

Lago Vista Independent School District

District Improvement Plan

2019-2020

Accountability Rating: A



Board Approval Date: December 10, 2019
Public Presentation Date: December 10, 2019

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

Revised/Approved: March 27, 2019

Demographics

Demographics Summary

Who Are We?

Lago Vista ISD is located in Travis County on the north shore of Lake Travis and is part of the greater Austin metropolitan area. The District encompasses 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 is one of only a few school districts still offering an additional 20% homestead exemption from taxation, which also provides homeowners one of the lowest tax bills in the greater Austin metropolitan area. Lago Vista ISD boasts some of the best academic programs and ratings in the greater Austin area, consistently outperforming State academic performance averages. In addition to superior academic programs, Lago Vista ISD's exemplary athletic program boasts district, regional, and statewide accolades in many individual and team sports.

Residents of Lago Vista ISD 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.

The first school in the Lago Vista area was established in 1895 as a one room, one teacher, one student school district. In 1973, a small elementary/middle school was constructed on Dawn Drive and in 1975, Lago Vista ISD became a K-12 system. Construction of the first high school building on Bar K Ranch Road was completed in 1976. In 2012, the District broke ground on the new Lago Vista High School on Lohman Ford Road, which opened its doors at the beginning of the 2014-2015 school year.

Today, Lago Vista ISD serves approximately 1,590 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 all campuses were rated as "Met Standard" for the 2017-2018 school year.

How has enrollment changed over the last 3-5 years? How have the demographics changed over the last 3-5 years?

In terms of demographics, Lago Vista ISD continues to experience punctuated periods of enrollment growth. The enrollment records from the 2015-2016 academic year represented a 16.92% increase in enrollment since the 2010-2011 school year. The beginning of the year enrollment for the 2019-2020 academic year represents a 24.45% increase over the 2010-2011 enrollment.

	2010-2011 AEIS	2015-2016 TAPR	2019-2020 Enrollment
Total Enrollment	1,276	1,435	1,588
African American	1.5%	.6%	.38%
Hispanic	20.1%	22.1%	25.38%
White	75.0%	72.8%	67.95%
American Indian	.8%	.4%	.63%
Asian	.7%	.4%	.44%
Pacific Islander	.1%	.2%	.19%
Two or More Races	1.8%	3.5%	5.04%
Economically Disadvantaged	33.9%	29.8%	27.02%
English Language Learner	4.4%	6.1%	6.23%
At-Risk	18.2%	27.8%	21.03%
Gifted & Talented	6.2%	6.7%	9.01%**
Special Education	8.5%	10.3%	10.58%
504	--	4.5%	10.01%
Career & Technical Education	19.1%	30.2%	36.02%

***Excluding PK and Kindergarten enrollment numbers because students are not identified until the spring of the Kindergarten year.*

In three years, the District has seen a 145% increase in the number of students served by Section 504.

English Language Learner (ELL) enrollment was on a downward trend for the past three years, but has increased 35.61% this year from the beginning of the 2018-2019 school year. It is expected for this number to continue to rise due to the State's new reclassification criteria, which is substantially more challenging to meet.

	2015-2016 Summer PEIMS	2018-2019 Enrollment	2019-2020 Enrollment
ELL Enrollment	93 students	73 students (-15.05% from 2015-2016)	99 students (+35.61% from 2018-2019)

What are the dropout and completion rates?

For the 2018-2019 school year, Lago Vista ISD reported 1 dropout in the Fall 2019 PEIMS submission.

How many students withdraw each year (without moving) to homeschool?

In the 2018-2019 academic year, Lago Vista ISD had 17 students in grades 7-12 withdraw to home school. This is a 37.03% decrease in homeschool withdrawals compared to the previous year.

What are the attendance rates? What trends are seen over the last 3-5 years?

Lago Vista ISD maintained a 95.9% attendance for 2017-2018 academic year. This District has made increasing attendance an area of emphasis, but continues to see only modest gains.

Lago Vista ISD Attendance Rate	
2018-2019	95.8%
2017-2018	95.9%
2016-2017	95.8%
2015-2016	95.7%

How prepared are students to succeed in college?

Students in Lago Vista ISD continue to outpace the State and region in college readiness assessments and in the percentage of college-ready graduates.

Lago Vista ISD College Readiness 2016-2017		
Average SAT	State: 1036	LVISD: 1118
Average ACT	State: 20.6	LVISD: 23.8
Graduates Enrolling in College	State: 54.6%	LVISD: 66%
Graduates Completing 1 Year Without Remediation	State: 59.2%	LVISD: 70.3%

What are the demographics of the Lago Vista ISD staff?

In 2019-2020, the Lago Vista ISD staff is predominantly female (75.8%), white (87.5%), and the majority (54.4%) have more than 10 years of classroom experience. Compared to last year, the staff includes fewer new-to-profession teachers and an increase in the number of teachers with greater than 10 years of classroom experience.

Lago Vista ISD Staff Demographics	
Female	75.8%
African American	0%
Hispanic	10.2%
White	87.5%
Other	2.3%
0 Years	3.9%
1-5 Years	21.2%
6-10 Years	20.5%
11-20 Years	38.1%
20+ Years	16.3%

Demographics Strengths

- **Lago Vista ISD qualifies as a fast-growth district.** The District s 2019-2020 snapshot enrollment of 1,588 represents a 24.45% increase over the 2010-2011 snapshot enrollment of 1,276.
- **Lago Vista ISD graduates are college and career ready.** Lago Vista ISD students performed well above the State averages on college readiness examinations. The percentage of Lago Vista ISD students performing At/Above Criterion on college entrance exams is 53.4%, compared to the State average of 37.9%. Also, the percentage of Lago Vista ISD graduates entering a Texas IHE and completing one year without remediation is 11.1% higher than the Stage average.
- **A large number of Lago Vista ISD students are successfully earning college credits prior to graduation.** Lago Vista ISD students earned a total of 335 college credit hours in the 2018-2019 academic year, saving parents an estimated \$248,712 in college tuition (based on the average resident tuition per credit hour) (College for All Texans, 2017).
- **The District is fortunate to have a very experienced teaching staff.** The majority (54.4%) of Lago Vista ISD teachers have more than ten years of classroom experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lago Vista ISD's enrollment projections indicate growth that will surpass the capacity of existing facilities. **Root Cause:** Lago Vista ISD is experiencing a period of punctuated growth in student enrollment and existing facilities were constructed for capacities that have either been surpassed or will be surpassed in the next few years.

Problem Statement 2: Lago Vista ISD student attendance rates continue to be in the bottom quartile for our comparison group. **Root Cause:** Unexcused absences are caused by a variety of factors, such as any student or family health issues, real or perceived safety issues at school or in transit, the level of family support for educational values, peer influence, or other high-risk/critical situations experienced by either the student or his/her family members.

Problem Statement 3: Student disciplinary actions related to prohibited substances in Lago Vista ISD remain high (the equivalent of 6 per month in 2018-2019). **Root Cause:** Students who arrive to school under the influence often feel assured that the physical signs of impairment are harder to document than possession, and thus punishment can be more easily avoided. Students who possess prohibited substances at school typically plan to engage in the selling/purchasing of the substances with another student. There is a large number of students addicted to vaping.

Problem Statement 4: State-level reports containing data on our Lago Vista ISD graduates contain inaccurate information due to coding errors. **Root Cause:** Data for graduates is two years old, so improvements in coding accuracy have yet to be reflected in State-level reporting.

Problem Statement 5: The demographics of the Lago Vista ISD teaching staff are not reflective of the student body. **Root Cause:** There has not been an abundance of qualified candidates in the applicant pools for open positions who are demographically diverse.

Problem Statement 6: Although the four-year graduation rate for the Class of 2018 was 100% and the overall number of home school withdrawals decreased in 2018-2019, the majority of home school withdrawals occurred in grades 9-12. **Root Cause:** There is a lack of resources to meet the needs of non-traditional students and the needs of students experiencing social issues.

Problem Statement 7: In three years, the District has seen a 145% increase in the number of students served by Section 504, which is an unfunded federally mandated program. **Root Cause:** There is a substantial increase in the number of referrals for Section 504 evaluations, particularly related to ADHD, anxiety, and depression. Campus administrators and counselors would benefit from more training on the 504 referral process. Specifically, they need guidance in understanding the referral process and best practices for ensuring appropriate identification and accommodations.

Problem Statement 8: The teacher turnover rate going into the 2018-2019 school year was 24.3%, compared to the State average of 16.5%. **Root Cause:** Teacher turnover is a national concern. At the District-level, there is a need to further bolster local supports that deter turnover - intentional onboarding, mentorship, PLCs, regulating workloads, competitive compensation and benefits, and professional development opportunities.

Student Academic Achievement

Student Academic 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, school progress, academic growth, relative performance, and closing the gaps. Scores for each index are calculated at both the campus and district level, then compared to performance targets set by the State to determine an A-F rating. The ratings for 2018-2019 are as follows:

	Score	Grade
Lago Vista ISD	91	A
Lago Vista Elementary School	94	A
Lago Vista Intermediate School	85	B
Lago Vista Middle School	81	B
Lago Vista High School	93	A

How did students perform on the 2018 STAAR assessments?

Overall student performance surpassed State averages on all STAAR assessments, with the exception of the 8th grade Social Studies STAAR exam. Overall areas of strength include 3rd Grade Reading, 3rd Grade Math, 4th Grade Writing, Grade 7 Reading, English I, English II, and Algebra I. Areas where performance did not meet our goals include 4th Grade Math, 5th Grade Science, 6th Grade Reading, 8th Grade Science, and 8th Grade Social Studies.

	Approaches	Masters
Grade 3 Reading	92%	42%
Grade 3 Math	91%	32%
Grade 4 Reading	87%	38%
Grade 4 Math	77%	30%
Grade 4 Writing	80%	30%
Grade 5 Reading	93%	36%
Grade 5 Math	92%	35%
Grade 5 Science	78%	22%
Grade 6 Reading	78%	21%
Grade 6 Math	88%	28%
Grade 7 Reading	87%	32%
Grade 7 Writing	79%	20%
Grade 7 Math	79%	3%

	Approaches	Masters
Grade 8 Math (PAP 7th Graders)	100%	45%
Grade 8 Math (8th Graders Only)	91%	15%
Grade 8 Reading	92%	32%
Grade 8 Science	84%	11%
Grade 8 Social Studies	66%	16%
English I	85%	1%
English II	79%	14%
Algebra I (8th)	100%	80%
Algebra I (9th)	92%	9%
Biology	93%	32%
US History	98%	49%

What are the areas of lowest performance?

The lowest areas of student performance (without a variable that might explain results) are 8th grade Social Studies, 4th Grade Math, 5th Grade Science, and 6th Grade Reading. Students who are economically disadvantaged tended to score 10-15% lower than the All Students group on STAAR. Also, our students served by Special Education are not performing at the same level as their non-disabled peers.

Student Academic Achievement Strengths

- **College Readiness:** Overall, scores for college readiness assessments and Advanced Placement examinations and college readiness assessments (PSAT, SAT, ACT) continue to surpass the State.
- **Dual Credit:** 63.7% of students graduate with two or more advanced/dual credit courses (state average is 48.7%).
- **Academic Achievement:** Lago Vista ISD outscores state averages on all composite subject areas (Math, Reading, Writing, Science, and Social Studies).
- **Advanced Mathematics:** Lago Vista ISD continues to have a large number of students taking above-level mathematics courses beginning in Grade 6.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The District's Response to Intervention (RtI) model has not shown consistent effectiveness. **Root Cause:** There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. Also, there are not

designated personnel on each campus to provide and monitor interventions.

Problem Statement 2: Students with Special Education indicators are performing well below their peers in all areas. **Root Cause:** Students in Special Education often lack opportunities to close existing gaps through exposure to curriculum and skills at their instructional level.

Problem Statement 3: The majority of students are not achieving Masters Grade Level on STAAR assessments. **Root Cause:** Walkthrough data reflects that critical thinking and student engagement are areas of need.

Problem Statement 4: Student attendance continues to fall below the District goal of 97%. **Root Cause:** Strategies for reinforcing student attendance are needed to ensure that students do not miss valuable instruction time. Student absences are linked to a variety of causes, including illness, lack of parent follow-through, and extended absences for personal reasons (e.g., vacations) during the school session.

District Processes & Programs

District Processes & Programs Summary

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

Lago Vista ISD has benefited from campus efforts to create alignment in curriculum and delivery of instruction. The District has made great progress in the area of developing and communicating processes and procedures, but occasionally struggles with campus compliance with these regulations and will need to focus on strategies to limit the variance from campus-to-campus. The District has also benefited from facility improvements and increased coordination of school safety efforts. Priorities identified through the comprehensive needs assessment include planning for scalable growth and ensuring smart and efficient facilities and design. Opportunities include growth in student enrollment, high levels of community support, and high student achievement.

District Processes & Programs Strengths

- **Local Decision-Making:** The District is supported by the local Board of Trustees who are vested and have student ties to the campuses.
- **Community:** Lago Vista ISD is a small but growing district with a trusting, well-educated community of stakeholders. The District has experienced both academic and athletic success, which has helped to bolster local pride in the District. The District has strong community support, a caring staff, and an optimal school size. There are many active local civic organizations and strong community involvement. A high percentage of staff are also local residents with children and family members within the school system. There is strong interest from parents to be better informed about District activities and to be more involved in District planning.
- **Technology:** Students and teachers in Lago Vista ISD are actively engaged in using the newest instructional technology and respond well to support and training. Many, if not most, of our students come to school "tech exposed". Many of our families have access to technology at home. There is strong support by the Board of Trustees to continue equipping classrooms with technology and growing teachers' use of instructional technology. Students in grades K-12 have the benefit of technology rich learning environments through the District's mobile technology expansion project as a part of the NexGen Learning Initiative. Teachers have a high level of commitment to understanding and applying technology and have access to a wide range of ongoing professional learning opportunities related to technology integration.

- **Policies & Procedures:** The District has benefited from increased efforts to document and communicate policies, procedures, and protocol.
- **Communication:** Over the past three years, there have been tremendous 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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Enrollment growth and reductions in State funding are putting additional pressure on the human resources needed to ensure that special programs, instructional offerings, and student services continue to meet student needs. **Root Cause:** Budget reductions have negatively impacted the District's ability to support the recommended thresholds for staff positions related to students served (teachers, counselors, assistant principals, special service providers, etc.) in addition to the growth in needs of our student population.

Problem Statement 2: Parent feedback from the annual survey indicates that parents do not feel appropriately involved in planning or decision-making. **Root Cause:** There is a need to better communicate opportunities for parent engagement (i.e., CEIC) at the campus and District levels.

Problem Statement 3: The increase in technology devices across the District has increased related needs, such as device maintenance, repairs, teacher training, and systems integrations needed to provide instructional resources (uploads, downloads, user names, passwords, etc.). **Root Cause:** There is a need to examine the sufficiency of staff allocations within the technology department, especially as it relates to providing support for instructional technology.

Problem Statement 4: Though technology saturation meets District goals, aging devices and increased enrollment challenge the sustainability of technology initiatives. **Root Cause:** A replacement plan for aging staff and teacher equipment is needed, as well as a projected plan for procuring new student devices and redistributing existing devices.

Problem Statement 5: Older buildings within the District present a considerable financial challenge due to expenses incurred in the maintenance/replacement of failing and aging equipment. **Root Cause:** The District does not have adequate funding through Foundation School Program to provide the capital improvements budget needed to replace aging systems and equipment.

Problem Statement 6: Enrollment growth, state and federal regulations, and the state funding system have placed pressure on staff to meet our students' needs. **Root Cause:** State-level changes in ESL and Special Education programming, as well as significant growth in unfunded Section 504 program, have greatly increased the amount of services and accommodations staff members must provide without a commensurate increase in resources and staffing.

Problem Statement 7: District facilities are increasingly difficult to maintain and keep clean. **Root Cause:** There has been a longstanding shortage of custodians, equipment and facilities are aging, and the current administrative structure within our custodial services does not include principal supervision of campus custodians.

Problem Statement 8: Campus discipline expectations and procedures have become less effective. **Root Cause:** The societal saturation of technology and social media has altered the way children interact with adults and with one another. Parent support for campus behavior expectations and disciplinary consequences is inconsistent.

Perceptions

Perceptions Summary

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.

Lago Vista ISD has experienced challenges in the safety and security of facilities, which are areas that will be strongly emphasized in the 2018-2019 school year. While programs and personnel have achieved state and regional recognition and efforts have made Lago Vista ISD 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 across the District.

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 and the infrastructure bond passed in 2017. However, the legislature's 4 billion dollar cut in the Foundation School Program and the loss of ASATR funding (9% of the District's operating budget) threaten the future financial viability of programs and facility maintenance. In 2019, HB 3 revamped State funding structures for public schools, resulting in additional funding for staff raises and student programs.

How are parents and the community involved with the school?

There continues to be a strong interest from parents to be better informed about District activities and to be more involved in District planning. 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. However, there continues to be 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. Parent feedback from the annual survey indicates that parents do not feel appropriately involved in planning or decision-making.

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.?

Over the past three 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. Lago Vista ISD has improved information transparency, primarily through the online posting of data and use of electronic communication systems, but there are still opportunities for improvement.

Perceptions Strengths

Strong Community Involvement. Lago Vista ISD benefits from high levels of involvement from many local civic organizations and community members.

Improvements in Communication. Survey results indicate that parents feel well informed and appreciate the increase in information provided through regular newsletters and social media.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. **Root Cause:** The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

Problem Statement 2: There is a community perception that we have some students that are being bullied. **Root Cause:** There is an unclear understanding of the definition of bullying. Students and families are in need of additional instruction and support related to social skills development and social emotional learning. There is also a need to share the positive SEL activities and instruction occurring throughout the District.

Problem Statement 3: Parent participation in annual surveys is low. **Root Cause:** Although there are intrinsic challenges with online survey administration, there is a need to improve annual survey administration to further engage parents.

Priority Problem Statements

Problem Statement 1: Lago Vista ISD student attendance rates continue to be in the bottom quartile for our comparison group.

Root Cause 1: Unexcused absences are caused by a variety of factors, such as any student or family health issues, real or perceived safety issues at school or in transit, the level of family support for educational values, peer influence, or other high-risk/critical situations experienced by either the student or his/her family members.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student disciplinary actions related to prohibited substances in Lago Vista ISD remain high (the equivalent of 6 per month in 2018-2019).

Root Cause 2: Students who arrive to school under the influence often feel assured that the physical signs of impairment are harder to document than possession, and thus punishment can be more easily avoided. Students who possess prohibited substances at school typically plan to engage in the selling/purchasing of the substances with another student. There is a large number of students addicted to vaping.

Problem Statement 2 Areas: Demographics

Problem Statement 3: State-level reports containing data on our Lago Vista ISD graduates contain inaccurate information due to coding errors.

Root Cause 3: Data for graduates is two years old, so improvements in coding accuracy have yet to be reflected in State-level reporting.

Problem Statement 3 Areas: Demographics

Problem Statement 5: The District's Response to Intervention (RtI) model has not shown consistent effectiveness.

Root Cause 5: There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. Also, there are not designated personnel on each campus to provide and monitor interventions.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community.

Root Cause 6: The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Older buildings within the District present a considerable financial challenge due to expenses incurred in the maintenance/replacement of failing and aging equipment.

Root Cause 7: The District does not have adequate funding through Foundation School Program to provide the capital improvements budget needed to replace aging systems and equipment.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Enrollment growth and reductions in State funding are putting additional pressure on the human resources needed to ensure that special programs, instructional offerings, and student services continue to meet student needs.

Root Cause 8: Budget reductions have negatively impacted the District's ability to support the recommended thresholds for staff positions related to students served (teachers, counselors, assistant principals, special service providers, etc.) in addition to the growth in needs of our student population.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: The increase in technology devices across the District has increased related needs, such as device maintenance, repairs, teacher training, and systems integrations needed to provide instructional resources (uploads, downloads, user names, passwords, etc.).

Root Cause 9: There is a need to examine the sufficiency of staff allocations within the technology department, especially as it relates to providing support for instructional technology.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Though technology saturation meets District goals, aging devices and increased enrollment challenge the sustainability of technology initiatives.

Root Cause 10: A replacement plan for aging staff and teacher equipment is needed, as well as a projected plan for procuring new student devices and redistributing existing devices.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 12: The majority of students are not achieving Masters Grade Level on STAAR assessments.

Root Cause 12: Walkthrough data reflects that critical thinking and student engagement are areas of need.

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 19: Students with Special Education indicators are performing well below their peers in all areas.

Root Cause 19: Students in Special Education often lack opportunities to close existing gaps through exposure to curriculum and skills at their instructional level.

Problem Statement 19 Areas: Student Academic Achievement

Problem Statement 20: There is a community perception that we have some students that are being bullied.

Root Cause 20: There is an unclear understanding of the definition of bullying. Students and families are in need of additional instruction and support related to social skills development and social emotional learning. There is also a need to share the positive SEL activities and instruction occurring throughout the District.

Problem Statement 20 Areas: Perceptions

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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 2018-2019, 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 Lago Vista ISD NexGen Learning Model.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide PLC support for continued implementation of the Lago Vista ISD 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.	2.4	Deputy Superintendent; Campus Principals; Instructional Specialists; Teacher Leaders; Teachers	Lago Vista ISD Curriculum Documents will align to the TEKS, integrate the English Language Proficiency Standards (ELPS), and establish rigorous standards through performance assessments based on "unwrapped" standards.			
2) 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.	2.4	Deputy Superintendent; Campus Principals; District ESL Specialist; Teachers	Teachers will effectively implement Sheltered Instruction Observation Protocol resulting in increased academic success of our English Language Learners.			
Funding Sources: PIC 25 - Bilingual & ESL Education - 7236.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>3) Continue to provide professional development and appropriate resources and support for ongoing instructional programs and the implementation of major District initiatives, including, but not limited to: Fundamental 5; Technology Integration; Social Emotional Learning; Professional Learning Communities; Response to Intervention; Positive Behavior Interventions and other research-based strategies.</p>		Superintendent; Deputy Superintendent; Campus Principals	Teacher surveys will indicate that they feel equipped to implement the District initiatives and walkthrough/teacher evaluation data will indicate that district initiatives are being well-implemented.			
	Funding Sources: Fund 255 - Title II - 34358.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </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 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 2019-2020, all campuses in Lago Vista ISD will fully implement the District processes for Response to Intervention (RtI).

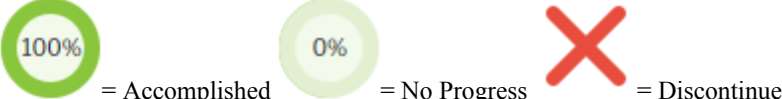
Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math 1) Utilize consistent procedures for each campus to identify, intervene, and monitor the progress of at-risk students, PK-12.</p>	2.6	Deputy Superintendent; Campus Principals; Campus Counselors; Registrars; Campus Instructional Specialists; Student & Family Support Coordinator; Teachers	The needs of all students will be met through the use of targeted, research-based interventions and support, PK-12.			
Problem Statements: Student Academic Achievement 1						
<p>TEA Priorities Build a foundation of reading and math 2) Designate an RtI facilitator at each campus to oversee the RtI process, including identifying struggling students, conducting RtI meetings, soliciting feedback on the effectiveness of interventions, monitoring fidelity of implementation, and monitoring student data.</p>		Deputy Superintendent; Campus Principals	Each campus will designate an RtI facilitator.			
Problem Statements: Student Academic Achievement 1						
Funding Sources: PIC 24 - Accelerated Education - 6832.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Provide campuses with research-based instructional materials to use for screening, intervention, and progress monitoring.</p>	2.6	Deputy Superintendent; LVES Campus Principal; Teachers	Interventionists and teachers will have access to research-based instructional materials needed to effectively implement RtI.			
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) 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.</p>	2.6	Deputy Superintendent; LVES Campus Principal	Students with content gaps will receive quality instructional interventions related to their individual needs.			
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Provide K-5 instructional intervention specialists for math and reading to work cooperatively with teachers, parents, and other personnel to develop and deliver instructional interventions to meet individual student needs.</p>	2.6	Deputy Superintendent; LVES Campus Principal; LVIS Campus Principal; LVMS Campus Principal	Students with content gaps will receive quality instructional interventions related to their individual needs.			
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Provide a mathematics intervention 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.</p>	2.6	Deputy Superintendent; LVMS Principal; LVMS Math Interventionist	Students in grades 6-8 needing math intervention will have their needs met through the intervention elective.			
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) Provide a reading intervention elective for all 6-8th graders who demonstrate need to provide explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing.</p>	2.6	Deputy Superintendent; LVMS Principal; LVMS Reading Interventionist	Students in grades 6-8 needing reading intervention will have their needs met through the intervention elective.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Provide the Strategic Learning for Math course to focus on mathematical learning strategies for under prepared mathematics students, particularly those who were unsuccessful on the Algebra I EOC examination.</p>	2.6	Deputy Superintendent; LVHS Principal	Students in grades 9-12 needing math intervention will have their needs met through the intervention elective.			
	<p>Problem Statements: Student Academic Achievement 1 Funding Sources: PIC 24 - Accelerated Education - 8488.00</p>					
<p>TEA Priorities Build a foundation of reading and math</p> <p>9) Provide the Writing Lab (Independent Study in English) elective course to focus on providing under prepared students with an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. This course is for students who were unsuccessful on the English I or II EOC examinations.</p>	2.6	Deputy Superintendent; LVHS Principal	Students in grades 9-12 needing ELAR intervention will have their needs met through the intervention elective.			
	<p>Problem Statements: Student Academic Achievement 1 Funding Sources: PIC 24 - Accelerated Education - 21056.00</p>					
<p>10) 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>	2.6	Deputy Superintendent; LVHS Principal	Students needing support or who have failed high school courses will have access to an accelerated recovery option to put them back on track for graduation.			
	<p>Funding Sources: PIC 24 - Accelerated Education - 7315.00</p>					
<p>11) 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.</p>	2.6	Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor	Students who have failed high school courses will have access to an accelerated recovery option to put them back on track for graduation.			
	<p>Funding Sources: PIC 24 - Accelerated Education - 8000.00</p>					
<p>TEA Priorities Build a foundation of reading and math</p> <p>12) Provide an additional sections 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>	2.6	Deputy Superintendent; LVHS Campus Principal	Class sizes in Algebra I will be reduced, allowing for greater instructional support.			
	<p>Funding Sources: PIC 24 - Accelerated Education - 21088.00</p>					
<p>13) 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>	2.6	Deputy Superintendent; Campus Principals; Campus Counselors	Students at risk of dropping out will be provided with the resources to help meet their needs.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
14) Provide and maintain District-wide dyslexia services, with particular emphasis on the delivery of intensive, systematic, multi-sensory, and research-based instruction through programs such as BLS. [TEC 11.252(a)(3)(B) (iv)]	2.4	Deputy Superintendent; Director of Special Education/504; Campus Principals; District Dyslexia Specialist; Special Education Teachers	Students receiving dyslexia services will receive research-based instruction to meet their individual learning needs.			
	Funding Sources: PIC 37 - Dyslexia - 34358.00					
15) 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.		Deputy Superintendent; Student & Family Support Coordinator; LVHS Campus Principal; LVHS Campus Counselor; LVHS Nurse	Students requiring PRS will receive the support needed to stay in school.			
	Funding Sources: PIC 24 - Accelerated Education - 2500.00					
16) Provide annual training to the federal programs staff regarding recent federal and state program requirements and best practices.	2.6	Deputy Superintendent	Federal programs staff will be adequately trained.			
	Funding Sources: PIC 24 - Accelerated Education - 500.00					
						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The District's Response to Intervention (RtI) model has not shown consistent effectiveness. Root Cause 1: There is a lack of consistent practices, including diagnostic assessment instruments, related to identifying and serving students in need of intervention. Also, there are not designated personnel on each campus to provide and monitor interventions.



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: Increase the number of students achieving the Masters level of performance on the State assessments.

Evaluation Data Source(s) 3: In 2019-2020, Lago Vista ISD will improve the percentage of students meeting the Masters standard on STAAR examinations by 2% in all subjects and grade-levels.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide resources and ongoing training on ways to structure the classroom environment in order to increase student engagement and higher levels of thinking.		Deputy Superintendent; Campus Principals	Classroom teachers will be equipped to create learning environments that foster student engagement and higher levels of thinking.			
Problem Statements: Student Academic Achievement 3						
2) During the annual training on the Lago Vista ISD NexGen Teacher Appraisal model, campus appraisers will ensure that teachers understand the student behaviors that indicate high levels of engagement.		Deputy Superintendent; Campus Principals	Campus walkthrough and appraisal data will indicate high levels of student engagement.			
Problem Statements: Student Academic Achievement 3						
3) Campus appraisers will focus on monitoring and supporting higher order thinking strategies in daily instruction through instructional walkthroughs and feedback.		Deputy Superintendent; Campus Principals	Campus walkthrough and appraisal data will indicate high levels of student engagement.			
Problem Statements: Student Academic Achievement 3						
4) Teachers will maintain updated course snapshots and unit organizers to reflect higher order thinking and greater depth and complexity.		Deputy Superintendent; Campus Principals	Course curriculum documents will reflect instruction that includes higher order thinking and high levels of depth and complexity.			
Problem Statements: Student Academic Achievement 3						
5) The District will continue to provide resources and training to assist teachers in the creation of high-quality curriculum documents.		Deputy Superintendent; Campus Principals	Each course will have high quality curriculum documents with appropriate levels of depth and complexity.			
Problem Statements: Student Academic Achievement 3						
6) Campus appraisers will do instructional rounds three times a year with a focus on engagement and higher order thinking strategies in order to create a strategic plan to increase these elements.		Deputy Superintendent; Campus Principals	A strategic plan to increase student engagement and higher order thinking will be created by campus appraisers.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: The majority of students are not achieving Masters Grade Level on STAAR assessments. Root Cause 3: Walkthrough data reflects that critical thinking and student engagement are areas of need.</p>

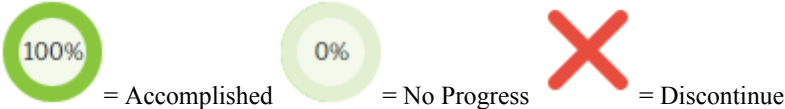
Goal 1: Curriculum, Instruction, & Student Achievement:

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: Monitor student attendance to prevent truancy and to improve overall attendance to exceed 97%.

Evaluation Data Source(s) 4: In 2019-2020, the PEIMS end of year attendance data for Lago Vista ISD will reflect an overall attendance rate that exceeds 97%.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide information to parents regarding the importance of student attendance and related policies through the District's daily attendance messaging.		Deputy Superintendent; Campus Principals; Attendance Clerks	Parents will be informed of attendance regulations, their students' absences, and about the importance of regular school attendance,			
Problem Statements: Demographics 2						
2) Follow Texas Education Code for attendance, including parent notification and involving courts, when needed.		Campus Principals; Campus Assistant Principals; Attendance Clerks	Notifications; Student Attendance Rates			
3) Ensure Behavior Intervention Plans for Attendance are put in place for strategically-identified students exhibiting attendance concerns and that fidelity checks are performed regularly to ensure implementation of plans.		Campus Principals; Campus Assistant Principals; Attendance Clerks;	Students with attendance concerns will see improvement through the implementation of Behavior Intervention Plans.			
Problem Statements: Demographics 2						
						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Lago Vista ISD student attendance rates continue to be in the bottom quartile for our comparison group. Root Cause 2: Unexcused absences are caused by a variety of factors, such as any student or family health issues, real or perceived safety issues at school or in transit, the level of family support for educational values, peer influence, or other high-risk/critical situations experienced by either the student or his/her family members.

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

Evaluation Data Source(s) 5: In 2019-2020, student achievement for students in special education will improve by 5% in all areas.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) 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.		Deputy Superintendent; Director of Special Education/504; Campus Principals	Professional Development Sessions & Sign-In Sheets; LVISD Walkthrough Data; Special Education Documentation			
	Problem Statements: Student Academic Achievement 2					
2) Restructure the NexGen Teacher Appraisal tool for special education support teachers to include explicit expectations for the delivery of special education instruction		Deputy Superintendent; Director of Special Education/504	The NexGen Teacher Appraisal System will include a separate appraisal tool for Special Education teachers.			
	Problem Statements: Student Academic Achievement 2					
3) Identify special education students who need assistance to improve their performance on the STAAR tests and provide interventions and/or tutorial sessions prior to the scheduled testing dates with specialized instruction.		Director of Special Education/504; Campus Principals	Special Education students will have their learning needs met.			
	Problem Statements: Student Academic Achievement 2					
4) Hold regular vertical meetings for Special Education teachers to discuss expectations and District processes, as well as to hold training in needed areas.		Director of Special Education/504	Special Education teachers will meet regularly and will be well-informed of expectations, processes, and best practices.			
	Problem Statements: Student Academic Achievement 2					
5) Provide training to special education staff in the areas of writing, reading, and comprehension.		Director of Special Education/504	Special Education teachers will be trained in best practices in writing, reading, and comprehension.			
	Problem Statements: Student Academic Achievement 2					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Students with Special Education indicators are performing well below their peers in all areas. Root Cause 2: Students in Special Education often lack opportunities to close existing gaps through exposure to curriculum and skills at their instructional level.</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: Select and implement curriculum and programs to support District-wide Social Emotional Learning.

Evaluation Data Source(s) 1: In 2019-2020, Lago Vista ISD will develop a Social Emotional Learning Plan for implementation in 2020-2021.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Research practices and resources to develop District model of Social Emotional Learning (SEL).		Deputy Superintendent; Campus Principals; Campus Counselors	Lago Vista ISD will be prepared to implement a Social Emotional Learning model in 2020-2021.			
Problem Statements: Demographics 2, 3 - Perceptions 2						
2) Develop a District-wide toolkit for Social Emotional Learning, including strategies, resources, etc., for all stakeholders.	2.6	Deputy Superintendent; Campus Principals; Campus Counselors	Provide a consistent and comprehensive set of resources to support student's social-emotional and behavioral well-being.			
Problem Statements: Perceptions 2						
3) Provide professional development to staff members about how to support Social Emotional Learning in the classroom and about how to recognize and respond to social emotional needs of all learners.		Deputy Superintendent; Campus Counselors; Project Vinatta Sponsors	Staff members will be well trained to implement and address Social Emotional Learning.			
Problem Statements: Perceptions 2						
4) Identify programs and resources for addressing identified social-emotional learning, including character education, mental health education, bullying prevention, sexual abuse, violence prevention, and other maltreatment of students. [TEC 11.252(3)(B)(ii)]		Deputy Superintendent; Campus Principals; Teacher(s)	The social-emotional needs of our students will be met through District programs and resources.			
Problem Statements: Perceptions 2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Lago Vista ISD student attendance rates continue to be in the bottom quartile for our comparison group. **Root Cause 2:** Unexcused absences are caused by a variety of factors, such as any student or family health issues, real or perceived safety issues at school or in transit, the level of family support for educational values, peer influence, or other high-risk/critical situations experienced by either the student or his/her family members.

Problem Statement 3: Student disciplinary actions related to prohibited substances in Lago Vista ISD remain high (the equivalent of 6 per month in 2018-2019). **Root Cause 3:** Students who arrive to school under the influence often feel assured that the physical signs of impairment are harder to document than possession, and thus punishment can be more easily avoided. Students who possess prohibited substances at school typically plan to engage in the selling/purchasing of the substances with another student. There is a large number of students addicted to vaping.

Perceptions

Problem Statement 2: There is a community perception that we have some students that are being bullied. **Root Cause 2:** There is an unclear understanding of the definition of bullying. Students and families are in need of additional instruction and support related to social skills development and social emotional learning. There is also a need to share the positive SEL activities and instruction occurring throughout the District.

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 2019-2020, District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide required training to staff on child abuse, sexual abuse/maltreatment of children, sexual harassment, dating violence, bullying prevention, and suicide prevention. [TEC 11.252(3)(B)(i); TEC 11.252(9); TEC 11.252(3)(B)(iii); TEC 37.001; TEC 38.0041(c)]		Deputy Superintendent; Campus Principals	Staff members will receive required training.			
	Funding Sources: Fund 199 - General Fund - 1000.00					
2) Provide promotional materials to students, teachers, staff, and parents about StayALERT.		Deputy Superintendent; Campus Principals	Parents, students, and staff are well-informed of the StayALERT system.			
	Problem Statements: Perceptions 2					
3) 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.		Deputy Superintendent; Campus Principals; Campus Counselors	Students will participate in substance abuse prevention activities.			
	Problem Statements: Demographics 3					
4) 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.		Superintendent; Campus Principals; Campus Assistant Principals	Staff members will be apprised of safety procedures and crisis management strategies.			
5) Administer staff training on the District Crisis Handbook to provide appropriate protocol and resources to counselors and staff to address various crisis situations.		Deputy Superintendent; Director of Special Education/504; Campus Principals; Campus Counselors	Staff members will be apprised of safety procedures and crisis management strategies.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
6) Review data related to students who are placed in DAEP, including student groups served, attendance rates, pre- and post-assessment results on state assessments, dropout rates, graduation rates, and recidivism rates.		Superintendent; Deputy Superintendent; Campus Principals; Campus Assistant Principals	Data related to DAEP will be reviewed.			
7) 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)]		Superintendent; Deputy Superintendent; Campus Principals	Campus discipline and safety programs will be reviewed and improved.			
Problem Statements: Demographics 3						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Student disciplinary actions related to prohibited substances in Lago Vista ISD remain high (the equivalent of 6 per month in 2018-2019). Root Cause 3: Students who arrive to school under the influence often feel assured that the physical signs of impairment are harder to document than possession, and thus punishment can be more easily avoided. Students who possess prohibited substances at school typically plan to engage in the selling/purchasing of the substances with another student. There is a large number of students addicted to vaping.
Perceptions
Problem Statement 2: There is a community perception that we have some students that are being bullied. Root Cause 2: There is an unclear understanding of the definition of bullying. Students and families are in need of additional instruction and support related to social skills development and social emotional learning. There is also a need to share the positive SEL activities and instruction occurring throughout the District.

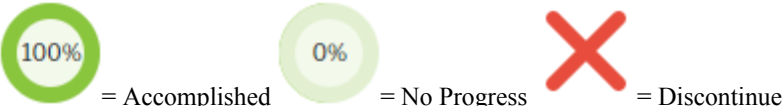
Goal 2: Learning Environment:

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

Evaluation Data Source(s) 3: In 2018-2019, 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 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Update the District sustainability plan for the NexGen Mobile Learning initiative to reflect needs related to increased enrollment and staffing.		Superintendent; Deputy Superintendent; Director of Technology; Campus Principals	The District sustainability plan for the NexGen Mobile Learning initiative will be updated.			
Problem Statements: School Processes & Programs 3, 4						
2) Provide clear expectations regarding the instructional use of mobile learning devices.		Superintendent; Deputy Superintendent; Director of Instructional Technology; Director of Technology; Campus Principals	Staff members will be well informed of expectations related to the use of mobile learning devices during instruction.			
Funding Sources: Fund 199 - General Fund - 7018.00						
						

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 3: The increase in technology devices across the District has increased related needs, such as device maintenance, repairs, teacher training, and systems integrations needed to provide instructional resources (uploads, downloads, user names, passwords, etc.). **Root Cause 3:** There is a need to examine the sufficiency of staff allocations within the technology department, especially as it relates to providing support for instructional technology.

Problem Statement 4: Though technology saturation meets District goals, aging devices and increased enrollment challenge the sustainability of technology initiatives. **Root Cause 4:** A replacement plan for aging staff and teacher equipment is needed, as well as a projected plan for procuring new student devices and redistributing existing devices.

Goal 2: Learning Environment:

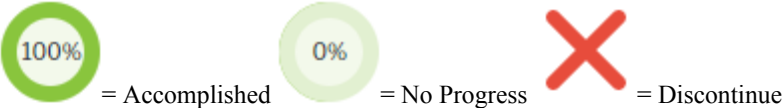
Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 4: Coordinate community resources and services for families, students, and the schools to assist with student achievement and safety.

Evaluation Data Source(s) 4: In 2019-2020, 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 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Conduct an annual update of the 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.	2.6	Deputy Superintendent; Director of Special Education/504; Communications Coordinator; Campus Principals; Campus Counselors	List of local crisis and counselor resources will be updated.			
2) Engage civic and community organizations for student and family needs/services.	2.6	Deputy Superintendent; Director of Special Education/504; Communications Coordinator; Campus Principals; Campus Counselors	Student needs will be better met due to support from local civic and community organizations.			
Problem Statements: Perceptions 1						
3) Collaborate with local municipal government entities to enhance safety procedures on Lago Vista ISD campuses.		Superintendent; Campus Principals	The District will improve safety procedures through collaboration with local law enforcement.			
Problem Statements: Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
4) Continue the implementation of District Suicide Intervention Protocol, including the parental or guardian notification procedure. [TEC 11.252(3)(B)(i)]	2.6	Deputy Superintendent; Campus Principals; Campus Assistant Principals; Campus Counselors	District Suicide Intervention Protocol will be properly implemented.			
						

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. Root Cause 1: The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

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 2019-2020, Lago Vista ISD will have required graduation plans, will improve student and parent awareness of post-secondary planning as evidenced by annual survey results.

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Connect high school to career and college 1) Add a College, Career, & Military Readiness Counselor at Lago Vista High School.		Deputy Superintendent; Campus Principal	Lago Vista High School will hire a full-time CCMR Counselor.			
	Problem Statements: School Processes & Programs 1 Funding Sources: PIC 38 - CCMR - 56105.00					
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.		Deputy Superintendent; Campus Principals; Campus Counselors	All students will have required graduation plans on file.			
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)]	3.2	Campus Counselors	The District will hold an annual College Planning Night in the fall.			
	Problem Statements: Perceptions 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Connect high school to career and college</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>		Deputy Superintendent; Campus Principals; Campus Counselors	All 8th, 9th, 10th, and 11th graders will take a PSAT test during the school day free of charge.			
Funding Sources: Fund 199 - General Fund - 6750.00						
<p>TEA Priorities Connect high school to career and college</p> <p>5) Investigate participating in the SAT school day testing in the Spring of 2020.</p>		Deputy Superintendent; CCMR Counselor	If agreed to, every junior will participate in a free SAT test administered during the school day.			
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Enrollment growth and reductions in State funding are putting additional pressure on the human resources needed to ensure that special programs, instructional offerings, and student services continue to meet student needs. Root Cause 1: Budget reductions have negatively impacted the District's ability to support the recommended thresholds for staff positions related to students served (teachers, counselors, assistant principals, special service providers, etc.) in addition to the growth in needs of our student population.</p>
Perceptions
<p>Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. Root Cause 1: The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..</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 2019-2020, 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:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Connect high school to career and college 1) Communicate the value of AP courses, including course weight in rank, and credit earned through AP exams through campus and District publications and parent-related academic counseling conferences.</p>		Deputy Superintendent; Campus Counselors	Students and parents will understand the value of taking AP courses and exams.			
<p>TEA Priorities Connect high school to career and college 2) Provide information to students regarding performance acknowledgements for Outstanding Performance on College Advanced Placements tests during personal graduation plan conferences.</p>		Campus Counselors	Documentation of Awareness Materials			
<p>TEA Priorities Connect high school to career and college 3) Share information about the AP Capstone program through District publications and presentations.</p>		Deputy Superintendent; Campus Counselors	Parents and students will be well-informed about the AP Capstone program.			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: College & Career Readiness:

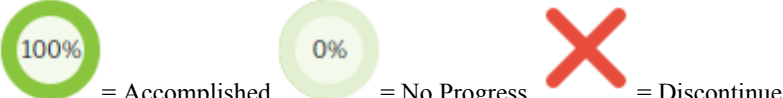
Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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

Evaluation Data Source(s) 3: In 2019-2020, 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 2018-2019.

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Ensure accurate PEIMS coding for OnRamps courses (concurrent enrollment from UT-Austin) in Computer Fluency, Statistics, Precalculus, English, College Algebra, and Physics.		Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor	PEIMS data related to OnRamps course completion will be accurate.			
Problem Statements: Demographics 4						
TEA Priorities Connect high school to career and college 2) Share information about the Texas MicroMajors program through District publications and presentations.		Deputy Superintendent; LVHS Counselor; LVHS AP Coordinator	Parents and students will be well-informed about the Texas MicroMajors program.			
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: State-level reports containing data on our Lago Vista ISD graduates contain inaccurate information due to coding errors. Root Cause 4: Data for graduates is two years old, so improvements in coding accuracy have yet to be reflected in State-level reporting.

Goal 3: College & Career Readiness:

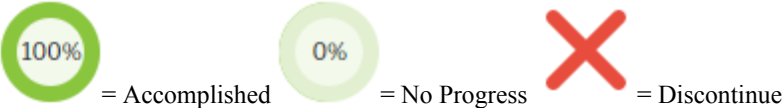
Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

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 2019-2020, 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:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Support campuses in the development of a recruitment and practice strategy for the UIL academics program.		Superintendent; Campus Principals; UIL Coordinators	Students will participate in the UIL academics program and will find success.			
<p>TEA Priorities Connect high school to career and college</p> <p>2) Develop a comprehensive Career and Technology Education plan focused on refining course offerings aligned to the Career and Technology Education career clusters, articulating workforce dual credit, where applicable.</p>		Superintendent; Deputy Superintendent; LVHS Principal; LVHS Assistant Principal; LVHS Counselor	The District's CTE plan will be updated to include new opportunities, when possible.			
Funding Sources: Fund 244 - Carl Perkins SSA - 12727.00						
						

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.

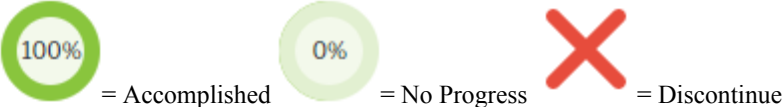
Performance Objective 1: Provide a comprehensive staff development program for staff to further their professional growth in order to meet the needs of all students.

Evaluation Data Source(s) 1: In 2019-2020, 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:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide staff with professional development related to District priorities and NexGen components, including training in Fundamental 5, HEAT, Canvas, technology use and integration, PBIS, and Character Education.		Deputy Superintendent; Director of Instructional Technology; Campus Principals	Teacher surveys will indicate that they feel equipped to implement the District initiatives and walkthrough/teacher evaluation data will indicate that district initiatives are being well-implemented.			
2) Provide campus registrars, principals, and counselors with support and professional development, as needed, 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.		Deputy Superintendent; District PEIMS Coordinator	PEIMS records will be accurate.			
Problem Statements: Demographics 4						
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals		Deputy Superintendent; Principals	Beginning teacher performance on all domains of the NexGen Teacher Appraisal System will be "Meets Expectations" or above.			
3) Continue the implementation of the District's new-to-profession teacher mentoring program for each teacher in his/her first year of teaching.	Funding Sources: Fund 255 - Title II - 2000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: State-level reports containing data on our Lago Vista ISD graduates contain inaccurate information due to coding errors. Root Cause 4: Data for graduates is two years old, so improvements in coding accuracy have yet to be reflected in State-level reporting.</p>

Goal 4: High Quality Staff:

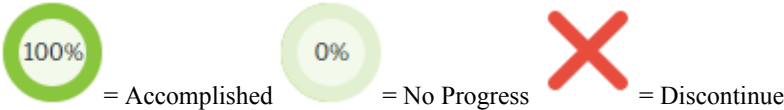
Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

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

Evaluation Data Source(s) 2: In 2019-2020, all campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals 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.		Superintendent; Deputy Superintendent; Campus Principals	Teachers will feel supported through the provision of collaboration time.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide time during in-service for vertical alignment.		Deputy Superintendent; Campus Principals	Teachers will feel supported through the provision of collaboration time.			
						

Goal 4: High Quality Staff:

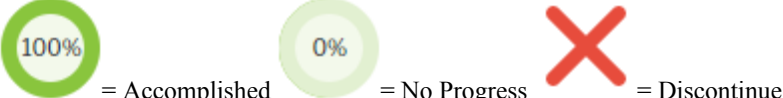
Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

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 2019-2020, 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:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals 1) Create a comprehensive compensation package that is competitive with local districts.		Superintendent; Deputy Superintendent; Chief Financial Officer; Human Resources Coordinator	The Lago Vista ISD compensation package will continue to be competitive with surrounding districts.			
	Problem Statements: School Processes & Programs 1					
TEA Priorities Recruit, support, retain teachers and principals 2) List ESL supplemental certification as a preference for hiring new personnel.		Human Resources Coordinator; Campus Principals	The number of staff members with ESL certification will increase.			
	Problem Statements: School Processes & Programs 1					
						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Enrollment growth and reductions in State funding are putting additional pressure on the human resources needed to ensure that special programs, instructional offerings, and student services continue to meet student needs. Root Cause 1: Budget reductions have negatively impacted the District's ability to support the recommended thresholds for staff positions related to students served (teachers, counselors, assistant principals, special service providers, etc.) in addition to the growth in needs of our student population.




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

Evaluation Data Source(s) 4: In 2019-2020, staff members will indicate high levels of satisfaction regarding the effectiveness of District communication strategies.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Continue providing weekly campus staff newsletters to ensure clear, consistent messages regarding events, expectations, and campus information.		Campus Principals	Staff members will be well-informed of campus events, expectations, and other job-related information.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 2019-2020, Lago Vista ISD stakeholders will indicate high levels of satisfaction with District communications, as evidenced by the annual survey.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Effectively utilize communication systems, such as ParentLink, by training principals and support staff on procedures and protocol for use.		Superintendent; Deputy Superintendent; Campus Principals; Communications Coordinator	Staff members will effectively utilize ParentLink.			
	Problem Statements: Perceptions 1 Funding Sources: Fund 199 - General Fund - 2100.00					
2) Analyze ParentLink and txConnect reports and to ensure the efficient use of the system and effective delivery of information.		Deputy Superintendent; District Data System Specialist	Contact information in our information systems will be corrected, as needed.			
	Problem Statements: Perceptions 1					
3) Expand translation of District documents, forms, and communication into Spanish.		Deputy Superintendent; Campus Principals; Communications Coordinator	District documents will be translated into Spanish.			
	Problem Statements: Perceptions 1 Funding Sources: Fund 199 - General Fund - 1000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
4) Provide weekly updates to the District website and social media.		Deputy Superintendent; Director of Technology; Communications Coordinator	Stakeholders will feel better informed of District information.			
	Problem Statements: Perceptions 1 Funding Sources: Fund 199 - General Fund - 3000.00					
5) 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)]		Superintendent	Annual public meeting will be held.			
	Problem Statements: Perceptions 1					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. Root Cause 1: The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

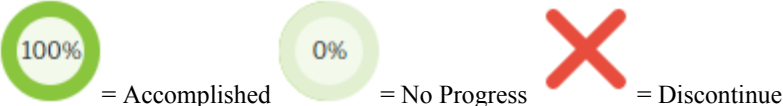
Goal 5: Family & Community Engagement:

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: Build a positive media relations program to enhance the District's image by communicating positive outcomes generated by the District.

Evaluation Data Source(s) 2: In 2018-2019, 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 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Work with local media and publications by sharing positive, newsworthy stories going on within the District.		Superintendent; Deputy Superintendent; Communications Coordinator	The District will build a positive media relations program.			
	Problem Statements: Perceptions 1					
2) Share information through press releases, briefings, and photo opportunities.		Superintendent; Deputy Superintendent; Communications Coordinator	The District will build a positive media relations program.			
	Problem Statements: Perceptions 1					
3) Prepare news releases in formats that match those used by the local media (standardized press release).		Communications Coordinator	The District will build a positive media relations program.			
	Problem Statements: Perceptions 1					
						

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. **Root Cause 1:** The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..




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 2019-2020, Lago Vista ISD will have documented efforts to effectively communicate with taxpayers and citizens.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) The District will engage stakeholders in a long-range planning process to analyze, research, and investigate current and possible future facility needs and come up with a long range plan.		Superintendent; Deputy Superintendent; Director of Finance; Directors; Campus Principals	The District will develop a long range plan to address facility needs.			
Problem Statements: School Processes & Programs 5 - Perceptions 1						
2) Provide an annual report on all departments and special programs to the Board of Trustees.		Superintendent; Deputy Superintendent; Chief Financial Officer; Directors	Each campus department and special program will provide an annual update at a public board meeting.			
Problem Statements: Perceptions 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 5: Older buildings within the District present a considerable financial challenge due to expenses incurred in the maintenance/replacement of failing and aging equipment. **Root Cause 5:** The District does not have adequate funding through Foundation School Program to provide the capital improvements budget needed to replace aging systems and equipment.

Perceptions

Problem Statement 1: There is a need to increase the active engagement between Lago Vista ISD and the surrounding community. **Root Cause 1:** The District must effectively engage with the community through available channels and provide more regular informational updates through the District's social media sites..

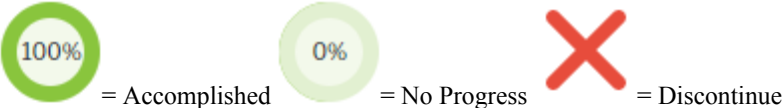
Goal 6: Planning & Decision-Making:

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: Maintain the continued financial stability of the District.

Evaluation Data Source(s) 2: In 2018-2019, Lago Vista ISD will adopt a balanced budget and will prepare a fiscally responsible budget for FY 2019-2020.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Achieve the Texas Comptroller Leadership Circle designation for finance and budget transparency.		Superintendent; Director of Finance	The District will achieve the Texas Comptroller Leadership Circle Designation for Finance and Budget Transparency.			
2) Continue to utilize a staffing model based upon the staffing efficiency audit to address the shifting budget situation, as well as meet the needs of students, while accommodating for the growth in student population.		Superintendent; Deputy Superintendent; Chief Financial Officer; Directors; Campus Principals	A staffing model will be utilized to help meet the needs created by a shifting and growing student enrollment.			
Problem Statements: School Processes & Programs 1						
						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Enrollment growth and reductions in State funding are putting additional pressure on the human resources needed to ensure that special programs, instructional offerings, and student services continue to meet student needs. Root Cause 1: Budget reductions have negatively impacted the District's ability to support the recommended thresholds for staff positions related to students served (teachers, counselors, assistant principals, special service providers, etc.) in addition to the growth in needs of our student population.

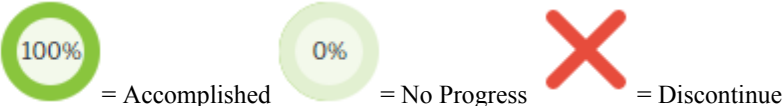
Goal 6: Planning & Decision-Making:

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: 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) 3: In 2019-2020, 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 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	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	Annual budget and long range plans will allow the District to meet ongoing facility needs.			
	Problem Statements: School Processes & Programs 5 Funding Sources: Fund 199 - General Fund - 538638.00					
2) 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	The District will develop a long-range facilities plan.			
	Problem Statements: School Processes & Programs 5					
						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: Older buildings within the District present a considerable financial challenge due to expenses incurred in the maintenance/replacement of failing and aging equipment. Root Cause 5: The District does not have adequate funding through Foundation School Program to provide the capital improvements budget needed to replace aging systems and equipment.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-001-9-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$90,388.35
199-11-6119-00-001-9-28-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,389.55
199-11-6119-00-041-9-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$29,349.35
199-11-6119-00-101-9-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$154,946.80
199-11-6119-00-102-9-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,398.10
199-11-6129-00-001-9-28-0-00	6129 Salaries or Wages for Support Personnel	\$25,597.31
199-11-6129-00-101-9-24-0-00	6129 Salaries or Wages for Support Personnel	\$24,995.02
6100 Subtotal:		\$384,064.48
6200 Professional and Contracted Services		
199-11-6219-00-001-9-24-0-00	6219 Professional Services	\$2,300.00
6200 Subtotal:		\$2,300.00
6300 Supplies and Services		
199-11-6399-00-001-9-24-0-00	6399 General Supplies	\$800.00
199-11-6399-00-041-9-24-0-00	6399 General Supplies	\$6,600.00
199-11-6399-00-101-9-24-0-00	6399 General Supplies	\$11,000.00
199-11-6399-08-001-9-24-0-00	6399 General Supplies	\$8,000.00
199-11-6399-08-102-9-24-0-00	6399 General Supplies	\$4,400.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-21-6399-00-999-9-24-0-00	6399 General Supplies	\$250.00
6300 Subtotal:		\$31,050.00
6400 Other Operating Costs		
199-21-6411-00-999-9-24-0-00	6411 Employee Travel	\$500.00
199-11-6495-00-999-9-24-0-00	6495 Membership Fees	\$50.00
199-13-6499-00-999-9-24-0-00	6499 Miscellaneous Operating Costs	\$450.00
6400 Subtotal:		\$1,000.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, Jenifer	Instructional Specialist	LVES/LVIS - Reading Intervention	1
Phariss, Latasha	Instructional Specialist	LVES/LVIS - Math Intervention	1

District Educational Improvement Council

Committee Role	Name	Position
Administrator	Darren Webb	Superintendent
Parent	Isai Arredondo	LVES Parent
Classroom Teacher	Stacey Bingham	LVES Teacher
Classroom Teacher	Pieter Duplooy	LVISD Band Director
Classroom Teacher	Jennifer Baker	Special Education Teacher
Classroom Teacher	Ashley Hardy	LVIS Teacher
District-level Professional	Cathy Evans	LVISD ESL Specialist
Non-classroom Professional	Cynthia Gumbert	LVIS Counselor
Administrator	Eric Holt	LVES Assistant Principal
Non-classroom Professional	Heather Stoner	LVHS Principal
Administrator	Russell Maynard	Director of Technology
Classroom Teacher	Jenni Rohne	LVES Teacher
Administrator	Dr. Suzy Lofton-Bullis	Deputy Superintendent
Parent	Paul Mohler	LVMS Parent
Classroom Teacher	Tizoc Garcia	LVIS Teacher
Classroom Teacher	Heather Womack	LVMS Teacher
Classroom Teacher	Bryan Rogers	LVMS Teacher
Administrator	Kerri Walker	LVMS Assistant Principal
Classroom Teacher	Robert Esquivel	LVHS Teacher
Classroom Teacher	Kim Cook	LVES Teacher
Classroom Teacher	Heather Koenning	LVHS Teacher
Non-classroom Professional	Missy Howard	LVES Assistant Principal

Committee Role	Name	Position
Parent	Sally Jungman	LVIS Parent
Community Representative	Donnie Norman	Fire Chief
Business Representative	Cheryl Wilson	Business Owner
Parent	Dana Herring	LVMS Parent

District Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Region 13 Compliance Videos (R13 Human Resources Coop)		\$1,000.00
2	3	2	District License - Canvas		\$7,018.00
3	1	4	Testing Materials - LVMS		\$2,000.00
3	1	4	Testing Materials - LVHS		\$4,750.00
5	1	1	District License - ParentLink		\$2,100.00
5	1	3	Contracted Services - Document Translation		\$1,000.00
5	1	4	District License - Netstart Website Hosting		\$3,000.00
6	3	1	Capital Outlay - Facilities		\$538,638.00
Sub-Total					\$559,506.00
Fund 211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Title I Early Literacy Paraprofessional at LVES		\$27,212.00
1	2	5	Title I Math Instructional Specialist - LVES		\$28,915.00
1	2	5	Title I Math Instructional Specialist - LVIS		\$28,915.00
1	2	5	Title I Reading Instructional Specialist - LVES		\$25,765.00
1	2	5	Title I Reading Instructional Specialist - LVIS		\$25,765.00
1	2	5	Title I Supplies		\$10,214.00
Sub-Total					\$146,786.00
Fund 244 - Carl Perkins SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2	CTE Supplies - Carl Perkins		\$12,727.00

Fund 244 - Carl Perkins SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$12,727.00
Fund 255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Development Activities		\$34,358.00
4	1	3			\$2,000.00
Sub-Total					\$36,358.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	RtI Coordinator Period at LVHS		\$6,832.00
1	2	3	Comp Ed Supplies at LVES		\$13,000.00
1	2	3	Comp Ed Supplies at LVIS		\$14,750.00
1	2	3	Comp Ed Supplies at LVMS		\$7,600.00
1	2	3	Comp Ed Supplies at LVHS		\$1,000.00
1	2	5	Mathematics Intervention Support at LVIS		\$8,629.00
1	2	6	Math Masters Elective at LVMS		\$32,622.00
1	2	7	Reading Rally Course at LVMS		\$32,622.00
1	2	8	Strategic Learning for Math Course at LVHS		\$8,488.00
1	2	9	Writing Lab Course at LVHS		\$21,056.00
1	2	10	Learning Lab at LVHS		\$7,315.00
1	2	11	Purchase of Credit Recovery Licenses (Odyssey) - LVHS		\$8,000.00
1	2	12	Additional Sections of Algebra I at LVHS		\$21,088.00
1	2	15	CEHI Homebound Services		\$2,500.00
1	2	16	Training at Annual Federal Programs Conference		\$500.00
Sub-Total					\$186,002.00

PIC 25 - Bilingual & ESL Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title III - SSA Funds through Region 13		\$7,236.00
Sub-Total					\$7,236.00
PIC 37 - Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	14	District Dyslexia Services		\$34,358.00
Sub-Total					\$34,358.00
PIC 38 - CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	CCMR Counselor at LVHS		\$56,105.00
Sub-Total					\$56,105.00
Grand Total					\$1,039,078.00

Addendums

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

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>



Lago Vista ISD Title I Parent Involvement Policy

Statement of Purpose

Lago Vista ISD believes that parent involvement is fundamental to the achievement and success of each child and is committed to advancing the partnership between home and school. In order to implement collaborative partnerships between parents and schools, the district is committed to encompassing the goals and requirements of Sec. 1118 of Public Law 107-110.

Required Parental Involvement Policy Components

Parent Involvement in Developing This Policy

Parents of Title I students, as well as parent representatives on the Campus Educational Improvement Committees and District Educational Improvement Committee, will be involved in the design of this policy. This parent involvement policy will be reviewed at the annual meeting during the fall semester of each school year. The Campus Educational Improvement Committees for each campus will review and recommend revisions that will be submitted to the Campus Educational Improvement Committee for consideration and adoption.

Lago Vista ISD will take the following actions to involve parents in the joint development of the District-wide Parent Involvement Policy:

- *Actively recruit parents/caregivers to participate in a campus or district educational improvement committee capacity.*
- *Schedule meetings at convenient times and locations to allow parents to participate in a comprehensive review of policy and programs for parent involvement.*

Annual Meeting for Parents

Campuses within Lago Vista ISD who provide Title I services will hold an annual meeting for Title I parents. At that meeting, Lago Vista ISD will explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A program. At the annual meeting, copies of the Parent Involvement Policy and School-Parent Compact will be distributed.

Lago Vista ISD will take the following actions to involve parents in the annual Title I meeting(s):

- *Convene campus meetings at a time that is convenient for parents and offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.*
- *Invite all parents of children participating in Title I, Part A programs to the annual meeting and encourage them to attend.*
- *Request that parents provide feedback on the Title I program and suggest ways to improve services at the annual meeting.*
- *Encourage parents to become further involved with the revising and updating of the policy and compact as needed through involvement in the campus and district educational improvement committees.*



Information Provided to Parents

Lago Vista ISD will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. An overview of the program will be provided at the annual meeting. Individual information about a student's assessment results and/or progress will be provided to persona communication (i.e., conference, phone call, e-mail, note home, etc.).

Lago Vista ISD will provide assistance to parents, as appropriate, by providing information related to understanding topics, such as:

- The State's academic content standards,
- The State's student academic achievement standards,
- The State and local academic assessments including alternate assessments,
- The requirements of Part A,
- How to monitor their child's progress, and
- How to work with educators.

To ensure that Title I information related to the school and parent programs, meetings, and other activities is effectively shared, Lago Vista ISD will take the following actions:

- *Send notifications and information to parents in a format and language that parents can understand.*
- *Set up district phone call out system in English and Spanish based upon the primary language identified for the home.*
- *To the extent possible, provide written translation for Title I information in both English and Spanish.*

Parent Involvement in Educational Planning and Support

In an effort build school and parent capacity for improvement the academic achievement of all students, Lago Vista ISD will take the following actions to help parents work with their children to improve their academic achievement and to build capacity for effective collaboration between school and home:

- *At the request of parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide each parent with an individual student report about the performance of his/her child on the State assessment by sending scores home via U.S. Mail. Requests for parent conferences to review and interpret State assessment results will be honored.*
- *To the extent possible, provide materials and information to help parents work with their children to improve their children's academic achievement, as appropriate, to foster parental involvement in supporting the academic success of their children.*
- *Conduct other activities, such as parent trainings, that encourage and support parents in more fully participating in the education of their children.*



Parent Involvement in the School

Lago Vista ISD will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Lago Vista ISD will take the following actions to provide effective parent involvement in the schools:

- *Provide regular opportunities and encourage parents to visit the school in order to volunteer, receive information, attend PTO meetings, serve on the Campus Educational Improvement Council (CEIC), or attend other parent involvement events and activities.*
- *Provide opportunities for and encourage parents to offer their ideas and suggestions for improving the program through an annual survey, through direct feedback given to school staff in person, or with written notes.*

Furthermore, Lago Vista ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A campuses in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- *Ongoing guidance to campuses regarding planning and providing parent workshops and newsletters.*
- *Campus visits and consultations by the Deputy Superintendent to provide guidance on all matters related to parental involvement in Title I, Part A programs.*
- *Annual needs assessment by the District Educational Improvement Committee to provide feedback on all matters related to parental involvement in Title I, Part A programs.*
- *Development of appropriate roles for community-based organizations and businesses in parental involvement activities.*

Parent Communication

Lago Vista ISD will welcome and engage parents through various avenues of communication throughout the school year. Newsletters, conferences, personal contracts, and written notes will be used to establish and maintain open lines of communication. Other avenues of communication may include:

- Student & Parent Handbook
- School Newsletters
- Annual School Calendar
- Special Event/Reminder Notices
- Report Cards
- Parent /Teacher Conferences
- Parent Nights
- PTO meetings
- ESL meetings
- School Marquee
- Lago Vista ISD Website

Furthermore, to provide effective communication with parents, Lago Vista ISD will take the following actions:

- *With the assistance of its parents, educate teachers and staff on how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.*



- *Ensure that information is communicated to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand.*

School-Parent Compact

In accordance with Title I regulations, Title I schools must develop a parent-school compact with the parents of students participation in the program. This compact will enable the school and parents to share the responsibility for student performance and success. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students reach their goals. Parents/student signatures are not required; however, parents are encouraged to discuss the contents of the compact with their students.

Evaluation

Parents will be asked to formally provide feedback about the effectiveness of the Title I program and offer suggestions for improvement at the end of the school year. However, parental suggestions are welcome at any time of the school year.

Statutory Requirements

Lago Vista ISD agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the district.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:



Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Policy Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy will be reviewed and revised annually using the process outlined. Each campus in Lago Vista ISD will distribute this policy to all parents of participating Title I, Part A children at the annual Title I meeting. It shall also be made available online through the Lago Vista ISD website at www.lagovistaisd.net.

Lago Vista ISD Acronym Glossary

AAR	Academic Achievement Record	MOE	Maintenance of Effort
ADA	Average Daily Attendance	MOU	Memorandum of Understanding
AP	Advanced Placement (Secondary)	NNAT	Naglieri Nonverbal Ability Test
APE	Adapted Physical Education	OCR	Office for Civil Rights
ARD	Admission, Review and Dismissal (Special Education)	OHI	Other Health Impaired
BIP	Behavior Intervention Plan	OLSAT	Otis Lennon School Ability Test
CBE	Credit by Exam	OT	Occupational Therapy
CCRS	College & Career Readiness Standards	PAC	Performing Arts Center (located at Lago Vista HS)
CEIC	Campus Educational Improvement Committee	PBIS	Positive Behavior Intervention Support
CIP	Campus Improvement Plan	PBMAS	Performance Based Monitoring Analysis System
CPS	Child Protective Services	PEIMS	Public Education Information Management System
CTE	Career and Technical Education	PIA	Public Information Act
DAEP	Disciplinary Alternative Education Program	PGP	Personal Graduation Plan
DAP	Distinguished Achievement Program	PRS	Pregnancy Related Services
DEIC	District Educational Improvement Committee	PSAT	Preliminary Scholastic Aptitude Test
DRA	Developmental Reading Assessment	PT	Physical Therapy
EE	Early Education	PTO	Parent / Teacher Organization
ELL	English Language Learners	RFP	Request for Proposals
ELPS	English Language Proficiency Standards	RHSP	Recommended High School Program
EOC	End of Course (STAAR Assessment for HS)	RTI	Response to Intervention
ESC	Education Services Center	SAMR	Substitution Augmentation Modification Redefinition
ESL	English as a Second Language	SAT	Scholastic Aptitude Test
ESEA	Elementary and Secondary Education Act	SBEC	State Board for Educator Certification
eSPED	Special Education Management System	SBOE	State Board of Education
ESSA	Every Student Succeeds Act (Formerly NCLB)	SCE	State Compensatory Education
FBA	Functional Behavior Assessment	SES	Socio-Economic Status
FERPA	Family Educational Rights and Privacy Act	SIOP	Sheltered Instruction Observation Protocol
FIE	Full and Individual Evaluation	SSI	Student Success Initiative
FIRST	Financial Integrity Rating System of Texas	STAAR	State of Texas Assessments of Academic Readiness
FLSA	Fair Labor Standards Act	TAC	Texas Administrative Code
FMLA	Family Medical Leave Act	TAPR	Texas Academic Performance Reports
FTE	Full Time Equivalent (Employee)	TEA	Texas Education Agency
GPA	Grade Point Average	TEC	Texas Education Code
GPC	Grade Placement Committee	TEKS	Texas Essential Knowledge and Skills
G/T	Gifted and Talented	TELPAS	Texas English Language Proficiency Assessment System
HB	House Bill (Texas)	THECB	Texas Higher Education Coordinating Board
HOTS	Higher Order Thinking Skills	TOY	Teacher of the Year
IDEA	Individuals with Disabilities Education Act	TPRI	Texas Primary Reading Inventory
IEP	Individual Education Plan (Special Education)	TxVSN	Texas Virtual School Network
IMA	Instructional Materials Allotment	UIL	University Interscholastic League
ISS	In-School Suspension	USDE	United States Department of Education
JJAEP	Juvenile Justice Alternative Education Program	VI	Visually Impaired
LEP	Limited English Proficiency	WADA	Weighted Average Daily Attendance
LPAC	Language Proficiency Assessment Committee	504	Section 504 (Non-Discrimination Law)