

**Lago Vista Independent School District**  
**Lago Vista Intermediate School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

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

# Vision

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

# Value Statement

Reach for the Stars...Believe It to Achieve It!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lago Vista Intermediate School serves 244 fourth and fifth grade students that reside in Lago Vista, Point Venture, and parts of Jonestown. Our attendance rate has been about 98%. Our enrollment has decreased from last year by five students.

The student demographic breakdown for the Lago Vista Intermediate for Summer 2017 enrollment was: White 88%, Hispanic 18.5%, African American 0.37%, American Indian 0%, Pacific Islander 0.37% and Two or More Races 5.18%. In Summer of 2018, LVIS had an ESL population of 4.07%, a Special Education population of 8.47%, a G/T population of 10.74%, and Economically Disadvantaged population of 35%.

The teacher demographic breakdown: 6 General Education teachers for Grade 4, 5 General Education teachers for Grade 5, 1 Resource teacher, 1 Functional Academics teacher, 3 paraprofessionals, 1 principal, 1 Counselor, 1 Nurse, 1 Registrar, 1 Half-Time Math Specialist, 1 Half-Time Reading Specialist, 1 Quarter-Time G/T teacher, 1 Quarter-Time ESL teacher, 1 Quarter-Time Dyslexia teacher, 1 Half-Time Art, 1 Half-Time Music, 2 Quarter-Time Band/Music teachers, 1 Half-Time PE teacher.

The teacher years of experience breakdown is as follows:

- First Year - 1
- 0-5 Years - 3
- 6-10 Years - 2
- 11-15 Years -4
- 16-20 Years - 6
- 21 + Years 6

### Demographics Strengths

The Lago Vista Intermediate School has a student: teacher ratio of 19:1 in grade 4 and has 10 identified Gifted and Talented students. We have 9 identified fifth graders for the Gifted and Talented program. The number of students that are considered Economically Disadvantaged make up a lower percentage 35% than the district percentage. Lago Vista Intermediate School enrollment has maintained an average enrollment of 244.

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

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

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

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

**Problem Statement 2:** Our attendance rate is 97% as of May of 2018. **Root Cause:** Student attendance struggles due to illness and personal extended absences during the school session.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

#### ***Grade 4 Reading:***

86% Approaches Grade Level Up from 83% last year and above state average of 72%

32% Masters Grade Level

#### ***Grade 4 Math:***

88% Approaches Grade Level Up from 87% last year and above state average of 78%

31% Masters Grade Level Up from 13% last year

#### ***Grade 4 Writing:***

76% Approaches Grade Level Up from 73% last year and above state average of 61%

19% Masters Grade Level Up from 11% last year

#### ***Grade 5 Reading:***

92% Approaches Grade Level Down from 97% last year and above state average of 78%

38% Masters Grade Level Up from 33% last year

#### ***Grade 5 Math:***

96% Approaches Grade Level equal to last year and above state average of 84%

37% Masters Grade Level Up form 25% last year

#### ***Grade 5 Science:***

84% Approaches Grade Level Down from 90% last year and above state average of 75%

18% Masters Grade Level

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

LVIS Tier 2 Intervention team consisting of grade level teachers and campus administrator meet twice a month to discuss student progress on Tier 2 goals and interventions being used. All interventions and progress monitoring is uploaded into Eduphoria for easy tracking. LVIS also has a Tier 3 Response to Intervention team that consists of grade level teachers, Interventionists, Counselor, Campus Administrator, Dyslexia Coordinator, and ESL Coordinator. This team meets monthly to discuss student progress on Tier 3 goals and interventions.

### **Student Academic Achievement Strengths**

Fourth grade STAAR scores for Reading, Math, and Writing were above the state averages. 32% of fourth grade students received Masters Grade Level on the Reading STAAR. 100% of our LEP population met approached grade level. 50% of our SPED population met approaching Grade level criteria. 79% of our Economically Disadvantaged students met Approaching Grade Level Criteria. 31% of fourth grade students received Masters Grade Level over the Level III performance of 13% for 2016-17 year on the Math STAAR. 71% of our Limited English Proficient student population met Approaching Grade Level. 76% of our Economically disadvantaged population met Approaching Grade level criteria. Fourth grade STAAR Writing were 76% up from 73% the previous year. 19% met Masters Grade level down from the previous year. 100% of our LEP students met Approaching Grade Level criteria. 62% of our Economically Disadvantaged student population met Approaching Grade Level criteria.

Fifth grade Reading percentage maintained at 92%. 85% of our Economically Disadvantaged population met Approaches Grade Level. Fifth grade Math percentage was 96% with 37% reaching Masters Level. 95% of Economically Disadvantaged population met Approaching Grade Level. 80% of our special education population met Approaching Grade Level for math. Fifth grade Science percentage was 84% over the state average of 75%.

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

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 21% of our Economically Disadvantages students did not meet expectations in Grade 4 Reading . **Root Cause:** Our Economically Disadvantaged students have a lack in the foundations of basic reading skills and requires additional supports.

**Problem Statement 2:** 29% (2 students) of our Limited English Proficient population did not met expectations in Grade 4 Math. **Root Cause:** LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.

**Problem Statement 3:** 83% (5 Students) did not meet expectations in for grade level writing. **Root Cause:** Students are not exposed to the complexity of the revising and editing to meet the rigor of fourth grade STAAR Writing.

**Problem Statement 4:** 50% (3 students) of our special education students did not achieve Approaching Grade Level on Grade 4 Reading STAAR. **Root Cause:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

**Problem Statement 5:** 50% (3 students) of our special education students did not achieve Approaching Grade Level on Grade 4 Math STAAR. **Root Cause:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

**Problem Statement 6:** Students who require small group ; extensive interventions in writing are not supported. **Root Cause:** Students moving into fourth grade are not provided with support in special education program or Tier 3 Interventions.



## **School Processes & Programs**

### **School Processes & Programs Summary**

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

We have 4 new teachers and 2 new paraprofessionals on this campus. We hired a new registrar/secretary and a full time counselor. Our objective is to provide our teachers adequate support and constructive feedback to build a positive learning community which fosters creativity and new ideas.

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

Lago Vista Intermediate School is in its third year of implementation of one-to one initiative with class sets of iPads. Teachers are using Google Classroom as a mode to deliver instruction, as appropriate. We have scheduled Technology PLCs monthly to help teachers integrate technology as a seamless tool for students and teachers.

### **School Processes & Programs Strengths**

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

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

The campus schedule has been created to maximize instructional time.

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

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

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

The majority of our teaching staff are G/T and ESL certified. 12 ESL certified teachers and all teaching staff will be G/T certified by December.

A wide range of experienced teaching staff.

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

The campus schedule has been created to maximize instructional time.

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

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

We have a MAC Lab for student use.

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

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our attendance rate is 97% and did not reach our goal of 98%. **Root Cause:** Our community chooses to take trips during the school year. Some families don't see the value of attending school faithfully.

**Problem Statement 2:** Lago Vista Intermediate lost four teachers last year. **Root Cause:** Lack of opportunities for employees, lower pay than surrounding districts, lack of opportunities for growth, high workload.

**Problem Statement 3:** Our campus CEIC consisted of 7 committee members last year. **Root Cause:** It was difficult to find community members that are not parents to serve on our campus committee.

## **Perceptions**

### **Perceptions Summary**

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

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

### **Perceptions Strengths**

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

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

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

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

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

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

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

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

We advertise upcoming events and activities through various means.

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

We address relevant information for parents in our weekly newsletter.

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

We hold a well attended Meet the Teacher Event.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is a community perception that we have some students that are being bullied. **Root Cause:** There is an unclear understanding of the definition of bullying.

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

**Problem Statement 3:** The Lockdown Procedure has improved over last year, but not all areas of our campus can hear Lockdown being called. **Root Cause:** We are currently using radios and the intercom call on our classroom phones and staff and teachers can't consistently hear a lockdown being called with their phones or radios.

**Problem Statement 4:** Some elementary families are concerned about incoming fourth graders going to another campus if they haven't been to the intermediate campus. **Root Cause:** New parents perceive that the Intermediate school is a middle school campus.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Curriculum, Instruction, & Student Achievement:


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

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

**Evaluation Data Source(s) 1:** STAAR Assessment Reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Use Mentoring Minds for high level critical thinking to increase STAAR and end of unit assessments in reading.</p>	2.4, 2.5, 2.6	Teachers and Principal	STAAR 2019 results, End of Unit Assessment results, and formative assessment data will show an increase in students meeting passing and commended rates of mastery.			
<p>Problem Statements: Student Academic Achievement 1, 2, 4 Funding Sources: PIC 24 - Accelerated Education - 2677.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Utilize Istation resource to identify and provide targeted, accelerated instruction for struggling readers for Tier 2 and Tier 3 interventions.</p>	2.4, 2.6	Teachers and Principal	IStation assessment data reports will demonstrate a positive student response to accelerated reading instruction.			
<p>Problem Statements: Student Academic Achievement 1, 4 Funding Sources: PIC 24 - Accelerated Education - 1556.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Use Mentoring Minds for high level critical thinking to increase STAAR and end of unit assessments in math.</p>	2.4, 2.5, 2.6	Teachers and Principal	STAAR 2019 results, End of Unit Assessment results, and formative assessment data will show an increase in students meeting passing and commended rates of mastery.			
<p>Problem Statements: Student Academic Achievement 2, 5 Funding Sources: PIC 24 - Accelerated Education - 3000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Use Mentoring Minds for high level critical thinking to increase STAAR and end of unit assessments in Writing.</p>	2.4, 2.6	Teachers and Principal	STAAR 2019 results, End of Unit Assessment results, and formative assessment data will show an increase in students meeting passing and commended rates of mastery.			
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: PIC 24 - Accelerated Education - 996.00</p>						

<b>Critical Success Factors</b> CSF 1 CSF 2  5) Utilize Istation resource to identify and provide targeted, accelerated instruction for struggling students in math for Tier 2 and Tier 3 interventions.	2.4, 2.6	Teachers and Principal	IStation assessment data reports will demonstrate a positive student response to accelerated math instruction.			
	Problem Statements: Student Academic Achievement 2, 5 Funding Sources: PIC 24 - Accelerated Education - 484.00					
6) Teachers use formative assessments to inform instruction. Data from unit assessments, benchmarks, and state assessment drive curriculum and inform instruction.	2.4, 2.6	Teachers and Principal	All teachers will have updated Curriculum documents that are informed by the data from formative assessments.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6					
<b>Critical Success Factors</b> CSF 1 CSF 2  7) Utilize Measuring Up science resource to provide targeted accelerated instruction for struggling students in science.	2.4, 2.6	Principal and Science Teachers	STAAR 2019, End of Unit Assessment Results will show an increase in students meeting passing and increased rates of mastery.			
	Funding Sources: PIC 24 - Accelerated Education - 498.58					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  8) Provide after school tutorials for students who at-risk of not making passing standard on STAAR assessments.		Principal and Teachers	Students that participate in after school tutorials will show an increase in students meeting passing on state assessment.			
	Funding Sources: PIC 24 - Accelerated Education - 2000.00					
						

### Performance Objective 1 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 21% of our Economically Disadvantaged students did not meet expectations in Grade 4 Reading . <b>Root Cause 1:</b> Our Economically Disadvantaged students have a lack in the foundations of basic reading skills and requires additional supports.
<b>Problem Statement 2:</b> 29% (2 students) of our Limited English Proficient population did not met expectations in Grade 4 Math. <b>Root Cause 2:</b> LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.
<b>Problem Statement 3:</b> 83% (5 Students) did not met expectations in for grade level writing. <b>Root Cause 3:</b> Students are not exposed to the complexity of the revising and editing to meet the rigor of fourth grade STAAR Writing.
<b>Problem Statement 4:</b> 50% (3 students) of our special education students did not achieve Approaching Grade Level on Grade 4 Reading STAAR. <b>Root Cause 4:</b> Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.
<b>Problem Statement 5:</b> 50% (3 students) of our special education students did not achieve Approaching Grade Level on Grade 4 Math STAAR. <b>Root Cause 5:</b> Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.
<b>Problem Statement 6:</b> Students who require small group ; extensive interventions in writing are not supported. <b>Root Cause 6:</b> Students moving into fourth grade are not provided with support in special education program or Tier 3 Interventions.


**Goal 1: Curriculum, Instruction, & Student Achievement:**

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

**Performance Objective 2:** Accelerated-learning programs for at-risk students will be effectively tied to individual student needs.

**Evaluation Data Source(s) 2:** RtI goals and formative assessment data, state assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>Critical Success Factors</b> CSF 1 CSF 2  1) Identify and provide targeted, acceleration instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS	2.4, 2.6	Teachers and Principal	RtI plans will be informed by progress monitoring data. Student's mastery of reading TEKS will increase on assessments and progress monitoring.			
	Problem Statements: Student Academic Achievement 1, 4					
<b>Critical Success Factors</b> CSF 1 CSF 2  2) Identify and provide targeted, acceleration instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering math TEKS	2.4, 2.6	Teachers and Principal	RtI plans will be informed by progress monitoring data. Students mastery of math TEKS will increase on assessments and progress monitoring.			
	Problem Statements: Student Academic Achievement 2, 5					
<b>Critical Success Factors</b> CSF 1  3) Add a reading interventionist for Tier 3 Reading students.	2.4, 2.5, 2.6	Teachers and Principal	Students mastery of reading TEKS will increase on assessments and progress monitoring.			
	Problem Statements: Student Academic Achievement 1, 4					
<b>Critical Success Factors</b> CSF 1 CSF 4  4) Purchase books for a reading library for at-risk students to use in Tier 3 reading.		Principal and Reading Interventionist	Students will have a variety of genres of leveled books to practice fluency and comprehension strategies learned in class.			
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Fund 211 - Title I, Part A - 1050.00					
<b>Critical Success Factors</b> CSF 1 CSF 4  5) Purchase math manipulatives and math games to practice problem solving		Principal and Math Specialist	Students will increase math proficiency on formative and state assessments.			
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Fund 211 - Title I, Part A - 1050.00					
						

**Performance Objective 2 Problem Statements:**



## Student Academic Achievement

**Problem Statement 1:** 21% of our Economically Disadvantaged students did not meet expectations in Grade 4 Reading . **Root Cause 1:** Our Economically Disadvantaged students have a lack in the foundations of basic reading skills and requires additional supports.

**Problem Statement 2:** 29% (2 students) of our Limited English Proficient population did not meet expectations in Grade 4 Math. **Root Cause 2:** LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.

**Problem Statement 4:** 50% (3 students) of our special education students did not achieve Approaching Grade Level on Grade 4 Reading STAAR. **Root Cause 4:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

**Problem Statement 5:** 50% (3 students) of our special education students did not achieve Approaching Grade Level on Grade 4 Math STAAR. **Root Cause 5:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.






**Goal 1: Curriculum, Instruction, & Student Achievement:**

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

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

**Evaluation Data Source(s) 3:** In 2017-2018, Lago Vista ISD will improve the percentage of students meeting the Level III standard by 2% in all subjects and grade-levels.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Adding an Enrichment time to our schedule for students to deepen their learning and use multi media to present the student's understanding of learned concepts.</p>	2.5	Teachers and Principal	Increased number of students achieving the advanced level of performance on state assessments.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						






**Goal 1: Curriculum, Instruction, & Student Achievement:**

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

**Performance Objective 4:** Monitor student attendance to prevent truancy and to improve overall attendance to exceed 98%.

**Evaluation Data Source(s) 4:** In 2017-2018, the PEIMS end of year attendance data for Lago Vista ISD will reflect an overall attendance rate that exceeds 98%.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Hold Parent Conferences with students who have more than 4 absences.</p>	2.5, 2.6	Principal and Teachers	Decrease in the overall number of absences for students to improve our attendance rate to 98%.			
<p>Problem Statements: Demographics 2 - School Processes &amp; Programs 1</p>						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Our attendance rate is 97% as of May of 2018. <b>Root Cause 2:</b> Student attendance struggles due to illness and personal extended absences during the school session.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Our attendance rate is 97% and did not reach our goal of 98%. <b>Root Cause 1:</b> Our community chooses to take trips during the school year. Some families don't see the value of attending school faithfully.


## Goal 2: Learning Environment:

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

**Performance Objective 1:** Students will understand attributes needed for good citizenship and learn the value of building good character and personal growth.

**Evaluation Data Source(s) 1:** Students will set personal goals for the year and exhibit positive growth in building character.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Lago Vista Intermediate School students will develop knowledge and understanding of personal citizenship and character development through activities based on monthly character trait.</p>	2.5	Teachers, Counselor and Principal	The campus will improve implementation of PBIS strategies and will see an increase in the number of students meeting common area expectations.			
Problem Statements: Perceptions 1						
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) School counselor will provide guidance lessons focusing on monthly character traits and social skills.</p>	2.6	Teachers, Counselor, and Principal	The campus will improve implementation of PBIS strategies and will see and increase in the number of students meeting common area expectations.			
Problem Statements: Perceptions 1						
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Project Vinatta group will be created to plan, implement, and facilitate activities to promote kindness and inclusion to improve our school climate and teach students social skills.</p>	2.5	Teachers, Counselor, and Principal	A decrease in the number of discipline reports for aggressiveness.			
Problem Statements: Perceptions 1						
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Grade 4-5 students will participate in Red Ribbon Week activities.</p>	2.5	Teachers, Counselor, and Principal	Students will reflect take-always from the week's activities in writing journal. All staff will participate in a door decorating contest.			
Problem Statements: Perceptions 1						
						

### Performance Objective 1 Problem Statements:

## Perceptions

**Problem Statement 1:** There is a community perception that we have some students that are being bullied. **Root Cause 1:** There is an unclear understanding of the definition of bullying.


**Goal 2: Learning Environment:**

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

**Performance Objective 2:** Provide a positive, supportive, and safe learning environment for all students.

**Evaluation Data Source(s) 2:** In 2017-2018, District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Investigate the cost to have our intercom system updated to ensure that we can contact all students and staff during safety procedural drills.		Principal and Technology Department	We will have a working intercom system allowing us to effectively conduct safety drills.			
						






**Goal 2: Learning Environment:**

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

**Performance Objective 3:** Technology will be integrated directly into the classroom to enhance instruction at least 20% of the time each grading period.

**Evaluation Data Source(s) 3:** Monthly walkthrough data will show at least a 20% of technology integration is connected to task.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) 1) Campus Administrators will work with the Director of Technology and staff to investigate the purchase of updated interactive smart boards for all classrooms.</p>		Principal and Technology Director	Purchase orders will show that interactive boards have been ordered for classrooms.			
Funding Sources: Fund 199 - General Fund - 37765.00						
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) CIP Team will work with technology staff to provide professional development on Apps and instructional strategies to use in the classroom for technology integration.</p>		Principal, Technology Department, Teachers				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						


**Goal 3: College Career Readiness:**

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

**Performance Objective 1:** Provide structures to build interest in students in college and career planning.

**Evaluation Data Source(s) 1:** Student Interest Inventory after Career Fair

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students and staff will participate in College Day by wearing a college shirt on Wednesdays.		Principal	Students will participate in College Days by wearing college shirts for colleges they would like to attend. Staff will wear college shirt.			
2) Students will participate in the exploration of college/trade school and higher education opportunities.		School Counselor, Principal, and Teachers	Students will complete an reflection on campus-wide college exploration activities.			
						








**Goal 4: High Quality Staff:**

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

**Performance Objective 1:** Provide scheduled and consistent time, structure, and guidance for professional collaboration.

**Evaluation Data Source(s) 1:** In 2017-2018, all campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) The Intermediate school will have weekly PLC meetings on Tuesdays</p>	2.4, 2.6	Principal and Teachers	Teacher feedback on the effectiveness of our PLC meetings and student academic achievement will improve.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						






**Goal 4: High Quality Staff:**

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

**Performance Objective 2:** LVIS will create a supportive and nurturing environment for employees, reducing the turnover rate from the 2017-2018 school year.

**Evaluation Data Source(s) 2:** LVIS will retain 100% of its employees, except in the case of unavoidable separations.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Provide professional development based on staff needs from feedback and walk-through data.</p>	2.4, 2.5, 2.6	Principal	Professional Development offerings will reflect the needs of staff.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Meet weekly in grade level and planning teams to collaborate with peers.</p>	2.4, 2.6	Teachers and Principal	Improved lesson plans and formative assessments. Student mastery will increase.			
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Intermediate School staff will have the opportunity to participate in team building activities and study Growth Mindset research.</p>	2.4, 2.6	Teachers, Counselor, and Principal	Staff job satisfaction will increase and teacher will model having a growth mindset in their professional life with students and peers.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Meet with custodial services and maintenance staff to discuss solutions for facilities and grounds to promote a positive working and learning environment.</p>		Principal and Teachers	Staff surveys will reflect positive morale and teachers will have a positive feeling working in our building.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						


## Goal 5: Family & Community Engagement:

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

**Performance Objective 1:** Effectively communicate with all District stakeholders in a manner that is consistent, proactive, and respectful.

**Evaluation Data Source(s) 1:** The number of parents and community members will increase at LV Intermediate events or activities.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Schedule meetings for parents of ELL to encourage parent involvement and provide parent training.		Principal and ESL Coordinator	ESL parents will be encouraged to participate on campus and will know how to access grades, contact a translator, and get strategies to help their student at home.			
Problem Statements: Student Academic Achievement 2 - Perceptions 4						
<b>Critical Success Factors</b> CSF 5 2) Schedule Grandparents' Luncheon to celebrate Grandparent's Day.		Principal and Counselor	68 families attended Grandparent Luncheon.			
<b>Critical Success Factors</b> CSF 5 3) Schedule a Title I Parent Meeting for all parents that have children receiving services.	2.6	Principal and Title I Interventionists	80% of students that receive Title I services will attend meeting and sign Parent/Teacher/Student Compact.			
<b>Critical Success Factors</b> CSF 5 4) Lago Vista Intermediate Choir will perform for parents and community activities.		Principal and Choir Teacher	Community will feel apart of the LV Intermediate Community and be interested in helping our school.			
<b>Critical Success Factors</b> CSF 5 5) Advertise volunteer opportunities through the weekly campus newsletter.		Principal and Teachers	We will have regular volunteers to support our classrooms. Parents will feel welcomed into the Intermediate campus.			
Problem Statements: Perceptions 1, 4						
						

### Performance Objective 1 Problem Statements:

<b>Student Academic Achievement</b>
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<b>Problem Statement 2:</b> 29% (2 students) of our Limited English Proficient population did not met expectations in Grade 4 Math. <b>Root Cause 2:</b> LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.
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<b>Perceptions</b>
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<b>Problem Statement 1:</b> There is a community perception that we have some students that are being bullied. <b>Root Cause 1:</b> There is an unclear understanding of the definition of bullying.
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<b>Problem Statement 4:</b> Some elementary families are concerned about incoming fourth graders going to another campus if they haven't been to the intermediate campus. <b>Root Cause 4:</b> New parents perceive that the Intermediate school is a middle school campus.
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**Goal 5: Family & Community Engagement:**

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

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

**Evaluation Data Source(s) 2:** In 2017-2018, Lago Vista ISD will have documentation to support efforts to improve active, two-way communication with all stakeholders.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Conduct two Parent Orientation events to help new families learn information, provide resources and opportunities on our campus and in our community.</p>	3.2	Principal, Counselor, and Teachers	New Families will feel comfortable with their general knowledge of the Intermediate school and will be able to volunteer on our campus.			
Problem Statements: Perceptions 4						
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Conduct Parent Teacher conferences and teachers will send home regular monthly information about class and upcoming activities.</p>	3.2	Principal and Teachers	Parents will receive regular information about their child's learning and their child's mastery of the learning.			
						

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 4:</b> Some elementary families are concerned about incoming fourth graders going to another campus if they haven't been to the intermediate campus. <b>Root Cause 4:</b> New parents perceive that the Intermediate school is a middle school campus.</p>


## Goal 6: Planning & Decision-Making:

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

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

**Evaluation Data Source(s) 1:** Feedback on surveys will indicate improvement regarding awareness and participation in campus decision-making processes.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Increase participation in Quarterly CEIC meetings to discuss campus initiatives and goals.	3.1	Principal	Our goal is to have a 10 member committee with our student population represented during the 2018-19 school year.			
Problem Statements: School Processes & Programs 3						
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Increase media information about quarterly campus decision making meetings and encourage community to participate.	3.2	Principal	Principal will send out a notice of meeting through the Smore Parent Newsletter.			
Problem Statements: School Processes & Programs 3						
						

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 3:</b> Our campus CEIC consisted of 7 committee members last year. <b>Root Cause 3:</b> It was difficult to find community members that are not parents to serve on our campus committee.

# Campus Funding Summary

<b>Fund 199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Interactive Projectors		\$37,765.00
<b>Sub-Total</b>					<b>\$37,765.00</b>
<b>Fund 211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Leveled Reading Library		\$1,050.00
1	2	5	Math manipulatives and math games		\$1,050.00
<b>Sub-Total</b>					<b>\$2,100.00</b>
<b>PIC 24 - Accelerated Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mentoring Minds		\$2,677.00
1	1	2	Istation		\$1,556.00
1	1	3	Mentoring Minds		\$3,000.00
1	1	4	Mentoring Minds		\$996.00
1	1	5	Istation Math Resource		\$484.00
1	1	7	Measuring Up Science Materials		\$498.58
1	1	8	Tutorial Stipend		\$2,000.00
<b>Sub-Total</b>					<b>\$11,211.58</b>
<b>Grand Total</b>					<b>\$51,076.58</b>