



Notice of Regular Meeting The Board of Trustees LVISD

A regular meeting of the Board of Trustees of Lago Vista ISD will be held on Monday, October 12, 2020, beginning at 6:00 PM in the Board Room in Viking Hall, 8039 Bar K Ranch Road, Lago Vista, Texas 78645.

Due to health guidelines this meeting will also be conducted by videoconference and/or telephone call.

Members of the public may access this meeting via live stream at Google Meet meet.google.com/kxo-tzbz-skr
OR to join by phone call 865-630-9532 PIN: 922 044 899#

Citizen comments are encouraged and will be limited to topics on the agenda. Individuals wishing to address the Board of Trustees may sign up between 5:30 and 6:00 PM at <https://tinyurl.com/y72henej>

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Pledge of Allegiance/Call to Order
2. Welcome Visitor/Public Participation/Recognition
3. Huckabee Update
4. Approval of District Improvement Plan & Campus Improvement Plans
5. Asynchronous Remote Instructional Plan
6. Administration Reports
 - a. Elementary School
 - b. Intermediate School
 - c. Middle School
 - d. High School
 - e. Special Education
7. Discussion/Approval of Teacher & Staff Laptop Purchase
8. Board Training Hours
9. DIA & FFH LOCAL Policy
10. Consent Agenda:
 - a. Approval of 2020-2021 JJAEP MOU
 - b. Monthly Financial Reports
 - c. Minutes - September 14, 2020 Regular Mtg.
11. Superintendent Report
 - a. Little Vikings Building
 - b. Graduation 2022
 - c. Other Items
12. Closed Session
 - a. Superintendent Formative Evaluation
 - b. Texas Govt. Code 551.074 (Personnel assignment and employment)
 - c. Texas Govt. Code 551.072 (Real Property)
13. Supt/Board Goals
14. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Darren Webb
Superintendent

Date

Lago Vista Independent School District

District Improvement Plan

2020-2021



Public Presentation Date: October 12, 2020

Mission Statement

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

Vision

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

District Commitments

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

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

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

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

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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 State 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 Learning

Student Learning 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 Learning 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 Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 Learning

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 Learning

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 Learning

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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 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

Employee Data

- 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

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 Sources: In 2020-2021, 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: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Instructional Specialists; Teacher Leaders; Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively implement Sheltered Instruction Observation Protocol resulting in increased academic success of our English Language Learners.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; District ESL Specialist; Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Title III - SSA Funds through Region 13 - PIC 25 - Bilingual & ESL Education - \$7,236</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

Strategy 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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals

Funding Sources: Professional Development Activities - Fund 255 - Title II - \$34,358

Reviews			
Formative			Summative
Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Curriculum, Instruction, & Student Achievement:

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

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

HB3 Goal





Evaluation Data Sources: In 2020-2021, all campuses in Lago Vista ISD will fully implement the District processes for Response to Intervention (RtI).

Summative Evaluation: None

<p>Strategy 1: Utilize consistent procedures for each campus to identify, intervene, and monitor the progress of at-risk students, PK-12.</p> <p>Strategy's Expected Result/Impact: The needs of all students will be met through the use of targeted, research-based interventions and support, PK-12.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors; Registrars; Campus Instructional Specialists; Student & Family Support Coordinator; Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Each campus will designate an RtI facilitator.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p> <p>Funding Sources: RtI Coordinator Period at LVHS - PIC 24 - Accelerated Education - \$6,832</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Provide campuses with research-based instructional materials to use for screening, intervention, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Interventionists and teachers will have access to research-based instructional materials needed to effectively implement RtI.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVES Campus Principal; Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Comp Ed Supplies at LVES - PIC 24 - Accelerated Education - \$13,000, Comp Ed Supplies at LVIS - PIC 24 - Accelerated Education - \$14,750, Comp Ed Supplies at LVMS - PIC 24 - Accelerated Education - \$7,600, Comp Ed Supplies at LVHS - PIC 24 - Accelerated Education - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students with content gaps will receive quality instructional interventions related to their individual needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVES Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Title I Early Literacy Paraprofessional at LVES - Fund 211 - Title I, Part A - \$27,212</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students with content gaps will receive quality instructional interventions related to their individual needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVES Campus Principal; LVIS Campus Principal; LVMS Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Title I Math Instructional Specialist - LVES - Fund 211 - Title I, Part A - \$28,915, Title I Math Instructional Specialist - LVIS - Fund 211 - Title I, Part A - \$28,915, Title I Reading Instructional Specialist - LVES - Fund 211 - Title I, Part A - \$25,765, Title I Reading Instructional Specialist - LVIS - Fund 211 - Title I, Part A - \$25,765, Title I Supplies - Fund 211 - Title I, Part A - \$10,214, Mathematics Intervention Support at LVIS - PIC 24 - Accelerated Education - \$8,629</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students in grades 6-8 needing math intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVMS Principal; LVMS Math Interventionist</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Math Masters Elective at LVMS - PIC 24 - Accelerated Education - \$32,622</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students in grades 6-8 needing reading intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVMS Principal; LVMS Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Reading Rally Course at LVMS - PIC 24 - Accelerated Education - \$32,622</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students in grades 9-12 needing math intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Strategic Learning for Math Course at LVHS - PIC 24 - Accelerated Education - \$8,488</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students in grades 9-12 needing ELAR intervention will have their needs met through the intervention elective.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Writing Lab Course at LVHS - PIC 24 - Accelerated Education - \$21,056</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Learning Lab at LVHS - PIC 24 - Accelerated Education - \$7,315</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students who have failed high school courses will have access to an accelerated recovery option to put them back on track for graduation.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Purchase of Credit Recovery Licenses (Odyssey) - LVHS - PIC 24 - Accelerated Education - \$8,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 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> <p>Strategy's Expected Result/Impact: Class sizes in Algebra I will be reduced, allowing for greater instructional support.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; LVHS Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Additional Sections of Algebra I at LVHS - PIC 24 - Accelerated Education - \$21,088</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students at risk of dropping out will be provided with the resources to help meet their needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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)]</p> <p>Strategy's Expected Result/Impact: Students receiving dyslexia services will receive research-based instruction to meet their individual learning needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Campus Principals; District Dyslexia Specialist; Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: District Dyslexia Services - PIC 37 - Dyslexia - \$34,358</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students requiring PRS will receive the support needed to stay in school.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Student & Family Support Coordinator; LVHS Campus Principal; LVHS Campus Counselor; LVHS Nurse</p> <p>Funding Sources: CEHI Homebound Services - PIC 24 - Accelerated Education - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 16: Provide annual training to the federal programs staff regarding recent federal and state program requirements and best practices.</p> <p>Strategy's Expected Result/Impact: Federal programs staff will be adequately trained.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Training at Annual Federal Programs Conference - PIC 24 - Accelerated Education - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Curriculum, Instruction, & Student Achievement:

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





Performance Objective 3: Increase the number of students achieving the Masters level of performance on the State assessments.

HB3 Goal

Evaluation Data Sources: In 2020-2021, 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: None

<p>Strategy 1: Provide resources and ongoing training on ways to structure the classroom environment in order to increase student engagement and higher levels of thinking.</p> <p>Strategy's Expected Result/Impact: Classroom teachers will be equipped to create learning environments that foster student engagement and higher levels of thinking.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Campus walkthrough and appraisal data will indicate high levels of student engagement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Campus appraisers will focus on monitoring and supporting higher order thinking strategies in daily instruction through instructional walkthroughs and feedback.</p> <p>Strategy's Expected Result/Impact: Campus walkthrough and appraisal data will indicate high levels of student engagement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Teachers will maintain updated course snapshots and unit organizers to reflect higher order thinking and greater depth and complexity.</p> <p>Strategy's Expected Result/Impact: Course curriculum documents will reflect instruction that includes higher order thinking and high levels of depth and complexity.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: The District will continue to provide resources and training to assist teachers in the creation of high-quality curriculum documents.</p> <p>Strategy's Expected Result/Impact: Each course will have high quality curriculum documents with appropriate levels of depth and complexity.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: A strategic plan to increase student engagement and higher order thinking will be created by campus appraisers.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Curriculum, Instruction, & Student Achievement:

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

Performance Objective 4: Monitor student attendance to prevent truancy and to improve overall attendance to exceed 97%.

Evaluation Data Sources: In 2020-2021, the PEIMS end of year attendance data for Lago Vista ISD will reflect an overall attendance rate that exceeds 97%.

Summative Evaluation: None

<p>Strategy 1: Provide information to parents regarding the importance of student attendance and related policies through the District's daily attendance messaging.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of attendance regulations, their students' absences, and about the importance of regular school attendance,</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Attendance Clerks</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Follow Texas Education Code for attendance, including parent notification and involving courts, when needed.</p> <p>Strategy's Expected Result/Impact: Notifications; Student Attendance Rates</p> <p>Staff Responsible for Monitoring: Campus Principals; Campus Assistant Principals; Attendance Clerks</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students with attendance concerns will see improvement through the implementation of Behavior Intervention Plans.</p> <p>Staff Responsible for Monitoring: Campus Principals; Campus Assistant Principals; Attendance Clerks;</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Curriculum, Instruction, & Student Achievement:





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

Performance Objective 5: Increase student achievement and access to the general curriculum for all special education students.

HB3 Goal

Evaluation Data Sources: In 2020-2021, student achievement for students in special education will improve by 5% in all areas.

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Professional Development Sessions & Sign-In Sheets; LVISD Walkthrough Data; Special Education Documentation</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Restructure the NexGen Teacher Appraisal tool for special education support teachers to include explicit expectations for the delivery of special education instruction</p> <p>Strategy's Expected Result/Impact: The NexGen Teacher Appraisal System will include a separate appraisal tool for Special Education teachers.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Special Education students will have their learning needs met.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Hold regular vertical meetings for Special Education teachers to discuss expectations and District processes, as well as to hold training in needed areas.</p> <p>Strategy's Expected Result/Impact: Special Education teachers will meet regularly and will be well-informed of expectations, processes, and best practices.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: Provide training to special education staff in the areas of writing, reading, and comprehension.</p> <p>Strategy's Expected Result/Impact: Special Education teachers will be trained in best practices in writing, reading, and comprehension.</p> <p>Staff Responsible for Monitoring: Director of Special Education/504</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, Lago Vista ISD will develop a Social Emotional Learning Plan for implementation in 2021-2022.

Summative Evaluation: None

<p>Strategy 1: Research practices and resources to develop District model of Social Emotional Learning (SEL). Strategy's Expected Result/Impact: Lago Vista ISD will be prepared to implement a Social Emotional Learning model in 2020-2021. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Develop a District-wide toolkit for Social Emotional Learning, including strategies, resources, etc., for all stakeholders. Strategy's Expected Result/Impact: Provide a consistent and comprehensive set of resources to support student's social-emotional and behavioral well-being. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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. Strategy's Expected Result/Impact: Staff members will be well trained to implement and address Social Emotional Learning. Staff Responsible for Monitoring: Deputy Superintendent; Campus Counselors; Project Vinatta Sponsors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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)] Strategy's Expected Result/Impact: The social-emotional needs of our students will be met through District programs and resources. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Teacher(s)</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: In 2020-2021, District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

Summative Evaluation: None

<p>Strategy 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)]</p> <p>Strategy's Expected Result/Impact: Staff members will receive required training.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p> <p>Funding Sources: Region 13 Compliance Videos (R13 Human Resources Coop) - Fund 199 - General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Provide promotional materials to students, teachers, staff, and parents about StayALERT.</p> <p>Strategy's Expected Result/Impact: Parents, students, and staff are well-informed of the StayALERT system.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students will participate in substance abuse prevention activities.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Staff members will be apprised of safety procedures and crisis management strategies.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals; Campus Assistant Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: Administer staff training on the District Crisis Handbook to provide appropriate protocol and resources to counselors and staff to address various crisis situations.</p> <p>Strategy's Expected Result/Impact: Staff members will be apprised of safety procedures and crisis management strategies.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Campus Principals; Campus Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Data related to DAEP will be reviewed.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals; Campus Assistant Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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)]</p> <p>Strategy's Expected Result/Impact: Campus discipline and safety programs will be reviewed and improved.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, 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: None

<p>Strategy 1: Update the District sustainability plan for the NexGen Mobile Learning initiative to reflect needs related to increased enrollment and staffing.</p> <p>Strategy's Expected Result/Impact: The District sustainability plan for the NexGen Mobile Learning initiative will be updated.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Technology; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Provide clear expectations regarding the instructional use of mobile learning devices.</p> <p>Strategy's Expected Result/Impact: Staff members will be well informed of expectations related to the use of mobile learning devices during instruction.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Instructional Technology; Director of Technology; Campus Principals</p> <p>Funding Sources: District License - Canvas - Fund 199 - General Fund - \$7,018</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, 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: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: List of local crisis and counselor resources will be updated.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Communications Coordinator; Campus Principals; Campus Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Engage civic and community organizations for student and family needs/services.</p> <p>Strategy's Expected Result/Impact: Student needs will be better met due to support from local civic and community organizations.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Special Education/504; Communications Coordinator; Campus Principals; Campus Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Collaborate with local municipal government entities to enhance safety procedures on Lago Vista ISD campuses.</p> <p>Strategy's Expected Result/Impact: The District will improve safety procedures through collaboration with local law enforcement.</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Continue the implementation of District Suicide Intervention Protocol, including the parental or guardian notification procedure. [TEC 11.252(3)(B)(i)]</p> <p>Strategy's Expected Result/Impact: District Suicide Intervention Protocol will be properly implemented.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Assistant Principals; Campus Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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 1: Provide structures to assist students and parents with graduation, college readiness, and college and career planning.

HB3 Goal

Evaluation Data Sources: In 2020-2021, 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: None

<p>Strategy 1: Add a College, Career, & Military Readiness Counselor at Lago Vista High School. Strategy's Expected Result/Impact: Lago Vista High School will hire a full-time CCMR Counselor. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principal Funding Sources: CCMR Counselor at LVHS - PIC 38 - CCMR - \$56,105</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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. Strategy's Expected Result/Impact: All students will have required graduation plans on file. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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)] Strategy's Expected Result/Impact: The District will hold an annual College Planning Night in the fall. Staff Responsible for Monitoring: Campus Counselors Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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. Strategy's Expected Result/Impact: All 8th, 9th, 10th, and 11th graders will take a PSAT test during the school day free of charge. Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Campus Counselors Funding Sources: Testing Materials - LVMS - Fund 199 - General Fund - \$2,000, Testing Materials - LVHS - Fund 199 - General Fund - \$4,750</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

Strategy 5: Investigate participating in the SAT school day testing in the 2020-2021 school year. Strategy's Expected Result/Impact: If agreed to, every junior will participate in a free SAT test administered during the school day. Staff Responsible for Monitoring: Deputy Superintendent; CCMR Counselor	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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 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.

HB3 Goal

Evaluation Data Sources: In 2020-2021, 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: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students and parents will understand the value of taking AP courses and exams.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Provide information to students regarding performance acknowledgements for Outstanding Performance on College Advanced Placements tests during personal graduation plan conferences.</p> <p>Strategy's Expected Result/Impact: Documentation of Awareness Materials</p> <p>Staff Responsible for Monitoring: Campus Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Share information about the AP Capstone program through District publications and presentations.</p> <p>Strategy's Expected Result/Impact: Parents and students will be well-informed about the AP Capstone program.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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.

HB3 Goal

Evaluation Data Sources: In 2020-2021, 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: None

Strategy 1: Ensure accurate PEIMS coding for OnRamps courses (concurrent enrollment from UT-Austin) in Computer Fluency, Statistics, Precalculus, English, College Algebra, and Physics. Strategy's Expected Result/Impact: PEIMS data related to OnRamps course completion will be accurate. Staff Responsible for Monitoring: Deputy Superintendent; LVHS Campus Principal; LVHS Campus Counselor	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Share information about the Texas MicroMajors program through District publications and presentations. Strategy's Expected Result/Impact: Parents and students will be well-informed about the Texas MicroMajors program. Staff Responsible for Monitoring: Deputy Superintendent; LVHS Counselor; LVHS AP Coordinator	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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 4: Provide extensive opportunities for students to participate in Career and Technical Education (CTE), fine arts, extracurricular programs, and other special programs.

HB3 Goal

Evaluation Data Sources: In 2020-2021, 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: None

<p>Strategy 1: Support campuses in the development of a recruitment and practice strategy for the UIL academics program. Strategy's Expected Result/Impact: Students will participate in the UIL academics program and will find success. Staff Responsible for Monitoring: Superintendent; Campus Principals; UIL Coordinators</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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. Strategy's Expected Result/Impact: The District's CTE plan will be updated to include new opportunities, when possible. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; LVHS Principal; LVHS Assistant Principal; LVHS Counselor Funding Sources: CTE Supplies - Carl Perkins - Fund 244 - Carl Perkins SSA - \$12,727</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, 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: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Instructional Technology; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: PEIMS records will be accurate.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; District PEIMS Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Continue the implementation of the District's new-to-profession teacher mentoring program for each teacher in his/her first year of teaching.</p> <p>Strategy's Expected Result/Impact: Beginning teacher performance on all domains of the NexGen Teacher Appraisal System will be "Meets Expectations" or above.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Principals</p> <p>Equity Plan</p> <p>Funding Sources: - Fund 255 - Title II - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, all campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.

Summative Evaluation: None

<p>Strategy 1: Support the development of Professional Learning Communities through providing scheduled uninterrupted focus and time during the scheduled workday for teachers to collaborate and discuss best instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported through the provision of collaboration time.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Provide time during in-service for vertical alignment.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported through the provision of collaboration time.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, 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: None

<p>Strategy 1: Create a comprehensive compensation package that is competitive with local districts.</p> <p>Strategy's Expected Result/Impact: The Lago Vista ISD compensation package will continue to be competitive with surrounding districts.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer; Human Resources Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: List ESL supplemental certification as a preference for hiring new personnel.</p> <p>Strategy's Expected Result/Impact: The number of staff members with ESL certification will increase.</p> <p>Staff Responsible for Monitoring: Human Resources Coordinator; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, staff members will indicate high levels of satisfaction regarding the effectiveness of District communication strategies.

Summative Evaluation: None

<p>Strategy 1: Continue providing weekly campus staff newsletters to ensure clear, consistent messages regarding events, expectations, and campus information.</p> <p>Strategy's Expected Result/Impact: Staff members will be well-informed of campus events, expectations, and other job-related information.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, Lago Vista ISD stakeholders will indicate high levels of satisfaction with District communications, as evidenced by the annual survey.

Summative Evaluation: None

<p>Strategy 1: Effectively utilize communication systems, such as ParentLink, by training principals and support staff on procedures and protocol for use.</p> <p>Strategy's Expected Result/Impact: Staff members will effectively utilize ParentLink.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Campus Principals; Communications Coordinator</p> <p>Funding Sources: District License - ParentLink - Fund 199 - General Fund - 199-41-6219-02-999-8-99-0-00 - \$2,100</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Analyze ParentLink and txConnect reports and to ensure the efficient use of the system and effective delivery of information.</p> <p>Strategy's Expected Result/Impact: Contact information in our information systems will be corrected, as needed.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; District Data System Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Expand translation of District documents, forms, and communication into Spanish.</p> <p>Strategy's Expected Result/Impact: District documents will be translated into Spanish.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Campus Principals; Communications Coordinator</p> <p>Funding Sources: Contracted Services - Document Translation - Fund 199 - General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Provide weekly updates to the District website and social media.</p> <p>Strategy's Expected Result/Impact: Stakeholders will feel better informed of District information.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Director of Technology; Communications Coordinator</p> <p>Funding Sources: District License - Netstart Website Hosting - Fund 199 - General Fund - 199-53-6219-00-850-8-99-0-00 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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)]</p> <p>Strategy's Expected Result/Impact: Annual public meeting will be held.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, 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: None

Strategy 1: Work with local media and publications by sharing positive, newsworthy stories going on within the District. Strategy's Expected Result/Impact: The District will build a positive media relations program. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Communications Coordinator	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Share information through press releases, briefings, and photo opportunities. Strategy's Expected Result/Impact: The District will build a positive media relations program. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Communications Coordinator	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Prepare news releases in formats that match those used by the local media (standardized press release). Strategy's Expected Result/Impact: The District will build a positive media relations program. Staff Responsible for Monitoring: Communications Coordinator	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Planning & Decision-Making:

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

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

Evaluation Data Sources: In 2020-2021, Lago Vista ISD will have documented efforts to effectively communicate with taxpayers and citizens.

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: The District will develop a long range plan to address facility needs.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Finance; Directors; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Provide an annual report on all departments and special programs to the Board of Trustees.</p> <p>Strategy's Expected Result/Impact: Each campus department and special program will provide an annual update at a public board meeting.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer; Directors</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Planning & Decision-Making:

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

Performance Objective 2: Maintain the continued financial stability of the District.

Evaluation Data Sources: In 2020-2021, Lago Vista ISD will adopt a balanced budget and will prepare a fiscally responsible budget for FY 2021-2022.

Summative Evaluation: None

<p>Strategy 1: Achieve the Texas Comptroller Leadership Circle designation for finance and budget transparency. Strategy's Expected Result/Impact: The District will achieve the Texas Comptroller Leadership Circle Designation for Finance and Budget Transparency. Staff Responsible for Monitoring: Superintendent; Director of Finance</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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. Strategy's Expected Result/Impact: A staffing model will be utilized to help meet the needs created by a shifting and growing student enrollment. Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer; Directors; Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Planning & Decision-Making:

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

Performance Objective 3: 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 Sources: In 2020-2021, 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: None

<p>Strategy 1: Plan for and maintain a sufficient capital improvements budget for annual and ongoing facility repairs and upgrades.</p> <p>Strategy's Expected Result/Impact: Annual budget and long range plans will allow the District to meet ongoing facility needs.</p> <p>Staff Responsible for Monitoring: Superintendent; Chief Financial Officer</p> <p>Funding Sources: Capital Outlay - Facilities - Fund 199 - General Fund - \$538,638</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: The District will develop a long-range facilities plan.</p> <p>Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Chief Financial Officer</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-001-1-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,602.00
199-11-6119-00-001-1-28-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,927.00
199-11-6119-00-041-1-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,460.00
199-11-6119-00-041-1-28-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,875.00
199-11-6119-00-101-1-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$131,153.00
199-11-6119-00-102-1-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,093.00
199-11-6129-00-101-1-24-0-00	6129 Salaries or Wages for Support Personnel	\$24,995.02
6100 Subtotal:		\$453,105.02
6300 Supplies and Services		
199-11-6399-00-001-1-24-0-00	6399 General Supplies	\$1,000.00
199-11-6399-00-041-1-24-0-00	6399 General Supplies	\$7,600.00
199-11-6399-00-101-1-24-0-00	6399 General Supplies	\$13,000.00
199-11-6399-08-001-1-24-0-00	6399 General Supplies	\$8,000.00
199-11-6399-08-102-1-24-0-00	6399 General Supplies	\$14,750.00
199-21-6399-00-999-1-24-0-00	6399 General Supplies	\$250.00
6300 Subtotal:		\$44,600.00
6400 Other Operating Costs		
199-21-6411-00-999-1-24-0-00	6411 Employee Travel	\$500.00
199-11-6495-00-999-1-24-0-00	6495 Membership Fees	\$50.00
6400 Subtotal:		\$550.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adkins, Bailey	Teacher	LVES - RtI Interventions	.14
Baker, Nancy	Teacher	LVES - RtI Interventions	.14
Bingham, Stacey	Teacher	LVES - RtI Interventions	.14
Brewer, Stefanie	Teacher	LVES - RtI Interventions	.14
Coffey, Katie	Teacher	LVIS - RtI Interventions	.14
Cook, Kim	Teacher	LVES - RtI Interventions	.14
Couture, Jane	Teacher	LVIS - RtI Interventions	.14
Crapps, Madeline	Teacher	LVES - RtI Interventions	.14
Crowsey, Deborah	Teacher	LVES - RtI Interventions	.14
Donahue, Rachel	Instructional Paraprofessional	LVES - At-Risk Reading	1
Field, Jillian	Teacher	LVES - RtI Interventions	.14
Fogg, Frank	Teacher	LVHS - Learning Lab	.17
Garcia, Tizoc	Teacher	LVIS - RtI Interventions	.14
Gase, Sophia	Teacher	LVES RtI Interventions	.14
Graham, Teresa	Teacher	LVIS - RtI Interventions	.14
Hardy, Ashley	Teacher	LVIS - RtI Interventions	.14
Hernandez, MK	Teacher	LVES - RtI Interventions	.14
Jackson, Holly	Teacher	LVES - RtI Interventions	.14
Kannmacher, Tracy	Teacher	LVES - RtI Interventions	.14
Kennedy, Jamie	Teacher	LVES - RtI Interventions	.14
Koenning, Heather	Teacher	LVHS - IPC	.34
Kudrna, Leslie	Teacher	LVMS - Reading Rally	.67
Larkin, Toni	Teacher	LVIS - RtI Interventions	.14
Leclair, Robin	Teacher	LVIS - RtI Interventions	.14
Martin, Aaron	Teacher	LVHS - SLM	.17
Martin, Ryan	Teacher	LVMS - Math Masters	.67
Norman, Wendy	Teacher	LVIS - RtI Interventions	.14
Oliver, Janna	Teacher	Dyslexia	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ramsey, Janine	Teacher	LVES - RtI Interventions	.14
Randolph, Reagan	Teacher	LVES - RtI Interventions	.14
Rohne, Jenni	Teacher	LVES - RtI Interventions	.14
Rowin, Amy	Teacher	LVES - RtI Interventions	.14
Statham, Robyn	Teacher	LVHS - Algebra I	.17
Tinnian, Shana	Teacher	LVIS - RtI Interventions	.14
Vasquez, Tricia	Teacher	LVES - RtI Interventions	.14
Viruette, Julie	Teacher	LVIS - RtI Interventions	.14
Voisinet, Kathie	Teacher	LVES - RtI Interventions	.14
Walker, Cody	Teacher	DAEP	.87
Whitton, Patricia	Teacher	LVIS - RtI Interventions	.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelley, Randenne	Instructional Specialist	LVES/LVIS - Reading Intervention	1

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	199-41-6219-02-999-8-99-0-00	\$2,100.00
5	1	3	Contracted Services - Document Translation		\$1,000.00
5	1	4	District License - Netstart Website Hosting	199-53-6219-00-850-8-99-0-00	\$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
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

Fund 255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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)

Lago Vista Independent School District

Lago Vista High School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: October 12, 2020

Mission Statement

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

Vision

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

District Commitments

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

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

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

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

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the 2019- 2020 TAPR report, Lago Vista High School's demographic information is as follows:

- Total students - 572 ('16-'17 - 433)
- African American - .6% ('16-'17 - 1.2%)
- Hispanic - 19.39% ('16-'17 -21%)
- White - 72.71% ('16-'17 - 73.7%)
- American Indian - 1.04% ('16-'17 - <1%)
- Asian - 1.1% ('16-'17 - < 1%)
- Pacific Islander - .2% ('16-'17 - <1%)
- Two or more races - 4.96% ('16-'17 - 3.0%)
- Economically Disadvantaged - 17.7% ('16-'17- 17.3%)
- Non-Economically Disadvantaged - 82.3% ('16-'17 - 82.7%)
- English Learners - ??????('16-'17 - 2.5%)
- At Risk - ?????? ('16-'17 - 46.7%)
- Mobility - ?????? ('16-'17 - 13%)
- Special Education - ?????('16-'17 - 10%)
- Attendance Rate - ?????? ('16-'17 - 95.2%)
- Annual Dropout Rate - ??????? ('15-'16 - 1%)

Demographics Strengths

Lago Vista High School has seen steady growth over the years, with each year bringing the highest enrollment in school history. This year is no exception with 557 students currently enrolled. Increased enrollment means more funding generated by higher numbers in CTE. Because of the price point of houses in Lago Vista, most new students are not economically disadvantaged. --PDF Page Break--

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

2018-2019 STAAR Percentage Passing

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

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

2017-2018 data -

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

Student Achievement Strengths

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

Increase in STAAR passing rates in all areas.

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

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

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

School Culture and Climate Strengths

School safety and opportunities for students to be involved.

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

Increased attendance rate.

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Technology

Technology Summary

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

Technology Strengths

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

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

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

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

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

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

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Campus leadership data
- Professional development needs assessment 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: All lesson plans will be created in alignment with state standards, assessment, and cultural relevancy.

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

Summative Evaluation: None

<p>Strategy 1: Teachers will create, utilize, and update unit plans for each subject they teach. Strategy's Expected Result/Impact: Snapshots will be created in advance of the school year- Unit plans for each subject submitted quarterly. Staff Responsible for Monitoring: Teachers, Department Chairs, Principal, High School Curriculum Coordinator Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Time will be dedicated during early release days or sub days (after the 3rd nine weeks) for teachers to use to amend and create unit plans to redress low scoring areas before the end of the year. Strategy's Expected Result/Impact: 9 weeks audit of teacher curriculum documents reflect completion Staff Responsible for Monitoring: Principal ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Teachers will be given dedicated time at the end of the school year to meet with their middle school counterparts to spiral skills and content Strategy's Expected Result/Impact: Curriculum is aligned from middle school to high school to ensure no gaps in learning. Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Summative Evaluation: None

<p>Strategy 1: Teachers regularly demonstrate all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.</p> <p>Strategy's Expected Result/Impact: Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices (although not necessarily on every walkthrough).</p> <p>Staff Responsible for Monitoring: Department Chairs, Principal, Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Teachers use formative assessments to inform instruction. Data from the PSAT, SAT, and AP exams used to drive curriculum and inform instruction at the campus and department level.</p> <p>Strategy's Expected Result/Impact: Updated unit plans.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Department Chairs</p> <p>Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: LVHS will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting STAAR requirements on retesting.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Resources for support classes - PIC 24 - Accelerated Education - \$1,300</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Expand the number of required major grades per 9 weeks.</p> <p>Strategy's Expected Result/Impact: Increase accuracy of grade measuring content knowledge.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 5: Grade level PLC's will to meet once a nine weeks to review student outcomes and plan for Rti interventions for students</p> <p>Strategy's Expected Result/Impact: Improved student passing rates and Rti outcomes</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 6: Department heads will monitor Canvas each three week periods during PLC meetings to ensure that minimum assignment expectations are being met.</p> <p>Strategy's Expected Result/Impact: Assignments will have a better outcome for completion.</p> <p>Staff Responsible for Monitoring: Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 7: Advisory Classes will be adjusted on the workday after Labor Day based on teacher input to ensure placements are maximizing the effectiveness of advisory time for students.</p> <p>Strategy's Expected Result/Impact: Students will be more able to use advisory time for their advantage.</p> <p>Staff Responsible for Monitoring: Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 8: Additional special education personnel will be hired to support more individualized instruction and a learning lab for students in Special Education that can be accessed throughout the school day.</p> <p>Strategy's Expected Result/Impact: Increased passing rates for students in Special Education.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Staffing - PIC 23 - Special Education - \$30,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 9: Teacher will receive training on and implement consistently Kagan engagement structures in order to increase student involvement in class.</p> <p>Strategy's Expected Result/Impact: Increase STAAR and AP score, decreased failure rates each nine weeks.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: Training from Kagan - Fund 199 - General Fund - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Accelerated-learning programs for at-risk students will be effectively tied to individual student needs.

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

Summative Evaluation: None

<p>Strategy 1: The school will continue to provide RTI and yearlong acceleration programs; tutorials for students who do not meet STAAR standards will have clear goals, expectations, curriculum, and exit strategy for students who meet standards. Teachers will be supported with necessary time, curriculum and training to develop these programs.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting STAAR requirements on retesting.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: RtI meetings will be held by teacher teams to support students who are not making progress in their classes and Tier 3 meeting will be held for students at risk of not graduating high school, according to a list of eligibility criteria.</p> <p>Strategy's Expected Result/Impact: Decrease in numbers of students failing courses/meeting criteria for Tier 3 interventions.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Provide targeted interventions for students with reading/writing through the creation of a Reading class.</p> <p>Strategy's Expected Result/Impact: Students will increase skills as shown on diagnostic tests and passing rate on STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Create and utilize a differentiated walkthrough form for inclusion teachers, which explicitly outlines expectations for inclusion support.</p> <p>Strategy's Expected Result/Impact: Inclusion teachers will be more successful in helping the students.</p> <p>Staff Responsible for Monitoring: Principals, Sped director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

Strategy 5: Provide credit recovery options for students at-risk of failure via an online program during a dedicated credit recovery period. Strategy's Expected Result/Impact: Increased graduation rate. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Odysseyware - PIC 24 - Accelerated Education - \$8,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 4: Students will be provided with opportunities to participate in physical activity.

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

Summative Evaluation: None

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





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

Performance Objective 5: All students in all sub-populations taking ELA, math, and US History STAAR test will meet the state standard in Spring 2019 to achieve TEA's highest campus rating.

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

Summative Evaluation: None

<p>Strategy 1: Communicate with parents their role in the shared responsibility for student accountability, such as signing up for txConnect and Canvas, attending Open Houses, communicating with teachers, and understanding policies and procedures.</p> <p>Strategy's Expected Result/Impact: Survey results indicate increase in parent use of accountability indicators.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Produce 9-weeks and Semester Tests in STAAR, AP, and eduphoria format in ALL core content areas and turn into dept. heads and curriculum coordinator.</p> <p>Strategy's Expected Result/Impact: Increased student scores on state exams.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Provide before and after school tutorials and/or Advisory academies, and/or Saturday Academies, as needed, for students not successful in classwork, STAAR, STAAR benchmark, or summer school.</p> <p>Strategy's Expected Result/Impact: Tutorials created.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Thursday Tutorials - Fund 199 - General Fund - \$2,000, Thursday Tutorials - PIC 24 - Accelerated Education - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Hire a Spanish-speaking ESL paraprofessional to support newcomer students in their core classes.</p> <p>Strategy's Expected Result/Impact: Improved success for Newcomer Students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July





Strategy 5: Teacher will receive training on and implement consistently Kagan engagement structures in order to increase student involvement in class. Strategy's Expected Result/Impact: Increase in STAAR scores in sub-populations Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: The Lago Vista High School completion rate will meet the state standard in Spring 2019 achieve TEA's highest campus rating.

Evaluation Data Sources: The Class of 2020 will continue to have a four year completion rate of 98% or better.

Summative Evaluation: None

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

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 1: Reduce the number of disciplinary infractions during the 2019-2020 school year.





Evaluation Data Sources: Incidents of violence will remain at zero during the 2019-2020 school year.

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

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

Summative Evaluation: None

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

Strategy 6: Communicate with parents about school rules and policies via the school newsletter. Strategy's Expected Result/Impact: Copies of newsletter with links to school wide procedures and code of conduct. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 7: Teachers will receive training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education. Strategy's Expected Result/Impact: Sign-in sheets from trainings. Staff Responsible for Monitoring: Assistant Principal, Director of Special Education/504	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 8: Implement a ticket system in which students can earn prizes for exceptional behavior. Strategy's Expected Result/Impact: Weekly drawing Staff Responsible for Monitoring: Principal Funding Sources: Funds for prizes - Fund 461 - Campus Activity Funds - \$500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 9: Continue Viking pride award for students who earn 5 or more E's on their report cards. Strategy's Expected Result/Impact: Decrease in discipline issues. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 10: Investigate and implement the use of best practices in school and student safety, such as door security apparatuses, School Resource Officers, classroom defense tools, schoolwide alert systems, etc. Strategy's Expected Result/Impact: Increase in School Safety and student/staff/teacher perceptions about school safety. Staff Responsible for Monitoring: Principal and Assistant Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 11: Teachers will implement strategies in their classrooms to encourage a positive classroom environment, collaboration and teamwork, such as team building activities, Kagan strategies, etc. Strategy's Expected Result/Impact: Increase in attendance, decreased in truancy and discipline incidents. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

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

Evaluation Data Sources: LVHS ADA will average 96% or better for the 2019-2020 school year.

Summative Evaluation: None

<p>Strategy 1: Establish incentives for student attendance such as semester exam exemptions and food incentives. Strategy's Expected Result/Impact: Implementation of incentives. Staff Responsible for Monitoring: PBIS Team ESF Levers: Lever 3: Positive School Culture Funding Sources: Food for incentives - Fund 461 - Campus Activity Funds - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Enforce state mandatory attendance policies by sending home attendance letters and filing on students who have exceeded absence limits. Strategy's Expected Result/Impact: Documentation of letters sent, phone calls made, truancy charges filed. Staff Responsible for Monitoring: Attendance Clerk and Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Communicate with parents about school rules and policies. Strategy's Expected Result/Impact: Newsletters and letters reflect communication of information. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Participate in Missing School Matters Campaign. Strategy's Expected Result/Impact: Information provided to students and parents on attendance requirements. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: Attendance clerk communicates with the assistant principal and principal as soon as a student reaches 3 or more absences in a 4 week period, or sooner, if deemed appropriate. Strategy's Expected Result/Impact: Increase in attendance rate. Staff Responsible for Monitoring: Principal and AP</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 6: Assembly for internet safety. ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

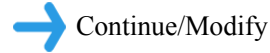
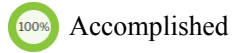
Strategy 7: Teachers will use team building structures during their classes to build a positive rapport among students and a positive climate in the school.

Strategy's Expected Result/Impact: Increased attendance rate and decreased referrals.

Staff Responsible for Monitoring: Principal and Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Reviews			
Formative			Summative
Nov	Feb	Apr	July







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

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

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

Summative Evaluation: None





<p>Strategy 1: Bring in outside people from community/college to speak and invite last year's graduates to speak about their college and career experiences.</p> <p>Strategy's Expected Result/Impact: Completion of College and Career Readiness Week.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, Principal, Transfer Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Department heads are present at the Electives fair to answer questions to incoming 9th grade students on the different endorsement choices. Have 2 endorsement fair presentations for middle school – one during the school day and one at night for parents.</p> <p>Strategy's Expected Result/Impact: Increase in student attitude about the relevance of school.</p> <p>Staff Responsible for Monitoring: CTE Counselor, Department Heads</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Add Career Cruising to 8th grade before Electives fair so that students have a chance to gauge their interests and possible options.</p> <p>Strategy's Expected Result/Impact: Increased accuracy of student 4-year plans and increase in student attitudes about the relevance of school.</p> <p>Staff Responsible for Monitoring: CTE Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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 2: Students will have the support they need to score above state standards on college admissions testing.

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

Summative Evaluation: None





Strategy 1: Teachers are provided data from our students to use to structure supporting lessons in math and English classes. Strategy's Expected Result/Impact: Increase in SAT/ACT scores. Staff Responsible for Monitoring: Principal, Department Chairs	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Teachers will be given the PSAT/SAT/ACT test data on their current student to structure supporting lessons in Math and English courses. Strategy's Expected Result/Impact: Data provided to teachers prior to start of school. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Investigate the possibility of offering an on-site PSAT and/or ACT prep course for students (to be conducted after school hours). Strategy's Expected Result/Impact: Information gathered and options weighed. Staff Responsible for Monitoring: Counselor	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4: Students will be provided with materials through Kahn academy to target areas of SAT improvement using PSAT data. Strategy's Expected Result/Impact: Increase in SAT scores Staff Responsible for Monitoring: Counselor and English teachers	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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: Students placed in alternative education settings will be provided with the academic and emotional support they need to succeed in high school.

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

Summative Evaluation: None





Strategy 1: Admin will monitor attendance rate and passing rate of students in DAEP. Strategy's Expected Result/Impact: 95% attendance rate and graduation rate of 98% or better. Staff Responsible for Monitoring: Assistant Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Teachers will regularly communicate with their students in DAEP/ISS. A communication log will be kept. Strategy's Expected Result/Impact: Sign-in log. Staff Responsible for Monitoring: Assistant Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Use Odysseyware academic classes in lieu of paper work from classes while students are assigned to DAEP so that students in DAEP can access self-paced content for their core classes/those offered through Odysseyware. Strategy's Expected Result/Impact: Odysseyware used by DAEP students. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: High Quality Staff: Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 1: LVHS will create a support and nurturing environment for employees, reducing the turnover rate from the 2017-2018 school year.

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

Summative Evaluation: None





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

Goal 4: High Quality Staff: Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 2: All employees show an increase in their knowledge of best practices in instruction and teaching practices as a result of high quality professional development.

Evaluation Data Sources: End of year summative appraisals reflect an increase in best practices and teacher performance from the 2017-2018 school year.

Summative Evaluation: None

<p>Strategy 1: The district will clearly communicate to staff that PD funds and opportunities are available. Admin will give staff surveys to assess current and past use of PD funds to assure equitable practices, and to gauge future needs.</p> <p>Strategy's Expected Result/Impact: Newsletters with information on staff development.</p> <p>Staff Responsible for Monitoring: Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Provide new teachers with one full day of training on Canvas and a day of training on gradebook, Fundamental Five, engagement strategies, and any other LVHS-specific content areas prior to the beginning of school.</p> <p>Strategy's Expected Result/Impact: Training held for new teachers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Offer Teachers flexible and varied district and campus trainings that allow them to select sessions that best suit their individual needs.</p> <p>Strategy's Expected Result/Impact: Training offered with options for teachers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Department heads will assist their teams with budgeting for and finding professional development opportunities once the upcoming fall schedule has been set.</p> <p>Strategy's Expected Result/Impact: Professional developments needs communicated via teacher professional goals in NexGen appraisal system</p> <p>Staff Responsible for Monitoring: Department heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Summative Evaluation: None

<p>Strategy 1: Parents and community members will have the opportunity to volunteer at athletic/academic events. Strategy's Expected Result/Impact: Increase in parent/community attendance at events (sign in sheets). Staff Responsible for Monitoring: Athletic Director Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Parents will be informed of volunteer opportunities through the LVHS newsletter. Strategy's Expected Result/Impact: Newsletters reflect opportunities. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Open house and special program meeting times and dates will be advertised in LVHS newsletter, website, and marquee. Strategy's Expected Result/Impact: Copies of newsletters. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Provide information to parents regarding students grades and curriculum via Canvas and gradebook. Strategy's Expected Result/Impact: Parent trainings held (sign in sheets). Staff Responsible for Monitoring: Director of Instructional Technology, Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: Provide parent training with speakers on Canvas, financial aide for college, junior meetings, and course selections. Strategy's Expected Result/Impact: Sign in sheets from meetings. Recording of assemblies. Staff Responsible for Monitoring: Counselor, Director of Instructional Technology Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 6: Parents and community members will participate in College and Career Fair. Strategy's Expected Result/Impact: Completion of College/Career Fair Staff Responsible for Monitoring: Assistant Principal, Counselor TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

Strategy 7: CEIC will hold a public meeting after receipt of the annual campus ratings to discuss the performance of the campus and campus objectives. Strategy's Expected Result/Impact: Agenda and notes from CEIC meeting. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 8: Hold a Parent/Teacher tailgate prior to a home football game to give parents an opportunity to meet teachers at the beginning of the year Strategy's Expected Result/Impact: Completion of Parent/Teacher night. Staff Responsible for Monitoring: Principal, Department Head ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 9: ESL parent meeting at the beginning of the school year. Strategy's Expected Result/Impact: The parents will be more informed of ESL expectations. Staff Responsible for Monitoring: ESL director	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Planning & Decision-Making: Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

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


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

Summative Evaluation: None

<p>Strategy 1: Publicize support opportunities for teachers and staff through the newsletter, faculty meeting presentations, etc. Strategy's Expected Result/Impact: Newsletter and presentations held. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Give formative survey to parents, students, and teachers at the end of each semester. Strategy's Expected Result/Impact: Survey sent to parents. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Use PBIS committee to review discipline data and campus procedures. Strategy's Expected Result/Impact: PBIS meetings held every six weeks. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Use CEIC to involve parents, community, and staff in decision making. Strategy's Expected Result/Impact: Sign-in sheets from CEIC meetings. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: CEIC will meet yearly to review and evaluate the effectiveness of the SBDM policies, procedures, and staff development activities. Strategy's Expected Result/Impact: Agenda and notes from CEIC meeting. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 6: Open up one CEIC meeting per semester to any parents or community members that would like to attend. Strategy's Expected Result/Impact: Sign-in sheets. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Teachers use formative assessments to inform instruction. Data from the PSAT, SAT, and AP exams used to drive curriculum and inform instruction at the campus and department level.
1	2	9	Teacher will receive training on and implement consistently Kagan engagement structures in order to increase student involvement in class.
1	5	5	Teacher will receive training on and implement consistently Kagan engagement structures in order to increase student involvement in class.

State Compensatory

Budget for Lago Vista High School

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

Campus Funding Summary

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

Addendums

Lago Vista Independent School District

Lago Vista Middle School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: October 12, 2020

Mission Statement

Lago Vista Middle School 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 Middle School will provide the atmosphere and opportunity for all students to develop and maximize their social, emotional, and academic success.

District Commitments

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

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

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

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

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista Middle School serves about 390 students in grades 6-8. 6th grade accounts for 136 students. 7th grade accounts for 124 students. 8th grade accounts for 124 students. Our attendance grew by about 25 students from last year. Our attendance rate is 97.5% on the average.

The student demographic breakdown for Lago Vista Middle School for September 2018 enrollment was : White 71%, Hispanic 17%, African American 1%, American indian 2%, Pacific Islander 0.26%, Asians 1% and Two or More Races 5%. For September 2018, LVMS has an ESL population of 13 kids (3.2%), a special education population of 27 kids (6.7%), a G/T population of 39 kids (9.7%), and an Economically Disadvantaged population of 101 kids (26.2%). LVMS has an at risk population of 25%.

The teacher demographic breakdown: 12 content teachers, 7 full time elective teachers, 1 half time PE/athletics teacher, 2 band instructors, 2 inclusion teachers, 1 life skills/functional academics teacher, 3 paraprofessionals, 1 counselor, 1 assistant principal, 1 principal, 1 front office assistant/registrar, 1 librarian/nurse/attendance clerk.

Demographics Strengths

Enrollment and diversity continues to grow in LVMS. We have weekly attendance meetings that result in consistent communication to parents and students regarding the importance of attending school on a regular basis.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Planning, Instruction and support needs to be improved for all sub groups of students. **Root Cause:** We have an increasingly diverse population, especially with Economically Disadvantaged students.

Problem Statement 2: There is a need to increase support for the front office systems to include registration, attendance, substitute coordination, and daily needs of the campus. **Root Cause:** Consistent student, parent, and staff needs disrupt the time that needs to be focused on completing tasks to support registration, attendance, substitute coordination, and daily needs of the campus

Student Learning

Student Learning Summary

LVMS has had steady student performance, but there are still areas where progress is lacking.

Grade 6 Reading

Approaches Grade Level - 82.64%

Masters Grade Level - 21.49%

Grade 6 Math

Approaches Grade Level - 88.52%

Masters Grade Level - 14.75%

Grade 7 Reading

Approaches Grade Level - 82.41%

Masters Grade Level - 34.26%

Grade 7 Math

Approaches Grade Level - 70.59%

Masters Grade Level - 11.76%

Grade 7 Writing

Approaches Grade Level - 75%

Masters Grade Level - 16.67%

Grade 8 Math

Approaches Grade Level - 87.5%

Masters Grade Level - 7.03%

Grade 8 Algebra

Approaches Grade Level - 100%

Masters Grade Level - 96.67%

Grade 8 Reading

Approaches Grade Level - 87.16%

Masters Grade Level - 31.76%

Grade 8 Social Studies

Approaches Grade Level - 60.67%

Masters Grade Level - 10.67%

Grade 8 Science

Approaches Grade Level - 76.67%

Masters Grade Level - 25.33%

Student Learning Strengths

Lago Vista Middle School offers Pre-Ap in all core subject areas, specifically:

6th Grade - ELA & Math

7th Grade - ELA, Math, & Science

8th Grade - ELA, Math, Science & Social Studies

ABOVE STATE AVERAGE:

6th Math + 13%

6th RDG + 17%

7th RDG + 10%

7th Wrtg +8%

8th RDG +11%

8th Math +10%

8th SCI +3%

Alg + 17%

INCREASES IN PERFORMANCE

6th Math +8%

7th Math +14%

8th Math +7%

8th Reading +4%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to create, align and follow through on curriculum on all levels. **Root Cause:** Limited progress has been made on completing curriculum documents.

Problem Statement 2: There is a need to implement and timely interventions for students struggling with content in our core classes. **Root Cause:** Despite strong campus STAAR performance, our Economically Disadvantage student progress is still lagging behind.

Problem Statement 3: Instructional practices and tools need to be updated in order to create 21st Century learners. **Root Cause:** There is a lack of current resources that are aligned to current TEKS as well as barriers to technology use.

School Processes & Programs

School Processes & Programs Summary

Lago Vista Middle School has the following instructional programs and processes in place: Response to Intervention (RtI), Special Education, English Language Learners (ELLs)/English as a Second Language (ESL), Section 504/Dyslexia, Gifted & Talented (GT), Tier 2 Intervention. Regarding the curricular process, Lago Vista Middle School uses a teacher developed curriculum and pacing guides based on TEKS. Lago Vista Middle School's goal is to hire highly qualified, certified teachers. In the area of recruiting, supporting, and retaining personnel, the following supports are in place: Mentor Program for first year teachers as well as new teachers to the school. We have department chairs for each content area for an avenue of communication, organization, and provide additional instructional support for our staff. Furthermore, through Classroom Walk-throughs and Observations, teachers are provided feedback regarding areas of growth. Teachers are encouraged to attend district level professional development sessions. Administratively, Lago Vista Middle School has processes in place for school safety and security, including a dress code, campus discipline, attendance/truancy, conducting safety drills, utilizing Raptor for visitors, and parent and community communication.

We have many practices in place that provide a safe and secure environment for our staff and students. We follow a Code of Conduct and School-wide Discipline Management Plan. We have teachers that have been trained in SAMA and all staff have completed Bullying Identification and Prevention Training annually. We perform regular drills based on emergency procedures.

School Processes & Programs Strengths

Teachers use Advisory time daily for different purposes - intervention, UIL, make up work or enrichment. RtI process will be implemented throughout the year by 9 Weeks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited intervention time for students struggling in multiple classes. **Root Cause:** Advisory is 20 minutes long daily, and few opportunities exist throughout the remainder of the day.

Problem Statement 2: There is a need to help parents understand how to access curricular resources to support their students. **Root Cause:** Inconsistent ways of communicating classroom information throughout the school.

Perceptions

Perceptions Summary

Lago Vista Middle School experienced several leadership changes last three school years and that was challenging for the staff, the students, and the community. Our mission is "Staff and students Learning Today, Leading Tomorrow!" and Lago Vista Middle School has done that well, despite all the change. As an administration, we have three main goals - Gain trust, Be Accountable and Follow Through.

We work hard to provide a safe campus experience, effective lessons in the classrooms, and enriching experiences with our extracurricular offerings. Our weekly newsletter, updates on the website, frequent conversations via phone and email, social media updates, marquee updates, and parent link outreach keep us well connected to our stakeholders.

Perceptions Strengths

The weekly newsletter keeps stakeholders informed.

We hold multiple events that stakeholders can attend to gain insight into our classrooms, our extracurriculars, and our community at LVMS.

Staff use technology as a tool for instruction and share their tools with one another.

Leadership meetings are held monthly to guide decision making.

We advertise our events and activities through various mediums.

We maintain high expectations for students both academically and behaviorally.

PTO is meeting regularly and has all positions filled.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There needs to be better communication within and from the middle school on all levels. **Root Cause:** Communication has been inconsistent in the past three years.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

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, accountability and creativity, by using high quality instructional strategies.

Performance Objective 1: Statistical increase of 5% in passing rates and masters grade level rates for all STAAR tests.

Evaluation Data Sources: STAAR test results.

Summative Evaluation: None

<p>Strategy 1: Implement and follow through with RtI process throughout the entire year, and add additional resources to aid intervention instruction and progress monitoring.</p> <p>Strategy's Expected Result/Impact: STAAR 2018 results will see a 5% or better increase in each tested area. Student grades during the school year will improve.</p> <p>Staff Responsible for Monitoring: Department Heads, admin, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Intervention Resources - PIC 24 - Accelerated Education - \$2,756.50</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Create and follow through with curriculum documents to ensure TEKS are being effectively covered by purchasing additional curriculum resources for Math and Technology.</p> <p>Strategy's Expected Result/Impact: Increase in mastery performance on STAAR, and an increase in students approaching or meeting grade level.</p> <p>Staff Responsible for Monitoring: Teachers, admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Training and Planning - PIC 24 - Accelerated Education - \$3,493</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 3: Update technology and resources for students and teachers to better meet the needs of our Economically Disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Increased number of students passing classes with grades that better reflect mastery of TEKS. Increased passing rates in our Economically Disadvantaged subgroups. Walkthrough evidence will show increased engagement with technology.</p> <p>Staff Responsible for Monitoring: Teachers and admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Additional resources for 6-8 Grade Math - Fund 199 - General Fund - \$5,400.18</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Instructional practices will be enhanced and refined in order to support all sub groups by purchasing additional instructional resources.</p> <p>Strategy's Expected Result/Impact: Walkthrough data will show increased student engagement in all classrooms.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Instructional Materials - Stemscoedia - PIC 24 - Accelerated Education - \$850.50</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: Before school and after school tutoring hours will be provided by staff.</p> <p>Strategy's Expected Result/Impact: At risk students with significant gaps in education because of various reasons(out of country, homeschool, lack of access to curriculum, etc) will demonstrate progress toward grade level mastery.</p> <p>Staff Responsible for Monitoring: Admin and Department Heads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Before/After Contract Hours Tutoring - PIC 24 - Accelerated Education - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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: Students will adhere to the Student Code of Conduct and will feel supported in all aspects of the learning environment.

Evaluation Data Sources: Discipline Referrals, School survey results

Summative Evaluation: None

<p>Strategy 1: Administrators will use restorative discipline practices to help students understand the impact of their actions. Strategy's Expected Result/Impact: Lower referral rate and less repeat offenders in the office. Staff Responsible for Monitoring: Admin Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Training - Fund 199 - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Students will demonstrate improved leadership, conflict resolution and a commitment to service. Strategy's Expected Result/Impact: LMVS will facilitate student organizations such as Project Vinatta, Student Council, NJHS, and others. Staff Responsible for Monitoring: Administration, counselor, teachers Funding Sources: Materials and Training - Fund 199 - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: LVMS will conduct regular safety drills in order to address all emergency situations. Strategy's Expected Result/Impact: Students and staff will be prepared for emergencies that may arise. Students will feel safer knowing plans and procedures for emergency situations. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: 1) Athletic coaches will encourage and expect student athletes to lead by example regarding Viking Values and explicitly model opening doors, picking up litter around the campus, and verbally acknowledging adults and peers with positive affirmations. Strategy's Expected Result/Impact: Students and adults establish a mutual respect for each other and our facilities. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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 1: Lago Vista Middle School will increase awareness of college and post secondary options for students and prepare them for higher education.

Evaluation Data Sources: Students will explore colleges and careers that align with their interests.

Summative Evaluation: None

Strategy 1: Administer PSAT 8/9 test with all 8th graders. Strategy's Expected Result/Impact: Student results are used to provide indicators of college readiness to help with transition planning to high school. Results are used to help with counseling conversations for scheduling and college entrance. Staff Responsible for Monitoring: Assistant Principal, Principal, Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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 2: Students will participate in a college and career fair to increase awareness of options post high school.

Evaluation Data Sources: Students will research colleges and/or careers that interest them and create a display to share their findings.

Summative Evaluation: None

<p>Strategy 1: Students will research collegiate and career options that interest them, and present how they will access those options.</p> <p>Strategy's Expected Result/Impact: Students will understand the steps that they will need to take in order to achieve the goals they've identified, and better inform their plans for high school and beyond.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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: Lago Vista Middle School will create a positive and safe environment for employees.

Evaluation Data Sources: Staff survey and Exit interviews with departing staff members.

Summative Evaluation: None

<p>Strategy 1: Provide high quality professional development and feedback related to District initiatives to ensure that staff members are well prepared and supported.</p> <p>Strategy's Expected Result/Impact: Staff members will feel appropriately prepared to successfully implement District initiatives; Staff members will perform at Meets Expectations or above on the NexGen Teacher Appraisal System.</p> <p>Staff Responsible for Monitoring: Principal and assistant principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Staff Training - Fund 199 - General Fund - 199-13-6499.00-041-011000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: LVMS administration will make use of the Campus Leadership team to gather input for campus decision making and building consensus before making a final decision.</p> <p>Strategy's Expected Result/Impact: Staff will have ownership and personal stake in decisions made for our school.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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: Lago Vista Middle School staff and parents/guardians will be notified of opportunities to participate in our campus activities.

Evaluation Data Sources: The schedule of events and activities will be advertised through mediums to include website, weekly newsletter, marquee, and student announcements.

Summative Evaluation: None

<p>Strategy 1: LVMS will provide a variety of volunteer opportunities for parents to assist in school activities.</p> <p>Strategy's Expected Result/Impact: In parent survey, parents will report that they feel welcomed and a part of their student's educational experience.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Department Chairs</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: The campus will participate in district wide meeting with ELL parents to ensure they are aware of supports available at LVMS.</p> <p>Strategy's Expected Result/Impact: Lago Vista Middle School will gain insight into how to better serve ELL students and families.</p> <p>Staff Responsible for Monitoring: Principals and teachers.</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Planning & Decision-Making:

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

Performance Objective 1: Increase stakeholder feedback in campus decision making processes.

Evaluation Data Sources: Lago Vista Middle School surveys will indicate stakeholders feel their feedback and input are heard and valued.

Summative Evaluation: None

<p>Strategy 1: LVMS administration will invite parent feedback through CEIC, PTO, individual communication, etc. Strategy's Expected Result/Impact: Parents and stakeholders will report that their feedback is welcomed and results in improved decision making for our students. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: LVMS admin will confer with faculty in a variety of ways throughout the year to elicit feedback, gather information and respond to concerns. Strategy's Expected Result/Impact: LVMS staff will report that their feedback is welcomed and results in improved decision making for our students. Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement and follow through with RtI process throughout the entire year, and add additional resources to aid intervention instruction and progress monitoring.
1	1	2	Create and follow through with curriculum documents to ensure TEKS are being effectively covered by purchasing additional curriculum resources for Math and Technology.
1	1	3	Update technology and resources for students and teachers to better meet the needs of our Economically Disadvantaged students.
1	1	4	Instructional practices will be enhanced and refined in order to support all sub groups by purchasing additional instructional resources.

Campus Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Additional resources for 6-8 Grade Math		\$5,400.18
2	1	1	Training		\$0.00
2	1	2	Materials and Training		\$0.00
4	1	1	Staff Training	199-13-6499.00-041-011000	\$0.00
Sub-Total					\$5,400.18
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Resources		\$2,756.50
1	1	2	Training and Planning		\$3,493.00
1	1	4	Instructional Materials - Stemslopedia		\$850.50
1	1	5	Before/After Contract Hours Tutoring		\$500.00
Sub-Total					\$7,600.00
Grand Total					\$13,000.18

Addendums

Lago Vista Independent School District
Lago Vista Intermediate School
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

The Lago Vista Intermediate School community is committed to providing a safe, collaborative and enriching environment. We are dedicated to empowering scholars in a rigorous educational program. Staff, parents, and scholars are accountable and share responsibility for student achievement.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista Intermediate School serves 236 fourth and fifth grade students that reside in Lago Vista, Point Venture, and parts of Jonestown. Our attendance rate has been about 96%. Our enrollment has decreased slightly from last year.

The student demographic breakdown for the Lago Vista Intermediate for Summer 2018 enrollment was: White 68%, Hispanic 25%, African American 0.37%, American Indian 0.37%, Pacific Islander 0% and Two or More Races 5.6%. In Summer of 2019, LVIS had an ESL population of 5.2%, a Special Education population of 11.65%, a G/T population of 12.03%, and Economically Disadvantaged population of 27.44%.

The teacher demographic breakdown: 6 General Education teachers for Grade 4, 5 General Education teachers for Grade 5, 1 Resource teacher, 2 paraprofessionals, 1 Half-Time general education paraprofessional, 1 principal, 1 Counselor, 1 Nurse, 1 Registrar, 1 Half-Time Math Specialist, 1 Half-Time Reading Specialist, 1 Quarter-Time G/T teacher, 1 Quarter-Time ESL teacher, 1 Quarter-Time Dyslexia teacher, 1 Half-Time Art, 1 Half-Time Music, 2 Quarter-Time Band/Music teachers, 1 Half-Time PE teacher.

Demographics Strengths

The Lago Vista Intermediate School has a student: teacher ratio of 17:1 in grade 4. LVIS has 32 identified Gifted and Talented students. The number of students that are considered Economically Disadvantaged make up a lower percentage 27.44% than the district percentage. Lago Vista Intermediate School enrollment has maintained an average enrollment of 236.

The percentage of students that are considered economically disadvantaged from summer PEIMS data is 35%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our class size in fifth grade is 25:1. **Root Cause:** Our enrollment in fifth grade increased beyond projections for the current year.

Problem Statement 2 (Prioritized): Our attendance rate is 95.8% as of May of 2019. **Root Cause:** Student attendance struggles due to illness and personal extended absences during the school session.

Problem Statement 3 (Prioritized): Planning of support needs to be improved for all sub populations groups **Root Cause:** Increasingly diverse population, especially with our non English speaking students.

Problem Statement 4: We have an increasing number of students that receive special education services and teachers report that we are struggling provide them adequate inclusion support to meet the student's individual needs. **Root Cause:** We lost 1 paraprofessional position and 1 special education teacher because we had no students requiring Functional Academics in July of 2019. We hired a half-Time general education paraprofessional in October 2019 to better meet the needs of struggling students.

Student Learning

Student Learning Summary

Grade 4 Reading:

89% Approaches Grade Level Up from 86% last year

39.45% Masters Grade Level up from 32% last year

Grade 4 Math:

79.82% Approaches Grade Level down from 88% last year

33.33% Masters Grade Level Up from 31% last year

Grade 4 Writing:

81.48% Approaches Grade Level Up from 76% last year

30.56% Masters Grade Level Up from 19% last year

Grade 5 Reading:

86% Approaches Grade Level Down from 92% last year

39.84% Masters Grade Level Up from 38% last year

Grade 5 Math:

88% Approaches Grade Level down from 96% last year

36.44% Masters Grade Level down form 37% last year

Grade 5 Science:

77.97% Approaches Grade Level Down from 84% last year

18% Masters Grade Level equal to last year

Teachers continue to meet in weekly Professional Learning Communities to align curriculum and instruction to the needs of the students based off of data, as well as develop both formative and summative assessments throughout units of study to check student's progress on mastery of priority TEKS.

LVIS Tier 2 Intervention team consisting of grade level teachers and campus administrator meet twice a month to discuss student progress on Tier 2 goals and interventions being

used. All interventions and progress monitoring is uploaded into Eduphoria for easy tracking. LVIS also has a Tier 3 Response to Intervention team that consists of grade level teachers, Interventionists, Counselor, Campus Administrator, Dyslexia Coordinator, and ESL Coordinator. This team meets monthly after school to discuss student progress on Tier 3 goals and interventions.

Student Learning Strengths

Fourth grade STAAR scores for Reading, Math, and Writing were above the state averages. 39.45% of fourth grade students received Masters Grade Level on the Reading STAAR. 40% of our SPED population met approaching Grade level criteria. 76.67% of our Economically Disadvantaged students met Approaching Grade Level Criteria. 39.45% of fourth grade students received Masters Grade Level over the Level III performance. 33.33% for 2018-19 year on the Math STAAR for Masters Level. 16.67% of our Limited English Proficient student population met Approaching Grade Level. 66.67% of our Economically disadvantaged population met Approaching Grade level criteria. Fourth grade STAAR Writing were 81.48% up from 76% the previous year. 30.56% met Masters Grade level up from 19% the previous year. 66.67% of our Economically Disadvantaged student population met Approaching Grade Level criteria.

73.33% of our Economically Disadvantaged population met Approaches Grade Level. Fifth grade Math percentage was 88% with 36.44% reaching Masters Level. 77% of Economically Disadvantaged population met Approaching Grade Level. 46% of our special education population met Approaching Grade Level for math. Fifth grade Science percentage was 77% over the state average.

Lago Vista Intermediate met the Performance Rates and Participation Rates from the System Safeguards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 76.67% of our Economically Disadvantaged students did not meet expectations in Grade 4 Reading . **Root Cause:** Our Economically Disadvantaged students have a lack in the foundations of basic reading skills and requires additional supports.

Problem Statement 2 (Prioritized): 16.67% of our Limited English Proficient population did not meet expectations in Grade 4 Math. **Root Cause:** LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.

Problem Statement 3 (Prioritized): 6 out of 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Reading STAAR. **Root Cause:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

Problem Statement 4 (Prioritized): 6 out 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Math STAAR. **Root Cause:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

School Processes & Programs

School Processes & Programs Summary

Lago Vista Intermediate School has the following instructional programs and processes in place: Response to Intervention (RtI), Special Education, English Language Learners (ELLs)/English as a Second Language (ESL), Section 504/Dyslexia, Gifted & Talented (GT), Tier 2 Intervention, Tier 3 Math and Reading Intervention. Regarding the curricular process, Lago Vista Intermediate School uses a teacher developed curriculum and pacing guides based on TEKS. Additionally, English Language Proficiency Standards (ELPS) are embedded within lessons for ELLs. LV Intermediate School's goal is to hire highly qualified, certified teachers. In the area of recruiting, supporting, and retaining personnel, the following supports are in place: Mentor Program for first year teachers as well as new teachers to the school and Professional Learning Communities. We have Team Leaders for each grade level for an avenue of communication, organization, and provide additional instructional support for our staff. Furthermore, through Classroom Walk-throughs and Observations, teachers are provided feedback regarding areas of growth. Teachers are encouraged to attend district level professional development sessions. Professional Learning Communities have a specific focus of Data Driven Action Planning, Planning, Assessment, RtI Goal Setting and Review, and Technology. Administratively, LV Intermediate School has processes in place for school safety and security, including a dress code, campus discipline, attendance/truancy, conducting safety drills, utilizing Raptor for visitors, and parent and community communication. There is also a transition plan in place for school arrival and dismissal in regards to walkers, car riders, and bus riders.

We have 1 new teacher and 1 new general education paraprofessional on this campus. We have a registrar/secretary and a full time counselor. Our objective is to provide our teachers adequate support and constructive feedback to build a positive learning community which fosters creativity and new ideas.

We have many practices in place that provide a safe and secure environment for our staff and students. We follow a Code of Conduct and School-wide Discipline Management Plan. We have teachers that have been trained in SAMA and all staff have completed Bullying Identification and Prevention Training. We perform regular drills based on emergency procedures and emergency drills. The school has a Raptor System that screen visitors when entering the building.

Lago Vista Intermediate School is in its fourth year of implementation of one-to one initiative with class sets of iPads. Teachers are using Google Classroom as a mode to deliver instruction, as appropriate. We have professional development during the school year to assist teachers integrating technology as a seamless tool for students and teachers.

School Processes & Programs Strengths

Professional Learning Communities have a specific focus of Data Driven Action Planning, Planning, Assessment, RtI Goal Setting and Review, and Technology.

We have an active PBIS that establishes campus expectations and maintains consistency throughout the building.

The campus schedule has been created to maximize instructional time.

Teachers are involved in the decision-making process as a team and the grade level team leaders are given the flexibility in facilitating PLCs, as needed.

Lago Vista Intermediate School has highly effective methods of communication to support the exchange of instructional strategies, collaborative planning, and decision making.

66% of our teachers have 11 + years of experience.

The majority of our teaching staff are G/T and ESL certified. We have a wide range of experienced teaching staff.

We have an active PBIS that establishes campus expectations and maintains consistency throughout the building.

The campus schedule has been created to maximize instructional time.

Teachers are involved in the decision-making process as a team and the grade level team leaders are given the flexibility in facilitating PLCs, as needed.

The campus has projectors, Elmos, and class sets of Ipads in each classroom.

We have a MAC Lab for student use.

We utilize a Computer Lab Scheduling Calendar to assist teachers in lab use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our attendance rate is 95.6% and did not reach our goal of 98%. **Root Cause:** Our community chooses to take trips during the school year. Some families don't see the value of attending school faithfully.

Problem Statement 2 (Prioritized): Our campus CEIC consisted of 7 committee members last year. **Root Cause:** It was difficult to find community members that are not parents to serve on our campus committee.

Perceptions

Perceptions Summary

Lago Vista Intermediate School is in its fourth year as a campus in the District. We have worked diligently to improve our structures and systems that will ensure students, staff, and the community feel safe and supported at Lago Vista Intermediate School. Our goal is to provide a safe, pleasant and inviting environment for our staff, parents, and students. We have a full-time counselor providing guidance lessons and emotional support for students and staff. We have a full-time registered nurse to help keep our students healthy.

Lago Vista Intermediate School strongly believes that family and community support is vital to the success of the campus. We promote many efforts to cultivate a welcoming environment for everyone that enters our doors. We maintain a campus calendar of important events and activities that support the essential for the school, home, and community connection. We promote and advertise our events on the campus marquee, weekly newsletter, parent connect, and Facebook.

Perceptions Strengths

Our staff has built a strong sense of community which enhances the team approach at the campus level.

Staff use technology as a tool for instruction and share new trends and findings with one another.

We have high standards and expectations for student achievement academically and behaviorally.

We have scheduled weekly PLC meetings and opportunities for collaborative planning and ongoing professional growth.

We have implemented PBIS to set clear behavior expectations and give the campus a common framework.

The staff recognizes each others' dedication and appreciation through staff events and activities.

We use our raptor system and have the security measure of having all doors locked during the school day.

We encourage the use and support setting up txConnect for all parents.

We advertise upcoming events and activities through various means.

We hold a Parent Orientation Night to assist parents transiting to our campus and district.

We address relevant information for parents in our weekly newsletter.

Mrs. Davis attends and answers questions at our district ESL Parent Meetings.

We hold a well attended Meet the Teacher Event.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: The Lago Vista Intermediate School campus is not consistently cleaned and disinfected, which may affect the student attendance rate due to inappropriate sanitation. **Root Cause:** Difficulty with recruiting and retaining staff and employee attendance for custodial services have led to a lack of consistent and reliable custodial services.

Problem Statement 3: We have 4 classrooms that is unable to hear safety alarms in her classroom with the door closed. **Root Cause:** There is not a mechanism in her classroom to make the sound for safety alarms.

Priority Problem Statements

Problem Statement 1: 76.67% of our Economically Disadvantaged students did not meet expectations in Grade 4 Reading .

Root Cause 1: Our Economically Disadvantaged students have a lack in the foundations of basic reading skills and requires additional supports.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 16.67% of our Limited English Proficient population did not meet expectations in Grade 4 Math.

Root Cause 2: LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Our attendance rate is 95.8% as of May of 2019.

Root Cause 4: Student attendance struggles due to illness and personal extended absences during the school session.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 6 out of 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Reading STAAR.

Root Cause 5: Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 6 out 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Math STAAR.

Root Cause 6: Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

Problem Statement 6 Areas: Student Learning

Problem Statement 8: Our attendance rate is 95.6% and did not reach our goal of 98%.

Root Cause 8: Our community chooses to take trips during the school year. Some families don't see the value of attending school faithfully.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a community perception that we have some students that are being bullied.

Root Cause 9: There is an unclear understanding of the definition of bullying.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Our campus CEIC consisted of 7 committee members last year.

Root Cause 10: It was difficult to find community members that are not parents to serve on our campus committee.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 12: Planning of support needs to be improved for all sub populations groups

Root Cause 12: Increasingly diverse population, especially with our non English speaking students.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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 Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

Goals





Goal 1: Curriculum, Instruction and 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: Statistical increase of 5% in passing rates and masters grade level rates for all STAAR tests.

Evaluation Data Sources: STAAR Assessment Reports

Summative Evaluation: None

<p>Strategy 1: Utilize IXL resource to identify and provide targeted, accelerated instruction for struggling readers for Tier 2 and Tier 3 interventions.</p> <p>Strategy's Expected Result/Impact: IXL assessment data reports will demonstrate a positive student response to accelerated reading instruction.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: IXL Program - PIC 24 - Accelerated Education - \$3,982</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Utilize Think Up for high level critical thinking to increase STAAR and end of unit assessments in reading.</p> <p>Strategy's Expected Result/Impact: STAAR 2021 results, End of Unit Assessments results, and formative assessments will show an increase in students meeting passing and commended rates of mastery.</p> <p>Staff Responsible for Monitoring: Teachers and principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Think Up! ELAR - PIC 24 - Accelerated Education - \$2,719.50</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 3: Utilize Think Up! Math for high level critical thinking to increase STAAR and end of unit assessments in math.</p> <p>Strategy's Expected Result/Impact: STAAR 2021 results, End of Unit results and formative assessment data will show an increase in students meeting passing and mastery rates.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Think Up! Math - PIC 24 - Accelerated Education - \$1,942.50</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Utilize Think Up! Writing for high level critical thinking to increase STAAR and end of unit assessments in writing.</p> <p>Strategy's Expected Result/Impact: STAAR 2020 results, End of Unit Assessment results, and formative assessments data will show an increase on students meeting passing and mastery percentage.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Think Up! Writing - PIC 24 - Accelerated Education - \$1,036</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: Utilize IXL resource to identify and provide targeted, accelerated instruction in math for struggling students.</p> <p>Strategy's Expected Result/Impact: IXL Assessment data reports will demonstrate a positive student response to accelerated math instruction.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: IXL - PIC 24 - Accelerated Education</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 6: Teacher will use formative assessments to inform instruction. Data from the unit assessments, benchmarks, and state assessments will drive curriculum and inform instruction.</p> <p>Strategy's Expected Result/Impact: All teachers will have updated Curriculum documents that are informed by the data from formative assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 7: Utilize Think Up! science resource to provide targeted, accelerated instruction for struggling students in science.</p> <p>Strategy's Expected Result/Impact: STAAR 2021, End of Unit Assessment results will show an increase in students meeting passing and increased rates of mastery.</p> <p>Staff Responsible for Monitoring: Science Teachers and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Think Up Science - PIC 24 - Accelerated Education - \$1,683</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Curriculum, Instruction and 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: Accelerated-learning programs for at-risk students will be effectively tied to individual student needs.

Evaluation Data Sources: RtI goals and formative assessment data, state assessments

Summative Evaluation: None

<p>Strategy 1: Identify and provide targeted, acceleration instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS. Strategy's Expected Result/Impact: RtI plans will be informed by progress monitoring data. Student's mastery of reading TEKS will increase on assessments and progress monitoring. Staff Responsible for Monitoring: Teachers and Principal Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Identify and provide targeted, acceleration instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering math TEKS. Strategy's Expected Result/Impact: RtI plans will be informed by progress monitoring data. Students mastery of math TEKS will increase on assessments and progress monitoring. Staff Responsible for Monitoring: Teachers and Principal Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Curriculum, Instruction and 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 advanced level of performance on the State assessments.

Evaluation Data Sources: In 2020-2021, Lago Vista ISD will improve the percentage of students meeting the Level III standard by 2% in all subjects and grade-levels.

Summative Evaluation: None

<p>Strategy 1: Better utilize enrichment time in our schedule for students to deepen their learning and use multi media to present the student's understanding of learned concepts.</p> <p>Strategy's Expected Result/Impact: Increased number of students achieving the advanced level of performance on state assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Curriculum, Instruction and 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 98%.

Evaluation Data Sources: In 2020-2021, the PEIMS end of year attendance data for Lago Vista ISD will reflect an overall attendance rate that exceeds 98%.

Summative Evaluation: None

<p>Strategy 1: Hold Parent Conferences with students who have more that 4 absences.</p> <p>Strategy's Expected Result/Impact: Decrease in the overall number of absences for students to improve our attendance rate to 98%.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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: Students will understand attributes needed for good citizenship and learn the value of building good character and personal growth.

Evaluation Data Sources: Students will set personal goals for the year and exhibit positive growth in building character.

Summative Evaluation: None

<p>Strategy 1: Lago Vista Intermediate School students will develop knowledge and understanding of personal citizenship and character development through SEL activities.</p> <p>Strategy's Expected Result/Impact: The campus will improve implementation of PBIS strategies and will see an increase in the number of students meeting common area expectations.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor and Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: School counselor will provide guidance lessons focusing on SEL and social skills.</p> <p>Strategy's Expected Result/Impact: The campus will improve implementation of PBIS strategies and will see and increase in the number of students meeting common area expectations.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Project Vinatta group will be created to plan, implement, and facilitate activities to promote kindness and inclusion to improve our school climate and teach students social skills.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of discipline reports for aggressiveness.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Grade 4-5 students will participate in Red Ribbon Week activities.</p> <p>Strategy's Expected Result/Impact: Students will reflect take-always from the week's activities in writing journal. All staff will participate in a door decorating contest.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: In 2020-2021, District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

Summative Evaluation: None

<p>Strategy 1: Recognize one student per class per month with the Principal's Pride Award for exhibiting Viking values. Positive phone calls to parents, award, ice cream and recognized in newsletter.</p> <p>Strategy's Expected Result/Impact: Improve student/ staff relationships. Increased positive comments on student and parent surveys.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Campus administration and maintenance will ensure that the fire alarm can be heard in all classrooms including portables.</p> <p>Strategy's Expected Result/Impact: The campus will be evacuated and all students accounted for in less time.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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: Technology will be integrated directly into the classroom to enhance instruction at least 20% of the time each grading period.

Evaluation Data Sources: Monthly walkthrough data will show at least a 20% of technology integration is connected to task.

Summative Evaluation: None

<p>Strategy 1: Campus Administrators will work with the Director of Technology to install Boxlight successfully on teacher computers and train teachers to use smart boards.</p> <p>Strategy's Expected Result/Impact: Teachers would be able to use interactive pens with the new smart boards.</p> <p>Staff Responsible for Monitoring: Principal and Technology Director</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: CIP Team will work with technology staff to provide professional development on Apps and instructional strategies to use in the classroom for technology integration.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal, Technology Department, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Campus administration and technology director will form a plan to update iPads for classrooms.</p> <p>Strategy's Expected Result/Impact: Long range plan to improve iPad technologies on campus</p> <p>Staff Responsible for Monitoring: CIP Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  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 1: Provide structures to build interest in students in college and career planning.

Evaluation Data Sources: Student Interest Inventory after Career Fair

Summative Evaluation: None

<p>Strategy 1: Students and staff will participate in College Day by wearing a college shirt on Wednesdays. Strategy's Expected Result/Impact: Students will participate in College Days by wearing college shirts for colleges they would like to attend. Staff will wear college shirt. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Students will participate in the exploration of college/trade school and higher education opportunities. Strategy's Expected Result/Impact: Students will complete an reflection on campus-wide college exploration activities. Staff Responsible for Monitoring: School Counselor, Principal, and Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 scheduled and consistent time, structure, and guidance for professional collaboration.

Evaluation Data Sources: In 2020-2021, all campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.

Summative Evaluation: None

<p>Strategy 1: The Intermediate school will have weekly PLC meetings on Tuesdays.</p> <p>Strategy's Expected Result/Impact: Teacher feedback on the effectiveness of our PLC meetings and student academic achievement will improve.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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: LVIS will create a supportive and nurturing environment for employees, reducing the turnover rate from the 2020-2021 school year.

Evaluation Data Sources: LVIS will retain 100% of its employees, except in the case of unavoidable separations.

Summative Evaluation: None

<p>Strategy 1: Provide professional development based on staff needs from feedback and walk-through data. Strategy's Expected Result/Impact: Professional Development offerings will reflect the needs of staff. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Meet weekly in grade level and planning teams to collaborate with peers. Strategy's Expected Result/Impact: Improved lesson plans and formative assessments. Student mastery will increase. Staff Responsible for Monitoring: Teachers and Principal Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Intermediate School staff will have the opportunity to participate in team building activities and study Growth Mindset research. Strategy's Expected Result/Impact: Staff job satisfaction will increase and teacher will model having a growth mindset in their professional life with students and peers. Staff Responsible for Monitoring: Teachers, Counselor, and Principal Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Meet with custodial services and maintenance staff to discuss solutions for facilities and grounds to promote a positive working and learning environment. Strategy's Expected Result/Impact: Staff surveys will reflect positive morale and teachers will have a positive feeling working in our building. Staff Responsible for Monitoring: Principal and Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: The number of parents and community members will increase at LV Intermediate events or activities.

Summative Evaluation: None

Strategy 1: Schedule meetings for parents of ELL to encourage parent involvement and provide parent training. Strategy's Expected Result/Impact: ESL parents will be encouraged to participate on campus and will know how to access grades, contact a translator, and get strategies to help their student at home. Staff Responsible for Monitoring: Principal and ESL Coordinator	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Schedule a Title I Parent Meeting for all parents that have children receiving services. Strategy's Expected Result/Impact: 80% of students that receive Title I services will attend meeting and sign Parent/Teacher/Student Compact. Staff Responsible for Monitoring: Principal and Title I Interventionists Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Lago Vista Intermediate Choir will perform for parents and community activities. Strategy's Expected Result/Impact: Community will feel apart of the LV Intermediate Community and be interested in helping our school. Staff Responsible for Monitoring: Principal and Choir Teacher	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: Family & Community Engagement:

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

Performance Objective 2: Welcome and encourage active, two-way communication with parents and other stakeholders.

Evaluation Data Sources: In 2020-2021, Lago Vista ISD will have documentation to support efforts to improve active, two-way communication with all stakeholders.

Summative Evaluation: None

<p>Strategy 1: Conduct two Parent Orientation events to help new families learn information, provide resources and opportunities on our campus and in our community. Strategy's Expected Result/Impact: New Families will feel comfortable with their general knowledge of the Intermediate school and will be able to volunteer on our campus. Staff Responsible for Monitoring: Principal, Counselor, and Teachers Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Conduct Parent Teacher conferences and teachers will send home regular monthly information about class and upcoming activities. Strategy's Expected Result/Impact: Parents will receive regular information about their child's learning and their child's mastery of the learning. Staff Responsible for Monitoring: Principal and Teachers Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Planning & Decision-Making:

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

Performance Objective 1: Increase student, parent, and staff feedback in campus decision-making processes.

Evaluation Data Sources: Feedback on surveys will indicate improvement regarding awareness and participation in campus decision-making processes.

Summative Evaluation: None

<p>Strategy 1: Increase participation in Quarterly CEIC meetings to discuss campus initiatives and goals. Strategy's Expected Result/Impact: Our goal is to have a 10 member committee with our student population represented during the 2019-20 school year. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Increase media information about quarterly campus decision making meetings and encourage community to participate. Strategy's Expected Result/Impact: Principal will send out a notice of meeting through the Smore Parent Newsletter. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IXL Program		\$3,982.00
1	1	2	Think Up! ELAR		\$2,719.50
1	1	3	Think Up! Math		\$1,942.50
1	1	4	Think Up! Writing		\$1,036.00
1	1	5	IXL		\$0.00
1	1	7	Think Up Science		\$1,683.00
Sub-Total					\$11,363.00
Grand Total					\$11,363.00

Addendums

Lago Vista Independent School District
Lago Vista Elementary School
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: October 12, 2020

Mission Statement

Lago Vista Elementary School inspires and supports a safe community of lifelong learners where every individual is valued and respected as part of the team.

Vision

The staff at Lago Vista Elementary is committed to providing positive learning experiences that foster a love of learning for all students, which include 21st century communication and collaboration skills. We are committed to developing students with character; who can think critically, be creative, and solve real world problems.

District Commitments

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

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

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

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

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista Elementary School serves students in grades Early Education through 3rd grade, with a total of 364 students (current enrollment as of September 2018). Our enrollment for September 2018 is down from our enrollment at the end of the 2017-2018 school year (417).

Lago Vista Elementary School demographic breakdown is as follows:

- White: 65%
- Hispanic/Latino: 30% (increase of 2% from previous year)
- Black or African American: less than 1%
- American Indian: less than 1%
- Hawaiian/Pacific Islander: less than 1%
- Two or More Races: 4%

Student enrollment in the following special populations are:

- Special Education: 15% (increase of 3% from previous year)
- Economically Disadvantage: 30% (decrease of 4% from previous year)
- English as Second Language: 13% (increase of 4% from previous year)
- Homeless: 3% (remained the same from previous year)
- Title 1 Math/Reading Services:
- Gifted and Talented: 5% (remained same from previous year)

LVES staff includes the following:

- 22 General Education Teachers (PK - 3rd grade)
- 3 Fine Arts Teachers (PE, Art, Music)
- 2 Functional Academics Teachers
- 1 Resource Teacher
- 2 Title 1 Specialists (Math and Reading, split with LVIS)
- 1 Dyslexia Teacher (shared with LVIS, LVMS, LVHS)
- 1 ESL Teacher (shared with LVIS, LVMS, LVHS)
- 1 GT Teacher (shared with LVIS, LVMS)
- 7 Paraprofessionals

Demographics Strengths

Lago Vista Elementary School strengths:

- Low teaching staff turnover (hired 3 new teachers for 2019-2020 school year as added positions)
- Low Pre-K classes (average of 7:1) due to recent legislative changes
- 13 out of 22 classroom teachers in PK-3rd grade are ESL certified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education and ESL sub populations are not performing as well on campus and state assessments compared to the all students population. **Root Cause:** There is an increase in students identified as special education and English as Second Language, with a limited number of certified teachers serving the two populations.

Student Achievement

Student Achievement Summary

2019 STAAR Reading:

- All Students - 91% Approaches Grade Level (increase of 3% from 2018)
- All Students - 42% Masters Grade Level (decrease of 8% from 2018)
- Economically Disadvantage - 80% Approaches Grade Level; 15% Masters Grade Level
- Special Education - 76% Approaches Grade Level; 23% Masters Grade Level
- ESL - 55% Approaches Grade Level; 0% Masters Grade Level

2019 STAAR Math:

- All Students - 90% Approaches Grade Level (increase of 2% from 2018)
- All Students - 31% Masters Grade Level (decrease of 6% from 2018)
- Economically Disadvantage - 75% Approaches Grade Level; 10% Masters Grade Level
- Special Education - 69% Approaches Grade Level; 23% Masters Grade Level
- ESL - 64% Approaches Grade Level; 0% Masters Grade Level

Reading Data:

Teachers administer the Developmental Reading Assessment (DRA) three times a year to determine students' instructional reading level. In addition to the DRA, teachers in kindergarten through second grade also administer the Texas Primary Reading Inventory (TPRI) to determine students' phonological awareness skills. Both of these assessments are also used as qualifiers for Title 1 Reading or Early Reading Intervention services. Here is the breakdown of end of year DRA scores:

- Kindergarten: 67% (at or above grade level); 33% (below grade level)
- First Grade: 69% (at or above grade level); 33% (below grade level)
- Second Grade: 68% (at or above grade level); 32% (below grade level)
- Third Grade: 75% (at or above grade level); 25% (below grade level)

Math Data:

Teachers administer the Early Numeracy Assessment and Academic Performance Assessments (APA) three times a year to assess necessary facts and skills required to master grade level math concepts. Kindergarten students do not take the APA at the beginning of the year, as they have not been taught skills from the previous year. These assessments are also used as qualifiers for Title 1 Math. Here is a breakdown of the scores:

APA:

- First Grade: 87% Met Standard; 13% scored Advanced
- Second Grade: 44% Met Standard; 1% scored Advanced
- Third Grade: 24% Met Standard; 0% scored Advanced

Early Numeracy:

- Kindergarten: 77% (Tier 1); 17% (Tier 2); 6% (Tier 3)
- First Grade: 59% (Tier 1); 29% (Tier 2); 12% (Tier 3)
- Second Grade: 28% (Tier 1); 56% (Tier 2); 14% (Tier 3)
- Third Grade: 9% (Tier 1); 44% (Tier 2); 47% (Tier 3)

Teachers continue to meet in weekly Professional Learning Communities to build common assessments that align with grade level snapshots and unit organizers. Teachers discuss data from common assessments in PLCs to determine intervention and enrichment opportunities to meet the needs of all students.

Lago Vista Elementary School continues to implement a 4-Tier Response to Intervention process to determine struggling students' needs and provide quick and timely interventions. Tier 2 meetings are held monthly during PLCs with grade level teachers and RtI Coordinator to review students in the Tier 2 process. Tier 3 meetings are held bi-monthly to discuss students in Tier 3 and/or Tier 2 students not making progress. Tier 3 members include classroom teachers, Title 1 Math and Reading Specialists, Dyslexia teacher, ESL teacher, RtI Coordinator (Principal), 504 Coordinator (Counselor), and a member from the Special Education department when needed.

Student Achievement Strengths

Reading Academic Strengths:

STAAR Comparisons (2019 STAAR vs. 2018 STAAR)

- 3% increase in Approaches Grade level in All Students
- 46% increase in Approaches Grade level in Special Education sub group
- 9% increase in Masters Grade level in Special Education sub group
- 12% increase in Approaches Grade level in ESL sub group

Math Academic Strengths:

STAAR Comparisons (2019 STAAR vs. 2018 STAAR)

- 2% increase in Approaches Grade level in All Students
- 39% increase in Approaches Grade level in Special Education sub group
- 23% increase in Masters Grade level in Special Education sub group
- 21% increase in Approaches Grade level in ESL sub group

LVES continues to implement a 60-minute intervention block within the master schedule to allow teachers to provide intervention that does not impact instruction in the other content areas. This intervention block also allows students to receive Title 1 services, related services through special education, as well as GT.

Creating common assessments during PLC time that align with grade levels' snapshot and unit organizers, as well analyzing data from the common assessments, allows teachers to monitor student progress on TEKS throughout the year. This provides teachers with accurate and real-time data that is used to guide instruction and intervention. Data is posted in PLC room after assessments are given, and teachers monitor students progress who fall in multiple accountability sub groups.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR. **Root Cause:** Not providing students with opportunities to think at higher levels of Blooms.

Problem Statement 2 (Prioritized): 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year. **Root Cause:** Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.

Problem Statement 3 (Prioritized): An average of 40-50% of second and third grade students fall in Tier 3 for addition and subtraction fact fluency on end of year math inventory screeners. **Root Cause:** Lack of consistent fact fluency plan at each grade level to help students build solid fact fluency.

School Culture and Climate

School Culture and Climate Summary

Lago Vista Elementary School is in its third year of earning a "No Place for Hate" designation. A group of 3rd grade students meet monthly with the guidance counselor to plan activities throughout the year that teach kindness and anti-bullying.

Lago Vista Elementary School continues to ensure that we are meeting the needs of all students by ensuring that the following programs are in place: GT, ESL, Title 1 Math, Title 1 Reading, and Dyslexia. The master schedule is built to ensure that focus is on students' needs, and keeping instructional times uninterrupted.

Discipline Data:

Lago Vista Elementary School uses a PBIS system, both in common areas and classrooms, to ensure common language is used throughout the building. Staff members spent two days in August 2019 updating common area expectations to include descriptors of Respectful, Responsible and Safe behavior.

LVES recorded 87 discipline referrals in 2018-2019, with the breakdown as follows:

- 15% referrals were repeat offenders
- 62% of repeat referrals were from students with more than 2 referrals
- 38% of referrals were for physical aggression
- 30% of referrals were for noncompliance/disrespect
- 15% of referrals were for bullying/harassment
- 7% of referrals were for theft/vandalism
- 8% of referrals were for other offenses (throwing rocks, bringing toy guns to school)
- 4 students who had more than 2 referrals for the year were on tier 2 or tier 3 behavior contracts
- 4 students with referrals were coded as special education

Attendance Data:

LVES attendance data for the 2018-2019 school year was 95.4%, compared to 95.3% in 2017-2018. The district closed all schools for two days in January 2019 to clean campuses due to an increase of flu cases.

Parent Survey Data:

A parent survey was sent out in Spring 2019, and 58 parents responded to the parent survey. Parents felt that the school and staff were visible, responsive and provided a positive learning environment for all students. Some parent concerns included too much/too little homework, not enough extra curricular activities for the elementary school, and lack of building/classroom cleanliness.

Staff Survey Data:

A staff survey was sent out in Spring 2019 and 37 staff members responded to the survey. Staff felt the administration was visible and supportive, were pleased with the recent pay increase, felt comfortable discussing issues/concerns with administrators, and valued the teacher appraisal system. Staff felt there was a bigger need to review common area expectations, and create a behavior RtI to address repeat office referrals.

School Culture and Climate Strengths

Lago Vista Elementary continue to have Title 1 Reading and Math interventionists to serve Kindergarten through third grade. LVES also partnered with the Education Connection program to provide reading mentors to grades 1-3 for students who needed extra reading support. Fifty percent of the students who read with a Literacy Partner made at least a year's growth in reading.

Teachers will continue to utilize a PLC time each week to work on curriculum, professional development and creating/analyzing data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There was increase of 66 office referrals in 2018-2019 from the year prior. **Root Cause:** A change in the Assistant Principal position resulted in accountability of reporting office referrals.

Problem Statement 2 (Prioritized): 62% of the repeat office referrals were from students receiving more than 2 referrals. **Root Cause:** The lack of a campus-wide behavior RTI system made it difficult for teachers to create an effective behavior plan for students needing additional behavior supports.

Problem Statement 3 (Prioritized): Common area expectations do not match the PBIS reward system of Respectful, Responsible and Safe behavior expectations on Golden Tickets. **Root Cause:** Common area expectations have not been reviewed and updated in a few years, which resulted in a lack of consistency in enforcing the expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lago Vista Elementary School teachers continue to have regular walkthroughs using the LVISD NexGen Teacher Appraisal model for regular feedback on instructional practices. Teachers also use professional goals and self-reflections throughout the year to help improve instructional practices and to grow professionally. Feedback is provided to teachers by campus administrators through walkthroughs and observations. Teachers were able to attend various professional development sessions throughout the year to help implement best practices (including CAMT, local professional development on new ELAR TEKS, TCEA).

Teachers and staff continue to be a part of the hiring process when new staff is needed. The 3 additional staff members were hired for the 2019-2020 school year due to growth in kinder and first grade. Due to the legislative session and new laws regarding state funded pre-kindergarten, LVES was able to hire an additional pre-kindergarten teacher. This decreased the class size in pre-kindergarten to under 10:1.

PLC time is in its 6th year of implementation and continues to focus on using common assessment data to drive instruction and intervention. Teachers feel this time is needed to focus on student needs and ways to work together to help meet the needs of all students. PLC agendas sent to campus administrators help focus the discussion and give teachers time to lead their own PLCs based on grade level needs.

Teachers continue to implement locally developed curriculum, that drives instruction in all classrooms. Teachers were given time over the summer of 2019 to update curriculum documents to reflect changes to the state English Language Arts standards. A new ELA textbook was adopted, so training took place over the summer.

Staff Quality, Recruitment, and Retention Strengths

Teacher turn over continues to be low at Lago Vista Elementary School. Only one teacher left at the end of the 2018-2019 to pursue a job in another district.

Teachers feel supported and valued by campus and district administrators.

Teachers engage in conversations with campus administrators about professional growth throughout the year via walkthroughs and summative conferences.

Lago Vista ISD passed another teacher pay increase that went into effect for the 2019-2020 school year that was additional to the state mandated raises passed during the legislative session.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): ESL student population continues to increase **Root Cause:** Changes to exit criteria means that we are unable to exit students from the ESL program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers continue to refine curriculum documents each to reflect state standards. The expectation is that curriculum documents are updated each quarter to reflect changes needed based on data. Teachers work together to identify priority standards and develop common assessments that align with those standards.

Walkthroughs occur frequently throughout the school year to ensure that best practices are being implemented, and curriculum documents are being followed. All teachers, including new staff members, have received Fundamental Five training. The two areas that our campus concentrated on last year, and will continue focusing on this year are Critical Writing and Higher Order Thinking skills. In 2018-2019 campus administrators completed 189 walkthroughs in addition to observations on 23 teachers.

Curriculum, Instruction, and Assessment Strengths

Common assessments are frequently developed and analyzed throughout a unit to determine a student's mastery of grade level TEKS. All data for 2nd and 3rd grade assessments are entered into Eduphoria, as well as campus screener data to make analyzing quicker.

Starting with the 2019-2020 school year, teachers will utilize a student data profile that tracks students' progress on campus wide screeners from kindergarten to third grade. In addition to the student data file, teachers will utilize a data wall to track students reading and common assessment data throughout the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Critical Writing accounted for only 5% (decrease of 4% from 2018-2019) of Teacher Instructional Practices. **Root Cause:** Campus administrators may not be capturing critical writing due to timing of walkthroughs, and students need to have more experiences with collaborating and communicating prior to asking them to write critically.

Parent and Community Engagement

Parent and Community Engagement Summary

Lago Vista Elementary School works very hard to ensure that there are opportunities for family and community involvement. Opportunities to further improve communication include using social media to connect with stakeholders and focusing on meeting the needs of a growing English as a Second Language (ESL) population within the community.

Parent and Community Engagement Strengths

Lago Vista Elementary benefits from an extremely active Parent Teacher Organization (PTO) and other parent groups, such as Watch Dogs. There is strong interest from parents to be better informed about campus activities and to be more involved in campus planning. PTO hosts two big fundraisers throughout the school year to help raise money that goes back into the classrooms. PTO is able to grant several teacher/grade level wish list items at the end of the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents would like to utilize the campus and grade level web pages to stay current on events and what is happening in the classroom. **Root Cause:** Grade levels are inconsistent with updating grade level pages with curriculum and grade level information. There is not a common expectation for grade level web pages.

Technology

Technology Summary

Lago Vista Elementary School classrooms include an interactive Smart Board and a set of 10 iPads (Kinder and 1st grade classrooms), set of 12 iPads (2nd and 3rd grade classrooms), and a teacher laptop. Lago Vista Elementary School also has two Mac labs with 25 Mac desktops. Integrating technology to enhance instruction continues to be a part of the Teacher Appraisal System, and teachers continue to work with the Technology department to find ways to integrate technology.

Technology Strengths

Teachers in grades K-3 routinely use Seesaw to communicate with parents about the work students are completing in class.

Priority Problem Statements

Problem Statement 1: Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR.

Root Cause 1: Not providing students with opportunities to think at higher levels of Blooms.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year.

Root Cause 2: Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Special Education and ESL sub populations are not performing as well on campus and state assessments compared to the all students population.

Root Cause 3: There is an increase in students identified as special education and English as Second Language, with a limited number of certified teachers serving the two populations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There was increase of 66 office referrals in 2018-2019 from the year prior.

Root Cause 4: A change in the Assistant Principal position resulted in accountability of reporting office referrals.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: 62% of the repeat office referrals were from students receiving more than 2 referrals.

Root Cause 5: The lack of a campus-wide behavior RtI system made it difficult for teachers to create an effective behavior plan for students needing additional behavior supports.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Common area expectations do not match the PBIS reward system of Respectful, Responsible and Safe behavior expectations on Golden Tickets.

Root Cause 6: Common area expectations have not been reviewed and updated in a few years, which resulted in a lack of consistency in enforcing the expectations.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: ESL student population continues to increase

Root Cause 7: Changes to exit criteria means that we are unable to exit students from the ESL program.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Critical Writing accounted for only 5% (decrease of 4% from 2018-2019) of Teacher Instructional Practices.

Root Cause 8: Campus administrators may not be capturing critical writing due to timing of walkthroughs, and students need to have more experiences with collaborating and communicating prior to asking them to write critically.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Parents would like to utilize the campus and grade level web pages to stay current on events and what is happening in the classroom.

Root Cause 9: Grade levels are inconsistent with updating grade level pages with curriculum and grade level information. There is not a common expectation for grade level web pages.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: An average of 40-50% of second and third grade students fall in Tier 3 for addition and subtraction fact fluency on end of year math inventory screeners.

Root Cause 10: Lack of consistent fact fluency plan at each grade level to help students build solid fact fluency.

Problem Statement 10 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- 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

Goals




Goal 1: 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: Increase the amount of students reading at or above grade level in kindergarten through second grade to at least 70% or higher by May 2021.

Evaluation Data Sources: Developmental Reading Assessment (DRA) data will show that at least 70% of students will be reading at or above grade level.

Summative Evaluation: None

<p>Strategy 1: Provide differentiated, small group instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Walkthrough data during reading will show that Guided Reading is being implemented on a consistent basis with the end result of an increase in students' mastery of grade level standards and reading levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Utilize Title 1 Reading Specialist to provide Tier 3 reading interventions for students in K-3rd grade who qualify for services based on local criteria.</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Reading will receive 30-minutes of targeted reading intervention, and growth monitored and tracked during bi-monthly Tier 3 meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators Title 1 Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Program Supplies - Fund 211 - Title I, Part A - \$700</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July

<p>Strategy 3: Utilize IXL Reading resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Routine review of IXL data will show that more students are scoring in the Tier 1 and Tier 2 levels for early/basic reading skills in.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: IStation Reading subscription for all students in kindergarten through 2nd grade classes. - PIC 24 - Accelerated Education - \$6,435</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 4: Investigate using Phonics Boost in Title 1 Reading services for students who are struggling with phonemic awareness in grades 1-3.</p> <p>Strategy's Expected Result/Impact: TPRI administrations at MOY and EOY will show that students are scoring "Developed" in phonemic awareness skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators Title 1 Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Purchase Phonics Boost program for Title 1 Reading. - Fund 211 - Title I, Part A - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 5: Purchase Reading A-Z and RAZ Kids for all Kindergarten through 3rd grade classrooms to help students with comprehension and fluency.</p> <p>Strategy's Expected Result/Impact: MOY and EOY DRA scores will show that more students are meeting on grade level reading levels at each administration.</p> <p>Staff Responsible for Monitoring: Campus Administrator Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Yearly subscription for Reading A-Z and RAZ Kids. - PIC 24 - Accelerated Education - \$4,295.37</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 6: Utilize MClass to asses all kindergarten through 2nd grade students at beginning, middle and end of year to determine reading readiness and foundational phonemic awareness skills.</p> <p>Strategy's Expected Result/Impact: MClass assessment data will show that kindergarten through second grade students are on grade level for foundational reading and phonemic awareness skills.</p> <p>Staff Responsible for Monitoring: Campus Administrator Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	July

<p>Strategy 7: Purchase MClass Assessment kits for all kindergarten through 2nd grade teachers.</p> <p>Strategy's Expected Result/Impact: MClass assessment data will show that kindergarten through second grade students are on grade level for foundational reading and phonemic awareness skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 15 MClass assessment kits @ \$47.00/each - PIC 24 - Accelerated Education - \$705</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year. Root Cause: Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.</p>

Goal 1: 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: Increase the amount of students reading at or above grade level in third grade to at least 80% or higher by May 2021.

Evaluation Data Sources: Developmental Reading Assessment (DRA) data will show that at least 80% of students will be reading at or above grade level.

Summative Evaluation: None

<p>Strategy 1: Provide differentiated, small group instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Walkthrough data during reading will show that Guided Reading is being implemented on a consistent basis with the end result of an increase in students' mastery of grade level standards and reading levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Utilize Title 1 Reading Specialist to provide Tier 3 reading interventions for students in K-3rd grade who qualify for services based on local criteria.</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Reading will receive 30-minutes of targeted reading intervention, and growth monitored and tracked during bi-monthly Tier 3 meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators Title 1 Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Salary for Title 1 Reading Interventionist - Fund 211 - Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Utilize IXL Reading resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Routine review of IXL data will show that more students are scoring in the Tier 1 and Tier 2 levels for early/basic reading skills in IXL.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Istation Reading subscription for all 3rd grade students - PIC 24 - Accelerated Education - \$2,145</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: 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: Kindergarten through third grade will increase math inventory scores in subitizing and fact fluency by at least 15% by May 2021.

Evaluation Data Sources: End of year Math Inventory scores will show an increase of at least 15% on subitizing and fact fluency.

Summative Evaluation: None

<p>Strategy 1: Create pacing guide for subitizing and fact fluency for each grade level.</p> <p>Strategy's Expected Result/Impact: Beginning and middle of year math inventory scores will show a progression of increase of scores in subitizing and fact fluency.</p> <p>Staff Responsible for Monitoring: Campus Administrators Math Vertical Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Utilize Title 1 Math Specialist to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Math services will receive 30-minutes of targeted math intervention, and growth monitored and tracked during bi-monthly Tier 3 meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators Title 1 Math Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Salary for Title 1 Math Specialist - Fund 211 - Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Dedicate at least 10 minutes of fact fluency practice during math block.</p> <p>Strategy's Expected Result/Impact: Walkthrough data will show that students are engaged in fact fluency practice during the math block. Middle and End of year math inventory scores will show that more students are scoring at Tier 1 for addition and subtraction fluency at 2nd and 3rd grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July





<p>Strategy 4: Plan effective Number Talks in the math block in all classrooms at least 2-3 times per week.</p> <p>Strategy's Expected Result/Impact: Walkthrough data and lesson plans will show that Number Talks are completed during math block.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Increase the end of year Academic Performance Assessment (APA) meets and masters scores by at least 10% in kindergarten through second grade by May 2021.

Evaluation Data Sources: End of year APA scores will show an increase of at least 10% in meets and masters.

Summative Evaluation: None

<p>Strategy 1: Provide on-campus professional development using Building Math Minds videos during PLCs that address best practices for math instruction.</p> <p>Strategy's Expected Result/Impact: PLC and Math Vertical Team agendas will include the professional development focus that will take place during PLCs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Math Vertical Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Yearly campus subscription for Building Math Minds professional development videos. - Fund 199 - General Fund - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Plan effective Number Talks in the math block in all classrooms at least 2-3 times per week.</p> <p>Strategy's Expected Result/Impact: Walkthrough data and lesson plans will show that Number Talks are completed during math block.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: 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: Utilize campus Blended Learning Coaches to support teachers in providing high quality lessons for students in both face-to-face and remote learning environments.

Evaluation Data Sources: Walkthrough data and PLC agendas will show blended learning strategies (such as Flipped Classroom) being used by teachers.

Summative Evaluation: None

Goal 2: 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: Decrease the percentage of students with 2 or more office referrals by at least 10% by May 2021.


Evaluation Data Sources: Discipline data will show that percentage of students with 2 or more office referrals will decrease by 10%.

Summative Evaluation: None

<p>Strategy 1: Create a vertical Positive Behavior Support Team</p> <p>Strategy's Expected Result/Impact: PBIS team agendas will show that strategies are being implemented across all common areas to address behavior expectations.</p> <p>Staff Responsible for Monitoring: Campus Assistant Principal PBIS Team Members</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
<p>Strategy 2: Hold monthly behavior RtI meetings to set and review behavior goals for students with more than 2 office referrals.</p> <p>Strategy's Expected Result/Impact: Routine reviews of behavior goals will show a decrease in students with more than 2 office referrals.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
<p>Strategy 3: Investigate Capturing Kids Heart training for teachers.</p> <p>Strategy's Expected Result/Impact: Capturing Kids Heart training will give teachers additional strategies to use with students.</p> <p>*Funding for Capturing Kids Heart training will be provided by Lago Vista Elementary School PTO.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Nov	Feb	Apr	July
<p>Strategy 4: Review and update common area expectations with campus staff.</p> <p>Strategy's Expected Result/Impact: Weekly Golden Tickets turned into the office will show that teachers are acknowledging students for following common area expectations.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	July
	Nov	Feb	Apr	July
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 3: 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.

Goal 4: 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: Increase the number of teachers earning an English as Second Language certification by at least 3 by May 2021.

Evaluation Data Sources: Certifications will show that at least 3 teachers earned an ESL supplement.

Summative Evaluation: None





<p>Strategy 1: Investigate training for teachers to attend ESL Academy through Region 13 to assist with</p> <p>Strategy's Expected Result/Impact: More teachers who are ESL certified at each grade level means that ESL students can be grouped in smaller clusters for more effective instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Registration fee for teachers to attend ESL Academy Online - Fund 199 - General Fund - \$900</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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: Update campus and grade level websites at least twice by the end of May 2021.

Evaluation Data Sources: Parent survey data will show that parents are utilizing campus and grade level websites.

Summative Evaluation: None





<p>Strategy 1: Teachers will create grade level website expectations for parents to get important information regarding school and classes.</p> <p>Strategy's Expected Result/Impact: Parent survey will show that parents are increasingly using grade level and campus websites.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: 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: Provide on-going opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students.

Evaluation Data Sources: 100% of parent involvement opportunities will have sign-ins and agendas.

Summative Evaluation: None





<p>Strategy 1: Schedule quarterly meetings for parents of English Language Learners to encourage parent involvement and provide parent training.</p> <p>Strategy's Expected Result/Impact: Meeting agendas will document ESL parent topics and responses from campus administration and staff to the needs.</p> <p>Staff Responsible for Monitoring: Campus Administrator District ESL Coordinator</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 2: Schedule meetings for parents of Title 1 Math and Reading students to encourage parent involvement and provide training.</p> <p>Strategy's Expected Result/Impact: Meeting Agendas will document topics covered and Parent Involvement agreements signed.</p> <p>Staff Responsible for Monitoring: Campus Administrators Title 1 Reading and Math Specialists</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p>Strategy 3: Provide two Early Release days for Parent/Teacher Conferences to discuss student progress and goals.</p> <p>Strategy's Expected Result/Impact: Conference Forms submitted to Campus Administrators document successes and areas of concerns for students after beginning of the year assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: 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: Utilize Campus Leadership Team to communicate district and campus initiatives to all campus staff.

Evaluation Data Sources: 100% of the Leadership Team agendas will reflect discussion items that correlate to LVISD NexGen Learning Model.

Summative Evaluation: None





<p>Strategy 1: Hold monthly Leadership Team meetings (consisting of Grade Level Reps, Title 1 Specialist, Special Education teacher, District ESL Coordinator, Specials Teacher Rep, Campus Administrators) to discuss curriculum and instruction, campus budget, and district initiatives.</p> <p>Strategy's Expected Result/Impact: Leadership agendas will document items relating to campus needs and focus on student learning.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Leadership Team Members</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: 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: Utilize Campus Educational Improvement Committee (CEIC) to effectively communicate district and campus initiatives to community stakeholders.

Evaluation Data Sources: 100% of the CEIC agendas will reflect discussion items that correlate to campus and district goals and strategies.

Summative Evaluation: None

<p>Strategy 1: Hold quarterly CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.</p> <p>Strategy's Expected Result/Impact: Meeting agendas will document feedback on the campus improvement plan from the various stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Administrators CEIC Members</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Yearly campus subscription for Building Math Minds professional development videos.		\$400.00
4	1	1	Registration fee for teachers to attend ESL Academy Online		\$900.00
Sub-Total					\$1,300.00
Fund 211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Program Supplies		\$700.00
1	1	4	Purchase Phonics Boost program for Title 1 Reading.		\$400.00
1	2	2	Salary for Title 1 Reading Interventionist		\$0.00
1	3	2	Salary for Title 1 Math Specialist		\$0.00
Sub-Total					\$1,100.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	IStation Reading subscription for all students in kindergarten through 2nd grade classes.		\$6,435.00
1	1	5	Yearly subscription for Reading A-Z and RAZ Kids.		\$4,295.37
1	1	7	15 MClass assessment kits @ \$47.00/each		\$705.00
1	2	3	Istation Reading subscription for all 3rd grade students		\$2,145.00
Sub-Total					\$13,580.37
Grand Total					\$15,980.37

Addendums



Lago Vista ISD

Asynchronous Remote Instructional Plan

Fall 2020

Lago Vista ISD is committed to providing high-quality instruction to all students, regardless of instructional setting. The goal of Lago Vista ISD's asynchronous learning plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards.

Required Attestations for Asynchronous Learning

INSTRUCTIONAL SCHEDULE	
<input checked="" type="checkbox"/>	Teacher interaction with students is predictable, sufficient to support schedule.
<input checked="" type="checkbox"/>	Teacher availability for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
<input checked="" type="checkbox"/>	Teacher availability for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
<input checked="" type="checkbox"/>	Students can access instructional support from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
<input checked="" type="checkbox"/>	Students are provided clear means to engage with academic material on a daily basis.
<input checked="" type="checkbox"/>	Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
<input checked="" type="checkbox"/>	Student academic work ensures engagement that is equivalent to direct content work that a student would be engaged in over a normal school year. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects: <ul style="list-style-type: none">• Half day Pre-K – 90 instructional minutes• Full day Pre-K – 180 instructional minutes• K through 5th grade – 180 instructional minutes• 6th through 12th grade – 240 instructional minutes

MATERIALS DESIGN

<input checked="" type="checkbox"/>	District has adopted a full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment. This includes: <ul style="list-style-type: none">• Assessments that ensure continued information on student progress remotely• Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely• Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
<input checked="" type="checkbox"/>	Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
<input checked="" type="checkbox"/>	There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

STUDENT PROGRESS

<input checked="" type="checkbox"/>	Expected student progress in remote asynchronous learning is planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.
<input checked="" type="checkbox"/>	Daily, trackable student engagement exists to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means: <ul style="list-style-type: none">• Data from the Learning Management System (LMS) showing progress made that day• Curricular progress evidenced from teacher/student interactions made that day• Completion and submission of assignments planned for that day
<input checked="" type="checkbox"/>	Districts have systems to measure academic progress of all students to inform instructional practice in an asynchronous environment. <ul style="list-style-type: none">• Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
<input checked="" type="checkbox"/>	Student feedback is provided from instructor at least weekly in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
<input checked="" type="checkbox"/>	School grading policies for remote student work are consistent with those used before COVID for on campus assignments

IMPLEMENTATION

<input checked="" type="checkbox"/>	Campuses plan for and implement professional development calendars with specific supports for asynchronous instruction. These include the following for educators: <ul style="list-style-type: none">• Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources• Cover all grade levels and content areas that are participating in asynchronous learning• Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials• Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
<input checked="" type="checkbox"/>	Districts provide explicit communication and support for families in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: *Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area. Include sample daily schedules for students by grade band. Summarize how your instructional schedules meet the criteria.*

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students will engage in both synchronous and asynchronous learning activities in accordance with the schedule. In grades K-5, teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times. Students in grades 6-12 will follow the regular bell schedule.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>All remote learners will follow a daily schedule that mirrors the schedule for face-to-face learning. (See daily schedules in the appendix.) Students are expected to spend the same amount of time engaging in academic content remotely as they would on campus.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>For students in grades K-5, there will be daily synchronous teacher-student interaction via Google Meet. Clear schedules will be set for each campus and grade level for daily student/teacher interaction through Google Meet, which shall occur a minimum of twice daily. Daily synchronous times in grades K-5 may include activities such as:</p> <ul style="list-style-type: none"> ● Read alouds ● Small group reading instruction ● Number Talks ● Community Circles/Check ins ● Direct instruction by teacher (mini-lesson) <p>For students in grades 6-12, clear schedules will be set for each campus for daily student/teacher interaction through Google Meet, which shall occur a minimum of once weekly per class (secondary classes meet on an A/B schedule).</p> <p>Finally, all teachers will establish time for daily open office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend.</p>

<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Teachers will identify students for small group intervention sessions based on student need, engagement, and demonstrated progress in the learning. Teachers may also pull students individually for 1:1 check-in if they notice progress in the learning is insufficient, or if a student is engaging but struggling to make progress. Small group and individual intervention sessions will be conducted synchronously over video conferencing.</p> <p>All teachers will ensure that each student with a disability will be provided the accommodations and modifications identified in the student's IEP or 504 plan. Special and general education teachers will collaborate to ensure lessons are designed and appropriately differentiated to meet the needs of all students.</p> <p>The nature of special education and Tier III interventions will likely require a heavier concentration of synchronous support and services to ensure that individual student needs are met.</p> <p>Progress for all students with additional learning needs will be carefully monitored and ARD/504/RtI Committees will convene as needed to make appropriate recommendations to meet individual student needs.</p>
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	K-2	District Created Resources Envision Math 2.0 IXL	IXL Academic Performance Assessments Teacher Created Performance Assessments Unit Assessments	Yes	Google Read and Write Small Group/1:1 Synchronous Meetings Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.	Google Read and Write Small Group/1:1 Synchronous Meetings Sheltered Instructional Practices Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.
	3-5	District Created Resources Envision Math 2.0 IXL	IXL Academic Performance Assessments Teacher Created Performance Assessments Unit Assessments	Yes	Google Read and Write Small Group/1:1 Synchronous Meetings Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.	Google Read and Write Small Group/1:1 Synchronous Meetings Sheltered Instructional Practices Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.
	6-8	District Created Resources Math Explorations (Mathworks) Maneuvering the Middle Springboard (Algebra I) IXL	IXL Teacher Created Performance Assessments Unit Assessments	Yes	Google Read and Write Small Group/1:1 Synchronous Meetings Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.	Google Read and Write Small Group/1:1 Synchronous Meetings Sheltered Instructional Practices Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.

<p align="center">Math Instructional Materials</p>	<p align="center">9-12</p>	<p align="center">District Created Resources</p> <p align="center">Big Ideas Math</p> <p align="center">Springboard</p> <p align="center">IXL</p>	<p align="center">IXL</p> <p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>
<p align="center">ELA Instructional Materials</p>	<p align="center">K-2</p>	<p align="center">District Created Resources</p> <p align="center">Benchmark Workshop</p> <p align="center">Universal Handwriting</p> <p align="center">IXL</p>	<p align="center">mClass</p> <p align="center">DRA</p> <p align="center">IXL</p> <p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>
	<p align="center">3-5</p>	<p align="center">District Created Resources</p> <p align="center">MyView Literacy</p> <p align="center">IXL</p>	<p align="center">IXL</p> <p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>
<p align="center">ELA Instructional Materials</p>	<p align="center">6-8</p>	<p align="center">District Created Resources</p> <p align="center">Lucy Calkins Units of Study</p> <p align="center">IXL</p>	<p align="center">IXL</p> <p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>

<p align="center">ELA Instructional Materials</p>	<p align="center">9-12</p>	<p align="center">District Created Resources</p> <p align="center">Texas StudySync</p> <p align="center">IXL</p>	<p align="center">IXL</p> <p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>
<p align="center">Science Instructional Materials</p>	<p align="center">K- Biology</p>	<p align="center">District Created Resources</p> <p align="center">STEMScopes</p> <p align="center">IXL</p>	<p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>
	<p align="center">Chemistry +</p>	<p align="center">District Created Resources</p> <p align="center">HMH Textbook Materials (Chemistry, Physics)</p> <p align="center">Adopted Textbooks (AP, CTE)</p>	<p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>
<p align="center">Social Studies Instructional Materials</p>	<p align="center">K-12</p>	<p align="center">District Created Resources</p> <p align="center">HMH Textbook Materials</p> <p align="center">Adopted Textbooks (AP)</p> <p align="center">IXL (2-8)</p>	<p align="center">Teacher Created Performance Assessments</p> <p align="center">Unit Assessments</p>	<p align="center">Yes</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Accommodations and/or modifications will be provided to students based on their individualized education plan or 504 plan.</p>	<p align="center">Google Read and Write</p> <p align="center">Small Group/1:1 Synchronous Meetings</p> <p align="center">Sheltered Instructional Practices</p> <p align="center">Linguistic accommodations for instruction and/or designated supports for assessment will be determined by the LPAC committee.</p>

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Instructional materials will be available digitally through the grade-level LMS. The use of teacher-created videos/screencasts will be part of our distance learning experience to ensure that students have detailed instructions provided by the classroom teacher and explicit teacher-delivered instruction on new content.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.</p> <p>Whether a student is participating campus-supervised or home-supervised learning, special education and ESL teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed in the student's chosen instructional setting.</p> <p>Related Services & Speech Language Services for Special Education students will be provided to students in accordance with their IEPs.</p> <p>As needed, teachers will work with the parent on creating structures in the home that helps to reduce distractions. For students requiring Behavior Intervention Plans all teachers will work to implement strategies and make adjustments for the home environment.</p>

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students are expected to log on daily to the grade-level LMS (K-2 = Seesaw; 3-8 = Google Classroom; 9-12 = Canvas) to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments listed in the morning; students who do not demonstrate engagement on a given day are marked absent. Students will be provided with pre-recorded lessons and assignments daily by the teacher to be view and completed asynchronously. Students will be strongly encouraged to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions.</p> <p>Students are expected to demonstrate engagement for the teacher to track at a predesignated time every day (during the school day). However, if assignments are turned in during after hours of the same day, teachers can amend attendance the following day using the communicated attendance correction method.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. (See appendix for remote student attendance protocols.)</p> <p>Remote Asynchronous attendance can be achieved by any of the following occurring between 12:00am-11:59pm on a particular day:</p> <ul style="list-style-type: none"> ● Engagement in the Learning Management System (LMS); ● Engagement via teacher-student interaction (potentially via Google Meet, phone, or email); or ● Submission of an assignment from student to teacher (potentially via email, online, or a dropped off hard copy). <p>Daily engagement tracking for grades K-5 will first be recorded using daily attendance taken via a synchronous class meeting in Google Meet.</p> <ul style="list-style-type: none"> ● Teachers will input the student's daily "attendance hour" attendance into txGradebook, based on the student's physical presence at the virtual check-in meeting by marking the student "remote asynchronous present" or "absent" on that day. ● A student who is not physically present at the virtual check-in meeting will be marked absent for the day. ● A student who is marked absent but who later engages before midnight may be counted present for the day. <p>Daily engagement tracking for grades 6-12 will first be recorded through period attendance taken daily in txGradebook, in accordance with the campus bell schedule.</p> <ul style="list-style-type: none"> ● As directed by the campus principal, secondary teachers shall either a) hold a Google Meet at the beginning of the class period for the purpose of taking attendance, or b) ask students to submit a brief, non-graded assignment at the beginning of the

	<p>class period for the purpose of taking attendance.</p> <ul style="list-style-type: none"> ● Period attendance will be taken within 20 minutes of the beginning of the period, in accordance with the campus bell schedule. ● A student will be counted absent for the period if the student is either a) not present for the synchronous Google Meet for the class period or b) does not submit the attendance assignment through the LMS. ● A student who is marked absent for the period but who later engages before midnight may be counted present for the period. ● Students will NOT be allowed to turn in work ahead of time for attendance purposes. ● If a student is marked absent but completes today's assignment at a later date in the week, the student's attendance coding CANNOT be changed from absent to present for today. <p>Additionally, instructional staff have been provided with a list of attributes to assist them with understanding what student engagement looks like for remote learners. (See appendix.) Student engagement tracking will occur daily on a Google spreadsheet created by each campus, with campuses following the RtI process for students who are not adequately engaged.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>All digital platforms, tools (i.e. Google Classroom, Seesaw, etc.), and activities utilized on-campus will also be used in a remote asynchronous setting to maintain instructional consistency. Lago Vista ISD fully expects that students will be transitioning to and from remote learning due to required periods of isolation and quarantine. As such, to facilitate this transition, instructional schedules and requirements for engagement will be the same regardless of setting.</p> <p>Daily instruction will be delivered through a Flipped/Blended Instructional Model to ensure that students in both instructional settings are provided with commensurate experiences. Teachers will pre-record and post daily instructional lessons (either as video or as a narrated screencast). All students (remote and face-to-face) will first explore new course content asynchronously and independently by viewing a pre-recorded teacher-created instructional video and possibly completing a reading or preparatory assignment during a scheduled time.</p> <p>Synchronous classroom meetings (either face-to-face, virtual, or combined) will be held to allow students to collaborate with the teacher and classroom. Using Google Meet, teachers will engage students in discussions about the learning and provide them with opportunities to work together using high-yield instructional strategies with the support of the classroom teacher. Progress monitoring will occur during this time to ensure all students are participating daily.</p> <p>Students will work individually on performance tasks/assessments and submit via the LMS for verification of mastery. Based on the student work, adjustment to instruction and working with small groups will occur to ensure mastery of learning for every student.</p>

<p>What is the system for tracking student academic progress?</p>	<p>Student academic progress will be primarily tracked and communicated through grades earned by the student on TEKS-based formative and summative assessments, though there are additional diagnostic tools that will be used at various grade-levels/content areas (e.g., IXL, DRA, mClass, etc.).</p> <p>In accordance with the Lago Vista ISD Grading Guidelines, all grades recorded in txGradebook will relate directly to one or more TEKS-based instructional objectives. No single grade shall count more than 20% of the reported grade for a grading period. In order to provide students and parents with timely feedback, grades are entered into the online gradebook once per week. Exceptions must be approved by the campus principal.</p> <p>Report Cards will be used to communicate the student's level of mastery of the designated TEKS-based instructional objectives.</p> <p>Progress Reports will be issued for all students through Ascender Parent Portal after the third and sixth week of each grading period.</p> <p>Progress updates on goals and objectives for students receiving special education services will be distributed to parents every 9 weeks corresponding with the District's grading period.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Regular feedback will be provided through the LMS through student work and assignment completion, a minimum of once per week. Additional feedback from teachers to students will be provided through a variety of methods, via LMS, synchronous learning activities, small group or 1:1 instruction, and teacher tutorial time.</p> <p>Every three weeks progress reports will be provided and shared with the parents/guardians through Ascender Parent Portal. At the end of every grading period, feedback and grade reports will be provided.</p>

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction. **Include a sample educator professional development schedule. Summarize how your professional development for educators will support asynchronous instruction.**

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Educators will participate in the initial job-embedded professional development sessions outlined below. Instructional staff members will have the opportunity to learn the necessary digital and content specific instructional tools to effectively deliver classroom instruction prior to and throughout implementation. All professional development courses will be held in a virtual setting and will be led by our Blended Learning Instructional Coaching Team.</p> <p>Blended Learning Instructional Coaching: Each campus is also staffed with two highly-trained Blended Learning Instructional Coaches for daily, on-demand instructional coaching support.</p> <p>Teacher PLCs: Every week, teachers will take part in dedicated Professional Learning Community meetings with other teachers and campus administrators.</p> <p>Role-Specific Professional Development: Time will be built in for direct and differentiated professional development. Currently, these days are built into our board-approved calendar for staff-development days and on early-release and hybrid Wednesdays.</p> <p>Asynchronous Training for Educators: The District has created an on-demand Blended Learning Resource Website of high-quality tutorial content to help them to learn and grow on their own time.</p> <p>Real-Time Feedback: Educators in our system will receive real-time feedback from administrators and staff who will be providing feedback and coaching for classroom teachers through our locally-developed appraisal model.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Professional development opportunities will be designed to ensure that teachers will learn how to apply the strategies to provide a flipped/blended instructional model in the context of specific content areas/grade-levels.</p> <p>Through the ongoing PLC and RtI processes, educators will use academic progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p>

Lago Vista ISD In-Service Training Schedule - August 6, 2020

LAGO VISTA INDEPENDENT SCHOOL DISTRICT					
District PD Day - August 6, 2020					
GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	
LAST NAME A - E	LAST NAME F - J	LAST NAME K - O	LAST NAME P - S	LAST NAME T - Z	
8:00am - 8:45am	Virtual Welcome Darren Webb meet.google.com/gpc-dzvo-cwu	Virtual Welcome Darren Webb meet.google.com/gpc-dzvo-cwu	Virtual Welcome Darren Webb meet.google.com/gpc-dzvo-cwu	Virtual Welcome Darren Webb meet.google.com/gpc-dzvo-cwu	Virtual Welcome Darren Webb meet.google.com/gpc-dzvo-cwu 8:00am - 8:45am
9:00am - 10:00am	Blended/Remote Learning Overview - Shifting from Crisis to Best Practice Suzy Lofton-Bullis & Michelle Jackson meet.google.com/zro-djrd-yrf	10+ Digital Tools Every Teacher Should Know Rachael Morrow & Tizoc Garcia meet.google.com/hey-jqjs-kwd	Best Practices for Student Feedback, Assessment, & Grading Jillian Field & Cody Pruitt meet.google.com/fzc-smzy-cow	Building Relationships with Students in the Distance Environment Jamie Sneed & Andrew Larkin meet.google.com/ari-ncvv-zjo	First Days of School (Distance Learning Edition) Janie Couture & Heather Womack meet.google.com/pvq-uidd-zhi
10:15am - 11:15am	First Days of School (Distance Learning Edition) Janie Couture & Heather Womack meet.google.com/pvq-uidd-zhi	Blended/Remote Learning Overview - Shifting from Crisis to Best Practice Suzy Lofton-Bullis & Michelle Jackson meet.google.com/zro-djrd-yrf	10+ Digital Tools Every Teacher Should Know Rachael Morrow & Tizoc Garcia meet.google.com/hey-jqjs-kwd	Best Practices for Student Feedback, Assessment, & Grading Jillian Field & Cody Pruitt meet.google.com/fzc-smzy-cow	Building Relationships with Students in the Distance Environment Jamie Sneed & Andrew Larkin meet.google.com/ari-ncvv-zjo
11:15 - 12:45	Lunch On Your Own	Lunch On Your Own	Lunch On Your Own	Lunch On Your Own	Lunch On Your Own
12:45pm - 1:45pm	Building Relationships with Students in the Distance Environment Jamie Sneed & Andrew Larkin meet.google.com/ari-ncvv-zjo	First Days of School (Distance Learning Edition) Janie Couture & Heather Womack meet.google.com/pvq-uidd-zhi	Blended/Remote Learning Overview - Shifting from Crisis to Best Practice Suzy Lofton-Bullis & Michelle Jackson meet.google.com/zro-djrd-yrf	10+ Digital Tools Every Teacher Should Know Rachael Morrow & Tizoc Garcia meet.google.com/hey-jqjs-kwd	Best Practices for Student Feedback, Assessment, & Grading Jillian Field & Cody Pruitt meet.google.com/fzc-smzy-cow
1:50pm - 2:50pm	Best Practices for Student Feedback, Assessment, & Grading Jillian Field & Cody Pruitt meet.google.com/fzc-smzy-cow	Building Relationships with Students in the Distance Environment Jamie Sneed & Andrew Larkin meet.google.com/ari-ncvv-zjo	First Days of School (Distance Learning Edition) Janie Couture & Heather Womack meet.google.com/pvq-uidd-zhi	Blended/Remote Learning Overview - Shifting from Crisis to Best Practice Suzy Lofton-Bullis & Michelle Jackson meet.google.com/zro-djrd-yrf	10+ Digital Tools Every Teacher Should Know Rachael Morrow & Tizoc Garcia meet.google.com/hey-jqjs-kwd
3:00pm - 4:00pm	10+ Digital Tools Every Teacher Should Know Rachael Morrow & Tizoc Garcia meet.google.com/hey-jqjs-kwd	Best Practices for Student Feedback, Assessment, & Grading Jillian Field & Cody Pruitt meet.google.com/fzc-smzy-cow	Building Relationships with Students in the Distance Environment Jamie Sneed & Andrew Larkin meet.google.com/ari-ncvv-zjo	First Days of School (Distance Learning Edition) Janie Couture & Heather Womack meet.google.com/pvq-uidd-zhi	Blended/Remote Learning Overview - Shifting from Crisis to Best Practice Suzy Lofton-Bullis & Michelle Jackson meet.google.com/zro-djrd-yrf

Lago Vista ISD In-Service Training Schedule - August 7, 2020

8:00-9:30AM	9:45-11:15AM	11:15AM-12:45PM	12:45-2:15PM	2:30-4:00PM
SEL Strategies for Distance Learning - Elementary Edition meet.google.com/eog-ntbz-hon Jillian Field	SEL Strategies for Distance Learning - Elementary Edition meet.google.com/eog-ntbz-hon Jillian Field	LUNCH	Making Your Google Meets Interactive & Fun meet.google.com/eog-ntbz-hon Jillian Field	Making Your Google Meets Interactive & Fun meet.google.com/eog-ntbz-hon Jillian Field
SEL Strategies for Distance Learning - Secondary Edition meet.google.com/iii-rqkg-zan Cody Pruitt	SEL Strategies for Distance Learning - Secondary Edition meet.google.com/iii-rqkg-zan Cody Pruitt		SEL Strategies for Distance Learning - Secondary Edition meet.google.com/iii-rqkg-zan Cody Pruitt	SEL Strategies for Distance Learning - Secondary Edition meet.google.com/iii-rqkg-zan Cody Pruitt
How Am I Supposed to Teach This Online? Adjusting Your Performance-Based Class for Virtual Learning meet.google.com/kbo-juce-rki Andrew Larkin	Lago Vista ISD Curriculum 101: Priority Standards & Performance Assessments meet.google.com/left-zhio-gpi Dr. Suzy Lofton-Bullis		How Am I Supposed to Teach This Online? Adjusting Your Performance-Based Class for Virtual Learning meet.google.com/kbo-juce-rki Andrew Larkin	How Am I Supposed to Teach This Online? Adjusting Your Performance-Based Class for Virtual Learning meet.google.com/kbo-juce-rki Andrew Larkin
Collaborative Classrooms in the Virtual Environment meet.google.com/wjo-tdsr-miv Jamie Sneed	Collaborative Classrooms in the Virtual Environment meet.google.com/wjo-tdsr-miv Jamie Sneed		Collaborative Classrooms in the Virtual Environment meet.google.com/wjo-tdsr-miv Jamie Sneed	Collaborative Classrooms in the Virtual Environment meet.google.com/wjo-tdsr-miv Jamie Sneed
Building Your Virtual Classroom meet.google.com/pea-vtck-rkb Rachael Morrow	Building Your Virtual Classroom meet.google.com/pea-vtck-rkb Rachael Morrow		Building Your Virtual Classroom meet.google.com/pea-vtck-rkb Rachael Morrow	Building Your Virtual Classroom meet.google.com/pea-vtck-rkb Rachael Morrow
Digital Tool Training: Screencastify meet.google.com/fic-vbtv-bao Jane Couture	Digital Tool Training: Screencastify meet.google.com/fic-vbtv-bao Jane Couture		Digital Tool Training: Screencastify meet.google.com/fic-vbtv-bao Jane Couture	Digital Tool Training: Screencastify meet.google.com/fic-vbtv-bao Jane Couture
Digital Tool Training: Nearpod meet.google.com/adw-bbpg-zab Heather Womack	Digital Tool Training: Google Apps meet.google.com/adw-bbpg-zab Heather Womack		Digital Tool Training: Nearpod meet.google.com/adw-bbpg-zab Heather Womack	Digital Tool Training: Google Apps meet.google.com/adw-bbpg-zab Heather Womack
Digital Tool Training: IXL meet.google.com/bqz-msoe-ott Tizoc Garcia	Digital Tool Training: IXL meet.google.com/bqz-msoe-ott Tizoc Garcia		Digital Tool Training: IXL meet.google.com/bqz-msoe-ott Tizoc Garcia	Digital Tool Training: IXL meet.google.com/bqz-msoe-ott Tizoc Garcia

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation																										
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Families will receive expectations and regular updates via email/text message from the District communication platform (Parentlink), District and campus social media channels, as well as on the District website.</p> <p>Additionally, families and students can expect weekly newsletters (with videos, as appropriate) from their child’s campus providing additional information and support.</p>																										
<p>What are the expectations for family engagement/support of students?</p>	<p>Timeline for parent/guardian/custodian engagement this summer:</p> <table border="0"> <tr> <td>2020-2021 Planning & Communications Timeline</td> <td>June 2, 2020</td> </tr> <tr> <td>2020-2021 Planning Survey for Parents</td> <td>June 2, 2020</td> </tr> <tr> <td>Update on Options</td> <td>June 30, 2020</td> </tr> <tr> <td>Instructional Option Survey</td> <td>June 30, 2020</td> </tr> <tr> <td>Superintendent Update: Fall Return to School</td> <td>July 15, 2020</td> </tr> <tr> <td>Instructional Setting Election Form</td> <td>July 21, 2020</td> </tr> <tr> <td>Explanation: Face-to-Face v. Remote Learning</td> <td>July 23, 2020</td> </tr> <tr> <td>Instructional Setting Election Form Reminder</td> <td>July 27, 2020</td> </tr> <tr> <td>Q&A Video for Instructional Options</td> <td>July 28, 2020</td> </tr> <tr> <td>2020-2021 Back to School Questions & Answers</td> <td>July 28, 2020</td> </tr> <tr> <td>Remote Learning Plan & Hotspot Request Form</td> <td>August 1, 2020</td> </tr> <tr> <td>Online Learning Information</td> <td>August 10, 2020</td> </tr> <tr> <td>Online Meet the Teachers</td> <td>August 12, 2020</td> </tr> </table> <p>Parents/guardians/families will be provided the following resources to support their students pursuing the remote instruction option track:</p> <ul style="list-style-type: none"> ● Instructional videos and weekly newsletters; and ● Canvas Parent Portal (9-12), Seesaw Parent Portal (K-2), and Ascender Parent Portal (2-12) to monitor student progress; and ● Parent learning website that has easy access to support systems. 	2020-2021 Planning & Communications Timeline	June 2, 2020	2020-2021 Planning Survey for Parents	June 2, 2020	Update on Options	June 30, 2020	Instructional Option Survey	June 30, 2020	Superintendent Update: Fall Return to School	July 15, 2020	Instructional Setting Election Form	July 21, 2020	Explanation: Face-to-Face v. Remote Learning	July 23, 2020	Instructional Setting Election Form Reminder	July 27, 2020	Q&A Video for Instructional Options	July 28, 2020	2020-2021 Back to School Questions & Answers	July 28, 2020	Remote Learning Plan & Hotspot Request Form	August 1, 2020	Online Learning Information	August 10, 2020	Online Meet the Teachers	August 12, 2020
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Remote Learning Plan & Hotspot Request Form	August 1, 2020																										
Online Learning Information	August 10, 2020																										
Online Meet the Teachers	August 12, 2020																										

What additional supports, training, and/or resources will be provided for families who may need additional support?

Families have several supports and resources available:

Office Hours: There will be dedicated time during teachers' regularly scheduled office hours to support the needs of individual parents.

[Lago Vista ISD Website](#) - Primary online repository of all news and information related to District business, operations, services, and offerings, including contact information

[Lago Vista ISD Remote Learning Tools Tutorials Website](#) - Instructional tutorials to help families facilitate learning at home.

[Lago Vista ISD Learning Supports Website](#) - Resource website providing students with instructional continuity and student engagement through optional learning supports that may be accessed by students and families while students are learning at home.

Social Media: The District has multiple social media channels available to engage and inform community and parents:

- [Facebook](#)
- [Twitter](#)

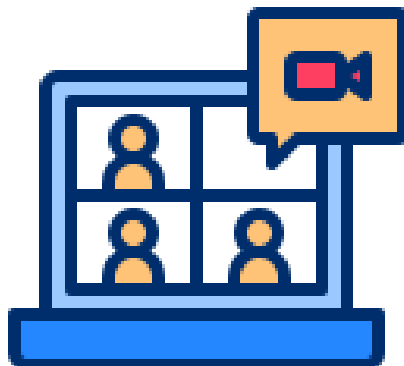
Newsletters: Each campus publishes a weekly Smore newsletter that is also posted on social media accounts and that is sent out to parents through Parentlink.

Technology Support: For technology services and help, parents can access support in the following ways:

- Help desk email, phone number to student, parent, and iPad troubleshooting support
- For stolen devices, parents/guardians must contact with contact the City of Lago Vista Police Department to file a report

Appendix A: Lago Vista ISD's Asynchronous Remote Learning Plan

The key to the success of Lago Vista ISD's asynchronous remote learning plan will be our commitment to providing our remote learners with a strong instructional experience that provides the same expectations and experiences as students in the classroom.



Lago Vista ISD's remote asynchronous instructional option includes teacher-led instruction, regular "live" teacher-student engagement opportunities, and required daily check-ins/progress for attendance purposes. In accordance with TEA requirements, instruction for remote learners will be delivered by Lago Vista ISD teachers. Per TEA's requirements for remote learning, student feedback on the learning will be provided by the teacher at least weekly. Lago Vista ISD students who are in the remote instructional setting will have regularly scheduled opportunities to engage in live interaction with a teacher. All remote learners will follow a daily schedule that mirrors the schedule for face-to-face learning. (See daily schedules in the appendix.)

Both the remote and face-to-face settings in Lago Vista ISD will follow the same grading guidelines. Furthermore, students in both the remote and face-to-face settings will have access to online resources, textbooks, and materials on assigned devices and within the District's single sign-on platform. Finally, instruction in both the remote and face-to-face settings will address the same Texas Essential Knowledge and Skills (TEKS).

SECONDARY REMOTE LEARNING SCHEDULES

In grades 6-12, teachers will be managing both remote and face-to-face learners. As such, weekly schedules for face-to-face learners in grades 6-12 have been adjusted in order to ensure that teachers have the opportunity to appropriately serve remote learners.

- In grades 6-8, all face-to-face students will have a four-day on-campus instructional week. All students will learn remotely on Wednesdays. Instructional activities on Wednesdays will include independent work, individualized work with the teacher, small group work, and intervention and extension activities.
- Each Wednesday, remote learners in grades 6-8 will have expanded access to teachers in order to receive additional support and assistance, as needed.

LAGO VISTA MIDDLE SCHOOL WEEKLY REMOTE LEARNING SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
A Day <i>Periods 1-4</i>	B Day <i>Periods 5-8</i>	C Day <i>All students participate remotely.* Attendance will be taken.</i>	A Day <i>Periods 1-4</i>	B Day <i>Periods 5-8</i>

***Face-to-face students may participate in remote instruction in the building at the parent's request.**

- In grades 9-12, all face-to-face students will have a four-day on-campus instructional week. All students will learn remotely on Wednesdays. Instructional activities on Wednesdays will include independent work, individualized work with the teacher, small group work, and intervention and extension activities.
- Each Wednesday, remote learners in grades 9-12 will have expanded access to teachers in order to receive additional support and assistance, as needed.

LAGO VISTA HIGH SCHOOL WEEKLY REMOTE LEARNING SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
A Day <i>Periods 1-5</i>	B Day <i>Periods 1, 6-8, 5</i>	C Day <i>All students participate remotely. Attendance will be taken.</i>	A Day <i>Periods 1- 5</i>	B Day <i>Periods 1, 6-8, 5</i>



LAGO VISTA ISD REMOTE LEARNING PROTOCOLS

Pre-K	Lago Vista ISD is unable to offer a fully remote option for Pre-Kindergarten. However, in the event that a Pre-Kindergarten student must be excluded from instruction for a period of time due to confirmed or potential exposure to COVID-19, that student will continue to be supported by his/her classroom teacher throughout the period of exclusion. In the event of a classroom, campus, or district-wide shift to remote learning, Pre-Kindergarten students will participate in remote learning led by the classroom teacher.
K-5th Grade	<p><i>*The District strongly recommends that this age-group have high levels of adult support at home to assist with accessing lesson materials and with ensuring that daily instructional expectations are met.</i></p> <ul style="list-style-type: none">● Lago Vista ISD will prepare teachers to utilize the strategies and best practices associated with blended learning to design high quality learning activities for all students.● There will be at least one designated teacher for remote learning at each grade-level in K-5. Students whose parents select the remote option will be assigned to these designated teachers.● All K-5 remote learning classes will be self-contained with the same teacher for all classes.● Remote learning times will follow the same schedule as the in-building times. Teachers are not expected to remain “on duty” during evenings and weekends.● Remote learning teachers will work closely with their professional learning community to ensure consistency of curriculum, instruction, and in the quality of assessments.● Teacher-created video lessons and assignments will be delivered in the designated LMS (Learning Management System):<ul style="list-style-type: none">○ Seesaw (PK-2); and○ Google Classroom (3-5).● There will be daily synchronous teacher-student interaction via Google Meet.● The student will complete and turn in assignments through the grade-level LMS.● Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.● Daily synchronous time may include activities such as:<ul style="list-style-type: none">○ Read alouds○ Small group reading instruction○ Number Talks○ Community Circles/Check ins○ Direct instruction by teacher (mini-lesson)● Daily asynchronous assignments are to be completed independently. These may include activities such as:<ul style="list-style-type: none">○ Choice boards○ Student self-selected reading and writing○ Writing assignments

	<ul style="list-style-type: none"> ○ Independent practice ● The teacher will schedule one-on-one tutorials, guided learning groups, and intervention time weekly and as needed. ● Students will not receive direct instruction online for music, art, PE, and gifted and talented classes, but the District will provide teacher created video lessons and activities for these areas. Students may access these lessons after completing work in the core areas.
<p>6th-12th Grade</p>	<ul style="list-style-type: none"> ● All secondary teachers will have a combination of face-to-face and remote online learners within the same class. ● Remote learning times for students will follow the same schedule as the in-building times. Teachers are not expected to remain "on duty" during evenings and weekends. ● Teachers facilitating remote learning will work closely with their professional learning community to ensure consistency of curriculum, instruction, and in the quality of assessments. ● Teacher-created video lessons and assignments will be delivered in the designated LMS (Learning Management System): <ul style="list-style-type: none"> ○ Google Classroom (6-8); and ○ Canvas (9-12). ● The student will complete and turn in assignments through the LMS. ● The student will be required to complete assignments commensurate to what is asked of in-person students. ● In accordance with requirements from TEA, grading policies for remote student work will be consistent with those used for on campus assignments. ● Teachers will create assessments that make academic dishonesty more difficult (e.g., non-traditional choice boards, projects, etc.). ● Teachers and administrators will establish required synchronous instructional check-ins by subject/grade level. ● Scheduled tutorials and interventions will be established. ● Any course that is counted in the high school GPA will be taught and assessed by a Lago Vista ISD staff member (e.g., not Edgenuity). ● Student elective choices for those selecting remote learning may be limited (e.g., EMT courses will not be offered remotely). ● Some courses for students who select remote instruction may require the student to complete assignments or projects at the campus if the course requires skills that cannot be reasonably completed remotely (e.g., welding, a/v production, etc.). ● Students participating in remote instruction will be permitted to participate in extracurricular activities in accordance with forthcoming guidelines established by the University Interscholastic League (UIL).

<p>Expectations for All Online Students</p>	<ul style="list-style-type: none"> ● Student expectations for remote instruction will include: <ul style="list-style-type: none"> ○ Designating a home work space that is free from distractions; ○ Participating in a daily virtual check-ins/class meetings; ○ Dressing appropriately when participating in virtual check-ins/class meetings; ○ Showing their faces on the screen when engaging in virtual check-ins/class meetings. To conserve data, students using District-owned hotspots should be allowed to turn video off once their presence has been noted; ○ Showing proof of participation in daily virtual instruction by satisfactorily completing assigned assignments to demonstrate evidence of student learning ie. video, picture, or activities submitted as lessons and/or completing assignments; and ○ Communicating with the teacher when there is a need for additional assistance, tutoring, etc. ● Students who disrupt the online learning of other students or themselves will receive consequences in accordance with the Student Code of Conduct.
<p>Grading</p>	<ul style="list-style-type: none"> ● Grades will be taken for work completed through remote learning and must be submitted through the LMS. ● The grading system, grading scale, and number of required assignments will be consistent for the entire year, whether students are learning face-to-face or remotely.
<p>Instructional Expectations for Remote Instruction: All Teachers</p>	<ul style="list-style-type: none"> ● Stay focused on priority standards within lessons. ● Include opportunities for social and emotional support in learning experiences. ● Be flexible and ensure that learning plans accurately estimate the amount of time needed for students to access and complete the learning and assignments - our goal is to maintain high expectations while not overwhelming students and families. ● Stay consistent in using the same platforms as outlined in the district learning and communication plans. ● Create assessments that provide students an opportunity to “do” something with their learning.
<p>Instructional Expectations for Remote Instruction: Grades K-5</p>	<ul style="list-style-type: none"> ● Lesson and assignment schedules should mimic what occurs in person. Teachers may NOT post lessons or assignments for the entire week. ● Daily recorded lessons shall be posted by the classroom teacher by the start of the school day each morning. These will be posted on the designated grade-level LMS. ● Recorded lessons will include: lesson frame, academic content (following curriculum documents), and purposeful instructional strategies. ● Clear schedules will be set for each campus and grade level for daily student/teacher interaction through Google Meet, which shall occur a minimum of twice daily. ● Formal and informal assessment will focus on what students can DO with their learning, rather than simply reciting what they know.

	<ul style="list-style-type: none"> • All progress monitoring will be communicated to students and parents weekly to provide timely and specific feedback about student mastery. • Student engagement tracking will occur daily on a spreadsheet created by each campus.
Instructional Expectations: Counselors, Librarian, and Specialists (Excluding Dyslexia)	<ul style="list-style-type: none"> • Students in Grades K-5 will be served for ESL, RtI Tier 3, and G/T through the regular classroom. Students will also receive weekly counseling and library lessons. • Specialists will provide teachers with two weekly recorded lessons and activities per grade level each Thursday. • Classroom teachers in grades K-5 will integrate the lessons into weekly instruction. • All lessons & activities should address general skills and needs of the students being served, but that may also be utilized by other students (e.g., a reading lesson addressing a skill that is needed by Tier 3 students, but would be useful for other students to review).
Instructional Expectations: K-5 Specials Teachers (Music, PE)	<ul style="list-style-type: none"> • Specials teachers will provide each grade-level teacher with two weekly recorded lessons and activities each Thursday. • Classroom teachers in grades K-5 will integrate the specials lessons into weekly instruction.
Instructional Expectations for Remote Instruction: Grades 6-12	<ul style="list-style-type: none"> • Lessons and assignments schedule should mimic what occurs in person. Teachers may NOT post lessons or assignments for the entire week. • Daily recorded lessons shall be posted by the classroom teacher by the start of the school day on the day the student is expected to access the lesson. Lessons will be posted on the designated grade-level LMS. • Recorded lessons will include: lesson frame, academic content (following curriculum), and purposeful instructional strategies. • Clear schedules will be set for each campus for daily student/teacher interaction through Google Meet, which shall occur a minimum of once weekly per class (for classes that meet on an A/B schedule). • Formal and informal assessment will focus on what students can DO with their learning, rather than simply what they know. • All progress monitoring will be communicated to students and parents weekly to provide timely and specific feedback about student mastery. • Student engagement tracking will occur daily on a spreadsheet created by each campus. See appendix for attributes of virtual student engagement.
Special Education	<ul style="list-style-type: none"> • The remote instructional setting is available to all students in grades K-12, including those receiving special education services. • ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the remote instructional program. • The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to

	<p>ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.</p> <ul style="list-style-type: none"> ● Parents should rest assured that Lago Vista ISD is committed to implementing each child's IEP to the fullest extent possible in a remote setting. If there are difficulties with implementation, we will come together and arrive at workable solutions in the best interest of the child.
<p>Students with Accommodations/ Modifications</p>	<ul style="list-style-type: none"> ● All teachers will ensure that each student with a disability will be provided the accommodations and modifications identified in the student's IEP or 504 plan. ● Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
<p>Technology</p>	<ul style="list-style-type: none"> ● iPad devices will be provided to all learners. ● Students and families are expected to follow guidelines for care and use devices in a way that ensures these public resources are effectively maintained. ● Relevant notifications, instructions, procedures, policies and processes related to instructional technology are available on the Lago Vista ISD website.

Appendix B: Campus Remote Learning Schedules

LAGO VISTA ELEMENTARY SCHOOL (K-3) REMOTE LEARNING SCHEDULE		
<i>Teacher Workday: 7:15am - 3:45pm</i>		
Time	Activity	Notes/Suggestions
7:15 - 7:35	<i>Daily Instructional Videos & Assignments for All Classes Posted in Seesaw/Google Classroom (Teachers)</i>	
	Morning Movement (Students)	<ul style="list-style-type: none"> Physical activity (stretching, dancing, etc.) to get your body ready for the day
7:35 - 8:00	Morning Meeting (Google Meet with Teacher & Students)	<ul style="list-style-type: none"> Review the schedule for the day/week Community building activities Social and emotional learning Pre-teaching and goal setting Previewing technology tools
8:00 - 9:00	Reading/Social Studies Block (Students)	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity Choice Board Teachers may provide supported work time, meet with students as a whole group, or pull small groups
9:00 - 9:15	Brain Break	
9:15 - 10:00	Writing Block (Students)	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity Choice Board Teachers may provide supported work time, meet with students as a whole group, or pull small groups
*10:00 - 10:15	Attendance Check-In (Google Meet with Teacher)	<ul style="list-style-type: none"> Check-in with students from morning activities Take attendance
10:15 - 11:15	Math Block	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity Choice Board Teachers may provide supported work time, meet with students as a whole group, or pull small groups
11:15 - 11:45	Lunch	
11:45 - 12:15	Specials/Creative Time	<ul style="list-style-type: none"> Art, Music, PE Watch pre-recorded, teacher-created lesson Complete activity Self-selected creative activities on non-specials days
12:15 - 1:15	Science Block	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity Choice Board Teachers may provide supported work time, meet with

		students as a whole group , or pull small groups
1:15 - 2:00	Afternoon Meeting (Google Meet with Teacher & Students)	<ul style="list-style-type: none"> ● Check in with students about today's learning ● Wrap up learning from the day and prepare for tomorrow
2:00 - 2:45	Guidance/Library/Reading Intervention/GT/ESL	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete activity
2:45 - 3:15	<i>Daily Update for Student Engagement Tracking & Outreach (Teachers)</i>	
	Recess - Get Moving! (Students)	<ul style="list-style-type: none"> ● Dance Party ● GoNoodle ● Jump Rope ● Hopscotch ● Bike Ride
3:15 - 3:45	<i>Office Hours for Students & Parents (Teachers) - Parents and students may log on to a Google Meet to ask questions or get help</i>	
	Academic Time (Students)	<ul style="list-style-type: none"> ● IXL Math or Reading ● Independent Reading ● Additional Specials/Enrichment

Blue = Asynchronous; Gold = Synchronous

LAGO VISTA INTERMEDIATE SCHOOL (4-5) REMOTE LEARNING SCHEDULE

Teacher Workday: 7:20am - 3:50pm

Time	Activity	Notes/Suggestions
7:20 - 7:40	<i>Daily Instructional Videos & Assignments for All Classes Posted in Google Classroom (Teachers)</i>	
7:20 - 7:40	Pledges/Morning Announcements	<ul style="list-style-type: none"> Log into Google Classroom to view campus announcements.
7:40 - 7:55	Morning Movement	<ul style="list-style-type: none"> Physical activity (stretching, dancing, etc.) to get your body ready for the day
7:55 - 8:25	Specials	<ul style="list-style-type: none"> Watch pre-recorded lesson from the specials teachers Complete activity
8:25 - 8:40	Class Meeting (Google Meet with Teacher & Students)	<ul style="list-style-type: none"> Check-In with students from morning activities Social Emotional Learning Take Daily Attendance
8:40 - 9:30	Science Block	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity (graded work) Choice Board Teachers may provide supported work time, meet with students as a whole group, or pull small groups
9:30 - 9:40	Brain Break	
9:40 - 10:30	Math Block	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity (graded work) Choice Board Teachers may provide supported work time, meet with students as a whole group, or pull small groups
10:30 - 11:20	Reading Block	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity (graded work) Choice Board Teachers may provide supported work time, meet with students as a whole group, or pull small groups
11:20 - 11:50	Lunch	
11:50 - 12:15	Recess - Get Moving!	<ul style="list-style-type: none"> Dance Party GoNoodle Jump Rope Bike Ride
12:15 - 1:05	Writing Block	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity (graded work) Choice Board Teachers may provide supported work time, meet with students as a whole group, or pull small groups
1:05 - 1:55	Social Studies Block	<ul style="list-style-type: none"> Watch pre-recorded, teacher-created lesson Complete independent activity (graded work)

		<ul style="list-style-type: none"> • Choice Board • Teachers may provide supported work time, meet with students as a whole group, or pull small groups
1:55 - 2:40	<i>Pull small groups on Google Meet (Teachers)</i>	
	Intervention/Small Group	<ul style="list-style-type: none"> • Teachers will pull small groups for intervention and/or enrichment, as needed.
2:40 - 3:05	<i>Office Hours (Teachers) - Parents and students may log on to a Google Meet to ask questions or get help</i>	
	Academic Time (Students)	<ul style="list-style-type: none"> • IXL Math or Reading • Independent Reading

Blue = Asynchronous; Gold = Synchronous

LAGO VISTA MIDDLE SCHOOL (6-8) REMOTE LEARNING SCHEDULE

Teacher Workday: 7:35am - 4:05pm

Time	Activity	Notes/Suggestions
7:35 - 7:50	<i>Daily Instructional Videos & Assignments for All Classes Posted in Google Classroom (Teachers)</i>	
	Morning Check-In (Students)	<ul style="list-style-type: none"> ● Log into LMS to view campus announcements
7:50 - 9:30	Period 1/5	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
9:35 - 10:05	Advisory (Google Meet with Teacher & Students)	<ul style="list-style-type: none"> ● Review information for the week ● Community building activities ● Social and emotional learning ● Pre-teaching and goal setting ● Previewing technology tools
10:10 - 11:45	Period 2/6	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
11:45 - 12:15	Lunch	
12:20 - 2:00	Period 3/7	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
2:05 - 3:45	Period 4/8	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
3:45 - 4:05	<i>Office Hours (Teachers) - Parents and students may log on to a Google Meet to ask questions or get help</i>	
	Academic Time (Students)	<ul style="list-style-type: none"> ● IXL Math or Reading ● Independent Reading ● Review daily assignments and ensure they are completed and submitted prior to the end of the instructional day.

Blue = Asynchronous; Gold = Synchronous

LAGO VISTA HIGH SCHOOL (9-12) REMOTE LEARNING SCHEDULE

Teacher Workday: 7:35am - 4:05pm

Time	Activity	Notes/Suggestions
7:35 - 7:50	<i>Daily Instructional Videos & Assignments for All Classes Posted in Canvas (Teachers)</i>	
	Morning Check-In (Students)	<ul style="list-style-type: none"> ● Log into LMS to campus announcements
7:50 - 8:50	Provide whole group instructional support, supported work time, or pull small groups on Google Meet - or planning, in accordance with the master schedule (Teachers)	
	1st period	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
8:55 - 9:05	Homeroom (Google Meet with Teacher)	<ul style="list-style-type: none"> ● Review information for the week ● Social and emotional learning ● Pre-teaching and goal setting ● Previewing technology tools ● Take Attendance
9:10 - 10:45	2nd/6th periods	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
10:50 - 12:25	3rd/7th periods	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
12:30 - 1:00	Lunch	
1:05 - 2:40	4th/8th Period	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
2:45 - 3:45	5th Period	<ul style="list-style-type: none"> ● Watch pre-recorded lesson ● Complete independent activity (graded work) ● Teachers may provide supported work time/class discussion via Google Meet
3:45 - 4:05	<i>Office Hours (Teachers) - Students may log on to a Google Meet to ask questions or get help</i>	
	Age-Appropriate Academic Time (Students)	<ul style="list-style-type: none"> ● IXL Math or Reading ● Independent Reading ● Review assignments and ensure completion/submission by end of the instructional day.

Blue = Asynchronous; Gold = Synchronous

Appendix C: Attributes of Remote Online Student Engagement



Remote Student Engagement

2020 - 2021 School Year

Attributes of Remote Online Student Engagement

What do we mean by “student engagement”? Students are actively interacting with grade-level content materials and instruction on a daily basis in a meaningful way.

How do I know if a student is actively engaged in virtual learning?

ATTRIBUTES OF REMOTE STUDENT ENGAGEMENT
Daily contact with teacher via either Google Meet or Learning Management System
Class discussions via either Google Meet or Learning Management System
Student completes assigned coursework on a daily basis
Feedback on coursework takes place between the teacher and student
Student acts on teacher feedback to improve understanding
Student communicates ideas and learning through assignments and virtual interactions daily
Teacher uses a variety of instructional strategies and tools to meet the diverse needs of students online
Student connects with teachers and peers regarding content and instruction

Appendix D: Daily Attendance Procedures for Remote Instruction

Attendance Procedures for Remote Instruction

Lago Vista ISD will follow all [Texas Education Agency guidelines](#) for remote attendance. The District's asynchronous instructional plan will include the information in this section to determine the daily engagement the students must demonstrate in order to earn daily attendance.



LAGO VISTA ISD REMOTE ATTENDANCE PROCEDURES	
Attendance Procedures	<ul style="list-style-type: none"> ● Attendance must be taken each day and period. ● Attendance will be recorded in txGradebook. For the 2020-2021 school year, attendance options are: <ul style="list-style-type: none"> ○ Present (For Face-to-Face Learners) ○ Present Asynchronous (For Remote Learners) ○ Absent ● Teachers may make attendance corrections the following school day. <p>Remote Asynchronous attendance can be achieved by any of the following occurring between 12:00am-11:59pm on a particular day:</p> <ul style="list-style-type: none"> ● Engagement in the Learning Management System (LMS); ● Engagement via teacher-student interaction (potentially via Google Meet, phone, or email); or ● Submission of an assignment from student to teacher (potentially via email, online, or a dropped off hard copy).
90% Attendance Rule	<p>90% Rule: Per TEC, §25.092 students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance in satisfying this requirement. Truancy laws will apply to students who fail to attend school, but remote attendance satisfies attendance requirements.</p>
Attendance: Daily Attendance in K-5	<ul style="list-style-type: none"> ● Attendance will be taken daily using a synchronous class meeting in Google Meet. ● Teachers will input the student's daily "attendance hour" attendance into txGradebook, based on the student's physical presence at the virtual check-in meeting by marking the student "remote asynchronous present" or "absent" on that day.

	<ul style="list-style-type: none"> ● A student who is not physically present at the virtual check-in meeting will be marked absent for the day. ● A student who is marked absent but who later engages before midnight may be counted present for the day.
<p>Attendance: Period Attendance in 6-12</p>	<ul style="list-style-type: none"> ● Period attendance will be taken daily in txGradebook, in accordance with the campus bell schedule. ● As directed by the campus principal, secondary teachers shall either a) hold a Google Meet at the beginning of the class period for the purpose of taking attendance, or b) ask students to submit a brief, non-graded assignment at the beginning of the class period for the purpose of taking attendance. ● Period attendance will be taken within 20 minutes of the beginning of the period, in accordance with the campus bell schedule. ● A student will be counted absent for the period if the student is either a) not present for the synchronous Google Meet for the class period or b) does not submit the attendance assignment through the LMS. ● A student who is marked absent for the period but who later engages before midnight may be counted present for the period. ● Students will NOT be allowed to turn in work ahead of time for attendance purposes. ● If a student is marked absent but completes today's assignment at a later date in the week, the student's attendance coding CANNOT be changed from absent to present for today.
<p>Daily Engagement Tracking</p>	<p>In addition to monitoring student academic progress, teachers are monitoring student engagement in remote learning daily. The expectation that students are to engage in academic content every day has been clearly communicated to families. Instructional staff have been provided with a list of attributes to assist them with understanding what student engagement looks like for remote learners. (See appendix.) Student engagement tracking will occur daily on a spreadsheet created by each campus, with campuses following the RtI process for students who are not adequately engaged.</p>

Apple Inc. Education Price Quote

Customer: Russell Maynard
LAGO VISTA ISD
email:
russell_maynard@lagovista.txed.net

Apple Inc: Wade Hoelting
5505 W Parmer Lane
Bldg 7
Austin, TX 78727
Phone: +1-512-6746817
email: whoelting@apple.com

Apple Quote: 2206559903

Quote Date: Tuesday, September 15, 2020

Quote Valid Until: Thursday, October 15, 2020

Quote Comments:

Please reference Apple Quote number on your Purchase Order.

Please reference State of TX DIR-TSO-3789 on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	USB-C Digital AV Multiport Adapter Part Number: MUF82AM/A	50	\$62.00	\$3,100.00
2	13-inch MacBook Air: 1.1GHz dual-core 10th-generation Intel Core i3 processor, 256GB – Space Gray (5-Pack) with 3YR AppleCare+ for Schools Part Number: BPJ32LL/A	10	\$5,310.00	\$53,100.00
	13-inch MacBook Air: 1.1GHz dual-core 10th-generation Intel Core i3 processor, 256GB – Space Gray (5-Pack) Part Number: MWTM2LL/A Quantity: 50			
	3-Year AppleCare+ for Schools – MacBook Air Part Number: S7732LL/A Quantity: 50			

Edu List Price Total	\$56,200.00
- Additional Tax	\$0.00
- Estimated Tax	\$0.00

*In most cases Extended Total Price does not include Sales Tax

*If applicable, eWaste/Recycling Fees are included.
Standard shipping is complimentary

Complete your order by one of the following:

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 - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
 - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT contracts@apple.com.
- B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
 - APPLE INC. AS THE VENDOR
 - BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
 - PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
 - PURCHASE ORDER NUMBER
 - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
 - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
 - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
 - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Thursday, October 15, 2020 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
 - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

**Texas Association of School Boards
Continuing Education Credit Report Service**

Lago Vista ISD - District # 227912

Isai Arredondo - ID # 124784

11/30/2019 to 10/2/2020

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	3/4/2020	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
On Demand Training		
Virtual Spring Workshop - Child Abuse Prevention: What Board Members Need to Know about Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children	5/25/2020	1.25
Summer Leadership Institute Virtual - 2020		
Insights from Award-Winning Superintendents	6/24/2020	07:30 - 08:30 PM 1.00
Once Upon a Time: Inspiring Stakeholders with Stories	6/25/2020	09:30 - 10:30 AM 1.00
Two Books. Two Trustees. Two Takes on Board Service (Author Series)	6/25/2020	11:30 - 12:30 PM 1.00
If I Knew Then What I Know Now: A Conversation With a 25-Year School Board Member	6/26/2020	07:00 - 08:00 AM 1.00
Looking Back in Order to Understand What Lies Ahead: Lessons from the Virtual Classroom	6/26/2020	11:30 - 12:30 PM 1.00
Total Hours for Tier 3		6.25

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

Lago Vista ISD - District # 227912

Michael Bridges - ID # 117796

11/30/2019 to 10/2/2020

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	3/4/2020	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
Summer Leadership Institute On Demand - 2020	Virtual	
If I Knew Then What I Know Now: A Conversation With a 25-Year School Board Member	6/27/2020	0.75
Candid Expressions: Board-Superintendent Teams Discuss Mutual Expectations	6/27/2020	0.75
Stakeholders In Chief: Holding Ourselves Accountable as the Primary Stakeholder of Our Schools	6/27/2020	1.00
Coping With Covid: How Students in TX and Around the Nation are Leading in the Face of COVID-19	6/27/2020	1.00
Comfortably Secure: Creating Safe Schools	6/27/2020	1.00
Special Education 101: What Board Members Need to Know	6/27/2020	1.00
Leveraging Technology to Close the Student Opportunity Gap	6/27/2020	0.75
Total Hours for Tier 3		6.25

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

Lago Vista ISD - District # 227912

Jerrell Roque - ID # 060511

11/30/2019 to 10/2/2020

Tier 2 - Team Building

Date earned

Hours earned

Other Training

Non-TASB Provided Training

Team of 8 Training

3/4/2020

3.00

Total Hours for Tier 2 **3.00**

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

Lago Vista ISD - District # 227912

David Scott - ID # 057600

11/30/2019 to 10/2/2020

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	3/4/2020	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
Summer Leadership Institute On Demand - 2020	Virtual	
Once Upon a Time: Inspiring Stakeholders with Stories	6/27/2020 02:30 - 03:00 PM	1.00
School Boards Make a Difference	6/27/2020 02:30 - 03:00 PM	1.00
Turning It Around: Empowering a School Board to Be the Best	6/27/2020 02:30 - 03:00 PM	1.00
Insights from Award-Winning Superintendents	6/27/2020 02:30 - 03:00 PM	1.00
Opening General Session: Rick Rigsby	6/27/2020 02:30 - 03:00 PM	1.00
What Board Members Need to Know about Sexual Abuse, Sex Trafficking, Other Maltreatment of Child	6/27/2020 02:30 - 03:00 PM	1.00
Comfortably Secure: Creating Safe Schools	6/27/2020 02:30 - 03:00 PM	1.00
Using Advanced Academics to Crush the Opportunity Gap	6/27/2020 02:30 - 03:00 PM	0.75
Partnerships, Prime Opportunities, and Unparalleled Student Performance	6/27/2020 02:30 - 03:00 PM	1.00
21st-Century Education: Are We There Yet?	6/27/2020 02:30 - 03:00 PM	0.75
Open Meetings and Public Comment	6/27/2020 02:30 - 03:00 PM	0.75
Total Hours for Tier 3		10.25

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

Lago Vista ISD - District # 227912

Laura Spiers - ID # 121278

11/30/2019 to 10/2/2020

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	3/4/2020	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
Summer Leadership Institute On Demand - 2020	Virtual	
Open Meetings and Public Comment	6/27/2020 02:30 - 03:00 PM	0.75
Total Hours for Tier 3		0.75

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

Lago Vista ISD - District # 227912

Laura Vincent - ID # 060454

11/30/2019 to 10/2/2020

Tier 2 - Team Building

Date earned

Hours earned

Other Training

Non-TASB Provided Training

Team of 8 Training

3/4/2020

3.00

Total Hours for Tier 2 **3.00**

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

Lago Vista ISD - District # 227912

Darren Webb - ID # 052116

11/30/2019 to 10/2/2020

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	3/4/2020	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
On Demand Training		
Virtual Spring Workshop - Child Abuse Prevention: What Board Members Need to Know about Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children	6/5/2020	1.25
Summer Leadership Institute On Demand - 2020		
Comfortably Secure: Creating Safe Schools	6/27/2020	02:30 - 03:00 PM 1.00
Civilian Response to Active Shooter Events (CRASE)	6/27/2020	02:30 - 03:00 PM 1.25
Special Education 101: What Board Members Need to Know	6/27/2020	02:30 - 03:00 PM 1.00
Leveraging Technology to Close the Student Opportunity Gap	6/27/2020	02:30 - 03:00 PM 0.75
Open Meetings and Public Comment	6/27/2020	02:30 - 03:00 PM 0.75
Making Informed Facility Decisions	6/27/2020	02:30 - 03:00 PM 0.75
School Boards Make a Difference	6/27/2020	02:30 - 03:00 PM 1.00
Cybersecurity Threats Targeting Education	6/27/2020	02:30 - 03:00 PM 1.00
Busting Your Bubble—How to Reach and Teach Your Community	6/27/2020	02:30 - 03:00 PM 1.00
Candid Expressions: Board-Superintendent Teams Discuss Mutual Expectations	6/27/2020	02:30 - 03:00 PM 0.75
Central Texas School Board Association - 2020		
CTSBA: COVID Challenges to Public Education	7/20/2020	1.00
Total Hours for Tier 3		11.50

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**Lago Vista ISD - District # 227912
Gregory Zaleski - ID # 125046
11/30/2019 to 10/2/2020**

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	3/4/2020	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
TASB Board Development Services Webinar Series - 2020 varies		
What Board Members Need to Know about Sexual Abuse, Sex Trafficking, and Other Maltreatment Webinar	5/14/2020	01:00 - 02:00 PM 1.00
Summer Leadership Institute Virtual - 2020 Virtual		
Comfortably Secure: Creating Safe Schools	6/25/2020	09:30 - 10:30 AM 1.00
Special Education 101: What Board Members Need to Know	6/25/2020	11:30 - 12:30 PM 1.00
Leveraging Existing Budgets and Bond Funds to Get the Biggest Bang for Your Buck Quickly	6/25/2020	01:30 - 02:30 PM 1.00
Answers to Common Questions from Board Officers (Board Officers Academy)	6/25/2020	03:30 - 04:30 PM 1.00
If I Knew Then What I Know Now: A Conversation With a 25-Year School Board Member	6/26/2020	07:00 - 08:00 AM 1.00
School Boards Make a Difference	6/26/2020	08:30 - 09:30 AM 1.00
Candid Expressions: Board-Superintendent Teams Discuss Mutual Expectations	6/26/2020	11:30 - 12:30 PM 1.00
Stakeholders In Chief: Holding Ourselves Accountable as the Primary Stakeholder of Our Schools	6/26/2020	11:30 - 12:30 PM 1.00
Coping With Covid: How Students in TX and Around the Nation are Leading in the Face of COVID-19	6/26/2020	01:30 - 02:30 PM 1.00
Total Hours for Tier 3		10.00

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions.

Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

In addition to these changes, Update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

We strongly encourage you to review the Explanatory Notes contained in your district's update packet for information specific to your local policies and background on changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.

Section B—Local Governance

Board Policy

A revision to **BF(LOCAL)** addressing board policy adoption clarifies that a district's legally referenced policies are not adopted by the board. The (LEGAL) policies provide information on current law and context for the district's (LOCAL) policies.

Section D—Personnel

Compensation and Benefits

For districts that provide paid vacation and holiday benefits, recommended revisions to **DED(LOCAL)** address the board's authorization of these programs, including which employees are eligible for the benefits. Administrative procedures are recommended to address the details of these programs to promote consistent, effective implementation and prevent conflict between policy and administrative procedures.

Discrimination, Harassment, and Retaliation

Revisions to **DIA(LOCAL)** incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Other revisions address the new Title IX regulations and:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;

- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and
- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

**Section E—
Instruction**

**Academic
Achievement**

Revised Administrative Code rules prompted revisions to **EI(LOCAL)** on academic achievement. Provisions on partial credit reflect new terminology from the rules regarding awarding of credit proportionately when a student receives a passing grade in “half” of a course, rather than per “semester.”

To provide flexibility, Policy Service recommends deletion of the statement in most districts' policies that a student shall be required to retake only the portion of the course with a failing grade. There are various methods for a student to earn credit for the failed part of a course, and board policy is not required to specify which particular method may be used.

For those districts that did not have existing provisions on awarding course credit proportionately to a student who successfully completes only half a course, provisions have been recommended for the district's consideration. **This is optional text; contact the district's policy consultant if the district does not wish to include it.**

Some districts' local policies included provisions on late enrollment or withdrawal of mobile students. To avoid conflict with new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care, which are addressed in **FD(LOCAL)**, below, Policy Service recommends deleting these provisions from **EI(LOCAL)**. Any specific practices in this area will need to align with the new rules and could be included in administrative procedures.

**Section F—
Students**

Admissions

As mentioned above, recommended changes to **FD(LOCAL)** on admissions are based on new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care. The rules require districts to adopt local policy to assist with awarding credit to these students for a course that was earned prior to the student enrolling in or transferring to the district.

**Attendance
Accounting**

Recommended revisions to **FEB(LOCAL)** on attendance accounting are to address amended Administrative Code rules. The rules remove the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended policy text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

**Child Abuse and
Neglect**

FFG(LOCAL) on child abuse and neglect has been significantly revised to comply with amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of children that must be included in the district improvement plan and the student handbook.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from **FFG(EXHIBIT)** into the local policy and recommend deletion of the exhibit.

**Discrimination,
Harassment, and
Retaliation**

Revisions to **FFH(LOCAL)** address the new Title IX regulations and are similar to those made at **DIA(LOCAL)**, above. The **FFH(LOCAL)** revisions:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;
- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Provisions in **FB(LOCAL)** on the district’s Title IX coordinator for students have been updated to include required language from the new Title IX regulations. Corresponding wording changes were also made to the ADA/Section 504 coordinator text.

Student and Parent Complaints

FNG(LOCAL) on grievances by students and parents includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined. In addition, we have reordered the list of protected characteristics at Other Complaint Processes, item 1, to align with revisions at **FFH(LOCAL)** above.

Section G—Community and Governmental Relations

Public Complaints

As with **FNG(LOCAL)**, above, **GF(LOCAL)** on complaints by members of the public includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined.

Miscellaneous Deletions

Several local policies focusing on administrative details are recommended for deletion for those districts that had them. Board-adopted policy is not required on these topics.

- **BDF(LOCAL)**—citizen advisory committees
- **DMD(LOCAL)**—professional meetings
- **FMF(LOCAL)**—student contests and competitions



LAGO VISTA INDEPENDENT SCHOOL DISTRICT TITLE IX FORMAL COMPLAINT PROCEDURES

Definitions

All terms in this regulation have the meaning as defined in FFH(LEGAL) at Response to Sexual Harassment. In addition:

“Coordinator” means the Title IX Coordinator.

“Complainant” means the alleged victim of conduct that could constitute sexual harassment and may include a parent acting for a student. Where the Title IX Coordinator signs a formal complaint, the Coordinator is not a complainant.

“Days” means District business days unless otherwise noted by the District.

“District” or “the district” refers to any employee or person designated to fulfill obligations under law or board policies.

“Education program or activity” means locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the alleged sexual harassment occurs.

“Party” or “parties” refers to the complainant and respondent. Where the Title IX Coordinator signs a formal complaint, the Coordinator is not a party.

“Parent” means a person defined by 34 C.F.R. § 99.3 who may act on behalf of a student unless prohibited by law or court order, including signing a formal complaint, agreeing to supportive measures, or responding to allegations in a complaint [see FL(LEGAL)].

“Preponderance of Evidence” is a standard of evidence meaning that a proposition is more likely than not to be true.

“Respondent” means the alleged perpetrator of conduct that could constitute sexual harassment and may include the parent acting on behalf of a student.

“Sexual harassment” refers to sexual harassment as defined by Title IX [see FFH(LEGAL)].

“Student” means an enrolled student or other non-employee who is participating or attempting to participate in the District’s education program or activity.

“Title IX disciplinary sanction” means an action that is not a supportive measure as defined by 34 C.F.R. § 106.30 and is imposed against a respondent only after the District follows the

Title IX formal complaint process in compliance with law and board policy. Title IX disciplinary sanctions do not include an authorized interim action or measure, and do not refer to discipline imposed on a respondent under the District's Student Code of Conduct for conduct other than sexual harassment as defined by Title IX. [See FFH(LEGAL)]

"Title IX personnel" includes the Coordinator and other individuals designated by the District or Coordinator to perform a role in the formal complaint process, including investigator, decision-maker, appellate decision-maker, and, if applicable, facilitator of an informal resolution process.

District Response to Allegations of Sexual Harassment

The District's Title IX Coordinator will respond promptly and equitably to any verbal or written report or disclosure of alleged sexual harassment received from any source, including personal observation, that provides a District employee notice of the alleged conduct. The Coordinator will address anonymous reports if there is an identifiable party.

When the Coordinator determines that an allegation of sex-based harassment in a District program or activity, if proved, would meet the definition of sexual harassment under Title IX, the Coordinator will follow the procedures below. In accordance with law, the Coordinator may consolidate formal complaints or separate proceedings where allegations of sexual harassment arise out of the same facts or circumstances.

For all other allegations, the Title IX Coordinator will follow the applicable District policy and procedures, including FFH, as applicable, for Investigations of Reports Other Than Title IX, FFI regarding bullying, DH for employee standards of conduct, or the Student Code of Conduct. Concurrent with a Title IX formal complaint process, the District may implement discipline in accordance with board policies and the Student Code of Conduct for prohibited conduct other than sexual harassment as defined by Title IX.

Initial Response

Upon receipt of a report alleging sexual harassment, the District's Title IX Coordinator or designee will promptly contact the complainant, when identified, to offer supportive measures and interact with the complainant to:

- (1) Provide information about supportive measures;
- (2) Discuss the availability of supportive measures;
- (3) Consider the complainant's wishes concerning supportive measures;

(4) Explain to the complainant the process for filing a formal complaint under Title IX; and

(5) Provide each complainant with a copy of the District's Title IX formal complaint process.

The Title IX Coordinator will document whether a complainant elects to accept or decline the supportive measure or measures offered.

The Title IX Coordinator's initial response and interaction may be directed solely at the parent of the alleged victim, when appropriate based on the circumstances.

Equitable Treatment

The District's treatment of complainants, respondents, witnesses, and any other person involved in a formal complaint process shall not discriminate on the basis of sex. All parties involved will be treated fairly, with dignity, respect, and sensitivity and without bias, prejudice, or reliance on stereotypes.

Supportive Measures

The Title IX Coordinator is responsible for effective implementation of supportive measures and will serve as the point of contact for any questions or concerns related to supportive measures.

Supportive measures must be offered to a complainant and, as appropriate, also to a respondent. Supportive measures must be offered regardless of whether a formal complaint is initiated, or whether the complainant participates in the formal complaint process. A complainant is not required to show proof of allegations to receive supportive measures and is not required to accept supportive measures.

Supportive measures shall be individualized, non-punitive, offered without fee or charge, and shall not unreasonably burden either party. Supportive measures may include services, as reasonably available, designed to protect the safety of all parties or the District's educational environment or to deter sexual harassment. The District is not required to offer or provide supportive measures to unidentified parties.

Examples of supportive measures may include:

- counseling about inappropriate behavior and educational conversations;
- explaining to a respondent in detail the district's anti-sexual harassment policy and expectations of appropriate conduct;
- temporarily sending a student to the principal's office;
- changing seating assignments or class assignments;

- providing other counseling;
- extending of deadlines or other course-related adjustments, including retaking exams or completing makeup work;
- implementing mutual or unilateral restrictions on contact between parties;
- identifying specific campus employees to serve as regular points of contact for each party
- modifying class or activity schedules;
- escorting parties when on campus;
- changing campus assignments;
- increasing security and monitoring of certain areas of the campus; or
- other similar measures designed to help a student stay in school and on track academically, protect the safety of a student, or deter sexual harassment.
- _____.

*Emergency
Removal*

In accordance with law, the District has the right to remove a student respondent from the District's education program or activity when the District determines, based on an individualized safety and risk analysis, that removal is justified due to an immediate threat to the physical health or safety of any student or other individual, including either of the parties in a formal complaint, arising from the allegations of sexual harassment. The District shall provide notice of removal to the respondent. The removal may continue for the duration of an ongoing threat. [See FFB]

Removal under this provision must comply with all due process requirements under law and policy, including the Individuals with Disabilities Education Act (IDEA) and Section 504.

*Post-Removal
Challenge*

Immediately following the emergency removal, the District shall provide the respondent with an opportunity to challenge the decision in accordance with the applicable board policy or the Student Code of Conduct. [See FO series]

*Administrative
Leave*

Title IX and these procedures do not restrict the District's right to place an employee respondent on administrative leave pending an investigation.

**No Bias or Conflict
of Interest**

All Title IX personnel must serve impartially and free from conflicts of interest or bias against the individual complainant and

respondent involved in a formal complaint or against complainants and respondents generally.

For the purpose of the District's response to allegations of sexual harassment, including the formal complaint process, bias includes but is not limited to bias against an individual's sex, race, ethnicity, sexual orientation, gender identity, disability or immigration status, or financial ability.

Presumption of Nonresponsibility

All District actions must presume that the respondent is not responsible for the alleged conduct until after a final determination in a formal complaint process. In a formal complaint process, a respondent may face Title IX disciplinary sanctions for sexual harassment only after a fair process determines responsibility. However, even if a Title IX formal complaint is not filed or signed, the District may investigate and respond to prohibited conduct in accordance with board policies and the Student Code of Conduct.

Formal Complaints

A formal complaint may be filed with the District's Title IX Coordinator by using a form provided by the District or in accordance with requirements of FFH(LEGAL) at Definitions, Formal Complaint. If the Title IX Coordinator determines that the law requires the District to initiate an investigation under a formal complaint process, the Coordinator may, without consent of a complainant, sign a written complaint to initiate the process. A complainant is not required to participate in the formal complaint signed by a Coordinator but will retain all the rights of a complainant in the process.

Copies of any documents that support the complaint should be attached to the complaint.

In accordance with law and policy, the Title IX Coordinator will coordinate the assignment of duties to ensure that all obligations under Title IX are completed in a timely manner.

Time Frame for Formal Complaint Process

Absent good cause for the District to delay an investigation, the Title IX formal complaint process beginning with filing or signing of the formal complaint and ending with the determination of responsibility should be completed within 60 business days. Days used for any voluntary informal resolution process do not count towards the time frame for concluding the formal complaint process.

Modifying Time Frames

In calculating timelines under this regulation, the day a document is filed is "day zero" and the next District business day is "day one."

All time limits shall be strictly followed unless modified by the parties' mutual written consent or extended by the District for good

cause. If the District grants an extension of time for one party, the same time extension must also be granted to the other party.

If the District temporarily delays or extends timelines associated with the formal complaint process, the Title IX Coordinator shall provide a written explanation to the parties of the good cause basis for the delay or extension. Permissible modifications to timelines include the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; the need for language assistance or accommodation of disabilities; or other good cause as determined by the Title IX Coordinator.

The District shall make reasonable attempts to schedule meetings at a time mutually agreeable to all parties. However, extensions should not unnecessarily extend the timeline established below for concluding the formal complaint process.

Notice of Allegations

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the complainant and respondent about the allegations of sexual harassment and allow sufficient time for the parties to prepare a response before any initial interview with the assigned investigator. This notice must contain the following:

- Allegations of potential sexual harassment as defined by law, including sufficient details known at the time such as identity of parties, alleged conduct, and date(s) and location(s) of alleged incident(s);
- A statement that the District, by law, must presume that the respondent is not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the formal complaint process;
- Notification that each party may choose an advisor of choice who may be, but is not required to be, an attorney;
- The right of each party to inspect and review evidence under section 34 C.F.R. § 106.45(b)(5)(vi);
- The standard of evidence that will be used [see FFH(LOCAL)];
- Notification about the District's Title IX formal complaint process, including procedures for informal resolution and appealing the final determination; and
- Any provision of a District code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the formal complaint process.

	<p>The Title IX Coordinator may attach a copy of Policy FFH to the Notice of Allegations.</p>
<p>Dismissal of Complaint or Allegation</p>	<p>Upon dismissal of a formal complaint or an allegation therein, the Coordinator will promptly provide written notification to both parties. Dismissal of an allegation or allegations does not preclude action under another provision of the code of conduct.</p>
<p>Mandatory Dismissal</p>	<p>A formal complaint or allegation must be dismissed as required by law when the allegation(s), if proved:</p> <ul style="list-style-type: none"> • Would not meet the definition of sexual harassment under 34 C.F.R. § 106.30(a); • Did not occur against a person in the United States; or • Did not occur in the District's education program or activity.
<p>Discretionary Dismissal</p>	<p>A formal complaint may be dismissed for the following reasons:</p> <ul style="list-style-type: none"> • If, at any time, a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in the complaint; • If the respondent is no longer enrolled or employed by the District; • If specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein; or • If the complainant no longer has any involvement with the District.
<p>Appeal of Complaint Dismissal</p>	<p>In accordance with law and local policy, the complainant may appeal the written dismissal of a formal complaint or any allegations therein on the following bases:</p> <ul style="list-style-type: none"> • Procedural irregularity that affected the outcome of the matter; • New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made and that could affect the outcome of the matter; or • The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Title IX does not require the District to accept appeals based on any other reasons.

To initiate an appeal, a complainant must follow the procedures below at Appeal Procedures.

Standard of Evidence

The District uses the preponderance of evidence standard of evidence to determine responsibility unless stated otherwise in FFH(LOCAL). Title IX requires the District to adopt a standard of evidence that will be used to determine responsibility for all formal complaints of sexual harassment.

Objectivity

When evaluating relevant evidence, whether the evidence is inculpatory (serving to show responsibility) or exculpatory (serving to clear of responsibility), an investigator and decision-maker must remain objective. Credibility determinations may not be based on an individual's status as a complainant, respondent, or witness.

Privileged Information

If a party seeks or uses information protected under a legally recognized privilege, the party must provide written documentation indicating that the individual holding the privilege has waived the privilege and consents to use for the purpose of the formal complaint process.

Investigation of Formal Complaint

The Title IX Coordinator may serve as an investigator, appoint a trained District employee to serve as an investigator, or, in consultation with the Superintendent, appoint an external investigator, to investigate the allegations in a formal complaint. The burden of proof and burden of gathering evidence sufficient to reach a determination regarding responsibility rests with the District and not with the parties. All allegations in a formal complaint will be investigated.

Absent good cause, the investigation should be completed within 30 business days from the date that the formal complaint was signed or filed; however, the investigator may take additional time in accordance with law, board policy, or these procedures.

Gathering Evidence

After receiving the written complaint, the investigator will meet promptly with each party to conduct initial interviews, gather information, and collect evidence. While the District has the burden of proof for determining responsibility, the parties may submit evidence, testimony, witnesses, or other information that they wish the investigator to consider. Parties may also present fact and expert witness testimony in the form of written statements. Any deadlines or other restrictions related to the formal complaint process must apply equally to both parties. The investigator must provide to any party whose participation is invited or expected,

written notice of the date, time, location, participants, and purpose of any investigative interview or other meetings, with sufficient time for the party to prepare to participate.

Advisors

Each party may be accompanied by an advisor of the party's choice during the interview with the investigator or other meetings during the formal complaint process.

Confidentiality

In order to preserve the confidentiality of student information protected by the Family Educational Rights and Privacy Act (FERPA), the District may require the parent of a minor student to sign a release form indicating consent to allow the District to release information related to the allegations to the designated advisor. [See FL.] In addition, the District shall inform any designated advisors that confidential information received during the Title IX formal complaint process, including the evidence received for inspection and review as well as the investigation report, may be used only for purposes of the Title IX formal complaint process and may not be further disclosed or disseminated. Any restriction or requirement regarding an advisor must apply equally to all parties.

Inspection of Evidence

In order to afford each party the opportunity to respond meaningfully to the evidence prior to the conclusion of the investigation, the investigator will make available evidence submitted by the parties or obtained as part of the investigation that is directly related to the allegations raised in a formal complaint to both parties for inspection and review. This includes evidence upon which the District's decision-maker may choose not to rely when reaching a determination regarding responsibility, as well as inculpatory or exculpatory evidence.

Prior to completion of the investigative report, the investigator will send to each party and the party's advisor, if any, the evidence subject to review and inspection in an electronic format or hard copy. As required by law, each party must be allowed 10 days from the date of receipt of the evidence to inspect and review the evidence, and to submit a written response that the investigator will consider when completing the final investigative report.

Investigation Report

The investigative report will fairly summarize all relevant evidence and may include the following content:

- Identification of the allegations potentially constituting sexual harassment;
- Any procedural steps taken by Title IX personnel from the receipt of the formal complaint through the conclusion of the

investigation, including any notifications to the parties, interviews, site visits, and methods used to gather evidence;

- Responses of each party to the allegations in the formal complaint;
- Evidence obtained by the District;
- Relevant evidence considered by the investigator;
- The parties' responses to the evidence after review and inspection;
- Findings of fact; and
- Identification of any District policies or codes of conduct implicated by the facts, including referrals to FFH for Investigations for Reports Other Than Title IX, FFI, or other District processes initiated as a result of the investigation

The investigator will simultaneously provide the investigation report to both parties. The investigator also will send a copy of the investigation report to the Title IX Coordinator, who immediately will assign a decision-maker and provide the decision-maker with a copy of the investigation report.

**Determination
Regarding
Responsibility**

A decision-maker designated by the Title IX Coordinator will make an independent determination regarding a respondent's responsibility for alleged sexual harassment. The decision-maker cannot be the District's Title IX Coordinator or the investigator who investigated the complaint at issue.

In accordance with law, the determination of responsibility may not be issued earlier than 10 days from the date the parties received the final investigation report from the investigator.

After both parties have received the investigative report and prior to a determination regarding responsibility, the decision-maker will notify each party of the opportunity to submit written, relevant questions that a party wants asked of any party or witness noted in the investigation report. The decision-maker shall ensure that questioning is relevant, respectful, and non-abusive. In order to maintain a reasonably prompt timeline, the decision-maker may give addressed parties or witnesses a reasonable and equitable deadline to provide answers in response. In consultation with the Title IX Coordinator, the decision-maker may also extend the timeline for good cause. A party or witness is not required to respond to any questions posed by the other party. As determined by the decision-maker, the parties may reasonably exchange additional, limited follow-up questions.

Prior Sexual
Behavior

In reaching a final determination, the decision-maker will not consider relevant any questions and evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent to sexual contact.

The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Written
Determination

The decision-maker will issue a determination regarding responsibility for the alleged conduct in a reasonably prompt manner after the date all questions, answers, and supporting documentation were requested to be submitted to the decision-maker. Absent good cause for the District to delay an investigation, the decision-maker will issue the written determination of responsibility within the time frame specified above at Time Frame for Formal Complaint Process.

The written determination of responsibility will include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the District's applicable code of conduct or other policy to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any Title IX disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided to the complainant; and
- The procedures and permissible bases for the complainant and respondent to appeal the determination.

The determination of responsibility, and any recommended Title IX disciplinary sanctions therein, is not final or effective until after the period for appeal is over in accordance with these procedures at Appeal of Determination.

Appeals

In accordance with law and local policy, either party may appeal the written determination regarding responsibility or a dismissal of a formal complaint or any allegations therein on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Title IX does not require the District to accept appeals based on any other reasons.

Appeal Procedures

To initiate an appeal, a party must file a written request for appeal with the Title IX Coordinator within 5 business days of a party's receipt of the final determination.

The Title IX Coordinator will review the request and assign an appropriate appellate decision-maker in compliance with law and policy. If the reason for appealing the dismissal or determination of responsibility is not mandatory, the District may dismiss the appeal.

If the request for an appeal is not dismissed, the Coordinator will designate an appellate decision-maker to proceed. The appellate decision-maker may not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator who investigated the complaint at issue, or the Title IX Coordinator.

The Title IX Coordinator will notify the non-appealing party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will be provided a reasonable, equal opportunity to submit a written statement in support of, or challenging, the dismissal of a formal complaint or determination of responsibility.

District Response to Appeal of Complaint Dismissal

In an appeal of dismissal of a complaint or any allegation therein, the District's designated appellate decision-maker will review the request for appeal and issue a written decision explaining why the appeal of the dismissal is granted or denied. The appellate decision-maker may not be the Title IX Coordinator, the investigator, or the decision-maker assigned to the complaint or allegation at issue.

The written decision of the appellate decision-maker will provide the rationale for the District's response to the complainant's appeal of the District's dismissal of a formal complaint or any allegation therein. The decision will either instruct the Title IX Coordinator to resume implementation of the Title IX formal complaint process or will inform the appealing party of additional options. A copy of this written response will be provided simultaneously to both parties.

Effect of Appeal of Determination of Responsibility

If an appeal regarding the determination of responsibility is filed, the determination does not become final, and the District may not proceed with administering Title IX disciplinary sanctions or remedies based on the determination, until the date that the District provides both parties with the written result of the appeal.

If an appeal is not filed, the determination of responsibility becomes final on the date on which an appeal of the determination would no longer be considered timely.

For an appeal by either party to be fully effective, the District must wait to act on the determination regarding responsibility while maintaining the status quo between the parties through supportive measures designed to ensure equal access to education.

District Response to Appeal of Determination

The written decision of the appellate decision-maker will describe the result of the appeal of the determination regarding responsibility and the rationale for the result. A copy of the written decision of appeal must be provided simultaneously to both parties.

Once an appellate decision-maker issues a written decision regarding the appeal of the determination of responsibility, the District will proceed with implementing Title IX disciplinary sanctions or remedies or take other appropriate action.

Remedies

If a respondent has been determined through the formal complaint process to be responsible for the alleged sexual harassment, the District must provide remedies to the complainant that are designed to restore or preserve the complainant's equal access to the District's educational programs and activities. The Title IX Coordinator is responsible for effective implementation of remedies.

In addition to the individualized services described in this regulation as supportive measures, remedies may include the following sanctions or measures: ***[list or insert range of possible Title IX disciplinary sanctions and remedies that the District may implement after determination regarding responsibility is made]***

- Suspension
- Expulsion
- Any disciplinary measure provided by the District's Student Code of Conduct
- _____ (e.g., ineligibility to play sports or serve in student government position, etc.)

Remedies need not be non-disciplinary, non-punitive, or avoid burdening the respondent.

Informal Resolution

If a formal complaint has been filed, other than a complaint alleging sexual harassment of a student by an employee, and prior to reaching a determination regarding responsibility, the Title IX Coordinator may offer but may not require a party to participate in a voluntary informal resolution process, such as mediation.

In addition, either party may request informal resolution by making a written request to the Title IX Coordinator, who will promptly notify the other party of this request. The other party is not required to agree to participate. If a party declines or at any time withdraws from an informal resolution process, the Coordinator will notify the other party that the informal resolution process has been terminated and resume the formal complaint process.

Prior to facilitating or designating another person to facilitate the informal resolution process, the Title IX Coordinator will provide both parties written notice that contains at least the following information:

1. Provide to the parties a written notice disclosing:
 - the allegations;
 - the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the

grievance process with respect to the formal complaint; and

- any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtain the parties' voluntary, written consent to the informal resolution process.

Title IX Sexual Harassment Training

The District will provide all Title IX personnel, including the Title IX Coordinator, investigators, decision-makers, and any person designated to facilitate an informal resolution process, training necessary to perform their duties, including: the definition of sexual harassment under Title IX; the scope of the District's education program or activity; as applicable to assigned duties, how to conduct an investigation and the formal complaint process including overseeing exchange of questions and answers, appeals procedures, and informal resolution procedures; and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

For investigators, training must also include: issues of relevance to create an investigative report that fairly summarizes relevant evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

For decision-makers, training must also include: issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The District may choose any training program so long as training materials do not rely on sex stereotypes and promote impartial investigations and adjudication of complaints.

Non-District employees who are designated to fulfill Title IX obligations may be responsible for costs of securing required training unless otherwise provided by the District.

Records Retention

Records related to the District's entire response and process related to an allegation of sexual harassment must be maintained in accordance with the District's records control schedules or a minimum of seven years, whichever is longer. The District will direct all assigned Title IX personnel to comply with this recordkeeping requirement. [See FFH(LEGAL)]

Confidentiality

The District must keep information confidential as required by law except as necessary to provide supportive measures, to conduct

proceedings under the formal complaint process, when disclosure is required by law, or when permitted by the District in compliance with the Family Educational Rights and Privacy Act (FERPA) and state law, or to otherwise carry out the purposes of 34 C.F.R. Part 106. However, the District may not restrict the ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence.

A complainant's identity, if known, must be disclosed to the respondent once a formal complaint is filed by a complainant or signed by the Title IX Coordinator.

Required Reporting

At any point during a District's investigation that evidence is uncovered that requires reporting to law enforcement, Child Protective Services, State Board of Educator Certification, or another entity, District employees must take the necessary actions to do so in compliance with law or board policy.

Note: Information regarding [Superintendent Reporting Requirements](#)¹ can be found on TEA's website.

¹ Superintendent Reporting Requirements: <https://tea.texas.gov/texas-educators/investigations/superintendent-reporting-requirements>



TRAVIS COUNTY JUVENILE PROBATION DEPARTMENT

2515 South Congress Avenue ~ Austin Texas 78704
Phone: (512)854-7000 Fax: (512)854-7097

ESTELA P. MEDINA
Chief Juvenile Probation Officer

September 22, 2020

Dr. Darren Webb, Superintendent
Lago Vista Independent School District
P.O. Box 4929
Lago Vista, Texas 78645

RE: Memorandum of Understanding (MOU) SY2020-21
Juvenile Justice Alternative Education Program (JJAEP)

Dear Dr. Webb:

We are forwarding a copy of the Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding (MOU) for September 1, 2020–August 31, 2021. The MOU was unanimously approved by the Travis County Juvenile Board on August 13, 2020. We respectfully request approval by the Lago Vista Independent School District Board of Trustees and your signature to the enclosed MOU.

The MOU, as authorized by the Texas Education Code, provides for JJAEP services to youth who are referred by school districts for mandatory as well as discretionary expulsions. Pursuant to Section Nine of the MOU, this letter serves as notification of the daily rate for discretionary Category II and IV students. At the August 13, 2020 Juvenile Board meeting the Board set the daily rate per day of enrollment in JJAEP for SY2020-21 for students who are expelled for committing Title 5, Penal Code, felony offenses (Offenses Against the Person), under §37.0081, Education Code, at \$309.51 per day.

Please return the approved MOU to Ayda Heredia at Ayda.heredia@traviscountytexas.gov. We will forward a completed MOU once we have received all the required signatures and approvals.

If you have any questions, please do not hesitate to contact me at 512-854-7109.

Regards,

Chris Hubner

Chris Hubner
General Counsel

CC: Judge Rhonda Hurley, Chair, Travis County Juvenile Board
Estela P. Medina, Chief Juvenile Probation Officer
Virginia Martinez, Director of Accreditation and Compliance

**ISMEMORANDUM OF UNDERSTANDING
FOR THE
JUVENILE JUSTICE ALTERNATIVE EDUCATION COOPERATIVE
OF TRAVIS COUNTY**

This Memorandum of Understanding ("Agreement") is an Interlocal Agreement entered into pursuant to Texas Education Code, Chapter 37 and the Texas Interlocal Cooperation Act, Texas Government Code, Chapter 791, and is entered into to be effective the 1st day of September, 2020, between **Travis County**, the **Travis County Juvenile Board** ("TCJB"), and the following educational entities: **Austin** Independent School District, **Del Valle** Independent School District, **Eanes** Independent School District, **Lake Travis** Independent School District, **Lago Vista** Independent School District, **Leander** Independent School District, **Manor** Independent School District, **Pflugerville** Independent School District, and **Round Rock** Independent School District (hereinafter referred to collectively as the "ISDs"). The parties to this Agreement shall be collectively referred to herein as "Participants."

RECITALS:

WHEREAS:

- (1) Texas Education Code Sec. 37.011(m) requires the TCJB to enter into a Memorandum of Understanding with the ISDs establishing a Juvenile Justice Alternative Education Program ("JJAEP"); and
- (2) The Participants desire to participate in the Juvenile Justice Alternative Education Program Cooperative of Travis County ("JJAEP Co-Op") and to comply with the agreements contained herein; and
- (3) The ISDs wish to reach an agreement with the TCJB as to the placement of students expelled from school under the discretionary expulsion and removal provisions of Texas Education Code, Chapter 37; and
- (4) The Participants desire to create and operate the JJAEP Co-Op pursuant to Chapter 37 of the Texas Education Code and this Agreement; and
- (5) The Participants further desire to define and create the duties and responsibilities of the Participants, and to set forth herein the methods by which the Participants shall fund, govern and establish the JJAEP Co-Op; and
- (6) The Participant ISDs recognize that the Texas Legislature has appropriated certain funds to pay the County and TCJB for the cost of educating students in the JJAEP Co-Op who are expelled under the mandatory expulsion provisions of Texas Education Code Chapter 37. However, such funds are insufficient to meet the cost of educating students in the JJAEP Co-Op; and

(7) The ISDs are required to consider course credit earned by a student while in the JJAEP Co-Op as credit earned in a school district program pursuant to Texas Education Code Sec. 37.010(d), and the ISDs have an ongoing interest in the quality of education provided in the JJAEP Co-Op and the academic success of students who will be returned from the JJAEP Co-Op to the regular school setting. Therefore, the ISDs desire to assist in providing the JJAEP Co-Op with full, adequate funding; and

(8) The Participant ISDs recognize that for purposes of accountability under Chapter 39 of the Texas Education Code and the Foundation School Program, a student enrolled in the JJAEP shall be reported as if the student were enrolled in an Alternative Education Program of the student's home district and the participating home district of each student shall cooperate fully in making such reports and accepting such accountability. All PEIMS reporting requirements for the students placed in the program shall remain the responsibility of the home district, and all ADA funding entitlements generated from such data shall also remain with the home district, unless otherwise provided by law or regulation of the Texas Education Agency. However, students expelled as "mandatory" placements shall be counted as "ineligible" for attendance counting purposes in the home district; and

(9) The relationship between the Participants necessitates this Interlocal Agreement.

NOW THEREFORE, BY THIS AGREEMENT IT IS MUTUALLY UNDERSTOOD AND AGREED BY THE PARTICIPANTS AS FOLLOWS:

SECTION ONE: DEFINITIONS

For purposes of this Agreement:

1.1 "Discretionary" shall mean any student who is expelled or removed from the regular classroom and meets the definition of any one of the following three categories:

1.1.a. "Discretionary Category I" shall mean any student who is expelled under Texas Education Code Sec. 37.007 (b), (c), (f), or (i) or Sec. 37.0052.

1.1.b. "Discretionary Category II" shall mean any student who is expelled for committing an off-campus offense under Texas Education Code Sec. 37.0081(a);

1.1.c. "Discretionary Category III" shall mean any student who is a publicly Registered Sex Offender who is eligible for placement in the JJAEP under Subchapter I of Chapter 37 of the Texas Education Code.

1.1.d. "Discretionary Category IV" shall mean any student who meets the definitions in Sections 1.1.a–c. above and whose placement in the JJAEP would exceed a school district's allotted discretionary placements as set forth in section 4.8(A) of this Agreement.

1.2 "ISSP transition team" shall mean those persons responsible for reviewing a student's

academic progress in accordance with Texas Education Code Sec. 37.011(d); that is, the TCJB or its designee, and the parent or guardian of the student. For purposes of this Agreement, a representative of the ISD from which the student was expelled may also be a member of the ISSP transition team, together with any JJAEP Co-Op staff as may be appropriate.

1.3 "Mandatory expulsion" shall mean any student who is expelled pursuant to the provisions of Texas Education Code Sec. 37.007 (a), (d), or (e).

1.4 "Rollover funds" shall mean all funds paid by the ISDs to the TCJB for either discretionary or mandatory expulsion allotments that remain unexpended on August 31 of each year.

1.5 "Semester" as referenced by the Texas Education Code Subchapter I. Placement of Registered Sex Offenders shall mean 90 school days.

1.6 "Student" shall mean any person residing in Travis County aged ten years or older and required to attend school pursuant to Texas Education Code Sec. 25.085 and who are under the supervision of juvenile or adult probation.

SECTION TWO: STUDENT CODES OF CONDUCT

2.1 The JJAEP Co-Op will be created and operated pursuant to Chapter 37 of the Texas Education Code and this Memorandum of Understanding. Each ISD has developed a Student Code of Conduct, specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.

2.2 The Student Code of Conduct adopted by each ISD shall set forth the circumstances under which students will be subject to expulsion from the school setting and placement in the JJAEP Co-Op. A student may be expelled and placed in the JJAEP if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior despite documented behavioral interventions. Serious misbehavior, as defined by Texas Education Code 37.007(c), means:

- (1) Deliberate violent behavior that poses a direct threat to the health or safety of others;
- (2) Extortion, meaning the gaining of money or other property by force or threat;
- (3) Conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or
- (4) Conduct that constitutes the offense of:
 - (A) Public lewdness under Section 21.07, Texas Penal Code;
 - (B) Indecent exposure under Section 21.08, Texas Penal Code;
 - (C) Criminal mischief under Section 28.03, Texas Penal Code;
 - (D) Personal hazing under Section 37.152, Texas Education Code; or
 - (E) Harassment under Section 42.07(a)(1), Texas Penal Code, of a student or district

employee.

SECTION THREE: GOVERNANCE OF JJAEP CO-OP

3.1 Composition of Governing Body - The JJAEP shall operate as a function of Travis County and the TCJB, separate and apart from the other Participants to this Agreement. It shall not be an independent political subdivision, nor shall it operate under the direction or control of any party to this Agreement other than Travis County and the TCJB.

3.2 Executive Committee - Upon the effective date of this Agreement, there shall be created an Executive Committee, consisting of one (1) representative of each ISD, one (1) representative of Travis County, and one (1) representative of the TCJB (Chief Juvenile Probation Officer or designee), each to be appointed by their respective governing body. All representatives to the Executive Committee shall be named not later than thirty (30) days from the effective date of this Agreement. Vacancies on the Executive Committee shall be filled by appointment by the governing body represented thereby.

The Executive Committee exists solely to advise and assist the TCJB, and has no authority to direct or control the JJAEP Co-Op.

3.3 Quorum and Voting - Four (4) members of the Executive Committee shall constitute a quorum. The Executive Committee shall act by and through resolutions, motions or orders adopted or passed by the Executive Committee upon the vote of the majority of the members the Executive Committee attending the meeting at which the issue was presented.

3.4 Voting Rights - Each member shall be entitled to one vote on each matter submitted to a vote of the members. In the event of a tie vote, the Chair shall have two votes.

3.5 Chair - At the initial meeting of the Executive Committee, and thereafter annually, the Executive Committee shall select from its membership a Chair by the affirmative vote of a majority of the members. The Chair shall prepare the agenda, preside over the meetings of the Executive Committee and shall be responsible for scheduling regular and special called meetings of the Executive Committee, including the provision of notice thereof.

3.6 The TCJB representative shall act as custodian of all minutes, records, and reports of the Executive Committee, and shall generally assist the Chair and shall have such powers and perform such duties and services as shall from time to time be delegated to him or her by the Chair.

3.7 The Chair shall serve in his or her respective capacities until tendering written resignation(s) or until replacement by a majority vote of the members of the Executive Committee.

3.8 The Chair shall be entitled to vote on all matters coming before the Executive Committee.

3.9 Meetings - The Executive Committee shall hold regular meetings at such time and in such place determined by the Executive Committee. Procedures for meetings shall be governed by the most current version of *Robert's Rules of Order*. Special meetings of the Executive Committee shall be called by the Chair, or by affirmative vote of not less than one-third (1/3) of the members of the Committee.

3.10 Notice of Meeting - Written notice of the regular meetings of the Executive Committee shall be mailed, delivered or sent by electronic mail to each member not less than five (5) days prior to the date thereof. Written notice of all meetings of the Executive Committee shall be posted at the place(s) for posting notice of public meetings of each of the Parties hereto in accordance with the Texas Open Meetings Act. The Chair of the Executive Committee shall transmit to each member of the Executive Committee a notice for the purpose of such posting not less than five (5) days prior to the date of the meeting. Written notice of any special meeting of the members shall be given to each member not less than 24 hours and as soon as reasonably possible prior to the date thereof. The notice shall state the place, date and time of the meeting, who called the meeting, and the general purpose or purposes for which the meeting is called. Notice shall be given by or at the general direction of Chair of the Committee, or the members calling the meeting.

3.11 Duties - The activities of the Executive Committee shall include, but not be limited to the following:

- A. To develop and recommend proposed written operating policies to the TCJB consistent with any rules and regulations adopted by the Texas Juvenile Justice Department pursuant to Texas Education Code Sec. 37.011, and Texas Human Resources Code Sec. 221.002(a) regarding the operations, policies and procedures of the JJAEP Co-Op, and to make advisory recommendations to the TCJB regarding such operations, policies, and procedures including suggested changes or amendments thereto;
- B. To facilitate coordination with the Participants to this Agreement on matters relating to the supervision, educational and rehabilitative services available for expelled students and students assigned to the JJAEP Co-Op and the subsequent transition back into the school setting;
- C. To formulate and recommend other policies or procedures as appropriate to the TCJB as may be necessary to operate consistent with any rules and regulations as shall be adopted by the Texas Juvenile Justice Department; and
- D. To review the annual budget, actual operating costs, and cost projections for the JJAEP Co-Op.

3.12 JJAEP Co-Op Executive Committee Compensation - No member of the JJAEP Co-Op Executive Committee shall receive compensation for his or her services as a member of the Committee. Nothing herein contained shall be construed to preclude any Committee member from receiving compensation or reimbursement for expenses from the member's respective employer for serving on the Committee.

SECTION FOUR: STUDENT PLACEMENT IN JJAEP

4.1 The Participants hereto acknowledge that Texas Education Code Sec. 37.010(a) requires that every expelled student in a county with a population of 125,000 or greater who is not detained or receiving treatment under an order of the juvenile court must be enrolled in an educational program. It is therefore the intent of the JJAEP Co-Op to provide educational services to all expelled students, as provided more fully herein. However, no students will be assigned to the Travis County JJAEP except as set forth by provisions of this Agreement.

4.2 Students who are expelled from the school district setting will be afforded due process within the respective ISD as provided by school district policy and federal and state law.

4.3 Each ISD shall use its best efforts to notify the juvenile court in writing as soon as practicable upon the ISD's identification of a student who the ISD reasonably believes has engaged in conduct for which the student will be subject to mandatory expulsion. Such notice may be given in addition to any notice required under Texas Family Code Sec. 52.041. If the juvenile court receives written notice under this section that a student is believed to have engaged in conduct for which the ISD reasonably believes the student will be subject to mandatory expulsion, and the student is under the jurisdiction of the juvenile court, the juvenile court shall consider entering an order that the student attend the JJAEP Co-Op as soon as practicable, pending the outcome of any disciplinary proceedings at the ISD.

4.4 Every student eligible for placement in the JJAEP as set forth by the provisions of this Agreement who has been expelled from an ISD, and for whom information has been provided by the ISD from which the student has been expelled to the juvenile court in accordance with Texas Family Code Sec. 52.041, shall be ordered by the juvenile court to enroll in the JJAEP Co-Op as soon as reasonably practicable after the juvenile court's receipt of such notice. The information provided by the ISD for any student expelled for serious misbehavior under Texas Education Code Sec. 37.007(c), shall include documentation of the serious misbehavior and documentation of the behavioral interventions provided by the ISD prior to the expulsion.

4.5 Failure of an ISD to timely notify the juvenile court of an expulsion pursuant to Texas Family Code Sec. 52.041 shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile court is properly made.

4.6 The juvenile court shall, for each student taken into custody for conduct that occurred on school property or at a school-sponsored or school-related activity, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the juvenile court ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the juvenile court shall consider entering an order that the student immediately begin attending the JJAEP Co-Op pending resolution of the disciplinary action, including any expulsion hearings, at the ISD.

4.7 It is the intent of the Participants hereto that for each expelled student who is placed in the JJAEP Co-Op, the term of such placement will be coterminous with the term of the student's expulsion from school. The ISDs agree that a placement term of no less than one six week grading period will be required, absent extenuating circumstances. Students must remain in the JJAEP Co-Op for the full period ordered by the juvenile court unless the student's school district agrees to accept the student before the date ordered by the juvenile court or the student is referred back to the ISD pursuant to Section 4.8 or Section 4.9 or Section 4.10 herein. The juvenile court shall consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation. At the conclusion of the student's term of probation, or any other requirement imposed by the juvenile court, including conditions of a deferred prosecution ordered by the court, or such conditions required by the prosecutor or probation department, and if the student meets the requirements for admission into the public schools established by law, the school district in which the student resides must readmit the student, but may assign such student to the school district alternative education program.

4.8 It is the intent of the Participants hereto that the JJAEP Co-Op shall give priority to mandatory expulsion students from each of the ISDs. It is understood by the Participants, however, that the JJAEP Co-Op has limited space and staffing, and that conditions outside the control of any Participant to this Agreement may cause fluctuations in the JJAEP Co-Op population. The current maximum capacity of the JJAEP is fifty students. The "maximum capacity" of the JJAEP may be redefined from time to time, however, as deemed appropriate by the JJAEP Co-Op. Given the limited space at the JJAEP, participants agree to abide by the following procedures for discretionary placement decisions:

- A. Each participating school district will be permitted to enroll as many as four (4) discretionary students in the JJAEP Co-Op at the same time during the school year. Any district that exceeds four (4) discretionary enrollments at the same time will be billed in accordance with Section 9.1.b. of this Agreement. These students must meet the definitions of discretionary Category I, II, III and IV students, as set forth by this Agreement.
- B. Discretionary students will not be accepted into the JJAEP in the event that maximum capacity has been reached.
- C. Discretionary students will not be accepted into the JJAEP if the student is seventeen (17) years of age or older, and not under the jurisdiction of the juvenile court.

In the event the JJAEP has reached maximum capacity and a mandatory expulsion student is referred for placement in the JJAEP Co-Op, the JJAEP Manager will immediately identify the school district(s) with the highest number of discretionary student placements, and determine which discretionary student from these districts should be dismissed from the JJAEP Co-Op to accommodate the additional mandatory expulsion student. The decision by the JJAEP Manager will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

In the event the JJAEP has reached maximum capacity and a school district with fewer than four (4) discretionary placements refers a student for placement based on a discretionary offense, the JJAEP Manager will identify any district(s) with more than four (4) discretionary student placements and determine which discretionary student(s) from these districts must be dismissed from the JJAEP to accommodate the referral from the district with fewer than four (4) discretionary placements. The decision by the JJAEP Manager will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

4.9 A student who is assigned to the JJAEP as a "discretionary category II" student for a felony offense under Texas Education Code Sec. 37.0081(a) shall be returned to the sending ISD upon the first of the following events to occur:

- a. The charges are dismissed or reduced to a misdemeanor offense;
- b. The student is acquitted;
- c. The student completes the term of placement;
- d. The student is assigned to another program; or
- e. The student graduates from high school.

4.10 A student who is assigned to the JJAEP for engaging in serious misbehavior, as defined by and pursuant to Texas Education Code Sec. 37.007(c) will be returned to the sending ISD upon the completion of the semester or, in circumstances when the student is expelled within 6 weeks of the end of a semester, the completion of the following semester, unless otherwise returned earlier by expiration of the term of the expulsion or by other mutual agreement.

SECTION FIVE: LIAISON

5.1 Each ISD shall notify the juvenile court in writing of its designated Liaison. Each Liaison shall have authority to offer recommendations to the juvenile court regarding placement alternatives for students under the jurisdiction of the juvenile court, and to bind the Liaison's respective ISD to any agreement to return a child to the school setting.

5.2 The Liaison shall assist the juvenile court in obtaining the permission from the parent(s) of each student served by the JJAEP Co-Op to release medical, educational or other appropriate records to the juvenile court and to the JJAEP Co-Op. In the absence of such parental consent, the juvenile court may consider the need for a court order releasing such records, and the Liaison may provide the juvenile court with such other educational information regarding the child as may be permitted by law.

5.3 The Liaison shall be responsible for coordinating the ISD's participation on the ISSP transition team, as appropriate.

5.4 As necessary, the Liaison will consult with representatives of the Participants regarding matters affecting the programs, services, and student population of the JJAEP Co-Op.

SECTION SIX: JJAEP CO-OP FACILITIES AND STAFFING

6.1 The JJAEP Co-Op facilities and staffing will be provided by Travis County and the TCJB. Such facilities and staffing may be provided under a separate agreement with one or more ISDs or a third-party provider. It is contemplated by the Participants that the facilities, staffing, services and other requirements of the JJAEP Co-Op will be fully operational to the extent of this Agreement no later than the first day of school in each year in which this Agreement continues in force and effect. The JJAEP Co-Op shall operate on the same school calendar as the Austin Independent School District. TCJB shall comply with all state bidding and procurement laws in obtaining facilities and staffing for the JJAEP Co-Op to the extent such are applicable.

SECTION SEVEN: TRANSPORTATION

7.1 Each ISD shall be responsible for providing for the transportation of its students to and from the JJAEP Co-Op facility. Each ISD acknowledges and agrees that the student drop off and pick-up locations will be no further than two (2) miles from the students' residence. Disciplinary incidents occurring during transport on the ISDs' vehicles will be referred to the JJAEP Program Administrator or designee for appropriate disciplinary action.

SECTION EIGHT: RELEASE OF STUDENT AND JUVENILE RECORDS

8.1 The governing body of each Participant finds that in order to appropriately serve students receiving services under this Agreement, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. In the absence of parental consent, the juvenile court with jurisdiction over a student receiving educational services under this Agreement shall consider authorizing the entities providing services to such student to release appropriate juvenile, educational, diagnostic, treatment or other records as appropriate to permit the consistent provision of services to the student, as provided under Texas Family Code Sec. 58.0051 and 58.0052.

8.2 All student education records discussed or reviewed by any person specific to an individual student shall be considered confidential, and shall be shared only with the juvenile court, the student, the parent(s) or guardian(s) of the student, and those employees of the juvenile court, Participant, or JJAEP Co-Op with a legitimate educational interest in the student. Student educational records shall be transferred to the appropriate ISD upon dismissal of a student from the JJAEP Co-Op.

- 8.3 Each ISD shall be responsible for providing the JJAEP the following educational records prior to the students' admission to the JJAEP:
- a. Grades and transcript (current and past semester)
 - b. Current student schedule
 - c. Attendance for one prior full semester
 - d. Behavior referrals for one prior full semester

- e. Student's Texas Unique ID Number (TSDS #)
- f. PEIMS ID
- g. Immunization records
- h. Special Education assessments if applicable
- i. ARD, IEP, BIP, or 504 information if applicable
- j. Manifestation Determination documentation if applicable
- k. LPAC-ELL documentation if applicable
- l. Home language survey
- m. School lunch eligibility
- n. Current information related to state-mandated assessments
- o. Expulsion letter

SECTION NINE: FUNDING FOR JJAEP CO-OP

9.1.a. Daily Rate for Discretionary Category I and III Students - The ISDs will be billed a daily rate not to exceed the daily rate authorized by the Texas Juvenile Justice Department for mandatory expulsion students for each day a "discretionary category I" student expelled pursuant to Texas Education Code Sec. 37.007 (b), (c), (f) or (i); or a "discretionary category III" student placed as a publicly Registered Sex Offender pursuant to Texas Education Code Chapter 37, Subchapter I, is in attendance in the JJAEP Co-Op.

9.1.b. Daily Rate for Discretionary Category II and IV Students - The ISDs will be billed a daily rate based on the actual operational costs, as determined by the TCJB based on the Board's annual audit, for each day a "discretionary category II" student expelled for a felony pursuant to Texas Education Code Sec. 37.0081 or a "discretionary Category IV" student is enrolled in the JJAEP. Audit figures from the most recently finalized audit will be used to set current year actual daily costs. The rate per student per day of enrollment for school year 2020-2021 will be set by the TCJB at their duly noticed meeting in August 2020, and notification will be provided to all ISDs under this Agreement.

9.2 Rollover Funds - If any portion of the funds paid by the ISDs hereunder remain unused at the end of any school year, such funds shall become rollover funds for the following year, and shall be applied to the cost of funding JJAEP Co-Op operational expenses for the subsequent school year(s).

9.3 Maintenance of Depository Account - Travis County shall place all funds received hereunder in a fully insured depository account, or other secured account, as required by law. Funds received hereunder shall be separately accounted for and may not be budgeted or allocated for any purpose other than the operation of the JJAEP Co-Op. All principal and any interest accruing to the TCJB account from such deposited funds shall be credited to the JJAEP Co-Op and shall be used for the necessary and reasonable expenses of the JJAEP Co-Op and shall not be commingled with the regular operating funds of either the TCJB or Travis County. All rollover funds shall be separately accounted for and used to fund program costs for the subsequent school year.

9.4 Accounting - Travis County shall provide an accounting to the Participants, on an as-requested basis, of the amounts paid to the TCJB in connection with the JJAEP Co-Op, together with supporting documentation.

9.5 Billing - Travis County agrees to establish and coordinate billing arrangements with the ISDs with respect to the ISDs' funding obligations, if any, to the JJAEP Co-Op under this Agreement.

9.6 Audit - At least annually, Travis County shall provide an audited accounting to the other Participants of funds received and paid with respect to the JJAEP Co-Op.

9.7 Budget - The Executive Committee shall provide recommendations to the TCJB on budgetary matters relating to the establishment and operation of the JJAEP Co-Op.

SECTION TEN: SPECIAL SERVICES

10.1 The TCJB shall be responsible for providing any educational and support services that are provided to all students in a general education setting. The referring ISD is responsible for providing any education and support services beyond the general educational curriculum and general education setting that are required to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Individuals with Disabilities Education Act, and Title VI of the Civil Rights Act of 1964. The ISD in which a student resides shall provide and fund any services specified in the Individualized Education Plan (IEP), 504 Plan, and Language Proficiency Assessment Committee (LPAC) Report that fall outside of the general education curriculum or setting to eligible students.

10.2 TCJB and the ISDs shall cooperate in the provision of special services to students placed in the JJAEP Co-Op. However, ultimately, the referring ISD is responsible to ensure that appropriate programs and services, as articulated in a student's Individualized Education Program (IEP), Behavior Intervention Plan (BIP), 504 Plan, or LPAC Report are provided at the JJAEP continuously and without disruption.

10.3 Any student who commits an offense and has been identified by the ISD as having a disability may be expelled from the ISD only after a duly constituted Admission, Review, and Dismissal ("ARD") Committee or 504 Committee determines that the alleged offense is not a manifestation of the student's disability in accordance with applicable state and federal laws. Each ISD shall provide reasonable notice to the administrator of the JJAEP Co-Op of the ISD's Admission, Review and Dismissal Committee ("ARD") or 504 Committee meetings where placement in the JJAEP Co-Op will be considered or when reviewing or modifying the program of a student who qualifies for special education or 504 services in the JJAEP Co-Op. A copy of the student's current Special Education or 504 records must be provided to the JJAEP administrator with the notice of the meeting. The JJAEP administrator or designee may participate in the meeting to the extent that the meeting relates to the student's placement in the JJAEP and the implementation of the student's IEP, BIP, or 504 Plan. The ISDs shall be responsible for

scheduling and sending notices of ARD or 504 meetings during the period of expulsion, and for notifying and inviting JJAEP Co-Op representatives to participate in these meetings. For students receiving services under the Individuals with Disabilities Education Act or Section 504, the ARD Committee or 504 Committee meetings shall satisfy the requirement for the Individual Student Services Plan transition team meetings as otherwise required in Section 12.1 herein.

10.4 If, after placement of a student with disabilities in the JJAEP Co-Op under this Agreement, the administrator of the JJAEP Co-Op has concerns that the student's educational or behavioral needs cannot be met in the JJAEP Co-Op, the administrator (or his/her designee) shall immediately provide written notice to the ISD from which the student was expelled. Upon receipt of such notice, the ISD shall convene an ARD Committee or 504 Committee meeting to reconsider the placement of the student in the program, giving reasonable advance notice to the administrator of the JJAEP Co-Op. A representative of the JJAEP Co-Op may participate in the ARD Committee or 504 Committee meeting to the extent that the meeting relates to the student's placement or continued placement in the JJAEP Co-Op.

10.5 If a student assigned to the JJAEP is suspected of having a disability under the Individuals with Disabilities Education and Improvement Act (IDEA) criteria, the referring ISD's Child Find procedure will be initiated to resolve whether an assessment to determine eligibility is necessary. The JJAEP will assist with the completion of necessary referral documents. Any student determined to qualify for services and protection under IDEA or Section 504, shall be afforded all lawfully required services and protections by the referring ISD to the extent that the JJAEP cannot provide the service and the referring ISD is notified of the need to provide the service.

10.6 The JJAEP, in collaboration with the sending ISD, must ensure that a student who is non-English speaking or who speaks English as a second language is provided English as a Second Language (ESL) services and instruction appropriate to address his or her needs, as determined by a Language Proficiency Assessment Committee (LPAC). The sending ISD shall be responsible for scheduling and sending notices of LPAC meetings and any related assessments during the period of expulsion. The sending ISD shall provide reasonable written notice to the JJAEP Administrator of any LPAC meetings during the period of expulsion and will allow JJAEP representatives to attend and participate in the meetings. The sending ISDs will provide copies of the most current LPAC determinations to the JJAEP.

SECTION ELEVEN: ADMINISTRATION OF ALL REQUIRED STATE TESTING

11.1 In accordance with Texas Education Code, Section 37.011(d), state mandated assessment instruments shall be administered to all students enrolled in the JJAEP, except where such students are exempt from such testing by an ARD committee or other legal authority. The Participants agree that they will cooperate in the acquisition of testing materials, scheduling, and as otherwise necessary in order to facilitate assessment instrument administration. Prior to scheduled testing dates, the Participants will communicate regarding the most efficient method of obtaining secured testing materials for all students placed in the JJAEP. The JJAEP and ISDs will cooperate in the acquisition of such materials for students in the JJAEP. Each ISD shall provide to the JJAEP Administrator the name of a responsible contact person who shall have responsibility, on behalf of each ISD, for coordination of administration of statewide assessment instruments for that ISD's students enrolled in the JJAEP.

SECTION TWELVE: EXPEDITED MAGISTRATE SYSTEM

12.1 The expeditious hearing of all cases related to the JJAEP Co-Op by the juvenile court is crucial to the spirit and the letter of the Texas Legislature's changes to both the Education and the Juvenile Justice Codes. The TCJB and juvenile courts will utilize their best efforts to provide a system whereby all juvenile cases related to the Travis County JJAEP can be heard by the juvenile courts as soon as practicable after the student has been expelled from the school setting. Accordingly, the following expedited judicial procedures shall be applied to those cases concerning students expelled from the school setting:

- A. The juvenile courts shall establish a procedure by which the Juvenile Probation Department Intake Division shall identify students who are eligible for placement in the JJAEP Co-Op, and notify the District Attorney when it receives a referral for an offense that may result in placement in the JJAEP Co-Op not later than the next working day after the referral is received.
- B. The ISDs shall make their best efforts to conduct their expulsion hearings no later than seven (7) school days after an offense is reported to the respective school Liaison. If the student is expelled, the ISD will send to the juvenile court, not later than the second working day after the expulsion hearing, the recommendations of the Liaison regarding placement of the student in either the JJAEP Co-Op or a school district program. The Liaison will also forward such academic and behavioral records as it may have legal authority to share with the juvenile court, or in the absence of such authority, shall forward a written report to the juvenile court relating non-confidential information that is relevant to the educational placement of the student.

SECTION THIRTEEN: ACADEMIC REVIEW AND TRANSITION

13.1 Within a reasonable period of time after admission to the JJAEP Co-Op, each student shall have an Individual Student Services Plan ("ISSP") prepared by the ISSP transition team to meet the student's individual academic needs. The ISSP shall be reviewed periodically, at reasonable intervals, and shall address each student's emotional, social, and educational needs. In the case of a high school student, the ISSP shall contain a review of the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The ISSP shall be designed by the ISSP transition team and any other persons deemed appropriate by the TCJB, and shall require parental participation. For students receiving services under the Individuals with Disabilities Education Act, no ISSP transition team review shall be required under this section.

13.2 The TCJB shall provide to the ISDs a summative evaluation of the performance of all students served by the JJAEP Co-Op on an annual basis. Such evaluation shall reflect the academic performance of students served in the JJAEP Co-Op each year, as well as providing follow-up with former students of the JJAEP Co-Op. The ISDs shall assist the JJAEP Co-Op in developing meaningful performance measurement criteria, and in providing follow-up data for

former JJAEP Co-Op students who return to the school setting. All Participants shall use their best efforts to work collaboratively to capture meaningful performance data, as well as follow-up information on students returning to the ISDs.

13.3 The ISSP transition team shall formulate a transition plan, specifying any services to be provided upon return to the regular educational setting, as part of the ISSP for each student. The ISSP transition plan shall be completed prior to the student's completion of the JJAEP Co-Op placement.

SECTION FOURTEEN: TERM OF AGREEMENT

14.1 The initial term of this Agreement shall be for the period from the effective date of this Agreement through August 31, 2021. This Agreement shall be automatically renewed for an additional term of one (1) year on the same terms and conditions, unless one or more of the Participants hereto elects to terminate this Agreement by providing written notice to all other Participants hereto at least sixty (60) days prior to the expiration of the initial term, unless terminated sooner. This Agreement may be extended for additional terms of one (1) year upon the mutual consent of the Participants evidenced by an extension agreement entered into not later than thirty (30) days prior to the termination date of this Agreement, or any extension hereof.

14.2 Any provision of the preceding Section 14.1 to the contrary notwithstanding, any ISD may withdraw from this Agreement prior to the expiration of the term hereof by written agreement of the TCJB, or for good cause, at any time. Any ISD withdrawing from this Agreement shall be entitled to recover all funds from the Texas Juvenile Justice Department to which it is entitled. No ISD withdrawing from this Agreement shall be entitled to receive any portion of the rollover funds, unless this Agreement is terminated by all Participants hereto in its entirety, or this Agreement is terminated by operation of law. In the event this Agreement is terminated in its entirety, any rollover funds remaining shall be distributed to the ISDs, pro-rata, based upon the number of students served by the ISD residing in Travis County.

14.3 In the event of termination by any Participant, the Agreement will remain in force and effect with respect to the remaining Participants, unless such termination frustrates the overall purposes and intent of this Agreement.

SECTION FIFTEEN: MISCELLANEOUS

15.1 Records and Reporting Requirements - Throughout the term of this Agreement, the Participants hereto agree to establish and maintain detailed records regarding the administration and operation of the Juvenile Justice Alternative Education Program and JJAEP Co-Op, including information regarding the costs of such programs, including facilities, staffing and administrative expenses.

15.2 Legal Requirements - The Participants agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing the juvenile justice programs applicable to school districts and/or county juvenile probation departments. In the event that any of the Participants hereto are required by law or regulation to perform any act inconsistent with this Agreement, or to cease performing any act required by this Agreement, this Agreement shall be deemed to have been modified to conform with the requirements of such law or regulation.

15.3 Notice - Except where oral notice is specifically allowed or required under this Agreement, any notice provided hereunder by any party to another shall be in writing and may be either: 1) delivered by hand to the party or the party's designated agent; 2) deposited in the United States mail, postage paid; 3) transmitted by telecopy; 4) transmitted by electronic mail transmission; or 5) delivered by a reputable courier service, to the following address or telecopy number:

Austin Independent School District:

Dr. Stephanie Elizalde, Superintendent of Schools
Austin Independent School District
1111 West 6th Street, Suite A-250
Austin, Texas 78703
512-414-2412 PHONE 512-414-1486 FAX
e-mail: superintendent@austinisd.org

Del Valle Independent School District:

Dr. Annette Tielle, Superintendent of Schools
Del Valle Independent School District
5301 Ross Road, Suite 103
Del Valle, TX 78617
512-386-3010 PHONE 512-386-3015 FAX
e-mail: annette.villerot@dvisd.net

Eanes Independent School District:

Dr. Tom Leonard, Superintendent of Schools
Eanes Independent School District
601 Camp Craft Road
Austin, TX 78746
512-732-9001 PHONE 512-732-9005 FAX
e-mail: tleonard@eanesisd.net

Lake Travis Independent School District:

Mr. Paul Norton, Superintendent of Schools
Lake Travis Independent School District
3322 Ranch Road 620 South
Austin, TX 78738
512-533-6020 PHONE 512-533-6001 FAX
e-mail: nortonp@ltsidschools.org

Lago Vista Independent School District:

Mr. Darren Webb, Superintendent of Schools
Lago Vista Independent School District
P.O. Box 4929
Lago Vista, TX 78645-0001
512-267-8300 PHONE 512-267-8304 FAX
e-mail: darren_webb@lagovista.txed.net

Leander Independent School District:

Dr. Bruce Gearing, Superintendent of Schools
Leander Independent School District
P.O. Box 218
Leander, Texas 78646
512-570-0000 PHONE 512-570-0048 FAX
e-mail: superintendent@leanderisd.org

Manor Independent School District:

Dr. Andre Spencer, Superintendent of Schools
Manor Independent School District
P.O. Box 359
Manor, TX 78653
512-278-4002 PHONE 512-278-4017 FAX
e-mail: Andre.Spencer@manorisd.net

Pflugerville Independent School District:

Dr. Douglas Killian, Superintendent of Schools
Pflugerville Independent School District
1401 West Pecan Street
Pflugerville, TX 78660-2518
512-594-0000 PHONE 512-594-0011 FAX
e-mail: superintendent@pfisd.net

Round Rock Independent School District:

Dr. Steve Flores, Superintendent of Schools
Round Rock Independent School District
1311 Round Rock Avenue
Round Rock, Texas 78681
512-464-5022 PHONE 512-464-5055 FAX
e-mail: superintendent_rrisd@roundrockisd.org

Travis County Juvenile Board:

Honorable Rhonda Hurley
98th District Court
Chair, Travis County Juvenile Board
1000 Guadalupe Street, 5th Floor
Austin, Texas 78701
512- 854-9384 PHONE 512- 854-9332 FAX

Travis County:

Honorable Sam Biscoe, Travis County Judge
700 Lavaca, Suite 2.300
Austin, Texas 78701
512- 854-9555 PHONE 512- 854-9535 FAX
with a copy to the Travis County Attorney:

Honorable David Escamilla, Travis County Attorney
314 West 11th Street, Suite 300
Austin, Texas 78701
512- 854-9415 PHONE 512- 854-9316 FAX

Any party may designate a different agent or address for notice purposes by giving the other Participants ten (10) days written notice in the manner provided above.

15.4 Amendments - If changed conditions are encountered during the term of this Agreement, the Agreement may be supplemented or amended under terms and conditions mutually agreeable to the Participants, provided that all such changes, amendments, supplements or modifications shall be in writing.

15.5 Integration Clause - This Agreement, including schedules and attachments, contains the entire agreement of the Participants hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Participants. No other agreement, statement, or promise made by or to any party, or made by or to any employee, officer, or agent of any party, that is not contained in this Agreement shall be of any force or effect. It is acknowledged by the Participants that no officer, agent, employee or representative of Travis County has any authority to change or amend the terms of this Agreement or any attachments to it or to waive any breach of this Agreement unless expressly granted that authority by the Travis County Commissioners Court.

15.6 Partial Invalidity - If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and shall in no way be effected, impaired or invalidated, unless such holding causes the obligations of the Participants hereto to be impossible to perform or shall render the terms of this Agreement to be inconsistent with the intent of the Participants hereto.

15.7 Non-assignability - No assignment of this Agreement or of any duty or obligation of performance hereunder, shall be made in whole or in part by any Participant without the prior written consent of the other Participants hereto.

15.8 Waiver - No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

15.9 Immunity - Neither Travis County, the TCJB, nor the ISDs waive or relinquish any immunity or defense on behalf of themselves, their trustees, commissioners, offices, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.

15.10 Available Funds - The Participants to this Agreement expressly acknowledge and agree that all monies paid pursuant to this Agreement shall be paid from budgeted available funds for the current fiscal year of each such entity.

15.11 Open Meetings - The meetings at which this Agreement was approved by the Participants' governing boards were posted and held in accordance with the Texas Open Meetings Act, Texas Government Code Ch. 551.

15.12 Mediation - Any dispute arising under this Agreement may be submitted, upon agreement of the Participants, to non-binding mediation. When mediation is acceptable to the participants in resolving any dispute arising under this Agreement, the Participants agree to use the Dispute Resolution Center of Austin or any other mediator as shall be mutually agreed upon by the Participants, to provide mediation as described in Section 154.023 of the Texas Civil Practice and Remedies Code. Unless the Participants are satisfied with the result of the mediation, the mediation will not constitute a final binding resolution of the dispute. All communications within the scope of the mediation shall remain confidential as described in §154.073 of the Texas Civil Practice and Remedies Code, unless the Participants agree, in writing, to waive the confidentiality.

IN WITNESS THEREOF, the undersigned Participants acting under the authority of their respective governing boards have caused this Agreement to be duly executed in multiple counterparts, each of which shall constitute an original, all as of the day and year above first written, which is the date of this Agreement.

APPROVED:

DocuSigned by:

Rhonda Hurley

D1D4934DF4F8483...

Honorable Rhonda Hurley
Chair, Travis County Juvenile Board

APPROVED:

DocuSigned by:

Sam Biscoe

CD20CF375B4C48F

Honorable Sam Biscoe
Travis County Judge

APPROVED:

Austin Independent School District

APPROVED:

Eanes Independent School District

APPROVED:

Lake Travis Independent School District

APPROVED:

Manor Independent School District

APPROVED:

Round Rock Independent School District

APPROVED:

Del Valle Independent School District

APPROVED:

Lago Vista Independent School District

APPROVED:

Leander Independent School District

APPROVED:

Pflugerville Independent School District

STATE PAYMENTS 2020-2021

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP												
Per Capita	\$ 24,077.00											
MFS Sped Operations												
NSLP	\$ 154.02											
SBP												
Existing Debt Allotment												
School Lunch Matching												
Title I Part A												
Title II Part A												
Title IV												
IDEA B Pres												
IDEA B Form												
IDEA B IEP Analysis												
IMAT												
PreK												
Ready to Read												
ASAHE												
Teacher Training Reimbursement												
Blended Learning												
AP Initiative												
Recapture Refund	\$ 10,889.00											
	\$ 35,120.02	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
*denotes FY19 money received in FY20												

STATE PAYMENTS 2019-2020

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP	\$ 39,798.00	\$ 101,183.00					\$ 23,131.00				\$ 63,133.00	\$ 140,795.00
Per Capita		\$ 59,843.00	\$ 22,694.00					\$ 22,985.00	\$ 45,097.00	\$ 45,097.00		
MFS Sped Operations												
NSLP	\$ 11,654.08	\$ 19,501.41	\$ 8,440.75	\$ 16,982.48	\$ 14,527.39	\$ 19,342.31	\$ 21,591.09	\$ 11,810.10	\$ 3,928.92		\$ 3,925.44	
SBP	\$ 3,771.59	\$ 6,838.86	\$ 22,702.34	\$ 6,147.46	\$ 4,968.18	\$ 6,977.17	\$ 8,125.90	\$ 4,346.74	\$ 2,077.36		\$ 2,075.52	
Existing Debt Allotment			\$ 61,557.00									
School Lunch Matching								\$ 2,236.49				
Title I Part A	\$ 43,673.32				\$ 39,812.50		\$ 53,217.27					
Title II Part A	\$ 25,048.59				\$ 2,099.00		\$ 8,624.44					
Title IV	\$ 97.15				\$ 2,715.00		\$ 7,709.08					
IDEA B Pres		\$ 3,299.70			\$ 311.96		\$ 2,041.80					
IDEA B Form		\$ 17,823.00			\$ 48,146.06		\$ 26,373.83					
IDEA B IEP Analysis												
IMAT		\$ 91,046.87				\$ 73.80	\$ 2,224.95				\$ 181,345.00	
PreK												
Ready to Read												
ASAHE												
Teacher Training Reimbursement	\$ 350.00											
Blended Learning												
AP Initiative										\$ 162.54		
Recapture Refund												\$ 150,271.00
	\$ 124,392.73	\$ 299,535.84	\$ 115,394.09	\$ 23,129.94	\$ 112,580.09	\$ 26,393.28	\$ 153,039.36	\$ 41,378.33	\$ 51,103.28	\$ 45,259.54	\$ 250,478.96	\$ 291,066.00
*denotes FY18 money received in FY19												

REVENUES & EXPENDITURES 2020-2021					
September-20					
8.33%	20-21				
	Current Year				
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	\$ 18,781,500	\$ 68,422	\$ 18,713,078	0.36%
58XX	STATE PROG. REVENUES	\$ 1,434,000	\$ 34,966	\$ 1,399,034	2.44%
59xx	FED PROG REV (SHARS)	\$ 185,000	\$ 35	\$ 184,965	0.02%
79XX	OTHER RESOURCES	\$ -	\$ -	\$ -	
	TOTAL REVENUE	\$ 20,400,500	\$ 103,423	\$ 20,297,077	0.51%
				\$ -	
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	\$ 8,655,942	\$ 658,506	\$ 7,997,436	7.61%
12	LIBRARY	\$ 101,406	\$ 6,511	\$ 94,895	6.42%
13	STAFF DEVELOPMENT	\$ 29,100	\$ -	\$ 29,100	0.00%
21	INST. ADMINISTRATION	\$ 257,347	\$ 19,255	\$ 238,092	7.48%
23	SCHOOL ADMINISTRATION	\$ 1,016,450	\$ 70,348	\$ 946,102	6.92%
31	GUID AND COUNSELING	\$ 664,236	\$ 50,088	\$ 614,148	7.54%
33	HEALTH SERVICES	\$ 164,305	\$ 12,975	\$ 151,330	7.90%
34	PUPIL TRANSP - REGULAR	\$ 622,500	\$ 1,879	\$ 620,621	0.30%
36	CO-CURRICULAR ACT	\$ 801,405	\$ 49,697	\$ 751,708	6.20%
41	GEN ADMINISTRATION	\$ 885,751	\$ 53,457	\$ 832,294	6.04%
51	PLANT MAINT & OPERATION	\$ 1,712,162	\$ 282,798	\$ 1,429,364	16.52%
52	SECURITY	\$ 11,850	\$ -	\$ 11,850	0.00%
53	DATA PROCESSING	\$ 432,047	\$ 39,649	\$ 392,398	9.18%
61	COMMUNITY SERVICE			\$ -	
71	DEBT SERVICE			\$ -	
81	CAPITAL PROJECTS			\$ -	
91	STUDENT ATTENDANCE CR	\$ 4,924,000	\$ -	\$ 4,924,000	0.00%
99	TRAVIS COUNTY APP	\$ 109,000	\$ 24,158	\$ 84,842	22.16%
0	Transfer Out			\$ -	
	TOTAL EXPENDITURES	\$ 20,387,501	\$ 1,269,322	\$ 19,118,179	6.23%
Sep-19					
8.33%	19-20				
	Current Year				
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	\$ 18,112,000	\$ 54,788	\$ 18,057,212	0.30%
58XX	STATE PROG. REVENUES	\$ 1,125,000	\$ 39,798	\$ 1,085,202	3.54%
59xx	FED PROG REV (SHARS)	\$ 165,000	\$ 5,366	\$ 159,634	3.25%
79XX	OTHER RESOURCES	\$ -	\$ -	\$ -	
	TOTAL REVENUE	\$ 19,402,000	\$ 99,952	\$ 19,302,048	0.52%
				\$ -	
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	\$ 8,076,024	\$ 667,840	\$ 7,408,184	8.27%
12	LIBRARY	\$ 100,796	\$ 6,548	\$ 94,248	6.50%
13	STAFF DEVELOPMENT	\$ 29,100	\$ 1,457	\$ 27,643	5.01%
21	INST. ADMINISTRATION	\$ 244,717	\$ 22,495	\$ 222,222	9.19%
23	SCHOOL ADMINISTRATION	\$ 1,003,697	\$ 81,112	\$ 922,585	8.08%
31	GUID AND COUNSELING	\$ 571,962	\$ 46,023	\$ 525,939	8.05%
33	HEALTH SERVICES	\$ 165,491	\$ 13,486	\$ 152,005	8.15%
34	PUPIL TRANSP - REGULAR	\$ 611,500	\$ 8,859	\$ 602,641	1.45%
36	CO-CURRICULAR ACT	\$ 808,654	\$ 58,378	\$ 750,276	7.22%
41	GEN ADMINISTRATION	\$ 874,291	\$ 52,599	\$ 821,692	6.02%
51	PLANT MAINT & OPERATION	\$ 2,033,754	\$ 238,000	\$ 1,795,754	11.70%
52	SECURITY	\$ 6,600	\$ 540	\$ 6,060	8.18%
53	DATA PROCESSING	\$ 385,691	\$ 38,682	\$ 347,009	10.03%
61	COMMUNITY SERVICE			\$ -	
71	DEBT SERVICE	\$ 80,723	\$ -	\$ 80,723	0.00%
81	CAPITAL PROJECTS			\$ -	
91	STUDENT ATTENDANCE CR	\$ 4,300,000	\$ -	\$ 4,300,000	0.00%
99	TRAVIS COUNTY APP	\$ 109,000	\$ 23,802	\$ 85,198	21.84%
0	Transfer Out			\$ -	
	TOTAL EXPENDITURES	\$ 19,402,000	\$ 1,259,822	\$ 18,142,178	6.49%

BANK STATEMENTS/INVESTMENTS

20-21	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 1.00											
General Sweep	\$ 213,172.36											
Lonestar M & O	\$ 5,975,093.70											
Lonestar I&S	\$ 1,978,212.06											
Texpool M&O	\$ 98,205.50											
Texpool I&S	\$ 197.75											
TOTAL	\$ 8,264,882.37	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Difference		\$ (8,264,882.37)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
INTEREST EARNED												
General	\$ -											
General Sweep	\$ 35.11											
Lonestar M & O	\$ 1,172.29											
Lonestar I&S	\$ 348.22											
Texpool M&O	\$ 11.89											
Texpool I&S	\$ -											
TOTAL INTEREST	\$ 1,567.51	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cumulative		\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51	\$ 1,567.51
BANK STATEMENTS/INVESTMENTS												
19-20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 353,132.66	\$ 177,348.50	\$ 298,904.14	\$ 305,632.28	\$ 208,929.35	\$ 382,271.14	\$ 9.53	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00
General Sweep							\$ 429,644.42	\$ 474,375.02	\$ 225,683.45	\$ 309,691.09	\$ 365,790.73	\$ 303,993.81
Lonestar M & O	\$ 5,429,205.30	\$ 5,101,644.50	\$ 4,606,896.43	\$ 10,898,263.68	\$ 15,932,407.27	\$ 17,089,096.23	\$ 16,223,228.35	\$ 14,708,392.00	\$ 13,952,629.42	\$ 12,863,303.80	\$ 12,085,379.78	\$ 7,295,538.92
Lonestar I&S	\$ 1,762,887.05	\$ 1,788,462.31	\$ 1,996,979.14	\$ 4,108,284.58	\$ 5,691,976.19	\$ 5,695,191.04	\$ 5,769,912.29	\$ 5,790,904.19	\$ 5,815,740.51	\$ 5,828,761.42	\$ 5,841,464.53	\$ 1,961,063.76
Texpool M&O	\$ 97,318.60	\$ 97,476.63	\$ 97,611.08	\$ 97,745.55	\$ 97,877.76	\$ 98,001.47	\$ 98,084.99	\$ 98,121.68	\$ 98,144.06	\$ 98,161.48	\$ 98,178.87	\$ 98,193.61
Texpool I&S	\$ 196.07	\$ 196.38	\$ 196.68	\$ 196.99	\$ 197.30	\$ 197.59	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75
TOTAL	\$ 7,642,739.68	\$ 7,165,128.32	\$ 7,000,587.47	\$ 15,410,123.08	\$ 21,931,387.87	\$ 23,264,757.47	\$ 22,521,077.33	\$ 21,071,990.64	\$ 20,092,396.19	\$ 19,100,116.54	\$ 18,391,012.66	\$ 9,658,988.85
Difference		\$ (477,611.36)	\$ (164,540.85)	\$ 8,409,535.61	\$ 6,521,264.79	\$ 1,333,369.60	\$ (743,680.14)	\$ (1,449,086.69)	\$ (979,594.45)	\$ (992,279.65)	\$ (709,103.88)	\$ (8,732,023.81)
INTEREST EARNED												
General	\$ 31.86	\$ 30.13	\$ 24.64	\$ 25.65	\$ 25.15	\$ 22.04	\$ 8.53	\$ -	\$ -	\$ -	\$ -	\$ -
General Sweep							\$ 443.27	\$ 178.39	\$ 32.34	\$ 31.23	\$ 38.84	\$ 35.34
Lonestar M & O	\$ 11,263.24	\$ 9,568.50	\$ 7,577.92	\$ 1,110.07	\$ 20,792.91	\$ 24,145.06	\$ 22,664.43	\$ 16,999.04	\$ 11,957.60	\$ 7,672.48	\$ 4,506.02	\$ 1,931.05
Lonestar I&S	\$ 3,226.41	\$ 3,107.20	\$ 2,965.87	\$ 4,666.98	\$ 7,573.80	\$ 7,881.94	\$ 7,829.41	\$ 6,316.04	\$ 4,817.97	\$ 3,321.73	\$ 2,091.40	\$ 593.58
Texpool M&O	\$ 172.77	\$ 158.03	\$ 134.45	\$ 134.47	\$ 132.21	\$ 123.71	\$ 83.52	\$ 36.69	\$ 22.38	\$ 17.42	\$ 17.39	\$ 14.74
Texpool I&S	\$ 0.31	\$ 0.31	\$ 0.30	\$ 0.31	\$ 0.31	\$ 0.29	\$ 0.16	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INTEREST	\$ 14,694.59	\$ 12,864.17	\$ 10,703.18	\$ 5,937.48	\$ 28,524.38	\$ 32,173.04	\$ 31,029.32	\$ 23,530.16	\$ 16,830.29	\$ 11,042.86	\$ 6,653.65	\$ 2,574.71
Cumulative		\$ 27,558.76	\$ 38,261.94	\$ 44,199.42	\$ 72,723.80	\$ 104,896.84	\$ 135,926.16	\$ 159,456.32	\$ 176,286.61	\$ 187,329.47	\$ 193,983.12	\$ 196,557.83

TAX COLLECTIONS 2020-2021

For the Month of September 2020

New

I&S Ratio **21.60%**
M&O Ratio **78.40%**

<u>Date(s)</u>	<u>Amount Collected</u>	<u>M&O</u>	<u>Actual %</u>	<u>I&S</u>	<u>Actual %</u>
9/1/20	\$ 7,408.32	\$ 5,808.12	78.40%	\$ 1,600.20	21.60%
9/2/20	\$ 19,483.30	\$ 15,274.91	78.40%	\$ 4,208.39	21.60%
9/11/20	\$ 5,174.55	\$ 4,056.85	78.40%	\$ 1,117.70	21.60%
9/14/20	\$ 1,027.01	\$ 805.18	78.40%	\$ 221.83	21.60%
9/15/20	\$ 8,134.21	\$ 6,377.22	78.40%	\$ 1,756.99	21.60%
9/16/20	\$ 596.86	\$ 467.94	78.40%	\$ 128.92	21.60%
9/17/20	\$ 1,621.41	\$ 1,271.19	78.40%	\$ 350.22	21.60%
9/18/20	\$ 1,335.71	\$ 1,047.20	78.40%	\$ 288.51	21.60%
9/21/20	\$ 7,593.11	\$ 5,953.00	78.40%	\$ 1,640.11	21.60%
9/22/20	\$ 8,272.96	\$ 6,486.00	78.40%	\$ 1,786.96	21.60%
9/23/20	\$ 1,740.08	\$ 1,364.22	78.40%	\$ 375.86	21.60%
9/24/20	\$ 1,558.59	\$ 1,221.93	78.40%	\$ 336.66	21.60%
9/25/20	\$ 3,042.85	\$ 2,385.59	78.40%	\$ 657.26	21.60%
9/28/20	\$ 6,049.79	\$ 4,743.04	78.40%	\$ 1,306.75	21.60%
9/29/20	\$ 2,050.34	\$ 1,607.47	78.40%	\$ 442.87	21.60%
9/30/20	\$ 1,319.15	\$ 1,034.21	78.40%	\$ 284.94	21.60%
	\$ 76,408.24	\$ 59,904.06	78.40%	\$ 16,504.18	21.60%

	5711	5712	5719	5716	
	Current Year	Prior Year	Pen & Int	Rendition Pen	Totals
I&S	\$9,350.12	\$3,299.92	\$3,854.14	\$0.00	\$16,504.18
M&O	\$33,937.48	\$11,977.49	\$13,989.09	\$0.00	\$59,904.06
Totals	<u>\$43,287.60</u>	<u>\$15,277.41</u>	<u>\$17,843.23</u>	<u>\$0.00</u>	<u>\$76,408.24</u>

Total I&S \$12,650.04
Total M&O \$45,914.97
(less P&I)

Yearly I&S \$12,650.04
Yearly M&O \$45,914.97
(less P&I)

Fund 199 / 1 GENERAL FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	18,456,000.00	-60,128.95	-60,128.95	18,395,871.05	.33%
5730 - TUITION & FEES FROM PATRONS	10,000.00	.00	.00	10,000.00	.00%
5740 - INTEREST, RENT, MISC REVENUE	297,500.00	-1,184.18	-1,842.76	295,657.24	.62%
5750 - REVENUE	18,000.00	.00	-6,450.25	11,549.75	35.83%
Total REVENUE-LOCAL & INTERMED	18,781,500.00	-61,313.13	-68,421.96	18,713,078.04	.36%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	712,000.00	-34,966.00	-34,966.00	677,034.00	4.91%
5830 - TRS ON-BEHALF	722,000.00	.00	.00	722,000.00	.00%
Total STATE PROGRAM REVENUES	1,434,000.00	-34,966.00	-34,966.00	1,399,034.00	2.44%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	10,000.00	.00	.00	10,000.00	.00%
5930 - VOC ED NON FOUNDATION	175,000.00	.00	-35.37	174,964.63	.02%
Total FEDERAL PROGRAM REVENUES	185,000.00	.00	-35.37	184,964.63	.02%
Total Revenue Local-State-Federal	20,400,500.00	-96,279.13	-103,423.33	20,297,076.67	.51%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-8,153,619.00	.00	637,962.20	.00	-7,515,656.80	7.82%
6200 - PURCHASE & CONTRACTED SVS	-177,700.00	32,739.33	17,441.61	.00	-127,519.06	9.82%
6300 - SUPPLIES AND MATERIALS	-213,253.00	28,283.87	3,101.82	.00	-181,867.31	1.45%
6400 - OTHER OPERATING EXPENSES	-40,720.00	.00	.00	.00	-40,720.00	-0.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-70,650.00	16,150.15	.00	.00	-54,499.85	-0.00%
Total Function11 INSTRUCTION	-8,655,942.00	77,173.35	658,505.63	.00	-7,920,263.02	7.61%
12 - LIBRARY						
6100 - PAYROLL COSTS	-91,641.00	.00	6,511.24	.00	-85,129.76	7.11%
6200 - PURCHASE & CONTRACTED SVS	-2,900.00	460.52	.00	.00	-2,439.48	-0.00%
6300 - SUPPLIES AND MATERIALS	-6,400.00	.00	.00	.00	-6,400.00	-0.00%
6400 - OTHER OPERATING EXPENSES	-465.00	.00	.00	.00	-465.00	-0.00%
Total Function12 LIBRARY	-101,406.00	460.52	6,511.24	.00	-94,434.24	6.42%
13 - CURRICULUM						
6300 - SUPPLIES AND MATERIALS	-3,700.00	85.00	.00	.00	-3,615.00	-0.00%
6400 - OTHER OPERATING EXPENSES	-25,400.00	468.00	.00	.00	-24,932.00	-0.00%
Total Function13 CURRICULUM	-29,100.00	553.00	.00	.00	-28,547.00	-0.00%
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-245,971.00	.00	18,847.26	.00	-227,123.74	7.66%
6200 - PURCHASE & CONTRACTED SVS	-1,850.00	.00	.00	.00	-1,850.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-4,400.00	84.00	408.00	.00	-3,908.00	9.27%
6400 - OTHER OPERATING EXPENSES	-5,125.00	380.00	.00	.00	-4,745.00	-0.00%
Total Function21 INSTRUCTIONAL	-257,346.00	464.00	19,255.26	.00	-237,626.74	7.48%
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-1,000,925.00	.00	70,169.57	.00	-930,755.43	7.01%
6200 - PURCHASE & CONTRACTED SVS	-2,000.00	2,000.00	.00	.00	.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-6,250.00	.00	178.55	.00	-6,071.45	2.86%
6400 - OTHER OPERATING EXPENSES	-7,275.00	344.00	.00	.00	-6,931.00	-0.00%
Total Function23 CAMPUS ADMINISTRATION	-1,016,450.00	2,344.00	70,348.12	.00	-943,757.88	6.92%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-649,936.00	.00	50,088.15	.00	-599,847.85	7.71%
6200 - PURCHASE & CONTRACTED SVS	-1,550.00	.00	.00	.00	-1,550.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-9,350.00	509.40	.00	.00	-8,840.60	-0.00%
6400 - OTHER OPERATING EXPENSES	-3,400.00	760.00	.00	.00	-2,640.00	-0.00%
Total Function31 GUIDANCE AND	-664,236.00	1,269.40	50,088.15	.00	-612,878.45	7.54%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-159,405.00	.00	12,516.26	.00	-146,888.74	7.85%
6300 - SUPPLIES AND MATERIALS	-3,650.00	1,687.77	458.53	.00	-1,503.70	12.56%
6400 - OTHER OPERATING EXPENSES	-1,250.00	.00	.00	.00	-1,250.00	-0.00%
Total Function33 HEALTH SERVICES	-164,305.00	1,687.77	12,974.79	.00	-149,642.44	7.90%
34 - PUPIL TRANSPORTATION-REGULAR						
6200 - PURCHASE & CONTRACTED SVS	-556,000.00	.00	.00	.00	-556,000.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-59,000.00	43,121.26	1,878.74	.00	-14,000.00	3.18%
6400 - OTHER OPERATING EXPENSES	-7,500.00	.00	.00	.00	-7,500.00	-0.00%
Total Function34 PUPIL TRANSPORTATION-	-622,500.00	43,121.26	1,878.74	.00	-577,500.00	.30%
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-455,175.00	.00	30,496.87	.00	-424,678.13	6.70%
6200 - PURCHASE & CONTRACTED SVS	-60,450.00	2,861.14	2,288.86	.00	-55,300.00	3.79%
6300 - SUPPLIES AND MATERIALS	-92,600.00	11,102.80	3,698.41	.00	-77,798.79	3.99%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
36 - CO-CURRICULAR ACTIVITIES						
6400 - OTHER OPERATING EXPENSES	-193,180.00	14,936.21	13,213.08	.00	-165,030.71	6.84%
Total Function36 CO-CURRICULAR ACTIVITIES	-801,405.00	28,900.15	49,697.22	.00	-722,807.63	6.20%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-496,090.00	.00	38,024.92	.00	-458,065.08	7.66%
6200 - PURCHASE & CONTRACTED SVS	-267,413.00	20,992.10	9,902.62	.00	-236,518.28	3.70%
6300 - SUPPLIES AND MATERIALS	-5,998.00	104.00	369.88	.00	-5,524.12	6.17%
6400 - OTHER OPERATING EXPENSES	-116,250.00	18,715.40	5,160.00	.00	-92,374.60	4.44%
Total Function41 GENERAL ADMINISTRATION	-885,751.00	39,811.50	53,457.42	.00	-792,482.08	6.04%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-187,803.00	.00	14,700.38	.00	-173,102.62	7.83%
6200 - PURCHASE & CONTRACTED SVS	-1,266,500.00	216,756.97	82,509.31	.00	-967,233.72	6.51%
6300 - SUPPLIES AND MATERIALS	-74,234.00	10,516.27	3,549.47	.00	-60,168.26	4.78%
6400 - OTHER OPERATING EXPENSES	-183,625.00	.00	182,039.00	.00	-1,586.00	99.14%
Total Function51 PLANT MAINTENANCE &	-1,712,162.00	227,273.24	282,798.16	.00	-1,202,090.60	16.52%
52 - SECURITY						
6200 - PURCHASE & CONTRACTED SVS	-11,250.00	2,199.05	.00	.00	-9,050.95	-.00%
6300 - SUPPLIES AND MATERIALS	-600.00	.00	.00	.00	-600.00	-.00%
Total Function52 SECURITY	-11,850.00	2,199.05	.00	.00	-9,650.95	-.00%
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-247,782.00	.00	19,926.95	.00	-227,855.05	8.04%
6200 - PURCHASE & CONTRACTED SVS	-87,465.00	5,370.88	14,459.40	.00	-67,634.72	16.53%
6300 - SUPPLIES AND MATERIALS	-17,800.00	3,399.98	5,262.71	.00	-9,137.31	29.57%
6400 - OTHER OPERATING EXPENSES	-4,000.00	.00	.00	.00	-4,000.00	-.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-75,000.00	1,752.50	.00	.00	-73,247.50	-.00%
Total Function53 DATA PROCESSING	-432,047.00	10,523.36	39,649.06	.00	-381,874.58	9.18%
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-4,924,000.00	.00	.00	.00	-4,924,000.00	-.00%
Total Function91 CHAPTER 41 PAYMENT	-4,924,000.00	.00	.00	.00	-4,924,000.00	-.00%
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-109,000.00	.00	24,157.97	.00	-84,842.03	22.16%
Total Function99 PAYMENT TO OTHER	-109,000.00	.00	24,157.97	.00	-84,842.03	22.16%
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	-13,000.00	.00	.00	.00	-13,000.00	-.00%
Total Function00 DISTRICT WIDE	-13,000.00	.00	.00	.00	-13,000.00	-.00%
Total Expenditures	-20,400,500.00	435,780.60	1,269,321.76	.00	-18,695,397.64	6.22%

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5750 - REVENUE	340,000.00	-260.00	-2,741.60	337,258.40	.81%
Total REVENUE-LOCAL & INTERMED	340,000.00	-260.00	-2,741.60	337,258.40	.81%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	4,500.00	.00	.00	4,500.00	.00%
Total STATE PROGRAM REVENUES	4,500.00	.00	.00	4,500.00	.00%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	257,900.00	-154.02	-154.02	257,745.98	.06%
Total FEDERAL PROGRAM REVENUES	257,900.00	-154.02	-154.02	257,745.98	.06%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	13,000.00	.00	.00	13,000.00	.00%
Total OTHER RESOURCES/TRANSFER IN	13,000.00	.00	.00	13,000.00	.00%
Total Revenue Local-State-Federal	615,400.00	-414.02	-2,895.62	612,504.38	.47%

Fund 240 / 1 SCHOOL BRKFST & LUNCH PROGRAM

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6300 - SUPPLIES AND MATERIALS	-615,400.00	.00	.00	.00	-615,400.00	-.00%
Total Function35 FOOD SERVICES	-615,400.00	.00	.00	.00	-615,400.00	-.00%
Total Expenditures	-615,400.00	.00	.00	.00	-615,400.00	-.00%

Board Report
Comparison of Revenue to Budget
Lago Vista ISD
As of September

Fund 599 / 1 DEBT SERVICE FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	4,981,000.00	-16,566.14	-16,566.14	4,964,433.86	.33%
5740 - INTEREST, RENT, MISC REVENUE	40,000.00	-348.22	-348.22	39,651.78	.87%
Total REVENUE-LOCAL & INTERMED	5,021,000.00	-16,914.36	-16,914.36	5,004,085.64	.34%
Total Revenue Local-State-Federal	5,021,000.00	-16,914.36	-16,914.36	5,004,085.64	.34%

Board Report
Comparison of Expenditures and Encumbrances to Budget
Lago Vista ISD
As of September

Fund 599 / 1 DEBT SERVICE FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-5,021,000.00	.00	.00	.00	-5,021,000.00	-.00%
Total Function71 DEBT SERVICES	-5,021,000.00	.00	.00	.00	-5,021,000.00	-.00%
Total Expenditures	-5,021,000.00	.00	.00	.00	-5,021,000.00	-.00%

Comparison of Revenue to Budget

Lago Vista ISD

As of September

Fund 711 / 1 LITTLE VIKINGS DAYCARE

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5730 - TUITION & FEES FROM PATRONS	132,121.00	.00	-12,494.44	119,626.56	9.46%
Total REVENUE-LOCAL & INTERMED	132,121.00	.00	-12,494.44	119,626.56	9.46%
5800 - STATE PROGRAM REVENUES					
5830 - TRS ON-BEHALF	9,004.00	.00	.00	9,004.00	.00%
Total STATE PROGRAM REVENUES	9,004.00	.00	.00	9,004.00	.00%
Total Revenue Local-State-Federal	141,125.00	.00	-12,494.44	128,630.56	8.85%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-135,025.00	.00	9,846.60	.00	-125,178.40	7.29%
6200 - PURCHASE & CONTRACTED SVS	-500.00	.00	.00	.00	-500.00	-.00%
6300 - SUPPLIES AND MATERIALS	-1,500.00	240.00	.00	.00	-1,260.00	-.00%
6400 - OTHER OPERATING EXPENSES	-4,100.00	.00	.00	.00	-4,100.00	-.00%
Total Function 61 COMMUNITY SERVICES	-141,125.00	240.00	9,846.60	.00	-131,038.40	6.98%
Total Expenditures	-141,125.00	240.00	9,846.60	.00	-131,038.40	6.98%



Minutes of Regular Meeting The Board of Trustees LVISD

A regular meeting of the Board of Trustees of Lago Vista ISD was held on Monday, September 14, 2020, at 6:00PM, in the boardroom of Viking Hall, 8039 Bar-K Ranch Rd, Lago Vista, Texas 78645. This meeting was in-person as well as conducted by video and audio conference in accordance with the governance authorization concerning suspension of certain open meeting law requirements for the COVID-19 disaster.

A quorum of members of the Board participated in the meeting and meeting was audible to the public.

LVISD Board Members and others remotely present via videoconference

David Scott

Michael Bridges

Jerrell Roque - *remote*

Laura Spiers - *absent*

Laura Vincent - *remote*

Isai Arredondo - *remote*

Greg Zaleski

Darren Webb, Superintendent - *remote*

Dr. Suzy Lofton, Deputy Superintendent - *remote*

Jason Stoner, Director of Finance - *remote*

Holly Hans Jackson, Communications Coordinator

Stu Taylor, LVHS Principal

Eric Holt, LVMS Principal

Stacie Davis, *remote*

Michelle Jackson, *remote*

Jason Andrus, Huckabee, *remote*

Suzanne Marchman, Huckabee, *remote*

1. *Pledge of Allegiance/Call to Order*

David Scott called the meeting to order at 6:00pm and determined a quorum.

2. *Welcome Visitor/Public Participation*

Mr. Webb recognized and thanked Northlake Church and Trinity Church for their role in the Education Support Initiative – providing supervision, transportation as well as financial support in our efforts during back to school remote learning.

3. *Huckabee Update*

Suzanne Marchman and Jason Andrus briefed the board on their recent activities in moving ahead for the November Bond Election. Suzanne Marchman discussed communications efforts, working on videos; Mr. Webb has 18 scheduled dates for speaking engagements with small groups and 5 community meetings scheduled.

4. *TASB Policy Update 115*

Mr. Webb recommended approving policy update 115 with the following changes – omit Local Policy DIA and EI. Will leave EI as is and bring DIA changes to October meeting.

Michael Bridges moved to approve; Greg Zaleski seconded; motion carried 6-0.

5. *Parent Notice Requirements for Students at Risk of Failure*

This is another waiver relating to COVID. Laura Vincent moved to approve; Isai Arredondo seconded; motion carried 6-0.

6. *2020-2021 Academic Calendar*

Mr. Webb and Dr. Lofton went over few changes to the academic calendar resulting in a solid plan allowing teachers planning time AND time to work one on one with those students that may need help.

Laura Vincent moved to approve as presented; Greg Zaleski seconded; motion carried 6-0

7. *Administration Reports:*

a. Elementary School – Michelle Jackson - enrollment– 398; attendance – 97.53%

Remote learning lows & highs; returning face-to-face; beginning of year assessments; PLC focus - In Class Flip

- b. Intermediate School – Stacie Davis - enrollment – 232; attendance – 97.19%
Will have first fire drill September 29th while trying to socially distance; not practicing lockdown drills during COVID; arrival and dismissal running smoothly; taking temp before students unload from vehicles; staggering dismissal times; students are getting outdoor recess; eating lunches in classrooms; PLC focus is blended learning IS staff have far exceeded all her expectations.
Mrs. Davis wanted to acknowledge her staff for going above and beyond working together with a plan for students to move from instructional settings seamlessly with all the challenges they are facing this year.
 - c. Middle School – Eric Holt – enrollment 431; attendance – 99.2%
Currently have ~65% face-to-face learners and 35% online
 - d. High School – Stu Taylor – enrollment– 565; attendance – 96.82%
Homecoming will happen September 25 – LV vs La Grange; LVHS hosting District Cross Country meet this weekend; more athletes are choosing remote learning so as not to take chance of quarantine and not playing
8. *Consent Agenda:*
- a. Monthly Financial Report
 - b. Minutes
Regular Meeting - August 10, 2019
Special Meeting - August 20, 2020
Public Hearing - August 27, 2019
Greg Zaleski moved to approve consent agenda; Isai Arredondo seconded; motion carried 6-0
9. *Superintendent Report:*
- a. Facilities
 - b. Other Items
10. *Closed Session:*
- a. Tex. Govt. Code 551.074 (Personnel assignment and employment)
There was no need for closed session
11. *Adjourn*
There being no more business, the meeting adjourned at 7:30pm

Board Officer

Date