

# **Lago Vista Independent School District**

## **Lago Vista High School**

### **2019-2020 Campus Improvement Plan**

**Accountability Rating: A**



# Mission Statement

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

## Vision

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

## 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

According to the 2017- 2018 TAPR report, Lago Vista High School's demographic information is as follows:

- Total students - 446 ('16-'17 - 433)
- African American - .2% ('16-'17 - 1.2%)
- Hispanic - 20.6% ('16-'17 -21%)
- White - 75.3% ('16-'17 - 73.7%)
- American Indian - <1% ('16-'17 - <1%)
- Asian - 1.1% ('16-'17 - < 1%)
- Pacific Islander - < 1% ('16-'17 - <1%)
- Two or more races - 2.2% ('16-'17 - 3.0%)
- Economically Disadvantaged - 14.8% ('16-'17- 17.3%)
- Non-Economically Disadvantaged - 85.2% ('16-'17 - 82.7%)
- English Learners - 2.7% ('16-'17 - 2.5%)
- At Risk - 32.5% ('16-'17 - 46.7%)
- Mobility - 12.6% ('16-'17 - 13%)
- Special Education - 7.2% ('16-'17 - 10%)
- Attendance Rate - 95.5% ('16-'17 - 95.2%)
- Annual Dropout Rate - .2% ('15-'16 - 1%)

### Demographics Strengths

Lago Vista High School has seen steady growth over the years, with each year bringing the highest enrollment in school history. This year is no exception with 534 students currently enrolled. Increased enrollment means more funding generated by higher numbers in CTE.

Because of the price point of houses in Lago Vista, most new students are not economically disadvantaged.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Increased need for space in common areas. **Root Cause:** Highest enrollment in school history.

# Student Achievement

## Student Achievement Summary

### 2018-2019 STAAR Percentage Passing

- English 1 - 53%\* ('17-'18 - 75%)
- English 2 - 81% ('17-'18 - 82%)
- Algebra 1 - 90%\* ('17-'18 - 86%)
- Biology - 93% ('17-'18 - 93%)
- US History - 100% ('17-'18 - 98%)

\*Students in English 1 and Algebra could exempt the STAAR by meeting a qualifying score on the PSAT. These numbers do not include the students who satisfied the STAAR requirement through PSAT.

### 2017-2018 data -

- Advanced Course/Dual Credit Completion - 25.1% ('16-'17 - 31.2%)
- Average SAT - 1116 ('16-'17 - 1485)
- Average ACT - 22 ('16-'17 - 21.8)
- Graduates Enrolled in IHE's - 68.1%

## Student Achievement Strengths

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

Increase in STAAR passing rates in all areas.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Special Education Passing rates on STAAR assessments are significantly below their regular education peers. **Root Cause:** Lack of successful intervention program and accommodations at the high school level.

# School Culture and Climate

## School Culture and Climate Summary

Survey data consistently shows that students connect with their teachers, respect their content knowledge, and see LVHS as a safe place to learn. Parent survey data reflects similar feelings towards the school, though parents express a lack of opportunity to be meaningfully involved in their student's education.

Discipline data shows that the number of incidents continues to decrease. The number of alcohol and drug-related incidents has decreased significantly over the past 3 years.

## School Culture and Climate Strengths

School safety and opportunities for students to be involved.

Decrease in numbers of referrals and specifically drug and alcohol-related referrals.

Increased attendance rate.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Tardies continue to be the biggest discipline problem at LVHS. **Root Cause:** Lack of consistent follow-through and lack of motivation for students to get to class on time.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teachers are provided regular walkthroughs by campus administrators, with opportunities for goal setting and self-reflection throughout the school year. New job postings are posted online and on Applitrack. Department heads and team members are invited to participate in the interview process and make recommendations for new hires. New staff is assigned a mentor as part of a prescribed mentor system. Staff is part of the improvement process by being part of the CIP teams, PBIS teams, and nine weeks reflections and conferences. Teachers are provided staff development during August inservice, with monthly meetings during their conference periods to work on the implementation of the new technology.

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

## Staff Quality, Recruitment, and Retention Strengths

Opportunities include having a small community with attractive qualities, many opportunities for staff input, excellent students and parents, and population growth.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Five teachers at LVHS left for opportunities outside the district. **Root Cause:** Lower pay than surrounding districts, fewer opportunities for advancement, and heavy workloads.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers are required to create a scope and sequence and unit plans for each course they teach. There are varying levels of success and thoroughness with this expectation. Teachers overall have a strong understanding of their content area and Pre-AP teachers and AP teachers receive training to support their ability to teach these classes. Walkthrough data shows that teachers are using Fundamental 5 best practices in their classroom to engage students. The beginning stages of Kagan strategies has been implemented at the campus to increase engagement and ensure that every student is expected to learn each day. Assessments are given frequently and teams have opportunities to compare data and plan together during a common planning time.

## Curriculum, Instruction, and Assessment Strengths

Teachers implement technology into their teaching on a daily basis, through a minimum use of Canvas.

The use of PLCs has increased in the past 2 years with teams meeting weekly to plan and look at data.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Inconsistency among teachers that are teaching the same courses. **Root Cause:** Lack of common planning time and planning documents to use to guide their instruction.

**Problem Statement 2:** Level of rigor and higher level thinking questions is lower than desired in several classrooms. **Root Cause:** Planning documents are not up to date and lack of focus on these areas during planning.

**Problem Statement 3:** Student engagement is lower than desired during walkthroughs. **Root Cause:** Lack of purposeful structures geared towards including all students.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

## Parent and Community Engagement Strengths

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

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Perception of lack of opportunities for parents to be involved in their student's education. **Root Cause:** Limited modes of communication to parents.

# **School Context and Organization**

## **School Context and Organization Summary**

Priorities identified through the comprehensive needs assessment include planning for scalable growth, ensuring smart and efficient facilities and design, and increasing stakeholder input in the planning and improvement processes. Opportunities include district growth, high levels of community support, and high student achievement.

## **School Context and Organization Strengths**

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

# Technology

## Technology Summary

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

## Technology Strengths

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

# Priority Problem Statements

**Problem Statement 1:** Special Education Passing rates on STAAR assessments are significantly below their regular education peers.

**Root Cause 1:** Lack of successful intervention program and accommodations at the high school level.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 4:** Five teachers at LVHS left for opportunities outside the district.

**Root Cause 4:** Lower pay than surrounding districts, fewer opportunities for advancement, and heavy workloads.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Inconsistency among teachers that are teaching the same courses.

**Root Cause 5:** Lack of common planning time and planning documents to use to guide their instruction.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Level of rigor and higher level thinking questions is lower than desired in several classrooms.

**Root Cause 6:** Planning documents are not up to date and lack of focus on these areas during planning.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 7:** Student engagement is lower than desired during walkthroughs.

**Root Cause 7:** Lack of purposeful structures geared towards including all students.

**Problem Statement 7 Areas:** Curriculum, Instruction, and Assessment



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

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



- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

Revised/Approved: October 04, 2019




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

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

**Evaluation Data Source(s) 1:** 100% of standards-based unit maps and snapshots will be completed and updated by the end of the school year.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 4: High-Quality Curriculum 1) Teachers will create, utilize, and update unit plans for each subject they teach.	2.4, 2.6	Teachers, Department Chairs, Principal, High School Curriculum Coordinator	Snapshots will be created in advance of the school year- Unit plans for each subject submitted quarterly.			
<b>ESF Levers</b> Lever 4: High-Quality Curriculum 2) Time will be dedicated during early release days or sub days (after the 3rd nine weeks) for teachers to use to amend and create unit plans to redress low scoring areas before the end of the year.		Principal	9 weeks audit of teacher curriculum documents reflect completion			
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 3) Teachers will be given dedicated time at the end of the school year to meet with their middle school counterparts to spiral skills and content		Principal	Curriculum is aligned from middle school to high school to ensure no gaps in learning.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

### Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Inconsistency among teachers that are teaching the same courses. <b>Root Cause 1:</b> Lack of common planning time and planning documents to use to guide their instruction.

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

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

**Evaluation Data Source(s) 2:** 90% or better passing rate in all STAAR tests, an increase in master rates on all tests, and an increase in average SAT and SAT scores.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 5: Effective Instruction 1) Teachers regularly demonstrate all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.		Department Chairs, Principal, Administration	Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices (although not necessarily on every walkthrough).			
<b>Additional Targeted Support Strategy</b> 2) Teachers use formative assessments to inform instruction. Data from the PSAT, SAT, and AP exams used to drive curriculum and inform instruction at the campus and department level.		Principal, Teachers, Department Chairs	Updated unit plans.			
<b>TEA Priorities</b> Build a foundation of reading and math 3) LVHS will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.		Principal, Teachers, Department Chairs	Increased number of students meeting STAAR requirements on retesting.			
	<b>Funding Sources:</b> PIC 24 - Accelerated Education - 1300.00					
4) Expand the number of required major grades per 9 weeks.	2.4	Principal	Increase accuracy of grade measuring content knowledge.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 5) Grade level PLC's will to meet once a nine weeks to review student outcomes and plan for Rti interventions for students		Principal	Improved student passing rates and RtI outcomes			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 4: High-Quality Curriculum 6) Department heads will monitor Canvas each three week periods during PLC meetings to ensure that minimum assignment expectations are being met.		Department Heads	Assignments will have a better outcome for completion.			
<b>ESF Levers</b> Lever 3: Positive School Culture 7) Advisory Classes will be adjusted on the workday after Labor Day based on teacher input to ensure placements are maximizing the effectiveness of advisory time for students.		Teacher	Students will be more able to use advisory time for their advantage.			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 8) Additional special education personnel will be hired to support more individualized instruction and a learning lab for students in Special Education that can be accessed throughout the school day.		Principal	Increased passing rates for students in Special Education.			
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> PIC 23 - Special Education - 30000.00					
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 9) Teacher will receive training on and implement consistently Kagan engagement structures in order to increase student involvement in class.	2.5	Principal	Increase STAAR and AP score, decreased failure rates each nine weeks.			
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> Fund 199 - General Fund - 5000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

## Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Special Education Passing rates on STAAR assessments are significantly below their regular education peers. <b>Root Cause 1:</b> Lack of successful intervention program and accommodations at the high school level.
Curriculum, Instruction, and Assessment
<b>Problem Statement 3:</b> Student engagement is lower than desired during walkthroughs. <b>Root Cause 3:</b> Lack of purposeful structures geared towards including all students.




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

**Evaluation Data Source(s) 3:** Students in accelerated classes will have at least an 90% passing rate in content-related classes and a 75% or better passing rate on STAAR.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 5: Effective Instruction 1) The school will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.		Principal, Teachers, Department Chairs	Increased number of students meeting STAAR requirements on retesting.			
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) RtI meetings will be held by teacher teams to support students who are not making progress in their classes and Tier 3 meeting will be held for students at risk of not graduating high school, according to a list of eligibility criteria.		Counselor, Principal	Decrease in numbers of students failing courses/meeting criteria for Tier 3 interventions.			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Provide targeted interventions for students with reading/writing through the creation of a Reading class.		Principal	Students will increase skills as shown on diagnostic tests and passing rate on STAAR.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Create and utilize a differentiated walkthrough form for inclusion teachers, which explicitly outlines expectations for inclusion support.		Principals, Sped director	Inclusion teachers will be more successful in helping the students.			
5) Provide credit recovery options for students at-risk of failure via an online program during a dedicated credit recovery period.	2.4, 2.6	Principal	Increased graduation rate.			
<b>Funding Sources:</b> PIC 24 - Accelerated Education - 8000.00						
<div>  = Accomplished  = No Progress  = Discontinue </div>						






**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:** Students will be provided with opportunities to participate in physical activity.

**Evaluation Data Source(s) 4:** Fitnessgram results will meet or exceed the state average.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Use of Fitnessgram in PE and athletics to monitor students' physical fitness.		District Nurse, PE Teachers, Coaches	Increase in student physical fitness.			
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 2) Promote the involvement of students in UIL athletics through a UIL/Club fair for students.		Principal	Increase in percentage of students participating in sports.			
3) Monitor the percentage of students in athletics and PE to ensure appropriate proportionality across subgroups, specifically economically disadvantaged students.		Counselor	Proportional numbers participating in athletics in all subgroups.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**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:** All students in all sub-populations taking ELA, math, and US History STAAR test will meet the state standard in Spring 2019 to achieve TEA's highest campus rating.

**Evaluation Data Source(s) 5:** 90% or more of each student population will pass the STAAR test in each tested subject area.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Communicate with parents their role in the shared responsibility for student accountability, such as signing up for txConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.	3.1	Teachers, Administration	Survey results indicate increase in parent use of accountability indicators.			
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Produce 9-weeks and Semester Tests in STAAR, AP, and eduphoria format in ALL core content areas and turn into dept. heads and curriculum coordinator.	2.4	Principals	Increased student scores on state exams.			
<b>ESF Levers</b> Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Provide before and after school tutorials and/or Advisory academies, and/or Saturday Academies, as needed, for students not successful in classwork, STAAR, STAAR benchmark, or summer school.	2.4, 2.6	Principal	Tutorials created.			
<b>Funding Sources:</b> Fund 199 - General Fund - 2000.00, PIC 24 - Accelerated Education - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Hire a Spanish-speaking ESL paraprofessional to support newcomer students in their core classes.		Principal	Improved success for Newcomer Students.			
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 5) Teacher will receive training on and implement consistently Kagan engagement structures in order to increase student involvement in class.	2.5	Principal	Increase in STAAR scores in sub-populations			
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3					
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✖</div></div> <div>= Discontinue</div>						

### Performance Objective 5 Problem Statements:




Curriculum, Instruction, and Assessment
<b>Problem Statement 3:</b> Student engagement is lower than desired during walkthroughs. <b>Root Cause 3:</b> Lack of purposeful structures geared towards including all students.

**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:** The Lago Vista High School completion rate will meet the state standard in Spring 2019 achieve TEA's highest campus rating.

**Evaluation Data Source(s) 6:** The Class of 2020 will continue to have a four year completion rate of 98% or better.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Communicate with parents their role in the shared responsibility for student accountability, such as signing up for txConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.		Teachers, Administration	Survey results indicate increase in parent use of accountability indicators.			
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Students considering dropping out of school will be counseled about the possible negative impact of their decision and provided alternatives, whenever possible.	2.6	Teachers, Counselor	Completion rate meets goal.			
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 3) Develop and implement Personal Graduation Plans for all 9th grade students (including Special Education, ESL, and Economically Disadvantaged students) not successful on the TAKS/STAAR test. PGPs will address educational goals or the student and meet all other requirements per TEC 28.0213.		Counselor	PGPs created.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## 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:** Reduce the number of disciplinary infractions during the 2019-2020 school year.




**Evaluation Data Source(s) 1:** Incidents of violence will remain at zero during the 2019-2020 school year.

Tobacco, Alcohol and Drug offenses will decrease by 50%.

Discipline referrals will decrease from 211 in 2017-2018 to 200 2018-2019.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide Viking Day sessions prior to school to cover campus procedures and policies, such as grading guidelines and attendance policies, campus procedures.	3.2	Principal	Presentation notes from New Student Orientation.			
2) Send a letter home prior to the beginning of the school year to all parents outlining state laws regarding attendance.	3.1	Principal, Attendance Clerk	Copy of letter.			
3) Teachers and staff will monitor the hallways and outside entrances throughout the school day.		Principal	Walkthroughs reflect that teachers are at door between classes.			
4) Continue to promote and encourage participation in student-led clubs and extra-curricular programs.		School Community	Sign in sheets for clubs.			
5) Continue the use of a PBIS team to monitor procedures, student discipline, and school safety.		Principal	Sign in sheet for meetings.			
6) Communicate with parents about school rules and policies via the school newsletter.		Principal	Copies of newsletter with links to school wide procedures and code of conduct.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
7) Teachers will receive training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.		Assistant Principal, Director of Special Education/504	Sign-in sheets from trainings.			
8) Implement a ticket system in which students can earn prizes for exceptional behavior.		Principal	Weekly drawing			
	<b>Funding Sources:</b> Fund 461 - Campus Activity Funds - 500.00					
9) Continue Viking pride award for students who earn 5 or more E's on their report cards.		Principal	Decrease in discipline issues.			
10) Investigate and implement the use of best practices in school and student safety, such as door security apparatuses, School Resource Officers, classroom defense tools, schoolwide alert systems, etc.		Principal and Assistant Principal	Increase in School Safety and student/staff/teacher perceptions about school safety.			
11) Teachers will implement strategies in their classrooms to encourage a positive classroom environment, collaboration and teamwork, such as team building activities, Kagan strategies, etc.		Principal	Increase in attendance, decreased in truancy and discipline incidents.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

**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:** Attendance rates will exceed the state average.

**Evaluation Data Source(s) 2:** LVHS ADA will average 96% or better for the 2019-2020 school year.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Establish incentives for student attendance such as semester exam exemptions and food incentives.		PBIS Team	Implementation of incentives.			
	<b>Funding Sources:</b> Fund 461 - Campus Activity Funds - 1000.00					
2) Enforce state mandatory attendance policies by sending home attendance letters and filing on students who have exceeded absence limits.		Attendance Clerk and Principal	Documentation of letters sent, phone calls made, truancy charges filed.			
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Communicate with parents about school rules and policies.		Administration	Newsletters and letters reflect communication of information.			
4) Participate in Missing School Matters Campaign.		Principal	Information provided to students and parents on attendance requirements.			
5) Attendance clerk communicates with the assistant principal and principal as soon as a student reaches 3 or more absences in a 4 week period, or sooner, if deemed appropriate.		Principal and AP	Increase in attendance rate.			
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Assembly for internet safety.						
<b>ESF Levers</b> Lever 3: Positive School Culture 7) Teachers will use team building structures during their classes to build a positive rapport among students and a positive climate in the school.		Principal and Assistant Principal	Increased attendance rate and decreased referrals.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div>						






### Goal 3: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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

**Evaluation Data Source(s) 1:** 95% of LVHS graduates can articulate their plan after high school and feel prepared to take on this next step.

#### Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Bring in outside people from community/college to speak and invite last year's graduates to speak about their college and career experiences.		Assistant Principal, Counselor, Principal, Transfer Coordinator	Completion of College and Career Readiness Week.			
2) Department heads are present at the Electives fair to answer questions to incoming 9th grade students on the different endorsement choices. Have 2 endorsement fair presentations for middle school – one during the school day and one at night for parents.		CTE Counselor, Department Heads	Increase in student attitude about the relevance of school.			
3) Add Career Cruising to 8th grade before Electives fair so that students have a chance to gauge their interests and possible options.		CTE Counselor	Increased accuracy of student 4-year plans and increase in student attitudes about the relevance of school.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

**Goal 3:** College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

**Performance Objective 2:** Students will have the support they need to score above state standards on college admissions testing.

**Evaluation Data Source(s) 2:** Increase the percent of students scoring at or above criterion on SAT/ACT to 70%.

**Summative Evaluation 2:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Teachers are provided data from our students to use to structure supporting lessons in math and English classes.		Principal, Department Chairs	Increase in SAT/ACT scores.			
2) Teachers will be given the PSAT/SAT/ACT test data on their current student to structure supporting lessons in Math and English courses.		Principal	Data provided to teachers prior to start of school.			
3) Investigate the possibility of offering an on-site PSAT and/or ACT prep course for students (to be conducted after school hours).		Counselor	Information gathered and options weighed.			
4) Students will be provided with materials through Kahn academy to target areas of SAT improvement using PSAT data.		Counselor and English teachers	Increase in SAT scores			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 3:** College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

**Performance Objective 3:** Students placed in alternative education settings will be provided with the academic and emotional support they need to succeed in high school.

**Evaluation Data Source(s) 3:** Students in DAEP will maintain a 95% or better attendance rate and a 95% or better graduation rate.

**Summative Evaluation 3:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Admin will monitor attendance rate and passing rate of students in DAEP.	2.6	Assistant Principal	95% attendance rate and graduation rate of 98% or better.			
2) Teachers will regularly communicate with their students in DAEP/ISS. A communication log will be kept.	2.6	Assistant Principal	Sign-in log.			
3) Use Odysseyware academic classes in lieu of paper work from classes while students are assigned to DAEP so that students in DAEP can access self-paced content for their core classes/those offered through Odysseyware.	2.6	Principal	Odysseyware used by DAEP students.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## 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:** LVHS will create a support and nurturing environment for employees, reducing the turnover rate from the 2017-2018 school year.

**Evaluation Data Source(s) 1:** LVHS will retain 100% of its employees, except in the case of unavoidable separations.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Establish a teacher mentoring system in order to retain highly qualified staff. Mentors will be provided guidelines, goals and time frames from admin on how best to mentor new staff		Administration	Mentors assigned. Clear guidelines for mentors. Monthly checks with new teachers/mentors.			
2) Facilitate social activities in order to foster a stronger sense of community among staff and boost morale, such as staff kickball games, holiday parties, secret Santa, potluck lunches, etc).		PBIS Team, Administration	Staff survey results indicate positive morale.			
3) Notify teachers of likely schedule/course assignments and coaches their coaching assignments for the upcoming fall semester by or before May of the current year so they can effectively prepare over the summer.		Counselor, Principal, Athletic Director	Master Schedule assignments done by May.			
4) Provide at least two workdays for staff prior to the start of the school year.		Principal	Increase in teacher preparedness for the beginning of the school year.			
5) Teachers receive stipends for taking on additional duties - specifically, testing coordinator, AP coordinator, etc.		Principal	Workload is spread among several and teachers are financially compensated for their extra efforts.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




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

**Evaluation Data Source(s) 2:** End of year summative appraisals reflect an increase in best practices and teacher performance from the 2017-2018 school year.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 1) The district will clearly communicate to staff that PD funds and opportunities are available. Admin will give staff surveys to assess current and past use of PD funds to assure equitable practices, and to gauge future needs.		Department Chairs	Newsletters with information on staff development.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Provide new teachers with one full day of training on Canvas and a day of training on gradebook, Fundamental Five, engagement strategies, and any other LVHS-specific content areas prior to the beginning of school.		Principal	Training held for new teachers.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 3) Offer Teachers flexible and varied district and campus trainings that allow them to select sessions that best suit their individual needs.		Principal	Training offered with options for teachers.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 4) Department heads will assist their teams with budgeting for and finding professional development opportunities once the upcoming fall schedule has been set.		Department heads	Professional developments needs communicated via teacher professional goals in NexGen appraisal system			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




**Goal 5: Family and Community Engagement: Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.**

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

**Evaluation Data Source(s) 1:** Numbers of parent and community volunteers will increase in each of the following: Volunteers, Open House, parent trainings, and Booster Clubs.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Parents and community members will have the opportunity to volunteer at athletic/academic events.	3.2	Athletic Director	Increase in parent/community attendance at events (sign in sheets).			
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Parents will be informed of volunteer opportunities through the LVHS newsletter.		Principal	Newsletters reflect opportunities.			
3) Open house and special program meeting times and dates will be advertised in LVHS newsletter, website, and marquee.		Principal	Copies of newsletters.			
4) Provide information to parents regarding students grades and curriculum via Canvas and gradebook.		Director of Instructional Technology, Principal	Parent trainings held (sign in sheets).			
<b>TEA Priorities</b> Connect high school to career and college 5) Provide parent training with speakers on Canvas, financial aide for college, junior meetings, and course selections.	3.2	Counselor, Director of Instructional Technology	Sign in sheets from meetings. Recording of assemblies.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>TEA Priorities</b> Connect high school to career and college 6) Parents and community members will participate in College and Career Fair.		Assistant Principal, Counselor	Completion of College/Career Fair			
7) CEIC will hold a public meeting after receipt of the annual campus ratings to discuss the performance of the campus and campus objectives.		Principal	Agenda and notes from CEIC meeting.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 8) Hold a Parent/Teacher tailgate prior to a home football game to give parents an opportunity to meet teachers at the beginning of the year		Principal, Department Head	Completion of Parent/Teacher night.			
9) ESL parent meeting at the beginning of the school year.		ESL director	The parents will be more informed of ESL expectations.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						






## 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:** Structures are in place for staff, community, and parent involvement and input for decision making.

**Evaluation Data Source(s) 1:** End of year survey results show a majority of positive feedback from students, parents, and staff.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Publicize support opportunities for teachers and staff through the newsletter, faculty meeting presentations, etc.		Principal	Newsletter and presentations held.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Give formative survey to parents, students, and teachers at the end of each semester.		Principal	Survey sent to parents.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Use PBIS committee to review discipline data and campus procedures.		Principal	PBIS meetings held every six weeks.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 4) Use CEIC to involve parents, community, and staff in decision making.		Principal	Sign-in sheets from CEIC meetings.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 5) CEIC will meet yearly to review and evaluate the effectiveness of the SBDM policies, procedures, and staff development activities.		Principal	Agenda and notes from CEIC meeting.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 6) Open up one CEIC meeting per semester to any parents or community members that would like to attend.		Principal	Sign-in sheets.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

# State Compensatory

## Budget for Lago Vista High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6117-00-001-7-24-0-00	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$2,300.00
<b>6100 Subtotal:</b>		<b>\$2,300.00</b>
<b>6300 Supplies and Services</b>		
199-11-6399-00-001-7-24-0-00	6399 General Supplies	\$600.00
199-11-6399-08-001-7-24-0-00	6399 General Supplies	\$8,000.00
<b>6300 Subtotal:</b>		<b>\$8,600.00</b>



## 2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Heather Stoner	Principal, LVHS
Administrator	Stu Taylor	Assistant Principal. LVHS
Non-classroom Professional	Kat Acevedo	Nurse
Business Representative	Cheryl Wilson	Owner of Lularoe boutique
Classroom Teacher	Tanya White	English teacher
District-level Professional	Cathy Evans	ESL Director
Classroom Teacher	Karen Lousma	English teacher
Classroom Teacher	Scottie Johnson	SS Teacher
Classroom Teacher	Heather Koenning	Science Teacher

# Campus Funding Summary

<b>Fund 199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9	Training from Kagan		\$5,000.00
1	5	3	Thursday Tutorials		\$2,000.00
<b>Sub-Total</b>					<b>\$7,000.00</b>
<b>PIC 23 - Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8	Staffing		\$30,000.00
<b>Sub-Total</b>					<b>\$30,000.00</b>
<b>PIC 24 - Accelerated Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Resources for support classes		\$1,300.00
1	3	5	Odysseyware		\$8,000.00
1	5	3	Thursday Tutorials		\$1,000.00
<b>Sub-Total</b>					<b>\$10,300.00</b>
<b>Fund 461 - Campus Activity Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	Funds for prizes		\$500.00
2	2	1	Food for incentives		\$1,000.00
<b>Sub-Total</b>					<b>\$1,500.00</b>
<b>Grand Total</b>					<b>\$48,800.00</b>