

**Lago Vista Independent School District**  
**Lago Vista Intermediate School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Lago Vista Intermediate School will educate, inspire, and empower every student to think critically. We will foster a love of learning, provide an exceptional education, and promote the core values of honesty, integrity, perseverance, and compassion for others.

## Vision

Lago Vista Intermediate School strives to create high levels of learning in a welcoming, collaborative environment that nurtures student's success.

## District Commitment

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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
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.	18
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.	23
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.	26
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.	27
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.	30
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.	32
State Compensatory	33
Budget for Lago Vista Intermediate School	34

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lago Vista Intermediate School serves 235 fourth and fifth grade students that reside in Lago Vista, Point Venture, and parts of Jonestown. Our attendance rate is averaging 92% for the start of the 2022 -2023 school year. Last year, our average was 94% for the school year.

The student demographic breakdown is 62% White, 27% Hispanic, 4% Two or More Races, less than 1% Asian, 1% Pacific Islander, and 1% American Indian.

Lago Vista Intermediate School has an ESL population of 26%, a Special Education population of 10%, a Gifted and Talented population of 8.2%, and Economically Disadvantaged population of 25.6%.

The teacher demographic breakdown: Six General Education Teachers for 4th Grade, Six General Education Teachers for 5th Grade, Three Special Education Teachers, Five Paraprofessionals, One Counselor, One School Nurse, One Registrar/Attendance Clerk, One Principal, Two Half-time Title 1 Interventionists (Math and Reading) who are shared with LVES, Two Half-Time Interventionists (Math and Reading) who are shared with LVES, One Half-Time Gifted and Talented Teacher, One Half-Time ESL Teacher, One Quarter-Time Dyslexia Teacher, One Half-Time Art Teacher, One Half-Time Music Teacher, One Half-Time Social Emotional Learning Teacher, One Half-Time PE Teacher.

Lago Vista Intermediate School is ranked a B by the Texas Education Agency.

### Demographics Strengths

Lago Vista Intermediate School serves a diverse population of students. Our commitment to our students and community is to build a culture where every student thrives and feels valued and a sense of belonging. As a learning community, we care deeply about every student feeling nurtured, respected, and safe in their classroom. This year, we have added a social emotional learning class to our master schedule and morning meeting with the classroom teacher. We want to ensure that we are reaching every child and addressing their social emotional needs as well as their academic needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our special education population is increasing. **Root Cause:** We are identifying students earlier and providing early intervention.

**Problem Statement 2 (Prioritized):** If a student is in the resource classroom for a period of time, it can be difficult for him/her to re-enter the general education classroom and know what is happening at that moment. They may have missed the direct teach, guided instruction portion of the lesson. **Root Cause:** Teachers need training on differentiation.

**Problem Statement 3 (Prioritized):** Last year, we opened the campus to volunteers, but we had very limited participation. We are trying to determine ways to help parents feel welcomed at school and provide meaningful opportunities for our families. **Root Cause:** After two years of the pandemic, parents have not been able to access the building. It has been several years of parents not being permitted in the building due to the pandemic. This has caused some strain to our relationships with parents.

**Problem Statement 4 (Prioritized):** Our emergent bilinguals are struggling on TELPAS in the areas of listening and speaking. **Root Cause:** Teachers need additional training in the areas of oral language development and language accommodations.

# Student Achievement

## Student Achievement Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>					<b>Yes</b>		<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
<b>% at Meets GL Standard or Above</b>	65%	-	58%	68%	*	*	*	70%	41%	25%	30%	80%	62%	68%		
<b># at Meets GL Standard or Above</b>	155	-	38	107	*	*	*	7	25	6	9	12	71	84		
<b>Total Tests (Adjusted)</b>	238	-	66	157	*	*	*	10	61	24	30	15	115	123		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>	<b>No</b>					<b>No</b>		<b>No</b>		<b>Yes</b>	<b>Yes</b>		
<b>% at Meets GL Standard or Above</b>	46%	-	40%	50%	*	*	*	30%	21%	4%	20%	60%	47%	46%		
<b># at Meets GL Standard or Above</b>	111	-	27	79	*	*	*	3	13	1	6	9	54	57		
<b>Total Tests (Adjusted)</b>	239	-	67	157	*	*	*	10	61	24	30	15	116	123		
<b>Total Indicators</b>															<b>11</b>	<b>14</b>

### 4th Grade MATH 2022 - LVIS

	2022	2021
Did Not Meet	30%	36%

**4th Grade MATH 2022 - LVIS**

Approaches	70.34	64%
Meets	43.20%	33%
Masters	24%	14%

**4th Grade Reading 2022 - LVIS**

	2022	2021
Did Not Meet	17.8	24%
Approaches	82.2	76%
Meets	57%	51%
Masters	32.2	24%

**5th Grade MATH 2022 - LVIS**

	2022	2021
Did Not Meet	19.53	30%
Approaches	80.47	70%
Meets	47.60%	36%
Masters	17%	19%

**5th Grade Reading 2022**

	2022	2021
Did Not Meet	13.39	24%
Approaches	86.61	76%
Meets	72%	52%
Masters	55.91	38%

**5TH Grade SCIENCE 2022**

	2022	2021
Did Not Meet	26.77	35%
Approaches	73%	65%
Meets	43%	32%
Masters	17%	10%

### **Student Achievement Strengths**

Our students showed strength in reading. Our school met our targets in reading and scored greater than the state average. We had a significant higher percentage of students that mastered STAAR in reading in 2022 compared to the 2021 school year.

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

**Problem Statement 1 (Prioritized):** We did not meet our math targets. Our scores fell from the previous year. **Root Cause:** Our data shows that our emergent bilinguals did not meet the target in math. We need additional training on how to support our emergent bilinguals in order to close academic gaps.

**Problem Statement 2 (Prioritized):** We were not able to exit any of our emergent bilinguals. **Root Cause:** We need additional training on how to support our emergent bilinguals in listening and speaking. Students need lots of opportunities to practice oral language skills.



# School Culture and Climate

## School Culture and Climate Summary

Lago Vista Intermediate School strives to create a culture and climate that is kind, nurturing, and conducive to learning. Our goal is to create an environment where students' learning is supported, recognized, and students feel safe to take risks. A positive school climate is a priority because learning in a safe environment sets the foundation for positive academic, social, and emotional development. At school, we recognize and celebrate student successes. We do this by including a monthly awards assembly, weekly cafeteria awards, student recognition awards, and classroom contests. This year, we have added a social emotional learning class to our master schedule. Students receive 50 minutes of SEL instruction per week.

## School Culture and Climate Strengths

At Lago Vista Intermediate School, teachers, staff, and the principal work together to set the values and core campus beliefs about learning and student academic development. We strive to create a positive school culture and climate where students are at the heart of all of our decision making. We know that when students have a positive relationship with their teacher, they feel safe to take risks.

Our strengths include:

- Monthly Classroom awards. "Super Star and Super Citizen Awards"
- Recognizing students birthday daily on the morning announcements
- We added Morning Meeting to the daily schedule this year
- Common planning time for teachers
- Weekly PLC meetings to discuss students, planning, and data
- This year, we are able to start the year welcome visitors and volunteers back in the building.
- Every classroom has a room parent(s)

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Our discipline data suggest that we had escalated behaviors at recess. **Root Cause:** Students need training on conflict resolution.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Lago Vista Intermediate School utilizes the NexGen Teacher Appraisal System. The principal conducts regular walkthroughs and provides timely feedback to teachers. Teachers also use professional goals and self-reflections throughout the year to help improve their own instructional practices and to grow professionally. Feedback is provided to teachers by the campus administrator through walkthroughs and observations. Teachers have opportunities to attend various professional development sessions throughout the year to help them learn and implement best practices. This year, the principal is meeting with all teachers to review goals in order to better support teachers professionally on their personal goals.

Teachers and staff continue to be a part of the hiring process when new staff members are needed. Teachers have the autonomy to write their own curriculum that is aligned to the TEKS. Both grade levels have common planning time so that they can plan, analyze data, and make instructional decisions during the school hours.

## Staff Quality, Recruitment, and Retention Strengths

Our campus is comprised of 12 experienced classroom teachers and 2 special education resource teachers and 1 functional academic classroom teacher. This year, we hired 3 teachers who are new to the District: one 5th grade math and science teacher, one 4th grade reading language arts teacher, and one 4th grade math and science teacher. We also hired two new paraprofessionals to support student learning. This year, we added a full time functional academic classroom and two paraprofessionals to support the classroom. The FAC teacher and the two paraprofessionals moved over from the Elementary campus.

The District offers competitive salary, recognizes years of experience, stipends for masters/doctoral degree, insurance, benefits, and daycare. The staff's knowledge and experience are a strength of our school. This year, the District gave every employee a retention bonus of \$1,000 for being with the District last year.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** The lack of face-to-face meetings has made it difficult to provide quality, engaging professional development that is relevant to teachers. **Root Cause:** The last two years, in an effort to mitigate the spread of COVID, we made many faculty meetings and trainings virtual.

**Problem Statement 2:** There have been limited opportunities for staff members to participate in professional development outside of the District. **Root Cause:** The pandemic has made it difficult to attend trainings in person. Most professional learning has been conducted virtually or cancelled for the last year and a half. Last year, we had a training scheduled and the organizers cancelled it due to the COVID numbers the day before.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Lago Vista Intermediate School meets weekly by grade level with the campus administrator to discuss planning, data, and team needs. There is also a weekly PLC/ RTI meeting and team meeting to discuss data and to determine students areas of strengths and skills that need improvement. We are in our second year of implementation with PLCs and RTI meetings.

## Curriculum, Instruction, and Assessment Strengths

Lago Vista Intermediate School teachers and staff strive to meet the diverse learning needs of all our students. At the beginning of the year, we conduct a variety of assessments so that we have accurate baseline data that give us a variety of information in reading and math. This year, we added the MAP screeners so that we can measure student's growth throughout the year.

We have a strong intervention program at Lago Vista Intermediate School, and we work quickly at the beginning of the year to determine student's needs based on STAAR data, and beginning of the year assessment data. We have a dedicated hour in our school day devoted to addressing students' varied needs (WIN Time - What I Need). At this time, students go to different classrooms based on their individual needs (e.g., math/reading intervention, dyslexia, gifted and Ttalented, speech, OT/PT, etc.).

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Our EB students are not being successful on TELPAS in the areas of listening, speaking, and writing **Root Cause:** Teachers need more training on instructional strategies to support our emergent bilingual students.

**Problem Statement 2 (Prioritized):** Based on walk through data, the level of rigor and the frequency of higher level thinking questions that students are asked are not matching the instructional expectations. **Root Cause:** The past two years, there have been little opportunities for professional development outside the school.

**Problem Statement 3:** Our special education population is increasing. **Root Cause:** We are identifying students earlier through the RTI process.

**Problem Statement 4:** Last year, we lacked a clear picture of what level our students were at academically when the school year started. **Root Cause:** Many students did not take STAAR in 2021 due to being virtual. Last year, We did not stat the year with an academic screener.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Lago Vista Intermediate School has started the year welcoming parents and volunteers back on campus. This year we have a family engagement committee that is actively looking for ways to involve parents in the school. We are hosting a literacy night in the fall and a science night in the spring. This year, we are welcoming room parents. We also have an author's visit planned for the fall. This year, our students are able to participate in Special Olympics. We continue to look for ways to bring the community back in the building so that we can foster a relationship with our families.

## Parent and Community Engagement Strengths

Our families and community are very supportive of our school. The community continues to partner with the school and support students and teachers in a variety of ways. Families are excited to be welcomed back in the building and eager to support instruction.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Keeping students, staff, and families safe is always our top priority. The last two years, we had limited opportunities for families to volunteer during school hours due to the pandemic. We are now continuing to look for ways to bring back family engagement and build relationships with parents. **Root Cause:** For two years, families were not allowed to enter the building. This caused frustration for families and pushed many away.

# School Context and Organization

## School Context and Organization Summary

Lago Vista Intermediate School prides itself on providing a safe learning environment. We have monthly safety drills scheduled out for the entire school year. The master schedule is organized to ensure that students have a variety of opportunities with a rotating special schedule. In addition, our grade level teachers have a common planning time to allow for rich conversations around planning and data. There is a weekly team meeting with the principal and grade level. As a staff, we have set school-wide expectations for all areas of the building (classroom, cafeteria, gym, bus line, restrooms, etc). Within the school day, there is an intervention hour built into the schedule. This gives teachers ample time to provide students with re-teach and small group instruction. We have a school wide meeting schedule, that is set at the beginning of the year, with time built in for committee, faculty, and new teacher meetings each month. The campus is well supported by the District through bi-weekly administration meetings. Our data shows that our student teacher ratio is below the state expectation of 22:1.

## School Context and Organization Strengths

Lago Vista Intermediate School has a dedicated intervention hour included in the master schedule for both grade levels. Safety drills are scheduled on the calendar for the entire year during summer planning. There is a dedicated common planning time for grade level teachers to work on curriculum, planning, and data analysis. There is a campus Google calendar on which all school events are listed for staff members to help facilitate communication. There is also a weekly staff and parent newsletter.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** We had more students than expected qualify for accelerated instruction. **Root Cause:** We have had to take a closer look at how we are using our intervention hour to ensure that we are closing the gaps and providing high quality interventions.

# Technology

## Technology Summary

Preparing students for the 21st century is a priority. Teachers are experienced and knowledgeable at implementing technology so that it enhances instruction and student learning.

## Technology Strengths

Lago Vista Intermediate is a 1 to 1 campus. Every student is assigned an Ipad and teachers are assigned a laptop.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students will break or drop their device which will cause the application not to work. This will result in a student missing the assignment or a delay in the ability to complete an assignment in a timely manner. **Root Cause:** Students are taking their devices home. We have found that is where the majority of damage occurs.

# Priority Problem Statements

**Problem Statement 4:** We did not meet our math targets. Our scores fell from the previous year.

**Root Cause 4:** Our data shows that our emergent bilinguals did not meet the target in math. We need additional training on how to support our emergent bilinguals in order to close academic gaps.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 1:** If a student is in the resource classroom for a period of time, it can be difficult for him/her to re-enter the general education classroom and know what is happening at that moment. They may have missed the direct teach, guided instruction portion of the lesson.

**Root Cause 1:** Teachers need training on differentiation.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 5:** We were not able to exit any of our emergent bilinguals.

**Root Cause 5:** We need additional training on how to support our emergent bilinguals in listening and speaking. Students need lots of opportunities to practice oral language skills.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Based on walk through data, the level of rigor and the frequency of higher level thinking questions that students are asked are not matching the instructional expectations.

**Root Cause 6:** The past two years, there have been little opportunities for professional development outside the school.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Last year, we opened the campus to volunteers, but we had very limited participation. We are trying to determine ways to help parents feel welcomed at school and provide meaningful opportunities for our families.

**Root Cause 2:** After two years of the pandemic, parents have not been able to access the building. It has been several years of parents not being permitted in the building due to the pandemic. This has caused some strain to our relationships with parents.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Our emergent bilinguals are struggling on TELPAS in the areas of listening and speaking.

**Root Cause 3:** Teachers need additional training in the areas of oral language development and language accommodations.

**Problem Statement 3 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback



- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

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

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





**Performance Objective 1:** LVIS will use targeted, research-based interventions that supports the academic needs of all student populations, including at-risk and emergent bilinguals.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** RTI Data/ MAP Growth/ Benchmark Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LVIS will utilize IXL resource to identify and provide targeted, accelerated instruction for struggling students for Tier 2 and Tier 3 interventions. [TEC 11.252.(3)(H)]</p> <p><b>Strategy's Expected Result/Impact:</b> IXL assessment data reports will demonstrate a positive student response to accelerated reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 2</p>	Formative		
	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> LVIS will have weekly PLC meetings with teachers and interventionists to discuss student progress, review data, and plan for intervention. [TEC 39.053(c)(1-3)]</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have well planned interventions that target student's individual needs,  <b>Staff Responsible for Monitoring:</b> Principal, Interventionists, and Teachers,</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Achievement 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Interventionists and Teachers will plan for accelerated instruction together and develop a cohesive plan for serving students in the classroom and in the intervention room. [TEC 11.252.(3)(H)]</p> <p><b>Strategy's Expected Result/Impact:</b> Students that did not pass the STAAR in 2022 will show one years worth of growth on the 2023 in STAAR.  <b>Staff Responsible for Monitoring:</b> Interventionists, Teachers, Principal</p> <p><b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All students will take the MAP assessment three times a year to measure and track progress on student's individual goals. This will provide an overview of all students progress throughout the year so that teachers can track growth and monitor and intervene when needed based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one years worth of growth  <b>Staff Responsible for Monitoring:</b> Teachers and Interventionists</p> <p><b>Title I:</b>            2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

### Student Achievement

**Problem Statement 1:** We did not meet our math targets. Our scores fell from the previous year. **Root Cause:** Our data shows that our emergent bilinguals did not meet the target in math. We need additional training on how to support our emergent bilinguals in order to close academic gaps.

**Problem Statement 2:** We were not able to exit any of our emergent bilinguals. **Root Cause:** We need additional training on how to support our emergent bilinguals in listening and speaking. Students need lots of opportunities to practice oral language skills.

### Curriculum, Instruction, and Assessment

**Problem Statement 2:** Based on walk through data, the level of rigor and the frequency of higher level thinking questions that students are asked are not matching the instructional expectations. **Root Cause:** The past two years, there have been little opportunities for professional development outside the school.

**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:** LVIS will increase the number of students achieving the Masters level of performance on STAAR in math and reading by 5%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/ MOY MAP DATA





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LVIS will utilize the PLC process to assess and monitor student's growth. [TEC 39.053(c)(1-3)]</p> <p><b>Strategy's Expected Result/Impact:</b> We will see a 5% increase STAAR math and reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Interventionists</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teacher will use formative assessments to make data driven instructional decisions. [TEC 39.053(c)(1-3)]</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will have updated curriculum documents that are informed by the data from formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will take the MAP test three times a year so that we can monitor progress and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will maintain 1 years worth of growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Teacher</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Performance Objective 3:** Student attendance will be closely monitored throughout the year to ensure that unexcused absences are not impeding a students opportunity to learn and grow.

**Evaluation Data Sources:** PEIMS end of year attendance data for LVIS will reflect 97% average daily attendance rate.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> When students demonstrate a pattern of unexcused or excessive absences, campus principal will work through the RtI process to establish and monitor attendance support plans for those students.</p> <p>[TEC 11.253.(d)(10)(c)]</p> <p><b>Strategy's Expected Result/Impact:</b> Students with attendance struggles will have the additional support needed to improve their attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk, Counselor</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 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:** Increase student achievement for all students receiving special education services.

**HB3 Goal**

**Evaluation Data Sources:** Student achievement for students receiving special education services will improve by 5% in all areas.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher need training on instructional strategies to differentiate curriculum to a variety of different learners. [TEC 39.053(c)(1-3)]</p> <p><b>Strategy's Expected Result/Impact:</b> All students will perform at higher levels with instruction that meets students' varied needs. This is evident from students' STAAR Scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, resource teachers, classroom teachers</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**





Demographics
<p><b>Problem Statement 2:</b> If a student is in the resource classroom for a period of time, it can be difficult for him/her to re-enter the general education classroom and know what is happening at that moment. They may have missed the direct teach, guided instruction portion of the lesson. <b>Root Cause:</b> Teaches needs training on differentiation.</p>

**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:** LVIS will support a positive culture and recognize student success in both academics and character development.

**Evaluation Data Sources:** District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Decrease the percentage of students with two or more office referrals by at least 10% by May 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will abide by the student code of conduct and follow our guidelines of being safe, respectful, and responsible.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, School Nurse, Paraprofessionals, Principal,</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







**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:** Students will feel safe, supported, and nurtured in all aspects of their learning within the school day.

**Evaluation Data Sources:** Discipline Referrals, School Survey Results.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LVIS will provide 50 minutes of social emotional learning per week to every student. Students will also receive 15 minutes of morning meeting daily in an effort to build strong classroom relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Lago Vista Intermediate School Students will report high levels of social-emotional and physical wellness in student surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Principal</p>	Formative		
	Dec	Feb	Apr
<p> No Progress       Accomplished       Continue/Modify       Discontinue</p>			

**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:** Discipline Referrals, Student and Parent Survey Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Regularly occurring guidance lessons on bullying prevention will be provided to all students.  <b>Strategy's Expected Result/Impact:</b> Students will report that he/she feel safe and supported in school on student surveys  <b>Staff Responsible for Monitoring:</b> Principal, Teacher, Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Project Vinatta (No Place for Hate) group will plan, implement, and facilitate activities to promote kindness and inclusion to improve our school climate and teach students social skills.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Counselor, Teacher Sponsor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3: College & Career Readiness:**

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

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

**HB3 Goal**

**Evaluation Data Sources:** Student Interest Inventory, Teacher Data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students and staff will participate in College Day by wearing a college shirt on Wednesdays</p> <p><b>Strategy's Expected Result/Impact:</b> Students will participate in College Days by wearing college shirts for colleges they would like to attend. Staff will wear college shirt.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will learn, practice, and utilize note taking in their core classes</p> <p><b>Strategy's Expected Result/Impact:</b> Core classes are utilizing note taking strategies. Students are able to successfully take classroom notes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: High Quality Staff:**

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

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

**Evaluation Data Sources:** All campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Weekly PLC/RTI meetings scheduled for the entire school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent meetings. Teacher feedback on the effectiveness of our PLC meetings and student academic achievement will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Interventionists, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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:** Implement recruitment, hiring, and retention practices that align with the District's mission to provide a high-performing, highly skilled, and diverse staff.

**Evaluation Data Sources:** Effective teachers will be retained and vacancies will be filled by highly qualified candidates who are well supported.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The principal will provide regular and ongoing opportunities for staff to communicate openly, collaborate, and to engage in shared decision-making and consensus building processes (e.g., PLCs, CEIC, PBIS Team, SEL Team, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative planning and rich conversation around curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;"> No Progress       Accomplished       Continue/Modify       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 3:** Teachers will have opportunities to plan together by subject and grade level through common planning time created in the master schedule.

**Evaluation Data Sources:** Weekly Planning Meetings Scheduled out for the year. Attendance required. School Staff Calendar





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers meet weekly for grade level and curriculum planning. Principal attend grade level meeting and there will be an agenda for all meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative planning and rich conversation around curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>Title I:</b> 2.6</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;"> No Progress       Accomplished       Continue/Modify       Discontinue</p>			

**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:** Effectively communicate with our families and communities in a manner that is consistent, proactive, and respectful.

**Evaluation Data Sources:** Lago Vista ISD stakeholders will indicate high levels of satisfaction with District communications, as evidenced by the annual survey.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration sends out weekly family newsletter. TEC 11.253(d)(9)]  <b>Strategy's Expected Result/Impact:</b> Parents will be informed of school wider events.  <b>Staff Responsible for Monitoring:</b> Principal   <b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers send out a weekly newsletter to their homeroom parents so parents feel informed of classroom happenings. TEC 11.253(d)(9)]  <b>Strategy's Expected Result/Impact:</b> Parents will be informed of classroom events, curriculum and upcoming events.  <b>Staff Responsible for Monitoring:</b> Teachers and Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>			

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 3:</b> Last year, we opened the campus to volunteers, but we had very limited participation. We are trying to determine ways to help parents feel welcomed at school and provide meaningful opportunities for our families. <b>Root Cause:</b> After two years of the pandemic, parents have not been able to access the building. It has been several years of parents not being permitted in the building due to the pandemic. This has caused some strain to our relationships with parents.</p>

**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 families of all student populations to ensure academic achievement and success of all students. TEC 11.253(d)(9)]

**Evaluation Data Sources:** Parent engagement opportunities will have sign-ins and agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide an opportunity for an informational meeting for parents of students in special programs to encourage parental involvement and provide parent training. TEC 11.253(d)(9)]</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas will document parent topics and responses from staff to the needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and special program staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> This year we have a family engagement committee that consists of faculty members from different grades. They are planning various evening events to welcome families back in the building.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve parent engagement and provide more opportunities for families to participate in school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Family Engagement Committee, Counselor</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Last year, we opened the campus to volunteers, but we had very limited participation. We are trying to determine ways to help parents feel welcomed at school and provide meaningful opportunities for our families. <b>Root Cause:</b> After two years of the pandemic, parents have not been able to access the building. It has been several years of parents not being permitted in the building due to the pandemic. This has caused some strain to our relationships with parents.</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:** Utilize campus leadership team to communicate district and campus initiatives to all campus staff. The leadership team will also be used to elicit feedback on initiatives and implementation.

**Evaluation Data Sources:** 100% of the Leadership Team agendas will reflect discussion items that correlate to district and campus initiatives.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hold monthly Leadership Team meetings (consisting of grade level leaders, Interventionists, Special Education representative, and campus principal) to discuss curriculum and instruction, campus budget, and District initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Leadership agendas will document items relating to campus needs and focus on student learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hold two CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Various stakeholders will have high levels of involvement and participation in the campus improvement plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, CEIC Campus committee members</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Last year, we opened the campus to volunteers, but we had very limited participation. We are trying to determine ways to help parents feel welcomed at school and provide meaningful opportunities for our families. <b>Root Cause:</b> After two years of the pandemic, parents have not been able to access the building. It has been several years of parents not being permitted in the building due to the pandemic. This has caused some strain to our relationships with parents.</p>

# State Compensatory

## Budget for Lago Vista Intermediate School

**Total SCE Funds:** \$10,000.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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