's efforts to enhance communication and collaboration, as evidenced by the end-of-year survey.

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Create and maintain a Special Education Parent Advisory Council (SEPAC) to disaggregate District special education data and make recommendations to enhance the program.</p>	7	Director of Special Education/504	Documentation of Advisory Meetings; Annual Program Evaluations			
<p>Critical Success Factors CSF 5</p> <p>2) Provide procedural safeguards and transition guides translated into Spanish.</p>	7	Director of Special Education/504	Translated Documents			
<p>Critical Success Factors CSF 5</p> <p>3) Distribute community information on Child Find in the local online newspaper and the District website.</p>	7	Director of Special Education/504; Communications Coordinator	Notifications			
<p>Critical Success Factors CSF 5</p> <p>4) Provide information about parent trainings available in Central Texas and summer opportunities available to parents.</p>	7	Director of Special Education/504	Awareness Materials			
<p>Critical Success Factors CSF 5</p> <p>5) Develop a process and procedure to solicit Special Education Parent Advisory Council (SEPAC) membership each fall.</p>	7	Director of Special Education/504	Notifications; Special Education Parent Advisory Council (SEPAC) Membership Roster			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 6: Planning & Decision-Making:

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

Performance Objective 1: Effectively communicate to taxpayers and citizens to increase awareness, understanding, and support of the needs and goals of the District.

Evaluation Data Source(s) 1: In 2016-2017, Lago Vista ISD will have documented efforts to effectively communicate with taxpayers and citizens.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Ensure a presence with key community organizations by having District representatives attend and present at regularly scheduled meetings.</p>		Superintendent; Deputy Superintendent; Chief Financial Officer; Directors; Campus Principals	Attendance at Community Organization Meetings			
<p>2) Provide an annual report on all departments and special programs to the Board of Trustees.</p>		Superintendent; Deputy Superintendent; Chief Financial Officer; Directors	Board Agendas & Minutes			
<p>Critical Success Factors CSF 5</p> <p>3) Provide monthly updates on the "State of the District", highlighting achievements at each campus and recapping information from month's board meeting.</p>	7	Superintendent; Communications Coordinator	Documentation of Monthly Updates			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Planning & Decision-Making:




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

Performance Objective 2: Increase student, parent, and staff feedback in District and campus decision-making processes.

Evaluation Data Source(s) 2: In 2016-2017, feedback on annual surveys will indicate improvement regarding awareness and participation in District and campus decision-making processes.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Increase number and diversity of participants on DEIC and CEIC by more actively seeking membership and advertising meetings using various electronic, print, and mass media tools.</p>	7	Superintendent; Deputy Superintendent; Campus Principals; Communications Coordinator	Awareness Materials; DEIC/CEIC Membership			
<p>Critical Success Factors CSF 5</p> <p>2) Establish and maintain Special Programs Parent Advisory groups to help provide feedback and suggestions for the annual evaluation of programs and services.</p>	7	Deputy Superintendent; Director of Special Education/504	Documentation of Advisory Meetings; Annual Program Evaluations			
<p>Critical Success Factors CSF 5</p> <p>3) Conduct a District-wide parent survey to gather data for use in improvement processes.</p>	7	Superintendent; Deputy Superintendent; Campus Principals	District Parent Survey Data			
<p>4) Conduct a District-wide staff survey to gather data for use in improvement processes.</p>		Superintendent; Deputy Superintendent; Campus Principals	District Staff Survey Data			
<p>Critical Success Factors CSF 5</p> <p>5) Involve parents and stakeholders on DEIC in the bi-annual evaluation the site-based decision-making policies, procedures, and staff development activities related to District decision-making to ensure that they are effectively structured to positively impact student achievement. [TEC 11.252(d)]</p>	7	Superintendent; Deputy Superintendent	Bi-Annual Review of SBDM Policies; DEIC Meeting Agenda; Sign-In Sheets; Documentation of Recommendations			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 6: Planning & Decision-Making:






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

Performance Objective 3: Maintain the continued financial stability of the District.

Evaluation Data Source(s) 3: In 2016-2017, Lago Vista ISD will adopt a balanced budget and will prepare a balanced budget for FY 2017-2018.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 3</p> <p>1) Develop long range planning initiatives to include developing a process for evaluating the multi-year budget forecast.</p>		Superintendent; Deputy Superintendent; Chief Financial Officer; Campus Principals	Long Range Plan; Process for Evaluating the Multi-Year Budget Forecast			
<p>Critical Success Factors CSF 3</p> <p>2) Provide a coherent, systematic plan for delivery of services across departments to promote fiscal responsibility while obtaining quality resources for the District.</p>		Superintendent; Deputy Superintendent; Chief Financial Officer; Campus Principals	Strategic Plans for Departments/Services			
<p>Critical Success Factors CSF 3</p> <p>3) Utilize a zero-based budgeting system with line-item requests for each campus and department.</p>		Superintendent; Deputy Superintendent; Chief Financial Officer; Directors; Campus Principals	Budget Monitoring & Request System			
<p>Critical Success Factors CSF 3</p> <p>4) Achieve the Texas Comptroller Leadership Circle designation for finance and budget transparency.</p>		Superintendent; Chief Financial Officer	Achievement of Texas Comptroller Leadership Circle Designation for Finance and Budget Transparency			

<p align="center">Critical Success Factors CSF 3</p> <p>5) Develop a long-term staffing model based upon the staffing efficiency audit to address the shifting budget situation, as well as meet the needs of students, while accommodating for the growth in student population.</p>		<p>Superintendent; Deputy Superintendent; Chief Financial Officer; Directors; Campus Principals</p>	<p>Staffing Model</p>			
<p align="center">Critical Success Factors CSF 3</p> <p>6) Conduct budget and requisition training with all principals, directors, and those with requisitioning access in TXEIS.</p>		<p>Chief Financial Officer</p>	<p>Training Documentation</p>			
<p>7) Provide community access to facilities and ensure fees cover all related expenses.</p>		<p>Superintendent; Chief Financial Officer</p>	<p>Facility Records; Business Office Records</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 6: Planning & Decision-Making:

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

Performance Objective 4: Provide and maintain facilities that meet the needs of all students and provide the best opportunities to thrive and achieve their greatest potential.

Evaluation Data Source(s) 4: In 2016-2017, all local inspections of Lago Vista ISD facilities will meet standard and any areas of need will be included in long-range planning for facility maintenance.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Plan for and maintain a sufficient capital improvements budget for annual and ongoing facility repairs and upgrades.		Superintendent; Chief Financial Officer	Capital Improvement Budget; Maintenance Records			
Funding Sources: Fund 199 - General Fund - \$68838.00						
2) Develop a District Maintenance Plan and Energy Strategy which includes: (a) Grounds keeping on each campus, including lawn care, pest control, special-needs facilities, staff-requested repairs, etc.; (b) Ongoing plan for replacement of facility equipment (HVAC, playground, gym, sound systems, etc.) at each campus base on expected end of life for equipment involved; (c) Annual full cleaning and refurbishment of each facility; and (d) A comprehensive District-wide energy plan.		Superintendent; Chief Financial Officer	District Maintenance Plan & Energy Strategy; Facility & Maintenance Records; Custodial Records			
3) Develop a long-range master facilities plan to maximize facility use, prolong the lifespan of existing facilities, and plan for continued growth in the student population.		Superintendent; Deputy Superintendent; Chief Financial Officer	Long-Range Master Facilities Plan			
4) Continue to monitor student growth and adjust implementation strategies for maximizing facility use and capital projects, as appropriate.		Superintendent; Deputy Superintendent; Chief Financial Officer	Student Enrollment Trends & Records Analysis; Long-Range Master Facilities Plan			
						

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Strengthen the District-wide implementation of the LVISD NexGen Learning Model by providing a Director of Instructional Technology to support and enhance the knowledge and skills of current staff with job-embedded professional development.
1	1	2	Provide support for continued implementation of the LVISD Curriculum process, which aligns to the TEKS, integrates the English Language Proficiency Standards (ELPS), and establishes rigorous standards through performance assessments based on "unwrapped" standards. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)
1	1	3	Use District walkthroughs and the NexGen Teacher Appraisal System in Eduphoria as a coaching tool to provide ongoing, targeted instructional coaching to teachers and to increase the quality of teaching and learning.
1	1	4	Provide a balanced literacy instructional model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)
1	1	5	Provide a balanced mathematics instructional model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats, including critical writing. (PBMAS S-1)
1	1	7	Provide a student-centered social studies instructional model that integrates content literacy strategies, critical writing, primary source analysis, and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
1	1	9	Provide continued staff development for teachers in the areas of Sheltered Instruction Observation Protocol (SIOP) to help teachers plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they develop English language proficiency. (PBMAS NCLB-1)
1	1	10	Provide staff development focused on the nature and needs of and differentiation of curriculum for gifted students, English Language Learners, economically disadvantaged students, and students with disabilities to better support their achievement in all academic settings. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)
1	1	11	Continue to provide professional development and appropriate resources and support for ongoing instructional programs and the implementation of major District initiatives, including: Fundamental 5; HEAT; SAMR; Differentiated Instruction; Readers and Writers Workshop; Professional Learning Communities; Response to Intervention; Understanding Cognitive Level of the TEKS; Performance Assessments; Sheltered Instruction; Positive Behavior Interventions and Supports; Data Analysis; and Inclusion through the Co-Teaching Model.
1	2	1	Utilize consistent procedures for all campuses to identify, intervene, and monitor the progress of at-risk students, PK-12. (PBMAS NCLB-1)

Goal	Objective	Strategy	Description
1	2	2	Provide all students in grades K-5 with dedicated time in the instructional day to receive Tier II RtI interventions using researched based instructional materials, such as iStation, Motivation Reading and Writing, and Motivation Math, to strengthen foundational skills in reading, writing, and mathematics. (PBMAS S-1; PBMAS S-3)
1	2	3	Provide K-8 instructional intervention specialists for math to work cooperatively with teachers, parents, and other personnel to develop and deliver instructional interventions to meet individual student needs. (PBMAS S-1)
1	2	5	Provide students in grades 9-12 who are performing below grade-level in reading and math with researched based instructional materials. (PBMAS S-3)
1	2	7	Provide and maintain District-wide dyslexia services, with particular emphasis on the delivery of intensive, systematic, multi-sensory, and research-based instruction through programs such as Wilson Reading and BLS. [TEC 11.252(a)(3)(B)(iv)] (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)
1	2	11	Provide a writing and critical thinking elective for all 6th graders to focus on building skills for problem solving and essential writing skills, such as content and organization, sentence fluency and conventions, as well as voice and word choice. (PBMAS NCLB-1; PBMAS S-1)
1	2	12	Provide a mathematics elective for all 6-8th graders who demonstrate need to provide hands on application and enrichment for essential math skills, such as addition, subtraction, multiplication, and division; decimals; perfect squares; integers; mental math skills; estimation skills; and analysis of word problems. (PBMAS S-1)
1	2	13	Provide a high school learning lab elective course to deliver tutoring and classroom content support that focuses on addressing specific content area needs and building study skills. Credit recovery will also be delivered through this course.
1	2	14	Provide the Strategic Learning for Math course to focus on mathematical learning strategies for underprepared mathematics students, particularly those who were unsuccessful on the Algebra I EOC examination.
1	2	16	Provide a K-4 early literacy instructional paraprofessional to deliver interventions and instructional delivery through the tiered intervention process to document students' learning difficulties, provide ongoing assessment, and deliver early interventions to students at risk for dyslexia or other reading difficulties. (PBMAS NCLB-1; PBMAS S-1)
1	2	18	Provide an additional section of Algebra I at LVHS that will reduce the average class size in Algebra I, which will provide a more optimal environment that will allow instructors to provide targeted support and interventions based to address student needs.
1	3	1	Conduct an annual comprehensive needs assessment to make data driven decisions toward the goal of maximizing student achievement for all students. The CNA will include data from state assessments, dropout numbers, attendance, discipline referrals, drug and violence reports, teacher retention, grading reports, course completion information, and feedback/surveys.
1	3	2	Provide professional development for the creation and implementation of formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS and using data to write and review assessment items.

Goal	Objective	Strategy	Description
1	3	3	Support the implementation of the 2012-adopted Math TEKS through curriculum alignment, engaging instructional strategies, and differentiated assessments. (PBMAS S-1)
1	3	4	Implement targeted interventions for students and/or groups who were unsuccessful on prior year's state assessments and/or benchmarks. This includes providing intervention course options in English Language Arts and math to students in grades 5-12 who performed below expectations on state assessments. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)
1	3	5	Provide training to teachers on determining priority standards for each LVISD curriculum unit to ensure additional emphasis on crucial standards. (PBMAS NCLB-1; PBMAS S-1; PBMAS S-3)
1	4	1	Provide resources and training on using higher level questioning strategies.
1	4	2	Continue to revise course snapshots and unit organizers to reflect higher order thinking and greater depth and complexity, using evidenced-based best practices.
1	4	3	Integrate advanced level scoring and performance assessments (where appropriate) in all classes, particularly short answer format.
1	4	4	Focus on monitoring and supporting higher order thinking strategies in daily instruction through instructional walkthroughs and feedback.
1	6	1	Provide information to parents regarding the importance of student attendance through the District's "Missing School Matters" campaign.
1	9	1	Ensure the implementation of the District's comprehensive Response to Intervention (RtI) model to provide targeted, research-based interventions to meet the needs of individual students.
1	10	1	Provide individualized instructional services and supports to students identified for Special Education services by highly qualified and well-trained staff.
1	10	2	Collaborate with technology staff to investigate and purchase apps intended to assist special education students in meeting individual educational goals in the mainstream classroom setting. (PBMAS S-1)
1	10	5	Identify special education students who need assistance to improve their performance on the Reading/English Language Arts, Math, Social Studies, and Science STAAR tests and provide interventions and/or tutorial sessions prior to the scheduled testing dates with specialized instruction. (PBMAS S-1; PBMAS S-3)
1	10	6	Utilize the Standards Based Individual Education Program (SBIEP) process to ensure increased achievement and access to the general curriculum for students with disabilities. (PBMAS S-1; PBMAS S-3)
1	10	8	Provide training to special education staff in the areas of writing, reading, and comprehension. (PBMAS S-1; PBMAS S-3)
1	11	1	Provide individualized instructional services and supports to students identified for ESL services by highly qualified and well-trained staff.

Goal	Objective	Strategy	Description
1	11	2	Provide continued training and support for the LPAC decision-making process on alignment of STAAR and STAAR-L assessments. (PBMAS NCLB-1)
1	11	3	Provide on-going training on the cross-curricular implementation of the English Language Proficiency Standards, specifically related to how to deliver small group instruction based on individual students' English language proficiency levels. (PBMAS NCLB-1)
1	11	4	Identify ESL students who need assistance to improve their performance on the Reading/English Language Arts, Math, Social Studies, and Science STAAR tests and provide tutorial sessions prior to the scheduled testing dates with specialized instruction. (PBMAS NCLB-1)
3	1	2	Develop a four year graduation plan for every student in grades 6-12 who did not meet the standard on state assessments or who is not likely to receive a high school diploma before the 5th year following enrollment in 9th grade.
4	1	2	Provide professional development opportunities that are focused on providing staff with skills to support the District commitments and goals in the LVISD District Improvement Plan.
4	2	1	Support the development of Professional Learning Communities through providing scheduled uninterrupted focus and time during the scheduled workday for teachers to collaborate and discuss best instructional practices.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-001-7-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$90,388.35
199-11-6119-00-001-7-28-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,389.55
199-11-6119-00-041-7-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$29,349.35
199-11-6119-00-101-7-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$154,946.80
199-11-6119-00-102-7-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,398.10
199-11-6129-00-001-7-28-0-00	6129 Salaries or Wages for Support Personnel	\$25,597.31
199-11-6129-00-101-7-24-0-00	6129 Salaries or Wages for Support Personnel	\$24,995.02
6100 Subtotal:		\$384,064.48
6200 Professional and Contracted Services		
199-11-6219-00-001-7-24-0-00	6219 Professional Services	\$2,300.00
6200 Subtotal:		\$2,300.00
6300 Supplies and Services		
199-11-6399-00-001-7-24-0-00	6399 General Supplies	\$800.00
199-11-6399-00-041-7-24-0-00	6399 General Supplies	\$6,600.00
199-11-6399-00-101-7-24-0-00	6399 General Supplies	\$11,000.00
199-11-6399-08-001-7-24-0-00	6399 General Supplies	\$8,000.00
199-11-6399-08-102-7-24-0-00	6399 General Supplies	\$4,400.00
199-21-6399-00-999-7-24-0-00	6399 General Supplies	\$250.00
6300 Subtotal:		\$31,050.00

6400 Other Operating Costs		
199-21-6411-00-999-7-24-0-00	6411 Employee Travel	\$500.00
199-11-6495-00-999-7-24-0-00	6495 Membership Fees	\$50.00
199-13-6499-00-999-7-24-0-00	6499 Miscellaneous Operating Costs	\$450.00
6400 Subtotal:		\$1,000.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arredondo, Leslee	Teacher	LVES - RtI Interventions	.14
Baker, Nancy	Teacher	LVES - RtI Interventions	.14
Ballard, Melissa	Teacher	LVES - RtI Interventions	.14
Baugh, Katy	Teacher	LVHS - IPC	.17
Belcik-Saarinen, Denise	Teacher	LVHS - Learning Lab	.17
Bingham, Stacey	Teacher	LVES - RtI Interventions	.14
Burke, Darcy	Teacher	LVIS - RtI Interventions	.7
Burpee, Averil	Teacher	LVES - RtI Interventions	.14
Cook, Kim	Teacher	LVES - RtI Interventions	.14
De Silva, Cindy	Teacher	LVES - RtI Interventions	.14
Dement, Allie	Teacher	LVIS - RtI Interventions	.7
Donahue, Rachel	Instructional Paraprofessional	LVES - At-Risk Reading	1
Duong, Chenda	Teacher	LVHS - Writing Lab	.17
Field, Jillian	Teacher	LVES - RtI Interventions	.14
Flournoy-Walker, Katina	Teacher	LVHS - Learning Lab	.17
Graham, Teresa	Teacher	LVIS - RtI Interventions	.7
Henderson, Mary Ellen	Teacher	LVIS - RtI Interventions	.7
Hendrix, Corey	Teacher	LVIS - RtI Interventions	.7
Hernandez, MK	Teacher	LVES - RtI Interventions	.14
Holleyman, Amanda	Teacher	LVIS - RtI Interventions	.7
Jimenez, Chelsey	Teacher	LVES - RtI Interventions	.14
Kannmacher, Tracy	Teacher	LVES - RtI Interventions	.14
Kelley, Randenne	Teacher	LVMS - Viking Valor	.17
Kudrna, Leslie	Teacher	LVES - RtI Interventions	.14

Little, Robin	Teacher	LVIS - RtI Interventions	.7
McCollum, Becca	Teacher	LVHS - Learning Lab	.33
Oliver, Janna	Teacher	Dyslexia	1
Outlaw, Lori	Teacher	LVES - RtI Interventions	.14
Price, Gloria	Instructional Paraprofessional	LVHS - At-Risk/DAEP	1
Ramsey, Janine	Teacher	LVES - RtI Interventions	.14
Reighley, Melody	Teacher	LVMS - Viking Valor	.17
Rohne, Jenni	Teacher	LVIS - RtI Interventions	.7
Rowin, Amy	Teacher	LVES - RtI Interventions	.14
Searle, Steve	Teacher	LVHS - SLM	.17
Simons, Marie	Teacher	LVES - RtI Interventions	.14
Smith, Danny	Teacher	DAEP	.33
Stahl, Clay	Teacher	LVHS - IPC	.17
Standiford, Sheryl	Teacher	LVHS - Teen Leadership	.17
Statham, Robyn	Teacher	LVHS - Algebra I	.17
Stern, Joanne	Teacher	LVES - RtI Interventions	.14
Thailing, Jessica	Teacher	LVHS - Learning Lab	.17
Tinnian, Shana	Teacher	LVIS - RtI Interventions	.7
Voisinet, Kathie	Teacher	LVES - RtI Interventions	.14
Walker, Erica	Teacher	LVES - RtI Interventions	.14
Whitton, Patricia	Teacher	LVIS - RtI Interventions	.7
Williams, Ashley	Teacher	LVES - RtI Interventions	.14

Title I

Targeted Assistance Program Plan

The Targeted Assistance Program Plan for Lago Vista ISD incorporates the following eight components of a Targeted Assistance program:

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Program resources are used to help participating children meet state academic achievement standards through pull-out programs and inclusion. Students are identified through various assessments and teacher observation. Once students are identified as having concerns, the student assistance team meets to discuss needs and interventions for that student. Some of the interventions that are provided are:

- Title I Math
- Intervention resources for content areas
- Embedded Intervention Tutoring/RtI
- Case management

2: Incorporate Title Planning into Existing School Planning

Planning for identified students is incorporated into existing school planning through Response to Intervention Team (RtI) meetings. This group consists of the principal, counselor, assistant principal (if available), instructional specialists, and classroom teachers. The campuses meet in 2-3 week intervals to discuss needs of students and provide interventions for those needs.

3: Use of Effective Methods and Instructional Strategies

Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program of the school and gives primary consideration to providing extended learning time. Effective use of PLC time helps teachers work together to provide an accelerated, high quality curriculum.

4: Coordinate with and Support Regular Educational Program

Each targeted assistance program is coordinated with and supports regular education programs. This includes services to assist preschool children in the transition from early childhood programs to elementary programs. All assistance programs are provided on an as needed basis with the goal being to keep students in their regular education programs as much as possible.

5: Instruction by Highly Qualified Teachers

All staff members of Lago Vista ISD, both certified and paraprofessionals, satisfy the standards of being highly qualified under the Every Student Succeeds Act (ESSA).

6: Professional Development

Opportunities for professional development are offered and encouraged. Teachers who experience new training share their expertise in faculty meetings and campus staff development with the rest of the faculty.

7: Strategies to Increase Parental Involvement

Strategies to increase parental involvement are used and provided. The family events committee sponsors events such as:

- Meet the Teacher Night
- Watch DOGS
- Fall and Spring Book Fairs
- Jog-A-Thon
- Spring Learning Showcase
- Ocean Week
- Quarterly ESL Parent Meetings
- Quarterly Parent Coffee Chats with Campus Administrators
- Parent-Teacher Conferences

8: Coordination with Other Programs

Federal, state, and local services and programs are coordinated and integrated with the Targeted Assistance program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Johnson, Scottie	Student and Family Support Coordinator	Student and Family Support Services	.75
Kudrna, Tanner	Instructional Interventionist	LVMS - Math Intervention	.75
Phariss, Latasha	Instructional Specialist	LVES/LVIS - Math Intervention	1

2016-2017 District Educational Improvement Council

Committee Role	Name	Position
Administrator	Krystal Colhoff	Director of Special Education/504
Administrator	Paul Hunt	Director of Technology
Administrator	Dr. Suzy Lofton-Bullis	Deputy Superintendent
Administrator	Darren Webb	Superintendent
Business Representative	Laura Alcorta	Business Representative
Business Representative	Sheryl Speckmann	Business Representative
Classroom Teacher	Darcy Burke	Teacher - LVMS
Classroom Teacher	Lara Chapman	Teacher - LVHS
Classroom Teacher	Cathy Evans	Teacher - ESL (District)
Classroom Teacher	Elisabeth Hunter	Teacher - LVHS
Classroom Teacher	Tracy Kannmacher	Teacher - LVES
Classroom Teacher	Mark Rague	Teacher - LVMS
Classroom Teacher	Joanne Stern	Teacher - LVES
Classroom Teacher	Jason Stoner	Teacher - LVMS
Community Representative	Tricia Upchurch	Community Member
Non-classroom Professional	Stacie Davis	LVIS Principal/LVMS Assistant Principal
Non-classroom Professional	Eric Holt	Assistant Principal - LVES
Non-classroom Professional	Cindy Slaughter	Counselor - LVHS
Non-classroom Professional	Justin Walker	Assistant Principal - LVHS
Parent	Michael Bridges	Parent
Parent	Allison Maxwell	Parent
Parent	Paul Mohler	Parent