Campus Plan Board Progress Update

Principal planning form | Complete with current campus data and use the responses to build a concise board presentation. Feel free to add/change any information you feel is necessary. BOY is more of presenting baseline data, but please celebrate successes!

Campus	Principal	Board meeting date	Reporting period
La Vernia High School	Hanselka	Oct. 19, 2026	Oct. 5 ,2026 At Central

Campus Snapshot

	Grade	Number	Percentage
Enrollment	9th Grade	289	27%
	10th Grade	282	26.3%
	11th Grade	240	22.4%
	12th Grade	260	24.3%
Demographics	Hispanic/Latino	398	37.2%
	White	638	59.6%
	African American	5	0.5%
	Asian	5	0.5%
	American Indian/Alaska Native	5	0.5%
	Native Hawaiian Pacific Islander	0	0.0%
	Two or More Races	19	1.8%
	Economically Disadvantaged	254	23.7%

Student Programs/Groups	Emergent Bilingual	29	2.7%
	Special Education	116	10.8%
	Section 504	156	14.6%
	Gifted & Talented	95	8.9%
	At-Risk	159	14.8%
	Dyslexia	83	7.7%
	CTE Courses	963	89.9%

Overall Current Campus Summary

Grade	Academics	Attendance	Behavior
9th Grade	43% Excelling, 32% On Track, 12% At Risk, 13%5 Critical	73% Excelling, 19% On Track, 6% At Risk, 2% Critical	90% Excelling, 6% At Risk, 4% Critical
10th Grade	31% Excelling, 33% On Track, 17% At Risk, 19% Critical	70% Excelling, 19% On Track, 7% At Risk, 5% Critical	83% Excelling, 11% At Risk, 6% Critical
11th Grade	44% Excelling, 25% On Track, 15% At Risk, 16% Critical	57% Excelling, 30% On Track, 10% At Risk, 3% Critical	87% Excelling, 10% At Risk, 3% Critical
12th Grade	58% Excelling, 17% On Track, 13% At Risk, 10% Critical	42% Excelling, 33% On Track, 19% At Risk, 6% Critical	93% Excelling, 5% At Risk, 2% Critical

Progress on campus plan goals

Student Achievement	Current result and status	Evidence
S1.1 By May 2027 school year, the percentage of English 1 students achieving Meets Grade Level or above in RLA will increase from 69% to 72%, and Masters Grade Level will increase from 16% to 18% as measured by STAAR results and interim common assessments	On track Needs attention	
Student Achievement		
S1.2 By May 2027 school year, the TSI success rate in math will increase from 46.9% to 49%, and the success rate in RLA will increase from 59.7% to 65%.	On track Needs attention	
Student Achievement		

S1.4 By May 2027 school year, the percentage of students meeting the AP/IB exam criterion will increase from 21.9% to 26%.	On track Needs attention
Student Achievement	
S1.5 By May 2027 school year, the number of military enlistments will increase from 14 to 20. (HB 3)	On track Needs attention
Student Achievement	
S1.6 May 2027 school year, the CCMR rate will increase from 76% to 85%. (HB 3)	On track Needs attention
Student Achievement	
S1.7 By the end of the 2027 school year, the graduation rate percentage of economically disadvantaged students will increase from 88.9% to 95%.	On track Needs attention
Student Achievement	
S1.8 May 2027 school year, the graduation rate percentage of economically disadvantaged , EB/EL, Special Education, and highly mobile students will increase from 91.2% to 96%.	On track Needs attention
School Progress	
S2.2 By the end of the 2026 school year, the percentage of students demonstrating at least one year of growth in RLA and Math will increase from 68% to 70% as measured by the STAAR assessment.	On track Needs attention
Relative Performance	
S3.1 By the end of 2026 school year, the percentage of economically disadvantaged performance in math will increase from 52% to 56% in the "meets" performance level as measured by STAAR results and common assessments, with progress monitoring every quarter.	On track Needs attention
Closing the Gaps	
S4.2 By the end of 2026 school year, the High Focus groups gap will close by 10% as measured by 2027 STAAR.	On track Needs attention

Student Achievement

Report campuswide results and the grade levels or student groups that matter to each goal. Use consistent time windows; explain if an assessment or measure is unavailable this period.

Assessment Data

	Performance Level	Baseline	Target
STAAR	English I Approaches	81%	
	English I Meets	68%	72%
	English I Masters	15%	18%

	English II Approaches	87%	
	English II Meets	76%	80%
	English II Masters	12%	15%
	Algebra I Approaches	87%	
	Algebra I Meets	50%	
	Algebra I Masters	11%	
	Biology I Approaches	99%	
	Biology I Meets	86%	
	Biology I Masters	51%	
	US History Approaches	94%	
	US History Meets	79%	
	US History Masters	41%	
TSI Success Rate	Math	46.9%	49%
	RLA	59.7%	65%
AP/IB Criterion Met		21.9%	26%
CCMR Rate		76%	85%
Graduation Rate- Eco Dis		88.9%	95%
Graduation Rate- Eco. Dis/EB/SE/ Highly Mobile		91.2%	96%
Military Enlistments		14	20

*Insert any benchmark/unit assessment data here if applicable

School Progress- Academic Growth

(at least one year's growth)

Subject	Percentage	Target
RLA & Math	68%	70%

Annual growth credit	Count	Percentage
1 point — full credit	459	65.1%
0.5 points — partial credit	59	8.4%
0 points — no credit	187	26.5%
Total	**705**	**100.0%**

The **weighted annual growth percentage is 69.3%**: 488.5 points ÷ 705 assessments.

School Progress- Relative Performance

(Eco-dis overall performance in math)

Grade	Approaches	Meets	Target
9th (Algebra I)	85%	52%	56%

At **La Vernia High School**, economically disadvantaged students completed **66 math assessments** in 2026.

Performance level	Number of tests	Percentage
Did Not Meet Grade Level	12	18.2%
Approaches Grade Level only	30	45.5%
Meets Grade Level only	20	30.3%
Masters Grade Level	4	6.1%

Overall, 82% reached Approaches or above, 36% reached Meets or above, and 6% reached Masters, using the report's rounded percentages. These results were below all students' math performance by **8, 16, and 2 percentage points**, respectively.

Most economically disadvantaged students reached at least Approaches, but **nearly two-thirds performed below Meets**, indicating a need to strengthen grade-level proficiency while providing targeted support for the 18.2% who did not meet the standard.

Subject	Approaches or Above: All / High Focus	Meets or Above: All / High Focus	Masters: All / High Focus
All Subjects	**90% / 77%**	**71% / 50%**	**25% / 13%**
Reading/Language Arts	85% / 68%	71% / 47%	13% / 5%
Mathematics	90% / 76%	52% / 35%	8% / 7%
Science	98% / 95%	85% / 67%	52% / 30%

Closing The Gaps

(All subjects)

Performance Level	All Students	High Focus	Gap
Approaches or Above	90%	77%	-24 pts
Meets or Above	71%	50%	-21pts
Masters	25%	13%	-12 pts

Subject	Approaches or Above: All / High Focus	Meets or Above: All / High Focus	Masters: All / High Focus
All Subjects	**90% / 77%**	**71% / 50%**	**25% / 13%**
Reading/Language Arts	85% / 68%	71% / 47%	13% / 5%
Mathematics	90% / 76%	52% / 35%	8% / 7%
Science	98% / 95%	85% / 67%	52% / 30%
Social Studies	95% / 84%	79% / 57%	42% / 23%

- **Overall:** High Focus results trailed all students by **13 percentage points at Approaches, 21 at Meets, and 12 at Masters**.
- **Reading:** The largest Meets-level gap was in reading—**24 percentage points**.
- **Math:** High Focus students had their lowest Meets-or-above rate (**35%**), making math proficiency a key area for improvement.
- **Science:** This was the group's strongest subject, with **95% at Approaches or above**. However, the Masters gap remained substantial at **22 percentage points**.
- **Social Studies:** Most reached Approaches or above (**84%**), but gaps widened at Meets (**22 points**) and Masters (**19 points**).

The results suggest a priority of **moving High Focus students from Approaches to Meets and Masters**, particularly in reading and math.

Progress At A Glance

PROGRESS UPDATE

What progress has been made toward your campus goals? Celebrations!

Student Achievement

-

Academic Growth

-

Relative Performance

-

Closing the Gaps

-

EVIDENCE OF PROGRESS

Student Achievement

-

Academic Growth

-

Relative Performance

-

Closing the Gaps

-

HOW WILL YOU RESPOND?

If there is no progress, how do you plan to respond?

Excelling? What's next?3

Strategic Actions Update

Strategic Action	Progress / Result *(Complete, In- Progress, On-going, Not-yet, N/A)*
Writing across the week (2 short constructed responses aligned to STAAR rubric	
Spiral TEKS	
Integrate STAAR 2.0 rigor into core instruction (increase Meets/Masters percentages)	
Facilitate PLC sessions focused on item analysis and reteaching strategies (math and RLA)	
Provide professional development on higher order math problem-solving/item analysis, multi-step reasoning, depth of knowledge	
Incorporate language scaffold/vocabulary-based supports in core areas	
Provide course-completion check points for subgroups	
Increase number of students participating in AP exams	
Expand dual credit, AP/IP success and IBC alignment	
Integrate TSI prep in to English 4 and Algebra 2	
Implement AP Saturday sessions	
Engage with local recruiters	
Increase deeper conceptual instruction and problem-solving strategies in Math	

Strategic Action	Progress / Result *(Complete, In- Progress, On-going, Not-yet, N/A)*
Focus on Tier 2 and Tier 3 acceleration	
Implement data-driven intervention systems	
Create extension opportunities	
Implement targeted instructional plans for Economically Disadvantaged, EB/EL, Special Education student populations	
Use data-driven PLCs to monitor growth every six weeks	
Differentiate supports with co-teaching and push-in models	
Provide regular feedback to teacher through walkthroughs focused on rigor and questioning	

Instructional Materials

	ELA	Math	Science	Social Studies
Grade 9-12	**Pearson:** *Texas My Perspective ELAR English 1-4* **UT Texas:** *On Ramps* ***College Board:*** *AP Central*	**McGraw-Hill:** *Texas HS Algebra I* *Texas HS Algebra II* *Texas HS Geometry* **Flamingo Math:** *Precalculus* **BFW:** *HS Statistics*	**McGraw-Hill:** *Texas Biology* *Texas Chemistry* *Texas IPC* *Texas Physics* *Texas Hole's Essential A&P* *Principles of Env. Science* **Savvas/Pearson:** *Astronomy Today* **Cengage:** *Forensic Science* **UT Texas:** *On Ramps* **Region 20 ESC:** *Living Science Cooperative*	**McGraw-Hill:** *World Geography* *World History* *US History Since 1877* *US Government* *Economics* *Personal Financial Literacy* **UT Texas:** *On Ramps* ***College Board:*** *AP Central*
Electives	**Spanish:** *Lingco* **PE** - *Catch* **CTE - Ag** - *ICEV* **CTE - Business** - ICEV **Child Development** - *McGraw-Hill: The Development Child* **Health Services/Health Theory**: *National Healthcareer Association*			
Gr 9-12 General	**Texas Curriculum Management Program Cooperative (TCMPC):** *TEKS Resource System for TEKS clarification, alignment, scope & sequence* **TEKS aligned Teacher/Curriculum Specialist created lessons and activities** **Lead4ward** **Discovery Education** **Flocabulary ELA, Math and Science** **Unique Learning System (ALE)** **Summit K-12: Accelerated Literacy and Language Development** **Texas Instruments Math Resources** **DBQ Project - Social Studies**			

Highlights & Impact

What is working well?

Impact on Students, Staff, or District Operations:

Challenges & Barriers

What challenges, if any, may impact achievement of the goal?

Next Steps

What will you focus on moving forward?

Board Slides

Please use the attached slides to make a draft presentation to review with ELT. Use this form as a guide for your presentation. Please keep the font at least 12 pt on the slides.

Copy of 2026 10 19 Regular Board Meeting.pptx