Regular Meeting
LVISD Board of Trustees

A Regular Meeting of the Board of Trustees of Lago Vista ISD will be held on Monday, November 9, 2026, at 6:00 PM, in the MAC at Lago Vista High School, 5185 Lohman Ford Rd., Lago Vista, TX 78645.

Members of the public may access this meeting via live stream approximately 5 minutes before the scheduled meeting time on the **LVISD Board Meetings YouTube channel**.

Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. Individuals must sign up between 5:30 p.m. and 6:00 p.m. on the day of the meeting.

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

1. Determination of quorum, call to order, pledges of allegiance, public participation
2. Viking Excellence in Action
    - LVHS Spotlight
3. Oath of Office for Newly Elected Board Members
4. 2026-2027 District and Campus Improvement Plans
5. Teaching & Learning Update (Priority 1: Students)
6. Consent Agenda
    - Monthly Financial Reports
    - Minutes of Previous Meeting: October 19, 2026
7. Superintendent Report
8. Closed Session
    - Tex. Govt. Code 551.071 Attorney Consultation
    - Tex. Govt. Code 551.072 Real Property Deliberations
    - Tex. Govt. Code 551.073 Prospective Gifts Negotiations
    - Tex. Govt. Code 551.074 Personnel Matters
    - Tex. Govt. Code 551.076 Security Personnel, Devices, Audits
    - Tex. Govt. Code 551.0785 Medical or Psychiatric Records
    - Tex. Govt. Code 551.082 School Children; School District Employees; Disciplinary Matter or Complaint
    - Tex. Govt. Code 551.0821 Personally Identifiable Student Information
    - Tex. Govt. Code 551.089 Information Resource Technology Security
9. Open Session
    - Possible action from closed session items
10. 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.

Dr. Mindy Curran
Superintendent

Date

LAGO VISTA ISD

Discussion and Consider Approval of the 2026-2027 District Improvement Plan and Campus Improvement Plans

NOVEMBER 9, 2026

PURPOSE

DISCUSSION AND CONSIDER APPROVAL OF THE 2026-2027 DISTRICT IMPROVEMENT PLAN AND CAMPUS IMPROVEMENT PLANS

To provide an overview of the improvement process through the District Improvement Plan and Campus Improvement Plans aligned with the Lago Vista ISD Strategic Plan and to seek approval of the objectives presented.

STRATEGIC PLAN PRIORITIES

LAGO VISTA ISD

STUDENTS



Every student should be challenged to achieve at high levels, take ownership of their learning, and actively engage in meaningful opportunities that prepare them for success in life.

STAFF



Exceptional educators are the foundation of student success and must be supported, developed, and empowered to deliver high-quality learning experiences.

STAKEHOLDERS



Strong relationships, clear communication, and meaningful partnerships are essential to building trust and ensuring the success of our students and schools.

STEWARDSHIP



Responsible stewardship of resources, systems, and facilities is essential to sustaining a high-performing and future-ready school district.

SAFETY



Safe and secure environments are paramount and are achieved through proactive planning, strong systems, and shared responsibility.

FORGE

2030

Sharpening the Future of Lago Vista ISD

SYSTEM ALIGNMENT

STRENGTHS
WEAKNESSES
OPPORTUNITIES
THREATS

STRATEGIC PLAN

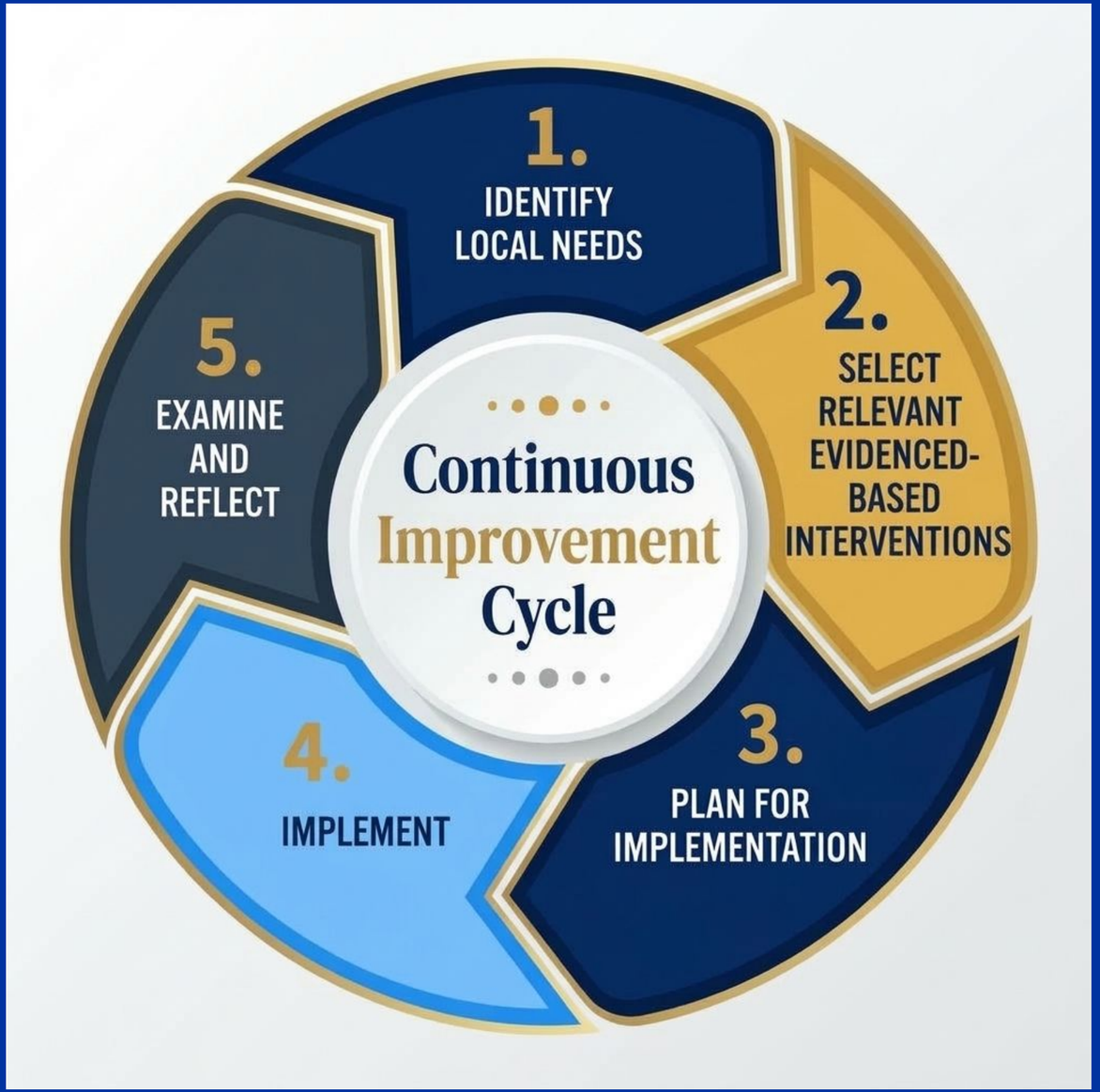
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SUPERINTENDENT EVALUATION

LAGO VISTA ISD IMPROVEMENT PROCESS

- District and Campus Improvement Plans
- Stakeholder Driven





IMPROVEMENT PLANS

01 GOALS

02 PERFORMANCE OBJECTIVES

03 EVALUATION DATA SOURCE (METRICS)

04 STRATEGIES

05 EXPECTED RESULTS

06 FORMATIVE REVIEWS

FOCUS FOR IMPROVEMENT

LAGO VISTA ISD

INCREASED STUDENT OUTCOMES

- CURRICULUM ALIGNMENT FOR INCREASED RIGOR
- SYSTEMS FOR MONITORING STUDENT GROWTH & TRACKING COLLEGE, CAREER, MILITARY READINESS
- STRENGTHENED SUPPORTS FOR STUDENTS WHO RECEIVE SERVICES

SUPPORT FOR VIKING STAFF

- PROFESSIONAL LEARNING TO REFINE PRACTICE
- EXPAND TEACHER INCENTIVE ALLOTMENT
- STREAMLINE SYSTEMS TO REMOVE BARRIERS

EXPAND STAKEHOLDER VOICE

- DEFINE STRUCTURES FOR TWO-WAY STAKEHOLDER FEEDBACK
- CREATE OPPORTUNITIES FOR STUDENT VOICE
- TRANSPARENT UPDATES ON DISTRICT PROGRESS

LOCAL IMPROVEMENT PLAN (LVMS)

Lago Vista ISD

01 **TEA REQUIREMENT**

For any campus identified for targeted support under federal accountability

02 **MUST ADDRESS SPECIFIC AREAS OF LOW PERFORMANCE**

Set measurable student performance goals and monitor progress

03 **RESOURCES AND SUPPORT**

Focus on highest impact areas

PURPOSE

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To provide an overview of the improvement process through the District Improvement Plan and Campus Improvement Plans aligned with the Lago Vista ISD Strategic Plan and to seek approval of the objectives presented.

QUESTIONS?

Lago Vista Independent School District

Accountability Rating: C

2026-2027 District Improvement Plan

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November 04, 2026 at 08:53 AM

Mission Statement

Lago Vista ISD cultivates and inspires curious minds by empowering every student to think critically, grow confidently, and discover their passion and purpose.

Vision

Vikings of strong character who live purposefully, learn continuously, lead confidently, and contribute meaningfully.

Value Statement

In LVISD, We Believe:

- **Our Students** are future leaders, contributors, and lifelong learners, who we empower by providing meaningful opportunities, a culture of belonging, and the support they need to succeed.
- **Our Parents and Families** are engaged partners and contributors who work alongside our educators to uphold high expectations and reinforce the habits and values that support student growth and success.
- **Our Faculty and Staff** are essential to student success and their integrity, mutual respect, high expectations, and commitment to professional growth ensures every student thrives.
- **Our Principals and Campus Leaders** are grounded in student success and serve as role models for integrity and excellence as they build a positive culture, develop others, and ensure high expectations for all.
- **Our Superintendent and Central Office Staff** are inspiring and visionary leaders who hold themselves and others accountable, provide support, and champion excellence while upholding the highest standards of transparency, accessibility, and stewardship.
- **Our Board of Trustees** provides visionary governance and responsible stewardship across all aspects of the school experience while representing community values, remaining responsive to stakeholder needs, and maintaining an unwavering commitment to the Viking Family.

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Comprehensive Needs Assessment

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 approximately 35 square miles and serves the communities of Lago Vista, Point Venture, and South Jonestown Hills. Lago Vista ISD is a lakeside district in the Texas Hill Country, situated just 15 miles from the Austin city limits, making it one of the most desirable locations in Central Texas.

The community's commitment to public education is reflected in its continued 20% local homestead exemption, one of the few remaining in the region, which helps maintain one of the lowest effective tax rates in the Austin metropolitan area.

Lago Vista ISD boasts award-winning athletic, fine arts, and extracurricular programs that regularly earn district, regional, and statewide recognition. Students enjoy access to the employment, cultural, and higher education opportunities of the greater Austin area while benefiting from the small-school atmosphere and personalized instruction that are the hallmarks of the district. Lago Vista ISD's proximity to seven major higher education institutions—including The University of Texas at Austin, St. Edward's University, Southwestern University, Texas State University, Concordia University, Huston-Tillotson University, and Austin Community College—supports robust college and career pathways for graduates.

District Overview

The first school in Lago Vista opened in 1895 as a one-room schoolhouse. The District became a full K–12 system in 1975 and today serves approximately 1,775 students across four campuses:

- Lago Vista Elementary School (EE–3)
- Lago Vista Intermediate School (4–5)
- Lago Vista Middle School (6–8)
- Lago Vista High School (9–12)

Enrollment and Demographic Trends

Lago Vista ISD has experienced steady enrollment growth, increasing 44% since 2010–2011, from 1,276 to 1,864 students in 2025–2026, and yet we are seeing a decline in enrollment for this year at 1,775.

Enrollment Growth Over Time

School Year	Enrollment	% Change Since 2010
2010–2011	1,276	—
2015–2016	1,435	+12.5%
2022–2023	1,798	+40.9%
2024–2025	1,839	+44.1%
2025-2026	1,864	+46.1%
2026-2027	1,775 (as of 10/15/26)	

Student Demographics (% of Total Enrollment)

Student Group	2022–2023	2025-2026
African American	0.5%	0.7%
Hispanic	28.2%	31.8%
White	64.9%	59.5%
Two or More Races	5.2%	6.3%
Economically Disadvantaged	25.8%	27.2%
Emergent Bilingual	6.8%	8.6%
Special Education	13.2%	17.6%

Emergent Bilingual Students

Year	Number of Students	% Change
2018–2019	73	—
2019–2020	99	+35.6%
2022–2023	123	+68.5% (since 2018)
2025-2026	157	+115% (since 2018)

Attendance Trends

Lago Vista ISD maintains consistently strong attendance rates compared to the state average. After a pandemic-era peak in 2020–2021, attendance stabilized at 94.1% for 2025–2026.

Attendance Rate by Year

School Year	Attendance Rate
2018–2019	95.8%
2019–2020	96.7%
2020–2021	97.5%
2021–2022	92.9%
2022–2023	94.1%
2024–2025	93.5%
2025-2026	94.1%

Staff Demographics and Experience

According to the 2024–2025 Texas Academic Performance Report, Lago Vista ISD employs an experienced, dedicated, and highly qualified staff. As noted in the data table below, recently Lago Vista ISD has seen a significant increase in new to profession teachers. This continues to be a focus for professional learning and support.

Professional Experience Distribution

Years of Experience	% of Teachers 2023-2024	% of Teachers 2024-2025
0 Years	3.8%	20.3%
1–5 Years	20.1%	26.6%
6–10 Years	21.5%	15.2%
11–20 Years	31.2%	29.7%
20+ Years	23.4%	15.2%

Teacher Demographics

Category	% of Teachers
Female	73.4%
Male	26.6%
Hispanic	6.8%
White	93.2%

Summary

Lago Vista ISD continues to be a thriving district within the Austin metro area. With a growing and diverse student population, exceptional staff, and a solid foundation, the District is positioned to drive to excellence while preserving the close-knit community feel that defines Lago Vista ISD.

Strengths

Lago Vista ISD's relatively small size is consistently identified as an asset. Stakeholders describe the district as a "small," "tight-knit" community and emphasize relationships among students, families, staff, administrators, and the broader community. Through a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, stakeholders also identified the following strengths: diverse students, strong family and community involvement, students remaining within the district, and a strong sense of district identity and belonging.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	As student needs increase, there is an opportunity to enhance instructional practices and resources to support the varying needs.	Lago Vista ISD continues to see an increase in students who receive special education services, students who are emergent bilingual, and students who are economically disadvantaged. Instructional practices and resources must be differentiated to meet student need.
2 ★	Lago Vista ISD is seeing an increase in new to profession teachers. While this is an asset, there is also a need for increased support and coaching as these teachers not only learn their students, but also their school.	Staffing shortages and retention concerns emerged during the SWOT analysis.
3 ★	While attendance saw a bump last year, it still continues to be at a low threshold of 94.1%.	This is a trend across the state. Further research needs to be conducted in LVISD to better understand the root cause.

★ = Priority

Student Learning

Summary

Lago Vista ISD continues to closely monitor student achievement and growth across state and local measures. Current accountability and assessment data indicate areas of strength as well as areas requiring focused improvement. While student performance varies across campuses, grade levels, content areas, and student groups, district data demonstrate a need for greater consistency in academic achievement and growth.

The District has identified specific areas of need through analysis of STAAR performance, academic growth, benchmark and local assessment data, student group performance, and other indicators of student success. Particular attention is being given to areas in which performance has not met district or state expectations and where achievement gaps persist.

In response, Lago Vista ISD is strengthening systems for curriculum alignment, data analysis, progress monitoring, instructional planning, intervention, and professional learning. District and campus leaders are working collaboratively to identify root causes, establish clear instructional priorities, and provide teachers with targeted support based on student need.

Additional indicators, including CCMR outcomes, advanced coursework and dual credit participation, graduation data, course performance, special education outcomes, and English language proficiency, are reviewed alongside assessment results to provide a more complete picture of student progress.

Lago Vista ISD recognizes that meaningful improvement requires an honest evaluation of current performance, clear expectations, and sustained attention to high-quality instruction. The District is committed to using student performance data purposefully to identify areas of weakness, monitor progress, and make adjustments that lead to improved outcomes for all students.

Accountability

Lago Vista ISD received an overall scaled score of 77 (C) for 2026. Accountability results identify clear areas of strength as well as areas requiring focused improvement. Student Achievement was the District's highest-performing domain with a scaled score of 79, while School Progress, Academic Growth, and Relative Performance indicate a significant need to improve student growth and ensure consistent academic progress across grade levels, content areas, campuses, and student groups.

Domain	Scaled Score	Rating
Student Achievement	79	C
School Progress	67	D
Academic Growth	68	D
Relative Performance	62	D
Closing the Gaps	71	C
Overall	**77**	**C**

STAAR Performance

STAAR Performance

Districtwide STAAR results show varied performance across content areas. Across all tested subjects, 77% of students achieved Approaches Grade Level or above, 54% achieved Meets Grade Level or above, and 22% achieved Masters Grade Level.

Reading/Language Arts, Science, and Social Studies demonstrate stronger overall performance, while Mathematics represents the District's most significant area of academic need. Mathematics performance trails other content areas at all three performance levels, with 68% of students achieving Approaches, 41% achieving Meets, and 15% achieving Masters.

Science and Social Studies results represent relative strengths, particularly at the Meets and Masters levels. Reading/Language Arts performance also remains stronger than Mathematics; however, continued improvement is needed to increase the percentage of students demonstrating grade-level mastery across all content areas.

The District will continue analyzing STAAR results by campus, grade level, student group, reporting category, and individual standard to identify specific instructional needs and determine appropriate supports, interventions, and enrichment opportunities.

Subject	Approaches	Meets	Masters
Reading/Language Arts	78%	59%	22%
Mathematics	68%	41%	15%
Science	86%	62%	30%
Social Studies	83%	58%	32%
All Subjects Combined	**77%**	**54%**	**22%**

Key Takeaways

- **Mathematics is the District's most significant content-area need**, with the lowest performance at Approaches, Meets, and Masters.
- **Science demonstrates strong relative performance**, with 62% of students at Meets and 30% at Masters.
- **Social Studies demonstrates the highest Masters performance**, at 32%.
- **Reading/Language Arts performance is comparatively stronger than Mathematics**, though opportunities remain to increase performance at the Masters level.
- Continued analysis of **student-group, grade-level, and standards-level performance** is needed to identify achievement gaps and targeted areas for improvement.

Academic Growth

Lago Vista ISD earned an overall Academic Growth score of 66 (D). Growth performance indicates a significant area of need, particularly in Mathematics, which earned a growth score of 61. Reading/Language Arts performed comparatively higher with a growth score of 64, but both content areas demonstrate the need for stronger year-over-year student progress.

Subject	Growth Score
Reading/Language Arts	64
Mathematics	61
Overall Growth	**66 (D)**

Interpretation:

Academic Growth results indicate that too many students are not making the level of annual progress needed to consistently improve achievement over time. Mathematics represents the greatest area of concern, while Reading/Language Arts also requires continued attention to student growth.

These results reinforce the need for stronger progress monitoring, timely instructional response, targeted intervention, and consistent use of student-level data to identify students who are not demonstrating expected growth. District and campus teams will continue analyzing growth patterns by grade level, content area, student group, and individual student to determine where instructional adjustments and additional supports are needed.

Graduation and Postsecondary Readiness

Lago Vista ISD demonstrates strong graduation outcomes, with a four-year graduation rate of 96.2%. Postsecondary readiness data show that 73% of graduates met at least one College, Career, and Military Readiness (CCMR) indicator.

Indicator	Lago Vista ISD
Graduation Rate (4-year)	96.2%
CCMR Readiness	73%
TSI (College Readiness) – RLA	68%
TSI (College Readiness) – Math	47%
Dual Credit / OnRamps	18%/ 34%
Industry-Based Certifications	28%

Interpretation:

Graduation remains a district strength, with 96.2% of students graduating within four years. CCMR data indicate continued opportunities to strengthen postsecondary readiness, particularly in Mathematics and participation in advanced coursework and industry-based certification pathways.

Closing the Gaps

The Closing the Gaps domain earned a 71 (C). Data show persistent achievement gaps across student groups, particularly for economically disadvantaged students, emergent bilingual students, and students receiving special education services. Continued focus is needed on targeted instruction, intervention, and progress monitoring to improve achievement and growth for all student populations.

Academic Achievement

Reading/ Language Arts (RLA)	Meets Grade Level or Above
All Students	59%
Economically Disadvantaged	39%
Emergent Bilingual	19%
Special Education	23%
White	66%
Hispanic	46%

Academic Achievement

Math	Meets Grade Level or Above
All Students	41%
Economically Disadvantaged	25%
Emergent Bilingual	17%
Special Education	19%
White	46%
Hispanic	32%

Academic Growth

Reading/ Language Arts (RLA)	Academic Growth Score
All Students	67%
Economically Disadvantaged	58%
Emergent Bilingual	53%
Special Education	47%
White	69%
Hispanic	60%

Academic Growth

Math	Academic Growth Score
All Students	64%
Economically Disadvantaged	55%
Emergent Bilingual	63%
Special Education	63%
White	65%
Hispanic	62%

Summary: How Are Our Students Doing?

Lago Vista ISD student performance reflects both areas of strength and clear opportunities for improvement. Graduation outcomes remain strong, and

students demonstrate relative strengths in Reading/Language Arts, Science, and Social Studies. However, accountability, academic growth, Mathematics performance, and achievement gaps across student groups indicate areas requiring focused and sustained improvement.

- **Achievement:** Performance varies by content area, with stronger results in Reading/Language Arts, Science, and Social Studies and the greatest need in Mathematics.
- **Growth:** Academic growth remains a significant district priority, particularly in Mathematics, with both Reading/Language Arts and Mathematics growth below desired levels.
- **Readiness:** Graduation remains a strength, while CCMR and college readiness data indicate opportunities to increase postsecondary readiness, particularly in Mathematics and advanced coursework pathways.
- **Equity:** Persistent achievement gaps remain for economically disadvantaged students, emergent bilingual students, and students receiving special education services.
- **Focus:**
  District and campus improvement efforts will prioritize stronger instructional alignment, progress monitoring, targeted intervention, data-driven decision making, and support for student groups demonstrating the greatest need.

Strengths

- **Clear Identification of Academic Priorities:** District and campus teams are using accountability, STAAR, growth, and student-group data to identify areas of strength and need and to target instructional support more precisely.
- **Strong Graduation Outcomes:** Lago Vista ISD maintains a **96.2% four-year graduation rate**, demonstrating sustained success in supporting students through high school completion.**Strong Performance in Science and Social Studies:** Science and Social Studies show comparatively strong STAAR results, with 62% of students meeting grade level in Science and 58% in Social Studies. Masters performance is also strongest in these areas, at 30% in Science and 32% in Social Studies.
- **Relative Strength in Reading/Language Arts:** Reading/Language Arts performance remains one of the District's stronger academic areas, with 59% of students achieving Meets Grade Level or above.
- **College Readiness in Reading/Language Arts:** TSI readiness in Reading/Language Arts is a relative strength, with 68% of students demonstrating college readiness.
- **Postsecondary Readiness Foundation:** Seventy-three percent of graduates meet at least one CCMR indicator, providing a solid foundation for continued improvement in college, career, and military readiness.
- **Access to Advanced and Career Pathways:** Students have access to multiple postsecondary preparation opportunities, including dual credit, OnRamps, and industry-based certification pathways.
- **Evidence of Growth Across Student Groups:** Academic growth data show areas of positive progress across multiple student groups, including comparatively strong Mathematics growth for emergent bilingual students and students receiving special education services.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Instructional practices and processes vary across campuses, grade levels, and classrooms, contributing to inconsistent student outcomes.	The District lacks a fully developed and consistently implemented instructional framework that clearly defines expectations for curriculum, planning, instruction, assessment, intervention, and progress monitoring.
2 ★	Assessment data are not consistently aligned to curriculum standards or used to make timely and specific instructional decisions.	Assessment practices vary across teams, and common assessments are not always tightly aligned to priority standards, intended rigor, or instructional pacing. In addition, teachers do not consistently use common data-analysis protocols to identify misconceptions, analyze standards-level performance, plan reteach or enrichment, and monitor the impact of instructional adjustments.
3 ★	Students who are not demonstrating mastery or expected growth are not always identified and supported through timely, targeted intervention.	Progress monitoring systems and intervention processes are inconsistent, resulting in variability in how student needs are identified, addressed, and monitored for effectiveness.
4 ★	Instruction is not consistently aligned to priority standards, assessment expectations, and the level of rigor required for student mastery.	Backward planning practices are inconsistent, and teachers do not always have a common process for unpacking standards, identifying prerequisite skills, determining evidence of mastery, and planning instruction accordingly.
5 ★	PLC implementation is inconsistent across campuses and teams, limiting the effectiveness of collaborative planning, data analysis, and instructional response.	The District has not consistently established or monitored common PLC expectations, norms, protocols, and outcomes, resulting in variation in how collaborative time is used.

6 ★	Mathematics achievement and growth remain below district expectations, with performance lower than other tested content areas.	Mathematics instruction lacks consistent alignment, rigor, formative assessment, and targeted response to unfinished learning across grade levels.
7 ★	Persistent achievement gaps exist for economically disadvantaged students, emergent bilingual students, and students receiving special education services.	Instructional supports, differentiation, intervention, and progress monitoring are not consistently implemented with enough precision to address the specific needs of identified student groups.
8 ★	Too few students are demonstrating advanced levels of mastery, particularly at the Masters Grade Level standard.	Instruction does not consistently provide students with opportunities to engage in complex thinking, application, problem solving, discourse, and tasks aligned to higher levels of cognitive rigor.

★ = Priority

District Processes & Programs

Summary

Professional Development: Developing and increasing the capacity of professional staff at all levels of the organization is a priority in Lago Vista ISD. The District has increased staff development aligned to District priorities, including building in instructional planning days throughout the year to support curriculum alignment. Lago Vista ISD recently adopted mathematics instructional materials to ensure high quality curriculum resources are in teachers' hands. This year, the district is also implementing the use of TFAR (Texas Formative Assessment Resource) to not only streamline data analysis, but to also expose students to the testing modalities associated with STAAR.

Lago Vista ISD utilizes T-TESS (Texas - Teacher Evaluation and Support System) along with T-PESS (Texas - Principal Evaluation and Support System) for setting expectations of teachers and campus leaders. These processes provide for goal setting, observations, and feedback loops to improve instructional practice and instructional leadership.

Multi-Tiered Systems of Support (MTSS): Lago Vista ISD has aligned a proactive and preventative approach to ensure high quality instruction and systems for all students and tiered instructional and behavioral responses to assist students before problems become severe. Tier 1 under the MTSS Umbrella includes universal systems and supports for all students: Professional Learning Communities (PLCs), Positive Behavior Intervention and Supports (PBIS), and Social and Emotional Learning (SEL). Lago Vista ISDs Response to Intervention (RtI) program includes targeted classroom based supports for instruction and behavior at Tier 2, intensive supports for instruction and behavior at Tier 3, and individualized/specialized services & supports at Tier 4.

Response-to-Intervention (RtI): In Lago Vista ISD, Response to Intervention (RtI) follows a locally developed four-tiered model to determine and deliver services to address both academics and behavior. The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement. Continued support is needed to build leadership capacity that will continue to grow and sustain the implementation of RtI across the District.

Professional Learning Communities (PLCs): Professional Learning Communities are groups of teachers who meet regularly as a team to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative and common summative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement. There are four questions that should be at the heart of every PLC discussion. In order to raise student achievement, Professional Learning Communities must be able to answer all four of these questions.

Question 1: What do we want all students to learn?
Question 2: How will we know if they learn it?
Question 3: How do we respond when students experience difficulty?
Question 4: How do we respond when students already know it?

Continued support is needed to build leadership capacity that will continue to grow and sustain the work of PLCs across the District.

Positive Behavior Supports & Intervention (PBIS): Positive Behavior Interventions and Supports (PBIS) focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Campus-based PBIS teams focus on three to five behavioral expectations that are positively stated and easy to remember (e.g., Vikings are Respectful, Responsible, and Safe). The team then creates a matrix of what the behavioral expectations/rules look like in the classroom as well as non-classroom areas (i.e. Hallway, Gym, Restroom, Cafeteria, Playground, Media Center/Library, etc.). Another primary activity for the PBIS team is determining how the behavioral expectations and routines will be taught in and around the school. Campus-based PBIS teams also establish a reward/incentive program for students and staff who demonstrate the school's behavioral expectations. Continued support is needed to build leadership capacity that will continue to grow and sustain the work of PBIS across the District.

Programs and Services for At-Risk Students Supported by State Compensatory Education: The District evaluates all programs supported by state compensatory funds annually. Through this process, strengths and weaknesses are identified of programs, activities and practices. This ensures the funds are supplemental, cost effective and provide intensive, and/or accelerated instruction to each student who meets one or more eligibility criteria. Programs supported by compensatory education funds include credit recovery, K-12 Response to Intervention Tier 2 activities and materials, 6-12 Tier 3 activities, and summer school.

Pre-Kindergarten Program: Lago Vista ISD offers a variety of programs designed to meet the needs of early learners and comply with requirements from the state and federal governments. The District's Early Childhood Education services exist to build a strong foundation so that each child is ready to be challenged, encouraged, and supported to achieve. With the passage of House Bill 3 and guidance under the TEC 29.153 (b) to offer a full day Pre-Kindergarten Program for all eligible four year old's, the district is proud to have implemented a free, high quality full-day program for all eligible four year olds.

Teacher Incentive Allotment (TIA): Lago Vista ISD engaged in the Teacher Incentive Allotment process in order to increase teacher recruitment and retention by accessing a State-funded monetary incentive for teachers who earn a designation. The District began the process in the fall of 2023. A TIA stakeholder engagement committee consisting of teachers, campus leadership, and district leadership who met in the spring of the 2023-2024 school year to outline the local designation system. A system application was submitted in the spring of 2024 and the District received notification of system approval in the summer of 2024. During the 2025-2026 school year, a small number of teachers were eligible for TIA and 7% of those eligible did earn the designation. This year, Lago Vista is expanding the system to ensure all teachers are eligible TIA.

Strengths

- **Lago Vista ISD is supported by vested local decision-makers.** The District is supported by a strong local Board of Trustees who are vested and have student ties to the campuses.
- **The District experiences high levels of community support.** 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. Parents and community members have been particularly support of the District's efforts during the pandemic.
- **Lago Vista ISD staff report strong campus cultures.** Through strong campus-level leadership and a supportive work culture, staff express high levels of collaboration, and dedication to student success.
- **LVISD provides a broad portfolio of programs and opportunities.** Strengths include Career & Technical Education, athletics, extracurricular activities, clubs, AP courses, gifted and talented programming, PALS, 18+ programming, electives, intervention blocks, technology resources, field trips, and college/career opportunities.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	CTE is both a current strength and an opportunity. Stakeholders during the SWOT analysis call for expansion of CTE offerings and internships.	There is not a comprehensive plan to expand CTE offerings tied to student interest and current workforce data.
2 ★	"Consistency" and related concepts such as vertical alignment, curriculum alignment, discipline consistency, communication consistency, and accountability occur throughout the SWOT.	Systems and expectations may not always be sufficiently defined or implemented consistently across campuses.
3 ★	While PLCs have been a practice in Lago Vista ISD, there continues to be a need for strengthening PLC practices, especially with new teachers and leaders onboarding each year.	There has not been a systematic onboarding for PLC practices.

★ = Priority

Perceptions

Summary

Community and District Context

Lago Vista ISD is a small but rapidly growing district that benefits from a highly engaged, well-educated, and trusting community of stakeholders. The district's location along the north shore of Lake Travis provides a unique blend of small-town values and metropolitan access, attracting families who value both academic excellence and community connectedness.

Lago Vista ISD has a proud history of academic and athletic success, both of which have contributed to a strong sense of local pride and identity. Students and staff frequently earn regional and state-level recognition, and community events centered around Viking traditions remain a unifying force for residents.

The District is fortunate to have many active civic organizations and strong local leadership that consistently supports education through volunteerism, partnerships, and advocacy. A significant number of Lago Vista ISD employees are also community residents and parents, which fosters a deep sense of ownership, pride, and continuity within the district's culture.

Through the SWOT analysis this past spring, stakeholders repeatedly describe the district as a close-knit community and emphasize:

- Strong teacher/student relationships
- Caring staff
- Community support
- Parent involvement
- School pride
- Student belonging
- Staff teamwork
- Supportive leadership
- Strong school spirit
- Positive school culture
- Accessible administrators
- A sense that people help one another

The phrases "We All Row," "Vikings start to finish," and "We are a family" capture a strong collective identity reflected throughout the SWOT. Teacher/student relationships and community support were among the most frequently repeated strengths.

Parent and Community Involvement

Parent and community engagement are long-standing strengths of Lago Vista ISD. Families are deeply invested in their children's education and regularly seek opportunities to be informed, involved, and part of District decision-making.

Over the past several years, the district has made significant improvements to its shared decision-making structures, including expanded and more diverse representation on the District Education Improvement Committee (DEIC) and other advisory groups. These bodies provide valuable feedback and serve as a conduit for collaboration among administrators, staff, and parents. Most advisory groups maintain over 70% participation rates, reflecting strong community interest and commitment.

Still, parent survey data indicate a desire for greater involvement in planning and decision-making. While feedback is actively collected, stakeholders have expressed that they would like to see their input more visibly connected to district actions and solutions. Strengthening the role and influence of advisory committees and input will remain a focus area for the coming year, especially related to academic rigor and support for students who receive specialized programming.

Staff Perceptions

Lago Vista ISD is blessed with a strong staff who are dedicated to the students and community. Overall, perceptual feedback reflects strong campus-level collegiality and appreciation for direct supervisors and campus principals. On the flip side, perceptual responses indicate frustration with inconsistencies, behaviors and workload.

District Communications

While improvements have been made around communication, it still surfaces as a recurring concern. Participants in the SWOT analysis identify communication problems at the district, campus, staff, parent, and athletic levels. They also identify inconsistent messaging and misinformation through social media. Although parent involvement is a major strength, stakeholders also identify inconsistent parent/teacher communication.

Summary

Lago Vista ISD continues to be defined by exceptional community support, strong educational leadership, and a culture of pride and innovation. The District's educators, families, and local partners share a deep commitment to continuous improvement, even amid the challenges of rapid growth and limited resources. With continued attention to safety, communication, and authentic community engagement, Lago Vista ISD is well positioned to create new pathways of excellence and establish it as one of the most desirable districts in Central Texas.

Strengths

- **Strong, Supportive Community:** Lago Vista ISD benefits from a well-educated, highly engaged community that values public education and actively supports students and staff. Local pride in both academic and athletic success continues to strengthen community-school partnerships.

- **High Levels of Staff Investment:** A significant number of employees are longtime residents and parents of current or former students, creating a deep sense of ownership, continuity, and shared purpose throughout the District.
- **Active Civic and Volunteer Involvement:** The District is supported by numerous civic organizations and volunteers who regularly contribute time, resources, and expertise to enhance student learning and campus life.
- **Dedicated and Caring Staff:** In survey data, parents highlight individual teachers, counselors, and staff who go above and beyond to support, encourage and help students succeed.
- **Strong extracurricular and athletic programs:** In survey data, parents indicate pride in athletics and fine arts.
- **Lago Vista ISD staff report strong campus cultures:** Through strong campus-level leadership and a supportive work culture, staff express high levels of collaboration, and dedication to student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Districtwide communication needs improvement. Inconsistent messaging and misinformation create confusion in the system.	Lago Vista ISD does not have a communication framework that establishes alignment in messaging and processes.
2 ★	Although parent involvement is a major strength, stakeholders also identify inconsistent parent/ teacher communication, the need for parent education, parent expectations, and a desire for greater parent involvement. Opportunities identified include parent education concerning attendance, academics, behavior, expectations, and student support.	Strengthen two-way family engagement, particularly for families who may be less connected to the school system or whose students need additional academic, behavioral, attendance, or specialized support.
3 ★	Recruitment and retention of staff and workload are recurring issues in perceptual feedback.	The district needs a comprehensive retention plan to address compensation, professional growth, recognition, onboarding, and mentoring.
4 ★	Student engagement, attendance, and apathy are prevalent in perceptual feedback.	Some students may lack sufficient connections between school expectations, meaningful learning experiences, and future goals.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	While attendance saw a bump last year, it still continues to be at a low threshold of 94.1%.	This is a trend across the state. Further research needs to be conducted in LVISD to better understand the root cause.
2	Lago Vista ISD is seeing an increase in new to profession teachers. While this is an asset, there is also a need for increased support and coaching as these teachers not only learn their students, but also their school.	Staffing shortages and retention concerns emerged during the SWOT analysis.
3	As student needs increase, there is an opportunity to enhance instructional practices and resources to support the varying needs.	Lago Vista ISD continues to see an increase in students who receive special education services, students who are emergent bilingual, and students who are economically disadvantaged. Instructional practices and resources must be differentiated to meet student need.
4	Too few students are demonstrating advanced levels of mastery, particularly at the Masters Grade Level standard.	Instruction does not consistently provide students with opportunities to engage in complex thinking, application, problem solving, discourse, and tasks aligned to higher levels of cognitive rigor.
5	PLC implementation is inconsistent across campuses and teams, limiting the effectiveness of collaborative planning, data analysis, and instructional response.	The District has not consistently established or monitored common PLC expectations, norms, protocols, and outcomes, resulting in variation in how collaborative time is used.
6	Instruction is not consistently aligned to priority standards, assessment expectations, and the level of rigor required for student mastery.	Backward planning practices are inconsistent, and teachers do not always have a common process for unpacking standards, identifying prerequisite skills, determining evidence of mastery, and planning instruction accordingly.

7 ★	Students who are not demonstrating mastery or expected growth are not always identified and supported through timely, targeted intervention.	Progress monitoring systems and intervention processes are inconsistent, resulting in variability in how student needs are identified, addressed, and monitored for effectiveness.
8 ★	Assessment data are not consistently aligned to curriculum standards or used to make timely and specific instructional decisions.	Assessment practices vary across teams, and common assessments are not always tightly aligned to priority standards, intended rigor, or instructional pacing. In addition, teachers do not consistently use common data-analysis protocols to identify misconceptions, analyze standards-level performance, plan reteach or enrichment, and monitor the impact of instructional adjustments.
9 ★	Instructional practices and processes vary across campuses, grade levels, and classrooms, contributing to inconsistent student outcomes.	The District lacks a fully developed and consistently implemented instructional framework that clearly defines expectations for curriculum, planning, instruction, assessment, intervention, and progress monitoring.
10 ★	Mathematics achievement and growth remain below district expectations, with performance lower than other tested content areas.	Mathematics instruction lacks consistent alignment, rigor, formative assessment, and targeted response to unfinished learning across grade levels.
11 ★	Persistent achievement gaps exist for economically disadvantaged students, emergent bilingual students, and students receiving special education services.	Instructional supports, differentiation, intervention, and progress monitoring are not consistently implemented with enough precision to address the specific needs of identified student groups.
12 ★	CTE is both a current strength and an opportunity. Stakeholders during the SWOT analysis call for expansion of CTE offerings and internships.	There is not a comprehensive plan to expand CTE offerings tied to student interest and current workforce data.

13 ★	"Consistency" and related concepts such as vertical alignment, curriculum alignment, discipline consistency, communication consistency, and accountability occur throughout the SWOT.	Systems and expectations may not always be sufficiently defined or implemented consistently across campuses.
14 ★	While PLCs have been a practice in Lago Vista ISD, there continues to be a need for strengthening PLC practices, especially with new teachers and leaders onboarding each year.	There has not been a systematic onboarding for PLC practices.
15 ★	Although parent involvement is a major strength, stakeholders also identify inconsistent parent/ teacher communication, the need for parent education, parent expectations, and a desire for greater parent involvement. Opportunities identified include parent education concerning attendance, academics, behavior, expectations, and student support.	Strengthen two-way family engagement, particularly for families who may be less connected to the school system or whose students need additional academic, behavioral, attendance, or specialized support.
16 ★	Recruitment and retention of staff and workload are recurring issues in perceptual feedback.	The district needs a comprehensive retention plan to address compensation, professional growth, recognition, onboarding, and mentoring.
17 ★	Student engagement, attendance, and apathy are prevalent in perceptual feedback.	Some students may lack sufficient connections between school expectations, meaningful learning experiences, and future goals.
18 ★	Districtwide communication needs improvement. Inconsistent messaging and misinformation create confusion in the system.	Lago Vista ISD does not have a communication framework that establishes alignment in messaging and processes.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**
- ☑ **Results Driven Accountability (RDA)**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**

Goals

Goal 1

STUDENTS - LVISD believes every student should be challenged to achieve at high levels, take ownership of their learning, and actively engage in meaningful opportunities that prepare them for success in life.

Performance Objective 1 ☑ HB3 Goal

ACADEMIC GROWTH & ACHIEVEMENT - Ensure all students demonstrate continuous academic growth through rigorous, aligned, and engaging learning experiences that require critical thinking, problem-solving, and high levels of accountability.

Evaluation Data Source: Increase STAAR Average of Approaches, Meets, and Masters from 51 to 54 by Spring 2027.
Increase STAAR student growth score from 67 to 70 by Spring 2027.
Increase % of students who are Emergent Bilingual scoring Meets on STAAR from 18% to 25% by Spring 2027.
Increase % of students who receive Special Education services scoring Meets on STAAR from 21% to 26% by Spring 2027.
Increase % of students who are economically disadvantaged scoring Meets on STAAR from 32% to 37% by Spring 2027.

Strategy 1

Implement a guaranteed and viable curriculum with clearly defined expectations for rigor.

Strategy's Expected Result/Impact: Aligned curriculum implemented across our system will lead to decreased variability of outcomes for students across our system.

Staff Responsible for Monitoring: Director of Curriculum, Accountability & Assessment

Problem Statements: Student Learning 1

Formative Reviews

December	February	April	July

Strategy 2

Strengthen PLCs to focus on data-driven instruction and student outcomes.

Strategy's Expected Result/Impact: Targeted intervention and enrichment plans for students based on needs.

Staff Responsible for Monitoring: Director of Curriculum, Accountability, & Assessment

Problem Statements: Demographics 1 - Student Learning 2, 3, 5, 7, 8 - District Processes & Programs 3

Funding Sources: Interventionists Fund 211 - Title I, Part A,

Formative Reviews

December	February	April	July

Strategy 3

Implement consistent instructional systems across all campuses.

Strategy's Expected Result/Impact: Increased access to rigorous learning for all students.

Staff Responsible for Monitoring: Campus Principals

Problem Statements: Student Learning 1

Formative Reviews

December	February	April	July

Strategy 4 ☑ Talent Plan

Expand instructional coaching focused on rigor, differentiation, and engagement.

Strategy's Expected Result/Impact: Growth in teacher practice that enhances student outcomes.

Staff Responsible for Monitoring: Director of Curriculum, Accountability & Assessment; Assistant Superintendent

Problem Statements: Demographics 1, 2 - Student Learning 1

Formative Reviews

December	February	April	July

Strategy 5

Integrate technology to enhance learning.

Strategy's Expected Result/Impact: Strengthen critical thinking and student engagement.

Staff Responsible for Monitoring: Campus Principals

Funding Sources: Fund 289 - Title IV, Part A,

Formative Reviews

December	February	April	July

Strategy 6

Implement high quality mathematics adoption at all levels of the system.

Strategy's Expected Result/Impact: Increased rigor and alignment in mathematics.

Staff Responsible for Monitoring: Director of Curriculum, Accountability and Assessment

Problem Statements: Student Learning 1, 6

Formative Reviews

December	February	April	July

Strategy 7

Enhance current continuum of services model for students who are receiving special education services with an increased focus on inclusive practices.

Strategy's Expected Result/Impact: Student outcomes will increase by exposing more students who received special education services to grade level curriculum with appropriate supports.

Staff Responsible for Monitoring: Director of Special Education/504

Problem Statements: Demographics 1

Funding Sources: Professional Development related to Inclusive Practices Fund 255 - Title II, Part A,

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	As student needs increase, there is an opportunity to enhance instructional practices and resources to support the varying needs.	Lago Vista ISD continues to see an increase in students who receive special education services, students who are emergent bilingual, and students who are economically disadvantaged. Instructional practices and resources must be differentiated to meet student need.
2	Lago Vista ISD is seeing an increase in new to profession teachers. While this is an asset, there is also a need for increased support and coaching as these teachers not only learn their students, but also their school.	Staffing shortages and retention concerns emerged during the SWOT analysis.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instructional practices and processes vary across campuses, grade levels, and classrooms, contributing to inconsistent student outcomes.	The District lacks a fully developed and consistently implemented instructional framework that clearly defines expectations for curriculum, planning, instruction, assessment, intervention, and progress monitoring.
2	Assessment data are not consistently aligned to curriculum standards or used to make timely and specific instructional decisions.	Assessment practices vary across teams, and common assessments are not always tightly aligned to priority standards, intended rigor, or instructional pacing. In addition, teachers do not consistently use common data-analysis protocols to identify misconceptions, analyze standards-level performance, plan reteach or enrichment, and monitor the impact of instructional adjustments.
3	Students who are not demonstrating mastery or expected growth are not always identified and supported through timely, targeted intervention.	Progress monitoring systems and intervention processes are inconsistent, resulting in variability in how student needs are identified, addressed, and monitored for effectiveness.

5	PLC implementation is inconsistent across campuses and teams, limiting the effectiveness of collaborative planning, data analysis, and instructional response.	The District has not consistently established or monitored common PLC expectations, norms, protocols, and outcomes, resulting in variation in how collaborative time is used.
6	Mathematics achievement and growth remain below district expectations, with performance lower than other tested content areas.	Mathematics instruction lacks consistent alignment, rigor, formative assessment, and targeted response to unfinished learning across grade levels.
7	Persistent achievement gaps exist for economically disadvantaged students, emergent bilingual students, and students receiving special education services.	Instructional supports, differentiation, intervention, and progress monitoring are not consistently implemented with enough precision to address the specific needs of identified student groups.
8	Too few students are demonstrating advanced levels of mastery, particularly at the Masters Grade Level standard.	Instruction does not consistently provide students with opportunities to engage in complex thinking, application, problem solving, discourse, and tasks aligned to higher levels of cognitive rigor.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	While PLCs have been a practice in Lago Vista ISD, there continues to be a need for strengthening PLC practices, especially with new teachers and leaders onboarding each year.	There has not been a systematic onboarding for PLC practices.

Performance Objective 2

STUDENT OWNERSHIP & ACCOUNTABILITY - Develop students who demonstrate responsibility, resilience, and accountability for their learning, behavior, and personal growth.

Evaluation Data Source: Increase student attendance from 94% to 94.5% by May 2027.
Decrease the number of infractions requiring disciplinary action of in school suspension, out of school suspension, or DAEP placement from 239 to less than 175 by Spring 2027.

Strategy 1

Establish clear, consistent expectations for student behavior and accountability across campuses.

Strategy's Expected Result/Impact: Increased expectations and accountability will reduce the number of disciplinary infractions.

Staff Responsible for Monitoring: Campus Principals.

Problem Statements: District Processes & Programs 2 - Perceptions 4

Formative Reviews

December	February	April	July

Strategy 2

Provide character education and leadership development opportunities.

Strategy's Expected Result/Impact: Leadership development will lead to a decrease in disciplinary infractions.

Staff Responsible for Monitoring: Campus Principals

Problem Statements: Perceptions 4

Formative Reviews

December	February	April	July

Strategy 3

Reinforce student responsibility for attendance, effort and performance.

Strategy's Expected Result/Impact: Increase in student attendance.

Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Assistant Superintendent

Problem Statements: Demographics 3

Formative Reviews

December	February	April	July

Strategy 4

Partner with families to support student accountability.

Strategy's Expected Result/Impact: Increase in student attendance and decrease in disciplinary infractions.

Staff Responsible for Monitoring: Campus Principals, Assistant Principals

Problem Statements: Demographics 3 - Perceptions 2, 4

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	While attendance saw a bump last year, it still continues to be at a low threshold of 94.1%.	This is a trend across the state. Further research needs to be conducted in LVISD to better understand the root cause.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	"Consistency" and related concepts such as vertical alignment, curriculum alignment, discipline consistency, communication consistency, and accountability occur throughout the SWOT.	Systems and expectations may not always be sufficiently defined or implemented consistently across campuses.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although parent involvement is a major strength, stakeholders also identify inconsistent parent/teacher communication, the need for parent education, parent expectations, and a desire for greater parent involvement. Opportunities identified include parent education concerning attendance, academics, behavior, expectations, and student support.	Strengthen two-way family engagement, particularly for families who may be less connected to the school system or whose students need additional academic, behavioral, attendance, or specialized support.
4	Student engagement, attendance, and apathy are prevalent in perceptual feedback.	Some students may lack sufficient connections between school expectations, meaningful learning experiences, and future goals.

Performance Objective 3

STUDENT ENGAGEMENT & BELONGING - Ensure all students experience a strong sense of belonging and are actively engaged in meaningful learning and extracurricular opportunities that build character, leadership, and connection.

Evaluation Data Source: Increase student participation in extracurricular/co-curricular activities from baseline established 2026-2027 school year.
Identify baseline of student perception related to belonging and engagement by Spring 2027.

Strategy 1

Strengthen student connection, belonging and relationships across all campuses.

Strategy's Expected Result/Impact: Increased attendance and engagement.

Staff Responsible for Monitoring: Campus Principals

Problem Statements: Perceptions 4

Formative Reviews

December	February	April	July

Strategy 2

Increase participation in athletics, fine arts, UIL activities, and student organizations.

Strategy's Expected Result/Impact: Increased connection for students.

Staff Responsible for Monitoring: Coaches, directors, sponsors

Problem Statements: Perceptions 4

Formative Reviews

December	February	April	July

Strategy 3

Expand student voice, leadership and ownership opportunities.

Strategy's Expected Result/Impact: Increased connection and engagement for students.

Staff Responsible for Monitoring: Assistant Superintendent

Problem Statements: Perceptions 4

Formative Reviews

December	February	April	July

Strategy 4

Develop student survey to gather perceptual data regarding connection, belonging and engagement.

Strategy's Expected Result/Impact: Survey data will highlight bright spots and opportunities for enhancing student engagement and belonging.

Staff Responsible for Monitoring: Assistant Superintendent

Problem Statements: Perceptions 2, 4

Formative Reviews

December	February	April	July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although parent involvement is a major strength, stakeholders also identify inconsistent parent/teacher communication, the need for parent education, parent expectations, and a desire for greater parent involvement. Opportunities identified include parent education concerning attendance, academics, behavior, expectations, and student support.	Strengthen two-way family engagement, particularly for families who may be less connected to the school system or whose students need additional academic, behavioral, attendance, or specialized support.
4	Student engagement, attendance, and apathy are prevalent in perceptual feedback.	Some students may lack sufficient connections between school expectations, meaningful learning experiences, and future goals.

Performance Objective 4 ☑ HB3 Goal

COLLEGE, CAREER, & MILITARY READINESS - Prepare all students to be future-ready problem solvers through meaningful pathways, real-world learning, and postsecondary readiness.

Evaluation Data Source: Increase the % of graduates earning CCMR from 73% to 79% by Spring 2027. Increase

Strategy 1

Establish system by which CCMR data is tracked in an ongoing basis to ensure all students are ready for post secondary plans.

Strategy's Expected Result/Impact: Opening doors for students beyond high school, whether that is college, trades, or military.

Staff Responsible for Monitoring: Director of Curriculum, Assessment, and Accountability

Formative Reviews

December	February	April	July

Strategy 2

Expand dual credit program offerings to increase opportunity for Associate of Science coursework.

Strategy's Expected Result/Impact: Increased courses with rigorous learning experiences.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

Problem Statements: Student Learning 8

Formative Reviews

December	February	April	July

Strategy 3

Expand CTE pathways, including dual credit CTE courses, aligned with student interests and workforce needs.

Strategy's Expected Result/Impact: Increased opportunities for students aligned to their passions and interests.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Curriculum, Assessment, and Accountability

Problem Statements: District Processes & Programs 1

Funding Sources: Fund 244 - Carl Perkins SSA,

Formative Reviews

December	February	April	July

Strategy 4

Strengthen college and career advising systems.

Strategy's Expected Result/Impact: Increased awareness of opportunities for students and pathways to postsecondary plans.

Staff Responsible for Monitoring: Assistant Superintendent

Problem Statements: District Processes & Programs 2 - Perceptions 4

Formative Reviews

December	February	April	July

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	Too few students are demonstrating advanced levels of mastery, particularly at the Masters Grade Level standard.	Instruction does not consistently provide students with opportunities to engage in complex thinking, application, problem solving, discourse, and tasks aligned to higher levels of cognitive rigor.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	CTE is both a current strength and an opportunity. Stakeholders during the SWOT analysis call for expansion of CTE offerings and internships.	There is not a comprehensive plan to expand CTE offerings tied to student interest and current workforce data.
2	"Consistency" and related concepts such as vertical alignment, curriculum alignment, discipline consistency, communication consistency, and accountability occur throughout the SWOT.	Systems and expectations may not always be sufficiently defined or implemented consistently across campuses.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Student engagement, attendance, and apathy are prevalent in perceptual feedback.	Some students may lack sufficient connections between school expectations, meaningful learning experiences, and future goals.

Goal 2

STAFF - LVISD believes exceptional educators are the foundation of student success and must be supported, developed, and empowered to deliver high-quality learning experiences.

Performance Objective 1

WELL-BEING & SUPPORT - Foster a supportive working environment that promotes staff well-being and effectiveness.

Evaluation Data Source: Increase % of staff who strongly agree/agree on the employee survey related to working environment from 79% to 84% by May 2027.

Strategy 1

Institute district leadership meeting structure for leadership development and increased communication.

Strategy's Expected Result/Impact: Continued development of campus and district leaders, while providing opportunities for input and increased communication loops.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

Problem Statements: District Processes & Programs 2, 3 - Perceptions 3

Formative Reviews

December	February	April	July

Strategy 2

Create a districtwide system for staff recognition.

Strategy's Expected Result/Impact: Recognizing the impact of staff on students and each other reinforces the significance of their work.

Staff Responsible for Monitoring: Director of Communications and Community Partnerships

Problem Statements: Demographics 2 - Perceptions 3

Formative Reviews

December	February	April	July

Strategy 3

Provide wellness resources and supports.

Strategy's Expected Result/Impact: Fosters a supportive and balanced work environment.

Staff Responsible for Monitoring: Human Resources Coordinator

Problem Statements: Perceptions 3

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Lago Vista ISD is seeing an increase in new to profession teachers. While this is an asset, there is also a need for increased support and coaching as these teachers not only learn their students, but also their school.	Staffing shortages and retention concerns emerged during the SWOT analysis.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	"Consistency" and related concepts such as vertical alignment, curriculum alignment, discipline consistency, communication consistency, and accountability occur throughout the SWOT.	Systems and expectations may not always be sufficiently defined or implemented consistently across campuses.
3	While PLCs have been a practice in Lago Vista ISD, there continues to be a need for strengthening PLC practices, especially with new teachers and leaders onboarding each year.	There has not been a systematic onboarding for PLC practices.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Recruitment and retention of staff and workload are recurring issues in perceptual feedback.	The district needs a comprehensive retention plan to address compensation, professional growth, recognition, onboarding, and mentoring.

Performance Objective 2

RECRUITMENT & RETENTION - Attract & retain high-quality educators.

Evaluation Data Source: Increase staff retention rate from 79% to 85% by Spring 2027.

Strategy 1

Strengthen hiring and onboarding systems.

Strategy's Expected Result/Impact: By hiring the best and properly supporting new staff, Lago Vista ISD will see an impact on student outcomes and overall staff retention.

Staff Responsible for Monitoring: Assistant Superintendent

Problem Statements: Perceptions 3

Formative Reviews

December	February	April	July

Strategy 2

Refine teacher mentoring program for new to profession teachers.

Strategy's Expected Result/Impact: With increased supports from mentors, new to profession teachers will not only have increased student outcomes, but also will choose to stay with Lago Vista ISD.

Staff Responsible for Monitoring: Assistant Superintendent

Problem Statements: Demographics 2

Funding Sources: Fund 255 - Title II, Part A,

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Lago Vista ISD is seeing an increase in new to profession teachers. While this is an asset, there is also a need for increased support and coaching as these teachers not only learn their students, but also their school.	Staffing shortages and retention concerns emerged during the SWOT analysis.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Recruitment and retention of staff and workload are recurring issues in perceptual feedback.	The district needs a comprehensive retention plan to address compensation, professional growth, recognition, onboarding, and mentoring.

Performance Objective 3

PROFESSIONAL GROWTH & CAPACITY - Build educator capacity to deliver high-quality, rigorous instruction, and develop students who are engaged, accountable, and future-ready.

Evaluation Data Source: Increase % of teachers designated under Teacher Incentive Allotment from 7% to 19% by May 2027.

Strategy 1

Provide high-quality, job-embedded professional learning for all staff aligned to district priorities.

Strategy's Expected Result/Impact: Providing high quality professional development strengthens the craft and leadership of staff which has a direct impact on student learning.

Staff Responsible for Monitoring: Director of Curriculum, Assessment and Accountability, Assistant Superintendent

Problem Statements: Demographics 2 - Student Learning 1, 2, 4, 5 - District Processes & Programs 2 - Perceptions 3

Funding Sources: Fund 255 - Title II, Part A,

Formative Reviews

December	February	April	July

Strategy 2

Build capacity for rigorous, engaging, and differentiated instruction through Professional Learning Communities (PLCs).

Strategy's Expected Result/Impact: The collaborative structure of PLCs with set expectations shapes instructional practice and response to student progress on learning.

Staff Responsible for Monitoring: Director of Curriculum, Assessment and Accountability, Campus Principals

Problem Statements: Student Learning 2, 5

Formative Reviews

December	February	April	July

Strategy 3

Expand Teacher Incentive Allotment for all teachers.

Strategy's Expected Result/Impact: By hiring the best and properly supporting new staff, Lago Vista ISD will see an impact on student outcomes and overall staff retention.

Staff Responsible for Monitoring: Director of Curriculum, Assessment and Accountability

Problem Statements: Perceptions 3

Formative Reviews

December	February	April	July

Strategy 4

Provide targeted professional learning for all teachers related to consistent language routines in core classrooms to emphasize the four domains in TELPAS for our emergent bilingual students.

Strategy's Expected Result/Impact: Increased exposure to listening, speaking, reading, and writing has direct benefit for our students who are emergent bilingual. There will be movement not only on TELPAS scores, but also STAAR.

Staff Responsible for Monitoring: ESL Facilitators, Campus Principals

Problem Statements: Demographics 1

Funding Sources: Fund 263 - Title III,

Formative Reviews

December	February	April	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	As student needs increase, there is an opportunity to enhance instructional practices and resources to support the varying needs.	Lago Vista ISD continues to see an increase in students who receive special education services, students who are emergent bilingual, and students who are economically disadvantaged. Instructional practices and resources must be differentiated to meet student need.
2	Lago Vista ISD is seeing an increase in new to profession teachers. While this is an asset, there is also a need for increased support and coaching as these teachers not only learn their students, but also their school.	Staffing shortages and retention concerns emerged during the SWOT analysis.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instructional practices and processes vary across campuses, grade levels, and classrooms, contributing to inconsistent student outcomes.	The District lacks a fully developed and consistently implemented instructional framework that clearly defines expectations for curriculum, planning, instruction, assessment, intervention, and progress monitoring.
2	Assessment data are not consistently aligned to curriculum standards or used to make timely and specific instructional decisions.	Assessment practices vary across teams, and common assessments are not always tightly aligned to priority standards, intended rigor, or instructional pacing. In addition, teachers do not consistently use common data-analysis protocols to identify misconceptions, analyze standards-level performance, plan reteach or enrichment, and monitor the impact of instructional adjustments.
4	Instruction is not consistently aligned to priority standards, assessment expectations, and the level of rigor required for student mastery.	Backward planning practices are inconsistent, and teachers do not always have a common process for unpacking standards, identifying prerequisite skills, determining evidence of mastery, and planning instruction accordingly.

5	PLC implementation is inconsistent across campuses and teams, limiting the effectiveness of collaborative planning, data analysis, and instructional response.	The District has not consistently established or monitored common PLC expectations, norms, protocols, and outcomes, resulting in variation in how collaborative time is used.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	"Consistency" and related concepts such as vertical alignment, curriculum alignment, discipline consistency, communication consistency, and accountability occur throughout the SWOT.	Systems and expectations may not always be sufficiently defined or implemented consistently across campuses.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Recruitment and retention of staff and workload are recurring issues in perceptual feedback.	The district needs a comprehensive retention plan to address compensation, professional growth, recognition, onboarding, and mentoring.

Goal 3

STAKEHOLDERS - LVISD believes strong relationships, clear communication, and meaningful partnerships are essential to building trust and ensuring the success of our students and schools.

Performance Objective 1

COMMUNICATION & ENGAGEMENT - Establish clear, consistent, two-way communication that engages stakeholders and clearly communicates the value of Lago Vista ISD.

Evaluation Data Source: Increase % of parents/families responding strongly agree/agree on parent survey questions related to communication from 54% to 60% by May 2027.

Strategy 1

Develop and implement a districtwide communication framework.

Strategy's Expected Result/Impact: Streamlined communication that is aligned to district priorities and messaging.

Staff Responsible for Monitoring: Director of Communications & Community Partnerships

Problem Statements: District Processes & Programs 2 - Perceptions 1

Formative Reviews

December	February	April	July

Strategy 2

Standardize campus communication practices.

Strategy's Expected Result/Impact: Streamlined communication that is aligned to district priorities and messaging.

Staff Responsible for Monitoring: Campus Principals, Director of Communications & Community Partnerships

Problem Statements: District Processes & Programs 2

Formative Reviews

December	February	April	July

Strategy 3

Utilize multiple platforms to enhance communication and engagement.

Strategy's Expected Result/Impact: Increased knowledge of district events and strategic initiatives.

Staff Responsible for Monitoring: Director of Communications & Community Partnerships

Problem Statements: District Processes & Programs 2 - Perceptions 2

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	"Consistency" and related concepts such as vertical alignment, curriculum alignment, discipline consistency, communication consistency, and accountability occur throughout the SWOT.	Systems and expectations may not always be sufficiently defined or implemented consistently across campuses.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Districtwide communication needs improvement. Inconsistent messaging and misinformation create confusion in the system.	Lago Vista ISD does not have a communication framework that establishes alignment in messaging and processes.
2	Although parent involvement is a major strength, stakeholders also identify inconsistent parent/teacher communication, the need for parent education, parent expectations, and a desire for greater parent involvement. Opportunities identified include parent education concerning attendance, academics, behavior, expectations, and student support.	Strengthen two-way family engagement, particularly for families who may be less connected to the school system or whose students need additional academic, behavioral, attendance, or specialized support.

Performance Objective 2

COMMUNITY PARTNERSHIPS - Strengthen partnerships to support students.

Evaluation Data Source: Increase the number of community partnerships in LVISD.

Strategy 1

Build and sustain partnerships aligned to district priorities.

Strategy's Expected Result/Impact: Increased student experiences aligned to strategic plan.

Staff Responsible for Monitoring: Director of Communications & Community Partnerships

Formative Reviews

December	February	April	July

Strategy 2

Expand real-world learning opportunities for students.

Strategy's Expected Result/Impact: Increased student engagement and agency in their postsecondary plans.

Staff Responsible for Monitoring: Campus Principals, Director of Communications & Community Partnerships

Problem Statements: District Processes & Programs 1

Formative Reviews

December	February	April	July

Strategy 3

Engage community members in advisory and support roles, including holding focus groups for families of students who receive special education services and families of students who are emergent bilingual.

Strategy's Expected Result/Impact: Strengthened partnership and improved student outcomes.

Staff Responsible for Monitoring: Assistant Superintendent, Director of Communications & Community Partnerships

Problem Statements: Demographics 1 - Student Learning 7

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	As student needs increase, there is an opportunity to enhance instructional practices and resources to support the varying needs.	Lago Vista ISD continues to see an increase in students who receive special education services, students who are emergent bilingual, and students who are economically disadvantaged. Instructional practices and resources must be differentiated to meet student need.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Persistent achievement gaps exist for economically disadvantaged students, emergent bilingual students, and students receiving special education services.	Instructional supports, differentiation, intervention, and progress monitoring are not consistently implemented with enough precision to address the specific needs of identified student groups.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	CTE is both a current strength and an opportunity. Stakeholders during the SWOT analysis call for expansion of CTE offerings and internships.	There is not a comprehensive plan to expand CTE offerings tied to student interest and current workforce data.

Performance Objective 3

TRUST & SATISFACTION - Build trust through transparency, responsiveness, and consistent delivery of high-quality experiences.

Evaluation Data Source: Increase % of stakeholders responding strongly agree/agree on parent survey questions related to trust from 59% to 65% by May 2027.

Strategy 1

Provide regular, transparent updates on district progress.

Strategy's Expected Result/Impact: Increased trust with all stakeholders.

Staff Responsible for Monitoring: Director of Communications & Community Partnerships

Formative Reviews

December	February	April	July

Strategy 2

Share data and outcomes with stakeholders.

Strategy's Expected Result/Impact: Increased trust with stakeholders and support for strategic initiatives.

Staff Responsible for Monitoring: Assistant Superintendent, Director of Communications & Community Partnerships

Formative Reviews

December	February	April	July

Goal 4

STEWARDSHIP - LVISD believes responsible stewardship of resources, systems, and facilities is essential to sustaining a high-performing and future-ready school district.

Performance Objective 1 ☑ High Priority

FINANCIAL STEWARDSHIP & SUSTAINABILITY - Ensure responsible financial planning and resource allocation aligned to district priorities.

Evaluation Data Source: Decrease budget deficit from ($895,000) to ($695,000) by Summer 2027. Increase fund balance from 97 days of operating costs to 100 days by Summer 2027.

Strategy 1

Implement strategic budgeting aligned to district priorities.

Strategy's Expected Result/Impact: A budget that is designed to support the strategic plan.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

December	February	April	July

Strategy 2

Maintain transparent and responsible financial practices.

Strategy's Expected Result/Impact: Through transparent communication, trust is built with staff and external stakeholders.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

December	February	April	July

Strategy 3

Conduct long-term financial planning and forecasting.

Strategy's Expected Result/Impact: Through forecasting, LVISD can plan appropriately for budgetary decisions that need to be made.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

December	February	April	July

Performance Objective 2

OPERATIONAL SYSTEMS & EFFICIENCY - Improve efficiency and effectiveness of systems and operations to better support staff and systems.

Evaluation Data Source: Increase customer satisfaction related to operational systems. (Baseline to be established Spring 2027.)

Strategy 1

Develop staff survey regarding operational systems and processes.

Strategy's Expected Result/Impact: Administration will have a method by which to measure efficiency and customer satisfaction.

Staff Responsible for Monitoring: Assistant Superintendent, Chief Financial Officer, Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Strategy 2

Streamline workflows to reduce inefficiencies.

Strategy's Expected Result/Impact: Reduction in duplication and improved processes increase response time and customer satisfaction.

Staff Responsible for Monitoring: Assistant Superintendent, Chief Financial Officer, Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Strategy 3

Leverage technology to improve operational effectiveness.

Strategy's Expected Result/Impact: Efficiencies increase response time and customer satisfaction, while decreasing impact on operational staff.

Staff Responsible for Monitoring: Assistant Superintendent, Chief Financial Officer, Director of Safety, Facilities, and Operations, Director of Technology

Formative Reviews

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Performance Objective 3

FACILITIES PLANNING & MAINTENANCE - Maintain safe, functional, and future-ready facilities that support high-quality learning environments.

Evaluation Data Source: Bond Advisory Committee recommendation.

Strategy 1

Facilitate Bond Advisory Committee process to identify facility, technology, and safety infrastructure needs.

Strategy's Expected Result/Impact: Stakeholder input on district needs.

Staff Responsible for Monitoring: Chief Financial Officer, Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Strategy 2

Develop plan for life cycle replacement of major systems and assets, including technology.

Strategy's Expected Result/Impact: Detailed plan of major maintenance and replacement cycles needed to maintain district assets.

Staff Responsible for Monitoring: Director of Technology, Director of Maintenance, Director of Safety, Facilities, and Operations,

Formative Reviews

December	February	April	July

Goal 5

SAFETY - LVISD believes safe and secure environments are paramount and are achieved through proactive planning, strong-systems, and shared responsibility.

Performance Objective 1

☑ **High Priority**

SAFE & SECURE ENVIRONMENTS - Maintain physically safe campuses.

Evaluation Data Source: 100% Score on Safety Audits.
Increase stakeholders responding strongly agree/agree on survey questions related to safety. (Baseline: Parents - 73%, Staff & Students - To be determined this year)

Strategy 1

Establish Director of Safety, Facilities, and Operations to oversee all safety protocols, requirements, and coordinate with operations to ensure facilities are secure.

Strategy's Expected Result/Impact: Safe and secure environments; alignment throughout our system

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December	February	April	July

Strategy 2

Conduct regular safety audits and facility assessments.

Strategy's Expected Result/Impact: Physically safe facilities.

Staff Responsible for Monitoring: Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Strategy 3

Partner with local law enforcement for ensuring HB3 compliance and coordination of emergency plans.

Strategy's Expected Result/Impact: Coordinated efforts among all emergency responders and district officials for crisis response.

Staff Responsible for Monitoring: Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Performance Objective 2 ☑ High Priority

EMERGENCY PREPAREDNESS & RESPONSE - Ensure readiness for emergencies.

Evaluation Data Source: EOPs in place and approved.
100% Drill Compliance
Annual Tabletop Exercises with Emergency Responders

Strategy 1

Conduct regular emergency drills and exercises across all campuses.

Strategy's Expected Result/Impact: Staff are prepared for emergency response.

Staff Responsible for Monitoring: Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Strategy 2

Provide ongoing staff training in emergency protocols.

Strategy's Expected Result/Impact: Staff are knowledgeable of emergency response protocols and prepared to respond.

Staff Responsible for Monitoring: Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Strategy 3

Conduct tabletop exercises with local emergency responders.

Strategy's Expected Result/Impact: Increased communication and coordination with local responders.

Staff Responsible for Monitoring: Director of Safety, Facilities, and Operations

Formative Reviews

December	February	April	July

Strategy 4

Maintain and update emergency operations plans based on state requirements and feedback from staff.

Strategy's Expected Result/Impact: Refined processes to ensure safe and secure learning environments.

Staff Responsible for Monitoring: Director of Safety, Facilities, and Operations

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $772,727.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC Section 29.081.). District-wide SCE activities include: - Designated Response to Intervention (RtI) time in grades K-5 for teachers to focus on providing Tier 2 supports and for interventionists to provide Tier 3 supports; and - Reading and math support electives in grades 6-12; and - Credit recovery, summer school, and other forms of accelerated instruction.

Plan Notes

Plan Notes

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Assistant Superintendent	8/3/2026	Sarah Grissom	11/3/2026
Child Abuse and Neglect	Assistant Superintendent	11/25/2025	Sarah Grissom	11/3/2026
Coordinated Health Program	Assistant Superintendent	11/25/2025	Sarah Grissom	11/3/2026
Decision-Making and Planning Policy Evaluation	Superintendent	8/3/2026	Sarah Grissom	11/3/2026
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent	5/29/2026	Sarah Grissom	11/3/2026
Dropout Prevention	Assistant Superitendent	5/29/2026	Sarah Grissom	11/3/2026
Dyslexia Treatment Program	Director of Special Education/504	11/12/2025	Sarah Grissom	11/3/2026
Pregnancy Related Services	Assistant Superintendent	8/3/2026	Sarah Grissom	11/3/2026
Post-Secondary Preparedness	Director of Curriculum, Assessment & Accountability	11/12/2025	Sarah Grissom	11/3/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent	5/29/2026	Sarah Grissom	11/3/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent	5/29/2026	Sarah Grissom	11/3/2026
Student Welfare: Discipline/Conflict/ Violence Management	Assistant Superintendent	8/3/2026	Sarah Grissom	11/3/2026
Texas Behavior Support Initiative (TBSI)	Director of Special Education/504	11/12/2025	Sarah Grissom	11/3/2026
Technology Integration	Director of Technology	7/27/2026	Sarah Grissom	11/3/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety, Facilities, & Operations	10/16/2023	Sarah Grissom	11/3/2026

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.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

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

Student Report

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.

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.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

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

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.

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.

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

Bullying

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.

Discipline

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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

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.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

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.

Improper Conduct

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.

Confidentiality

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.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

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.

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention

Wellness Policy Each district must establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast program under the jurisdiction of the district. The local school wellness policy is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. *7 C.F.R. 210.31(a)*

School Day "School day" means the period from the midnight before, to 30 minutes after the end of the official school day. *7 C.F.R. 210.11(a)(5)*

School Campus "School campus" means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. *7 C.F.R. 210.11(a)(4)*

Contents At a minimum, a local school wellness policy must contain:

1. Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing these goals, a district must review and consider evidence-based strategies and techniques;
2. Standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus under the jurisdiction of the district;
3. Standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the district that:
    a. Are consistent with applicable requirements set forth in 7 C.F.R. 210.10 (meal requirements for lunches and after-school snacks) and 220.8 (meal requirements for breakfasts);
    b. Are consistent with the nutrition standards set forth under 7 C.F.R. 210.11 (competitive food service and standards);
    c. Permit marketing on the school campus during the school day of only those foods and beverages that meet the nutrition standards under 7 C.F.R. 210.11; and
    d. Promote student health and reduce childhood obesity;
4. Identification of the position of the district or school official(s) responsible for the implementation and oversight of the local school wellness policy to ensure each school's compliance with the policy;

5. A description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy; and

6. A description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public as required below.

Public Involvement and Notification

A district must:

1. Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.

2. Inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates available to the public annually.

3. Inform the public about progress toward meeting the goals of the local school wellness policy and compliance with the local school wellness policy by making the triennial assessment, as required at item 2 under Implementation Assessments and Updates below, available to the public in an accessible and easily understood manner.

Implementation Assessments and Updates

A district must:

1. Designate one or more district or school officials to ensure that each participating school complies with the local school wellness policy.

2. At least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

    a. The extent to which schools under the jurisdiction of the district are in compliance with the local school wellness policy;

b. The extent to which the district's local school wellness policy compares to model local school wellness policies; and

c. A description of the progress made in attaining the goals of the local school wellness policy.

3. Make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment.

Recordkeeping

A district must retain records to document compliance with the requirements of this policy. These records include, but are not limited to:

1. The written local school wellness policy;

2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as required at Implementation Assessments and Updates above; and

3. Documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, sec. 204, 124 Stat. 3183 (2010) [42 U.S.C. 1758b]; 7 C.F.R. 210.31(c)–(f)

[See CO for requirements relating to food services management, EHAA for state law requirements relating to health education, and FJ for requirements relating to food and beverage fundraisers.]

Change in Health Services

Before a district or a school may expand or change the health-care services available at a school in the district from those that were available on January 1, 1999, the board must:

1. Hold a public hearing at which the board provides an opportunity for public comment and discloses all information on the proposed health-care services, including:

a. All health-care services to be provided;

b. Whether federal law permits or requires any health-care service provided to be kept confidential from parents;

c. Whether a child's medical records will be accessible to the parent;

d. Information concerning grant funds to be used;

e. The titles of persons who will have access to the medical records of a student; and

f. The security measures that will be used to protect the privacy of students' medical records.

2. Approve the expansion or change by a record vote.

Education Code 38.012

[For information regarding school-based health centers, see FFAE.]

Parental Right to Information

Notification Procedure

The Texas Education Agency (TEA) shall adopt a procedure for school districts to notify the parent of a student enrolled in the district regarding any change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being.

A school district may not adopt a procedure that:

1. Prohibits a district employee from notifying the parent of a student regarding information about, or a change in services provided to or monitoring of the student related to, the student's mental, emotional, or physical health or well-being;

2. Encourages or has the effect of encouraging a student to withhold from the student's parent information described by item 1; or

3. Prevents a parent from accessing education or health records concerning the parent's child.

These requirements do not require the disclosure of information to a parent if a reasonably prudent person would believe the disclosure is likely to result in the student suffering abuse or neglect, as those terms are defined by Family Code 261.001.

District Employees

A district employee may not discourage or prohibit parental knowledge of or involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

Any student support services training developed or provided by a district to district employees must comply with any student services guidelines, standards, and frameworks established by the State Board of Education and TEA.

Notice of Health-Related Services

Before the first instructional day of each school year, a district shall provide to the parent of each student enrolled in the district written notice of each health-related service offered at the district campus the student attends. The notice must include a statement of the parent's right to withhold consent for or decline a health-related

service. A parent's consent to a health-related service does not waive a requirement discussed above.

Consent for Questionnaire or Form

Before administering a student well-being questionnaire or health screening form to a student enrolled in prekindergarten through 12th grade, the district must provide a copy of the questionnaire or form to the student's parent and obtain the parent's consent, which must be made in writing and returned to the district, to administer the questionnaire or form.

Limitations on Statute

These requirements may not be construed to:

1. Limit or alter the requirements of Education Code 38.004 (child abuse reporting) or Family Code Chapter 261 (investigation of report of child abuse or neglect); or
2. Limit a school district employee's ability to inquire about a student's daily well-being without parental consent.

[For more information about consent to medical treatment, including psychological treatment, see FFAC. For information about consent to counseling and mental health, see FFEA and FFEB.]

Education Code 26.0083(a)-(i)

Consent to Certain Activities

Definitions

"Biometric identifier" means a blood sample, hair sample, skin sample, DNA sample, body scan, retina or iris scan, fingerprint, voiceprint, or record of hand or face geometry.

"Psychological or psychiatric examination or test" means a method designed to elicit information regarding an attitude, habit, trait, opinion, belief, feeling, or mental disorder or a condition thought to lead to a mental disorder, regardless of the manner in which the method is presented or characterized, including a method that is presented or characterized as a survey, check-in, or screening or is embedded in an academic lesson.

"Psychological or psychiatric treatment" means the planned, systematic use of a method or technique that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group.

Psychological or Psychiatric Examination, Test, or Treatment

An employee or contractor of a school district must obtain parental consent before the employee or contractor may conduct a psychological or psychiatric examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or

2. State or federal law regarding requirements for special education.

Biometric Identifiers and Health or Medical Information

An employee or contractor of a school district must obtain parental consent before the employee or contractor may, unless authorized by other law:

1. Collect, use, store, or disclose to any person other than the child's parent a child's biometric identifiers; or
2. Disclose a child's health or medical information to any person other than the child's parent.

Notice

Before the first instructional day of each school year, a school district shall provide to the parent of each student enrolled in the district written notice of any actions the district may take involving the authorized collection, use, or storage of biometric identifiers or health or medical information. The notice must:

1. Include a plain language explanation for the district's collection, use, or storage of the child's information and the district's legal authority to engage in that collection, use, or storage; and
2. Be signed by the parent and returned to the district.

Health-Care Services or Medication

An employee or contractor of a school district must obtain parental consent before the employee or contractor may provide health-care services or medication or conduct a medical procedure.

Consent Requirements

Parental consent required for a parent's child to participate in a psychological or psychiatric examination test or treatment or the collection or use of biometric identifiers or health or medical information as described above must be signed by the parent and returned to the district. A child may not participate in the activity unless the district receives the parent's signed written consent to that activity.

Exception

For the purpose of obtaining written consent to provide health-care services or medication or conduct a medical procedure that is determined by the district to be routine care provided by a person who is authorized by the district to provide physical or mental health-related services, the district may obtain consent at the beginning of the school year or at the time of the child's enrollment in the district. Unless otherwise provided by a child's parent, written consent obtained for this purpose is effective until the end of the school year in which the consent was obtained.

Retention

The district shall retain the written informed consent of a child's parent obtained as part of the child's education records.

Limitations on Statute

Nothing in this section may be construed to:

1. Require an employee or contractor of a district to obtain the written consent of a child's parent before verbally asking the child about the child's general well-being; or
2. Affect the duty to report child abuse or neglect under Family Code Chapter 261 or an investigation of a report of abuse or neglect under that chapter.

Education Code 26.009(a), (a-1), (a-2), (a-3), (c), (e), (f)

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

Development, Implementation, and Review of Guidelines and Goals

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

Foods and Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

Foods and Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

Wellness Goals

Nutrition Promotion and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.
3. The District shall ensure that food and beverage advertisements accessible to students outside of school hours on District property contain only products that meet the federal guidelines for competitive foods.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.
3. The District shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities

for all students, including those who are not participating in physical education classes or competitive sports.

2. The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

3. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.

4. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.

5. The District shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.

Other School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.

2. The District shall promote wellness for students and their families at suitable District and campus activities.

3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Implementation

The SHAC coordinator shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

Joint/Contracted DAEP

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

Funding

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

Location

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)

Safety

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

19 TAC 103.1201(h)

Staffing

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

19 TAC 103.1201(i)

Entrance Procedures

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

Academics

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focuses on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

Opportunity to Complete Course

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

Education Code 37.008(l); 19 TAC 103.1201(f)

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

School Day

The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. *19 TAC 103.1201(f)(2)*

Accountability

The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. *19 TAC 103.1201(e)*

Academic Assessments

A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:

1. Initially on placement of the student in the program; and
2. Subsequently on the date of the student's departure from the program, or as near that date as possible.

The assessment instrument:

1. Must be designed to assess at least a student's basic skills in reading and mathematics;
2. May be:
    a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
    b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
3. Is in addition to the required state assessments [see EKB].

Education Code 37.0082

Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.

The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

19 TAC 103.1203

Special Populations

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

Transition to Regular Classroom

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023.*19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

Education Code 37.023(a)

After Determination of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
    a. The student's parent or a person standing in parental relation to the student; and
    b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
    a. An assessment of the student's academic growth while attending the alternative education program; and
    b. The results of any assessment instruments administered to the student.

Education Code 37.023(b)

Coordination After Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

Education Code 37.023(c)

Personalized Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
    a. Recommendations for the best educational placement of the student; and

b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and

2. May include:

a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;

b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and

c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

Education Code 37.023(e)-(f)

Planning and Decision-Making Process

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

Administrative Procedure

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

Federal Requirements

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b) [See FOCA]

District Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

Availability to TEA

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must

make the plan available to TEA on request. *Education Code 11.252(b)*

Required Provisions

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
    a. Instructional methods for addressing the needs of student groups not achieving their full potential.
    b. Evidence-based practices that address the needs of students for special programs, including:
        (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
        (2) Conflict resolution programs;
        (3) Violence prevention programs; and
        (4) Dyslexia treatment programs.
    c. Dropout reduction.
    d. Integration of technology in instructional and administrative programs.
    e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
    f. Staff development for professional staff of a district.

g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

h. Accelerated education.

i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]

4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.

b. The need for students to make informed curriculum choices to be prepared for success beyond high school.

c. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.

6. Staff responsible for ensuring the accomplishment of each strategy.

7. Timelines for ongoing monitoring of the implementation of each improvement strategy.

8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]

10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law Enforcement Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. *Education Code 37.0831* [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. *Education Code 37.0832(d)(2)* [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. *Education Code 38.351(k)(2)* [See FFEB]

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set timelines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Include goals and methods for violence prevention and intervention on campus.
9. Provide for a program to encourage parental involvement at the campus.

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

    a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

    b. Student academic performance data;

    c. Student attendance rates;

    d. The percentage of students who are educationally disadvantaged;

    e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and

    f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

District Complaint or Referral

Against Student

If a student fails to attend school without excuse on 10 or more days or parts of days within a six-month period in the same school year, a district shall within 10 school days of the student's 10th absence refer the student to a truancy court for truant conduct under Family Code 65.003(a). [See FEA]

Against Parent

The district may file a complaint against the student's parent in a county, justice, or municipal court for an offense of parent contributing to nonattendance under Education Code 25.093 if the district provides evidence of the parent's criminal negligence.

A court shall dismiss a complaint made by a district against a parent that does not comply with Education Code 25.0951; does not allege the elements required for the offense; is not timely filed, unless the district delayed the referral as provided below; or is otherwise substantively defective.

Delaying a Referral

A district may delay a referral of a student for truant conduct, or may choose to not refer a student for truant conduct, if the district:

1. Is applying truancy prevention measures to the student under Education Code 25.0915; and
2. Determines that the truancy prevention measures are succeeding and it is in the best interest of the student that a referral be delayed or not be made.

Education Code 25.0951

Referral Prohibited

A district may not refer a student to truancy court if the school determines that the student's truancy is the result of pregnancy, being in the state foster program, homelessness, severe or life-threatening illness or related treatment, or being the principal income earner for the student's family. [See Truancy Prevention Measures, below] *Education Code 25.0915(a-3)*

Filing Requirements

Each referral to truancy court for conduct described by Family Code 65.003(a) must:

1. Be accompanied by a statement from the student's school certifying that the school applied the truancy prevention measures to the student, and the measures failed to meaningfully address the student's school attendance; and
2. Specify whether the student is eligible for or receives special education services under Education Code Chapter 29, Subchapter A.

A truancy court shall dismiss a petition filed by a truant conduct prosecutor under Family Code 65.054, if the court determines that the district's referral:

1. Does not comply with the requirement above;
2. Does not satisfy the elements required for truant conduct;
3. Is not timely filed, unless the school district delayed the referral as provided above [see Delaying a Referral, above]; or
4. Is otherwise substantively defective.

Education Code 25.0915(b), (c)

Expunction of Records

An individual who was convicted of a truancy offense under former Education Code 25.094 or has had a complaint for a truancy offense dismissed is entitled to have the conviction or complaint and records relating to the conviction or complaint expunged.

Regardless of whether the individual has filed a petition for expunction, the court in which the individual was convicted or a complaint for a truancy offense was filed shall order the conviction, complaints, verdicts, sentences, and other documents relating to the offense, including any documents in the possession of a district or law enforcement agency, to be expunged from the individual's record. After entry of the order, the individual is released from all disabilities resulting from the conviction or complaint, and the conviction or complaint may not be shown or made known for any purpose.

Code of Criminal Procedure 45A.464

Attendance Officer

A board may select a school attendance officer. A school attendance officer also may be selected by two or more boards to serve their districts jointly. *Education Code 25.088*

In districts where no attendance officer has been selected, the superintendent and the peace officers in a district shall perform the duties of attendance officer, but no additional compensation shall be paid for the services. *Education Code 25.090* [See Peace Officers, below]

Powers and Duties

An attendance officer employed by a district who is not commissioned as a peace officer has the following powers and duties with respect to enforcement of compulsory school attendance requirements:

1. To investigate each case of a violation of the compulsory school attendance requirements referred to the attendance officer;
2. To enforce compulsory school attendance requirements by applying truancy prevention measures adopted under Educa-

tion Code 25.0915 to the student and if the measures fail to meaningfully address the student's conduct:

a. Referring the student to a truancy court if the student has unexcused absences for the amount of time specified under Family Code 65.003(a); and

b. Filing a complaint in a county, justice, or municipal court against a parent who violates Education Code 25.093;

3. To monitor school attendance compliance by each student investigated by the officer;

4. To maintain an investigative record on each compulsory school attendance requirement violation and related court action and, at the request of a court, the board, or the commissioner, to provide a record to the individual or entity requesting the record;

5. To make a home visit or otherwise contact the parent of a student who is in violation of compulsory school attendance requirements, except that the attendance officer may not enter a residence without permission of the parent or of the owner or tenant of the residence; and

6. At the request of a parent, to escort a student from any location to a school campus to ensure the student's compliance with compulsory school attendance requirements.

Education Code 25.091(b)

Peace Officers

A peace officer serving as an attendance officer has the following powers and duties concerning enforcement of compulsory school attendance requirements:

1. To investigate each case of a violation of compulsory school attendance requirements referred to the peace officer;

2. To enforce compulsory school attendance requirements by applying truancy prevention measures adopted under Education Code 25.0915 to the student and if the measures fail to meaningfully address the student's conduct:

a. Referring the student to a truancy court if the student has unexcused absences for the amount of time specified under Family Code 65.003(a); or

b. Filing a complaint in a county, justice, or municipal court against a parent who violates Education Code 25.093;

3. To serve court-ordered legal process;

4. To review school attendance records for compliance by each student investigated by the officer;

5. To maintain an investigative record on each compulsory school attendance requirement violation and related court action and, at the request of a court, the board, or the Commissioner, to provide a record to the individual or entity requesting the record; and

6. To make a home visit or otherwise contact the parent of a student who is in violation of compulsory school attendance requirements, except that a peace officer may not enter a residence without the permission of the parent of a student required to attend school or of the tenant or owner of the residence except to lawfully serve court-ordered legal process on the parent.

A peace officer who has probable cause to believe that a child is in violation of the compulsory attendance law may take the child into custody for the purpose of returning the child to the school campus of the child to ensure the child's compliance with compulsory attendance requirements.

Education Code 25.091(a), (b-1)

Truancy Prevention Measures

A district shall adopt truancy prevention measures designed to address student conduct related to truancy in the school setting before the student engages in conduct described by Family Code 65.003 and minimize the need for referrals to truancy court for conduct described by Family Code 65.003(a). *Education Code 25.0915(a)*

A district shall take one or more of the following actions as a truancy prevention measure:

1. Impose:

   a. A behavior improvement plan on the student that must be signed by an employee of the school, that the district has made a good faith effort to have signed by the student and the student's parent or guardian, and that includes:

      (1) A specific description of the behavior that is required or prohibited for the student;

      (2) The period for which the plan will be effective, not to exceed 45 school days after the date the contract becomes effective; or

(3) The penalties for additional absences, including additional disciplinary action or the referral of the student to a truancy court; or

b. School-based community service; or

2. Refer the student to counseling, mediation, mentoring, a teen court program, community-based services, or other in-school or out-of-school services aimed at addressing the student's truancy. A referral may include participation by the child's parent or guardian if necessary.

A school district shall offer additional counseling to a student and may not refer the student to truancy court if the school determines that the student's truancy is the result of:

1. Pregnancy;

2. Being in the state foster program;

3. Homelessness;

4. Severe or life-threatening illness or related treatment; or

5. Being the principal income earner for the student's family.

If a student fails to attend school without excuse on three or more days or parts of days within a four-week period but does not fail to attend school for the time described by Education Code 25.0951(a), the district shall initiate truancy prevention measures on the student.

Education Code 25.0915

Minimum Standards

The minimum standards for the truancy prevention measures implemented by a district under Education Code 25.0915 include:

1. Identifying the root cause of the student's unexcused absences and actions to address each cause;

2. Maintaining ongoing communication with students and parents on the actions to be taken to improve attendance;

3. Establishing reasonable timelines for completion of the truancy prevention measure; and

4. Establishing procedures to notify the admission, review, and dismissal committee or the Section 504 committee of attendance issues relating to a student with a disability and ensure that the committee considers whether the student's attendance issues warrant an evaluation, a reevaluation, and/or

modifications to the student's individualized education program or Section 504 plan, as appropriate.

19 TAC 129.1043

Best Practices

A district shall consider the following best practices for truancy prevention measures:

1. Develop an attendance policy that clearly outlines requirements related to truancy in accordance with Education Code, Chapter 25, Subchapter C, and communicate this information to parents at the beginning of the year.
2. Create a culture of attendance that includes training staff to talk with students and parents about the attendance policy and the root causes of unexcused absences.
3. Create incentives for perfect attendance and improved attendance.
4. Educate students and their families on the positive impact of school attendance on performance.
5. Provide opportunities for students and parents to address causes of absence and/or truancy with district staff and link families to relevant community programs and support.
6. Develop collaborative partnerships, including planning, referral, and cross-training opportunities, between appropriate school staff, attendance officers, program-related liaisons, and external partners, such as court representatives, community and faith-based organizations, state or locally funded community programs for truancy intervention or prevention, and law enforcement to assist students.
7. Determine root causes of unexcused absences and review campus- and district-level data on unexcused absences to identify systemic issues that affect attendance.
8. Use existing school programs such as Communities in Schools, 21st Century Community Learning Centers, restorative discipline, and positive behavior interventions and supports (PBIS) to provide students and their parents with services.
9. At the beginning of each school year, conduct a needs assessment and identify and list, or map, services and programs available within the district and the community that a school, a student, or a student's parent or guardian may access to address the student's barriers to attendance and make the infor-

mation available to staff, students, and parents. The information must include, but is not limited to:

a. Services for pregnant and parenting students;

b. Services for students experiencing homelessness;

c. Services for students in foster care;

d. Federal programs including, but not limited to, Title 1, Part A, of the Elementary and Secondary Education Act;

e. State programs including, but not limited to, state compensatory education programs;

f. Dropout prevention programs and programs for “at risk” youth;

g. Programs that occur outside of school time;

h. Counseling services;

i. Tutoring programs and services available at no or low cost;

j. Mental health services;

k. Alcohol and substance abuse prevention and treatment programs;

l. Mentoring programs and services;

m. Juvenile justice services and programs;

n. Child welfare services and programs;

o. Other state or locally funded programs for truancy prevention and intervention; and

p. Other supportive services that are locally available for students and families through faith-based organizations, local governments, and community-based organizations.

10. After identifying and listing, or mapping, services available in the district and community, school districts should target any new resources, programs, or services to gaps in services identified during the needs assessment.

11. School districts should ensure that personnel, including truancy prevention facilitators or juvenile case managers, attendance officers, McKinney-Vento (homeless) liaisons, foster care liaisons, Title IX coordinators, 504 coordinators, pregnancy and parenting coordinators, dropout prevention coordinators, special education staff, and other appropriate student

services personnel, meet to contribute to the needs assessment, discuss opportunities to work together, and identify strategies to coordinate both internally and externally to address students' attendance barriers.

In determining services offered to students identified in Education Code 25.091(a-3), a district shall consider:

1. Offering an optional flexible school day program and evening and online alternatives;
2. Working with businesses that employ students to help students coordinate job and school responsibilities; and
3. Offering before school, after school, and/or Saturday prevention or intervention programs or services that implement best and promising practices.

19 TAC 129.1045

Sanctions

An aggrieved party may file a written complaint with the Texas Education Agency (TEA) regarding an allegation that a district has failed to comply with Education Code 25.0915 or 19 Administrative Code Chapter 129, Subchapter BB related to truancy prevention measures. The commissioner of education may implement any sanction listed in Education Code 39A.002 against a district found to be out of compliance with Education Code 25.0915 or 19 Administrative Code Chapter 129, Subchapter BB, subject to the due process rights accorded to the district under Education Code Chapter 39, Subchapter A. *19 TAC 129.1047*

Truancy Prevention Facilitator or Juvenile Case Manager

A district shall employ a truancy prevention facilitator or juvenile case manager to implement the truancy prevention measures required by Education Code 25.0915 and any other effective truancy prevention measures as determined by the district or campus. At least annually, the truancy prevention facilitator shall meet to discuss effective truancy prevention measures with a case manager or other individual designated by a truancy court to provide services to students of the district in truancy cases.

Instead of employing a truancy prevention facilitator, a school district may designate an existing district employee or juvenile case manager to implement the truancy prevention measures and any other effective truancy prevention measures as determined by the district or campus.

Education Code 25.0915(d), (e)

On approval of the board, a district may employ or agree in accordance with Government Code Chapter 791, with any appropriate

governmental entity to jointly employ or to jointly contribute to the costs of another entity employing:

1. A case manager to provide services in cases involving juvenile offenders who are before a court consistent with the court's statutory powers or referred to a court by a school administrator or designee for misconduct that would otherwise be within the court's statutory powers prior to a case being filed, with the consent of the juvenile and the juvenile's parents or guardians; or

2. One or more juvenile case managers who shall assist the court in administering the court's juvenile docket and in supervising the court's orders in juvenile cases, and may provide prevention services to a child considered at risk of entering the juvenile justice system, and intervention services to juveniles engaged in misconduct before cases are filed, excluding traffic offenses.

A district that jointly employs a case manager in accordance with Government Code Chapter 791 employs a juvenile case manager for purposes of Code of Criminal Procedure Chapter 102 and Government Code Chapter 102.

Code of Criminal Procedure 45.056(a), (c)

Funding

A district may apply to the criminal justice division of the governor's office for reimbursements of the costs of employing a juvenile case manager. The district may pay the salary and benefits of a juvenile case manager and the costs of training, travel, office supplies, and other necessary expenses relating to the position of the juvenile case manager from the local truancy prevention and diversion fund established under Local Government Code 134.156. *Code of Criminal Procedure 45.056(b)*

Priority

A juvenile case manager employed jointly under Government Code Chapter 791 shall give priority to cases brought under Education Codes 25.093 (parent contributing to nonattendance). *Code of Criminal Procedure 45.056(e)*

Rules

The board of a district that employs a juvenile case manager shall adopt and implement reasonable rules for juvenile case managers that provide a code of ethics, and for the enforcement of the code of ethics; appropriate educational preservice and in-service training standards for juvenile case managers; and training in:

1. The role of the juvenile case manager;

2. Case planning and management;

3. Applicable procedural and substantive law;
4. Courtroom proceedings and presentation;
5. Services to at-risk youth under Family Code Chapter 264, Subchapter D;
6. Local programs and services for juveniles and methods by which juveniles may access those programs and services; and
7. Detecting and preventing abuse, exploitation, and neglect of juveniles.
8. The juvenile case manager shall timely report to the judge who signed the order or judgment and, on request, to the judge assigned to the case or the presiding judge any information or recommendations relevant to assisting the judge in making decisions that are in the best interest of the child.

Code of Criminal Procedure 45.056(f)-(i)

Parent Contributing Agreement

A parent against whom a complaint for parent contributing to nonattendance under Education Code 25.093 has been filed and the district at which the parent's child is enrolled may enter into a written agreement requiring the parent to complete counseling, training, or another program as designated by the district.

A parent who fulfills the terms of an agreement not later than the 30th day after the date on which the complaint was filed or within the period provided by the agreement is entitled to dismissal of the complaint in accordance with Code of Criminal Procedure article 45.0531(b). *Education Code 25.094*

Parental Notice of Assistance for Learning Difficulties

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies, that the district provides that assistance to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;

2. Be written in English or, to the extent practicable, the parent's native language; and

3. Include:

    a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;

    b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;

    c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;

    d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and

    e. A copy of the explanation provided under Education Code 26.0081(c) of the options and requirements for students who have learning difficulties or who need or may need special education. [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable.

Education Code 26.0081(d)-(e)

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. *Education Code 26.004(a)*

Dyslexia and Related Disorders

Definitions

"Screening a student for dyslexia or a related disorder" means the administration of a universal screening instrument required for students in kindergarten and grade 1.

"Testing a student for dyslexia or a related disorder" means a comprehensive evaluation as required under the Individuals with Disabilities Education Act (IDEA) [see EHBAA], and includes evaluation components as stated in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*,[1] for the identification of dyslexia or a related disorder.

"Treatment for a student identified with dyslexia or a related disorder" means any instructional accommodations through an accommodation plan under Section 504 or instructional accommodations, modifications, and/or the provision of dyslexia instruction in accordance with a student's individualized education program (IEP).

"Direct dyslexia instruction, or dyslexia instruction" means evidence-based dyslexia instruction that includes the required components of dyslexia instruction and instructional delivery methods as outlined in the *Dyslexia Handbook* and as described by a student's IEP.

"Provider of dyslexia instruction (PDI)" means a provider who meets the requirements of Education Code 29.0032, see below.

19 TAC 74.28(a)

IDEA Requirements

Dyslexia is an example of and meets the definition of a specific learning disability under the IDEA [see EHBAA]. If a district suspects or has a reason to suspect that a student may have dyslexia, including after evaluation or use of a reading diagnosis under Education Codes 28.006 [see EKC] or 38.003 [see below], and that the student may be a child with a disability under IDEA, the district must:

1. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency (TEA) explaining the rights available under the IDEA that may be additional to the rights available under Section 504 [see FB];

2. Comply with all federal and state requirements, including the *Dyslexia Handbook*, as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and

3. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

Education Code 29.0031(a)

Board Action Required

The board must adopt and implement a policy requiring the district to comply with 19 Administrative Code 74.28, inclusive of the *Dyslexia Handbook* and the provision of dyslexia instruction for students identified with dyslexia or a related disorder as determined by the student's admission, review, and dismissal (ARD) committee.

A district's policy must be implemented according to the *Dyslexia Handbook*.

19 TAC 74.28(b)-(c); Education Code 38.003(b)

Compliance Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). *19 TAC 74.28(g)*

Special Education Evaluation

The multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services [see EHBAA] must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Occupations Code Chapter 403;

2. Hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Education Code 7.102 and 38.003; or

3. If a person qualified under item 1 or 2 is not available, meet the applicable training requirements adopted by the SBOE in the *Dyslexia Handbook*.

A member of a multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services must sign a document describing the member's participation in the evaluation of the student and any

resulting individualized education program developed for the student.

Education Code 29.0031(b)-(c); 19 TAC 74.28(h)

Screening, Testing, and Identification

The SBOE shall identify the necessary criteria and elements that provide for universal screening for dyslexia and related disorders for students in kindergarten and first grade. The criteria and elements identified by the SBOE must be included in the reading instrument adopted or approved under Education Code 28.0063. [See EKC] *Education Code 38.003(a)-(a-1)*

A district shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the results of the screening for dyslexia and related disorders required for each student in kindergarten and each student in grade 1. *19 TAC 74.28(e)*

Parent Education

A district shall provide to parents of students enrolled in the district information on:

1. Characteristics of dyslexia and related disorders;
2. Evaluation and identification of dyslexia and related disorders;
3. Effective instructional strategies for teaching students with dyslexia and related disorders;
4. Qualifications of and contact information for PDIs at each campus or school;
5. Instructional accommodations and modifications;
6. The steps in the special education process, as described in the form developed by TEA explaining the rights available under the IDEA that may be additional to the rights available under Section 504; and
7. How to request a copy and access the electronic version of the *Dyslexia Handbook*.

19 TAC 74.28(f)

Instruction

A district must provide evidence-based dyslexia instruction by a PDI for students with dyslexia or a related disorder that includes the required instructional and delivery components found *Dyslexia Handbook*. *19 TAC 74.28(d)*

Progress Reports

At least once each grading period, and more often if provided for in a student's individualized education program, a district shall provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the

student's progress as a result of the student receiving that instruction. *Education Code 29.0031(d)*

Providers of Dyslexia Instruction

A PDI to students with dyslexia and related disorders must be fully trained in the district's adopted instructional materials for students with dyslexia and is not required to hold a certificate or permit in special education issued under Education Code Chapter 21, Subchapter B unless the provider is employed in a special education position that requires the certification.

The completion of a literacy achievement academy under Education Code 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy the requirements of this provision.

Education Code 29.0032

Reassessment

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. *Education Code 38.003(b-1)*

Talking Book Program Notification

A district shall notify the parent of a student identified with dyslexia or a related disorder of the Talking Book Program administered by the Texas State Library and Archives Commission and other available audio book services. *Education Code 29.0031(e)*

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[1] *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*: https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders

Dyslexia and Related Disorders

The District shall comply with all applicable state rules regarding students with dyslexia and related disorders, including the "Dyslexia Handbook" and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student's admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

Title IX

The District shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the District's program or activity. [See FB]

Medical Certification

The District may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

Separate Program

A district that operates a separate, voluntary program or activity for pregnant students shall ensure that the separate portion is comparable to that offered to nonpregnant students.

Leave of Absence

If the District does not maintain a leave policy for its students, or if a student does not otherwise qualify for leave under such a policy, the District shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for as long as the student's physician deems medically necessary.

At the end of the leave, the District shall reinstate the student to the status she held when the leave began.

20 U.S.C. 1681; 34 CFR 106.40(b)

STUDENT RIGHTS AND RESPONSIBILITIES FNE
PREGNANT STUDENTS (LOCAL)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

Purpose

As a condition of accreditation, a district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

A district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.

A district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. In providing instruction required by the State Board of Education (SBOE) under Education Code 28.002(h-1), regarding the founding documents of the United States, a district shall use those documents as part of the instructional materials for the instruction.

Education Code 28.002(h), (h-6)

Required Curriculum

Foundation Curriculum

A district that offers kindergarten through grade 12 shall offer a foundation curriculum that includes:

1. English language arts and reading;
2. Mathematics;
3. Science; and
4. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

Enrichment Curriculum

A district that offers kindergarten through grade 12 shall offer an enrichment curriculum that includes:

1. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the district may offer an elective course in the language;
2. Health, with emphasis on:
    a. Physical health, including the importance of proper nutrition and exercise;
    b. Mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
    c. Suicide prevention, including recognizing suicide-related risk factors and warning signs;
3. Physical education;
4. Fine arts;
5. Career and technical education;
6. Technology applications;
7. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
8. Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

Digital Citizenship

The SBOE by rule shall require each district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying.

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Education Code 28.002(z)

Positive Character Traits

Districts are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills at least once in the following grade bands: kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.

Districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

19 TAC 120.3(a), .5(a), .7(a), .9(a)

Local Credit

A district may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

Local Instructional Plan

A district's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. A district is encouraged to exceed minimum requirements of law and SBOE rule.

Major Curriculum Initiatives

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

1. Includes teacher input;
2. Provides district employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and district employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

Common Core State Standards

A district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. A district may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

Scope and Sequence and Instructional Materials

In adopting a recommended or designated scope and sequence or instructional materials for a subject in the required curriculum under Education Code 28.002(a) in a particular grade level, a district shall ensure sufficient time is provided for teachers to teach and students to learn the essential knowledge and skills for that subject and grade level [see DG]. *Education Code 28.0027(a)*

[See EEP(LEGAL) for information related to requirements to provide copies of a teacher's instructional plan or syllabus for each

class to district administration and the parent of each student in the class.]

Coordinated Health Programs

The Texas Education Agency (TEA) shall make available to each district one or more coordinated health programs in elementary, middle, and junior high school. Each program must provide for coordinating education and services related to:

1. Physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;
2. Mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
4. Physical education and physical activity; and
5. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

A district shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the district. *Education Code 38.014*

Coordinated school health programs that are developed by districts and that meet TEA criteria may be approved and made available as approved programs. Districts must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

Physical Education

Each district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;

2. Offer students both cooperative and competitive games; and

3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

Student/Teacher Ratio

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the district to:

1. Carry out the purposes of and requirements for the physical education curriculum; and

2. Ensure the safety of students participating in physical education.

If a district establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the district shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

Classification for Physical Education

A district shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted — not limited in activities.

2. Restricted — excludes the more vigorous activities. Restricted classification is of two types:

    a. Permanent — A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

    b. Temporary — Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

3. Adapted and remedial — specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

School Health Advisory Council

A board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements.]

Duties

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in:
   a. Health education in kindergarten through grade 8; and
   b. If the district requires health education for high school graduation, health education, including physical health education and mental health education, in grades 9 through 12.
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent physical health concerns, including obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns, including suicide, through coordination of:
   a. Health education, which must address physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education;
   b. Physical education and physical activity;
   c. Nutrition services;
   d. Parental involvement;
   e. Instruction on substance abuse prevention;
   f. School health services, including mental health services;
   g. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
   h. A safe and healthy school environment; and
   i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;

4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:

    a. School health services, including physical health services and mental health services, if provided at a campus by the district or by a third party under a contract with the district;

    b. A comprehensive school counseling program under Education Code 33.005 [see FFEA];

    c. A safe and healthy school environment; and

    d. School employee wellness;

5. If feasible, joint use agreements or strategies for collaboration between the district and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the district and community organization;

6. Strategies to increase parental awareness regarding:

    a. Risky behaviors and early warning signs of suicide risks and behavioral health concerns, including mental health disorders and substance use disorders; and

    b. Available community programs and services that address risky behaviors, suicide risks, and behavioral health concerns.

7. Appropriate grade levels and curriculum for instruction regarding the dangers of opioids, including instruction on:

    a. Opioid addiction and abuse, including addiction to and abuse of synthetic opioids such as fentanyl; and

    b. Methods for administering an opioid antagonist; and

8. Appropriate grade levels and curriculum for instruction regarding child abuse, family violence, dating violence, and sex trafficking, including likely warning signs that a child may be at risk for sex trafficking, provided that the local SHAC's recommendations under this provision do not conflict with the essential knowledge and skills developed by the SBOE.

Education Code 28.004(c), (n)

Policy Recommendations

The SHAC shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding un-

structured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the district concerning the importance of daily recess for elementary school students. *Education Code 28.004(l)*

The SHAC shall make policy recommendations to the district to increase parental awareness of suicide-related risk factors and warning signs and available community suicide prevention services. *Education Code 28.004(o)*

Complaints

A parent may use the grievance procedure at FNG concerning a complaint of a violation of Education Code 28.004. *Education Code 28.004(i-1)*

Human Sexuality Instruction

Definitions

"Human sexuality instruction," "instruction in human sexuality," and "instruction relating to human sexuality" include instruction in reproductive health.

"Curriculum materials" includes the curriculum, teacher training materials, and any other materials used in providing instruction.

Education Code 28.004(p)

Board Selection

The board shall determine the specific content of a district's instruction in human sexuality. *Education Code 28.004(h)*

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
2. Devote more attention to abstinence than to any other behavior;
3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;
4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruc-

tion on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

1. A statement informing the parent of the human sexuality instruction requirements under state law;
2. A detailed description of the content of the district's human sexuality instruction and a general schedule on which the instruction will be provided;
3. A statement of the parent's right to:
    a. At the parent's discretion, review or purchase a copy of curriculum materials as provided by Education Code 28.004(j) [see EFA];
    b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
    c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;
4. A statement that any curriculum materials in the public domain used for the district's human sexuality instruction must be posted on the district's internet website, if the district has an internet website, and the internet website address at which the curriculum materials are located; and
5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

Education Code 28.004(i)

Parent Consent

Before a student may be provided with human sexuality instruction, a district must obtain the written consent of the student's parent. The request for written consent may not be included with any other notification or request for written consent provided to the parent, other than the notice to parents regarding human sexuality instruc-

tion described above, and must be provided to the parent not later than the 14th day before the date on which the human sexuality instruction begins. *Education Code 28.004(i-2)*

Condoms

A district may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

Separate Classes

If a district provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX.]

Adoption of Instructional Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's human sexuality instruction. The policy must require:

1. The board to adopt a resolution convening the local SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The local SHAC to:
    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and
    b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the local SHAC’s recommendations under item 2, above, to take action on the adoption of the recommendations by a record vote at a public meeting.

Before adopting curriculum materials for the district's human sexuality instruction, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

Education Code 28.004(e)-(e-1), (e-3)

Abuse Prevention Instruction

Any course materials relating to the prevention of child abuse, family violence, dating violence, and sex trafficking shall be selected by the board with the advice of the local SHAC.

Adoption of Instructional Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking. The policy must require:

1. The board to adopt a resolution convening the SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The SHAC to:
    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and
    b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the SHAC's recommendations, to take action on the adoption of the recommendations by a record vote at a public meeting.

Board Selection

Before adopting curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

The board shall determine the specific content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including the essential knowledge and skills addressing these topics developed by the SBOE.

Education Code 28.004(q)-(q-1), (q-3)-(q-4)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking to district students. If instruction will be provided. The notice must include:

1. A statement informing the parent of the requirements under state law regarding instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;

2. A detailed description of the content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;

3. A statement of the parent's right to:

   a. At the parent's discretion, review or purchase a copy of curriculum materials [see below at Availability of Instructional Materials];

   b. Remove the student from any part of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and

   c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;

4. A statement that any curriculum materials in the public domain used for the district's instruction regarding the prevention of child abuse, family violence, dating violence, and sex trafficking must be posted on the district's internet website address at which the curriculum materials are located; and

5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including information regarding the local SHAC.

Parent Consent Before Instruction

Before a student may be provided with instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, a district must obtain the written consent of the student's parent. A request for written consent:

1. May not be included with any other notification or request for written consent provided to the parent, other than the notice described above; and

2. Must be provided to the parent not later than the 14th day before the date on which the instruction relating to the preven-

tion of child abuse, family violence, dating violence, and sex trafficking begins.

Education Code 28.004(q-5)-(q-6)

Availability of Materials for Human Sexuality Instruction and Abuse Prevention Instruction

Curriculum materials proposed to be adopted for the district's human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking must be made available as provided below, except copyrighted materials must be provided as described by items (2)(a) or (2)(c), as applicable.

A district shall make all curriculum materials used in human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking available by:

1. For curriculum materials in the public domain:
    a. Providing a copy of the curriculum materials by mail or email to a parent of a student enrolled in the district on the parent's request; and
    b. Posting the curriculum materials on the district's internet website, if the district has an internet website; and
2. For copyrighted curriculum materials, allowing a parent of a student enrolled in the district to:
    a. Review the curriculum materials at the student's campus at any time during regular business hours;
    b. Purchase a copy of the curriculum materials from the publisher as provided by the district's purchase agreement for the curriculum materials; or
    c. Review the curriculum materials online through a secure electronic account in a manner that prevents the curriculum materials from being copied and that otherwise complies with copyright law.

For purchase agreements entered into, amended, or renewed on or after September 1, 2021, if a district purchases from a publisher copyrighted curriculum materials for use in the district's human sexuality instruction, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

If a district purchases from a publisher copyrighted curriculum materials for use in the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

Education Code 28.004(e-2), (j)-(j-2), (q-2)

Character Education

A district must adopt a character education program that includes the following positive character education traits and personal skills:

1. Courage;
2. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
3. Integrity;
4. Respect and courtesy;
5. Responsibility, including accountability, diligence, perseverance, self-management skills, and self-control;
6. Fairness, including justice and freedom from prejudice;
7. Caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills;
8. Good citizenship, including patriotism, concern for the common good and the community, responsible decision-making skills, and respect for authority and the law;
9. School pride; and
10. Gratitude.

In developing or selecting a character education program under Education Code 29.906, a district shall consult with a committee selected by the district that consists of parents of district students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

Education Code 29.906

Human Sexuality Instruction

The following process shall apply regarding the adoption of curriculum materials for the District's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Employment Policies

A board shall adopt a policy providing for the employment and duties of district personnel. The policy shall provide that:

1. A board employs and evaluates the superintendent;
2. A superintendent has sole authority to make recommendations to a board regarding the selection of all personnel, except that the board may delegate final authority for those decisions to the superintendent [see Superintendent Recommendation, below];
3. Each principal must approve each teacher or staff appointment to the principal's campus as provided by Education Code 11.202 [see DK and DPA];
4. Notice will be provided of vacant positions [see Posting of Vacancies, below]; and
5. Each employee has the right to present grievances to the board. [See Grievances, below]

Education Code 11.1513(a), (d), (i)

Tax Identifier

A board shall adopt a policy prohibiting the use of social security numbers as employee identifiers other than for tax purposes [see Social Security Numbers, below]. *Education Code 11.1514* [See DBA]

Contract Positions

A board shall establish a policy designating specific positions of employment, or categories of positions based on considerations such as length of service, to which continuing contracts or term contracts apply. *Education Code 21.002(c)* [See DCB and DCC]

Delegation of Authority

A district's employment policy may specify the terms of district employment or delegate to the superintendent the authority to determine the terms of employment with the district. *Education Code 11.1513(c)* [For nepotism implications, see BBFB and DBE]

Availability

A district shall post on its internet website, if the district has a website, the employment policy adopted by the board under Education Code 11.1513(a) and the full text of any regulations referenced in the policy.

A district shall make available any forms referenced in its employment policy on an intranet website that is maintained by the district and accessible to district employees, or at a district administrative office designated by the district if the district does not maintain an intranet website.

Education Code 11.1513(k)

Internal Auditor

If a district employs an internal auditor, the board shall select the internal auditor and the internal auditor shall report directly to the board. *Education Code 11.170* [See CFC]

Superintendent Recommendation

A board may accept or reject a superintendent's recommendation regarding the selection of district personnel and shall include the board's acceptance or rejection in the minutes of the board's open meeting, in the certified agenda or tape recording of a closed meeting, or in the recording required under Government Code 551.125 or 551.127, as applicable. If a board rejects a superintendent's recommendation, the superintendent shall make alternative recommendations until the board accepts a recommendation. *Education Code 11.1513(b)*

Posting of Vacancies

A district's employment policy must provide that not later than the fifth school day before the date on which a district fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the board, the district must provide to each current district employee:

1. Notice of the position by posting the position on:
    a. A bulletin board at:
        (1) A place convenient to the public in the district's central administrative office, and
        (2) The central administrative office of each campus during any time the office is open; or
    b. The district's internet website, if the district has a website; and
2. A reasonable opportunity to apply for the position.

Education Code 11.1513(d)

Exception

If, during the school year, a district must fill a vacant position held by a teacher, as defined by Education Code 21.201 [see DCB], in less than five school days, the district must provide notice of the position in the manner described above as soon as possible after the vacancy occurs. However, a district is not required to provide the notice for five school days before filling the position or to provide a reasonable opportunity to apply for the position. *Education Code 11.1513(e)*

Grievances

A district's employment policy must provide each employee with the right to present grievances to the board. The policy may not restrict the ability of an employee to communicate directly with a member of the board regarding a matter relating to the operation of

a district, except that the policy may prohibit ex parte communication relating to:

1. A hearing under Education Code Chapter 21, Subchapter E (Term Contracts) or F (Hearing Examiners); and
2. Another appeal or hearing in which ex parte communication would be inappropriate pending a final decision by the board.

Education Code 11.1513(i)–(j) [See DGBA]

Transfers A district's employment policy may include a provision for providing each current district employee with an opportunity to participate in a process for transferring to another school in or position with the district. *Education Code 11.1513(c)(3)* [See DK]

Daily Rate of Pay The employment policy must provide that for purposes of determining the amount of a reduction in the salary of a classroom teacher, full-time counselor, or full-time librarian for unpaid leave, the employee's daily rate of pay is computed by dividing the employee's annual salary by the number of days the employee is expected to work for that school year. *Education Code 11.1513(l)* [See DEC]

Contract Employees A district shall employ each classroom teacher, principal, librarian, nurse, or school counselor under a probationary contract, a continuing contract, or a term contract. A district is not required to employ a person other than these listed employees under a probationary, continuing, or term contract. *Education Code 21.002*

Classroom Teacher "Classroom teacher" means an educator who is employed by a district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator. *Education Code 5.001(2)*

Minimum Length of Contract A contract between a district and an educator must be for a minimum of 10 months of service. An educator employed under a 10-month contract must provide a minimum of 187 days of service. *Education Code 21.401(a), (b)*

Proportionate Reduction If a district anticipates providing less than 180 days of instruction for students during a school year, as indicated by the district's academic calendar, the district may reduce the number of days of service proportionately. A reduction by the district does not reduce an educator's salary. *Education Code 21.401(c-1)*

Commissioner Waiver The commissioner of education may reduce the number of days of service if disaster, flood, extreme weather conditions, fuel curtailment, or another calamity causes the closing of schools. A reduc-

tion by the commissioner does not reduce an educator's salary. *Education Code 21.401(c), 25.081(b)*

Educational Aides

A board shall establish a plan to encourage the hiring of educational aides who show a willingness to become certified teachers. *Education Code 54.363(f)*

Employment of Retirees

Monthly Certified Statement

A district shall submit to the Teacher Retirement System of Texas (TRS) a monthly certified statement of employment for all retirees employed by the district during each month of a school year. A district shall inform TRS of changes in status of the district that affect the district's reporting responsibilities.

Deadline

A district must submit the monthly certified statement and all required employer surcharges under 34 Administrative Code 31.3 (relating to Return-to-Work Employer Pension Surcharges) for each report month from September through July before the eleventh day of the month following the applicable report month. For the monthly certified statement for the report month of August, the employer shall submit the monthly certified statement and all required employer surcharges before the seventh day of September.

If the due date for submission of a monthly certified statement and required employer surcharges falls on a weekend or federal holiday, a district shall submit the monthly certified statement and required employer surcharges on the last business day prior to the due date.

Late Submissions

A district that fails to timely submit a monthly certified statement and all required employer surcharges must also pay all applicable interest and late fees. A district must pay to TRS the late fee established by rule for each business day that the monthly certified statement is past due.

Required Information

A monthly certified statement is not considered submitted to TRS until it is completed. To be complete, the monthly certified statement must include all the following information regarding a retiree employed by the employer during the report month:

1. The number of hours and days worked by the retiree;
2. Whether the retiree's employment qualifies as one or more of the following types:
    a. Substitute employment;
    b. One-half time or less employment;
    c. Employment as a tutor under Education Code 33.913;

d. Employment in a federally funded COVID-19 personnel position that meets the requirements of Government Code 824.6021 and 34 Administrative Code 31.16 (relating to Federally Funded COVID-19 Personnel);

e. Full-time employment;

f. Trial employment of a disability retiree for up to three months; or

g. Any combination of these types;

3. The amount of gross compensation paid to the retiree during the report month;

4. The total amount due under 34 Administrative Code 41.4 (relating to Employer Health Benefit Surcharge); and

5. Any other information requested by TRS.

An administrator of a district who is responsible for filing the statement, and who knowingly fails to file the statement, commits an offense.

Gov't Code 824.6022, 825.403(k); 34 TAC 31.2

Former Board Member Employment

A board member is prohibited from accepting employment with the district until the first anniversary of the date the board member's membership on a board ends. *Education Code 11.063* [See BBC]

New Hires

I-9 Forms

A district shall ensure that an employee properly completes section 1 — ''Employee Information and Verification'' — on Form I-9 at the time of hire.

A district must verify employment eligibility, pursuant to the Immigration Reform and Control Act, and complete Form I-9 by the following dates:

1. Within three business days of initial hiring. If a district hires an individual for employment for a duration of less than three business days, the district must verify employment at the time of hire. A district shall not be deemed to have hired an individual if the individual is continuing in his or her employment and has a reasonable expectation of employment at all times. When a district rehires an individual, the district may, in lieu of completing a new I-9, inspect a previously completed I-9 executed within three years of the date of rehire, to determine whether the individual is still eligible to work.

2. For an individual whose employment authorization expires, not later than the date of expiration.

8 C.F.R. 274a.2(b)(1)(ii), (iii), (vii), (viii)

New Hire Reporting

A district shall furnish to the Directory of New Hires (Texas Attorney General's Office) a report that contains the name, address, and social security number of each newly hired employee. The report shall also contain a district's name, address, and employer identification number.

A district may also provide, at its option, the employee's date of hire, date of birth, expected salary or wages, and the district's payroll address for mailing of notice to withhold child support.

A district shall report new hire information on a Form W-4 or an equivalent form, by first class mail, telephonically, electronically, or by magnetic media, as determined by the district and in a format acceptable to the attorney general.

Deadline

New hire reports are due:

1. Not later than 20 calendar days after the date a district hires the employee; or

2. In the case of a district transmitting reports magnetically or electronically, by two monthly transmissions (if necessary) not less than 12 days nor more than 16 days apart.

New hire reports shall be considered timely if postmarked by the due date or, if filed electronically, upon receipt by the agency.

Penalties

A district that knowingly violates the new hire provisions may be liable for a civil penalty, as set forth at Family Code 234.105.

42 U.S.C. 653a(b), (c); Family Code 234.101–.105; 1 TAC 55, Subch. I

Donations for Supplemental Educational Staff

A district shall accept from a parent-teacher organization or association recognized by the district a donation designated to fund supplemental educational staff positions at a school campus and spend the donation accepted for the designated purpose at the direction of and within the time period specified by the school campus for which the donation was designated. This provision expires September 1, 2025. *Education Code 11.156(c), (d)*

Social Security Numbers

A board shall adopt a policy prohibiting the use of the social security number of an employee of the district as an employee identifier other than for tax purposes. *Education Code 11.1514* [See DBA]

Federal Law — A district shall not deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her social security number.

Exceptions — The federal law does not apply to:

1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the social security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;
2. Any disclosure to a district maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or
3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within a district's jurisdiction.

Statement of Uses — A district that requests disclosure of a social security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.

Privacy Act of 1974, Pub. L. No. 93-579, Sec. 7, 88 Stat. 1896, 1897 (1974)

Employment Assistance Prohibited

Federal Law — A district that receives Title I funds shall have regulations or policies that prohibit any individual who is a school employee, contractor, or agent, or a district, from assisting a school employee in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or district knows, or has probable cause to believe, that such school employee engaged in sexual misconduct regarding a minor or student in violation of the law.

This requirement shall not apply if the information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the implementing regulations under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations; and:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investi-

gated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee engaged in sexual misconduct regarding a minor or student in violation of the law;

2. The school employee has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or

3. The case or investigation remains open and there have been no charges filed against, or indictment of, the school employee within four years of the date on which the information was reported to a law enforcement agency.

20 U.S.C 7926 [See also CJ]

State Law

SBEC may suspend or revoke a certificate, impose other sanctions against the person, or refuse to issue a certificate to the person if:

1. The person assists another person in obtaining employment at a school district, private school, or open-enrollment charter school, other than by the routine transmission of administrative and personnel files; and

2. The person knew that the other person has previously engaged in sexual misconduct with a minor or student in violation of the law.

The commissioner may require a school district to revoke or decline to issue a school district teaching permit under Education Code 21.055 issued to or requested by a person subject to SBEC action above.

Education Code 21.0581; 19 TAC 249.15(b)(13)

Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies

The Superintendent shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications

All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

Employment of Contractual Personnel

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]

Employment of Noncontractual Personnel

Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]

Employment Assistance Prohibited

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DHA(LEGAL) for the Educators' Code of Ethics.]

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 24 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A law enforcement agency, as defined in law;
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the Texas Abuse Hotline website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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[1] Texas Abuse Hotline website: http://www.txabusehotline.org

Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 103.1401(b)(3)

Definitions

Child Abuse

"Abuse" includes the following acts or omissions by a person:

1. Mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning;
2. Causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning;
3. Physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory conservator that does not expose the child to a substantial risk of harm;
4. Failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child;

5. Sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of young child or disabled individual under Penal Code 21.02, indecency with a child under Penal Code 21.11, improper relationship between educator and student under Penal Code 21.12, sexual assault under Penal Code 22.011, or aggravated sexual assault under Penal Code 22.021;

6. Failure to make a reasonable effort to prevent sexual conduct harmful to a child;

7. Compelling or encouraging the child to engage in sexual conduct as defined by Penal Code 43.01, compelling or encouraging the child in a manner that constitutes an offense of trafficking of persons under Penal Code 20A.02(a)(7) or (8), solicitation of prostitution under Penal Code 43.021, or compelling prostitution under Penal Code 43.05(a)(2);

8. Causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene as defined by Penal Code or pornographic;

9. The current use by a person of a controlled substance as defined by Health and Safety Code Chapter 481, in a manner or to the extent that the use results in physical, mental, or emotional injury to a child;

10. Causing, expressly permitting, or encouraging a child to use a controlled substance as defined by Health and Safety Code Chapter 481;

11. Causing, permitting, encouraging, engaging in, or allowing a sexual performance by a child as defined by Penal Code 43.25;

12. Knowingly causing, permitting, encouraging, engaging in, or allowing a child to be trafficked in a manner punishable as an offense under Penal Code 20A.02(a)(5), (6), (7), or (8), or the failure to make a reasonable effort to prevent a child from being trafficked in a manner punishable as an offense under any of those sections; or

13. Forcing or coercing a child to enter into a marriage.

Abuse does not include the refusal by a person responsible for a child's care, custody, or welfare to affirm a child's perception of the child's gender, including a refusal to use a child's preferred name

or pronouns, regardless of whether the child's name has been legally changed or to affirm a child's expressed sexual orientation.

Neglect

"Neglect" means an act or failure to act by a person responsible for a child's care, custody, or welfare evidencing the person's blatant disregard for the consequences of the act or failure to act that results in harm to the child or that creates an immediate danger to the child's physical health or safety.

Neglect includes:

1. The leaving of a child in a situation where the child would be exposed to an immediate danger of physical or mental harm, without arranging for necessary care for the child, and the demonstration of an intent not to return by a parent, guardian, or managing or possessory conservator of the child;

2. The following acts or omissions by a person:

    a. Placing a child in or failing to remove a child from a situation that a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that results in bodily injury or an immediate danger of harm to the child;

    b. Failing to seek, obtain, or follow through with medical care for a child, with the failure resulting in or presenting an immediate danger of death, disfigurement, or bodily injury or with the failure resulting in an observable and material impairment to the growth, development, or functioning of the child;

    c. The failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused;

    d. Placing a child in or failing to remove the child from a situation in which the child would be exposed to an immediate danger of sexual conduct harmful to the child; or

    e. Placing a child in or failing to remove the child from a situation in which the child would be exposed to acts or omissions that constitute abuse as defined above at items 5-9 committed against another child;

3. The failure by the person responsible for a child's care, custody, or welfare to permit the child to return to the child's home without arranging for the necessary care for the child after the child has been absent from the home for any reason,

including having been in residential placement or having run away; or

4. A negligent act or omission by an employee, volunteer, or other individual working under the auspices of a facility or program, including failure to comply with an individual treatment plan, plan of care, or individualized service plan, that causes or may cause substantial emotional harm or physical injury to, or the death of, a child served by the facility or program as further described by rule or policy.

Neglect does not include:

1. The refusal by a person responsible for a child's care, custody, or welfare to permit the child to remain in or return to the child's home resulting in the placement of the child in the conservatorship of the department if:
   a. The child has a severe emotional disturbance;
   b. The person's refusal is based solely on the person's inability to obtain mental health services necessary to protect the safety and well-being of the child; and
   c. The person has exhausted all reasonable means available to the person to obtain the mental health services described at item b, above;
2. Allowing the child to engage in independent activities that are appropriate and typical for the child's level of maturity, physical condition, developmental abilities, or culture; or
3. A decision by a person responsible for a child's care, custody, or welfare to:
   a. Obtain an opinion from more than one medical provider relating to the child's medical care;
   b. Transfer the child's medical care to a new medical provider;
   c. Transfer the child to another health care facility;
4. The refusal by a person responsible for a child's care, custody, or welfare to administer or consent to the administration of a psychotropic medication to the child, or to consent to any other psychiatric or psychological treatment of the child, unless the refusal presents a substantial risk of death, disfigurement, or bodily injury to the child or results in an observable and material impairment to the growth, development, or functioning of the child;

5. Choosing a recognized alternative health-care treatment or therapy for the child that could be considered as new, emerging, or nonstandard, unless the treatment or therapy presents a substantial risk of death, disfigurement, or bodily injury to the child or results in an observable and material impairment to the growth, development, or functioning of the child; or

6. The refusal by a person responsible for a child's care, custody, or welfare to affirm a child's perception of the child's gender, including a refusal to use a child's preferred name or pronouns, regardless of whether the child's name has been legally changed or to affirm a child's expressed sexual orientation.

Family Code 261.001(1), (1-a), (4)

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

19 TAC 103.1401(a)

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 24 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

Restrictions on Reporting

Psychotropic Drugs and Psychological Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The individual making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child;

3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;

4. The individual's name and telephone number;

5. The individual's:

   a. Home address; or

   b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and

6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

Confidentiality of Report

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)-(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

Abuse and Neglect Involving School Personnel and Those Responsible for Care

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. A law enforcement agency;

2. DFPS, Child Protective Services (CPS) Division;

3. A local office of CPS, where available; or

4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 103.1401(b)(1)-(2)

"Law enforcement agency" means:

1. The Department of Public Safety;
2. The police department of a municipality;
3. The sheriff's office of a county; or
4. A constable's office of a county.

Family Code 261.001(3-a)

"Person responsible for a child's care, custody, or welfare" means a person who traditionally is responsible for a child's care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

Family Code 261.001(5)

Reporting Abuse, Neglect, or Exploitation in a JJAEP

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

Immunity from Liability

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment

action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

Civil Liability

A school district that is grossly negligent or reckless, or engages in intentional misconduct, in hiring, supervising, or employing a professional school employee is liable for an act or omission that is committed by the employee against a student enrolled in the school and that is failure to report suspected child abuse or neglect under Family Code 261.101 [see Duty to Report, above]. *Civil Practice and Remedies Code 118.001*

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 22A.051, 22A.052, 22A.301, and 19 Administrative Code 249.14(d)-(f). *19 TAC 249.15(b)(4)*

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 103.1401(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 24 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 103.1401(b)(1)*

The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
    a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
    b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Oral reports made to DFPS are recorded;
5. Confidentiality provisions relating to a report of suspected child abuse or neglect, including the following:
    a. The requirement for the individual making the report to provide his or her name and telephone number;
    b. The requirement for the individual making the report to provide his or her home address or, if the individual making the report is a school employee, agent, or contractor, provide his or her business address and profession; and
    c. The limited circumstances under which the identity of the individual making a report may be disclosed;
6. Any disciplinary action that may result from noncompliance with a district's reporting policy; and

7. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 103.1401(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and
3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 103.1401(b)(5)-(8)

Annual Distribution and Staff Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 103.1401(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS Texas Abuse Hotline website[1] for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Pro-

tective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 103.1401(e)-(f)

[1] Texas Abuse Hotline website: https://www.txabusehotline.org/

Note: For information about mental health curriculum and SHAC responsibilities, see EHAA. For information about threat assessments, see FFB. For personnel information about mental health professionals, see DP.

Mental Health Condition

"Mental health condition" means a persistent or recurrent pattern of thoughts, feelings, or behaviors that:

1. Constitutes a mental illness, disease, or disorder, other than or in addition to epilepsy, substance abuse, or an intellectual disability; or
2. Impairs a person's social, emotional, or educational functioning and increases the risk of developing such a condition.

Education Code 5.001(5-a)

Student Programs

The Texas Education Agency (TEA), in coordination with the Health and Human Services Commission and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. Each district may select from the list a program or programs appropriate for implementation in the district.

Subject Areas

The list must include programs and practices in the following areas:

1. Early mental health prevention and intervention;
2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse prevention and intervention;
4. Suicide prevention, intervention, and postvention;
5. Grief-informed and trauma-informed practices;
6. Positive school climates;
7. Positive behavior interventions and supports;
8. Positive youth development; and
9. Safe, supportive, and positive school climate.

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning prac-

tices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

[For information on employee training, see DMA.]

Practices and Procedures

A district shall develop practices and procedures concerning each area listed above, including mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, that:

1. Include a procedure for providing educational material to all parents and families in the district that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus;

2. Include a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;

3. Include a procedure for providing notice of a student identified as at risk of attempting suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;

4. Establish that the district may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the district for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention;

5. Set out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention; and

6. Include procedures:

    a. To support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and

    b. For suicide prevention, intervention, and postvention.

The practices and procedures may address multiple subject areas [see Subject Areas, above]. The practices and procedures must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The practices and procedures developed must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

Nothing in these provisions is intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. Practices and procedures developed in accordance with these provisions are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. These provisions do not give districts the authority to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

"Postvention" includes activities that promote healing necessary to reduce the risk of suicide by a person affected by the suicide of another.

Education Code 38.351(a)–(f), (i)–(o)

Immunity

The above requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Education Code 38.352*

Student Identification Cards

Each student identification card issued by a public school to a student in grade six or higher must have printed on the card the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line. The student identification card may have printed on the card the contact information for a local suicide prevention hotline, if available. *Education Code 38.353*

Consent to Examinations, Tests, or Treatment

A district employee or contractor must obtain the written consent of a child's parent in the manner required by Education Code 26.009(a-2) before the employee or contractor may conduct a psychological or psychiatric examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or

2. State or federal law regarding requirements for special education.

Education Code 26.009(a)(1)

[For more information regarding required parental consent for a psychological or psychiatric examination, test, or treatment, see FFA. For more information about consent to medical treatment, including psychological treatment under certain circumstances, see FFAC. For information about consent to counseling, see FFEA.]

Professional's Authority

A licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child has been sexually, physically, or emotionally abused; is contemplating suicide; or is involved in chemical or drug addiction or dependency may:

1. Counsel the child without the consent of the child's parents, managing conservator, or guardian;
2. With or without the consent of a child who is a client, advise the parents, managing conservator, or guardian of the treatment given to or needed by the child;
3. Rely on the written statement of the child containing the grounds on which the child has capacity to consent to his or her own treatment as provided above.

Exception: Court Order

The physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order, unless consent is obtained as otherwise allowed by law.

Family Code 32.004(b), (c)

[See DPB for more information about school psychologist and school counselor responsibilities.]

Consent to School Psychologist

Informed consent for a school psychologist must be obtained in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the U.S. Department of Education's rules governing parental consent when delivering school psychological services in the public schools, and is considered to meet the requirements for informed consent under the Texas State Board of Examiners of Psychologists (TSBEP) rules. No additional informed consent, specific to any Texas Behavioral Health Executive Council (TBHEC) rules, is necessary in this context. Licensees providing psychological services under 22 Administrative Code 465.38(e)(2), however, must obtain informed consent as otherwise required by the TBHEC rules. *22 TAC 465.38(g)*

Professional Immunity

A psychologist, counselor, or social worker licensed or certified by the state is not liable for damages except those damages that may result from his or her negligence or willful misconduct. *Family Code 32.004(d)*

Outside Counselors

Neither a district nor an employee of a district may refer a student to an outside counselor for care or treatment of a chemical dependency or an emotional or psychological condition unless the district does all of the following:

1. Obtains prior written consent for the referral from the student's parent, managing conservator, or guardian.
2. Discloses to the student's parent, managing conservator, or guardian any relationship between the district and the outside counselor.
3. Informs the student and the student's parent, managing conservator, or guardian of any alternative public or private source of care or treatment reasonably available in the area.
4. Requires the approval of appropriate district personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted.
5. Specifically prohibits any disclosure of a student record that violates state or federal law.

Education Code 38.010

[See FFEA for information on the comprehensive guidance program. See FFB for mental health-care services provided by the threat assessment and safe and supportive school team.]

Psychotropics and Psychiatric Evaluations

A district employee may not:

1. Recommend that a student use a psychotropic drug; or
2. Suggest any particular diagnosis; or
3. Use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

Psychotropic drug means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Education Code 38.016(b) does not:

1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or

2. Prohibit a school district employee, or an employee of an entity with which the district contracts, who is a registered nurse, advanced nurse practitioner, physician, or nonphysician mental health professional licensed or certified to practice in this state from recommending that a child be evaluated by a physician or nonphysician mental health professional; or

3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.

A board shall adopt a policy to ensure implementation and enforcement of Education Code 38.016. [See FFAC]

A violation of Education Code 38.016(b) does not override the immunity from personal liability granted in Education Code 22.0511 or other law or a district's sovereign or governmental immunity.

Nonphysician mental health professional has the meaning assigned by Education Code 38.0101 [see DP].

Education Code 38.016

[For information regarding administration of medication, see FFAC.]

Child Abuse Reporting

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFG]

Student Code of Conduct

The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, in accordance with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), or vehicle owned or operated by the district.

2. Specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP, which must expressly provide that an appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Health and Safety Code 161.081 [see FOB].

3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].

4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:

    a. Self-defense;

    b. Intent or lack of intent at the time the student engaged in the conduct;

    c. A student's disciplinary history;

    d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;

    e. A student's status in the conservatorship of the Department of Family and Protective Services; or

    f. A student's status as a student who is homeless.

5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.

6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.

7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. "Bullying" has the meaning provided by Education Code 37.0832. [See FFI] "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. "Hit list" means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:

    a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;

    b. Disciplining students; and

    c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

9. Include an explanation of the provisions regarding refusal of entry to or ejection from district property under Education Code 37.105 [see GKA], including the appeal process established under 37.105(h).

10. Include a statement regarding whether the board has adopted a policy for parental involvement in school disciplinary placements [see Parental Involvement Policy, below] and, if so, the provisions of that policy.

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined in a manner that results in a change in the student's educational placement for bullying, harassment, or making hit lists until an admission, review, and dismissal

(ARD) committee meeting has been held to review the conduct. [See FOF]

Education Code 37.001(a)-(b-1), (e)

Law Enforcement Duties

The law enforcement duties of peace officers, school resource officers, and security personnel [see CKE] must be included in the Student Code of Conduct. *Education Code 37.081(d)(2)*

Changes in SCOC

Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.

Posting

The Student Code of Conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.

Education Code 37.001(b-1)-(c)

Notice to Parents

Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. *Education Code 37.001(d)*

Noncustodial Parent

A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding this requirement, a district shall comply with any applicable court order of which the district has knowledge. *Education Code 37.0091*

Determination of Antisemitism

In taking disciplinary action against a student for behavior that violates the Student Code of Conduct and that may reasonably be determined to have been motivated by antisemitism, a district shall use the definition of antisemitism provided by Government Code 448.001, below, including the examples referenced in that term, in determining whether the student's behavior was motivated by antisemitism. *Education Code 37.0095*

"Antisemitism" means a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016. *Gov't Code 448.001(2)*

Copies to Staff

The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. *Education Code 37.018*

Campus Behavior Coordinator

A single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal.

The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A. Additional school staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Education Code Chapter 37, Subchapter A, are appropriately implemented.

Duties

Except as provided below, the specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37, Subchapter A must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.

The CBC shall:

1. Monitor disciplinary referrals;
2. Report to the campus's threat assessment and safe and supportive school team [see FFB] any student who engages in conduct that contains the elements of:
    a. The offense of terroristic threat under Penal Code 22.07;
    b. The offense of unlawfully carrying weapons under Penal Code 46.02;
    c. An offense relating to prohibited weapons under Penal Code 46.05; or
    d. The offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
3. Report to the campus's threat assessment and safe and supportive school team [see FFB] any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

Notice to Parents

The CBC shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed

in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer.

A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.

If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

Education Code 37.0012

Website Requirement

A district shall post on the district's website, for each campus, the email address and dedicated telephone number of a person clearly identified as:

1. The campus behavior coordinator; or
2. If the district has been designated as a district of innovation under Education Code Chapter 12A [see AF] and is exempt from the requirement to designate a campus behavior coordinator under the district's local innovation plan, a campus administrator designated as being responsible for student discipline.

Education Code 26.015

Parent Involvement Policy

The board may adopt a policy for parental involvement in school disciplinary placements.

If adopted, the policy must provide for:

1. The principal, CBC, or other appropriate administrator to notify the parent of a student who has been placed in a disciplinary alternative education program or expelled of the parent's right to request a behavioral agreement that specifies the responsibilities of the parent and student to be developed; and
2. If a behavioral agreement is developed and the student and the student's parent comply with the terms of the agreement, a reduction in the period of the disciplinary placement imposed on the student except as provided below.

A reduction in the period of a disciplinary placement does not entitle the student for whom the period of placement was reduced to a different disciplinary placement. The reduction in the period of a disciplinary placement is at the sole discretion of the principal, CBC, or other appropriate administrator and may be revoked or amended at any time if the student or the student's parent does not comply with the terms of the behavioral agreement.

A behavioral agreement must include in writing the specific reduction in the period of the student's disciplinary placement with which the student will be credited if the student and the student's parent comply with the terms of the behavioral agreement.

The commissioner of education shall adopt a model behavioral agreement for use by districts in developing a behavioral agreement.

Education Code 37.0014

No Unsupervised Setting

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

Continuation of Disciplinary Action

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

“Disciplinary action” means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

“District or school” includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

Education Code 37.022

Opportunity to Complete Courses

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]

Alternative Means to Receive Coursework

A district shall provide to a student during the period of the student's suspension under Education Code 37.005, regardless of whether the student is placed in in-school or out-of-school suspension, an alternative means of receiving all coursework provided in the classes in the foundation curriculum under Education Code 28.002(a)(1) that the student misses as a result of the suspension. A district must provide at least one option for receiving the coursework that does not require the use of the internet. *Education Code 37.005(e)*

No Restriction of Recess or Physical Activity

A district employee may not, as a penalty for a student's academic performance or behavior, restrict the student's participation in:

1. Recess or other physical activity offered as part of the district's physical education curriculum for a student enrolled in kindergarten or in a grade level below grade six; or
2. Physical activity offered as part of the district's physical education curriculum for a student enrolled in grade level six, seven, or eight.

Education Code 28.002(l-4)

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2)

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h)

Exceptions

This prohibition on seclusion does not apply to:

1. A peace officer performing law enforcement duties; or

2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

Law Enforcement Duties

"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

Education Code 37.0021(b)(4), (g)

[For information on seclusion involving students in special education, see FOF.]

Officer or Security Personnel Use of Restraint or Taser

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

Definitions

"Taser" means a device manufactured, sold, or distributed by Taser International, Incorporated, that is intended, designed, made, or adapted to incapacitate a person by inflicting an electrical charge through the emission of a projectile or conductive stream. The term, for purposes of this provision, includes a similar device manufactured, sold, or distributed by another person.

Prohibition

A peace officer performing law enforcement duties or school security personnel performing security-related duties on school property or at a school-sponsored or school-related activity may not restrain or use a chemical irritant spray or Taser on a student enrolled in fifth grade or below unless the student poses a serious risk of harm to the student or another person.

Education Code 37.0021(b)(1), (b)(5), (j)

[For information on restraint involving students in special education, see FOF.]

Restraint Reports

A district shall report electronically to the Texas Education Agency (TEA), in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. *Education Code 37.0021(i)*

Corporal Punishment

If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously pro-

vided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. *Education Code 37.0011(b)*

Parent Statement — To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. *Education Code 37.0011(c)-(d)*

Definition — "Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. *Education Code 37.0011(a*)

Use of Force to Maintain Discipline — The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. *Penal Code 9.62*

Aversive Techniques — A district or district employee or volunteer or an independent contractor of a district may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student.

"Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that:

1. Is designed to or likely to cause physical pain, other than an intervention or technique permitted under Education Code 37.0011 [see Corporal Punishment, above];
2. Notwithstanding the above corporal punishment provisions, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;
3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;

4. Denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;

5. Ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;

6. Employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint;

7. Impairs the student's breathing, including any procedure that involves:

   a. Applying pressure to the student's torso or neck; or

   b. Obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face;

8. Restricts the student's circulation;

9. Secures the student to a stationary object while the student is in a sitting or standing position;

10. Inhibits, reduces, or hinders the student's ability to communicate;

11. Involves the use of a chemical restraint;

12. Constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or

13. Except as provided below, deprives the student of the use of one or more of the student's senses.

Education Code 37.0023(a)-(b)

An aversive technique that deprives the student of the use of one or more of the student's senses may be used if the technique is executed in a manner that:

1. Does not cause the student discomfort or pain; or

2. Complies with the student's individualized education program or behavior intervention plan.

Nothing in this section may be construed to prohibit a teacher from removing a student from class under Education Code 37.002. [See FOA]

Education Code 37.0023(c)-(d)

Videotapes and Recordings

A district employee or contractor is not required to obtain the consent of a child's parent before the employee or contractor may make a videotape of the child or authorize the recording of the child's voice if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)*

Teacher Documentation

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A district may not discipline a teacher on the basis of the submitted documentation. *Education Code 37.002(b-1)*

Reports

Disciplinary Alternative Education Programs

For each placement in a disciplinary alternative education program (DAEP), a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the placement was based on:
    a. Conduct violating the Student Code of Conduct;
    b. Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
    c. Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
    d. Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
3. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
4. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

Expulsions

For each expulsion, a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the expulsion was based on:
    a. Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
    b. Conduct for which expulsion is permitted;
3. The number of full or partial days the student was expelled;
4. Information indicating whether:
    a. The student was placed in a JJAEP;
    b. The student was placed in a DAEP; or
    c. The student was not placed in a JJAEP or other alternative education program; and
5. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

Out-of-School Suspensions

For each out-of-school suspension under Education Code 37.005, a district shall report:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating the basis for the suspension;
3. The number of full or partial days the student was suspended; and
4. The number of out-of-school suspensions that were inconsistent with the guidelines included in the Student Code of Conduct under Education Code 37.001(a)(3) [see Student Code of Conduct, item 3, above].

Education Code 37.020

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

"Parent" Defined

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
    a. The seriousness of the offense;
    b. The student's age;
    c. The frequency of misconduct;
    d. The student's attitude;
    e. The potential effect of the misconduct on the school environment;
    f. Requirements of Chapter 37 of the Education Code; and
    g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.

2. Corporal punishment shall be administered only by the principal or designee.

3. Corporal punishment shall be administered only by an employee who is the same sex as the student.

4. The instrument to be used in administering corporal punishment shall be approved by the principal.

5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.

2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.

4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment may be used for safety purposes to monitor student behavior on District property.

When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in

violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal or the contracted service provider, as appropriate, and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Students with Disabilities Under Section 504

A district shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services. *34 C.F.R. 104.35(a)*

A district may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the district would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action. *29 U.S.C. 705(20)(C)(iv)*

Note: The provisions below apply only to students eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

Students Receiving Special Education Services

ARD Committee Required

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations. *Education Code 37.004(a)-(b)*

The methods adopted in the Student Code of Conduct [see FO] for discipline management and for preventing and intervening in student discipline problems must provide that a student who is enrolled in the special education program may not be disciplined in a manner that results in a change in the student's educational placement for bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct. *Education Code 37.001(b-1)*

DAEP Placement Not Solely for Educational Purposes

A student with a disability who receives special education services may not be placed in a disciplinary alternative education program (DAEP) solely for educational purposes. A teacher in a DAEP who has a special education assignment must hold an appropriate certificate or permit for that assignment. *Education Code 37.004(c)-(d)*

Removal for 10 Days or Less

School personnel may remove a student with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days, to the extent those alternatives are applied to children without disabilities. *20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1)*

Services During Removal	A district is required to provide services during the period of removal if the district provides services to a child without disabilities who is similarly removed. *34 C.F.R. 300.530(d)*
Subsequent Removals of 10 Days or Less	School personnel may remove the student for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement (see below). *34 C.F.R. 300.530(b)(1)*
Services During Removal	After a student has been removed from his or her current placement for 10 school days in the same school year, during any subsequent removal of 10 consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program (IEP). *20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4)*
Notice of Procedural Safeguards	Not later than the date on which the decision to take the disciplinary action is made, a district shall notify the student's parents of the decision and of all procedural safeguards [see EHBAE]. *20 U.S.C. 1415(k)(1)(H)*
Removals That Are a Change in Placement	Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts a manifestation determination review. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of functional behavioral assessments; positive behavioral interventions, strategies, and supports; behavioral intervention plans; and the manifestation determination review [see Manifestation Determination, below]. *Education Code 37.004(b)*
Behavior Assessment and Intervention	If a district takes a disciplinary action regarding a student with a disability who receives special education services that constitutes a change in placement under federal law, the district shall: 1. Not later than the 10th school day after the change in placement: a. Seek consent from the student's parent or person standing in parental relation to the student to conduct a functional behavioral assessment of the student, if a functional behavioral assessment has never been conducted

on the student or the student's most recent functional behavioral assessment is more than one year old; and

b. Review any previously conducted functional behavioral assessment of the student and any behavior improvement plan or behavioral intervention plan developed for the student based on that assessment; and

2. As necessary, develop a behavior improvement plan or behavioral intervention plan for the student if the student does not have a plan or, if the student has a behavior improvement plan or behavioral intervention plan, revise the student's plan.

Education Code 37.004(b-1)

Change in Placement

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than 10 consecutive school days; or

2. Subjected to a series of removals that constitute a pattern because:

a. The series of removals total more than 10 school days in a school year;

b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and

c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The district determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. The district's determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates a code of student conduct. *20 U.S.C. 1415(k)(1)(A)*

Manifestation Determination

Within 10 school days of any decision to change the placement of a student because of a violation of a code of student conduct, a district, parents, and relevant members of the ARD committee (as determined by the parent and the district) shall review all relevant information in the student's file, including the student's IEP, any

teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or

2. The direct result of the district's failure to implement the IEP.

If the district, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

If the district, the parent, and relevant members of the ARD committee determine the conduct was the direct result of the district's failure to implement the IEP, the district must take immediate steps to remedy those deficiencies.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e)

Not a Manifestation

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting. *20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c)*

Expulsion

In a county with a juvenile justice alternative education program (JJAEP) [see FODA], a district must invite the administrator of the JJAEP or the administrator's designee to an ARD committee meeting convened to discuss the discretionary expulsion under Education Code 37.007 of a student with a disability. The district must provide written notice of the meeting at least five school days before the meeting or a shorter timeframe agreed to by the student's parents. A copy of the student's current IEP must be provided to the JJAEP representative with the notice. If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls. The JJAEP representative may participate in the meeting to the extent that the meeting relates to the student's placement in the JJAEP and implementation of the student's current IEP in the JJAEP. *19 TAC 89.1052*

Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.

2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)-(2)

For a student with a disability who was expelled under a discretionary expulsion under Education Code 37.007, an ARD committee meeting must be convened to reconsider placement of the student in the JJAEP if the JJAEP provides written notice to the district of specific concerns that the student's education or behavioral needs cannot be met in JJAEP.

The district must invite the JJAEP administrator or the administrator's designee to the meeting and must provide written notice of the meeting at least five school days before the meeting or a shorter timeframe agreed to by the student's parents. If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls. The JJAEP may participate in the meeting to the extent that the meeting relates to the student's continued placement in JJAEP.

19 TAC 89.1052

Manifestation

If the district, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the district had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or

2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at Special Circumstances, below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent and the district agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f)

Special Circumstances

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the Texas Education Agency (TEA) or a school district;
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of TEA or a school district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of TEA or the district.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g)

The ARD committee shall determine the interim alternative education setting. *20 U.S.C. 1415(k)(2)*

Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)

Appeals

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. A district that believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others may request a hearing. *20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151* [See EHBAE]

Placement During Appeals

When an appeal has been requested by a parent or a district, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever oc-

curs first, unless the parent and district agree otherwise. *20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533*

Reporting Crimes

Federal law does not prohibit a district from reporting a crime committed by a student with a disability to appropriate authorities. If a district reports a crime, the district shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the district reported the crime. A district may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA). *20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535* [See FL]

Students Not Yet Identified

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct may assert any of the protections provided for in the IDEA if a district had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred. *20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a)*

District Knowledge

A district shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the district, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other supervisory personnel of the district.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b)

Exception

A district shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c)

If a district does not have knowledge (as described above), before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d)

Behavior Management Techniques

It is the policy of the state to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities. *Education Code 37.0021(a); 19 TAC 89.1053(j)*

[For restrictions on aversive techniques, see FO.]

Rules on Restraint and Seclusion

The commissioner by rule shall adopt procedures for the use of restraint and time-out by a district employee or volunteer or an independent contractor of a district in the case of a student with a disability receiving special education services. The procedures must be consistent with Education Code 37.0021(d). *Education Code 37.0021(d)*

School Peace Officers

This provision and any rules or procedures adopted under this provision apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a district; or
2. Provides, as a school resource officer, a regular police presence on a district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h); 19 TAC 89.1053(m)

Exceptions

Education Code 37.0021 (use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties, except as provided above [see School Peace Officers] and by

Education Code 37.0021(i) [see Restraint, Documentation, below];

2. Juvenile probation, detention, or corrections personnel; or

3. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

Law Enforcement Duties

"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

Education Code 37.0021(b)(4), (g); 19 TAC 89.1053(m), (n)

Further, Education Code 37.0021 does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and

2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, "weapon" includes any weapon described under Education Code 37.007(a)(1). [See FNCG]

Education Code 37.0021(f)

Peace Officer or Security Personnel Use of Restraint or Taser

A peace officer performing law enforcement duties or school security personnel performing security-related duties on school property or at a school-sponsored or school-related activity must not restrain or use a chemical irritant spray or Taser on a student enrolled in fifth grade or below, unless the student poses a serious risk of harm to the student or another person [see FO defining Taser]. *19 TAC 89.1053(l)*

Confinement

A student with a disability who receives special education services may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique. *Education Code 37.0021(a)*

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and

2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2)

Restraint

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body. *19 TAC 89.1053(b)(2)*

The following provisions do not apply to the use of physical force or a mechanical device that does not significantly restrict the free movement of all or a portion of the student's body. Restraint that involves significant restriction as referenced above does not include:

1. Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
2. Limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, redirect attention, provide guidance to a location, or provide comfort;
3. Limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors, with the expectation that instruction will be reflected in the IEP as required by 34 C.F.R. 300.324(a)(2)(i) to promote student learning and reduce and/or prevent the need for ongoing intervention; or
4. Seat belts and other safety equipment used to secure students during transportation.

19 TAC 89.1053(f)

Limitations on Use of Restraint

A school employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

19 TAC 89.1053(c)

Emergency "Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

19 TAC 89.1053(b)(1)

Training Training for school employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 Administrative Code 89.1053(d).

Documentation In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the documentation and notification requirements set forth at 19 Administrative Code 89.1053(e).

A district shall report electronically to TEA, in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities.

Education Code 37.0021(i)

Time-Out "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

19 TAC 89.1053(b)(3)

Limitations on Use of Time-Out A school employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or behavior improvement plan or behavioral intervention plan if it is utilized

on a recurrent basis to increase or decrease targeted behavior.

3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

19 TAC 89.1053(g)

Training Training for school employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 Administrative Code 89.1053(h).

Documentation Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP and/or behavior improvement plan or behavioral intervention plan. If a student has a behavior improvement plan or behavioral intervention plan, the district must document each use of time-out prompted by a behavior of the student specified in the student's behavior improvement plan or behavioral intervention plan, including a description of the behavior that prompted the time-out. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

19 TAC 89.1053(i)

Note: For information on purchasing technological equipment with the instructional materials and technology allotment, see CMD.

Technology Lending Program Grant

A district may apply to the commissioner of education to participate in the technology lending grant program established under Education Code 32.301. *Education Code 32.301(b)*

A district may use a grant awarded under this program or other local funds to purchase, maintain, and insure equipment for a technology lending program. Equipment purchased by a district with a grant is the property of the district. *Education Code 32.303*

Guidelines for Use of Digital Devices

The Texas Education Agency (TEA), in consultation with the Health and Human Services Commission, shall develop and distribute model health and safety guidelines that districts may use to determine best practices for the effective integration of digital devices in public schools.

The board shall adopt a policy for the effective integration of digital devices in the district. In adopting the policy, the board may decide whether to adopt the guidelines for use in the district.

Each district that adopts the guidelines may implement the guidelines in a manner that best meets the district's individual needs and the individual needs of students in the district, including students with intellectual or physical disabilities.

If a district adopts the guidelines, the district shall post the guidelines publicly on the district's internet website.

Education Code 38.0231

Transfer of Equipment to Students

"Data processing" means information technology equipment and related services designed for the automated storage, manipulation, and retrieval of data by electronic or mechanical means.

Definitions

"Electronic device" means a device that is capable of connecting to a cellular network or the internet, including a computer, smartphone, or tablet.

"Internet filter" means a software application that is capable of preventing an electronic device from accessing certain websites or displaying certain online material.

Education Code 32.101; Gov't Code 2054.003(3)

Transfers

A district may transfer to a student enrolled in the district:

1. Any data processing equipment donated to the district, including equipment donated by a private donor, or a state eleemosynary institution or state agency under Government Code 2175.905 [see Fees, below];
2. Any equipment purchased by the district, to the extent consistent with the provisions at Use of Public Funds, below; and
3. Any surplus or salvage equipment owned by the district.

Education Code 32.102(a)

Before transferring data processing equipment or an electronic device to a student, a district must:

1. Adopt rules governing transfers, including provisions for technical assistance to the student by the district;
2. Determine that the transfer serves a public purpose and benefits the district;
3. Remove from the equipment any offensive, confidential, or proprietary information, as determined by the district;
4. Adopt rules establishing programs promoting parents as partners in cybersecurity and online safety that involve parents in students' use of transferred equipment or electronic devices; and
5. For the transfer of an electronic device to be used for an educational purpose, install an internet filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads.

Education Code 32.104

Standards

Note: In accordance with Education Code 32.1021, TEA has provided Standards for Electronic Devices and Software Applications[1] with which school districts are expected to comply.

TEA shall adopt standards for permissible electronic devices and software applications used by a district. In adopting the standards, the agency must:

1. Minimize data collection conducted on students through electronic devices and software applications;

2. Ensure direct and informed parental consent is required for a student's use of a software application, other than a software application necessary for the administration of:

    a. An assessment instrument under Education Code Chapter 39, Subchapter B; or

    b. An assessment relating to college, career, or military readiness for which student performance is considered in evaluating a school district's performance under Education Code 39.054;

3. Ensure software applications do not conduct mental health assessments or other assessments unrelated to educational curricula that are intended to collect information about students without direct and informed parental consent;

4. Ensure that parents are provided the resources necessary to understand cybersecurity risks and online safety regarding their child's use of electronic devices before the child uses an electronic device at the child's school;

5. Specify periods of time during which an electronic device transferred to a student must be deactivated in the interest of student safety;

6. Consider necessary adjustments by age level to the use of electronic devices in the classroom to foster development of students' abilities regarding spending school time and completing assignments without the use of an electronic device;

7. Consider appropriate restrictions on student access to social media websites or applications with an electronic device transferred to a student by a district or school;

8. Require a district, before using a social media application for an educational purpose, to determine that an alternative application that is more secure and provides the same educational functionality as the social media application is unavailable for that educational purpose;

9. Consider the required use of an internet filter capable of notifying appropriate school administrators, who are then required to notify the student's parent, if a student accesses inappropriate or concerning content or words, including content related to:

    a. Self-harm;

    b. Suicide;

c. Violence to others; or

d. Illicit drugs;

10. Assign to the appropriate officer of a district the duty to receive complaints or concerns regarding student use of electronic devices, including cybersecurity and online safety concerns, from district staff, other students, or parents; and

11. Provide methods by which a district may ensure an operator, as that term is defined by Education Code 32.151, that contracts with the district to provide software applications complies with Subchapter D.

Education Code 32.1021

Donations

A district may accept:

1. Donations of data processing equipment for transfer under these provisions; and

2. Gifts, grants, or donations of money or services to purchase, refurbish, or repair data processing equipment.

Education Code 32.102(b)

Fees

A state eleemosynary institution or institution or agency of higher education or other state agency may not collect a fee or other reimbursement from a district for surplus or salvage data processing equipment transferred to the district. *Gov't Code 2175.905(c)*

Use of Public Funds

A district may spend public funds to:

1. Purchase, refurbish, or repair any data processing equipment transferred to a student; and

2. Store, transport, or transfer data processing equipment under these provisions.

Education Code 32.105

Eligibility

A student is eligible to receive data processing equipment under these provisions only if the student does not otherwise have home access to data processing equipment, as determined by the district. A district shall give preference to educationally disadvantaged students. *Education Code 32.103*

Return of Equipment

Except as provided below, a student who receives data processing equipment from a district under these provisions shall return the equipment to the district not later than the earliest of:

1. Five years after the date the student receives the equipment;

2. The date the student graduates;

3. The date the student transfers to another district; or

4. The date the student withdraws from school.

The requirements above do not apply if, at the time the student is required to return the equipment, the district determines that the equipment has no marketable value.

Education Code 32.106

Prohibited Applications on District-Owned Devices

"Covered application" means the social media service TikTok or any successor application or service developed or provided by ByteDance Limited or an entity owned by ByteDance Limited, or a social media application or service specified by proclamation of the governor to pose a risk to the state. *Gov't Code 620.001(1), .005.*

A district shall adopt a policy prohibiting the installation or use of a covered application on any device owned or leased by the district and requiring the removal of covered applications from those devices. The Department of Information Resources and the Department of Public Safety shall jointly develop a model policy for districts to use in developing the required policy. *Gov't Code 620.003*

The district's policy may provide for the installation and use of a covered application to the extent necessary for providing law enforcement or developing or implementing information security measures. A policy allowing the installation and use of a covered application must require the use of measures to mitigate risks posed to the state during the use of the covered application and the documentation of those measures. *Gov't Code 620.004*

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[1] TEA Standards for Electronic Devices and Software Applications: https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/standards-for-permissible-electronic-devices-and-software-applications.pdf

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

INTERLOCAL AGREEMENT BETWEEN
LAGO VISTA INDEPENDENT SCHOOL DISTRICT
AND THE CITY OF LAGO VISTA

This Agreement is made this 16th day of October, ____, 2023, between the Lago Vista Independent School District ("Lago Vista ISD" or the "District") and the City of Lago Vista, Texas (the "City") (collectively the "Parties").

Pursuant to the authority granted by the Texas Interlocal Cooperation Act, Chapter 791 Texas Government Code, providing for the cooperation between local governmental bodies, the parties hereto, in consideration of the premises and mutual promises contained herein, agree as follows:

WHEREAS, the contract is made under the authority of Section 791 of the Texas Government Code;

WHEREAS, the District is a public school district with campuses located within the City where the City presently operates the City of Lago Vista Police Department.

WHEREAS, the Parties, in performing governmental functions or in paying for the performance of governmental function hereunder shall make that performance or those payments from current revenues legally available to that party;

WHEREAS, the governing bodies of each party find that the subject of this contract is necessary for the benefit of the public, and that each party has the legal authority to perform and provide the governmental function or service which is the subject matter of this contract.

WHEREAS, the governing bodies find that the performance of this contract is in the common interest of both parties; and that the consideration herein fairly compensates the Parties performance.

WITNESSETH

NOW THEREFORE, in consideration of the foregoing promises and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. The City will provide one police officer from its police department to serve as School Resource Officer (SRO) at Lago Vista ISD during the "School Term" as defined by the District's annually adopted school calendar, excluding any summer sessions. The SRO will be equipped in the same manner as all other uniformed patrol officers within the City police department.

2. In year 1, Lago Vista ISD will enter into a mutual agreement to distribute total SRO expenditures, including salary, benefits, training, equipment, vehicle, and other associates costs related to start-up, prorate the start date of the hired SRO as agreed upon by the City Manager and LVISD Superintendent. See Exhibit A, attached. In year 2 and until this agreement is terminated, the District shall reimburse to the City 71.5% of the costs of employing such SRO, including but not limited to the costs of salary, benefits, equipment, training, and other annual costs. The City of Lago Vista will invoice the District quarterly for SRO's compensation. The SRO's compensation will cover the services of the SRO for the SRO's daily activities. The City shall assign the SRO to work Monday through Friday, according to the daily schedule agreed upon by the City and the Lago Vista ISD Superintendent. The average number of hours worked each week will be no more than 43 hours. Authorization must be obtained in writing from the Lago Vista ISD Superintendent's prior to an SRO working in excess of 43 hours in any given week as the SRO may be able to adjust his/her schedule, to alleviate any unnecessary overtime. Saturdays and Sundays are normal days off unless otherwise authorized by the City Police Department administration. SROs observing school holidays in excess of City recognized holidays will use appropriate compensatory, vacation, or other approved forms of City leave.

3. The City shall keep and maintain accurate records of dates of service and the hours served by the SRO. The City shall be responsible for calculating and documenting charges for services rendered pursuant to this Agreement.

4. District agrees that its Board of Trustees will, pursuant to Section 37.081 of the Texas Education Code, designate officers of Lago Vista Police Department as District peace officers. The Parties further recognize that the officer shall remain City employee(s) and shall wear the uniform and equipment of the Lago Vista Police Department.

5. The duties to be performed by the SRO include, but are not limited to, the following:

    a. Patrolling areas within or in the vicinity of the geographical boundaries of Lago Vista ISD to protect all students, personnel, and visitors. Patrol and other law enforcement duties of the SRO's shall be performed with the use of a City owned vehicle.

    b. Being a visible presence during the school day in order to assist the Lago Vista ISD administration with general public safety services during school hours for a shift in the length of 8.5 hours per day.

    c. Helping Lago Vista ISD administrators maintain peace and/or address a breach of the peace as needed.

d. Engaging in all law enforcement activities arising from the enforcement of criminal laws, including, but not limited to issuing citations, transporting arrested persons, completing follow-up activities, filing of affidavits and complaints, and participating in legal proceedings resulting from the law enforcement services provided in accordance with this Agreement. However, violations of Lago Vista ISD policies and rules that are strictly personnel matters and noncriminal in nature will only be assigned to the SRO for investigation at the specific direction of Lago Vista ISD Superintendent. Outside agencies will contact the SRO when conducting on campus investigations.

e. Responding to calls for service during the course of the regular school day or when serving in support of an official Lago Vista ISD extracurricular or afterschool activity.

f. The SRO shall be in charge of organizing security as needed for after-hours activities and events taking place on Lago Vista ISD facilities, and shall be contacted, when escorts on are needed for sporting events out of town, and will get approval from the City.

g. Assisting with student truancy prevention as authorized by Chapter 25 of the Texas Education Code.

h. Mediating disputes on campus, including working with students to help solve disputes in a non-violent manner.

i. Assisting during canine searches contracted by Lago Vista ISD.

j. Preventing property loss due to theft or vandalism.

k. Providing traffic control as needed.

l. Assisting Lago Vista ISD with its Emergency Operations Plan.

m. Assisting with school safety projects, scheduling and maintaining emergency drills, emergency response, and after-action reviews within Lago Vista ISD.

n. Providing training for staff as requested by the Lago Vista ISD Superintendent or principals.

o. Providing for law enforcement education at the request of school staff, such as speaking to classes on the law, search and seizure, drugs, or motor vehicle laws.

p. Maintaining the confidentiality of student records as required by the Family Educational Rights and Privacy Act.

q. Preparing reports and documentation related to events occurring within the geographic boundaries of Lago Vista ISD.

r. Performing other duties as may be assigned from time to time by the Lago Vista ISD Superintendent, provided that the duty is legitimately and reasonably related to the services as described herein and is consistent with State and Federal law, local ordinances and orders, laws applicable to Lago Vista ISD, Lago Vista ISD's policies, procedures, rules, or regulations relating to the subject matter of this Agreement, and the policies, procedures, rules, and regulations of the City Police Department.

s. No assignment, task, or function shall be imposed on the SRO by Lago Vista ISD that would violate or jeopardize the officer's sworn oath, conditions of licensure, or departmental regulations; however, each officer is responsible for disclosing to appropriate Lago Vista ISD personnel his/her opinion that such task, or function would have that effect.

t. Circumstances constituting an immediate threat to public safety may be dealt with by the SRO consistent with his/her training and responsibility as a police officer.

6. In the event an SRO is absent from work, he is to notify both his or her supervisor at the City Police Department and the Lago Vista ISD Superintendent or designee. The District agrees and acknowledges that the SRO may be required to leave the District campuses during school hours as necessary to fulfill the SRO's duties as a police officer. These duties include, but are not limited to, attending mandated training, court, traveling to the detention center, and making arrests. The City shall provide the District notice by notifying the Director of School Safety when the SRO will be unavailable due to training, court, or other required assignments ten (10) days prior or, when ten (10) days prior notice is not possible, as soon as City becomes aware of such conflict. The Parties agree that every effort should be made to schedule and/or designate vacation days, compensatory time, and other days off at times when school is not in session or at other times when the absence of an SRO will not otherwise interfere with an SRO's assignment at the District.

7. The Chief shall make reasonable efforts to ensure a presence of law enforcement on campus when the assigned officer may be away from campus to fulfill duties as a police officer.

8. The SRO shall remain an employee of the City and shall be assigned by and responsible to the City Police Department but shall work upon the request and with the direction of the Lago Visa ISD Superintendent or his/her designee in carrying out his/her day-to-day duties as an SRO.

9. The SRO shall wear a police uniform and carry a service weapon while on duty at the District . The City agrees to provide the SRO with office supplies and all forms required in the performance of his or her duties. The City shall provide law

enforcement training and certification as required by law, a City police vehicle and other police equipment including communication equipment necessary to allow the SRO to communicate with the City Police Department and other officers. The SROs must be licensed as provided by Occupations Code Chapter 1701. The District shall provide any equipment necessary to allow the SRO to communicate with school staff if desired by the District.

10. The SRO shall take law enforcement action when necessary, but shall not be utilized as a school disciplinarian in the enforcement of District rules or policies. The SRO shall notify the school principal of all occurrences of crime on the Lago Vista ISD campuses, and all custodial arrests or detentions of a student. The SRO shall notify the school principal prior to removing a student from school. The SRO shall follow the guidelines of the Texas Penal Code, Texas Education Code, Texas Code of Criminal Procedure, Texas Occupations Code Chapter 1701, District Policies and Safety Programs, and the Policies and Procedures of the City Police Department regarding investigations, interviews, and searches relating to juveniles.

11. The SRO shall follow the policies and procedures of Lago Vista ISD to the extent those policies do not conflict with the policies and procedures of the City of the City Police Department.

12. In accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.&1232g, Lago Vista ISD will designate the SRO(s) assigned to Lago Vista ISD pursuant to this Agreement as a Law Enforcement Unit, as defined in 34 C.F.R. §99.8(a). Records of the Law Enforcement Unit include records, files, documents, and other materials that are: (i) Created by the Law Enforcement Unit; (ii) Created for a law enforcement purpose; and (iii) Maintained by the Law Enforcement Unit. Records of the Law Enforcement Unit do not include records created by the Law Enforcement Unit that are: (i) maintained by Lago Vista ISD; or (ii) exclusively for a non-law enforcement purpose, such as a disciplinary action or proceeding conducted by the educational agency or institution.

13. Lago Vista ISD has determined that school safety and the physical security of members of the Lago Vista ISD school community constitutes a legitimate educational interest and that the SROs are designated as "school officials" under Lago Vista ISD Policy FL (Local) and 34 CFR § 99.31(a)(1)(i)(B) for purposes of accessing student records. As required, Lago Vista ISD agrees to provide the SRO with (a) access to student and personnel records as necessary for the investigation of criminal offenses, to collect certain incident -based data, or to ensure the safety and security of school campuses or events, and (b) unrestricted access to technology installed at Lago Vista ISD, including surveillance cameras, to provide for safety and security. Any personally identifiable student information disclosed pursuant to this Agreement will remain under the control of Lago Vista ISD and may only be further disclosed in accordance with 34 CFR 99.31 and 99.33 and 99.36.

14. If either party wishes to change the number of SROs, such change shall only be

effective if mutually agreed upon in writing by both Parties. If the number of SROs is changed during the course of a "Term," (see below) the District will be invoiced for the additional SRO(s) on a pro rata basis.

15. The Term of this Agreement shall be for one (1) year, commencing on the effective date reflected herein and will end on the final day of the districts fiscal year. The Term will be automatically renewed for subsequent one-year terms unless either party provides notice of its intent to terminate this agreement at least thirty (30) days prior to the end of the then current term. The payments under this Agreement shall be renegotiated annually and changes shall be documented by letter agreement on or before July 1 of each year. Upon termination of said MOU, the city shall retain any fixed assets.

16. The City and the District agree that the City in performing this Agreement shall act as an independent contractor and shall have control of its own work, its own employees, and the manner in which it is performed. The City will control the assignment of specific officers to serve as SROs and will maintain supervisory control over SRO in the performance of their duties as peace officer; however, the SRO assigned to the District shall be subject to the approval of the LVISD Superintendent. The LVISD Superintendent may reasonably refuse to accept assignment of an officer as SRO and request a different officer. The SRO officer assigned will not be an employee of the District and will at all times remain an employee of the City. Additionally, the SRO will perform duties based on reaching the mutually agreed goals of the City and the District. The City is not responsible for any property belonging to the District, its officers, members, agents, employees, subcontractors, program participants, licensees or invitees, which may be lost, destroyed, or damaged.

17. Nothing herein shall be deemed in any manner to constitute a waiver of sovereign, governmental, or any other immunity or affirmative defense that may be asserted by the District or the City. Nor shall this Agreement be in any manner construed to create a cause of action for the benefit of any person not a party to this Agreement, or to create any rights for the benefit of any person not a party to this Agreement not otherwise existing at law.

18. Lago Vista ISD shall have no liability whatsoever for or with respect to the City's use of any City property or facility, or the actions of, or failure to act by, any employees, subcontractors, agents or assigns of the City. The City covenants and agrees that:

    a) For and with respect to the services to be provided by the City to Lago Vista ISD pursuant to this Agreement the City hereby contracts, covenants, and agrees to obtain and maintain in full force and effect, during the term of this Agreement a policy or policies of insurance, or risk pool coverage, in amounts sufficient to insure Lago Vista ISD and its agents, officers, and employees from any and against any claim, cause of action or liability arising out of or from the action, omission, or failure to act by County, its agents, officers, employees, and subcontractors in the course of their duties.

19. It is specifically agreed that, as between the Parties, each party to this Agreement shall be individually and respectively responsible for responding to, dealing with, insuring against, defending, and otherwise handling and managing liability and potential liability pursuant to this Agreement.

20. Each party hereto reserves and does not waive any immunity or defense available to it at law or in equity as to any claim or cause of action whatsoever that may arise or result from the services provided and/or any circumstance arising under the Agreement. Neither Lago Vista ISD nor the City waives, modifies, or alters to any extent whatsoever the availability of the defense of governmental immunity under the laws of the State of Texas on behalf of itself, its trustees, council members, officers, employees, and agents.

21. No assignment by a party hereto of any rights under or interests in this Agreement will be binding on another party hereto without the written consent of the party sought to be bound; and specifically but without limitation moneys that may become due and moneys that are due may not be assigned without such consent (except to the extent that the effect of this restriction may be limited by law), and unless specifically stated to the contrary in any written consent to an assignment no assignment will release or discharge the assignor from any duty or responsibility under this Agreement.

22. Whenever possible, each provision of this Agreement shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Agreement is prohibitive or invalid under applicable law, such provision shall be ineffective to the extent of such provision or invalidity, without invalidating the remainder of such provision or the remaining provisions of this Agreement.

23. The District and the City agree that if either party to this Agreement fails to comply with or breaches any of the material terms and provisions of this Agreement, the non-breaching party shall have the right to declare this Agreement immediately terminated, and the non-breaching party shall have no further responsibility or liability hereunder. Even without breach, this Agreement may be terminated by either party at its sole option and without prejudice by giving thirty (30) days written notice of termination to the other party.

24. This Agreement shall be construed and enforced in accordance with and governed by the laws of the State of Texas.

25. This Agreement is entered into and performable in Travis County, Texas. Should any claim or action, whether real or asserted, at law or in equity, arise out of the execution, performance, attempted performance or non-performance of this Agreement, venue shall lie in Travis County, Texas.

26. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and constitute one and the same instrument.

In witness whereof, the parties have hereunto set their hands and signatures on the date first above mentioned.

Lago Vista Independent School District

Darren Webb
Superintendent of Schools

CITY OF LAGO VISTA, TEXAS,
a Texas municipal corporation

City Manager

Attachment A

School Resource Officer Rates for FY 2023-24 (These are high end estimates)

Salary - $73,072* - The salary will be prorated for the first year pending start date.

Benefits - $31,747* - The benefits will be prorated for the first year pending start date.

Training - $2,000*
Equipment - $20,280
Patrol Car - $65,000

*Lago Vista will assume these costs at a prorated amount.

STATE OF TEXAS COUNTY
OF TRAVIS

This instrument was acknowledged before me on the 14th day of October, 2023 by Darren Webb, Superintendent of Schools, on behalf of Lago Vista Independent School District.

Notary Public, State of Texas

My Commission Expires: 11.09.2023

STATE OF TEXAS COUNTY
OF TRAVIS

This instrument was acknowledged before me on the _____day of _____, _____, by _____, City Manager of the City of Lago Vista , a Texas home rule municipality, on behalf of said municipality.

_____
Notary Public, State of Texas

My Commission Expires: _____

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 responsiblilty

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 Independent School District

Lago Vista Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
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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.

Value Statement

In LVISD, We Believe:

- **Our Students** are future leaders, contributors, and lifelong learners, who we empower by providing meaningful opportunities, a culture of belonging, and the support they need to succeed.
- **Our Parents and Families** are engaged partners and contributors who work alongside our educators to uphold high expectations and reinforce the habits and values that support student growth and success.
- **Our Faculty and Staff** are essential to student success and their integrity, mutual respect, high expectations, and commitment to professional growth ensures every student thrives.
- **Our Principals and Campus Leaders** are grounded in student success and serve as role models for integrity and excellence as they build a positive culture, develop others, and ensure high expectations for all.
- **Our Superintendent and Central Office Staff** are inspiring and visionary leaders who hold themselves and others accountable, provide support, and champion excellence while upholding the highest standards of transparency, accessibility, and stewardship.
- **Our Board of Trustees** provides visionary governance and responsible stewardship across all aspects of the school experience while representing community values, remaining responsive to stakeholder needs, and maintaining an unwavering commitment to the Viking Family.

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Comprehensive Needs Assessment

Demographics

Summary

Lago Vista Elementary School serves students in Early Elementary/PreK through 3rd grade, with a total of 548 students. Our demographic and special programs breakdown is as follows:

Ethnicity	
White	53%
Hispanic	36%
African American	1%
American Indian	<1%
Hawaiian/Pacific Islander	0%
2 or More Races	8%
Asian	<1%

Special Programs	
Special Education	22.6%
Economically Disadvantaged	35.8%
Emergent Bilingual	12.4%
Homeless	2.6%
Title 1	12.2%
Dyslexia Services	4.2%
Gifted and Talented	2.6%

Student Mobility Rate	11.2%

Attendance

	20-21	21-22	22-23	23-24	24-25	25-26
Attendance Rate	96.7%	92.73%	93.11%	93.38%	93.46	94.39
Change	-	-3.97	+.41%	+.27%	+.08%	+0.93%

LVES Attendance Progress Over Time

	23/24	24/25	25/26
Overall Attendance	93.38%	93.46%	94.39%

	23/24	24/25	25/26
# of Chronically Absent Students	84	90	61
% of Chronically Absent Students	15.6%	16.6%	12.3%
# Days Missed By Chronically Absent Students	2,088	2,362	1,370
Average Per Chronically Absent Student	25	26	22

LVES staff includes the following for 2026-2027:

26 General Education Teachers (PK-3rd grade)

4 Specials Teachers (PE, Art, Performing Arts, Library)

2 Functional Academics Teachers

2 Early Childhood Special Education Teachers

2 Special Education Resource Teachers

1 Special Education Behavior Teacher

2 Title 1 Interventionists--1 Reading and 1 Math

1 Dyslexia Teacher (shared with LVIS, LVMS, LVHS)

1 Half-Time Emergent Bilingual Coordinator (shared with LVIS)

1 Half-Time Gifted and Talented Teacher (shared with LVIS)

17 Educational Aides (3.5 ECSE, 5 (1 current opening) FAC, 2 PK, 1 SPED, 4 SPED Behavior, 1 PE, .5 EB)

Staff Retention

53 out of 62 staff members that were employed for the 2025-2026 school year stayed on staff for the 2026-2027 school year, for a retention percentage of 85%.

1 employee took a job outside of education

1 employee chose to be a stay at home parent

1 employee left to pursue a career as an occupational therapist

1 employee changed to a higher grade at another LVISD campus

1 employee's contract was not renewed

1 employee moved out of state for spouse’s job

3 employees retired

Strengths

- Our attendance rate grew by almost a full percentage point due to interventions that were put in place.
- Our teacher retention percentage grew despite the challenging educational climate.
- An additional Early Childhood Special Education Classroom was added to our campus in order to serve our growing population of early learners with significant needs.
- Our mobility rate remains relatively low.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Staff are consistently struggling to meet the needs of all students and help them reach grade level expectations.	Almost half of our students require additional support to access grade level curriculum in the general education classroom, whether that be special education, Title 1, or Emergent Bilingual services (approximately 47%) and there are only 5.5 staff members allocated for this purpose.
2 ★	More students qualify for academic intervention than we are able to serve.	A large percentage of students are chronically absent (12.3%) causing learning gaps and increasing the need for additional interventions.

★ = Priority

Student Learning

Summary

Reading Data

LVES STAAR ELAR Data 3rd Grade				
Year	**Populations**	**Approaches**	**Meets**	**Masters**
2026	All Students	73%	53%	24%
	Eco Dis	66%	37%	15%
	SPED	40%	11%	3%
	Emergent Bilingual	66%	37%	15%
2025	All Students	82%	47%	18%
	Eco Dis	69%	34%	14%
	SPED	60%	10%	0%
	Emergent Bilingual	50%	13%	0%
2024	All Students	80%	59%	21%
	Eco Dis	63%	51%	17%
	SPED	43%	18%	0%
	Emergent Bilingual	29%	0%	0%

Reading performance remained relatively stable at the Approaches level from 2024–2025 (80%, and 82%), while Meets declined from 59% in 2024 to 47% in 2025 and Masters declined slightly from 21% to 18%. The most recent 2026 results show a decline at Approaches to 71%, but improvement at the higher performance levels, with 51% Meets and 23% Masters. Overall, the trend suggests fewer students are reaching the minimum passing standard, while a greater percentage of successful students are demonstrating higher levels of mastery.

STAAR Writing

2026 STAAR RLA Writing Standards	**LVES Performance**
Revise drafts – 3.11.B.i	52.70%
Revise drafts – 3.11.B.ii	45.95%
Edit drafts – 3.11.C	47.30%
Conventions – 3.11.D.i	36.94%
Conventions – 3.11.D.ii	28.83%
Composition/ECR-related standard – 3.12.C	**22.97%**

2026 ECR Performance	**Result**
Students scoring 0–3	**64%**
Students scoring 4–10	**36%**
Most common score	**0 (43%)**
Students earning a 9 or 10	**0**

2026 STAAR RLA data indicate a need for increased instructional support and resources in writing. Campus performance on revising and editing standards ranged from 28.83% to 52.70%, while performance on the composition standard (3.12.C) was only 22.97%, with 64% of students scoring between 0-3/10 on the extended constructed response item. The average ECR score was a 2.3 out of 10. These results demonstrate a need to strengthen explicit, vertically aligned writing instruction and provide teachers with resources that support the full writing process, including planning, developing ideas, revising, editing, and responding to extended constructed response (ECR) prompts.

NWEA MAP Growth Reading

Teachers in grades K-3 administer the NWEA MAP Growth assessment three times a year. For emerging readers (K-2), it assesses skills like phonological awareness, capitalization, punctuation, spelling, and grammar. For independent readers (grades 2-3), it measures comprehension of informational and literary texts, as well as vocabulary.

EOY 2025 Data	Overall %ile*	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Kindergarten	62nd	11%	11%	27%	15%	36%
1st	53rd	18%	18%	20%	27%	17%
2nd	63rd	9%	17%	19%	27%	28%
3rd	61st	11%	19%	18%	22%	30%

*50th percentile is average

NWEA MAP Reading Fluency

Teachers in grades K-3 also administer the NWEA Map Reading Fluency assessment three times a year. This test measures a student's ability to read with speed, accuracy, and expression (oral reading fluency), along with foundational skills like phonological awareness, phonics and word recognition, language comprehension (vocabulary and listening comprehension), and provides screening for risk factors of dyslexia.

KINDERGARTEN	Overall %ile	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Phonological Awareness	63rd	17%	14%	18%	21%	29%
Phonics & Word Recognition	52nd	20%	17%	19%	27%	16%
Language Comprehension	59th	22%	11%	23%	15%	28%

FIRST GRADE	Overall %ile	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Phonological Awareness	59th	13%	17%	26%	19%	25%
Phonics & Word Recognition	45th	2%	23%	23%	23%	9%
Language Comprehension	56th	9%	27%	18%	25%	21%
FOUNDATIONAL SKILLS						
SECOND GRADE	**Overall %ile**	**<20%ile**	**21-40%ile**	**41-60%ile**	**61-80%ile**	**>81%ile**
Phonological Awareness	71st	8%	12%	19%	31%	31%
Phonics & Word Recognition	44th	15%	31%	23%	23%	8%
Language Comprehension	58th	12%	19%	23%	42%	4%

ORAL READING				
SECOND GRADE	1-24%ile	25-49%ile	50-74%ile	75%ile+
Oral Reading Rate	50%	36%	5%	9%
Reading Accuracy	23%	41%	36%	0%

ORAL READING				
Literal Comprehension	32%	18%	23%	27%

Math Data

LVES STAAR Math Data 3rd Grade				
Year	**Populations**	**Approaches**	**Meets**	**Masters**
2026	All Students	52%	32%	12%
	Eco Dis	41%	21%	13%
	SPED	21%	6%	0%
	Emergent Bilingual	40%	20%	10%
2025	All Students	73%	39%	14%
	Eco Dis	62%	28%	10%
	SPED	35%	10%	0%
	Emergent Bilingual	38%	25%	13%
2024	All Students	76%	45%	17%
	Eco Dis	57%	20%	0%
	SPED	29%	18%	0%
	Emergent Bilingual	36%	0%	11%

Math has shown a more consistent downward trend at the Approaches and Meets levels. From 2024 to 2025, Approaches declined from 76% to 73%, while Meets declined from 45% to 39%; Masters remained relatively stable at 17% and 14%. In 2026, performance declined further to 52% Approaches, 32% Meets, and 12% Masters. The trend indicates a growing need for focused math improvement, particularly in foundational skills and in increasing the percentage of students reaching at least the Approaches and Meets standards.

NWEA MAP Growth Math

Teachers in grades K-3 administer the NWEA MAP Growth assessment three times a year. This test measures a student's academic achievement and growth over time in mathematics. The assessment provides data on key math domains like Operations and Algebraic Thinking, Numbers and Operations, and Measurement and Data.

	Overall %ile	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Kindergarten	60th	8%	19%	25%	22%	26%
1st	53rd	18%	15%	24%	28%	15%
2nd	66th	15%	13%	13%	39%	20%
3rd	57th	12%	23%	17%	23%	25%

*50th percentile is average

TELPAS Assessment Scores

Emergent bilingual students are scored each year in four domains of English proficiency: listening, speaking, reading, and writing. Kindergarten and first grade students are holistically rated by their teachers in all areas. Second and third grade students are tested electronically for their listening, speaking, and reading skills, while their writing skills are rated by their teachers. Each student's proficiency is rated either beginning, intermediate, advanced, or advanced high with advanced high ratings meaning their ability is comparable to that of a native English speaker. In order to exit the

emergent bilingual classification, students must score Advanced High on all four domains of TELPAS and if they are in 3rd grade or above, they must also pass all of their STAAR assessments.

TELPAS Data 2025-2026				
Kindergarten	Beginning	Intermediate	Advanced	Advanced High
Listening	6%	38%	31%	25%
Speaking	19%	44%	19%	19%
Reading	31%	50%	13%	6%
Writing	38%	31%	25%	6%

TELPAS Data 2025-2026				
1st Grade	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	45%	55%	0%
Speaking	27%	27%	18%	27%
Reading	45%	18%	37%	0%
Writing	46%	18%	37%	0%

TELPAS Data 2025-2026				
2nd Grade	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	0%	89%	11%
Speaking	22%	78%	0%	0%
Reading	44%	56%	0%	0%
Writing	56%	44%	0%	0%

TELPAS Data 2025-2026				
3rd Grade	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	10%	30%	60%
Speaking	0%	50%	40%	10%
Reading	10%	50%	30%	10%
Writing	10%	60%	30%	0%

Kindergarten demonstrated significant growth in English language proficiency in 2026. The average TELPAS composite score increased from 1.91 in 2025 to 2.29 in 2026, a gain of 0.38 points. Additionally, the percentage of Kindergarten students performing at the Advanced or Advanced High levels increased from 18.75% to 31.25%.

Kindergarten students made impressive gains in reading proficiency. The percentage of students performing at the Beginning level decreased from 62.5% in 2025 to 31.25% in 2026, cutting the proportion of Beginning-level students in half.

Listening proficiency improved across all four grade levels. In 2026, 100% of second-grade students scored at the Advanced or Advanced High level in listening, compared to 61.5% in 2025. Kindergarten also demonstrated substantial growth, increasing from 25% to 56.25% at these levels.

Third-grade writing performance improved. The percentage of students scoring at the Advanced level increased from 0% in 2025 to 30% in 2026.

Strengths

- Reading scores across the grade levels show that reading instructional adjustments (Heggerty Phonemic Awareness, Benchmark Phonics) have been successful in creating students with stronger foundational reading skills.
- As a campus, our MAP scores show that, on average, our grade levels are performing in the average range.
- Our emergent bilingual students are showing significant increases in their STAAR performance year over year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	A number of students have basic math skills below their enrolled grade level.	Reading has been the instructional focus of the campus for the last several years and there has not been a math curriculum in place.
2 ★	Large numbers of students currently in 2nd and 3rd grade are in need of intervention in reading and math.	Cuts to intervention personnel along with an interventionist having to be moved into the classroom during the 25-26 school year have caused the number of students who could be served by interventionists to decrease significantly.
3 ★	Half of 3rd grade students scored a 0 on the extended response question (essay) on the STAAR test demonstrating a need in the area of writing-composition, revising, and editing.	ELAR classroom instruction is highly focused on the teaching of reading while the ELAR STAAR test is 33% writing TEKS.

★ = Priority

School Processes & Programs

Summary

Lago Vista Elementary School teachers received regular walkthroughs from the administration using the LVISD TTESS appraisal tool during the 25-26 school year. These walkthroughs provided teachers with feedback regarding their instructional practices which centered on the TTESS rubric. The TTESS domains are: planning, instruction, learning environment, and professional practices and responsibilities . Campus administrators complete walkthroughs in addition to formal observations on all classroom teachers. Teachers also set professional goals and self-reflect at designated times throughout the year to help support their professional growth.

In the 25-26 school year, the elementary school began participating in the district's Teacher Incentive Allotment (TIA) Plan which combines a teacher's performance on their TTESS evaluation with a measure of their students' growth to determine if they qualify for incentive pay. This has greatly increased the focus on the ratings earned by teachers in domains 2 and 3 (instruction and learning environment) as these are the two areas that are considered in TIA.

Last year, our professional development centered around implementing a campus-wide writing approach for short answer questions (BATS), strategies for effective read alouds, and a process to teach students how to determine the needed operation(s) when solving word problems (3 Reads).

In regards to leadership and decision-making processes, we held weekly meetings with the staff on a rotation basis between full faculty, committees (campus improvement plan (CIP), positive behavior interventions and supports (PBIS), family & community engagement, attendance, and garden), and leadership team. Through this rotation, the leadership team meets monthly to discuss items that impact the campus and to get teacher leader input. Communication of important issues is done through this meeting rotation as well as through weekly staff newsletters which allow staff to reference information whenever needed. Teacher teams met bi-weekly in PLCs for 50 minutes where conversations center around the 4 PLC questions. (What do we want students to know and be able to do? How will we know if they have learned it? What will we do if they didn't learn it? What will we do if they already know it?) PLC time allows teams to clarify curriculum intentions, create assessments, discuss data, and make plans for student needs.

Strengths

- We have implemented several campus-wide teaching strategies that create instructional consistency (BATS, read alouds, 3 reads).
- Implementing NWEA Map Growth & Reading Fluency has created a consistent assessment that all teachers use and understand in order to track students' growth across years.
- Our meeting rotation structure allows our campus to have frequent touch points to discuss all important topics.
- Our teachers and staff take an active role in leading our campus through active participation in all meetings and by utilizing a problem solving approach when confronting issues.
- Our teachers are actively aware of and invested in their evaluation scores due to the TIA plan, which improves the quality of instruction.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	PLC meetings focused almost solely on intervention groups: analyzing assessment data to create them, determining appropriate intervention instruction, and monitoring progress to adjust group makeup as needed.	PLCs did not meet frequently enough to address Tier 1 instruction which impacts all students, not just those needing intervention.

★ = Priority

Perceptions

Summary

Attendance

LVES attendance data for the 25-26 school year was 94.39%, compared to the 25-26 school year at 93.46%. This is a significant increase of .93%.

For the 25-26 school year, there were 1001 teacher absences with 19% of those absences going unfilled by substitutes. (This number of teacher absences also includes days for vacant positions and school-related absences.) Our substitute coverage dropped significantly from the previous year, with the percentage of jobs remaining unfilled increasing by 8 percentage points.

Chronic absenteeism also improved significantly from 90 students in the 24/25 school year to 61 students this school year. This equates to 12.3% of the student body that was chronically absent. This number is down from 16.6% in the 24-25 school year.

Parent Involvement

LVES has an extremely active PTO which spearheads events and recognition for both students and staff. We have volunteers who help teachers in their classrooms through the WatchDOGS program and volunteers who read with students through the Education Connection program. We also offer parents the opportunity to eat lunch with their students daily and host family nights during the school year. At a minimum, we communicate with parents weekly through parent newsletters at both a school and classroom level which are provided in multiple languages and social media posts.

Discipline Data

Lago Vista Elementary uses PBIS campus-wide to provide consistent behavioral expectations, common language, and positive reinforcement. During the 2025–2026 school year, LVES recorded 174 discipline referrals, with most referrals being a violation of the code of conduct. Our tiered behavior plan begins with strong Tier 1 classroom routines, clear expectations, and positive reinforcement. When behavioral concerns persist, teachers collect and progress monitor data to identify patterns and determine appropriate interventions. Students needing additional support receive targeted Tier 2 and Tier 3 interventions, with teams using data to monitor progress and adjust supports. Parent communication and involvement are essential throughout the process. LVES also recognizes students demonstrating kindness, respect, responsibility, and safety through Golden Tickets with individual, class and campus wide goals and celebrations.

Strengths

- Our school continues to keep a strong focus on educating students not just in how to be good students, but also how to be good humans. Our Project Vinatta and PBIS programs are strong and provide continual encouragement and reinforcement of positive behaviors.
- We benefit from an extremely active PTO and parent community who are always looking for ways to be involved with our students.
- Student attendance improved both overall and in the area of chronic absenteeism.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	12% of the campus population missed in excess of 10% of the school days in the 25-26 school year.	Many parents view school as optional and do not realize what their children are missing and the impact consistent absences can have on their education.
2	Teachers are spending an increasing amount of time and energy managing typical and atypical student behaviors.	Increasing numbers of students are struggling with self-regulation and conflict resolution skills.
3	Classroom instruction is not able to be consistent due to a lack of attendance and lack of substitutes.	The combination of teacher and student absences creates a very disrupted pattern of classroom instruction.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	12% of the campus population missed in excess of 10% of the school days in the 25-26 school year.	Many parents view school as optional and do not realize what their children are missing and the impact consistent absences can have on their education.
2 ★	A number of students have basic math skills below their enrolled grade level.	Reading has been the instructional focus of the campus for the last several years and there has not been a math curriculum in place.
3 ★	Staff are consistently struggling to meet the needs of all students and help them reach grade level expectations.	Almost half of our students require additional support to access grade level curriculum in the general education classroom, whether that be special education, Title 1, or Emergent Bilingual services (approximately 47%) and there are only 5.5 staff members allocated for this purpose.
4 ★	More students qualify for academic intervention than we are able to serve.	A large percentage of students are chronically absent (12.3%) causing learning gaps and increasing the need for additional interventions.
5 ★	Large numbers of students currently in 2nd and 3rd grade are in need of intervention in reading and math.	Cuts to intervention personnel along with an interventionist having to be moved into the classroom during the 25-26 school year have caused the number of students who could be served by interventionists to decrease significantly.
6 ★	Half of 3rd grade students scored a 0 on the extended response question (essay) on the STAAR test demonstrating a need in the area of writing-composition, revising, and editing.	ELAR classroom instruction is highly focused on the teaching of reading while the ELAR STAAR test is 33% writing TEKS.

7 ★	PLC meetings focused almost solely on intervention groups: analyzing assessment data to create them, determining appropriate intervention instruction, and monitoring progress to adjust group makeup as needed.	PLCs did not meet frequently enough to address Tier 1 instruction which impacts all students, not just those needing intervention.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

STUDENTS - LVISD believes every student should be challenged to achieve at high levels, take ownership of their learning, and actively engage in meaningful opportunities that prepare them for success in life.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

ACADEMIC GROWTH & ACHIEVEMENT - Ensure all students demonstrate continuous academic growth through rigorous, aligned, and engaging learning experiences that require critical thinking, problem-solving, and high levels of accountability.

Evaluation Data Source: 60% of PK students will meet the expected amount of growth on their ELAR Student Learning Outcome.
67% of K-2 students will make an expected amount of growth across the year as measured by NWEA Math Map Growth and 70% of K-2 students will make an expected amount of growth across the year as measured by NWEA Reading Map Growth. (This is measured by percentiles with 50% being considered average.)
75% of 3rd grade students will meet a minimum of the approaches level on the 3rd grade STAAR Reading and Mathematics test.

Strategy 1

Flexible grouping will be utilized during RtI time in order to best meet the needs of all students in grades K-3.

Strategy's Expected Result/Impact: Flexible grouping supports accelerated learning and addresses foundational skill needs simultaneously. It also increases student engagement and allows teachers to plan deeply for one specific lesson. More students will spend more time on individualized instruction. Using flexible grouping will allow for accelerated learning among students who are displaying gaps in their academic foundation while also providing specific enrichment opportunities for students who show a higher level of academic mastery.

Staff Responsible for Monitoring: Principal, Assistant Principal, Reading and Math Interventionists, Instructional Leads

Problem Statements: Demographics 1 - Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

December	February	April	July

Strategy 2

Utilize Title 1 Reading Interventionists to provide Tier 3 reading interventions for students in K-3 who qualify for services based on local criteria.

Strategy's Expected Result/Impact: Students qualifying for Title 1 Reading will receive 30 minutes of targeted reading intervention four days per week. Their growth will be monitored and tracked during Tier 3 meetings each semester. This support will enable students to close their academic gaps in reading and/or be identified as needing additional services.

Staff Responsible for Monitoring: Principal, Assistant Principal, Reading and Math Interventionists

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Strategy 3

The B.A.T.S. writing strategy for reading response will be used campus-wide. (B- Borrow words from the question, A- Answer the question, T- Text evidence from the reading, S- Support how the text evidence connects to your answer)

Strategy's Expected Result/Impact: Student scores on the Short Constructed Response questions on the 3rd grade ELAR STAAR will increase.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leads

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 4

2nd and 3rd grade teachers will implement Teach Big writing strategies as the basis of their instruction for extended writing assignments.

Strategy's Expected Result/Impact: Student scores on the Extended Constructed Response questions on the 3rd grade ELAR STAAR will increase with the percentage of students scoring a zero decreasing from 43% to no more than 25% and the average ECR score increasing form a 2.3 to a 3.5.

Staff Responsible for Monitoring: Principal, Assistant Principal, 2nd & 3rd Grade Instructional Leads

Problem Statements: Student Learning 3

Funding Sources: Teach Big Writing Resources PIC 24 - Accelerated Education, $5,000

Title I: 2.5.1

Formative Reviews

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Strategy 5

Implement the Amplify Desmos Math adoption with fidelity across all K-3 classrooms.

Strategy's Expected Result/Impact: The percentage of K-2 students scoring on or above level on the EOY NWEA MAP Math Growth assessment will increase from the 25-26 school year.
The percentage of 3rd grade students scoring a minimum of approaches on the 3rd grade STAAR Math test will increase to 75%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Instructional Leads

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 6

Each grade level PK-3 will implement a math fluency club called the Order of the Golden Oar that students can gain entrance to by demonstrating fluency on grade level math skills.

Strategy's Expected Result/Impact: The percentage of students in each grade level who are fluent (accurate, efficient, and flexible) with their basic math skills will increase contributing to higher overall math skills and an increase in Math STAAR scores and EOY Math MAP scores.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leads

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 7

Utilize Title 1 Math Interventionists to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria and purchase additional resources to provide effective intervention.

Strategy's Expected Result/Impact: Students qualifying for Title 1 Math services will receive 30 minutes of targeted math
intervention four days per week. Their growth will be monitored and tracked during Tier 3 meetings every semester. This support will enable students to close their academic gaps in math and/or be identified as needing additional services.

Staff Responsible for Monitoring: Principal, Assistant Principal, Math Interventionists

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	February	April	July

Strategy 8

IXL will be purchased for 2nd and 3rd grade at-risk students in order to create personalized learning plans to support students' individual needs as evidenced by MAP data.

Strategy's Expected Result/Impact: Student mastery of individual Math and ELAR TEKS will increase as shown by increasing MOY and EOY MAP and STAAR scores.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 9

Sirius STAAR Math and ELA preparation and practice materials will be purchased for 3rd grade students in order to target students' individual needs as evidenced by common assessment data.

Strategy's Expected Result/Impact: These materials will enhance flexible grouping teaching and ensure that all groups are working to the required rigor of the STAAR test. Student mastery of individual Math and ELAR TEKS will improve as shown by increased STAAR scores.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd grade teachers

Problem Statements: Student Learning 2

Funding Sources: Sirius STAAR Math and ELA preparation and practice materials Fund 199 - General Fund, 199-11-6399-00-101-7-24-0-00, $6,125

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 10

Co-teach training from Region 13 will be presented to special education (resource teachers and aides) and 3rd grade teaching staff in order to develop a pilot co-teach model.

Strategy's Expected Result/Impact: The increased collaboration inherent in a co-teach model will close the gap between the skills our students in special education are displaying and the skills that they need to be successful with grade level material, to include STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Resource Team, 3rd Grade Team, Special Education Director

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.3

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Staff are consistently struggling to meet the needs of all students and help them reach grade level expectations.	Almost half of our students require additional support to access grade level curriculum in the general education classroom, whether that be special education, Title 1, or Emergent Bilingual services (approximately 47%) and there are only 5.5 staff members allocated for this purpose.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A number of students have basic math skills below their enrolled grade level.	Reading has been the instructional focus of the campus for the last several years and there has not been a math curriculum in place.
2	Large numbers of students currently in 2nd and 3rd grade are in need of intervention in reading and math.	Cuts to intervention personnel along with an interventionist having to be moved into the classroom during the 25-26 school year have caused the number of students who could be served by interventionists to decrease significantly.
3	Half of 3rd grade students scored a 0 on the extended response question (essay) on the STAAR test demonstrating a need in the area of writing- composition, revising, and editing.	ELAR classroom instruction is highly focused on the teaching of reading while the ELAR STAAR test is 33% writing TEKS.

Performance Objective 2

STUDENT OWNERSHIP & ACCOUNTABILITY - Develop students who demonstrate responsibility, resilience, and accountability for their learning, behavior, and personal growth.

Evaluation Data Source: On a year-end survey, at least 70% of students will report that they can directly impact their academic success through their actions.

Strategy 1

Staff and students will participate in individual goal setting practices. This will include making a public goal, determining action steps to accomplish this goal, being accountable for completing these action steps, and celebrating when this goal is reached.

Strategy's Expected Result/Impact: Student motivation and agency will be increased as they understand the impact that their actions have on their learning outcomes. Students will begin to take steps to enhance their own learning versus depending on the teacher for all learning improvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers

Title I: 2.5.1

Formative Reviews

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Goal 2

STAFF - LVISD believes exceptional educators are the foundation of student success and must be supported, developed, and empowered to deliver high-quality learning experiences.

Performance Objective 1

PROFESSIONAL GROWTH & CAPACITY - Build educator capacity to deliver high-quality, rigorous instruction, and develop students who are engaged, accountable, and future-ready.

Evaluation Data Source: Individual educator T-TESS scores will show improvement from the previous year or from the beginning of the current year to the end (if they are a new teacher to the campus).

Strategy 1

Weekly instructional monitoring meetings will be held in order to discuss the overall state of instruction on the campus and determine instructional priorities for walkthroughs, PLCs, and coaching support for the following week. These meetings will also inform PD needs.

Strategy's Expected Result/Impact: Areas of focus will show improvement in followup instructional monitoring meetings.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	February	April	July

Strategy 2

A minimum of 3 walkthroughs per week will be conducted by each administrator with followup coaching support based on the book Get Better Faster, when appropriate.

Strategy's Expected Result/Impact: Classroom walkthroughs will show evidence of prior coaching support and increased evaluation ratings as a result.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

December	February	April	July

Strategy 3

PLCs will be held weekly with each grade level to include PreK.

Strategy's Expected Result/Impact: Tier 1 instruction will improve as evidenced by grade level performance on math and reading common assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leads

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	PLC meetings focused almost solely on intervention groups: analyzing assessment data to create them, determining appropriate intervention instruction, and monitoring progress to adjust group makeup as needed.	PLCs did not meet frequently enough to address Tier 1 instruction which impacts all students, not just those needing intervention.

Goal 3

STAKEHOLDERS - LVISD believes strong relationships, clear communication, and meaningful partnerships are essential to building trust and ensuring the success of our students and schools.

Performance Objective 1

COMMUNITY PARTNERSHIPS - Strengthen partnerships to support students.

Evaluation Data Source: End of year survey information will show that community members value their time with students and intend to continue their partnerships.

Strategy 1

Existing partnerships will be continued and strengthened by eliciting feedback and input from partnering organizations and new partnerships will be explored.

Strategy's Expected Result/Impact: Students will have access to a variety of role models and mentors in the form of WatchDOGS, Education Connection, Early Bird Readers, Project Mentor, PALS, Garden Club, etc.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Counselor, Angie Lofton (Garden Coordinator)

Problem Statements: Demographics 1

Title I: 2.5.2

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Staff are consistently struggling to meet the needs of all students and help them reach grade level expectations.	Almost half of our students require additional support to access grade level curriculum in the general education classroom, whether that be special education, Title 1, or Emergent Bilingual services (approximately 47%) and there are only 5.5 staff members allocated for this purpose.

Goal 4

STEWARDSHIP - LVISD believes responsible stewardship of resources, systems, and facilities is essential to sustaining a high-performing and future-ready school district.

Performance Objective 1

☑ **High Priority**

FINANCIAL STEWARDSHIP & SUSTAINABILITY- Ensure responsible financial planning and resource allocation aligned to district priorities.

Evaluation Data Source: Campus attendance will be at least 96% to ensure optimal campus funding.

Strategy 1

After-school attendance makeup sessions will be conducted after each nine weeks grading period for students who have dropped below 90% attendance.

Strategy's Expected Result/Impact: Discretionary absences in subsequent nine week periods will decline.

Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: Pay for After-school Teacher PIC 24 - Accelerated Education, $1,600

Title I: 2.5.2

Formative Reviews

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Strategy 2

Attendance incentives will be utilized to encourage attendance to include grade level field trips, brag tags, class prizes, etc.

Strategy's Expected Result/Impact: Attendance percentages will be higher during days/time periods when incentives are in place as measured by daily attendance percentages.

Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar

Problem Statements: Perceptions 1

Funding Sources: Attendance Incentives Fund 461 - Campus Activity Funds,

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	More students qualify for academic intervention than we are able to serve.	A large percentage of students are chronically absent (12.3%) causing learning gaps and increasing the need for additional interventions.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	12% of the campus population missed in excess of 10% of the school days in the 25-26 school year.	Many parents view school as optional and do not realize what their children are missing and the impact consistent absences can have on their education.

Goal 5

SAFETY - LVISD believes safe and secure environments are paramount and are achieved through proactive planning, strong-systems, and shared responsibility.

Performance Objective 1

EMERGENCY PREPAREDNESS & RESPONSE - Ensure readiness for emergencies.

Evaluation Data Source: All required emergency drills for the year will be completed successfully.

Strategy 1

A drill debriefing will be held with the principal, assistant principal, and school resource officer after each emergency drill to discuss strengths, areas that need to be addressed, and suggestions from the SRO that can be implemented.

Strategy's Expected Result/Impact: Emergency drill data will show the number of irregularities during drills decrease across the year with each type of drill.

Staff Responsible for Monitoring: Principal, Assistant Principal, School Resource Officer

Formative Reviews

December	February	April	July

Funding Summary

Funding Summary

Fund 199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Sirius STAAR Math and ELA preparation and practice materials	199-11-6399-00-101-7-24-0-00	$6,125.00
				Sub-Total	$6,125.00

PIC 24 - Accelerated Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teach Big Writing Resources	--	$5,000.00
4	1	1	Pay for After-school Teacher	--	$1,600.00
				Sub-Total	$6,600.00

Fund 461 - Campus Activity Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Attendance Incentives	--	$0.00
				Sub-Total	$0.00

Lago Vista Independent School District

Lago Vista Intermediate School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

Lago Vista Intermediate School will educate, inspire, and empower every student to think critically. We will foster a love of learning, provide an exceptional education, and promote the core values of honesty, integrity, perseverance, and compassion for others.

Vision

Lago Vista Intermediate School strives to create high levels of learning in a welcoming, collaborative environment that nurtures student's success.

Value Statement

In LVISD, We Believe:

- **Our Students** are future leaders, contributors, and lifelong learners, who we empower by providing meaningful opportunities, a culture of belonging, and the support they need to succeed.
- **Our Parents and Families** are engaged partners and contributors who work alongside our educators to uphold high expectations and reinforce the habits and values that support student growth and success.
- **Our Faculty and Staff** are essential to student success and their integrity, mutual respect, high expectations, and commitment to professional growth ensures every student thrives.
- **Our Principals and Campus Leaders** are grounded in student success and serve as role models for integrity and excellence as they build a positive culture, develop others, and ensure high expectations for all.
- **Our Superintendent and Central Office Staff** are inspiring and visionary leaders who hold themselves and others accountable, provide support, and champion excellence while upholding the highest standards of transparency, accessibility, and stewardship.
- **Our Board of Trustees** provides visionary governance and responsible stewardship across all aspects of the school experience while representing community values, remaining responsive to stakeholder needs, and maintaining an unwavering commitment to the Viking Family.

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Comprehensive Needs Assessment

Demographics

Summary

Lago Vista Intermediate School serves approximately 250 students in fourth and fifth grades who reside in Lago Vista, Point Venture, and portions of Jonestown. The student population is approximately 57% White, 31% Hispanic, 8% multiracial, 2% Asian or Pacific Islander, 1% African American, and less than 1% American Indian or Pacific Islander. Currently, 28% of students are identified as economically disadvantaged, 28% of students receive special education services, 17% receive dyslexia services, 10% receive gifted and talented services, and 8% are identified as emerging bilingual students.

Lago Vista Intermediate School is staffed by six fourth-grade general education teachers and six fifth-grade general education teachers. Additional instructional and student support staff include four special education teachers, one intervention specialist, four paraprofessionals, one health aide, one registrar/attendance clerk, one student support coordinator, and one principal. The campus also receives support from several shared and part-time staff members, including a gifted and talented teacher shared with the elementary campus, a part-time ESL teacher shared with the elementary campus, and a dyslexia teacher shared among the elementary, intermediate, and middle school campuses. Fine arts, library, and physical education services are provided by a half-time art teacher, half-time music teacher, half-time librarian, half-time physical education teacher, and half-time physical education assistant.

Strengths

Lago Vista Intermediate School is proud to serve a diverse population of students and is fortunate to have strong support from our families and community. We are committed to creating a positive, inclusive school culture where every student feels safe, valued, supported, and connected to their school community.

A key component of this commitment is our daily Morning Meeting, which provides consistent opportunities to build relationships, strengthen classroom communities, and support students' social and emotional development. Through strong relationships and supportive learning environments, LVIS fosters a sense of belonging and provides a strong foundation for academic and personal success.

Our campus is also committed to meeting the diverse academic and individual needs of all students. LVIS provides a variety of specialized instructional services, including special education, dyslexia, emergent bilingual, gifted and talented, and academic intervention programs. Teachers and specialized instructional staff collaborate to provide differentiated instruction, targeted interventions, and enrichment opportunities to support individual student needs. Our dedicated 45-minute Viking Time intervention and enrichment block provides additional opportunities for students to receive academic support and experience success.

Through strong family partnerships, dedicated staff, and a commitment to meeting the needs of every learner, Lago Vista Intermediate School strives to ensure that all students have the resources, opportunities, and support necessary to grow and succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.
2 ★	With 28% of students receiving special education services, Lago Vista Intermediate School has a significant population of students requiring individualized instruction, accommodations, and specialized academic support.	A need for continued collaboration between general education and special education teachers, additional professional development in differentiated instruction, and effective allocation of resources to meet the diverse learning needs of students.
3 ★	With 17% of students receiving dyslexia services and 8% identified as emergent bilingual students, the campus relies on specialized instructional staff who are shared across multiple campuses, creating potential challenges in scheduling and providing consistent support.	Shared staffing arrangements limit scheduling flexibility and require additional coordination to ensure students receive timely, consistent instructional services

★ = Priority

Student Achievement

Summary

Lago Vista Intermediate School is committed to continuous academic growth and student achievement through high-quality instruction, targeted interventions, and data-driven decision-making. The following STAAR assessment data highlights student performance in reading, mathematics, and science, identifying areas of strength and opportunities for continued growth

	Grade	Appr. 2026	Appr. 2025	Appr. 2024	Meets 2026	Meets 2025	Meets 2024	Master 2026	Master 2025	Master 2024	Total 2026	Total 2025	Total 2024
LVIS STAAR Reading	4th	28%	36%	39%	40%	33%	24%	11%	16%	21%	78%	85%	84%
LVIS STAAR Reading	5th	14%	19%	24%	28%	31%	24%	42%	27%	37%	84%	77%	85%

Subject - Intermediate	Grade	Appr. 2026	Approaching 2025	Approaching 2024	Meets 2026	Meets 2025	Meets 2024	Masters 2026	Masters 2025	Masters 2024	Total 2026	Total 2025	Total 2024
LVIS STAAR Math	4th	18%	26%	26%	24%	27%	19%	22%	20%	10%	64%	73%	55%
LVIS STAAR Math	5th	26%	28%	32%	29%	25%	25%	21%	12%	16%	76%	65%	73%

Subject - Intermediate	Grade	Appr.2026	Appr 2025	Appr 2024	Meets 2026	Meets 2025	Meets 2024	Master 2026	Masters 2025	Masters 2024	Total 2026	Total 2025	Total 2024
LVIS STAAR Science	5th	33%	43%	31%	27%	11%	13%	13%	2%	8%	74%	54%	52%

Strengths

Math

- 5th Grade Math had strong growth in 2026. The total passing rate increased from 65% in 2025 to 76% in 2026, an 11 percentage-point increase.
- Growth was especially evident at the higher performance levels. Meets increased from 25% to 29%, while Masters increased from 12% to 21%. This demonstrates that more students are not only meeting grade-level expectations but are also achieving at the highest performance level.

Reading

- 5th Grade Reading continues to be a campus strength, with the total passing rate increasing from 77% in 2025 to 84% in 2026.
- Masters performance in 5th Grade Reading showed significant growth, increasing from 27% to 42%. With more than 4 out of 10 students reaching Masters, this is a significant area of strength for the campus.

- Reading continues to demonstrate strong overall proficiency, with 78% of 4th-grade students and 84% of 5th-grade students meeting at least the Approaches standard.

Science

- 5th Grade Science demonstrated significant growth and is a campus strength. The total passing rate increased from 54% in 2025 to 74% in 2026, representing a 20 percentage-point increase in one year.
- Science had significant gains in the higher achievement levels. Meets increased from 11% to 27%, Masters increased from 2% to 13%.

Campus Strength

- 5th-grade academic achievement is a campus strength. STAAR performance increased from 2025 to 2026 in every tested 5th-grade content area: Reading increased 7 points, Math increased 11 points, and Science increased 20 points.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Student achievement in mathematics remains below the campus goal of 80% Approaches Grade Level or above, with 64% of fourth-grade students and 76% of fifth-grade students meeting this standard on the 2026 STAAR Math assessment.	A need for more consistent implementation of differentiated math instruction, targeted small-group interventions, and opportunities for students to develop mathematical reasoning and problem-solving skills.
2 ★	Fourth-grade STAAR Math performance declined from 73% Approaches Grade Level or above in 2025 to 64% in 2026, representing a nine-percentage-point decrease.	Gaps in foundational math skills, combined with a need for stronger vertical alignment, early identification of learning gaps, and targeted intervention to support grade-level readiness.
3 ★	Fourth-grade STAAR Reading Language Arts performance declined from 85% Approaches Grade Level or above in 2025 to 78% in 2026, representing a seven-percentage-point decrease.	There is a need for continued emphasis on reading comprehension, vocabulary development, and direct instruction in writing through differentiated instruction and targeted small-group support.
4 ★	STAAR achievement varies across grade levels and content areas. While fifth-grade students demonstrated growth in reading, mathematics, and science, fourth-grade students experienced declines in both reading and mathematics.	There is a need for stronger vertical alignment, consistent instructional practices, and collaborative analysis of student performance data to identify and address learning gaps across grade levels.
5 ★	Although many students achieve Approaches Grade Level on STAAR assessments, fewer students demonstrate proficiency at the Meets and Masters Grade Level standards, particularly in mathematics.	There is a need for increased opportunities for rigorous, higher-order thinking tasks, differentiated enrichment, and instruction that challenges students to apply and extend their learning beyond foundational skills.

★ = Priority

School Culture and Climate

Summary

Lago Vista Intermediate School is committed to creating a positive school culture that is safe, nurturing, welcoming, and supportive of all students. We strive to provide an environment where every student feels valued, respected, connected, and encouraged to take academic risks. We believe that strong relationships, high expectations, and a positive school climate are essential to supporting students' academic, social, and emotional growth.

At LVIS, we intentionally build a sense of belonging and school pride through daily morning meetings, positive behavior expectations, student recognition programs, and school-wide celebrations. Our campus follows the expectations of being Safe, Respectful, and Responsible, which help establish a consistent and supportive learning environment. Students are recognized for their academic effort, growth, achievement, kindness, and positive character through monthly Super Star and Super Citizen awards, classroom celebrations, attendance incentives, and other school-wide activities.

Our teachers and staff work collaboratively to build meaningful relationships with students and families while maintaining a positive learning environment where students feel supported and motivated to succeed. Through our shared commitment to student success and our belief that "We All ROW," we continue to foster a school community where every child feels connected, celebrated, and empowered to reach their full potential.

Strengths

At Lago Vista Intermediate School, teachers, staff, and campus leadership work collaboratively to establish shared values and beliefs centered on student learning, growth, and well-being. We strive to create a positive, welcoming, and supportive school culture where students are at the heart of every decision. We believe that strong relationships are the foundation of student success. When students feel safe, valued, supported, and connected to their school community, they are more confident, engaged, and willing to take academic risks.

Our school culture and climate strengths include:

- Super Star and Super Citizen Awards – Monthly recognition celebrating students who demonstrate academic effort, growth, achievement, kindness, compassion, and positive citizenship.
- Daily Birthday Recognition – Student birthdays are celebrated during morning announcements, helping every child feel special, recognized, and valued.
- Daily Morning Meetings – Homeroom classes begin each day with opportunities to build relationships, strengthen classroom community, develop social-emotional skills, and create a positive start to the school day.
- Viking Huddle – Weekly school-wide gatherings on Monday mornings bring students and staff together to celebrate accomplishments, recognize students, reinforce campus expectations, and build school spirit.
- Family Engagement Events – Events such as Family Literacy Night, STEAM Night, Meet the Teacher, and other campus activities provide opportunities to strengthen relationships and partnerships among students, families, and staff.
- Common Teacher Planning Time – Grade-level teams have dedicated time to collaborate, share instructional practices, plan engaging lessons, and address student needs.
- Professional Learning Communities (PLCs) – Collaborative meetings provide opportunities for teachers to analyze student achievement data, discuss instructional strategies, identify student needs, and plan targeted support.
- Room Parents and Parent Volunteers – Each classroom benefits from parent volunteers who support classroom activities, assist teachers, and strengthen the partnership between home and school.
- Positive and Welcoming Campus Environment – Classrooms are organized, engaging, and student-centered. Teachers intentionally create supportive learning environments that encourage positive relationships, student participation, and academic success.
- Positive Behavior Expectations – Campus-wide expectations of being Safe, Respectful, and Responsible promote positive behavior, consistency, and a respectful learning environment.
- Attendance Recognition and Incentives – Classroom attendance challenges and school-wide incentives encourage regular attendance, build

classroom teamwork, and celebrate students for showing up ready to learn.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	An increasing number of students require additional social-emotional and behavioral support to successfully navigate academic expectations, peer relationships, and daily school routines.	There is a need for continued development of student support systems, consistent social-emotional learning practices, morning meeting, and collaboration between teachers, families, and student support staff.
2 ★	Consistent implementation of schoolwide behavioral expectations and routines across classrooms and common areas remains an area for continued improvement.	There is a need for ongoing reinforcement of school-wide campus routines, procedures, and expectations.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Lago Vista Intermediate School is committed to recruiting, developing, and retaining highly qualified teachers and staff who are dedicated to student success. Campus leadership strives to create a positive, collaborative, and supportive working environment where teachers feel valued, empowered, and encouraged to grow professionally.

LVIS utilizes the T-TESS appraisal system to support teacher growth and continuous improvement. The campus principal conducts regular classroom walkthroughs and formal observations, providing timely, meaningful feedback aligned with the T-TESS framework. Teachers collaborate with the principal to establish professional growth goals and Student Learning Objectives (SLOs). Throughout the year, ongoing conversations, coaching, and feedback provide opportunities for teachers to reflect on their instructional practices, celebrate successes, and identify areas for professional growth.

Teachers are provided opportunities to participate in professional development throughout the school year based on campus priorities, instructional needs, and student achievement data. Collaboration is a priority at LVIS, with both grade levels having dedicated common planning time and Professional Learning Communities (PLCs) to analyze student data, share instructional strategies, plan TEKS-aligned lessons, and make informed instructional decisions. Teachers are empowered to make instructional decisions while collaborating with their teams to provide high-quality instruction that meets the needs of all students.

LVIS values teacher voice and collaboration in campus decision-making. Teachers and staff are actively involved in the hiring process, helping ensure new team members are a strong fit for the campus culture and instructional expectations. Campus leadership remains committed to supporting teachers through open communication, professional learning opportunities, and a positive school culture that promotes teamwork, professional growth, and staff retention.

Strengths

Lago Vista Intermediate School is supported by a dedicated team of teachers, instructional specialists, paraprofessionals, and support staff who work collaboratively to meet the academic, social, and emotional needs of our students. Our campus values teamwork, professional growth, and a positive working environment where staff members feel supported, appreciated, and empowered to make instructional decisions that positively impact student achievement.

Our campus strengths include:

- Professional Learning Communities (PLCs) – Regular grade-level PLC meetings provide opportunities for teachers to analyze student achievement data, collaborate on instructional strategies, monitor student progress, and plan targeted interventions.
- Dedicated Common Planning Time – Grade-level and content-area teams have a weekly uninterrupted planning time during the school day to collaborate, develop TEKS-aligned lessons, and make instructional decisions.
- Ongoing Instructional Feedback and Coaching – The campus principal conducts regular classroom walkthroughs and observations, providing timely, meaningful feedback aligned with T-TESS to support teacher growth.
- Professional Development Opportunities – Teachers participate in professional learning opportunities aligned with campus instructional priorities, student needs, and individual professional growth goals.
- Teacher Collaboration and Shared Leadership – Teachers have opportunities to contribute to campus decisions, participate in the hiring process, and share effective instructional practices with colleagues.
- Support for New Teachers – Campus leadership and grade-level teams provide guidance, instructional resources, collaboration, and ongoing support to help new teachers transition successfully into their roles.
- Full-Time Intervention Specialist – A dedicated intervention specialist collaborates with classroom teachers to provide targeted academic interventions and support student learning needs.
- Specialized Instructional Support – Special education, dyslexia, gifted and talented, and ESL staff provide specialized services and collaborate with classroom teachers to meet diverse student needs.

- School Counseling Services – A campus counselor supports students' social-emotional development, provides guidance, and collaborates with teachers and families to address student needs.
- Positive and Supportive Staff Culture – Campus leadership promotes open communication, teamwork, staff recognition, and a welcoming environment that encourages professional growth and staff retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1 ★	An increasing number of new to profession teachers requires additional instructional support, mentoring, and professional development to ensure consistent, high-quality instruction.	There is a need for a more structured and consistent mentoring and coaching process that provides ongoing instructional support throughout the school year.
2 ★	The increasing academic, behavioral, and specialized learning needs of students has placed additional demands on classroom teachers and specialized instructional staff.	A need for continued professional development, collaborative planning, and specialized instructional support to equip teachers with the skills and resources necessary to meet the diverse needs of our students.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Lago Vista Intermediate School is committed to providing high-quality, rigorous, and engaging instruction that meets the academic needs of all students. Our curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS) and supported by district-adopted instructional resources. Teachers work collaboratively within their grade-level and content-area teams to plan meaningful learning experiences that promote critical thinking, problem-solving, and student achievement.

At LVIS, we recognize that effective instruction must be responsive to the individual needs of students. Teachers utilize whole-group instruction, differentiated small-group instruction, guided reading, and targeted interventions to support student learning. Our daily 45-minute Viking Time intervention and enrichment block provides additional opportunities to address learning gaps, reinforce essential skills, and extend learning for students who have demonstrated mastery. A strong emphasis is placed on developing mathematical reasoning, strengthening reading and writing skills, and encouraging students to take ownership of their learning.

Assessment and data-driven decision-making are essential components of our instructional practices. Teachers utilize common unit assessments, STAAR Interim assessments, and classroom mastery checks to monitor student progress, identify areas of need, and adjust instruction. Through Professional Learning Communities (PLCs), teachers collaboratively analyze student achievement data, identify instructional trends, plan targeted interventions, and monitor student growth throughout the year.

Campus leadership supports continuous instructional improvement through classroom walkthroughs, meaningful feedback, coaching, and professional development aligned with campus goals and student achievement data. LVIS continues to prioritize strong Tier 1 instruction, effective small-group instruction, and consistent assessment practices to ensure all students have opportunities to grow academically and reach their full potential.

Strengths

Lago Vista Intermediate School is committed to providing high-quality, engaging, and rigorous instruction that meets the diverse learning needs of our students. Teachers utilize district-adopted curriculum resources aligned with the Texas Essential Knowledge and Skills (TEKS) to plan meaningful learning experiences. Collaboration, data-driven instruction, and targeted academic support are important components of our instructional practices. Through common planning time, Professional Learning Communities (PLCs), and ongoing assessment, teachers work together to identify student needs, adjust instruction, and support academic growth.

Our curriculum, instruction, and assessment strengths include:

- Collaborative Planning Time – Grade-level and content-area teams have dedicated planning time during the school day to develop lessons, share instructional strategies, and address student learning needs.
- Professional Learning Communities (PLCs) – Regular PLC meetings provide opportunities for teachers to analyze student achievement data, identify learning gaps, and plan instructional next steps.
- Data-Driven Instruction – Teachers utilize STAAR Interim assessments, common assessments, and classroom assessments to monitor student progress and make informed instructional decisions.
- Daily Viking Time Intervention and Enrichment – A dedicated 45-minute daily block provides opportunities for targeted math interventions, small-group instruction, and enrichment based on student needs.
- Small-Group Instruction – Teachers utilize guided reading, differentiated math instruction, and flexible grouping to provide targeted support and address individual learning needs.
- Reading and Writing Instruction – Teachers utilize district-adopted instructional resources to strengthen reading comprehension, vocabulary, written responses, and literacy development.
- Focus on Mathematical Thinking – Teachers incorporate mathematical discussions, problem-solving activities, and

instructional strategies that encourage students to explain their reasoning and develop a deeper understanding of mathematical concepts.

- Instructional Leadership and Feedback – Campus leadership conducts regular classroom walkthroughs, provides timely feedback, and supports professional development aligned with instructional priorities.
- Student Intervention Support – A full-time intervention specialist collaborates with classroom teachers to provide additional academic support for students who need targeted instruction in math or reading.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	Incoming 4th-grade students demonstrate gaps in foundational mathematics skills. On the 2026 3rd Grade STAAR Math assessment, only 55% of students achieved Approaches Grade Level or higher, with just 36% achieving Meets or Masters Grade Level. This indicates that a significant percentage of students are entering 4th grade without demonstrating grade-level proficiency in mathematics.	There is a need for stronger vertical alignment between 3rd and 4th grade teams and targeted mathematics intervention to support students as they transition into 4th grade.
2 ★	Students have inconsistent opportunities to monitor their academic progress, set learning goals, and reflect on their individual growth.	A need for consistent campus-wide practices and teacher professional development focused on student goal-setting, progress monitoring, and student ownership of learning.
3 ★	Students demonstrate varying levels of proficiency in written responses, including organizing ideas, supporting responses with text evidence, and communicating their thinking effectively.	A need for greater consistency in explicit writing instruction, common expectations for written responses, and opportunities for students to practice and receive feedback on writing across content areas.

★ = Priority

Family and Community Engagement

Summary

At Lago Vista Intermediate School, we believe that strong partnerships between our school, families, and community are essential to student success. We recognize the important role that family and community involvement plays in supporting students' academic achievement, social-emotional growth, and overall well-being. We are fortunate to have a supportive community and dedicated families who volunteer their time, talents, and actively contribute to our school.

LVIS is committed to creating a welcoming environment where families feel valued, informed, and connected to their child's education. Throughout the year, we provide opportunities for families to engage in school activities, including Meet the Teacher, Family Literacy Night, STEAM Night, parent-teacher conferences, classroom celebrations, and other campus events. Regular communication through weekly newsletters, teacher updates, and campus announcements helps keep families informed and involved in their child's learning.

We value the relationships we have built with our families and community members and recognize that their involvement strengthens our school culture. By continuing to encourage open communication, meaningful family engagement, and community partnerships, we strive to create a supportive school community where every student feels supported, encouraged, and successful!

Strengths

Lago Vista Intermediate School is fortunate to have a supportive and involved school community. Our families consistently demonstrate their commitment to student success through active participation in school events, volunteering, and maintaining strong relationships with teachers and staff. We believe that family and community involvement is one of our greatest strengths and plays an important role in creating a positive school culture where students feel supported, valued, and encouraged to succeed.

LVIS continues to have strong family participation at events such as Meet the Teacher Night, Parent-Teacher Conferences, Family Literacy Night, Math and Science Night, Field Day, classroom celebrations, campus fun run, and other school-wide activities. These opportunities bring families and staff together. Our parents and community members volunteer their time and resources to support our students and teachers.

Our family and community engagement strengths include:

- Strong Family Participation – Families actively participate in school-wide events, classroom celebrations, field trips, and activities that support student learning and build school community.
- Family Engagement Events – Meet the Teacher, Family Literacy Night, Math and Science Night, Parent-Teacher Conferences, and Field Day provide meaningful opportunities for families to connect with teachers, celebrate student learning, and strengthen school-home relationships.
- Room Parents and Classroom Volunteers – Parent volunteers support classroom activities, special events, and field trips that teacher needs throughout the school year.
- Consistent School-to-Home Communication – Weekly campus and classroom newsletters and school announcements keep families informed about upcoming events, academic expectations, and campus activities.
- Parent-Teacher Partnerships – Teachers maintain open communication with families regarding student progress, academic strengths, areas for growth, and ways to support learning at home.
- Community Support and Involvement – Local businesses, organizations, and community members contribute their time, resources, and support to enhance student experiences and campus activities.
- Celebrating Student Success – Monthly student recognition, awards assemblies, and school-wide celebrations provide opportunities to recognize student achievement, character, and growth while strengthening family connections.

Family and community involvement continues to be an important part of the culture at Lago Vista Intermediate School.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1 ★	Family participation in school activities varies due to differences in work schedules, transportation, and other family commitments, which may limit opportunities for some families to engage in campus events.	A need for more flexible engagement opportunities and alternative ways for families to participate in school activities and support their children's education.
2 ★	Families may have limited understanding of grade-level academic expectations, STAAR performance levels, and the specific skills students need to demonstrate proficiency in reading and mathematics	A need for more consistent opportunities to share student achievement data, explain academic expectations, and provide families with strategies to support learning at home.
3 ★	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.

★ = Priority

School Organization

Summary

Lago Vista Intermediate School is committed to providing a safe, organized, and supportive learning environment where students and staff can thrive. Campus leadership works collaboratively with teachers and staff to establish clear expectations, effective procedures, and organizational systems that support student safety, academic achievement, and a positive school culture.

Student safety remains a top priority at LVIS. The campus follows a comprehensive safety plan that includes regularly scheduled safety drills, established emergency procedures, and ongoing communication with staff to ensure preparedness. School-wide expectations of being Safe, Respectful, and Responsible are consistently reinforced throughout the building, including classrooms, hallways, cafeteria, restrooms, gym, and other common areas.

The campus master schedule is intentionally designed to maximize instructional time while providing students with a variety of learning opportunities through a rotating specials schedule. Teachers have dedicated common planning time to collaborate with grade-level and content-area teams, develop engaging lessons, and analyze student achievement data. Regular Professional Learning Community (PLC) meetings with campus leadership provide additional opportunities to monitor student progress, identify learning needs, and plan targeted instructional support.

A daily 45-minute Viking Time intervention and enrichment block is built into the master schedule to provide students with additional academic support, small-group instruction, reteaching, and enrichment opportunities based on individual learning needs.

LVIS maintains an organized campus-wide meeting calendar established at the beginning of each school year, with designated time for faculty meetings, leadership meetings, committees, and collaborative planning. Campus leadership also participates in regular district administrative meetings to maintain alignment with district initiatives, share information, and ensure ongoing support.

Through effective scheduling, clearly established procedures, collaborative leadership, and a continued focus on safety and student achievement, Lago Vista Intermediate School strives to create an organized and supportive learning environment.

Strengths

Lago Vista Intermediate School has established organizational systems and procedures that support a safe, structured, and positive learning environment. Campus leadership works collaboratively with teachers and staff to ensure that instructional time is maximized, communication is consistent, and students receive the academic and social-emotional support they need to be successful. Clear expectations, intentional scheduling, and ongoing collaboration contribute to the effective daily operations of the campus.

Our school organization strengths include:

- Dedicated Intervention and Enrichment Block – A daily 45-minute Viking Time block is built into the master schedule for both grade levels, providing opportunities for targeted small-group instruction, reteaching, intervention, and enrichment.
- Campus Safety and Emergency Preparedness – Safety drills are scheduled throughout the school year, and established emergency procedures help ensure students and staff are prepared to respond appropriately.
- Common Teacher Planning Time – Grade-level and content-area teachers have dedicated planning time during the school day to collaborate on curriculum, instructional planning, and student data analysis.
- Professional Learning Communities (PLCs) – Regularly scheduled PLC meetings provide structured opportunities for teachers and campus leadership to analyze student achievement data, identify learning needs, and plan instructional next steps.
- Campus-Wide Calendar and Meeting Schedule – A shared campus calendar communicates school events, important deadlines, safety drills, faculty meetings, and other activities to support organization and staff communication.
- Consistent Communication – Weekly staff and parent newsletters, along with regular classroom communication, help ensure families and staff stay informed about campus activities, expectations, and upcoming events.
- School-Wide Behavior Expectations – Clearly established expectations of being Safe, Respectful, and Responsible provide consistency across classrooms and common areas, including the cafeteria, hallways, gym, and dismissal.

- Organized Master Schedule – The campus schedule is intentionally designed to maximize instructional time while providing opportunities for intervention, enrichment, specials, and teacher collaboration.
- Collaborative Campus Leadership – Regular faculty, team leader, and committee meetings provide opportunities for staff input, shared decision-making, and effective campus planning.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	The increasing number of students receiving specialized services creates additional challenges in coordinating instructional schedules, services, and resources while maximizing classroom instructional time.	A need for continued collaboration among general education teachers, special education staff, interventionists, and campus leadership to ensure services are coordinated effectively.
2 ★	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.

★ = Priority

Technology

Summary

At Lago Vista Intermediate School, we recognize the important role technology plays in preparing students for success in an ever-changing digital world. As a 1:1 iPad campus, every student has access to technology that supports learning, and provides opportunities to develop essential digital skills. Our teachers intentionally integrate technology into daily instruction to enhance student engagement, differentiate learning, and provide meaningful educational experiences.

Our district-adopted Reading Language Arts curriculum, myView, and Math curriculum, Amplify, both include digital components that support and enhance classroom instruction. In addition, all unit assessments are administered online and are designed to mirror the format and question types students encounter on the STAAR assessment. This provides students with regular opportunities to become familiar with digital testing tools, technology-enhanced questions, and online assessment.

While technology is an important instructional resource at LVIS, we believe in maintaining a balance between digital and traditional learning experiences. iPads are used purposefully to support instruction rather than replace hands-on learning, meaningful classroom discussions, collaboration, and direct teacher instruction. Teachers thoughtfully incorporate technology when it adds value to the learning experience, ensuring students have opportunities to develop both academic and digital literacy skills.

Our campus remains committed to supporting teachers in the effective integration of technology while promoting responsible digital citizenship, critical thinking, and student independence. Through purposeful technology integration, LVIS strives to create engaging learning environments that support academic growth and prepare students for future success.

Strengths

Lago Vista Intermediate School is proud to be a 1:1 technology campus, providing every student with an iPad and every teacher with a laptop and Samsung Interactive Display. This access to technology allows teachers to enhance instruction, provide differentiated learning opportunities, and prepare students with essential digital skills. Technology is intentionally integrated into classroom instruction to support student learning while maintaining a balance of hands-on activities, collaboration, and direct teacher instruction.

Our technology strengths include:

- 1:1 Technology Access – Every student has access to an iPad, and every teacher is equipped with a laptop, ensuring consistent access to digital learning resources.
- Digital Curriculum Integration – District-adopted myView Reading Language Arts and Amplify Math curricula include digital components that enhance instruction, reinforce academic skills, and provide additional learning opportunities.
- Online Assessments and STAAR Readiness – Unit assessments are administered digitally and incorporate question formats similar to those on STAAR, helping students become familiar with online testing tools and technology-enhanced question types.
- Purposeful Technology Integration – Teachers use iPads as instructional tools to enhance learning while maintaining a balance of technology, hands-on activities, small-group instruction, and meaningful classroom discussions.
- Digital Citizenship and Responsibility – Students are taught expectations for caring for their devices, practicing online safety, and using technology responsibly.
- Differentiated Instruction – Digital instructional resources provide opportunities for students to practice skills, receive additional support, and engage in learning activities based on their individual academic needs.
- Technology-Supported Assessment – Online assessments provide teachers with student performance data to identify learning gaps, monitor progress, and make informed instructional decisions.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1 ★	Students at Lago Vista Intermediate School complete online assessments and STAAR assessments using iPads. The smaller screen size can create challenges when navigating lengthy reading passages, viewing multiple sources, and solving multi-step math problems compared to traditional paper-and-pencil assessments.	A need for additional strategies and supports to help students effectively navigate digital assessments, utilize online testing tools, and demonstrate their understanding on smaller screens.
2 ★	Students demonstrate varying levels of keyboarding proficiency, which can make completing extended constructed responses and organizing written thoughts on digital assessments challenging.	A need for more consistent opportunities for students to develop keyboarding fluency and practice composing extended written responses digitally to build confidence, efficiency, and independence.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.
2	Students at Lago Vista Intermediate School complete online assessments and STAAR assessments using iPads. The smaller screen size can create challenges when navigating lengthy reading passages, viewing multiple sources, and solving multi-step math problems compared to traditional paper-and-pencil assessments.	A need for additional strategies and supports to help students effectively navigate digital assessments, utilize online testing tools, and demonstrate their understanding on smaller screens.
3	Students demonstrate varying levels of keyboarding proficiency, which can make completing extended constructed responses and organizing written thoughts on digital assessments challenging.	A need for more consistent opportunities for students to develop keyboarding fluency and practice composing extended written responses digitally to build confidence, efficiency, and independence.
4	With 28% of students receiving special education services, Lago Vista Intermediate School has a significant population of students requiring individualized instruction, accommodations, and specialized academic support.	A need for continued collaboration between general education and special education teachers, additional professional development in differentiated instruction, and effective allocation of resources to meet the diverse learning needs of students.
5	Student achievement in mathematics remains below the campus goal of 80% Approaches Grade Level or above, with 64% of fourth-grade students and 76% of fifth-grade students meeting this standard on the 2026 STAAR Math assessment.	A need for more consistent implementation of differentiated math instruction, targeted small-group interventions, and opportunities for students to develop mathematical reasoning and problem-solving skills.
6	Fourth-grade STAAR Math performance declined from 73% Approaches Grade Level or above in 2025 to 64% in 2026, representing a nine-percentage-point decrease.	Gaps in foundational math skills, combined with a need for stronger vertical alignment, early identification of learning gaps, and targeted intervention to support grade-level readiness.

7 ★	STAAR achievement varies across grade levels and content areas. While fifth-grade students demonstrated growth in reading, mathematics, and science, fourth-grade students experienced declines in both reading and mathematics.	There is a need for stronger vertical alignment, consistent instructional practices, and collaborative analysis of student performance data to identify and address learning gaps across grade levels.
8 ★	Fourth-grade STAAR Reading Language Arts performance declined from 85% Approaches Grade Level or above in 2025 to 78% in 2026, representing a seven-percentage-point decrease.	There is a need for continued emphasis on reading comprehension, vocabulary development, and direct instruction in writing through differentiated instruction and targeted small-group support.
9 ★	With 17% of students receiving dyslexia services and 8% identified as emergent bilingual students, the campus relies on specialized instructional staff who are shared across multiple campuses, creating potential challenges in scheduling and providing consistent support.	Shared staffing arrangements limit scheduling flexibility and require additional coordination to ensure students receive timely, consistent instructional services
10 ★	Although many students achieve Approaches Grade Level on STAAR assessments, fewer students demonstrate proficiency at the Meets and Masters Grade Level standards, particularly in mathematics.	There is a need for increased opportunities for rigorous, higher-order thinking tasks, differentiated enrichment, and instruction that challenges students to apply and extend their learning beyond foundational skills.
11 ★	An increasing number of students require additional social-emotional and behavioral support to successfully navigate academic expectations, peer relationships, and daily school routines.	There is a need for continued development of student support systems, consistent social-emotional learning practices, morning meeting, and collaboration between teachers, families, and student support staff.
12 ★	Consistent implementation of schoolwide behavioral expectations and routines across classrooms and common areas remains an area for continued improvement.	There is a need for ongoing reinforcement of school-wide campus routines, procedures, and expectations.

13

An increasing number of new to profession teachers requires additional instructional support, mentoring, and professional development to ensure consistent, high-quality instruction.

There is a need for a more structured and consistent mentoring and coaching process that provides ongoing instructional support throughout the school year.

14

The increasing academic, behavioral, and specialized learning needs of students has placed additional demands on classroom teachers and specialized instructional staff.

A need for continued professional development, collaborative planning, and specialized instructional support to equip teachers with the skills and resources necessary to meet the diverse needs of our students.

15

Incoming 4th-grade students demonstrate gaps in foundational mathematics skills. On the 2026 3rd Grade STAAR Math assessment, only 55% of students achieved Approaches Grade Level or higher, with just 36% achieving Meets or Masters Grade Level. This indicates that a significant percentage of students are entering 4th grade without demonstrating grade-level proficiency in mathematics.

There is a need for stronger vertical alignment between 3rd and 4th grade teams and targeted mathematics intervention to support students as they transition into 4th grade.

16

Students have inconsistent opportunities to monitor their academic progress, set learning goals, and reflect on their individual growth.

A need for consistent campus-wide practices and teacher professional development focused on student goal-setting, progress monitoring, and student ownership of learning.

17

Students demonstrate varying levels of proficiency in written responses, including organizing ideas, supporting responses with text evidence, and communicating their thinking effectively.

A need for greater consistency in explicit writing instruction, common expectations for written responses, and opportunities for students to practice and receive feedback on writing across content areas.

18

Family participation in school activities varies due to differences in work schedules, transportation, and other family commitments, which may limit opportunities for some families to engage in campus events.

A need for more flexible engagement opportunities and alternative ways for families to participate in school activities and support their children's education.

19 ★	Families may have limited understanding of grade-level academic expectations, STAAR performance levels, and the specific skills students need to demonstrate proficiency in reading and mathematics	A need for more consistent opportunities to share student achievement data, explain academic expectations, and provide families with strategies to support learning at home.
20 ★	The increasing number of students receiving specialized services creates additional challenges in coordinating instructional schedules, services, and resources while maximizing classroom instructional time.	A need for continued collaboration among general education teachers, special education staff, interventionists, and campus leadership to ensure services are coordinated effectively.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**

- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**

Goals

Goal 1

STUDENTS - LVISD believes every student should be challenged to achieve at high levels, take ownership of their learning, and actively engage in meaningful opportunities that prepare them for success in life.

Performance Objective 1 ☑ HB3 Goal

ACADEMIC GROWTH & ACHIEVEMENT - Ensure all students demonstrate continuous academic growth through rigorous, aligned, and engaging learning experiences that require critical thinking, problem-solving, and high levels of accountability.

Evaluation Data Source: Increase STAAR Scores at or above 80% at approaching in all content areas with a growth score from 69 to 80 by spring of 2027.

Strategy 1

LVIS will have weekly PLC meetings and weekly content specific planning meetings.

Strategy's Expected Result/Impact: Teachers will have a cohesive plan that addresses learning gaps and analyze student data.

Staff Responsible for Monitoring: Teachers and Principal

Problem Statements: Demographics 2 - Student Achievement 1, 2, 3, 4, 5 - Curriculum, Instruction, and Assessment 1, 3 - Technology 1, 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Teachers will plan for accelerated instruction, intervention together and develop a cohesive plan for serving students during intervention time.

Strategy's Expected Result/Impact: Teachers will work in flexible groups to address students' individual needs

Staff Responsible for Monitoring: Teachers and Admin

Problem Statements: Demographics 2, 3 - Student Achievement 1, 2, 3, 4, 5 - Staff Quality, Recruitment, and Retention 2 - School Organization 1

Funding Sources: PIC 24 - Accelerated Education, $900, 4th and 5th Grade Writing Resources PIC 24 - Accelerated Education, $9,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 3

As a campus, we will implement differentiated small-group instruction within our core curriculum blocks to address individual student needs, close learning gaps, and provide enrichment opportunities.

Strategy's Expected Result/Impact: Students will demonstrate increased academic growth and achievement as a result of targeted, differentiated instruction that addresses individual learning needs. Student progress will be reflected in improved performance on classroom assessments, district assessments, and STAAR.

Staff Responsible for Monitoring: Teachers, interventionist, and Principal

Problem Statements: Demographics 2, 3 - Student Achievement 1, 2, 3, 4, 5 - Curriculum, Instruction, and Assessment 1, 2, 3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 4

We will implement consistent opportunities for students to set academic goals, track their progress, reflect on their learning, and take responsibility for their academic growth.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership and accountability for their learning by setting academic goals and monitoring their progress towards their goal. This will lead to improved academic achievement.

Staff Responsible for Monitoring: Teacher and Principal

Problem Statements: Demographics 2, 3 - Student Achievement 1, 3, 4, 5

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 5

We will conduct regular classroom walkthroughs and provide timely, actionable feedback to support rigorous instruction, student engagement, and effective instructional practices so that all students are experiencing academic success.

Strategy's Expected Result/Impact: Teachers will demonstrate continuous improvement in instructional practices through the implementation of feedback and research-based strategies, resulting in more rigorous instruction, increased student engagement, and improved student academic achievement

Staff Responsible for Monitoring: Teacher and Principal

Problem Statements: Student Achievement 1, 2, 3, 4, 5

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	With 28% of students receiving special education services, Lago Vista Intermediate School has a significant population of students requiring individualized instruction, accommodations, and specialized academic support.	A need for continued collaboration between general education and special education teachers, additional professional development in differentiated instruction, and effective allocation of resources to meet the diverse learning needs of students.
3	With 17% of students receiving dyslexia services and 8% identified as emergent bilingual students, the campus relies on specialized instructional staff who are shared across multiple campuses, creating potential challenges in scheduling and providing consistent support.	Shared staffing arrangements limit scheduling flexibility and require additional coordination to ensure students receive timely, consistent instructional services

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics remains below the campus goal of 80% Approaches Grade Level or above, with 64% of fourth-grade students and 76% of fifth-grade students meeting this standard on the 2026 STAAR Math assessment.	A need for more consistent implementation of differentiated math instruction, targeted small-group interventions, and opportunities for students to develop mathematical reasoning and problem-solving skills.
2	Fourth-grade STAAR Math performance declined from 73% Approaches Grade Level or above in 2025 to 64% in 2026, representing a nine-percentage-point decrease.	Gaps in foundational math skills, combined with a need for stronger vertical alignment, early identification of learning gaps, and targeted intervention to support grade-level readiness.
3	Fourth-grade STAAR Reading Language Arts performance declined from 85% Approaches Grade Level or above in 2025 to 78% in 2026, representing a seven-percentage-point decrease.	There is a need for continued emphasis on reading comprehension, vocabulary development, and direct instruction in writing through differentiated instruction and targeted small-group support.
4	STAAR achievement varies across grade levels and content areas. While fifth-grade students demonstrated growth in reading, mathematics, and science, fourth-grade students experienced declines in both reading and mathematics.	There is a need for stronger vertical alignment, consistent instructional practices, and collaborative analysis of student performance data to identify and address learning gaps across grade levels.
5	Although many students achieve Approaches Grade Level on STAAR assessments, fewer students demonstrate proficiency at the Meets and Masters Grade Level standards, particularly in mathematics.	There is a need for increased opportunities for rigorous, higher-order thinking tasks, differentiated enrichment, and instruction that challenges students to apply and extend their learning beyond foundational skills.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
2	The increasing academic, behavioral, and specialized learning needs of students has placed additional demands on classroom teachers and specialized instructional staff.	A need for continued professional development, collaborative planning, and specialized instructional support to equip teachers with the skills and resources necessary to meet the diverse needs of our students.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Incoming 4th-grade students demonstrate gaps in foundational mathematics skills. On the 2026 3rd Grade STAAR Math assessment, only 55% of students achieved Approaches Grade Level or higher, with just 36% achieving Meets or Masters Grade Level. This indicates that a significant percentage of students are entering 4th grade without demonstrating grade-level proficiency in mathematics.	There is a need for stronger vertical alignment between 3rd and 4th grade teams and targeted mathematics intervention to support students as they transition into 4th grade.
2	Students have inconsistent opportunities to monitor their academic progress, set learning goals, and reflect on their individual growth.	A need for consistent campus-wide practices and teacher professional development focused on student goal-setting, progress monitoring, and student ownership of learning.
3	Students demonstrate varying levels of proficiency in written responses, including organizing ideas, supporting responses with text evidence, and communicating their thinking effectively.	A need for greater consistency in explicit writing instruction, common expectations for written responses, and opportunities for students to practice and receive feedback on writing across content areas.

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	The increasing number of students receiving specialized services creates additional challenges in coordinating instructional schedules, services, and resources while maximizing classroom instructional time.	A need for continued collaboration among general education teachers, special education staff, interventionists, and campus leadership to ensure services are coordinated effectively.

Performance Objective 1 Problem Statements Identifying Technology

	Problem Statement	Root Cause
1	Students at Lago Vista Intermediate School complete online assessments and STAAR assessments using iPads. The smaller screen size can create challenges when navigating lengthy reading passages, viewing multiple sources, and solving multi-step math problems compared to traditional paper-and-pencil assessments.	A need for additional strategies and supports to help students effectively navigate digital assessments, utilize online testing tools, and demonstrate their understanding on smaller screens.
2	Students demonstrate varying levels of keyboarding proficiency, which can make completing extended constructed responses and organizing written thoughts on digital assessments challenging.	A need for more consistent opportunities for students to develop keyboarding fluency and practice composing extended written responses digitally to build confidence, efficiency, and independence.

Goal 2

STAFF - LVISD believes exceptional educators are the foundation of student success and must be supported, developed, and empowered to deliver high-quality learning experiences.

Performance Objective 1

PROFESSIONAL GROWTH & CAPACITY - Build educator capacity to deliver high-quality, rigorous instruction, and develop students who are engaged, accountable, and future-ready.

Evaluation Data Source: By the end of the 2026-2027 school year, Lago Vista Intermediate School will strengthen educator capacity through targeted professional development, collaborative PLCs, instructional coaching, and ongoing feedback, resulting in at least 80% of students achieving at Approaches Grade Level or above on the 2027 STAAR Math assessment.

Strategy 1

Provide ongoing, data-driven professional development focused on rigorous TEKS-aligned instruction, differentiated learning, student engagement, and effective instructional strategies.

Strategy's Expected Result/Impact: Teachers will strengthen their instructional practices by consistently implementing rigorous, TEKS-aligned lessons, differentiated instruction, and effective student engagement strategies, resulting in improved instructional quality, increased student engagement, and higher levels of academic achievement.

Staff Responsible for Monitoring: Teachers and Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	February	April	July

Strategy 2

Utilize regularly scheduled PLCs to collaborate and analyze student achievement data, share instructional best practices, plan rigorous lessons, and identify strategies to address student learning needs as a team.

Strategy's Expected Result/Impact: Teachers will use student performance data to make informed instructional decisions, identify learning gaps, and implement targeted strategies, resulting in more effective instruction and improved student academic growth.

Staff Responsible for Monitoring: Teachers, Interventionist, Specialists, and Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Formative Reviews

December	February	April	July

Strategy 3

Conduct frequent classroom walkthroughs and provide timely, actionable feedback to support teacher growth, strengthen instructional practices, and increase student engagement.

Strategy's Expected Result/Impact: Teachers will demonstrate continuous improvement in instructional practices by implementing actionable feedback, resulting in increased instructional rigor, student engagement, and academic achievement.

Staff Responsible for Monitoring: Teachers and Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	February	April	July

Strategy 4

Teachers will strengthen instructional practices through consistent collaborative team planning.

Strategy's Expected Result/Impact: A result of increased collaboration, instructional consistency, and alignment of TEKS-based lessons, resulting in more effective instructional practices and improved academic achievement.

Staff Responsible for Monitoring: Principal and Teachers

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - School Organization 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	February	April	July

Strategy 5

Provide professional development and collaborative learning opportunities for general education and special education teachers to build their understanding of effective co-teaching models, instructional strategies, and shared responsibilities in preparation for future implementation.

Strategy's Expected Result/Impact: Increased teacher knowledge and readiness to implement effective co-teaching practices. Strengthened collaboration between general education and special education teachers to better support diverse learners, improve access to grade-level instruction, and ultimately increase student achievement.

Staff Responsible for Monitoring: All

Problem Statements: Demographics 2

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	With 28% of students receiving special education services, Lago Vista Intermediate School has a significant population of students requiring individualized instruction, accommodations, and specialized academic support.	A need for continued collaboration between general education and special education teachers, additional professional development in differentiated instruction, and effective allocation of resources to meet the diverse learning needs of students.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	An increasing number of new to profession teachers requires additional instructional support, mentoring, and professional development to ensure consistent, high-quality instruction.	There is a need for a more structured and consistent mentoring and coaching process that provides ongoing instructional support throughout the school year.
2	The increasing academic, behavioral, and specialized learning needs of students has placed additional demands on classroom teachers and specialized instructional staff.	A need for continued professional development, collaborative planning, and specialized instructional support to equip teachers with the skills and resources necessary to meet the diverse needs of our students.

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	The increasing number of students receiving specialized services creates additional challenges in coordinating instructional schedules, services, and resources while maximizing classroom instructional time.	A need for continued collaboration among general education teachers, special education staff, interventionists, and campus leadership to ensure services are coordinated effectively.

Goal 3

STAKEHOLDERS - LVISD believes strong relationships, clear communication, and meaningful partnerships are essential to building trust and ensuring the success of our students and schools.

Performance Objective 1

COMMUNICATION & ENGAGEMENT - Establish clear, consistent, two-way communication that engages stakeholders and clearly communicates the value of Lago Vista ISD.

Evaluation Data Source: By the end of the 2026-2027 school year, Lago Vista Intermediate School will strengthen communication and stakeholder engagement by providing weekly campus newsletters, weekly teacher updates, and opportunities for two-way communication with families, with a goal of achieving at least 80% positive feedback on the effectiveness of school communication through the end-of-year parent survey.

Strategy 1

Provide weekly campus newsletters to families highlighting important dates, school events, student achievements, instructional activities, and opportunities for family involvement.

Strategy's Expected Result/Impact: Families will receive timely, consistent information about campus activities and student learning, resulting stronger school-home connections, and greater family engagement.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Family and Community Engagement 1, 2, 3 - School Organization 2

Formative Reviews

December	February	April	July

Strategy 2

Provide opportunities for families to actively participate in school activities, including Meet the Teacher, Family Literacy Night, Math and Science Night, parent-teacher conferences, and other campus events.

Strategy's Expected Result/Impact: Increased family participation to strengthen the partnership from school and home.

Staff Responsible for Monitoring: Teachers, Specialists, and Principal

Problem Statements: Family and Community Engagement 1, 2

Formative Reviews

December	February	April	July

Strategy 3

Regularly recognize and celebrate student achievements through a monthly award ceremony.

Strategy's Expected Result/Impact: Students feel supported. It promotes a positive campus culture

Staff Responsible for Monitoring: All

Problem Statements: School Culture and Climate 1, 2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	July

Strategy 4

Have a visible campus leadership presence during arrival, dismissal, school events, and family activities to foster positive relationships with families and support a positive campus culture.

Strategy's Expected Result/Impact: Families and students feel welcomed, valued, and supported. This results in stronger relationships and increased trust with stakeholders.

Staff Responsible for Monitoring: Campus Principal and Counselor

Problem Statements: Family and Community Engagement 1

Formative Reviews

December	February	April	July

Strategy 5

The school counselor, school nurse, and principal will meet regularly to review outstanding student meal balances and free and reduced-price meal eligibility to identify families who may benefit from additional resources and support.

Strategy's Expected Result/Impact: Increased identification of families in need of additional assistance, improved access to school and community resources, reduced outstanding student meal balances, and strengthened support for students and families facing financial hardships.

Staff Responsible for Monitoring: Counselor, Nurse, and Principal

Problem Statements: Demographics 1 - Family and Community Engagement 3 - School Organization 2

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	An increasing number of students require additional social-emotional and behavioral support to successfully navigate academic expectations, peer relationships, and daily school routines.	There is a need for continued development of student support systems, consistent social-emotional learning practices, morning meeting, and collaboration between teachers, families, and student support staff.
2	Consistent implementation of schoolwide behavioral expectations and routines across classrooms and common areas remains an area for continued improvement.	There is a need for ongoing reinforcement of school-wide campus routines, procedures, and expectations.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Family participation in school activities varies due to differences in work schedules, transportation, and other family commitments, which may limit opportunities for some families to engage in campus events.	A need for more flexible engagement opportunities and alternative ways for families to participate in school activities and support their children's education.
2	Families may have limited understanding of grade-level academic expectations, STAAR performance levels, and the specific skills students need to demonstrate proficiency in reading and mathematics	A need for more consistent opportunities to share student achievement data, explain academic expectations, and provide families with strategies to support learning at home.
3	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
2	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.

Goal 4

STEWARDSHIP - LVISD believes responsible stewardship of resources, systems, and facilities is essential to sustaining a high-performing and future-ready school district.

Performance Objective 1

OPERATIONAL SYSTEMS & EFFICIENCY - Improve efficiency and effectiveness of systems and operations to better support staff and systems.

Evaluation Data Source: By the end of the 2026-2027 school year, Lago Vista Intermediate School will maintain an effective master schedule that protects daily instructional time, provides consistent collaborative planning opportunities, and ensures the implementation of the 45-minute intervention and enrichment block on at least 90% of scheduled instructional days.

Strategy 1

Maintain an organized campus master schedule that protects instructional time, provides consistent collaborative planning opportunities, and supports the daily 45-minute intervention and enrichment block "Viking Time".

Strategy's Expected Result/Impact: Instructional time will be maximized, teachers will have consistent opportunities for collaboration, and students will receive targeted academic support through intervention and enrichment.

Staff Responsible for Monitoring: All

Problem Statements: Demographics 1 - Student Achievement 4, 5 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 3 - School Organization 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	July

Strategy 2

Utilize weekly staff newsletters, faculty meetings, team leader meetings, and a shared campus calendar to communicate important information, expectations, and upcoming events.

Strategy's Expected Result/Impact: Staff will receive timely and consistent communication, resulting in improved organization, fewer scheduling conflicts, and more efficient daily campus operations.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

Formative Reviews

December	February	April	July

Strategy 3

Coordinate general education teachers, special education staff, intervention specialists, paraprofessionals, and shared instructional personnel to effectively meet student needs and maximize available campus resources.

Strategy's Expected Result/Impact: Campus personnel and instructional resources will be utilized efficiently, resulting in improved coordination of student services and more effective academic support.

Staff Responsible for Monitoring: All

Problem Statements: Demographics 2, 3 - Student Achievement 1, 2, 3, 4, 5

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.
2	With 28% of students receiving special education services, Lago Vista Intermediate School has a significant population of students requiring individualized instruction, accommodations, and specialized academic support.	A need for continued collaboration between general education and special education teachers, additional professional development in differentiated instruction, and effective allocation of resources to meet the diverse learning needs of students.

3	With 17% of students receiving dyslexia services and 8% identified as emergent bilingual students, the campus relies on specialized instructional staff who are shared across multiple campuses, creating potential challenges in scheduling and providing consistent support.	Shared staffing arrangements limit scheduling flexibility and require additional coordination to ensure students receive timely, consistent instructional services

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics remains below the campus goal of 80% Approaches Grade Level or above, with 64% of fourth-grade students and 76% of fifth-grade students meeting this standard on the 2026 STAAR Math assessment.	A need for more consistent implementation of differentiated math instruction, targeted small-group interventions, and opportunities for students to develop mathematical reasoning and problem-solving skills.
2	Fourth-grade STAAR Math performance declined from 73% Approaches Grade Level or above in 2025 to 64% in 2026, representing a nine-percentage-point decrease.	Gaps in foundational math skills, combined with a need for stronger vertical alignment, early identification of learning gaps, and targeted intervention to support grade-level readiness.
3	Fourth-grade STAAR Reading Language Arts performance declined from 85% Approaches Grade Level or above in 2025 to 78% in 2026, representing a seven-percentage-point decrease.	There is a need for continued emphasis on reading comprehension, vocabulary development, and direct instruction in writing through differentiated instruction and targeted small-group support.
4	STAAR achievement varies across grade levels and content areas. While fifth-grade students demonstrated growth in reading, mathematics, and science, fourth-grade students experienced declines in both reading and mathematics.	There is a need for stronger vertical alignment, consistent instructional practices, and collaborative analysis of student performance data to identify and address learning gaps across grade levels.
5	Although many students achieve Approaches Grade Level on STAAR assessments, fewer students demonstrate proficiency at the Meets and Masters Grade Level standards, particularly in mathematics.	There is a need for increased opportunities for rigorous, higher-order thinking tasks, differentiated enrichment, and instruction that challenges students to apply and extend their learning beyond foundational skills.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Incoming 4th-grade students demonstrate gaps in foundational mathematics skills. On the 2026 3rd Grade STAAR Math assessment, only 55% of students achieved Approaches Grade Level or higher, with just 36% achieving Meets or Masters Grade Level. This indicates that a significant percentage of students are entering 4th grade without demonstrating grade-level proficiency in mathematics.	There is a need for stronger vertical alignment between 3rd and 4th grade teams and targeted mathematics intervention to support students as they transition into 4th grade.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
3	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	The increasing number of students receiving specialized services creates additional challenges in coordinating instructional schedules, services, and resources while maximizing classroom instructional time.	A need for continued collaboration among general education teachers, special education staff, interventionists, and campus leadership to ensure services are coordinated effectively.
2	An increasing number of students and families need additional school and community resources; however, low participation in completing free and reduced-price meal applications makes it challenging to identify families who may qualify for additional support.	A need for increased family awareness, consistent communication, and a more systematic approach to encouraging families to complete meal applications and connecting families with available school and community resources.

Goal 5

SAFETY - LVISD believes safe and secure environments are paramount and are achieved through proactive planning, strong-systems, and shared responsibility.

Performance Objective 1

SAFE & SECURE ENVIRONMENTS - Maintain physically safe campuses.

Evaluation Data Source: By the end of the 2026-2027 school year, Lago Vista Intermediate School will maintain a safe and secure learning environment by completing 100% of required safety drills, conducting regular campus safety checks, and ensuring 100% of staff receive annual training on campus safety and emergency response procedures.

Strategy 1

Conduct all required safety drills and review procedures with staff and students to ensure readiness in emergency situations.

Strategy's Expected Result/Impact: Students and staff understand emergency procedures, resulting in improved preparedness, efficient responses, and a safer campus environment.

Staff Responsible for Monitoring: All staff

Problem Statements: School Culture and Climate 2

Formative Reviews

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Strategy 2

Maintain consistent student supervision procedures during arrival, dismissal, lunch, recess, and transitions throughout the school day to ensure student safety.

Strategy's Expected Result/Impact: Students will be appropriately supervised throughout the school day, reducing preventable safety incidents and maintaining a safe, orderly campus environment.

Staff Responsible for Monitoring: All

Problem Statements: School Culture and Climate 2

Formative Reviews

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Strategy 3

Reinforce schoolwide expectations of being Safe, Respectful, and Responsible through daily Morning Meetings, classroom instruction, and consistent expectations across all campus settings.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding of schoolwide expectations, resulting in positive student behavior, safer interactions, and a supportive learning environment.

Staff Responsible for Monitoring: All

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	Consistent implementation of schoolwide behavioral expectations and routines across classrooms and common areas remains an area for continued improvement.	There is a need for ongoing reinforcement of school-wide campus routines, procedures, and expectations.

Funding Summary

Funding Summary

PIC 24 - Accelerated Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$900.00
1	1	2	4th and 5th Grade Writing Resources	--	$9,000.00
				Sub-Total	$9,900.00

Lago Vista Independent School District

Lago Vista Middle School

Accountability Rating: B

2026-2027 Campus Improvement Plan

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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.

Value Statement

In LVISD, We Believe:

- **Our Students** are future leaders, contributors, and lifelong learners, who we empower by providing meaningful opportunities, a culture of belonging, and the support they need to succeed.
- **Our Parents and Families** are engaged partners and contributors who work alongside our educators to uphold high expectations and reinforce the habits and values that support student growth and success.
- **Our Faculty and Staff** are essential to student success and their integrity, mutual respect, high expectations, and commitment to professional growth ensures every student thrives.
- **Our Principals and Campus Leaders** are grounded in student success and serve as role models for integrity and excellence as they build a positive culture, develop others, and ensure high expectations for all.
- **Our Superintendent and Central Office Staff** are inspiring and visionary leaders who hold themselves and others accountable, provide support, and champion excellence while upholding the highest standards of transparency, accessibility, and stewardship.
- **Our Board of Trustees** provides visionary governance and responsible stewardship across all aspects of the school experience while representing community values, remaining responsive to stakeholder needs, and maintaining an unwavering commitment to the Viking Family.

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Comprehensive Needs Assessment

Demographics

Summary

Lago Vista Middle School is composed of 411 enrolled students in 6th grade through 8th grade.

Student Demographics:

48.9% Female Students

51.1% Male Students

31.4% 6th Graders

31.9% 7th Graders

36.7% 8th Graders

22.9% Economically Disadvantaged

17% Special Education

7.8% Emergent Bilingual

8.3% Gifted and Talented

Student enrollment by race/ethnicity are as follows:

0.7% African American

30.7% Hispanic

63.3% White

0.2% American Indian

1% Asian

4.1% Two or More Races

Other Student Information:

95% Attendance Rate

10% Chronic Absenteeism

26% Grade 8 Algebra 1 EOC Participation

Staff Demographics:

Full Time Staff: 45.8

Full Time Teachers: 32.9

Content Teachers: 16

Elective Teachers: 9

Band Directors: 3

FAC: 1

Front Office Staff: 2

Professional Support Staff: 3

Paraprofessionals: 8

Principal: 1

Assistant Principal: 1

Counselor: 1

Nurse: 1

Number of Students per Teacher: 12.5

Strengths

Lago Vista Middle School continues to demonstrate a diverse and growing student population, providing opportunities for students to learn from peers with varied backgrounds, experiences, and perspectives. The campus serves a range of student populations, including Emergent Bilingual, Special Education, Gifted and Talented, and Economically Disadvantaged students. This diversity, combined with a stable enrollment and good overall attendance, provides a foundation for building an inclusive school community and responsive instructional practices.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Increasing student diversity creates a need for consistent instructional and support practices that address the varied academic, linguistic, and social-emotional needs of LVMS students, specifically emergent bilingual students.	Inconsistent implementation and understanding of differentiated instructional strategies and targeted supports across classrooms.

★ = Priority

Student Learning

Summary

LVMS demonstrates strong student achievement in several areas, with significant growth in 8th Grade Science, 7th Grade Reading, and 8th Grade Math. Algebra I also continues to demonstrate exceptional performance. Areas for continued focus include 6th Grade Reading and Math and 7th Grade Math. The campus will use targeted intervention, progress monitoring, and consistent instructional practices to address achievement gaps and sustain areas of strength.

STAAR Performance-2026

Grade 6 Reading

- Approaches Grade Level: 72% (81% last year)
- Meets Grade Level: 49% (64% last year)
- Masters Grade Level: 19% (27% last year)

Grade 7 Reading

- Approaches Grade Level: 80% (74% last year)
- Meets Grade Level: 58% (51% last year)
- Masters Grade Level: 30% (23% last year)

Grade 8 Reading

- Approaches Grade Level: 85% (86% last year)
- Meets Grade Level: 69% (64% last year)
- Masters Grade Level: 34% (40% last year)

Grade 6 Math

- Approaches Grade Level: 66% (74% last year)
- Meets Grade Level: 25% (30% last year)
- Masters Grade Level: 5% (9% last year)

Grade 7 Math

- Approaches Grade Level: 38% (47% last year)
- Meets Grade Level: 17% (23% last year)
- Masters Grade Level: 0% (0% last year)

Grade 8 Math

- Approaches Grade Level: 82% (75% last year)
- Meets Grade Level: 56% (51% last year)
- Masters Grade Level: 15% (20% last year)

Algebra 1

- Approaches Grade Level: 97%
- Meets Grade Level: 97%
- Masters Grade Level: 84%

Grade 8 Science

- Approaches Grade Level: 86% (82% last year)
- Meets Grade Level: 72% (60% last year)
- Masters Grade Level: 46% (24% last year)

- Approaches Grade Level: 70% (71% last year)
- Meets Grade Level: 40% (40% last year)
- Masters Grade Level: 19% (18% last year)

Strengths

LVMS demonstrates strong student achievement in several areas, most notably 8th Grade Science, where Meets performance increased 12 percentage points and Masters performance increased 22 percentage points from 2025 to 2026. Strong growth was also evident in 7th Grade Reading and 8th Grade Math, while Algebra I maintained exceptionally high performance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual students at LVMS are performing below campus achievement expectations, indicating a need for increased academic and language supports. These students continue to experience gaps in grade-level achievement, particularly in their ability to access and demonstrate mastery of content-area standards.	Inconsistent implementation of language-support strategies and differentiated instruction across content areas limits Emergent Bilingual students' access to grade-level content. Additionally, academic language development is not always intentionally embedded into content instruction, which can create barriers to demonstrating mastery of grade-level standards.
2 ★	LVMS student achievement data demonstrate inconsistent performance across grade levels and content areas, with significant declines in 6th Grade Reading and Math and continued challenges in 7th Grade Math. The campus needs to strengthen foundational skill development, targeted intervention, and progress monitoring to ensure students consistently demonstrate mastery of grade-level standards.	Inconsistent identification and response to student learning gaps, particularly in foundational mathematics and literacy skills, limits the effectiveness of targeted intervention and progress toward mastery.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction:

LVMS utilizes TEKS-aligned curriculum, collaborative PLCs, common assessments through TFAR platform, data analysis, targeted intervention, and progress monitoring to support student achievement. Professional development, T-TESS coaching, and peer collaboration support continuous instructional improvement. Campus leadership uses student achievement, attendance, behavior, and other data to guide decision-making and campus improvement efforts. Counselors, Special Education, Emergent Bilingual, and other support services provide additional academic, behavioral, and social-emotional support. The campus maintains regular communication with families and provides extracurricular, co-curricular, and technology-supported learning opportunities to support the development of the whole student.

- TEKS-aligned curriculum and instruction across all content areas.
- PLCs for collaborative planning, data analysis, and instructional decision-making.
- Common assessments and STAAR-aligned assessment practices.
- Intervention and reteaching based on student performance and identified learning gaps through monthly grade level MTSS/RTI meetings.
- Differentiated instruction and accommodations for Special Education and Emergent Bilingual students.
- Progress monitoring of students who are below grade level or identified as needing additional support.

Professional Development

- Campus professional development focused on instructional strategies, student engagement, classroom management, and data-informed instruction.
- Collaborative learning through PLCs, peer mentoring, and sharing of effective classroom strategies.
- T-TESS observations, walkthroughs, feedback, and coaching to support teacher growth.
- Professional learning focused on meeting the academic and behavioral needs of diverse learners.

Leadership & Decision-Making

- Campus leadership team and administrative collaboration to monitor student achievement, behavior, attendance, and campus needs.
- Data-driven decision-making using STAAR, common assessment, attendance, and discipline data.
- PLC teams participate in identifying student needs and determining instructional responses.

Technology Integration

- Technology is integrated into classroom instruction, student learning, assessment, communication, and access to instructional resources.
- Digital tools are used to provide opportunities for student engagement, collaboration, practice, and differentiation.

Strengths

LVMS has established processes that support collaboration, student achievement, and student engagement. Strong PLC structures, data analysis, instructional coaching, and targeted student support provide a foundation for identifying and addressing student needs. The campus also offers a variety of extracurricular and co-curricular opportunities and maintains consistent communication with families. Strong achievement and growth in several areas, including 8th Grade Science, 7th Grade Reading, 8th Grade Math, and Algebra I, demonstrate the effectiveness of many existing instructional and support processes.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

★ = Priority

Perceptions

Summary

Lago Vista Middle School works to maintain a positive, student-centered learning environment through communication, collaboration, family engagement, and partnerships with the community. The campus provides regular communication to families through newsletters, email, campus announcements, and other communication platforms to share important updates, academic information, upcoming events, and opportunities for involvement. Staff collaborate through professional learning communities (PLCs), department and grade-level meetings, and professional development to analyze student performance data, align instruction to TEKS, and identify strategies to address student learning needs.

The campus promotes a positive school culture through student recognition, extracurricular and co-curricular opportunities, campus traditions, and activities that build relationships and a sense of belonging. Teachers, administrators, counselors, and support staff work together to address academic, behavioral, and social-emotional needs. Partnerships with families and the broader community provide additional support for student success and campus initiatives.

- Maintains regular communication with families through newsletters, emails, campus announcements, and other communication platforms.
- Provides opportunities for parent involvement through campus events and school activities.
- Promotes a positive school culture through student recognition, extracurricular activities, campus traditions, and opportunities for student engagement.
- Encourages staff collaboration through Professional Learning Communities (PLCs), grade-level meetings, and professional development.
- Uses student achievement data to identify instructional needs and guide campus improvement efforts.
- Provides academic, behavioral, and social-emotional support through teachers, administrators, counselors, and support staff.
- Builds relationships with families and community partners to support campus initiatives and student success.

Strengths

- Regular communication with families through newsletters and campus messaging.
- Collaboration among teachers and administrators through PLCs and professional development.
- Opportunities for students to participate in extracurricular activities, campus traditions, and student recognition.
- Collaboration with families and community partners to support campus needs.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Communication within the middle school and with families is not as consistent or clear as it needs to be.	The campus has not established clear expectations and consistent guidelines for communication across programs and activities (e.g., athletics, UIL, etc.)
2 ★	Parent participation at the middle school level is consistently lower than desired.	Parents face competing responsibilities and time constraints, making it difficult for them to volunteer or engage consistently in school activities. There are limited opportunities for parents to be able to be involved in the campus and for campus activities

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Increasing student diversity creates a need for consistent instructional and support practices that address the varied academic, linguistic, and social-emotional needs of LVMS students, specifically emergent bilingual students.	Inconsistent implementation and understanding of differentiated instructional strategies and targeted supports across classrooms.
2 ★	Emergent Bilingual students at LVMS are performing below campus achievement expectations, indicating a need for increased academic and language supports. These students continue to experience gaps in grade-level achievement, particularly in their ability to access and demonstrate mastery of content-area standards.	Inconsistent implementation of language-support strategies and differentiated instruction across content areas limits Emergent Bilingual students' access to grade-level content. Additionally, academic language development is not always intentionally embedded into content instruction, which can create barriers to demonstrating mastery of grade-level standards.
3 ★	LVMS student achievement data demonstrate inconsistent performance across grade levels and content areas, with significant declines in 6th Grade Reading and Math and continued challenges in 7th Grade Math. The campus needs to strengthen foundational skill development, targeted intervention, and progress monitoring to ensure students consistently demonstrate mastery of grade-level standards.	Inconsistent identification and response to student learning gaps, particularly in foundational mathematics and literacy skills, limits the effectiveness of targeted intervention and progress toward mastery.
4 ★	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.
5 ★	Communication within the middle school and with families is not as consistent or clear as it needs to be.	The campus has not established clear expectations and consistent guidelines for communication across programs and activities (e.g., athletics, UIL, etc.)

6

Parent participation at the middle school level is consistently lower than desired.

Parents face competing responsibilities and time constraints, making it difficult for them to volunteer or engage consistently in school activities. There are limited opportunities for parents to be able to be involved in the campus and for campus activities

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**

- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**

- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**

- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

STUDENTS - LVISD believes every student should be challenged to achieve at high levels, take ownership of their learning, and actively engage in meaningful opportunities that prepare them for success in life.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

ACADEMIC GROWTH & ACHIEVEMENT - Ensure all students demonstrate continuous academic growth through rigorous, aligned, and engaging learning experiences that require critical thinking, problem-solving, and high levels of accountability.

Evaluation Data Source: STAAR average for approaches, meets, and masters from a 51 to a 54
Increasing STAAR meets percentage for emergent bilingual students from 13% to 20%

Strategy 1

Lago Vista Middle School will strengthen Tier 1 classroom instruction by embedding research-based strategies, academic language exposure, explicit vocabulary instruction, and frequent checks for understanding. Teachers will align instruction to the TEKS while integrating strategies that support scaffolding, higher-order thinking, and student engagement.

Strategy's Expected Result/Impact: Consistent use of high-quality, research-based practices will increase student
engagement and learning outcomes, resulting in a student achievement accountability rating of an 85.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	February	April	July

Strategy 2

Lago Vista Middle School will provide targeted enrichment opportunities for advanced students through
differentiated instruction, extended learning tasks, and higher-order questioning strategies within Tier 1 instruction.
Teachers will design lessons that emphasize critical thinking, problem-solving, and application of knowledge across
disciplines. Additionally, advanced students will be given opportunities for accelerated coursework, project-based learning,
and participation in academic competitions.

Strategy's Expected Result/Impact: Advanced students will be challenged at their instructional level and pushed
toward greater depth of understanding; An increased percentage of students will achieve Masters Grade Level on
STAAR assessments.; and Teachers will strengthen their capacity to differentiate instruction and provide enrichment
for all learners.
Staff Responsible f

Staff Responsible for Monitoring: Campus Administration, classroom teachers, department leads

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

December	February	April	July

Strategy 3

Emergent Bilingual students will be supported by teachers receiving continuous professional development in academic vocabulary, sentence stems, and ELPS toolkit to ensure student growth

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate growth on STAAR scores, and common assessments in ELA and math

Staff Responsible for Monitoring: Campus Administrators, ESL coordinator, classroom teachers

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Fund 263 - Title III, $3,800

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Increasing student diversity creates a need for consistent instructional and support practices that address the varied academic, linguistic, and social-emotional needs of LVMS students, specifically emergent bilingual students.	Inconsistent implementation and understanding of differentiated instructional strategies and targeted supports across classrooms.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Emergent Bilingual students at LVMS are performing below campus achievement expectations, indicating a need for increased academic and language supports. These students continue to experience gaps in grade-level achievement, particularly in their ability to access and demonstrate mastery of content-area standards.	Inconsistent implementation of language-support strategies and differentiated instruction across content areas limits Emergent Bilingual students' access to grade-level content. Additionally, academic language development is not always intentionally embedded into content instruction, which can create barriers to demonstrating mastery of grade-level standards.
2	LVMS student achievement data demonstrate inconsistent performance across grade levels and content areas, with significant declines in 6th Grade Reading and Math and continued challenges in 7th Grade Math. The campus needs to strengthen foundational skill development, targeted intervention, and progress monitoring to ensure students consistently demonstrate mastery of grade-level standards.	Inconsistent identification and response to student learning gaps, particularly in foundational mathematics and literacy skills, limits the effectiveness of targeted intervention and progress toward mastery.

Performance Objective 2 ☑ High Priority

STUDENT OWNERSHIP & ACCOUNTABILITY - Develop students who demonstrate responsibility, resilience, and accountability for their learning, behavior, and personal growth.

Evaluation Data Source: Student discipline referrals will be decreased from prior quarter of the same infraction. ADA attendance will increase to 96% for the school year

Strategy 1

LVMS will implement quarterly expectations meetings to highlight areas of behavioral and academic improvement, along with areas of behavioral and academic achievement

Strategy's Expected Result/Impact: The number of referrals for specific infractions will decrease each month, after being addressed through the quarterly assembly. Students will see the importance of attendance, increasing our ADA attendance to 96% for the school year

Staff Responsible for Monitoring: Campus Administration, Classroom teachers

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

December	February	April	July

Strategy 2

Lago Vista Middle School has behavior expectations posters in each area of the school addressing what specific behavior is expected

Strategy's Expected Result/Impact: Student expectations are enforced, and a decrease in disciplinary referrals from the prior quarter

Problem Statements: School Processes & Programs 1

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication within the middle school and with families is not as consistent or clear as it needs to be.	The campus has not established clear expectations and consistent guidelines for communication across programs and activities (e.g., athletics, UIL, etc.)

Performance Objective 3

STUDENT ENGAGEMENT & BELONGING - Ensure all students experience a strong sense of belonging and

are actively engaged in meaningful learning and extracurricular opportunities that build character, leadership, and connection.

Evaluation Data Source: Students receiving peer tutoring support will increase in TEKS comprehension increase by 5%

Strategy 1

LVMS will offer clubs during advisory and before/after school to enforce student engagement and belonging in the school.
LVMS implemented a peer tutoring program to allow for student to student collaboration and foster a sense of peer support on campus

Strategy's Expected Result/Impact: The number of clubs offered on campus will increase to 10
Students receiving peer tutoring support will increase in TEKS comprehension increase by 5%

Staff Responsible for Monitoring: LVMS administration team, classroom teachers

Problem Statements: Student Learning 1, 2

Formative Reviews

December	February	April	July

Strategy 2 ☑ Targeted Support Strategy

Students will participate in a survey that allows them to share if they have an adult on campus that they can talk to and trust.

Strategy's Expected Result/Impact: Ensure each student has an adult on campus that that can meaningfully connect with and trust.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Increasing student diversity creates a need for consistent instructional and support practices that address the varied academic, linguistic, and social-emotional needs of LVMS students, specifically emergent bilingual students.	Inconsistent implementation and understanding of differentiated instructional strategies and targeted supports across classrooms.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Emergent Bilingual students at LVMS are performing below campus achievement expectations, indicating a need for increased academic and language supports. These students continue to experience gaps in grade-level achievement, particularly in their ability to access and demonstrate mastery of content-area standards.	Inconsistent implementation of language-support strategies and differentiated instruction across content areas limits Emergent Bilingual students' access to grade-level content. Additionally, academic language development is not always intentionally embedded into content instruction, which can create barriers to demonstrating mastery of grade-level standards.
2	LVMS student achievement data demonstrate inconsistent performance across grade levels and content areas, with significant declines in 6th Grade Reading and Math and continued challenges in 7th Grade Math. The campus needs to strengthen foundational skill development, targeted intervention, and progress monitoring to ensure students consistently demonstrate mastery of grade-level standards.	Inconsistent identification and response to student learning gaps, particularly in foundational mathematics and literacy skills, limits the effectiveness of targeted intervention and progress toward mastery.

Goal 2

STAFF - LVISD believes exceptional educators are the foundation of student success and must be supported, developed, and empowered to deliver high-quality learning experiences.

Performance Objective 1 ☑ High Priority

WELL-BEING & SUPPORT - Foster a supportive working environment that promotes staff well-being and effectiveness.

Evaluation Data Source: Semester staff survey will be sent out to recognize areas of improvement and areas of strength as a campus for staff well-being and effectiveness.

Strategy 1

Lago Vista Middle School administration will make use of the Campus Leadership Team to gather input for
campus decision making and building consensus before making a final decision

Strategy's Expected Result/Impact: Staff will have ownership and personal stake in decisions made for our school.

Staff Responsible for Monitoring: Campus administration, campus leadership team

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

December	February	April	July

Strategy 2

Staff surveys will be sent out each semester to assess and support staff well-being and effectiveness as a campus

Strategy's Expected Result/Impact: Staff survey responses will help determine how to improve on areas in need of support for staff, and areas to continue with as strengths to ensure staff are effective.

Staff Responsible for Monitoring: Campus Administrators, School Counselor

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication within the middle school and with families is not as consistent or clear as it needs to be.	The campus has not established clear expectations and consistent guidelines for communication across programs and activities (e.g., athletics, UIL, etc.)

Performance Objective 2 ☑ High Priority

RECRUITMENT & RETENTION - Attract & retain high-quality educators.

Evaluation Data Source: Staff will be hired upon high quality experience, certification, and based on ability to speak to the values of the district with high rigor and engagement as a forefront of interview questions. Staff that are employed will receive ongoing professional development that pertain to needs in the classroom based on appraiser feedback. T-TESS observation and walk through data will show a 10% increase in teacher rating for domain 2, instruction.

Strategy 1

Campus administrators will provide regular and ongoing opportunities for staff to communicate openly,
collaborate, and to engage in shared decision-making and consensus building processes (e.g., PLCs, CEIC, PBIS Team, SEL
Team, etc.)

Strategy's Expected Result/Impact: End of the year staff surveys will reflect a positive school climate that includes
staff members feeling supported at the campus.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - School Processes & Programs 1

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Increasing student diversity creates a need for consistent instructional and support practices that address the varied academic, linguistic, and social-emotional needs of LVMS students, specifically emergent bilingual students.	Inconsistent implementation and understanding of differentiated instructional strategies and targeted supports across classrooms.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Performance Objective 3

PROFESSIONAL GROWTH & CAPACITY - Build educator capacity to deliver high-quality, rigorous instruction, and develop students who are engaged, accountable, and future-ready.

Evaluation Data Source: Through each teachers' T-TESS appraisal. and walkthrough data, teachers will demonstrate growth in the four domains with a focus in domains 2 and 3.

Strategy 1

Provide high quality professional development and feedback related to District initiatives to ensure that staff
members are well prepared and supported.

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 T-TESS Teacher Appraisal
System.

Staff Responsible for Monitoring: Campus Administration, classroom teachers

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

December	February	April	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	LVMS student achievement data demonstrate inconsistent performance across grade levels and content areas, with significant declines in 6th Grade Reading and Math and continued challenges in 7th Grade Math. The campus needs to strengthen foundational skill development, targeted intervention, and progress monitoring to ensure students consistently demonstrate mastery of grade-level standards.	Inconsistent identification and response to student learning gaps, particularly in foundational mathematics and literacy skills, limits the effectiveness of targeted intervention and progress toward mastery.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Goal 3

STAKEHOLDERS - LVISD believes strong relationships, clear communication, and meaningful partnerships are essential to building trust and ensuring the success of our students and schools.

Performance Objective 1

COMMUNICATION & ENGAGEMENT - Establish clear, consistent, two-way communication that engages stakeholders and clearly communicates the value of Lago Vista ISD.

Evaluation Data Source: Parent/community survey will show a 10% increase (from 56%-66%) in parent awareness and knowledge of campus activities through newsletters from Principal, teachers, and ongoing communication about student progress.

Strategy 1

Lago Vista Middle School will provide families with learning resources, training, and support opportunities
(such as Family Learning Nights and take-home practice activities) to strengthen home-school partnerships.

Strategy's Expected Result/Impact: Greater parent understanding of how to support literacy and numeracy at home.;
Improved student homework completion and reinforcement of skills outside of school.; Stronger family-school
connections that foster academic accountability.

Staff Responsible for Monitoring: Campus administration, classroom teachers, school counselor

Problem Statements: Perceptions 1, 2

Formative Reviews

December	February	April	July

Strategy 2

Lago Vista Middle School will send home a survey for parents and community to complete regarding campus participation and knowledge of campus activities to support student success.

Strategy's Expected Result/Impact: 10% increase in families that respond to agree and strongly agree to awareness of campus activities and news around the campus to support student success.

Staff Responsible for Monitoring: Principal, Classroom Teachers

Problem Statements: Perceptions 1, 2

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication within the middle school and with families is not as consistent or clear as it needs to be.	The campus has not established clear expectations and consistent guidelines for communication across programs and activities (e.g., athletics, UIL, etc.)
2	Parent participation at the middle school level is consistently lower than desired.	Parents face competing responsibilities and time constraints, making it difficult for them to volunteer or engage consistently in school activities. There are limited opportunities for parents to be able to be involved in the campus and for campus activities

Goal 4

STEWARDSHIP - LVISD believes responsible stewardship of resources, systems, and facilities is essential to sustaining a high-performing and future-ready school district.

Performance Objective 1 ☑ High Priority

FINANCIAL STEWARDSHIP & SUSTAINABILITY - Ensure responsible financial planning and resource allocation aligned to district priorities.

Evaluation Data Source: Lago Vista Middle School will double the number of CTE courses offered to students

Strategy 1

Lago Vista Middle School will adjust the electives offered as a campus and expand the number of CTE courses that are aligned to a career pathway into high school

Strategy's Expected Result/Impact: Student pathways will become more clear for 8th grade students entering freshman year the following year as the number of students enrolled with a CTE credit will increase.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Processes & Programs 1

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Performance Objective 2 ☑ High Priority

OPERATIONAL SYSTEMS & EFFICIENCY - Improve efficiency and effectiveness of systems and operations to better support staff and systems.

Evaluation Data Source: Staff surveys will show a 20% increase in campus efficiency and systems to better support staff and systematic processes to support student success.

Strategy 1

Lago Vista Middle School will hold monthly staff meetings to discuss areas of improvement, and strategies to support student success academically, and behaviorally with classroom management.

Strategy's Expected Result/Impact: Staff surveys will show a 20% increase in efficiency for student success

Problem Statements: School Processes & Programs 1

Formative Reviews

December	February	April	July

Strategy 2

Lago Vista Middle School will implement monthly MTSS/RTI meetings to ensure student success and strategies to support student growth throughout the year.

Strategy's Expected Result/Impact: Closing the gaps accountability percentage will increase from 63% in student growth, to 70%

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

Problem Statements: Demographics 1 - Student Learning 2

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Increasing student diversity creates a need for consistent instructional and support practices that address the varied academic, linguistic, and social-emotional needs of LVMS students, specifically emergent bilingual students.	Inconsistent implementation and understanding of differentiated instructional strategies and targeted supports across classrooms.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	LVMS student achievement data demonstrate inconsistent performance across grade levels and content areas, with significant declines in 6th Grade Reading and Math and continued challenges in 7th Grade Math. The campus needs to strengthen foundational skill development, targeted intervention, and progress monitoring to ensure students consistently demonstrate mastery of grade-level standards.	Inconsistent identification and response to student learning gaps, particularly in foundational mathematics and literacy skills, limits the effectiveness of targeted intervention and progress toward mastery.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Goal 5

SAFETY - LVISD believes safe and secure environments are paramount and are achieved through proactive planning, strong-systems, and shared responsibility.

Performance Objective 1

SAFE & SECURE ENVIRONMENTS - Maintain physically safe campuses.

Evaluation Data Source: Parent and families surveys will show an increase in their child feels safe on campus to 90% of responses agreeing or strongly agreeing.

Strategy 1

Lago Vista Middle School will implement and consistently enforce daily safety protocols designed to maintain
a secure campus environment. These include ensuring all classroom doors remain locked during instructional time,
prohibiting exterior doors from being propped open, and requiring all teachers to use eHall Pass to monitor and document
student movement when leaving the classroom. Regular checks will be conducted to reinforce these expectations and
address any gaps in implementation

Strategy's Expected Result/Impact: The campus will remain secure at all times, minimizing the risk of unauthorized
entry; Students will be consistently accounted for during the school day, improving both safety and accountability; and
Staff and students will develop a shared responsibility for maintaining a safe, secure learning environment.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, School Resource Officer

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication within the middle school and with families is not as consistent or clear as it needs to be.	The campus has not established clear expectations and consistent guidelines for communication across programs and activities (e.g., athletics, UIL, etc.)

Performance Objective 2

EMERGENCY PREPAREDNESS & RESPONSE - Ensure readiness for emergencies.

Evaluation Data Source: All drills will be followed 100% in accordance with state requirements

Strategy 1

Lago Vista Middle School will conduct regularly scheduled safety drills throughout the school year to ensure
that students and staff are prepared to respond effectively to a variety of emergency situations, including fire, severe
weather, medical emergencies, and intruder scenarios. Drills will be conducted in alignment with district guidelines and
state requirements, and feedback from each drill will be used to refine procedures and improve response times.

Strategy's Expected Result/Impact: Students and staff will be well-prepared to respond calmly and appropriately
during emergencies; Practicing emergency procedures will increase student confidence and reduce anxiety by ensuring
they understand what to do in crisis situations; and The school community will foster a culture of safety, where both
prevention and preparedness are prioritized, contributing to an overall sense of security and well-being on campus.

Staff Responsible for Monitoring: School Resource Officer, Campus Administration, Classroom Teachers

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At Lago Vista Middle School, inconsistent implementation and communication of school processes and programs can result in confusion, inefficiencies, and varying experiences for students, staff, and families. Although systems and procedures are in place, there are differences in how they are communicated, understood, and implemented across teams and situations	A root cause of inconsistent school processes and programs is the lack of clearly defined, consistently communicated, and collaboratively monitored procedures that establish who is responsible for each process, what the expected steps are, and how implementation is monitored across the campus.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication within the middle school and with families is not as consistent or clear as it needs to be.	The campus has not established clear expectations and consistent guidelines for communication across programs and activities (e.g., athletics, UIL, etc.)

Funding Summary

Funding Summary

Fund 263 - Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$3,800.00
				Sub-Total	$3,800.00

Lago Vista Independent School District

Lago Vista High School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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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.

Value Statement

In LVISD, We Believe:

- **Our Students** are future leaders, contributors, and lifelong learners, who we empower by providing meaningful opportunities, a culture of belonging, and the support they need to succeed.
- **Our Parents and Families** are engaged partners and contributors who work alongside our educators to uphold high expectations and reinforce the habits and values that support student growth and success.
- **Our Faculty and Staff** are essential to student success and their integrity, mutual respect, high expectations, and commitment to professional growth ensures every student thrives.
- **Our Principals and Campus Leaders** are grounded in student success and serve as role models for integrity and excellence as they build a positive culture, develop others, and ensure high expectations for all.
- **Our Superintendent and Central Office Staff** are inspiring and visionary leaders who hold themselves and others accountable, provide support, and champion excellence while upholding the highest standards of transparency, accessibility, and stewardship.
- **Our Board of Trustees** provides visionary governance and responsible stewardship across all aspects of the school experience while representing community values, remaining responsive to stakeholder needs, and maintaining an unwavering commitment to the Viking Family.

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Comprehensive Needs Assessment

Demographics

Summary

Lago Vista High School enrolled 645 students during the 2025–2026 school year, serving grades 9–12. The campus continues to reflect the growing diversity of the Lago Vista community, while maintaining small-school strengths that allow for close relationships and personalized attention.

Student Enrollment by Ethnicity

Ethnicity	Student Count	Percent of Enrollment
White	405	62.8%
Hispanic/Latino	187	29%
Two or More Races	35	5.4%
Asian	12	1.9%
Black/African American	3	0.5%
American Indian/Alaska Native	2	0.3%
Native Hawaiian/Pacific Islander	0	0.0%
Total	**677**	**100%**

Student Enrollment by Gender

Gender	Student Count	Percent of Enrollment
Male	339	52.6%
Female	306	47.4%
Total	**677**	**100%**

Special Populations

Category	Student Count	Percent of Enrollment
Economically Disadvantaged	145	22.5%
Emergent Bilingual (EL)	41	6.4%
Special Education	85	13.2%
Gifted/Talented	51	7.9%
Career & Technical Education (CTE) Participants	Majority enrolled (high participation)	
Military Connected	9	1.4%
Homeless/Unaccompanied Youth	6	0.9%

Strengths

Lago Vista High School's demonstrates high participation in Career and Technical Education (CTE) programs, though data indicate the need for stronger follow-through to ensure students complete coherent sequences leading to industry-based certifications. Special education and gifted/talented populations are appropriately represented for the campus size, and emerging bilingual students continue to receive targeted instructional support.

Overall, Lago Vista High School's demographic profile reflects a diverse and academically capable student body, with targeted opportunities to strengthen equity and outcomes across subgroups.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Lago Vista High School's Emergent Bilingual (EB) students are performing below desired academic expectations, with current assessment data showing 54% of EB students performing at the Approaches level, only 17% performing at the Meets level, and 0% reaching the Masters level.	The achievement data suggest a need for more consistent and intentional language supports within Tier I instruction, including explicit academic vocabulary development, opportunities for student discourse, scaffolding of grade-level content, and differentiation based on individual language and academic needs.
2 ★	In the 2025 - 26 school year, all student demographic groups underperformed on state assessments.	The achievement data indicate a need for stronger curriculum alignment and a more intentional, campus-wide focus on integrating STAAR-tested content and skills across subject areas. By strengthening cross-curricular connections, reinforcing essential TEKS, and providing consistent opportunities for students to apply and demonstrate their learning, LVHS can better support student achievement.

★ = Priority

Student Learning

Summary

Lago Vista High School continues to demonstrate strong academic performance and postsecondary readiness across multiple indicators. Overall, students performed well on STAAR assessments, particularly in Reading/Language Arts, Science, and Social Studies, where the majority met or exceeded grade-level expectations. The campus maintained an impressive graduation rate above 95%, and a large percentage of students met at least one College, Career, and Military Readiness (CCMR) indicator—reflecting a continued focus on preparing students for success beyond high school.

Academic growth remained steady in both Reading/Language Arts and Mathematics, with notable gains among students who began the year below grade level. These results suggest effective instructional interventions and strong teacher collaboration in supporting student progress.

While the campus continues to show success in many areas, opportunities for growth remain in Mathematics and in increasing the number of students achieving the Masters Grade Level standard across all subjects. Continued emphasis on higher-order thinking, problem-solving, and writing skills will be essential to sustaining progress and further closing performance gaps among student subgroups.

Graduation Rate Trends (3-Year Comparison)

Year	LVHS Graduation Rate	State Average	Notes
2024	95.8%	90.9%	Consistently above state average
2025	97.9%	91.2%	Increase
2026	96.2%	91.2%	Maintains excellence and stability

Summary:
Lago Vista High School continues to sustain a graduation rate above 95% for three consecutive years, reflecting strong student persistence, effective academic counseling, and campus-wide support systems.

College, Career, and Military Readiness (CCMR) Trends

Year	Percent Meeting One or More Indicators	Dual Credit/ OnRamps	Industry Certifications	Military Enlistment	Advanced Coursework/AP	Notes
2024	68%	Moderate Participation	Moderate	Stable	High	Foundation year of CCMR emphasis
2025	77%	Growing	Improving	Stable	High	Gains in college-level course completion
2026	73%	Strong	Moderate	Stable	Consistent	Continued focus on expanding certification pathways

Summary:
The percentage of students meeting at least one CCMR indicator continues to rise steadily. The campus demonstrates strength in dual credit and advanced coursework, while industry-based certifications remain an opportunity for further growth.

Lago Vista High School – Three-Year STAAR Performance Overview

Subject Area	2023 % Approaches	2024 % Approaches	2025 % Approaches	Trend
Reading/Language Arts	79%	82%	**80%**	Slight Decline
Mathematics	74%	75%	**77%**	Steady Growth
Science	85%	86%	**88%**	Steady Growth
Social Studies	95%	96%	**98%**	Steady Growth

Summary: Three years of STAAR EOC data indicate inconsistent student performance across tested content areas. While LVHS has demonstrated improvement in English II and maintained strong performance in U.S. History, declines in English I, Algebra I, and

Biology indicate a need for more intentional instructional alignment and academic support. Campus-wide collaboration, cross-curricular integration of essential TEKS, increased opportunities for rigorous application of knowledge, and consistent data-driven monitoring are necessary to improve student performance and increase the percentage of students achieving Approaches Grade Level or Above.

Strengths

- High overall academic performance, with most students meeting or exceeding grade-level expectations.
- Exceptional graduation rate and strong College, Career, and Military Readiness outcomes.
- Steady academic growth across content areas, particularly for students performing below grade level.
- Effective instructional practices and collaboration contributing to student success.
- Strong student engagement and persistence reflected in low dropout rates and postsecondary readiness.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although participation in Career and Technical Education (CTE) courses remains high, students are not consistently earning industry-based certifications in certain program areas. This limits their ability to graduate fully career-ready and reduces the campus's overall College, Career, and Military Readiness (CCMR) performance.	Students are not always enrolled in or completing a full sequence of CTE courses required to qualify for certification in specific pathways. Additionally, teachers and program leads need to follow through with ensuring students are aware of certification opportunities, meet eligibility requirements, and are adequately prepared to complete the credentialing process.
2 ★	Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics.	Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.

★ = Priority

School Processes & Programs

Summary

Teachers in all core content areas utilize the TEKS Resource System, which provides a comprehensive scope and sequence, vertically aligned unit plans, and assessment resources to guide instruction. This ensures that curriculum delivery remains consistent, rigorous, and aligned to state standards. Teachers in non-core subject areas, such as fine arts, physical education, and electives, develop and refine their own scope and sequence documents and unit plans annually to ensure alignment with district expectations and to meet the diverse needs of students. Teachers in STAAR tested contents are utilizing the TFAR (Texas Formative Assessment Resource) to ensure curriculum is aligned to state standards and students are tested to the rigor of the state assessments.

Overall, Lago Vista High School teachers demonstrate a strong command of their content areas and a deep commitment to instructional excellence. Teachers of Pre-AP, AP, and OnRamps courses receive specialized training through their respective programs, equipping them with advanced instructional strategies to challenge students and prepare them for college-level work.

Professional Learning Communities (PLCs) meet regularly to review student data, monitor progress, and plan for instructional improvement. PLC discussions often center on curriculum alignment, intervention strategies, and the integration of the Texas Teacher Evaluation and Support System feedback to support teacher growth. PLCs also play an important role in identifying budgetary and resource needs tied to instructional improvement initiatives.

Classroom walkthrough data reflect consistent use of the Fundamental 5 best practices, particularly those that promote student engagement and purposeful interaction. Teachers are intentional in how they close lesson each day using the 2+2+1 strategy, which is designed to ensure that all students are active participants in the learning process and are able to explain or participate in using the skills learned that day in class. These structures emphasize engagement, collaboration, and accountability, supporting the goal that every student learns and contributes each day.

Strengths

- Teachers integrate technology into daily instruction, with all courses utilizing Canvas or Google Classroom as a minimum standard for managing lessons, assignments, and communication.
- Teachers participate in ongoing professional development focused on *The Fundamental Five* and other best practices for designing engaging, student-centered lessons.
- New teachers receive continuous mentoring and coaching throughout the year to ensure success in instruction, classroom management, and integration into the campus culture. *We All Row!*
- Professional Learning Communities (PLCs) meet regularly to strengthen teacher capacity in developing, implementing, and refining the curriculum cycle, using student data to drive instructional decisions.
- Lago Vista High School offers a variety of advanced academic opportunities, including Advanced Placement (AP) and OnRamps courses, allowing students to experience rigorous, college-level coursework.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Classroom walkthrough data indicate that student engagement is lower than desired, with limited evidence of active participation and student-led learning opportunities.	Lessons would benefit from the consistent inclusion of pre-planned higher-order thinking questions or structured opportunities for students to engage in purposeful small-group discussions that promote deeper understanding and critical thinking.

★ = Priority

Perceptions

Summary

Parents and community members play an active role in supporting Lago Vista High School students through a wide variety of campus and extracurricular activities. Families frequently participate in athletic events, band booster and athletic booster programs, and contribute through food donations, staff appreciation efforts, and attendance at school functions and meetings. These acts of involvement reflect the strong sense of pride and partnership that defines the Lago Vista community.

Family and community members are directly engaged in campus decision-making through participation on the Campus Educational Improvement Committee (CEIC), which provides valuable input on goals, strategies, and programs that impact student achievement and school climate.

The campus also offers parent support opportunities such as parenting workshops, mentoring programs, counseling resources, and targeted parent trainings. While forms and key communication are available in Spanish, this remains an area identified for improvement to strengthen outreach to all families and ensure equitable access to information.

Students enrolled in special programs receive additional transitional support through partnerships with Texas Workforce Solutions – Vocational Rehabilitation Services (formerly DARS), and the school's Special Olympics program is a recognized point of pride for the district, providing meaningful inclusion and leadership opportunities for students with disabilities.

Parents consistently express appreciation for the small-school setting and the strong relationships it fosters, while also noting the importance of school safety as an ongoing priority. The visible presence and proactive engagement of the School Resource Officer (SRO) are sources of reassurance for both students and families.

The shared campus motto, "We All Row," is reflected daily in the collective efforts of parents, staff, and community members who come together to meet needs as they arise—whether through food donations for teachers, fulfilling classroom Amazon wish lists, or volunteering time to support school initiatives.

Strengths

- Strong parent and community participation in athletic events, fine arts programs, and booster organizations.
- Active Campus Educational Improvement Committee (CEIC) providing stakeholder input on school goals and initiatives.
- Ongoing parent support programs, including parenting workshops, counseling resources, and targeted trainings.
- Robust partnerships supporting students with special needs, including Special Olympics and transition services through Texas Workforce Solutions.
- Strong community culture of support, exemplified by donations, volunteerism, and rapid response to campus needs.
- Visible and trusted School Resource Officer (SRO) presence contributing to parent confidence in school safety.
- Positive small-school environment that fosters close relationships and shared accountability between families and staff.
- Campus-wide culture of collaboration and support reflected in the motto "We All Row."

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired.	A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics.	Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.
2 ★	Classroom walkthrough data indicate that student engagement is lower than desired, with limited evidence of active participation and student-led learning opportunities.	Lessons would benefit from the consistent inclusion of pre-planned higher-order thinking questions or structured opportunities for students to engage in purposeful small-group discussions that promote deeper understanding and critical thinking.
3 ★	Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired.	A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.
4 ★	Lago Vista High School's Emergent Bilingual (EB) students are performing below desired academic expectations, with current assessment data showing 54% of EB students performing at the Approaches level, only 17% performing at the Meets level, and 0% reaching the Masters level.	The achievement data suggest a need for more consistent and intentional language supports within Tier I instruction, including explicit academic vocabulary development, opportunities for student discourse, scaffolding of grade-level content, and differentiation based on individual language and academic needs.
5 ★	In the 2025 - 26 school year, all student demographic groups underperformed on state assessments.	The achievement data indicate a need for stronger curriculum alignment and a more intentional, campus-wide focus on integrating STAAR-tested content and skills across subject areas. By strengthening cross-curricular connections, reinforcing essential TEKS, and providing consistent opportunities for students to apply and demonstrate their learning, LVHS can better support student achievement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and**

workforce readiness

- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**

- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1

Students - LVISD believes every student should be challenged to achieve at high levels, take ownership of their learning, and actively engage in meaningful opportunities that prepare them for success in life.

Performance Objective 1

Lago Vista High School's current accountability rating of 74 (C) indicates a need to strengthen overall student achievement, academic growth, and performance across accountability student groups. While the campus continues to provide opportunities and support for student success, inconsistent academic performance, gaps in student growth, and varying levels of achievement among student groups are limiting overall campus performance. To ensure all students are progressing toward their highest potential, the campus must strengthen instructional practices, implement targeted academic interventions, use data to drive instructional decisions, and increase student performance at the Approaches, Meets, and Masters levels. A focused, collaborative effort is necessary to improve academic outcomes, close achievement gaps, and raise the campus accountability rating to a B (80 or higher), with an aspirational goal of 85, by August 2027.

Evaluation Data Source: ACADEMIC GROWTH & ACHIEVEMENT - By August 2027, Lago Vista High School will improve its overall accountability rating from a C (74) to a B (80 or higher), with an aspirational campus goal of 85, through increased student achievement, academic growth, and performance across accountability student groups.

Strategy 1

Conduct quarterly accountability reviews to monitor progress toward campus goals.

Strategy's Expected Result/Impact: Show growth

Staff Responsible for Monitoring: Principal/Assistant Principals

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1

Formative Reviews

December	February	April	July

Strategy 2

Analyze STAAR, interim assessment, and TFAR data to identify areas requiring targeted intervention.

Strategy's Expected Result/Impact: Identify TEKS and students that need additional support

Staff Responsible for Monitoring: Principal/Assistant Principal/Teachers

Problem Statements: Demographics 1, 2 - Demographics 1 - Student Learning 2

Formative Reviews

December	February	April	July

Strategy 3

Implement data-driven instructional improvement plans through department PLCs.

Strategy's Expected Result/Impact: Improve and drive instruction

Staff Responsible for Monitoring: Principal/Assistant Principals/Teachers

Problem Statements: Demographics 1, 2 - Demographics 1 - Student Learning 2 - School Processes & Programs 1

Formative Reviews

December	February	April	July

Strategy 4

Monitor the academic performance of accountability student groups and adjust interventions based on demonstrated needs.

Strategy's Expected Result/Impact: Focus on student groups and improve outcomes

Staff Responsible for Monitoring: Principal/Assistant Principals/Teachers

Problem Statements: Demographics 1, 2 - Demographics 1

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lago Vista High School's Emergent Bilingual (EB) students are performing below desired academic expectations, with current assessment data showing 54% of EB students performing at the Approaches level, only 17% performing at the Meets level, and 0% reaching the Masters level.	The achievement data suggest a need for more consistent and intentional language supports within Tier I instruction, including explicit academic vocabulary development, opportunities for student discourse, scaffolding of grade-level content, and differentiation based on individual language and academic needs.
2	In the 2025 - 26 school year, all student demographic groups underperformed on state assessments.	The achievement data indicate a need for stronger curriculum alignment and a more intentional, campus-wide focus on integrating STAAR-tested content and skills across subject areas. By strengthening cross-curricular connections, reinforcing essential TEKS, and providing consistent opportunities for students to apply and demonstrate their learning, LVHS can better support student achievement.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lago Vista High School's Emergent Bilingual (EB) students are performing below desired academic expectations, with current assessment data showing 54% of EB students performing at the Approaches level, only 17% performing at the Meets level, and 0% reaching the Masters level.	The achievement data suggest a need for more consistent and intentional language supports within Tier I instruction, including explicit academic vocabulary development, opportunities for student discourse, scaffolding of grade-level content, and differentiation based on individual language and academic needs.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student performance at the Masters Grade Level remains lower than desired across all tested subjects, particularly in Reading/Language Arts and Mathematics.	Instructional practices primarily emphasize grade-level mastery and not advanced rigor or depth of knowledge. Opportunities for enrichment, extension, and complex problem-solving are limited, especially within core Tier I instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Classroom walkthrough data indicate that student engagement is lower than desired, with limited evidence of active participation and student-led learning opportunities.	Lessons would benefit from the consistent inclusion of pre-planned higher-order thinking questions or structured opportunities for students to engage in purposeful small-group discussions that promote deeper understanding and critical thinking.

Performance Objective 2 ☑ HB3 Goal

Lago Vista High School's current Student Achievement domain score of 78 indicates a need to improve overall student performance and ensure more students demonstrate mastery of grade-level content, successfully complete graduation requirements, and graduate prepared for college, career, or military pathways. While the campus provides a variety of academic opportunities and supports, gaps in STAAR End-of-Course performance, graduation outcomes, and College, Career, and Military Readiness (CCMR) attainment are limiting overall student achievement. The campus must strengthen instructional rigor, provide targeted interventions and academic support, monitor individual student progress, and increase opportunities for students to demonstrate college and career readiness. A coordinated effort among teachers, counselors, administrators, students, and families is essential to ensuring that all students graduate with the knowledge, skills, and credentials necessary for success beyond high school.

Evaluation Data Source: By June 2027, LVHS will increase its Student Achievement domain score from 78 to at least 88 through improved STAAR EOC performance, graduation outcomes, and CCMR readiness.

Strategy 1

Provide targeted academic intervention during advisory for students who have not mastered essential TEKS.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of essential TEKS, improved performance on formative assessments, and increased success on STAAR EOC assessments. Student progress will be monitored through assessment data and documented intervention results.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Staff, Content Area PLC Leaders

Problem Statements: Demographics 1, 2 - Demographics 1

Formative Reviews

December	February	April	July

Strategy 2

Establish subject-specific performance goals for Algebra I, English I, English II, Biology, and U.S. History.

Strategy's Expected Result/Impact: Each tested content area will establish measurable performance goals aligned with campus accountability targets. Teachers will monitor progress toward established goals, with the campus working toward increasing the Student Achievement domain score to at least 85 by June 2027.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, PLC Leaders

Formative Reviews

December	February	April	July

Strategy 3

Use common formative assessments and TFAR to identify students requiring reteaching or enrichment.

Strategy's Expected Result/Impact: Teachers will use assessment data to identify learning gaps, adjust instruction, provide timely reteaching, and extend learning for students who have mastered essential content. Students will demonstrate improved performance on subsequent assessments and increased readiness for STAAR EOC assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, PLC Leaders

Problem Statements: Demographics 2

Formative Reviews

December	February	April	July

Strategy 4

Provide targeted instruction to help students progress from Approaches to Meets and from Meets to Masters Grade Level. They will use TFAR data to align instruction to meet students' needs as well as use Edgenuity for targeted practice.

Strategy's Expected Result/Impact: Students will demonstrate increased academic proficiency, with more students progressing to Meets and Masters Grade Level performance on STAAR EOC assessments. Improved performance will contribute to increased campus Student Achievement outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, PLC Leaders

Formative Reviews

December	February	April	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lago Vista High School's Emergent Bilingual (EB) students are performing below desired academic expectations, with current assessment data showing 54% of EB students performing at the Approaches level, only 17% performing at the Meets level, and 0% reaching the Masters level.	The achievement data suggest a need for more consistent and intentional language supports within Tier I instruction, including explicit academic vocabulary development, opportunities for student discourse, scaffolding of grade-level content, and differentiation based on individual language and academic needs.
2	In the 2025 - 26 school year, all student demographic groups underperformed on state assessments.	The achievement data indicate a need for stronger curriculum alignment and a more intentional, campus-wide focus on integrating STAAR-tested content and skills across subject areas. By strengthening cross-curricular connections, reinforcing essential TEKS, and providing consistent opportunities for students to apply and demonstrate their learning, LVHS can better support student achievement.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lago Vista High School's Emergent Bilingual (EB) students are performing below desired academic expectations, with current assessment data showing 54% of EB students performing at the Approaches level, only 17% performing at the Meets level, and 0% reaching the Masters level.	The achievement data suggest a need for more consistent and intentional language supports within Tier I instruction, including explicit academic vocabulary development, opportunities for student discourse, scaffolding of grade-level content, and differentiation based on individual language and academic needs.

Performance Objective 3

By June 2027, LVHS will improve its School Progress domain score from 68 toward a campus target of 78 by increasing student academic growth and strengthening instructional effectiveness.

Evaluation Data Source: STAAR Data

Strategy 1

Identify students who did not demonstrate expected academic growth during the previous school year.

Strategy's Expected Result/Impact: Students who did not meet expected growth measures will be identified early, allowing teachers to determine learning needs and prioritize instructional support. Identified students will be monitored throughout the year for progress toward expected academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, PLC Leaders

Formative Reviews

December	February	April	July

Strategy 2

Implement individualized growth goals and targeted instructional interventions.

Strategy's Expected Result/Impact: Students will have documented academic growth goals and receive targeted instruction based on identified learning needs. Progress will be monitored through formative assessments, classroom performance, and available STAAR growth data to increase the percentage of students demonstrating expected academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, PLC Leaders

Formative Reviews

December	February	April	July

Strategy 3

Conduct regular PLC data reviews to monitor academic progress and instructional effectiveness.

Strategy's Expected Result/Impact: PLCs will regularly analyze student performance data, evaluate the effectiveness of instructional strategies, and make data-informed adjustments to instruction. Identified learning gaps will be addressed promptly, supporting improved student growth and progress toward the campus School Progress domain target of 78.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, PLC Leaders

Formative Reviews

December	February	April	July

Strategy 4

Provide professional development focused on differentiation, formative assessment, and academic acceleration.

Strategy's Expected Result/Impact: Teachers will strengthen their ability to differentiate instruction, use formative assessment data to guide instructional decisions, and accelerate student learning. Improved instructional practices will result in increased student engagement, academic progress, and growth toward expected performance levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Leaders

Formative Reviews

December	February	April	July

Performance Objective 4

By August 2027, LVHS will increase its Closing the Gaps domain score from 65 to at least 80 by improving academic achievement, growth, graduation, and CCMR outcomes among applicable accountability student groups.

Evaluation Data Source: Accountability Report

Strategy 1

Identify student groups performing below accountability targets and develop targeted improvement plans.

Strategy's Expected Result/Impact: Student groups not meeting established accountability targets will be identified, and targeted improvement plans will address specific academic and outcome gaps. Progress will be monitored through disaggregated assessment, graduation, and CCMR data to improve outcomes for applicable student groups and increase the Closing the Gaps domain score to at least 80.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, Counselors, Special Education Staff, PLC Leaders

Problem Statements: Demographics 2

Formative Reviews

December	February	April	July

Strategy 2

Monitor the academic performance of High Focus, economically disadvantaged, and special education students at least every six weeks.

Strategy's Expected Result/Impact: Student performance data will be reviewed at least every six weeks to identify academic concerns, evaluate intervention effectiveness, and provide timely instructional adjustments. Students will demonstrate improved achievement and growth, contributing to increased performance among applicable accountability groups.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Special Education Staff, Content Area Teachers, PLC Leaders

Formative Reviews

December	February	April	July

Strategy 3

Strengthen collaboration between general education and special education teachers to support student achievement.

Strategy's Expected Result/Impact: General education and special education teachers will collaborate to align instructional strategies, accommodations, and learning supports with student needs. Increased collaboration will improve access to grade-level content, strengthen student progress toward learning goals, and support improved academic outcomes for students receiving special education services.

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Staff, General Education Teachers, Special Education Case Managers

Formative Reviews

December	February	April	July

Strategy 4

Provide targeted interventions and monitor progress toward individual student learning goals.

Strategy's Expected Result/Impact: Students identified as needing additional support will receive targeted interventions aligned with documented learning needs. Regular progress monitoring will guide instructional adjustments and support measurable improvement toward individual learning goals and grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Content Area Teachers, Special Education Staff, Intervention Staff, PLC Leaders

Formative Reviews

December	February	April	July

Strategy 5

Review Closing the Gaps indicators quarterly to identify opportunities for improvement.

Strategy's Expected Result/Impact: Campus leadership and instructional teams will review disaggregated accountability data quarterly to identify trends, evaluate progress, and adjust improvement strategies. Timely adjustments will strengthen achievement, growth, graduation, and CCMR outcomes among applicable student groups and support the campus goal of reaching a Closing the Gaps score of at least 80.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Special Education Staff, Campus Instructional Leaders, PLC Leaders

Formative Reviews

December	February	April	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	In the 2025 - 26 school year, all student demographic groups underperformed on state assessments.	The achievement data indicate a need for stronger curriculum alignment and a more intentional, campus-wide focus on integrating STAAR-tested content and skills across subject areas. By strengthening cross-curricular connections, reinforcing essential TEKS, and providing consistent opportunities for students to apply and demonstrate their learning, LVHS can better support student achievement.

Goal 2

Staff - LVISD believes exceptional educators are the foundation of student success and must be supported, developed, and empowered to deliver high-quality learning experiences.

Performance Objective 1

WELL-BEING & SUPPORT - Foster a supportive working environment that promotes staff well-being and effectiveness.

Evaluation Data Source: Staff climate and satisfaction surveys; campus needs assessment; employee attendance and absenteeism reports; staff retention and turnover data; exit interview feedback; professional development participation records; faculty and department meeting feedback; and documentation of staff recognition, engagement, and well-being initiatives.

Strategy 1

Establish consistent communication practices that provide staff with timely information regarding campus expectations, decisions, procedures, and upcoming events.

Strategy's Expected Result/Impact: Staff will demonstrate increased clarity regarding campus expectations, improved access to information, and greater confidence in campus communication. Staff feedback and communication practices will be reviewed throughout the year to identify opportunities for improvement.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

December	February	April	July

Strategy 2

Provide regular opportunities for staff to share feedback, communicate concerns, and offer suggestions for improving campus operations and working conditions.

Strategy's Expected Result/Impact: Staff will have meaningful opportunities to contribute to campus decisions and identify areas of need. Feedback will inform administrative decisions and campus practices that support staff well-being, collaboration, and effectiveness.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team

Formative Reviews

December	February	April	July

Strategy 3

Recognize staff contributions, accomplishments, and positive impacts on students and the campus community.

Strategy's Expected Result/Impact: Staff will experience increased recognition and appreciation for their work, contributing to a positive campus culture, stronger professional relationships, and improved staff morale.

Staff Responsible for Monitoring: Principal, Assistant Principal, Department and PLC Leaders

Formative Reviews

December	February	April	July

Strategy 4

Promote collaborative planning and shared problem-solving to support instructional effectiveness and manageable staff responsibilities.

Strategy's Expected Result/Impact: Staff will have opportunities to collaborate, share resources, address instructional challenges, and develop solutions to common concerns. Increased collaboration will support instructional consistency, professional relationships, and staff effectiveness

Staff Responsible for Monitoring: Principal, Assistant Principal, Department and PLC Leaders

Formative Reviews

December	February	April	July

Performance Objective 2

RECRUITMENT & RETENTION - Attract & retain high-quality educators.

Evaluation Data Source: Annual employee retention and turnover reports; recruitment and hiring records; applicant and vacancy reports; teacher certification and qualification records; employee exit interviews; new employee feedback surveys; staff climate and satisfaction surveys; employee attendance and longevity reports; and professional development, mentoring, and onboarding participation records.

Strategy 1

Implement a proactive recruitment process to identify qualified candidates who demonstrate strong instructional skills, a commitment to student success, and alignment with campus values.

Strategy's Expected Result/Impact: LVHS will develop a pool of qualified candidates for instructional vacancies and improve the likelihood of hiring educators who support high expectations, student achievement, and the campus culture.

Staff Responsible for Monitoring: Principal, Assistant Principal, Human Resources

Formative Reviews

December	February	April	July

Strategy 2

Provide structured onboarding and mentoring support for new teachers to clarify campus expectations, establish relationships, and strengthen instructional practices.

Strategy's Expected Result/Impact: New teachers will demonstrate increased understanding of campus procedures, access to instructional support, and confidence in their roles. Improved support will contribute to teacher effectiveness and retention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Assigned Mentors, Department and PLC Leaders

Formative Reviews

December	February	April	July

Strategy 3

Conduct regular check-ins with new and returning staff to identify support needs, address concerns, and strengthen professional relationships.

Strategy's Expected Result/Impact: Administrators will identify and address staff concerns in a timely manner, improve access to needed resources, and strengthen staff engagement and job satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

December	February	April	July

Strategy 4

Foster a positive, collaborative campus culture that values staff contributions, supports professional relationships, and encourages long-term commitment to LVHS.

Strategy's Expected Result/Impact: Staff will report a stronger sense of belonging, professional support, and connection to the campus mission. The campus will monitor retention trends and staff feedback to identify opportunities to improve educator retention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team

Formative Reviews

December	February	April	July

Performance Objective 3

PROFESSIONAL GROWTH & CAPACITY - Build educator capacity to deliver high-quality, rigorous instruction, and develop students who are engaged, accountable, and future-ready.

Evaluation Data Source: T-TESS formative and summative evaluation results; professional development participation records; PLC agendas and documentation; classroom walkthrough data; STAAR EOC and common formative assessment results; student attendance, engagement, and discipline data; teacher needs assessments and feedback surveys; instructional coaching and mentoring records; and College, Career, and Military Readiness (CCMR) indicators, including industry-based certifications, dual credit, and college readiness outcomes.

Strategy 1

Lago Vista High School will continue to participate and support the district-wide character program, Project Vinatta.

Strategy's Expected Result/Impact: Students will become invested in creating and supporting a campus-wide culture of kindness. Students will acquire tools needed to treat others with kindness and respect.

Staff Responsible for Monitoring: Principal, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	July

Strategy 2

Counselors will provide targeted resources, guidance, and referrals for students identified as needing additional support related to violence prevention, pregnancy, harassment, bullying, and other social-emotional or safety concerns. Counseling staff will collaborate with teachers, administrators, and families to ensure that identified students have access to appropriate school-based and community services.

Strategy's Expected Result/Impact: Students receiving counseling support will experience improved emotional well-being, sense of safety, and connection to school. Increased awareness of available resources and proactive intervention will lead to fewer discipline incidents, reduced reports of bullying or harassment, and stronger student engagement and attendance.

Staff Responsible for Monitoring: Counselors and principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	July

Strategy 3

Provide ongoing information and education on bullying prevention, identification, and reporting procedures to all students throughout the school year. This initiative will include reminders from Advisory teachers and the promotion of the StopIt reporting app, which will be pushed to student devices to ensure easy access for confidential reporting. These efforts will reinforce a culture of respect, safety, and accountability on campus.

Strategy's Expected Result/Impact: Students will demonstrate increased awareness of bullying prevention and reporting procedures, resulting in improved campus climate and a reduction in bullying-related incidents. Consistent communication through Advisory and the StopIt app will empower students to recognize, prevent, and report unsafe behaviors, contributing to a safer and more supportive learning environment.

Staff Responsible for Monitoring: Administrators, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	July

Goal 3

Stakeholders - LVISD believes strong relationships, clear communication, and meaningful partnerships are essential to building trust and ensuring the success of our students and schools.

Performance Objective 1

By June 2027, LVHS will strengthen relationships with students, families, staff, and community partners through consistent communication, increased opportunities for stakeholder engagement, and collaborative partnerships that support student achievement, student well-being, and campus success.

Evaluation Data Source: Establish baseline data through student, parent, and staff climate surveys; current family and community engagement participation records; documentation of active community partnerships; and a review of existing campus communication practices. Baseline data will identify current levels of stakeholder satisfaction, participation, communication effectiveness, and opportunities for increased collaboration to support student achievement, well-being, and campus success.

Strategy 1

Establish consistent, timely, and transparent communication with students, families, and staff regarding campus expectations, academic progress, events, and important decisions.

Strategy's Expected Result/Impact: Stakeholders will demonstrate increased awareness of campus expectations, access to important information, and confidence in campus communication. Communication practices will be reviewed throughout the year to identify opportunities for improvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselors

Problem Statements: Perceptions 1

Formative Reviews

December	February	April	July

Strategy 2

Provide opportunities for families and community members to participate in campus activities, celebrations, student recognition, and school improvement initiatives.

Strategy's Expected Result/Impact: Increased stakeholder participation will strengthen relationships between the school and community, promote a sense of belonging, and build shared ownership of student success. Participation in campus events and stakeholder feedback will be monitored throughout the year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Organization Sponsors, Teachers

Problem Statements: Perceptions 1

Formative Reviews

December	February	April	July

Strategy 3

Strengthen partnerships with parents, community organizations, and local businesses to provide students with opportunities for mentoring, service learning, career exploration, and college and career readiness.

Strategy's Expected Result/Impact: Students will have increased access to meaningful learning experiences, community involvement, and postsecondary opportunities. Campus partnerships and student participation in related activities will be documented and reviewed annually.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, CCMR Coordinator, Club and Organization Sponsors

Formative Reviews

December	February	April	July

Strategy 4

Establish and maintain communication practices that encourage two-way dialogue between families and campus staff to address student academic, behavioral, and social-emotional needs.

Strategy's Expected Result/Impact: Families and staff will collaborate more effectively to address student needs, resolve concerns, and support student success. Communication and follow-up practices will be monitored to promote timely responses and consistent support.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselors

Problem Statements: Perceptions 1

Formative Reviews

December	February	April	July

Strategy 5

Collect and review stakeholder feedback to identify strengths, address concerns, and guide campus improvement decisions.

Strategy's Expected Result/Impact: Campus leadership will use stakeholder input to identify areas for improvement, inform decision-making, and strengthen trust and collaboration among students, families, staff, and community members. Feedback will be reviewed at least quarterly, and appropriate action steps will be identified.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team

Formative Reviews

December	February	April	July

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent participation in academic events such as curriculum nights, open houses, and college and career information sessions is lower than desired.	A significant number of Lago Vista High School parents commute to work in the Austin area, making it difficult for them to return in time to attend evening school events. Additionally, competing family and work commitments often limit parents' availability to prioritize these activities.

Goal 4

Stewardship - LVISD believes responsible stewardship of resources, systems, and facilities is essential to sustaining a high-performing and future-ready school district. Recruit, develop, and retain exceptional staff by offering competitive compensation, professional support, and a collaborative work environment.

Performance Objective 1

By June 2027, LVHS will promote responsible stewardship of campus resources, facilities, and systems while supporting the recruitment, development, and retention of high-quality educators through effective resource allocation, professional support, and a collaborative working environment.

Evaluation Data Source: 2026 Staff Climate and Satisfaction Survey results, specifically employee perceptions of campus culture, working conditions, administrative support, and overall job satisfaction. Baseline survey data indicate that 66% of teachers and staff who submitted the survey reported they would recommend LVHS to others as a place to work. Future survey results will be used to measure improvements in employee satisfaction, staff morale, campus culture, and the overall working environment.

Strategy 1

Review campus staffing, master scheduling, class sizes, and instructional assignments to maximize available personnel and support student learning needs.

Strategy's Expected Result/Impact: Campus staffing and scheduling decisions will support instructional priorities, equitable student access to courses, and effective use of available personnel. Staffing allocations, class sizes, and scheduling needs will be reviewed throughout the year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, District Administration

Formative Reviews

December	February	April	July

Strategy 2

Monitor campus budgets, instructional materials, technology, and other resources to ensure they are allocated responsibly and aligned with campus improvement priorities.

Strategy's Expected Result/Impact: Campus resources will be used efficiently to support student achievement, instructional effectiveness, and campus operations. Budget expenditures, resource needs, and alignment with campus priorities will be reviewed regularly.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Registrar, District Business Office

Formative Reviews

December	February	April	July

Strategy 3

Implement practices to maintain clean, functional, and well-maintained facilities and instructional spaces.

Strategy's Expected Result/Impact: Campus facilities will provide a safe, functional, and supportive environment for teaching and learning. Facility concerns will be documented, communicated to the appropriate personnel, and monitored through resolution.

Staff Responsible for Monitoring: Principal, Assistant Principal, Custodial Staff, Maintenance Department

Formative Reviews

December	February	April	July

Strategy 4

Provide structured onboarding, mentoring, professional development, and ongoing feedback to support staff effectiveness and retention.

Strategy's Expected Result/Impact: Staff will have access to resources, guidance, and professional learning opportunities that strengthen instructional effectiveness, job satisfaction, and commitment to the campus. Participation, staff feedback, and retention trends will be reviewed annually.

Staff Responsible for Monitoring: Principal, Assistant Principal, Department and PLC Leaders, Assigned Mentors

Formative Reviews

December	February	April	July

Strategy 5

Establish collaborative practices that encourage staff input, shared problem-solving, and continuous improvement of campus systems and procedures.

Strategy's Expected Result/Impact: Staff will have meaningful opportunities to contribute to campus decisions and improve operational efficiency, communication, and working conditions. Staff feedback and identified improvement actions will be reviewed throughout the year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team

Formative Reviews

December	February	April	July

Goal 5

Safety - LVISD believes safe and secure environments are paramount and are achieved through proactive planning, strong-systems, and shared responsibility.

Performance Objective 1

By June 2027, LVHS will strengthen campus safety and security through consistent implementation of district safety procedures, proactive identification of potential risks, ongoing staff and student training, and collaboration among campus personnel, families, and emergency response partners to maintain a safe and supportive learning environment. Increase the percentage of parents reporting that their students feel safe at school from the 2026 baseline of 52% by June 2027.

Evaluation Data Source: 2026 Parent Climate and Satisfaction Survey results, specifically parent perceptions of student safety and campus security. Baseline survey data indicate that 52% of parents reported feeling their students were in a safe school environment. Future survey results will be used to measure improvement in parent confidence, perceptions of campus safety, and the effectiveness of campus safety initiatives.

Strategy 1

Implement and regularly review campus emergency operations procedures, including required safety drills and emergency response protocols, in accordance with district policy and state requirements.

Strategy's Expected Result/Impact: Staff and students will demonstrate increased familiarity with emergency procedures and assigned responsibilities. Required drills will be completed and documented, and identified areas for improvement will be addressed.

Staff Responsible for Monitoring: Principal, Assistant Principal, District Safety and Security Personnel

Formative Reviews

December	February	April	July

Strategy 2

Conduct regular reviews of campus access controls, visitor procedures, student check-in and check-out processes, and campus supervision practices.

Strategy's Expected Result/Impact: Campus security procedures will be consistently implemented to help prevent unauthorized access and strengthen supervision of students and visitors. Identified security concerns will be documented and addressed promptly.

Staff Responsible for Monitoring: Principal, Assistant Principal, Front Office Staff, Campus Safety Personnel

Formative Reviews

December	February	April	July

Strategy 3

Provide staff training and ongoing communication regarding emergency response, threat reporting, student supervision, and campus safety expectations.

Strategy's Expected Result/Impact: Staff will understand their responsibilities for maintaining campus safety and responding appropriately to concerns. Training participation, staff awareness, and adherence to established procedures will be monitored.

Staff Responsible for Monitoring: Principal, Assistant Principal, District Safety and Security Personnel

Formative Reviews

December	February	April	July

Strategy 4

Establish and reinforce clear procedures for reporting and responding to student safety concerns, bullying, harassment, threats, and other potentially harmful behaviors.

Strategy's Expected Result/Impact: Students and staff will have clear reporting procedures and understand the importance of promptly communicating safety concerns. Reports will be addressed according to district procedures, and appropriate follow-up and documentation will be maintained.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers, District Safety Personnel

Formative Reviews

December	February	April	July

Strategy 5

Promote a positive, supportive campus culture in which students and staff understand their shared responsibility for safety, respect, and student well-being.

Strategy's Expected Result/Impact: Students and staff will demonstrate increased awareness of safety expectations, responsible reporting, and respectful behavior. Campus feedback, behavior trends, and documented concerns will be reviewed to identify opportunities for prevention and improvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers, Campus Leadership Team

Formative Reviews

December	February	April	July

Strategy 6

Review campus safety concerns, drill documentation, incident trends, and recommendations from district safety reviews to identify and implement needed improvements.

Strategy's Expected Result/Impact: Campus leadership will use available safety data and review findings to strengthen prevention practices, improve procedures, and address identified risks. Corrective actions will be documented and monitored through completion.

Staff Responsible for Monitoring: Principal, Assistant Principal, District Safety and Security Personnel, District Administration

Formative Reviews

December	February	April	July

State Compensatory Education

State Compensatory

Budget for Lago Vista High School

Total SCE Funds: $22,750.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

LVHS uses Edgenuity for the purpose of accelerated instruction for teachers to use as a resource for STAAR EOC review, state mandated accelerated instruction for previous STAAR failures, and for credit recovery for students who are behind in credits. We will also use teachers for Boot Camps this year to ensure our at-risk students (defined by previous test scores and MAP data) get additional support during and outside of the school day prior to state assessments in December and Spring of 2026.

LAGO VISTA ISD

Aligning Policy with Opportunity

A REVIEW OF GRADUATION REQUIREMENTS AND ACADEMIC POLICIES

NOVEMBER 9, 2026



AGENDA

01 WHY NOW? AN EVOLVING EDUCATIONAL LANDSCAPE

02 CURRENT REQUIREMENTS

03 STATE CHANGES

04 EQUITY AND READINESS

05 FINANCIAL CONSIDERATIONS

06 EXPANDED OPPORTUNITIES

07 NEXT STEPS

WHY NOW? AN EVOLVING EDUCATIONAL LANDSCAPE

LAGO VISTA ISD

GRADUATION REQUIREMENTS

- HB 27 and Financial Literacy

ACADEMIC RECOGNITION

- SB 1191 and GPA weighting

COLLEGE, CAREER, AND MILITARY READINESS

- Evolving CCMR expectations

EXPANDED OPPORTUNITIES

- CTE, Advanced Academics, and Dual Credit

TEXAS GRADUATION REQUIREMENTS

LAGO VISTA ISD

FOUNDATION ONLY

22 CREDITS

ALTERNATIVE GRADUATION PATHWAY AVAILABLE ONLY AFTER SOPHOMORE YEAR FOLLOWING REQUIRED COUNSELING AND WRITTEN PARENTAL PERMISSION.

FOUNDATION WITH ENDORSEMENT

26 CREDITS

STANDARD ENDORSED PATHWAY

DISTINGUISHED LEVEL OF ACHIEVEMENT

ADDS SPECIFIC COURSEWORK REQUIREMENTS WITHIN THE ENDORSED PATHWAY

CURRENT LVISD REQUIREMENTS

TEXAS ENDORSED MINIMUM

26 CREDITS

LVISD REQUIREMENTS

28 CREDITS

ADDITIONAL REQUIRED COURSEWORK

- PROFESSIONAL COMMUNICATIONS (.5 CR)
- LIFETIME NUTRITION & WELLNESS (.5 CR)
- MONEY MATTERS (1 CR)

REQUIRED LEARNING VS. REQUIRED COURSES

TEXAS REQUIREMENTS AND LVISD'S INSTRUCTIONAL APPROACH

Learning Requirement	Current LVISD Required Course
Speech Proficiency	Professional Communications (0.5)
CPR/ AED Instruction	Lifetime Nutrition & Wellness (0.5)
Current Local Financial Literacy Requirement	Money Matters (1.0)

NEW UNDER HB 27

Beginning with students entering ninth grade in 2026–27 (Class of 2030), HB 27 requires a half-credit in approved Personal Financial Literacy coursework. Unlike speech proficiency and CPR/AED instruction, this requirement must be satisfied through an approved course.

EXAMINING EQUITY AND CONSISTENCY

Middle School Credits	**Course Exclusions**
High school courses taken in middle school currently count toward high school GPA and class rank.	PE, athletics, marching band, pass/fail courses, and other designated courses are excluded from class-rank calculations.

Evolving state requirements provide an opportunity to evaluate equity and consistency in GPA and class-rank practices across all four-year academic pathways.

SB 1191:

STATEWIDE GPA WEIGHTING CHANGES

Lago Vista ISD

01 **EQUAL ADDITIONAL WEIGHT**

AP- IB- OnRamps- non- WECM Dual Credit

Same additional GPA weight

02 **DIFFERENT WEIGHT**

WECM Dual Credit

Lower than the academic advanced-course weight

Honors

Additional weight determined locally

03 **EFFECTIVE COHORT**

Students entering Grade 7 in 2027-2028

THE FUTURE OF COLLEGE, CAREER & MILITARY READINESS

Meeting CCMR Requirements - 2027 Accountability

(2025-26 Graduates and Non-graduating 12th Graders in 2025-26)

	1								2	3	4	5	6	7	8	9	10
	Met TSI Requirements in BOTH Reading and Math																
	TSIA Reading	ACT English	SAT ELA	College Prep ELA	TSIA Math	ACT Math	SAT Math	College Prep Math	Met AP or IB	Level I or II Certificate	OnRamps	Dual Course Credit	Industry Based Certification (IBC)	Associate Degree	IEP Grad (Workforce Readiness)	SpEd Advanced Grad Plan	Armed Forces
Minimum Requirement	**TSIA1:** ≥ 351 **TSIA2:** 1. ≥ 945 and ≥ 5 Essay **or** 2. < 945 and Diag ≥ 5 and Essay ≥ 5 **TSIA1/TSIA2** Combo ***	**Prior to 02/15/2023** Eng. Score ≥ 19 **AND** Composite Score ≥ 23 **OR** **On or after 02/15/2023** Eng. & Rdg. (E+R) Combined Score ≥ 40	≥ 480	**Course Credit earned during 12th Grade**	**TSIA1:** ≥ 350 **TSIA2:** 1. ≥ 950 **or** 2. < 950 and Diag = 6	**Prior to 02/15/2023** Math Score ≥ 19 **AND** Composite Score ≥ 23 **OR** **On or after 02/15/2023** Math Score ≥ 22	≥ 530	**Course Credit earned during 12th Grade**	AP ≥ 3 IB ≥ 4	Earned a Level I or Level II certificate	Complete an OnRamps course **AND** qualify for ≥ 3 hours of college credit	≥ 3 hours of dual-course credits in ELA or Math **OR** ≥ 9 hours of dual course credits cumulated across subjects	Earn an Approved IBC* while in high school **AND** **Completer** in an aligned POS ***(See TEA's CCMR Website for 2022-25 v3 IBC List and 2025-30 v4 IBC List)***	Earn an Associate Degree while in high school	Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)	Graduate under an advanced degree plan and be identified as a current special education student (Advanced Degree Plan = FHSP-E, FHSP-DLA, RHSP or DAP)	Enlist in the U.S. Armed Forces or the Texas National Guard ***(See TAA DoD Military Enlistment Data Source)***

THE FUTURE OF COLLEGE, CAREER & MILITARY READINESS

CCMR indicators will be grouped into three tiers, based on the relative value of the indicator to students, starting with the graduating class of 2030

TEA Texas Education Agency

Foundational Postsecondary Readiness

- Met TSI using an approved College Prep Course

OR

- Potential college credit (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

OR

- CTE Completer with aligned Tier 3 IBC

OR

- JROTC Completion and 31-49 (Category IIIB AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If either Math or Reading TSI criteria is met using a CPC, CCMR is Foundational.

*A student has the potential to earn college credit from any of these pathways; credit awarded is dependent on IHE, degree, score, etc.

Demonstrated Postsecondary Readiness

- **Met TSI** using SAT or ACT or TSIA

OR

- CTE Completer with aligned Tier 2 IBC

OR

- SPED Advanced Diploma

OR

- Workforce Ready IEP Diploma

OR

- JROTC Completion and 50-64 (Category IIIA AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with no potential college credit) CCMR is Demonstrated

Advanced Postsecondary Readiness

- Associate Degree

OR

- **Met TSI** using SAT/ACT/TSIA **and potential college credit** (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

OR

- Earn Level I or Level II Certificate

OR

- CTE Completer with aligned Tier 1 IBC

OR

- Military Enlistment

OR

- JROTC Completion and 65+ (Category II AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with potential college credit) CCMR is Advanced.

THE FUTURE OF COLLEGE, CAREER & MILITARY READINESS

Starting in 2031 A-F, CCMR calculation methodology will mirror STAAR Domain 1 methodology

$$\text{CCMR Raw Score} = \frac{\%\text{Foundational+} + \%\text{Demonstrated+} + \%\text{Advanced}}{3}$$

Steps to Calculate a CCMR Score

1. Determine the highest postsecondary readiness level achieved by each student
   - A student may earn multiple indicators across levels, but CCMR points awarded only for highest level completed
   - A student earns CCMR points for one level, even if multiple indicators earned within a level
2. Add the number of students that earned Foundational and above (+ Demonstrated + Advanced), divide the sum by the number of annual grads
3. Add the number of students that earned Demonstrated and above (+ Advanced), divide the sum by number of annual grads
4. Divide the number of Advanced by # of annual grads
5. Find the sum of points awarded from each of the three levels and divide by 3

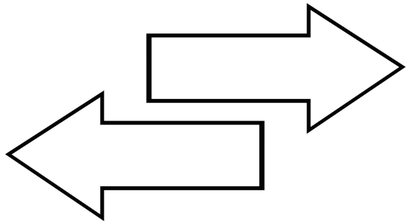
Example: High School with 150 graduates

Foundational: 58 Demonstrated: 47 Advanced: 33

Postsecondary Readiness Level	# of students and % earned	Points Earned
Foundational Postsecondary Readiness or above (# earned/annual grads)	138 (92%)	92
Demonstrated Postsecondary Readiness or above (# earned/annual grads)	80 (53%)	53
Advanced Postsecondary Readiness (# earned/ grads)	33 (22%)	22
CCMR Raw Score (sum of 3 levels/3):		56

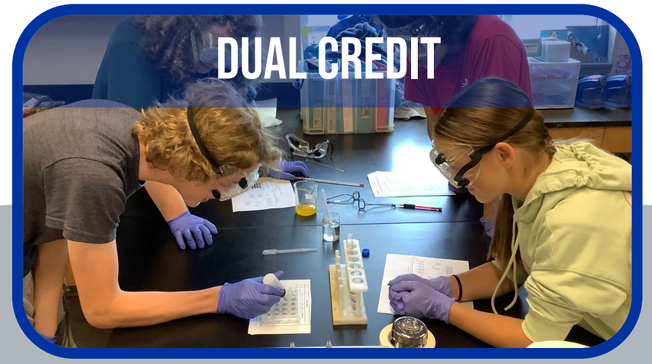
Used in Domain 2b: Relative Performance
In Domain 3a: Points awarded/grads+leavers+continuers
Small numbers analysis will be applied

CTE FUNDING CONSIDERATIONS FOR FUTURE PLANNING

		
Current Required CTE courses generate eligible contact hours	Transition Enrollment and funding patterns may shift	Future Expanded pathways may generate additional funding

EXPANDING OPPORTUNITIES FOR OUR VIKINGS

LAGO VISTA ISD



Expanding college credit opportunities.



Increasing access to rigorous coursework experiences.



Creating meaningful career connections



More personalized academic pathways

Expanded course selection opportunities anticipated Spring 2027

LOOKING AHEAD

ALIGNING POLICY WITH OPPORTUNITY



REVIEW CURRENT POLICIES

Graduation requirements, GPA calculations, and class-rank practices.

COLLABORATE WITH TASB

Evaluate proposed revisions, state compliance, and implementation considerations.



RETURN FOR BOARD CONSIDERATION

Potential policy revisions to be presented for Board consideration at an upcoming meeting.

LAGO VISTA ISD

LOOKING AHEAD

Aligning Policy with Opportunity

EXPANDING OPPORTUNITIES. ALIGNING EXPECTATIONS. PREPARING VIKINGS FOR THEIR FUTURE.

BANK STATEMENTS/INVESTMENTS

26-27	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	$ 1.00	$ 1.00										
General Sweep	$ 464,756.40	$ 490,699.13										
Lonestar Construction	$ 434,816.91	$ 242,437.83										
Lonestar M & O	$ 6,147,869.50	$ 4,472,564.11										
Lonestar I&S	$ 5,154,340.65	$ 5,181,067.00										
Texpool M&O	$ 118,477.56	$ 118,869.28										
Texpool I&S	$ 238.33	$ 239.26										
TOTAL (less Contruction)	$ 11,885,683.44	$ 10,263,439.78	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Difference	$ 11,884,436.71	$ (1,622,243.66)	$(10,263,439.78)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
INTEREST EARNED												
General	$ -	$ -										
General Sweep	$ 1,724.36	$ 1,673.39										
Lonestar Construction	$ 1,397.67	$ 1,206.12										
Lonestar M & O	$ 22,497.27	$ 18,402.16										
Lonestar I&S	$ 16,498.70	$ 17,657.71										
Texpool M&O	$ 364.93	$ 391.72										
Texpool I&S	$ 0.68	$ 0.93										
TOTAL INTEREST	$ 42,483.61	$ 39,332.03	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Cumulative	$ 42,483.61	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64	$ 81,815.64

25-26	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00
General Sweep	$ 509,672.83	$ 538,589.68	$ 424,935.76	$ 340,295.75	$ 566,951.43	$ 552,136.45	$ 443,422.35	$ 356,375.20	$ 582,723.72	$ 191,927.19	$ 283,360.15	$ 459,752.31
Lonestar Construction	$ 1,121,409.45	$ 1,046,423.52	$ 1,045,466.00	$ 1,049,040.71	$ 640,195.86	$ 609,706.63	$ 605,063.05	$ 508,998.92	$ 510,646.65	$ 454,923.32	$ 453,382.98	$ 433,419.24
Lonestar M & O	$ 6,431,698.91	$ 4,897,891.48	$ 3,534,957.32	$ 6,328,486.07	$ 17,583,841.63	$ 20,224,080.87	$ 18,978,227.54	$ 17,863,969.82	$ 16,294,778.20	$ 15,071,321.36	$ 13,255,237.10	$ 7,980,359.13
Lonestar I&S	$ 4,529,786.22	$ 4,579,565.34	$ 4,818,666.73	$ 7,418,034.45	$ 13,335,230.97	$ 14,018,982.19	$ 14,290,299.10	$ 14,432,078.70	$ 14,496,662.81	$ 9,657,952.54	$ 9,631,724.19	$ 5,100,328.64
Texpool M&O	$ 114,119.87	$ 114,521.30	$ 114,896.72	$ 115,270.21	$ 115,633.42	$ 115,959.89	$ 116,321.57	$ 116,671.32	$ 117,030.40	$ 117,381.17	$ 117,744.89	$ 118,112.63
Texpool I&S	$ 230.32	$ 231.25	$ 232.13	$ 232.79	$ 233.41	$ 233.97	$ 234.59	$ 235.19	$ 235.81	$ 236.41	$ 237.03	$ 237.65
TOTAL (less Contruction)	$ 11,585,509.15	$ 10,130,800.05	$ 8,893,689.66	$ 14,202,320.27	$ 31,601,891.86	$ 34,911,394.37	$ 33,828,506.15	$ 32,769,331.23	$ 31,491,431.94	$ 25,038,819.67	$ 23,288,304.36	$ 13,658,791.36
Difference	$ 11,585,509.15	$ (1,454,709.10)	$ (1,237,110.39)	$ 5,308,630.61	$ 17,399,571.59	$ 3,309,502.51	$ (1,082,888.22)	$ (1,059,174.92)	$ (1,277,899.29)	$ (6,452,612.27)	$ (1,750,515.31)	$ (9,629,513.00)
INTEREST EARNED												
General	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 0.31	$ -	$ -	$ -
General Sweep	$ 1,908.01	$ 1,497.75	$ 1,488.16	$ 1,674.06	$ 1,895.21	$ 1,455.77	$ 1,468.93	$ 1,516.65	$ 1,383.68	$ 1,390.55	$ 1,136.33	$ 1,246.73
Lonestar Construction	$ 5,586.39	$ 3,863.22	$ 3,542.48	$ 3,574.71	$ 3,095.13	$ 1,858.53	$ 1,947.96	$ 1,743.10	$ 1,647.73	$ 1,560.04	$ 1,479.97	$ 1,468.91
Lonestar M & O	$ 26,107.22	$ 21,467.85	$ 14,495.14	$ 15,886.99	$ 45,444.09	$ 60,984.70	$ 63,905.03	$ 58,416.03	$ 55,834.72	$ 49,942.97	$ 46,441.26	$ 33,766.33
Lonestar I&S	$ 16,265.17	$ 16,526.50	$ 15,829.34	$ 19,402.86	$ 36,803.83	$ 41,557.50	$ 45,663.00	$ 44,991.63	$ 46,937.33	$ 31,173.17	$ 31,474.14	$ 21,057.82
Texpool M&O	$ 397.45	$ 401.43	$ 375.42	$ 373.49	$ 363.21	$ 326.47	$ 361.68	$ 349.75	$ 359.08	$ 350.77	$ 363.72	$ 367.74
Texpool I&S	$ 0.90	$ 0.93	$ 0.88	$ 0.66	$ 0.62	$ 0.56	$ 0.62	$ 0.60	$ 0.62	$ 0.60	$ 0.62	$ 0.62
TOTAL INTEREST	$ 50,265.14	$ 43,757.68	$ 35,731.42	$ 40,912.77	$ 87,602.09	$ 106,183.53	$ 113,347.22	$ 105,274.66	$ 106,163.47	$ 84,418.10	$ 80,896.04	$ 57,908.15
Cumulative	$ 50,265.14	$ 94,022.82	$ 129,754.24	$ 170,667.01	$ 258,269.10	$ 364,452.63	$ 477,799.85	$ 583,074.51	$ 689,237.98	$ 773,656.08	$ 854,552.12	$ 912,460.27

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	22,130,300.00	-21,335.40	-97,011.54	22,033,288.46	.44%
5730 - TUITION & FEES FROM PATRONS	70,000.00	-9,908.33	-19,016.66	50,983.34	27.17%
5740 - INTEREST, RENT, MISC REVENUE	798,500.00	-46,503.87	-91,794.10	706,705.90	11.50%
5750 - REVENUE	45,000.00	-15,803.57	-28,870.22	16,129.78	64.16%
Total REVENUE-LOCAL & INTERMED	**23,043,800.00**	**-93,551.17**	**-236,692.52**	**22,807,107.48**	**1.03%**
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	1,417,110.00	-228,376.00	-495,905.00	921,205.00	34.99%
5830 - TRS ON-BEHALF	975,000.00	-73,569.65	-148,627.63	826,372.37	15.24%
Total STATE PROGRAM REVENUES	**2,392,110.00**	**-301,945.65**	**-644,532.63**	**1,747,577.37**	**26.94%**
Total Revenue Local-State-Federal	**25,435,910.00**	**-395,496.82**	**-881,225.15**	**24,554,684.85**	**3.46%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-12,213,723.00	.00	2,048,023.26	1,025,188.10	-10,165,699.74	16.77%
6200 - PURCHASE & CONTRACTED SVS	-369,990.00	46,331.76	188,700.01	117,289.28	-134,958.23	51.00%
6300 - SUPPLIES AND MATERIALS	-332,700.00	31,879.12	72,264.71	47,863.93	-228,556.17	21.72%
6400 - OTHER OPERATING EXPENSES	-44,670.00	740.00	450.00	350.00	-43,480.00	1.01%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-115,000.00	5,000.00	.00	.00	-110,000.00	-.00%
Total Function11 INSTRUCTION	**-13,076,083.00**	**83,950.88**	**2,309,437.98**	**1,190,691.31**	**-10,682,694.14**	**17.66%**
12 - LIBRARY						
6100 - PAYROLL COSTS	-98,115.00	.00	15,960.40	8,081.65	-82,154.60	16.27%
6200 - PURCHASE & CONTRACTED SVS	-3,400.00	.00	3,678.00	3,678.00	278.00	108.18%
6300 - SUPPLIES AND MATERIALS	-6,400.00	.00	118.68	118.68	-6,281.32	1.85%
6400 - OTHER OPERATING EXPENSES	-1,350.00	.00	.00	.00	-1,350.00	-.00%
Total Function12 LIBRARY	**-109,265.00**	**.00**	**19,757.08**	**11,878.33**	**-89,507.92**	**18.08%**
13 - CURRICULUM						
6200 - PURCHASE & CONTRACTED SVS	-10,000.00	.00	.00	.00	-10,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-3,700.00	4.75	185.15	185.15	-3,510.10	5.00%
6400 - OTHER OPERATING EXPENSES	-25,400.00	1,815.00	8,436.08	5,841.08	-15,148.92	33.21%
Total Function13 CURRICULUM	**-39,100.00**	**1,819.75**	**8,621.23**	**6,026.23**	**-28,659.02**	**22.05%**
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-409,640.60	.00	68,423.17	34,211.58	-341,217.43	16.70%
6200 - PURCHASE & CONTRACTED SVS	-1,850.00	.00	.00	.00	-1,850.00	-.00%
6300 - SUPPLIES AND MATERIALS	-4,400.00	.00	975.00	975.00	-3,425.00	22.16%
6400 - OTHER OPERATING EXPENSES	-5,125.00	.00	90.00	90.00	-5,035.00	1.76%
Total Function21 INSTRUCTIONAL	**-421,015.60**	**.00**	**69,488.17**	**35,276.58**	**-351,527.43**	**16.50%**
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-1,551,699.00	.00	209,595.45	101,005.19	-1,342,103.55	13.51%
6200 - PURCHASE & CONTRACTED SVS	-2,200.00	.00	2,400.00	.00	200.00	109.09%
6300 - SUPPLIES AND MATERIALS	-6,250.00	.00	.00	.00	-6,250.00	-.00%
6400 - OTHER OPERATING EXPENSES	-7,275.00	.00	798.00	798.00	-6,477.00	10.97%
Total Function23 CAMPUS ADMINISTRATION	**-1,567,424.00**	**.00**	**212,793.45**	**101,803.19**	**-1,354,630.55**	**13.58%**
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-633,965.00	.00	88,541.76	44,270.81	-545,423.24	13.97%
6200 - PURCHASE & CONTRACTED SVS	-1,550.00	.00	.00	.00	-1,550.00	-.00%
6300 - SUPPLIES AND MATERIALS	-9,350.00	956.55	354.20	354.20	-8,039.25	3.79%
6400 - OTHER OPERATING EXPENSES	-3,400.00	495.00	715.00	220.00	-2,190.00	21.03%
Total Function31 GUIDANCE AND COUNSELING	**-648,265.00**	**1,451.55**	**89,610.96**	**44,845.01**	**-557,202.49**	**13.82%**
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-283,973.00	.00	47,525.95	23,743.69	-236,447.05	16.74%
6300 - SUPPLIES AND MATERIALS	-3,650.00	2,433.31	207.10	101.01	-1,009.59	5.67%
6400 - OTHER OPERATING EXPENSES	-2,250.00	.00	845.00	.00	-1,405.00	37.56%
Total Function33 HEALTH SERVICES	**-289,873.00**	**2,433.31**	**48,578.05**	**23,844.70**	**-238,861.64**	**16.76%**
34 - PUPIL TRANSPORTATION-REGULAR						
6200 - PURCHASE & CONTRACTED SVS	-813,700.00	.00	160,239.12	96,984.25	-653,460.88	19.69%
6300 - SUPPLIES AND MATERIALS	-75,000.00	30,925.62	44,074.38	24,337.06	.00	58.77%
6400 - OTHER OPERATING EXPENSES	-7,500.00	4,105.66	1,096.94	994.89	-2,297.40	14.63%
Total Function34 PUPIL TRANSPORTATION-	**-896,200.00**	**35,031.28**	**205,410.44**	**122,316.20**	**-655,758.28**	**22.92%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-530,927.00	.00	101,428.46	47,072.04	-429,498.54	19.10%
6200 - PURCHASE & CONTRACTED SVS	-118,450.00	9,213.50	14,885.00	10,885.00	-94,351.50	12.57%
6300 - SUPPLIES AND MATERIALS	-133,100.00	23,720.43	8,819.31	5,568.65	-100,560.26	6.63%
6400 - OTHER OPERATING EXPENSES	-234,680.00	15,826.61	47,709.04	27,988.61	-171,144.35	20.33%
Total Function36 CO-CURRICULAR ACTIVITIES	**-1,017,157.00**	**48,760.54**	**172,841.81**	**91,514.30**	**-795,554.65**	**16.99%**
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-710,625.46	.00	151,647.31	78,218.51	-558,978.15	21.34%
6200 - PURCHASE & CONTRACTED SVS	-177,050.00	8,387.75	29,175.66	14,392.88	-139,486.59	16.48%
6300 - SUPPLIES AND MATERIALS	-7,500.00	441.88	987.38	987.38	-6,070.74	13.17%
6400 - OTHER OPERATING EXPENSES	-122,250.00	4,322.23	28,308.40	15,133.40	-89,619.37	23.16%
Total Function41 GENERAL ADMINISTRATION	**-1,017,425.46**	**13,151.86**	**210,118.75**	**108,732.17**	**-794,154.85**	**20.65%**
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-271,074.00	.00	47,684.82	22,912.92	-223,389.18	17.59%
6200 - PURCHASE & CONTRACTED SVS	-1,884,133.00	856,211.63	394,765.00	330,632.90	-633,156.37	20.95%
6300 - SUPPLIES AND MATERIALS	-115,000.00	21,815.72	44,992.19	32,866.59	-48,192.09	39.12%
6400 - OTHER OPERATING EXPENSES	-525,625.00	.00	486,341.00	.00	-39,284.00	92.53%
Total Function51 PLANT MAINTENANCE &	**-2,795,832.00**	**878,027.35**	**973,783.01**	**386,412.41**	**-944,021.64**	**34.83%**
52 - SECURITY						
6200 - PURCHASE & CONTRACTED SVS	-302,000.00	224,446.27	64,049.49	54,780.29	-13,504.24	21.21%
6300 - SUPPLIES AND MATERIALS	-600.00	.00	.00	.00	-600.00	-.00%
Total Function52 SECURITY	**-302,600.00**	**224,446.27**	**64,049.49**	**54,780.29**	**-14,104.24**	**21.17%**
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-291,208.00	.00	46,738.37	22,881.48	-244,469.63	16.05%
6200 - PURCHASE & CONTRACTED SVS	-139,000.00	10,053.89	111,703.38	94,629.38	-17,242.73	80.36%
6300 - SUPPLIES AND MATERIALS	-18,000.00	4,742.05	11,182.78	11,182.78	-2,075.17	62.13%
6400 - OTHER OPERATING EXPENSES	-4,000.00	957.78	60.46	60.46	-2,981.76	1.51%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-35,000.00	.00	41,580.00	41,580.00	6,580.00	118.80%
Total Function53 DATA PROCESSING	**-487,208.00**	**15,753.72**	**211,264.99**	**170,334.10**	**-260,189.29**	**43.36%**
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-3,475,915.00	.00	.00	.00	-3,475,915.00	-.00%
Total Function91 CHAPTER 41 PAYMENT	**-3,475,915.00**	**.00**	**.00**	**.00**	**-3,475,915.00**	**-.00%**
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-185,000.00	.01	45,692.12	.00	-139,307.87	24.70%
Total Function99 PAYMENT TO OTHER GOVERN	**-185,000.00**	**.01**	**45,692.12**	**.00**	**-139,307.87**	**24.70%**
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	-3,000.00	.00	.00	.00	-3,000.00	-.00%
Total Function00 DISTRICT WIDE	**-3,000.00**	**.00**	**.00**	**.00**	**-3,000.00**	**-.00%**
Total Expenditures	**-26,331,363.06**	**1,304,826.52**	**4,641,447.53**	**2,348,454.82**	**-20,385,089.01**	**17.63%**

Fund 240 / 7 SCHOOL BRKFST & LUNCH PROGRAM | **As of October**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMED					
5750 - REVENUE	533,466.50	-54,174.32	-106,224.44	427,242.06	19.91%
Total REVENUE-LOCAL & INTERMED	**533,466.50**	**-54,174.32**	**-106,224.44**	**427,242.06**	**19.91%**
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	2,500.00	.00	.00	2,500.00	.00%
Total STATE PROGRAM REVENUES	**2,500.00**	**.00**	**.00**	**2,500.00**	**.00%**
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	393,057.00	-42,703.58	-42,703.58	350,353.42	10.86%
Total FEDERAL PROGRAM REVENUES	**393,057.00**	**-42,703.58**	**-42,703.58**	**350,353.42**	**10.86%**
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	3,000.00	.00	.00	3,000.00	.00%
Total OTHER RESOURCES/TRANSFER IN	**3,000.00**	**.00**	**.00**	**3,000.00**	**.00%**
Total Revenue Local-State-Federal	**932,023.50**	**-96,877.90**	**-148,928.02**	**783,095.48**	**15.98%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
35 - FOOD SERVICES						
6300 - SUPPLIES AND MATERIALS	-932,023.50	.00	108,998.62	107,851.22	-823,024.88	11.69%
Total Function35 FOOD SERVICES	**-932,023.50**	**.00**	**108,998.62**	**107,851.22**	**-823,024.88**	**11.69%**
Total Expenditures	**-932,023.50**	**.00**	**108,998.62**	**107,851.22**	**-823,024.88**	**11.69%**

Fund 599 / 7 DEBT SERVICE FUND | **As of October**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	10,056,100.00	-9,797.52	-44,549.14	10,011,550.86	.44%
5740 - INTEREST, RENT, MISC REVENUE	275,000.00	-17,658.64	-34,158.03	240,841.97	12.42%
Total REVENUE-LOCAL & INTERMED	**10,331,100.00**	**-27,456.16**	**-78,707.17**	**10,252,392.83**	**.76%**
Total Revenue Local-State-Federal	**10,331,100.00**	**-27,456.16**	**-78,707.17**	**10,252,392.83**	**.76%**

Fund 599 / 7 DEBT SERVICE FUND — As of October

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-10,331,100.00	.00	400.00	.00	-10,330,700.00	.00%
Total Function71 DEBT SERVICES	**-10,331,100.00**	**.00**	**400.00**	**.00**	**-10,330,700.00**	**.00%**
Total Expenditures	**-10,331,100.00**	**.00**	**400.00**	**.00**	**-10,330,700.00**	**.00%**

REVENUES & EXPENDITURES 2026-2027

Oct-26

16.67%

26-27

Current Year

REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	$ 23,043,800	$ 236,693	$ 22,807,107	1.03%
58XX	STATE PROG. REVENUES	$ 2,392,110	$ 644,533	$ 1,747,577	26.94%
59XX	FEDERAL PROG. REVENUES			$ -	
79XX	OTHER RESOURCES			$ -	
	TOTAL REVENUE	$ 25,435,910	$ 881,225	$ 24,554,685	3.46%
				$ -	

EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	$ 13,076,083	$ 2,309,438	$ 10,766,645	17.66%
12	LIBRARY	$ 109,265	$ 19,757	$ 89,508	18.08%
13	STAFF DEVELOPMENT	$ 39,100	$ 8,621	$ 30,479	22.05%
21	INST. ADMINISTRATION	$ 421,016	$ 69,488	$ 351,527	16.50%
23	SCHOOL ADMINISTRATION	$ 1,567,424	$ 212,793	$ 1,354,631	13.58%
31	GUID AND COUNSELING	$ 648,265	$ 89,611	$ 558,654	13.82%
33	HEALTH SERVICES	$ 289,873	$ 48,578	$ 241,295	16.76%
34	PUPIL TRANSP - REGULAR	$ 896,200	$ 205,410	$ 690,790	22.92%
36	CO-CURRICULAR ACT	$ 1,017,157	$ 172,842	$ 844,315	16.99%
41	GEN ADMINISTRATION	$ 1,017,425	$ 210,119	$ 807,307	20.65%
51	PLANT MAINT & OPERATION	$ 2,795,832	$ 973,783	$ 1,822,049	34.83%
52	SECURITY	$ 302,600	$ 64,049	$ 238,551	21.17%
53	DATA PROCESSING	$ 487,208	$ 211,265	$ 275,943	43.36%
61	COMMUNITY SERVICE			$ -	
71	DEBT SERVICE			$ -	
81	CAPITAL PROJECTS			$ -	
91	STUDENT ATTENDANCE CR	$ 3,475,915	$ -	$ 3,475,915	0.00%
99	TRAVIS COUNTY APP	$ 185,000	$ 45,692	$ 139,308	24.70%
0	Transfer Out	$ 3,000	$ -	$ 3,000	0.00%
	TOTAL EXPENDITURES	$ 26,331,363	$ 4,641,447	$ 21,689,916	17.63%

REVENUES & EXPENDITURES 2025-2026

Oct-25

16.67%

25-26

Current Year

REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	$ 24,271,300	$ 271,104	$ 24,000,196	1.12%
58XX	STATE PROG. REVENUES	$ 2,193,200	$ 629,417	$ 1,563,783	28.70%
59XX	FEDERAL PROG. REVENUES	$ -		$ -	
79XX	OTHER RESOURCES			$ -	
	TOTAL REVENUE	$ 26,464,500	$ 900,521	$ 25,563,979	3.40%
				$ -	

EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	$ 12,935,199	$ 2,250,762	$ 10,684,437	17.40%
12	LIBRARY	$ 108,373	$ 19,934	$ 88,439	18.39%
13	STAFF DEVELOPMENT	$ 39,100	$ 3,652	$ 35,448	9.34%
21	INST. ADMINISTRATION	$ 308,412	$ 58,676	$ 249,736	19.03%
23	SCHOOL ADMINISTRATION	$ 1,389,586	$ 234,809	$ 1,154,777	16.90%
31	GUID AND COUNSELING	$ 694,703	$ 96,134	$ 598,569	13.84%
33	HEALTH SERVICES	$ 248,810	$ 50,936	$ 197,874	20.47%
34	PUPIL TRANSP - REGULAR	$ 862,700	$ 168,281	$ 694,419	19.51%
36	CO-CURRICULAR ACT	$ 1,014,345	$ 176,461	$ 837,884	17.40%
41	GEN ADMINISTRATION	$ 1,106,491	$ 186,538	$ 919,953	16.86%
51	PLANT MAINT & OPERATION	$ 2,789,046	$ 943,118	$ 1,845,928	33.82%
52	SECURITY	$ 302,600	$ 13,696	$ 288,904	4.53%
53	DATA PROCESSING	$ 492,955	$ 192,603	$ 300,352	39.07%
61	COMMUNITY SERVICE			$ -	
71	DEBT SERVICE			$ -	
81	CAPITAL PROJECTS			$ -	
91	STUDENT ATTENDANCE CR	$ 4,329,250	$ -	$ 4,329,250	0.00%
99	TRAVIS COUNTY APP	$ 185,000	$ 46,643	$ 138,357	25.21%
0	Transfer Out	$ 3,000	$ -	$ 3,000	
	TOTAL EXPENDITURES	$ 26,809,570	$ 4,442,241	$ 22,367,329	16.57%

STATE PAYMENTS 2026-2027

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP	$ 166,455.00	$ 98,984.00										
Per Capita	$ 101,074.00	$ 142,892.00										
HCF Sped Operations												
NSLP	$ 20,810.47	$ 33,926.21										
SBP	$ 4,534.89	$ 8,777.37										
Existing Debt Allotment												
School Lunch Matching												
TDA Misc Rev	$ 719.17											
Prior Reim Program (PPRP)												
ELC Reopening Schools												
Title I Part A												
Title II Part A												
Title III Part A-ELA												
Title IV												
IDEA B Pres												
IDEA B Form												
IDEA B Pre ARP												
IDEA B IEP Analysis												
IMAT		$ 38,837.50										
ESSER II												
ESSER III												
PreK												
Ready to Read												
ASAHE												
Teacher Training Reimbursement												
School Safety and Security												
Safety Cycle 2												
Foundation-Prior YR Payments												
MFS Sped Offeset												
Math Academy												
Teacher Cert Incentive												
AP Initiative												
Recapture Refund	$ 140,733.00											
	$ 434,326.53	$ 323,417.08	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
*denotes FY25-26 money received in FY26-27												

	STATE PAYMENTS 2025-2026											
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP	$ 131,466.00	$ 91,539.00		$ 33,240.00								$ 58,866.00
Per Capita	$ 73,887.00	$ 73,887.00	$ 73,939.00	$ 73,887.00			$ 72,840.00	$ 73,538.00	$ 73,538.00	$ 72,755.00	$ 76,986.00	$ 144,533.00
HCF Sped Operations												$ 66,507.50
NSLP	$ 18,553.25	$ 34,933.88	$ 36,179.63	$ 22,770.60	$ 23,447.36	$ 26,535.37		$ 32,133.26	$ 28,142.43	$ 59,210.19		
SBP	$ 3,412.46	$ 7,635.64	$ 8,404.98	$ 8,102.78	$ 6,824.92	$ 6,875.42		$ 8,541.20	$ 7,549.36	$ 16,096.44		
Existing Debt Allotment				$ 520,885.00								
School Lunch Matching							$ 3,218.75					
TDA Misc Rev												
Prior Reim Program (PPRP)												
ELC Reopening Schools												
Title I Part A	$ 60,026.65	$ 29,895.89			$ 63,143.42		$ 34,525.40			$ 34,882.78		$ 180.04
Title II Part A	$ 3,629.55				$ 12,696.72					$ 3,554.60		
Title III Part A-ELA	$ 634.54								$ 8,936.00			$ 950.00
Title IV	$ 19,076.67				$ 805.92		$ 597.53					$ 4,296.29
IDEA B Pres							$ 3,013.56					$ 10.04
IDEA B Form					$ 128,379.83		$ 42,069.73			$ 80,198.20		$ 67,374.59
IDEA B Pre ARP												
IDEA B IEP Analysis												
IMAT		$ 56,273.10									$ 19,924.08	$ 289.38
ESSER II												
ESSER III												
PreK												
Ready to Read												
ASAHE												
Teacher Training Reimbursement												
School Safety and Security												
Safety Cycle 2					$ 40,780.16							
Foundation-Prior YR Payments												
MFS Sped Offeset												
Math Academy												
Teacher Cert Incentive											$ 3,000.00	
AP Initiative												
Recapture Refund	$ 362,153.00							$ 109,161.00				
	$ 672,839.12	$ 294,164.51	$ 118,523.61	$ 658,885.38	$ 276,078.33	$ 33,410.79	$ 156,264.97	$ 223,373.46	$ 118,165.79	$ 266,697.21	$ 99,910.08	$ 343,006.84
*denotes FY24-25 money received in FY25-26												

TAX COLLECTIONS 2026-2027

For the Month of October 2026

16.67%

I&S Ratio **31.47%**

M&O Ratio **68.53%**

Date(s)	Amount Collected	M&O	Actual %	I&S	Actual %
10/1/26	$ 2,280.76	$ 1,563.00	68.53%	$ 717.76	31.47%
10/2/26	$ 1,451.71	$ 994.86	68.53%	$ 456.85	31.47%
10/5/26	$ 736.11	$ 504.46	68.53%	$ 231.65	31.47%
10/6/26	$ 7,198.22	$ 4,932.94	68.53%	$ 2,265.28	31.47%
10/14/26	$ (10,065.86)	$ (6,898.13)	68.53%	$ (3,167.73)	31.47%
10/15/26	$ 2,194.81	$ 1,504.10	68.53%	$ 690.71	31.47%
10/16/26	$ 3,441.36	$ 2,358.36	68.53%	$ 1,083.00	31.47%
10/19/26	$ 1,076.95	$ 738.03	68.53%	$ 338.92	31.47%
10/20/26	$ 1,413.39	$ 968.60	68.53%	$ 444.79	31.47%
10/21/26	$ 262.44	$ 179.85	68.53%	$ 82.59	31.47%
10/22/26	$ 1,953.46	$ 1,338.71	68.53%	$ 614.75	31.47%
10/23/26	$ 4,649.17	$ 3,186.08	68.53%	$ 1,463.09	31.47%
10/26/26	$ 2,002.77	$ 1,372.50	68.53%	$ 630.27	31.47%
10/27/26	2374.36	$ 1,627.15	68.53%	$ 747.21	31.47%
10/28/26	1364.09	$ 934.81	68.53%	$ 429.28	31.47%
10/29/26	1926.85	$ 1,320.47	68.53%	$ 606.38	31.47%
10/30/26	6872.33	$ 4,709.61	68.53%	$ 2,162.72	31.47%
	$ 22,333.74	$ 21,335.40	95.53%	$ 9,797.52	43.87%

	5711 Current Year	5712 Prior Year	5719 Pen & Int	5716 Rendition Pen	Totals
I&S	$ 5,302.32	$ 333.78	$ 4,153.70	$ 7.72	$ 9,797.53
M&O	$ 11,546.50	$ 726.85	$ 9,045.23	$ 16.82	$ 21,335.39
Totals	$ 16,848.82	$ 1,060.63	$ 13,198.93	$ 24.54	$ 31,132.92

Total I&S $5,636.10
Total M&O $12,273.35
(less P&I)

Yearly I&S $29,752.25
Yearly M&O $64,789.37
(less P&I)

Minutes of Regular Meeting
Lago Vista ISD Board of Trustees

A regular meeting of the Board of Trustees of Lago Vista ISD was held on Monday, October 19, 2026, at 6:00PM, in the MAC at Lago Vista High School, 5185 Lohman Ford Rd., Lago Vista, Texas 78645.

Board Members Present:
Kevin Walker
Isai Arredondo
David Scott
Brian Caller
Sara Jane Cantwell
Michele Coronis

Absent: Rich Raley

School Officials Present:
Dr. Mindy Curran, Superintendent
Dr. Sarah Grissom, Assistant Superintendent
Jason Stoner, CFOO
Russell Maynard, Director of Technology

1. Determination of quorum, call to order, pledges of allegiance, public participation
   Kevin Walker called the meeting to order at 6:01pm and led in pledges to the American Flag and the Texas Flag.

2. Viking Excellence in Action – LVMS Spotlight
   LVMS science teachers nominated 8 students to speak at the meeting about science, how it challenges them, what makes the learning meaningful and interesting, and what they find most engaging.

At 6:17pm, Mr. Walker opened the Public Hearing

3. FIRST Report (Financial Integrity Rating System of Texas) Public Hearing

   Jason Stoner presented highlights from the FIRST Report. Lago Vista ISD received a Superior rating, earning a perfect score of 100 in three of the past four years. Only a few dozen of approximately 1,000 school districts statewide have achieved this distinction. The district remains in good standing under the state's financial accountability system.

The Public Hearing closed at 6:29pm

4. 2022 Bond Update
   Jason Stoner provided an update on the 2022 Bond Program, reporting that all projects have been completed and essentially all funds expended, with approximately $250,000 remaining. Projects included major facility improvements, intermediate school renovations, buses, and equipment. Stoner noted that the remaining funds would not be sufficient to address the needed renovations to the administrative building, which has experienced ongoing HVAC and interior maintenance issues. The district is exploring options to address these needs and other future infrastructure priorities.

5. Announcement of TASB Board Training Hours
   Kevin Walker announced each member and their training hours:
   Sara Jane Cantwell - has completed all required training and is compliant
   Isai Arredondo –exceeded additional annual continuing education hours for experienced board members; needs one required training and will complete online

David Scott - exceeded additional annual continuing education hours for experienced board members and is compliant
Brian Caller – joined the board in February of 2026 and will meet compliance requirements within in his year
Michele Coronis - exceeded additional annual continuing education hours for experienced board members; needs one required training and will complete online
Rich Raley – met additional annual continuing education hours; deficit in required training
Kevin Walker – deficit in required training

6. Consider Approval of Good Cause Exception to House Bill 3

Kevin Walker moved and Isai Arredondo seconded that the Board approve the Resolution to Declare a Good Cause Exception for House Bill 3-Armed Security Officer Requirement, with the removal of "funding" from fourth and sixth paragraph.

The vote was as follows: Arredondo-Yea, Cantwell-Yea, Caller-Yea, Coronis-Yea, Scott-Yea, Walker-Yea
Motion carried 6-0

7. Teaching and Learning Update
   a. Annual Bilingual / ESL Program Evaluation Report

Dr. Grissom presented annual evaluation of educational performance of emergent bilingual students. Tricia Vasquez and Leslie Kudrna, ESL teachers of record, were also present to answer any questions.

8. Consent Agenda
   a. Minutes of Previous Meeting: Regular Meeting, September 14, 2026
   b. Monthly Financial Reports
   c. 2026-2027 SHAC Committee Members
   d. 2026-2027 Travis County JJAEP MOU

Sara Jane Cantwell moved and Michele Coronis seconded to approve the consent agenda as presented.
The vote was as follows: Arredondo-Yea, Cantwell-Yea, Caller-Yea, Coronis-Yea, Scott-Yea, Walker-Yea
Motion carried 6-0

10. Superintendent Report

Dr. Curran reported on band advancing; met with higher education partner to start working on establishing a robust dual credit; campus State of the District meetings; TIA; professional development; first Bond Advisory Committee meeting Oct 20.

At 6:56pm, Kevin Walker announced a short break. At 7:04pm the board convened in closed session pursuant to Texas government code 551.082 and 551.0821 for a grievance hearing.

11. Closed Session

The board reconvened in open session at 8:13pm

12. Open Session

David Scott moved and Michele Coronis seconded to deny the Level III grievance based on timeliness.

The vote was as follows: Arredondo-Yea, Cantwell-Yea, Caller-Yea, Coronis-Yea, Scott-Yea, Walker-Yea
Motion carried 6-0

The board went back into closed session at 8:14pm

The board reconvened in open session at 8:45pm

13. Adjourn

There being no more business, the meeting adjourned at 8:45pm

Presiding Officer Date