

Lago Vista Independent School District
Lago Vista Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: October 13, 2022
Public Presentation Date: October 13, 2022

Mission Statement

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

Vision

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

District Commitments

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

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

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

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

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

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

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Comprehensive Needs Assessment

Revised/Approved: October 4, 2022

Demographics

Demographics Summary

Lago Vista Elementary School serves students in Early Elementary/PreK through 3rd grade, with a total of 494 students (current as of September 2022). Our enrollment for September 2022 is up 2.7% over September 2021.

Our demographic and special programs breakdown is as follows:

Ethnicity	Percentage		Special Program	Percentage
White	62.2%		Special Education	16%
Hispanic/Latino	30.7%		Economically Disadvantaged	22.7%
Black/African American	<1%		Emergent Bilingual	7%
American Indian	<1%		Homeless	<1%
Hawaiian/Pacific Islander	<1%		Title 1 Math/Reading Services	20.9%
Asian	<1%		Gifted and Talented	5.7%
Two or More Races	6%		Dyslexia Services	2.9%
Gender				
Male	49.1%			
Female	50.9%			

Attendance

	20/21	21/22	22/23
Attendance Rate	96.7%	92.73%	94.49%
Change	-	-3.97	+1.76

LVES staff includes the following:

27 General Education Teachers (PK-3rd grade)- 2 added positions this year (1st and 3rd)

4 Fine Arts Teachers (PE, Art, Performing Arts, SEL)- SEL added this year

1 Functional Academics Teacher, 1 Early Childhood Special Education Teacher (1 section of FAC moved to the intermediate school)

2 Special Education Resource Teachers

2 Title 1 Specialists, 1 Reading and 1 Math (split with LVIS)

2 Interventionists, 1 Reading and 1 Math (split with LVIS)

1 Dyslexia Teacher (shared with LVIS, LVMS, LVHS)

1 Emergent Bilingual Teacher (shared with LVIS, LVMS, LVHS)

1 Gifted and Talented Teacher (shared with LVIS, LVMS)

10 Paraprofessionals (2 ECSE, 2 FAC, 1 PK, 3 SPED, 1 PE, 1 Intervention)

Teacher Experience Levels

Years of Experience	% of Teachers
0	4.7%
1-4	20.9%
5-9	16.3%
10-14	16.3%
15-19	20.9%
20-24	9.3%
25-29	7%
30+	4.7%

Staff Retention

43 of the 53 staff members that were employed for the 21-22 school year stayed on staff for the 22-23 school year for a retention percentage of 81.1%. Retention was greatly impacted by the economy and the current teacher shortage. 4 of the employees who left were adversely affected by high gas prices due to their commutes and were able to secure teaching jobs within 10 minutes of their homes. One teacher retired and one moved as a result of a new marriage. 3 of the employees took other positions within the district.

Demographics Strengths

- We continue to increase our number of English as a Second Language certified teachers. Currently, 18 of our 27 (67%) classroom teachers have their ESL certification. This is especially important as our emergent bilingual population grows not only in number of students, but in number of languages spoken.
- This year, we added an additional section to both 1st and 3rd grades. This has enabled us to keep our average class size at 17.8 students, well below the state requirement of 22.
- We employ 5 interventionists which allowed us to serve 151 students through Tier 3 interventions in reading and/or math.
- Our enrollment continues to grow, but the pace is steady so we are able to keep up with the adjustments that need to be made.
- We identified an additional 3% of our students as needing special education students which means that our identification and referral processes are effective and we are making sure to provide services to all students who are in need.
- Our gifted and talented student group grew by about 4% which also speaks to improvement in the referral and identification process for this program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A large amount of our students require specialized, expert instruction due to their membership in special groups such as special education, economically disadvantaged, emergent bilingual, Title 1, gifted and talented, and dyslexia. **Root Cause:** A combination of continued enrollment growth and the lingering effects of the Covid-19 pandemic have led to a higher percentage of students requiring specialized instruction.

Student Learning

Student Learning Summary

May 2022 STAAR Reading Grade 3	Approaches	Meets	Masters
All Students	83.84%	61.62%	46.46%
Eco Dis	61.51%	30.77%	7.69%
SPED	71.43%	57.14%	50%
Emergent Bilingual	33.33%	0%	0%

Reading Data:

Teachers administer the Developmental Reading Assessment (DRA) to determine students' independent and instructional reading levels. In addition to the DRA, teachers in kindergarten through second grade administer the Dynamic Indicators of Basic Early Literacy Skills 8th Edition (DIBELS 8) to determine students' phonological awareness skills. All of these assessments are also used as qualifiers for Title 1 Reading or Early Reading Intervention services. Here is the breakdown of end of year DRA scores and end of year DIBELS 8 scores:

DRA	Below Grade Level	On/Above Grade Level	Expectation
Kindergarten	53%	47%	4
1st	49%	51%	16
2nd	68%	32%	28 (first time writing is assessed)
3rd	55%	45%	38

Compared to the previous years' end of year DRA scores, kindergarten decreased the amount of students reading at or above grade level by 17%, first grade decreased the amount of students reading at or above grade level by 6%, second grade increased the amount of students reading at or above grade level by 1%, and third grade decreased the amount of students reading at or above grade level by 2%. When you broaden the scope of the data to include students who were one level away from being on grade level, we see a huge jump. At kindergarten, 38.3% of students were within one level of the end of year expectation, in first grade, 7.6% were within one level, in 2nd grade, 28.8% were within one level, and at 3rd grade, 19.2% were within one level.

DIBELS	Below Grade Level overall	On/Above Grade Level overall
Kindergarten	38%	62%
1st	48%	52%
2nd	34%	66%
3rd	Not assessed	

When looking at the DIBELS 8 assessment, the subtest with the greatest percentage of students performing below or well below grade level is phonemic awareness in kindergarten (67% below or well below benchmark), phonemic awareness in first grade (55% below or well below benchmark) and reading comprehension in second grade (49% below or well below benchmark). When DIBELS scores are looked at according to each proficiency measure, we saw great gains primarily in Kindergarten in 2nd grade. Kindergarten increased in 6 of the 9 proficiency measures over the previous years with the largest gains happening in the areas of phonemic awareness (13 percentage points) and vocabulary (10 percentage points). In first grade, growth was seen in 5 of the 11 proficiency measures, with the greatest gains occurring in letter names (10 percentage points) and vocabulary (20 percentage points). For second grade, improvement was seen in 6 of the 7 proficiency measures with the largest growth happening in the areas of letter sounds (13 percentage points) and reading fluency (12 percentage points).

The Early Reading Indicator (ERI) code helps districts determine whether a student is eligible for and will receive accelerated reading instruction to meet their literacy goals. This coding is supervised by the Texas Education Agency (TEA). During the 21-22 school year, a total of 127 students, or 39.9% of the assessed population was determined to be eligible for accelerated reading instruction. Early Reading Indicator data is shown in the table below.

Early Reading Indicator	# Eligible	% Eligible
Kindergarten	39	38.6%
1st Grade	52	47.3%
2nd Grade	36	33.6%

Math - 2022 STAAR Results

May 2022 STAAR Math Grade 3	Approaches	Meets	Masters
All Students	73.79%	47.57%	26.21%
Eco Dis	46.15%	23.08%	23.08%
SPED	60%	33.33%	26.67%
Emergent Bilingual	0%	0%	0%

Math Data:

Teachers administer the Early Numeracy Assessment and Academic Performance Assessments (APA) three times a year to assess necessary facts and skills required to master grade level math concepts. Kindergarten students do not take the APA at the beginning of the year, as they have not been taught skills from the previous year. These assessments are also used as qualifiers for Title 1 and Tier 3 Math Intervention. Here is a breakdown of the scores:

APA:

Second Grade: 45% Met Grade Level Standard; 10% Masters Grade Level Standard

	2nd Grade EOY APA 2021-2022			
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
LAGO VISTA ELEMENTARY SCHOOL	107	86.92%	44.86%	10.28%

Economic Disadvantage	28	71.43%	28.57%	0%
Currently Emergent Bilingual	8	62.5%	0%	0%
Special Ed Indicator	11	63.64%	27.27%	9.09%

First Grade: 78% Met Grade Level Standard; 35% Masters Grade Level Standard

	1st Grade EOY APA 2021-2022			
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
LAGO VISTA ELEMENTARY SCHOOL	110	96.36%	78.18%	35.45%
Economic Disadvantage	25	96%	68%	28%
Currently Emergent Bilingual	7	85.71%	57.14%	14.29%
Special Ed Indicator	10	90%	60%	30%

Kindergarten: 94% Met Grade Level Standard; 72% Masters Grade Level Standard

	Kinder EOY APA 2021-2022			
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
LAGO VISTA ELEMENTARY SCHOOL	114	100%	93.86%	71.93%
Economic Disadvantage	18	100%	88.89%	50%
Currently Emergent Bilingual	6	100%	83.33%	50%
Special Ed Indicator	8	100%	87.5%	75%

Early Numeracy Inventory:

Second Grade: 55% Independent

	2021-2022 2nd Math Inventory EOY			
	Total Students	Overall: (#Ind x 2) + (#Dev x 1) Level		
		Independent (2)	Developing (1)	Intervention (0)
LAGO VISTA ELEMENTARY SCHOOL	106	54.72%	34.91%	10.38%
Economic Disadvantage	28	35.71%	50%	14.29%
Currently Emergent Bilingual	8	25%	37.5%	37.5%
Special Ed Indicator	11	45.45%	9.09%	45.45%

First Grade: 74% Independent

	2021-2022 1st Math Inventory EOY			
	Total Students	Overall: (#Ind x 2) + (#Dev x 1) Level		
		Independent (2)	Developing (1)	Intervention (0)
LAGO VISTA ELEMENTARY SCHOOL	111	73.87%	18.92%	7.21%
Economic Disadvantage	27	74.07%	18.52%	7.41%
Currently Emergent Bilingual	6	75%	25%	25%
Special Ed Indicator	11	72.73%	18.18%	9.09%

Currently Emergent Bilingual	8	37.5%	37.5%	25%
Special Ed Indicator	12	33.33%	33.33%	33.33%

Kindergarten: 67% Independent

	2021-2022 Kinder Math Inventory EOY			
	Total Students	Overall: (#Ind x 2) + (#Dev x 1) Level		
		Independent (2)	Developing (1)	Intervention (0)
LAGO VISTA ELEMENTARY SCHOOL	116	67.24%	30.17%	2.59%
Economic Disadvantage	18	50%	50%	0%
Currently Emergent Bilingual	7	28.57%	57.14%	14.29%
Special Ed Indicator	8	62.5%	37.5%	0%

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.

	Listening	Speaking	Reading	Writing
Beginning	13.8%	17.2%	55.2%	44.8%
Intermediate	27.6%	69%	27.6%	34.5%
Advanced	34.5%	10.3%	13.8%	20.7%
Advanced High	24.1%	3.4%	3.4%	0%
Students Scoring				
Advanced	58.6%	13.7%	17.2%	20.7%
or Advanced High				

No elementary student met the reclassification criteria to exit the emergent bilingual program this school year.

Student Learning Strengths

Covid 19 continued to have a noteworthy impact on instruction and learning rates. Although all instruction was in-person for the 21-22 school year, both teacher and student attendance were negatively affected in a significant way. Both academic and social gaps were created by the lapse in traditional instruction over the previous two years, and a large portion of time had to be spent addressing these needs.

We utilized our team of five interventionists to help address the needs of a significant portion of our population and continued to implement our daily 60 minute intervention block which enables students to receive additional instruction without missing out on core instruction. This intervention block provides time for students to receive Title 1 reading and math services, special education related services, dyslexia services, ESL services, and G/T services.

Teachers continue to meet in weekly Professional Learning Communities to build common assessments and alignment among instruction. Data is discussed in these meetings to determine both the intervention and enrichment needs of the students. The schedule was changed this year to allow for PLCs to happen during the teacher conference period once a week instead of taking additional time away from instruction as had been the previous construct.

We continue to implement a 4-Tier Response to Intervention process to determine struggling students' needs and provide quick and timely interventions. Tier 2 meetings are held monthly during PLCs with grade level teachers and the RtI coordinator to review students' progress within the Tier 2 process. Tier 3 meetings are also held monthly in order to discuss the progress of those students receiving Tier 3 services and those Tier 2 students who are not making sufficient progress. Tier 3 members include classroom teachers, Title 1 Math and Reading Specialists, math and reading interventionists, dyslexia teacher and ESL teacher when appropriate, RtI coordinator, 504 coordinator (counselor), and a member of the Special Education department when needed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. **Root Cause:** Lingering impacts of Covid 19 including academic and social learning gaps, student attendance, teacher attendance, and substitute availability have all contributed to a decrease in student achievement.

Problem Statement 2 (Prioritized): There is a large discrepancy between the number of economically disadvantaged students who are scoring "Approaches Standard" or above on the STAAR assessment when compared to the All Students group. **Root Cause:** Students who are economically disadvantaged benefit from a very explicit, systematic teaching approach which has been disrupted by the continual interruptions to the educational system caused by Covid 19.

School Processes & Programs

School Processes & Programs Summary

Lago Vista Elementary School teachers receive regular walkthroughs from the administration using the LVISD NexGen Teacher Appraisal model. These walkthroughs provide teachers with feedback regarding their instructional practices which center on the Fundamental Five. The Fundamental Five teaching practices are: framing the lesson, working in the power zone, frequent small group purposeful talk, recognizing and reinforcing student effort, and writing critically. All teachers received a Fundamental Five reboot professional development session during back to school PD week. In 2021-2022, campus administrators completed a total of 208 walkthroughs in addition to formal observations on 29 teachers. This is an increase from 88 walkthroughs and 23 formal observations the previous year. Teachers also set professional goals and self-reflect at designated times throughout the year to help support their professional growth.

This year, our professional development centers around the Texas Reading Academy as mandated by House Bill 3. Our entire staff of teachers (with the exception of a few who completed the Reading Academy in a previous district) is going through the Reading Academy curriculum. Per the Texas Education Agency, Texas Reading Academies support teacher knowledge and implementation of evidence-based practices based on the Science of Teaching Reading (STR), to positively impact student literacy achievement. This work is influencing many of our campus improvement goals as we work to implement our learning.

In regards to leadership and decision-making processes, we hold weekly meetings with the staff on a rotation basis between full faculty, committees (CIP, PBIS, family & community engagement, staff & student climate), new staff, and leadership team. Through this rotation, the leadership team meets monthly to discuss items that impact the campus and 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. Individual conferences were held between the principal and each new staff member in order to determine needs and further work that can be done on our staff culture and climate.

Teacher teams meet weekly in PLCs for 45 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. PLC leads facilitate their PLCs and create their agendas to address the needs of their team with input from campus leadership. This year, our intervention team is available on PLC days to contribute when needed to curriculum and intervention conversations.

School Processes & Programs Strengths

Our campus prides itself on shared decision-making and teachers express feeling increasingly included in conversations and decisions. When teachers can't be included in decisions, we make a concerted effort to always share the thinking behind a decision and how it benefits students so that teachers have buy-in to the decision that was made.

New staff conferences yielded very positive insights to how our campus culture is viewed by our newest members. Some statements were that our school culture is "warm and welcoming, it feels like a family, it is obvious that kids are first." New staff members are also provided with a mentor teacher (for staff that are new to the teaching profession) or a buddy teacher (for staff who are experienced teachers, but are new to the campus). They meet on a consistent basis and mentor teachers conduct classroom observations of their protegeses in order to provide additional support. This year we have also been able to utilize our interventionists in an instructional coaching role for a portion of their week. Each interventionist was assigned a staff member to support through coaching cycles. In addition, they support other teachers and teams as requested.

We have implemented a data wall in our PLC room this year in order to track student progress and to ensure that no student is overlooked in our intervention process. Meetings are held every 4 weeks for Tier 2 intervention students and every 6 weeks for Tier 3 intervention students. At each meeting, progress monitoring data is reviewed in order to determine if students needs to be reclassified for intervention time or if a referral for an evaluation may be needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lago Vista Elementary uses a locally-developed curriculum system. Curriculum documents are not updated or completed in a uniform manner. Teachers, especially those new to the district, are often unsure of the viability of the documents. **Root Cause:** Because our curriculum is written by the teachers, significant time must be invested in its creation and maintenance. This work cannot be addressed sufficiently in PLCs due to the myriad of items trying to be accomplished during that time. We also cannot work on curriculum during professional development days this year due to the Reading Academies.

Perceptions

Perceptions Summary

Parent Survey Data

In the Spring of 2022, parents at LVES were asked to complete a survey regarding the learning conditions and environment of our campus. Below are the results of that survey:

Statement	Percentage of Parents that Strongly Agree or Agree
LVES is an inviting place for students to learn.	90%
Campus admin and office staff are friendly, accessible, and responsive.	88.4%
Student discipline is handled effectively.	66.7% (25% of parents were neutral.)
LVES provides quality school counseling and programs to meet my student's social and emotional needs.	66.7% (26.7% of parents were neutral.)
LVES clearly teaches the rules and behavioral expectations.	86.5%
Staff members use positive strategies to help reinforce behavioral expectations.	85%
LVES is a safe place for my child.	89.9%
My student is appropriately challenged by the academic curriculum.	83.3%
The teachers are responsive to my student's needs.	86.7%
My student's grades are an accurate measure of my student's academic performance.	80%
My student's schoolwork and homework assignments are meaningful.	83.3%
LVES has quality programs to meet my child's academic needs.	80%
I am satisfied with the overall quality of instruction that my student is receiving.	88.3%
I receive regular information about my student's academic performance.	80%
LVES clearly communicates campus expectations and procedures to parents.	88.4%
When I contact LVES, my emails and phone calls are answered promptly.	93.4%
I feel comfortable talking to the staff members at LVES.	88.4%

Overall, 91.7% of parents surveyed rated LVES as excellent or good.

LVES is in its 6th year of earning a "No Place for Hate" designation. A group of 3rd grade students called Project Vinatta meet monthly with the counselor to plan activities throughout the year that focus on kindness and anti-bullying.

Discipline Data

Lago Vista Elementary School uses PBIS (positive behavior interventions and support) campuswide to ensure common language and expectations are being used with students across settings.

LVES recorded 65 discipline referrals in 2021-2022, with the breakdown as follows:

80% of referrals were repeat offenders, with 78% of referrals coming from students with more than 2 referrals

14% of referrals were for physical aggression

11% of referrals were for non-compliance or disrespect

5% of referrals were for theft

5 students with referrals were students who receive special education services.

Attendance Data

LVES attendance data for the 21-22 school year was 92.73%, compared to the 20-21 school year at 96.7%. Student attendance suffered greatly due to Covid-19 protocols. Teacher attendance was negatively impacted for the same reasons. In the 20-21 school year, there were 315.5 staff absences and in 21-22 there were a total of 836 staff absences. That equates to 4.86 school years. In addition to that, 26% of those absences, or 217 days, went unfilled by substitutes.

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 and volunteers who read with students. We also offer parents the opportunity to eat lunch with their students three days a week and host family nights during the school year. At a minimum, we communicate with parents weekly through parent newsletters which are provided in multiple languages and social media posts.

Perceptions Strengths

Despite all the challenges that our campus has faced, the majority of parents feel that their student is being provided a quality education.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many school days were not instructionally effective in the 21-22 school year due to staff and student absences. **Root Cause:** Covid protocols greatly increased the number of staff and student absences. A significant sub shortage led to classes being split or covered by auxiliary staff members.

Priority Problem Statements

Problem Statement 2: A large amount of our students require specialized, expert instruction due to their membership in special groups such as special education, economically disadvantaged, emergent bilingual, Title 1, gifted and talented, and dyslexia.

Root Cause 2: A combination of continued enrollment growth and the lingering effects of the Covid-19 pandemic have led to a higher percentage of students requiring specialized instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 1: A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures.

Root Cause 1: Lingering impacts of Covid 19 including academic and social learning gaps, student attendance, teacher attendance, and substitute availability have all contributed to a decrease in student achievement.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: There is a large discrepancy between the number of economically disadvantaged students who are scoring "Approaches Standard" or above on the STAAR assessment when compared to the All Students group.

Root Cause 3: Students who are economically disadvantaged benefit from a very explicit, systematic teaching approach which has been disrupted by the continual interruptions to the educational system caused by Covid 19.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 29, 2022

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: 85% of all students will make at least one year's growth as measured by formal reading assessments from the beginning of the year to the end of the year. 85% represents the percentage of students for whom strong Tier 1 instruction should be sufficient in order to reach academic targets. 100% of students who did not make at least one year's growth will have been identified for Tier 2 or Tier 3 services, or have been referred for an educational evaluation. [TEC 39.053(c)(1-3)]

High Priority





HB3 Goal

Evaluation Data Sources: DRA, MClass, STAAR, Reading Benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in the state of Texas Reading Academies this school year. Learning will be continued in grade level PLCs and faculty meetings. Additional complimentary professional development will be provided by district interventionists to improve phonics instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be more skilled and confident in the teaching practices that lead to reading success for students. Walkthrough data will show that teachers are utilizing these practices during their ELAR instructional blocks.</p> <p>Staff Responsible for Monitoring: Campus administrators, Reading interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Systematic, consistent phonological awareness instruction (Heggerty) will take place from PK-2nd grade (and for intervention purposes in 3rd grade) in order to build the necessary foundation for reading success. [TEC 11.252 (3)(H)]</p> <p>Strategy's Expected Result/Impact: Research shows that phonological awareness difficulties represent the most common source of word-level reading difficulties. Increasing phonological awareness has been shown to improve the reading abilities of all types of students, to include at risk learners, students with reading disabilities, children who are from all socioeconomic backgrounds, and emergent bilingual students.</p> <p>Using a daily systematic approach to teaching phonological awareness will improve students' abilities to decode accurately.</p> <p>Staff Responsible for Monitoring: Principal, AP, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Heggerty Phonemic Awareness Curriculum PK, 2nd, 3rd - PIC 24 - Accelerated Education - 199-11-6399-00-101-3-24-0-00 - \$2,234.40, Heggerty Phonemic Awareness Subscription Renewal K, 1st - PIC 24 - Accelerated Education - 199-11-6399-00-101-3-24-0-00 - \$2,006.89</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Flexible grouping (sharing students among teachers based on needed skills) will be utilized during Rtl time in order to best meet the needs of all students. [TEC 11.252 (3)(H)]</p> <p>Strategy's Expected Result/Impact: Flexible grouping supports accelerated learning and addresses foundational skill needs. It also increases student engagement and allows teachers to focus on one specific area of instruction. 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.</p> <p>Staff Responsible for Monitoring: Principal, AP, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Dec	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide differentiated, small group reading instruction to meet the needs of all students. [TEC 11.252 (3)(H)]</p> <p>Strategy's Expected Result/Impact: Walkthrough data during reading will show that small group reading instruction is being implemented on a consistent basis which will lead to increased decoding and comprehension abilities.</p> <p>Staff Responsible for Monitoring: Principal, AP, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Small Group Reading Materials - PIC 24 - Accelerated Education - \$3,286.71</p>	Formative		
	Dec	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize Title 1 Reading Interventionist, Student Support Reading Interventionist, and Early Literacy Paraprofessional to provide Tier 3 reading interventions for students in K-3 who qualify for services based on local criteria. [TEC 11.252 (3)(H)]</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Reading will receive 30 minutes of targeted reading intervention. Their growth will be monitored and tracked during Tier 3 meetings each 6 weeks. This support will enable students to close their academic gaps in reading.</p> <p>Staff Responsible for Monitoring: Principal, AP, Reading Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative		
	Dec	Feb	Apr

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Purchase Reading A-Z and RAZ Kids for all kindergarten-3rd grade classrooms to improve students' comprehension and fluency.</p> <p>Strategy's Expected Result/Impact: Students' comprehension and fluency scores will improve on MClass and/or DRA.</p> <p>Staff Responsible for Monitoring: Principal, AP, Classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Yearly subscription for Reading A-Z - PIC 24 - Accelerated Education - 199-11-6399-00-101-3-24-0-00 - \$5,472</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: A large amount of our students require specialized, expert instruction due to their membership in special groups such as special education, economically disadvantaged, emergent bilingual, Title 1, gifted and talented, and dyslexia. Root Cause: A combination of continued enrollment growth and the lingering effects of the Covid-19 pandemic have led to a higher percentage of students requiring specialized instruction.</p>
Student Learning
<p>Problem Statement 1: A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. Root Cause: Lingering impacts of Covid 19 including academic and social learning gaps, student attendance, teacher attendance, and substitute availability have all contributed to a decrease in student achievement.</p> <p>Problem Statement 2: There is a large discrepancy between the number of economically disadvantaged students who are scoring "Approaches Standard" or above on the STAAR assessment when compared to the All Students group. Root Cause: Students who are economically disadvantaged benefit from a very explicit, systematic teaching approach which has been disrupted by the continual interruptions to the educational system caused by Covid 19.</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 2: 85% of all students will make at least one year's growth as measured by formal math assessments from the beginning of the year to the end of the year. 85% represents the percentage of students for whom strong Tier 1 instruction should be sufficient in order to reach academic targets. 100% of students who did not make at least one year's growth will have been identified for Tier 2 or Tier 3 services, or have been referred for an educational evaluation. [TEC 39.053(c)(1-3)]

High Priority





HB3 Goal

Evaluation Data Sources: Math Inventories, APAs, STAAR, Math Benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a fluency plan for each grade level (K-3) that includes whole group number and fluency routines and purposeful practice.</p> <p>Strategy's Expected Result/Impact: Beginning and middle of year math inventory scores on subitizing, fact fluency, and computation will show a progression of increase of scores in subitizing and fact fluency.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom teachers, Math interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dedicate 5-10 minutes of each math block to fact fluency practice. Create a tracking/incentive system that includes parent involvement in order to monitor and encourage student progress.</p> <p>Strategy's Expected Result/Impact: Walkthrough data will show that students are regularly engaged in fact fluency practice during the math block. Math inventory scores will show an increase in the percentage of students scoring at Tier 1 for addition and subtraction fluency at the 2nd and 3rd grade levels.</p> <p>Staff Responsible for Monitoring: Principal, AP, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop tracking systems for students progress on subitizing and fact fluency practice.</p> <p>Strategy's Expected Result/Impact: Grade level tracking system will show that students are increasing performance on subitizing and fact fluency. Middle and end of year math inventory scores will show that more students are scoring at Tier 1 for addition and subtraction fluency at 2nd and 3rd grade.</p> <p>Staff Responsible for Monitoring: Campus administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teach and model problem types on morning announcements once per week and provide numberless word problems by type for teachers to use with their class.</p> <p>Strategy's Expected Result/Impact: Announcements and handouts will show that problem types are being modeled and numberless problems are being shared.</p> <p>Staff Responsible for Monitoring: Math Specialists/Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will utilize the problem type modeling and numberless words problems by type for teaching and practicing problem types in the classroom.</p> <p>Strategy's Expected Result/Impact: Walkthrough data and lesson plans will show that problem types are taught during the math block.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide differentiated, small group math instruction to meet the needs of all students. [TEC 11.252 (3)(H)]</p> <p>Strategy's Expected Result/Impact: Walkthrough data during math will show that Guided Math is being implemented on a consistent basis with the end result being an increase in students' math abilities as evidenced by formal assessment scores.</p> <p>Staff Responsible for Monitoring: Principal, AP, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize Title 1 Math Interventionist and Student Support Math Interventionist to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria. [TEC 11.252 (3)(H)]</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Math services will receive 30 minutes of targeted math intervention. Their growth will be monitored and tracked during Tier 3 meetings every six weeks.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative		
	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: A large amount of our students require specialized, expert instruction due to their membership in special groups such as special education, economically disadvantaged, emergent bilingual, Title 1, gifted and talented, and dyslexia. Root Cause: A combination of continued enrollment growth and the lingering effects of the Covid-19 pandemic have led to a higher percentage of students requiring specialized instruction.</p>
Student Learning
<p>Problem Statement 1: A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. Root Cause: Lingering impacts of Covid 19 including academic and social learning gaps, student attendance, teacher attendance, and substitute availability have all contributed to a decrease in student achievement.</p>
<p>Problem Statement 2: There is a large discrepancy between the number of economically disadvantaged students who are scoring "Approaches Standard" or above on the STAAR assessment when compared to the All Students group. Root Cause: Students who are economically disadvantaged benefit from a very explicit, systematic teaching approach which has been disrupted by the continual interruptions to the educational system caused by Covid 19.</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 3: The student daily attendance rate will increase to at least 95%. [TEC 11.253 (d)(10)(c)]

Evaluation Data Sources: Student attendance percentages





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: When students demonstrate a pattern of unexcused or excessive absences, campus administrators will work through the RtI process to establish and monitor attendance support plans for those students.</p> <p>Strategy's Expected Result/Impact: Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork.</p> <p>Staff Responsible for Monitoring: Principal, AP, Attendance Secretary</p> <p>Title I: 2.5</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: An attendance incentive program will be implemented that rewards students for obtaining at least 95% attendance for a 9 weeks.</p> <p>Strategy's Expected Result/Impact: Student attendance will average 95% or greater each nine weeks.</p> <p>Staff Responsible for Monitoring: Principal, AP, Attendance secretary</p> <p>Title I: 2.5</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Learning Environment:

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

Performance Objective 1: Individual students who receive a referral will show an improvement in behavior as indicated by a decreasing number of referrals per nine weeks. [TEC 11.253 (d)(8)]

Evaluation Data Sources: Referrals per nine weeks will show a decrease for each individual student.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold monthly vertical Positive Behavior Interventions and Support (PBIS) team. Strategy's Expected Result/Impact: PBIS team agendas will show that strategies are being implemented across all common areas to address behavior expectations. Staff Responsible for Monitoring: AP, PBIS Team members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold monthly behavior RtI meetings to set and review behavior goals for students who teachers feel need additional behavior support. Strategy's Expected Result/Impact: Routine reviews of behavior goals will show that students who are receiving referrals are improving in their behavior over time. Staff Responsible for Monitoring: Principal, AP, Classroom teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide additional behavior support training for teachers, including Texas Behavior Support Initiative (TBSI) training for general education teachers who serve students with disabilities. Strategy's Expected Result/Impact: Instructional staff members will be better equipped to support students who are not meeting behavior expectations. Staff Responsible for Monitoring: Principal, AP</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Learning Environment:

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

Performance Objective 2: We will implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, social emotional learning, wellness, and the success of the whole child. [TEC 11.253(d)(10)]

Evaluation Data Sources: Students will perform well on Fitness Gram testing and will be able to display strong socio-emotional skills as evidenced by staff observations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Social Emotional Learning (SEL) class will be added to the specials rotation in addition to strengthening the implementation of SEL in the classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will have more strategies to use to connect to students emotionally and to serve their SEL needs and students will have strategies to deal with the SEL situations that they face.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, SEL Teacher, Classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide students with the required amount of moderate to vigorous physical activity each day.</p> <p>Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met and that students have the opportunity to be physically active.</p> <p>Staff Responsible for Monitoring: Principal, AP, Classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: A common language for addressing behaviors and social emotional components will be used among all staff members. This common language will be shared on posters displayed in common areas, on announcements, and will be clarified during PBIS meetings.</p> <p>Strategy's Expected Result/Impact: Students will experience more consistency in the communication they receive in response to their behaviors which will make them better able to meet the shared expectations.</p> <p>Staff Responsible for Monitoring: Campus administrators, Counselor, SEL Teacher, Classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior [TEC 11.252 (a)(3)(E)].

Evaluation Data Sources: Incidents of bullying and bully-like behavior will remain low.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Guidance lessons which focus on bullying prevention will be provided to all students on a regular basis.</p> <p>Strategy's Expected Result/Impact: Students will have an increased awareness of how to prevent, identify, and report bullying behavior.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will continue to work towards and obtain the No Place for Hate campus designation through our Project Vinatta program.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: College & Career Readiness:

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





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: We will implement strategies to retain and recruit highly qualified teachers and ensure that instruction for all students is provided by teachers who are highly qualified. [TEC 4.001(b)(6)]

Evaluation Data Sources: Effective teachers will be retained and vacancies will be filled by highly qualified candidates.

Strategy 1 Details	Formative Reviews		
<p>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 (PLCs, CEIC, PBIS, RtI, Committee meetings, etc.)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High levels of support will be provided to new to profession teachers. This support will include participation in a yearlong mentoring program with an experienced teacher as their mentor and instructional coaching support provided by campus administrators and interventionists. New to campus teachers will receive support from an assigned "buddy teacher" as well as instructional coaching support by the above mentioned.</p> <p>Strategy's Expected Result/Impact: Newly hired teachers will be provided the support they need to be effective and to remain in the profession and on the campus.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus leadership will engage in activities to recruit qualified staff members to fill vacancies. These activities will include attending job fairs, networking within the community, and utilizing the applicant pool resource in Frontline.</p> <p>Strategy's Expected Result/Impact: Staff vacancies will be filled by qualified candidates.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Family & Community Engagement:

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

Performance Objective 1: Ensure all classroom teachers are communicating with parents consistently.

Evaluation Data Sources: Parent surveys will demonstrate that parents feel well-informed about campus activities and classroom happenings.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade levels and campus leadership will send out weekly newsletters or other form of electronic communication. Regular social media posts will be made by campus leadership to highlight certain events or communications.</p> <p>Strategy's Expected Result/Impact: Parents will be well-informed about activities and learning happening on campus and in classrooms.</p> <p>Staff Responsible for Monitoring: Principal, AP, Classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 5: Family & Community Engagement:

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

Performance Objective 2: Provide opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students. [TEC 11.253(d)(9)], [Section 1112(b)(7)], [Section 1116(a)(2)(B)]

Evaluation Data Sources: End of year parent surveys will indicate that parents feel they have multiple opportunities to be involved at school.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Form a family and community engagement committee that meets monthly in order to discuss and plan for ways to involve the community and families in our school.</p> <p>Strategy's Expected Result/Impact: Parents will report feeling welcomed and included in their child's education.</p> <p>Staff Responsible for Monitoring: Campus administrators, Family & Community Engagement Chairperson</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold an informational meeting for parents of students in special programs to encourage parental involvement and provide parent training.</p> <p>Strategy's Expected Result/Impact: Meeting agendas will document parent topics and responses from staff to the needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Special programs staff</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct a parent conference with the parent of each student during the Fall Semester.</p> <p>Strategy's Expected Result/Impact: Parents will report feeling informed about their child's academic and behavioral progress.</p> <p>Staff Responsible for Monitoring: Campus administrators, Classroom teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Hold a Title 1 parent meeting to discuss the school's Title 1 program and how we meet the needs of all students. Parents will be able to review the school parent and family engagement policy under section 1114(b) at this time.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the Title 1 Part A program at our school.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Planning & Decision-Making:

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

Performance Objective 1: Meetings will be held each month by either the campus leadership team, the CEIC committee, or both.

Evaluation Data Sources: Leadership team and CEIC agendas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold routine leadership team meetings (grade level leaders, Title 1 Specialists, Special Education representative, Specials teacher representative, counselor, and campus administrators) to discuss curriculum and instruction, campus budget, and district initiatives.</p> <p>Strategy's Expected Result/Impact: Staff members will report feeling a strong sense of ownership over campus decisions and will rate communication as effective.</p> <p>Staff Responsible for Monitoring: Campus administrators, Campus leadership team members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold a minimum of two CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.</p> <p>Strategy's Expected Result/Impact: Stakeholders will report high levels of involvement and confidence in the campus improvement plan.</p> <p>Staff Responsible for Monitoring: Campus administrators, CEIC members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Lago Vista Elementary School

Total SCE Funds: \$13,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Heggerty Phonemic Awareness Subscription Renewal K, 1st	199-11-6399-00-101-3-24-0-00	\$2,006.89
1	1	2	Heggerty Phonemic Awareness Curriculum PK, 2nd, 3rd	199-11-6399-00-101-3-24-0-00	\$2,234.40
1	1	4	Small Group Reading Materials		\$3,286.71
1	1	6	Yearly subscription for Reading A-Z	199-11-6399-00-101-3-24-0-00	\$5,472.00
Sub-Total					\$13,000.00