

Lago Vista Independent School District
Lago Vista Intermediate School
2023-2024 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.

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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 94.5% for the start of the 2023 -2024 school year. Last year our attendance rate averaged at 92% for the start of the school year.

The student demographic breakdown is 66% white, 28% Hispanic, 11 % multi racial, and less than 1% Asian, Pacific Islander, or Black. Currently, 19% of our students receive special education services, less than 1% receive gifted and talented services, and less than 1% are classified as emerging bilingual.

The teacher demographic breakdown: Six General Education Teachers for 4th Grade, five General Education Teachers for 5th Grade, three Special Education Teachers, three 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 and One Half-Time PE educational assistant. .

Demographics Strengths

Lago Vista Intermediate School serves a diverse population of students. Our families and community are supportive of the school, students, teachers and staff. We strive to create a culture where every student is nurtured, feels valued, and has a sense of belonging. Every class starts the day with a morning meeting. The purpose of morning meeting is to create a classroom environment where students feel safe, and their social emotional needs are being met.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our special education population has doubled since the 2018 - 2019 school year. **Root Cause:** We are identifying students earlier.

Problem Statement 2 (Prioritized): Our emergent bilingual students are struggling on TELPAS in the areas of listening and speaking. Teachers need additional training in the areas

of oral language development and language accommodations. **Root Cause:** Students need more opportunities to practice English using academic language throughout the school day.

Problem Statement 3: We do not have an active Parent Teacher Organization **Root Cause:** Our PTO disbanded several years ago and we have struggled to get parent volunteers back in the building after the pandemic.

Problem Statement 4: We have a growing population of students and families that need additional services and resources. However, we struggle to get families to fill out the eligibility forms for free and reduced meals. **Root Cause:** The forms are online and technology can be a deterrent. Also, there may be a stigma attached to filling out a free and reduced application.

Student Achievement

Student Achievement Summary

Subject - Intermediate	Grade	Did Not Meet	Approaching	Meets	Masters
LVIS STAAR Reading	4th	15%	85%	51%	23%
LVIS STAAR Reading	5th	18%	82%	66%	34%

Subject - State of TX Avg	Grade	Did Not Meet	Approaching	Meets	Masters
State of TX STAAR Reading	4th TX	22%	78%	47%	21%
State of TX STAAR Reading	5th TX	19%	81%	56%	28%

Subject - Intermediate	Grade	Did Not Meet	Approaching	Meets	Masters
LVIS STAAR Math	4th	40%	60%	34%	12%
LVIS STAAR Math	5th	17%	83%	60%	28%

Subject - State of TX Avg	Grade	Did Not Meet	Approaching	Meets	Masters
State of TX STAAR Math	4th	30%	70%	47%	22%
State of TX STAAR Math	5th	21%	79%	50%	21%

Subject - Intermediate	Grade	Did Not Meets	Approaching	Meets	Masters
LVIS STAAR Science	5th	27%	73%	39%	16%

Subject - State of TX Avg	Grade	Did Not Meets	Approaching	Meets	Masters
State of TX STAAR Science	5th	36%	64%	34%	15%

Student Achievement Strengths

Our students showed strength in reading in both 4th and 5th grade. In 5th grade science, LVIS students scored above the state passing rate and had a higher percentage of students at the meet and masters band than the state average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our 4th grade math scores showed that 10% more students scored in the did not meet range than the previous year. **Root Cause:** Last year, we had limited time for professional development in the area of math due to the fact that the staff needed to meet the TX Reading Academy requirements during professional development days. In addition, the 4th graders had many learning gaps from previous years that the teachers had to reteach.

Problem Statement 2 (Prioritized): We were not able to exit any of our emerging 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 LVIS, we recognize and celebrate student successes. We do this by including a monthly awards assembly, cafeteria incentives, student recognition awards, and classroom contests. In addition to morning meeting. Students receive 50 minutes of SEL instruction through the specials rotation.

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 learning risks.

Our strengths include:

- Monthly Classroom awards. "Super Star and Super Citizen Awards"
- Recognizing students' birthdays daily on the morning announcements
- Morning Meetings occur everyday
- Common planning time for teachers
- Weekly PLC meetings to discuss students, planning, and data
- Every classroom has a room parent(s)
- This year, we are starting a parent involvement committee
- We provide opportunities for extra curricular activities and clubs. This year, we have Choir, Art Club, Project Vinatta, and Kardivas
- As a school, we participate in the UIL Competition and recognize students' achievement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students are needing support in the areas of social and emotional learning. **Root Cause:** Not all students start school with the social skills needed to navigate school and to develop friendships.

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. This year, we are implementing the Student Learning Objectives in the Teacher evaluation. The SLO provides opportunities for continuous improvement in order to reinforce strong teaching practices. 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.

Teachers and staff continue to be a part of the hiring process when new staff members are added. Teachers have autonomy to create their own lessons that are 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 11 experienced classroom teachers and 2 special education resource teachers and 1 functional academic classroom teacher.

Our Strengths include the following:

- Low teacher turn over each year
- Weekly grade level PLC Meetings
- Time dedicated each week for instructional planning with content teams
- Mentor Program for new teachers
- Guidance and assistance is consistently provided by the principal

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers are overwhelmed by the amount work required to plan relevant and rigorous lessons. **Root Cause:** This year, we have started using TEKS Resource system. This is taking time for teachers to create lessons/units that are aligned to the scope and sequence.

Problem Statement 2 (Prioritized): Teachers need additional resources for intervention purposes. **Root Cause:** We have a one hour intervention block, but teachers struggle to find materials to support intervention

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lago Vista Intermediate School Staff meets weekly in PLC meetings with the principal to discuss curriculum, planning, instructional practices, unit assessments, and students data. There are weekly/bi-weekly RTI meetings to discuss student's individual needs and to address academic concerns. Teachers have a dedicated content planning time during the week to work with their content teams.

Curriculum, Instruction, and Assessment Strengths

This year, we have implemented the TEKS Resource System. This eliminated the need for teachers to create their own snapshots and year at a glance. Teachers now have curriculum resource that ensure all TEKS are being covered and provide information on the depth and complexity that is required.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Content Planning takes lots of times. Teachers are working after hours to develop quality lessons **Root Cause:** Teachers are thankful for TEKS Resource System, but it takes time to develop new unit plans and assessments that follow the year at a glance.

Problem Statement 2 (Prioritized): Students that require accelerated instruction also need support in all areas of writing. **Root Cause:** Students need explicit direct instruction in writing, opportunities to practice writing across the curriculum and relevant feedback.

Problem Statement 3 (Prioritized): Based on TELPAS scores, our EB students need support in the areas of listening, speaking, and writing. **Root Cause:** Students need more opportunities to practice speaking, using academic language, and writing during the school day.

Parent and Community Engagement

Parent and Community Engagement Summary

Lago Vista Intermediate School partners with parents and the community for student success. We understand the importance and the impact that family and community involvement make at our campus. We are proud that we have a community that supports us and parents that are always willing to volunteer and help serve our school.

Parent and Community Engagement Strengths

According to the parent surveys from last year, parents are overall pleased with the education, school and safety of LVIS. Families are able to participate in school activities including special events, parties, field trips, serve as room parents, classroom volunteers etc. LVIS has a large participation in family engagement activities such as Literacy Night, Science Night, Parent Teacher Conferences, Classroom Parties, Field Day, etc.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Several years ago, the PTO disbanded at LVIS. However, there is a need for a PTO now. We are looking to sustain a PTO. It can be challenging since students are only here for two years. **Root Cause:** Since our students are only here for two years, we lose 50% of our students population each year. It is difficult to sustain a PTO since half of our school is new each year.

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 are weekly PLC meetings 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. In 4th grade, 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. As well, as a classroom newsletter that goes out every Monday.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. It is difficult to service every student in the "Star Lab" given how many students qualified for AI services. **Root Cause:** We had a greater number of students not pass the math STAAR this year. We believe that this is partially a result of missing the foundations during the height of the pandemic.

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. Students are taught how to care for their devices and use it safely and appropriately.

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 having to do an alternate assignment or having to make up the original assignment. **Root Cause:** Students needed training on caring for their device. School-wide procedures needed to be implemented for caring for the device and utilizing the internet safely and effectively.

Priority Problem Statements

Problem Statement 1: Our emergent bilingual students are struggling on TELPAS in the areas of listening and speaking. Teachers need additional training in the areas of oral language development and language accommodations.

Root Cause 1: Students need more opportunities to practice English using academic language throughout the school day.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our 4th grade math scores showed that 10% more students scored in the did not meet range than the previous year.

Root Cause 2: Last year, we had limited time for professional development in the area of math due to the fact that the staff needed to meet the TX Reading Academy requirements during professional development days. In addition, the 4th graders had many learning gaps from previous years that the teachers had to reteach.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: We were not able to exit any of our emerging bilinguals.

Root Cause 3: 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 3 Areas: Student Achievement

Problem Statement 4: Students are needing support in the areas of social and emotional learning.

Root Cause 4: Not all students start school with the social skills needed to navigate school and to develop friendships.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Teachers need additional resources for intervention purposes.

Root Cause 5: We have a one hour intervention block, but teachers struggle to find materials to support intervention

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Students that require accelerated instruction also need support in all areas of writing.

Root Cause 6: Students need explicit direct instruction in writing, opportunities to practice writing across the curriculum and relevant feedback.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Based on TELPAS scores, our EB students need support in the areas of listening, speaking, and writing.

Root Cause 7: Students need more opportunities to practice speaking, using academic language, and writing during the school day.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. It is difficult to service every students in the "Star Lab" given how many stduenst qualified for AI services.

Root Cause 8: We had a greater number of students not pass the math STAAR this year. We believe that this is partially a result of missing the foundations during the height of the pandemic.

Problem Statement 8 Areas: School Context and Organization

Goals

Goal 1: Curriculum, Instruction, & Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based 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, Unit Assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LVIS will have weekly PLC meetings with focus on instruction, data, and planning Strategy's Expected Result/Impact: Teachers will have a cohesive plan that addresses learning gaps based on student data. Staff Responsible for Monitoring: Teachers and Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will plan for accelerated instruction and intervention together and develop a cohesive plan for serving students during intervention time Strategy's Expected Result/Impact: Teachers will work in flexible groups to address student's individual needs Staff Responsible for Monitoring: Teachers and Admin</p> <p>Title I: 2.4, 2.5 Problem Statements: Student Achievement 1 - School Context and Organization 1</p>	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 students' progress throughout the year so that teachers can track growth and monitor and intervene when needed based on the data.</p> <p>Strategy's Expected Result/Impact: Students make at least 10% growth between each tests.</p> <p>Staff Responsible for Monitoring: Teachers, Resource Teachers and Admin</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 1</p> <p>Funding Sources: MAP Assessment for At Risk Students - Fund 211 - Title I, Part A - 1,000 - \$1,000</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers and Interventionists will meet monthly for Tier 3 meetings.</p> <p>Strategy's Expected Result/Impact: As a team develop intervention strategies to address learning gaps and to intervene effectively in order to meet the student's needs.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, and Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Our 4th grade math scores showed that 10% more students scored in the did not meet range than the previous year. Root Cause: Last year, we had limited time for professional development in the area of math due to the fact that the staff needed to meet the TX Reading Academy requirements during professional development days. In addition, the 4th graders had many learning gaps from previous years that the teachers had to reteach.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 2: Teachers need additional resources for intervention purposes. Root Cause: We have a one hour intervention block, but teachers struggle to find materials to support intervention</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: Students that require accelerated instruction also need support in all areas of writing. **Root Cause:** Students need explicit direct instruction in writing, opportunities to practice writing across the curriculum and relevant feedback.

School Context and Organization

Problem Statement 1: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. It is difficult to service every students in the "Star Lab" given how many stduenst qualified for AI services. **Root Cause:** We had a greater number of students not pass the math STAAR this year. We believe that this is partially a result of missing the foundations during the height of the pandemic.

Goal 1: Curriculum, Instruction, & Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 2: LVIS will increase the number of students scoring at the Masters level of performance on STAAR in RLA, math, and science by 5%.

High Priority

Evaluation Data Sources: STAAR/ MOY and EOY MAP Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LVIS will utilize the PLC process to assess and monitor student's growth</p> <p>Strategy's Expected Result/Impact: Student will make 10% growth on MAP MOY and EOY.</p> <p>Staff Responsible for Monitoring: Teacher and Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher will use formative assessments to make data driven instructional decisions</p> <p>Strategy's Expected Result/Impact: Teachers will see academic growth in the areas of math and reading</p> <p>Staff Responsible for Monitoring: Teacher and Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2</p>	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: This year, we will implement leveled and flexible grouping that targets each student's needs with a focus on math and reading.</p> <p>Strategy's Expected Result/Impact: Students are expected to make 10% growth on MAPS MOY and EOY</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Specialists, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Our emergent bilingual students are struggling on TELPAS in the areas of listening and speaking. Teachers need additional training in the areas of oral language development and language accommodations. Root Cause: Students need more opportunities to practice English using academic language throughout the school day.</p>
Student Achievement
<p>Problem Statement 1: Our 4th grade math scores showed that 10% more students scored in the did not meet range than the previous year. Root Cause: Last year, we had limited time for professional development in the area of math due to the fact that the staff needed to meet the TX Reading Academy requirements during professional development days. In addition, the 4th graders had many learning gaps from previous years that the teachers had to reteach.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Students that require accelerated instruction also need support in all areas of writing. Root Cause: Students need explicit direct instruction in writing, opportunities to practice writing across the curriculum and relevant feedback.</p>

Goal 1: Curriculum, Instruction, & Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

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

High Priority

Evaluation Data Sources: Attendance data for LVIS will reflect a 94% attendance rate.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parents are notified when there are excessive absences and principal will meet with parents when students have excessive absences.</p> <p>Strategy's Expected Result/Impact: As a campus, we will maintain 94% attendance rate.</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Curriculum, Instruction, & Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 4: Student receiving special education services will show a 10% increase in growth on the MOY and EOY MAP Assessments from the beginning of the year assessments.

High Priority

Evaluation Data Sources: MAP Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will meet in PLC and make data informed instructional decisions to meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Students receiving special education services will show 10% growth through out the year on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Teacher, Resource Teachers, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Curriculum, Instruction, & Student Achievement:

Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 5: In 4th grade math, we will have a 10% higher passing rate from the 2022 - 2023 school year on STAAR

High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: This year, we will create math vertical teams with monthly/ bi-monthly meetings and agenda items</p> <p>Strategy's Expected Result/Impact: Establish school-wide expectations around math</p> <p>Staff Responsible for Monitoring: 4th and 5th grade math teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Feb	Apr

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 1: Our 4th grade math scores showed that 10% more students scored in the did not meet range than the previous year. Root Cause: Last year, we had limited time for professional development in the area of math due to the fact that the staff needed to meet the TX Reading Academy requirements during professional development days. In addition, the 4th graders had many learning gaps from previous years that the teachers had to reteach.</p>

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 1: LVIS will support a positive culture and recognize student successes in both academics and character development.

Evaluation Data Sources: Super Star Awards, Parent survey feedback, Awards Assemblies

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will have a monthly award ceremony where we recognize citizenship and academic achievement</p> <p>Strategy's Expected Result/Impact: Students feel valued for their hard work and recognized for strong character traits</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: awards and incentives - Fund 461 - Campus Activity Funds</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 2: Students will feel safe, supported, and nurtured in all aspects of their learning within the school day.

High Priority

Evaluation Data Sources: Discipline data, school surveys results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Decrease the percentage of students with two or more office referrals by at least 10% by May 2024.</p> <p>Strategy's Expected Result/Impact: Students will abide by the student code of conduct and follow our guidelines of being safe, respectful, and responsible.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: LVIS students will report feeling safe and have high levels of social emotional learning in student surveys,</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The counselor will provide guidance lessons addressing anti-bullying</p> <p>Strategy's Expected Result/Impact: Students understand what bully behavior looks and sounds like and have strategies to address this type of behavior if they encounter it.</p>	Formative		
	Dec	Feb	Apr

Staff Responsible for Monitoring: Counselor

ESF Levers:

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Students are needing support in the areas of social and emotional learning. **Root Cause:** Not all students start school with the social skills needed to navigate school and to develop friendships.

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 3: Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior.

Evaluation Data Sources: Discipline data, survey results,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regularly occurring guidance lessons on bullying prevention will be provided to all students. Strategy's Expected Result/Impact: Students will report that he/she feel safe and supported in school on student surveys Staff Responsible for Monitoring: Counselor, Teacher, and Principal</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. 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>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: College, Career, & Military Readiness:

Prepare all students for success in college, career, and/or the military.

Performance Objective 1: Provide structures and programs to build student interest in college and career planning.

High Priority

HB3 Goal

Evaluation Data Sources: Career Day and Teacher data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: On Wednesday, our staff and students are encouraged to wear college and career readiness shirts. Strategy's Expected Result/Impact: 90% participation Staff Responsible for Monitoring: Admin, and Staff</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: This year, we will host a career fair and a STEM night to increase student interest in STEAM opportunities and build knowledge around various careers. Strategy's Expected Result/Impact: students gain knowledge around different career opportunities Staff Responsible for Monitoring: Family and Student Engagement Committee, Admin</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: High Quality Staff:

Attract, recruit, retain, and support highly qualified staff members by offering competitive pay and benefits and by working collaboratively to determine and meet their professional needs.

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

High Priority

Evaluation Data Sources: agendas, evidence of unit assessments, and cohesive unit plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly PLC/RTI meetings scheduled for the entire school year.</p> <p>Strategy's Expected Result/Impact: Over 90% of Teacher will report effective structures to support RTI and PLC's</p> <p>Staff Responsible for Monitoring: Teacher and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2, 3 - School Context and Organization 1</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 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our emergent bilingual students are struggling on TELPAS in the areas of listening and speaking. Teachers need additional training in the areas of oral language development and language accommodations. Root Cause: Students need more opportunities to practice English using academic language throughout the school day.</p>
Student Achievement
<p>Problem Statement 1: Our 4th grade math scores showed that 10% more students scored in the did not meet range than the previous year. Root Cause: Last year, we had limited time for professional development in the area of math due to the fact that the staff needed to meet the TX Reading Academy requirements during professional development days. In addition, the 4th graders had many learning gaps from previous years that the teachers had to reteach.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 2: Teachers need additional resources for intervention purposes. Root Cause: We have a one hour intervention block, but teachers struggle to find materials to support intervention</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: Students that require accelerated instruction also need support in all areas of writing. **Root Cause:** Students need explicit direct instruction in writing, opportunities to practice writing across the curriculum and relevant feedback.

Problem Statement 3: Based on TELPAS scores, our EB students need support in the areas of listening, speaking, and writing. **Root Cause:** Students need more opportunities to practice speaking, using academic language, and writing during the school day.

School Context and Organization

Problem Statement 1: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. It is difficult to service every students in the "Star Lab" given how many stduenst qualified for AI services. **Root Cause:** We had a greater number of students not pass the math STAAR this year. We believe that this is partially a result of missing the foundations during the height of the pandemic.

Goal 4: High Quality Staff:

Attract, recruit, retain, and support highly qualified staff members by offering competitive pay and benefits and by working collaboratively to determine and meet their 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.

High Priority

Evaluation Data Sources: Retain effective teachers and fill vacancies with highly qualified candidates who are supported in the classroom.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Collaborative planning and rich conversation around curriculum.</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: High Quality Staff:

Attract, recruit, retain, and support highly qualified staff members by offering competitive pay and benefits and by working collaboratively to determine and meet their 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.

High Priority

Evaluation Data Sources: master schedule, evidence of cohesive lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Collaborative planning and rich conversation around curriculum</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2</p>	Formative		
	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Our 4th grade math scores showed that 10% more students scored in the did not meet range than the previous year. Root Cause: Last year, we had limited time for professional development in the area of math due to the fact that the staff needed to meet the TX Reading Academy requirements during professional development days. In addition, the 4th graders had many learning gaps from previous years that the teachers had to reteach.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 2: Teachers need additional resources for intervention purposes. Root Cause: We have a one hour intervention block, but teachers struggle to find materials to support intervention</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: Students that require accelerated instruction also need support in all areas of writing. **Root Cause:** Students need explicit direct instruction in writing, opportunities to practice writing across the curriculum and relevant feedback.

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.

High Priority

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>Strategy 1: Administration sends out weekly family newsletter. Strategy's Expected Result/Impact: Parents are informed of upcoming school wide events Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers send out weekly newsletters Strategy's Expected Result/Impact: Parents are well informed what is happening in their child's classroom. Staff Responsible for Monitoring: Teachers and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 for family school-wide events

Evaluation Data Sources: Agendas, schedules

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the year, host a literacy night, STEAM night, and meet the teacher event. Strategy's Expected Result/Impact: Parents feel welcomed and part of the school community. Staff Responsible for Monitoring: Teachers, and principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
<p> 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 3: Implement a parent involvement club for the school year.

High Priority

Evaluation Data Sources: Agendas, club participation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: we will invite and encourage parents to participate in our new parent involvement club.</p> <p>Strategy's Expected Result/Impact: More parent participation.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Fund 461 - Campus Activity Funds</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Safety & Security:

Ensure the physical safety and security of all students, staff, and visitors.

Performance Objective 1: Lago Vista Intermediate School will provide a safe school day environment for all students and staff.

High Priority

HB3 Goal

Evaluation Data Sources: Student and teacher feedback and Surveys, Passing Score on Safety Audits

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lago Vista ISD will use Raptor Alert to manage all emergencies and communicate during all emergencies. Raptor Alert will also be used during drills.</p> <p>Strategy's Expected Result/Impact: LVIS staff will utilize the raptor alert app for all drills and emergencies</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LVIS will conduct the required scheduled drills throughout the school year.</p> <p>Strategy's Expected Result/Impact: Students and Staff will know what to do and where to go if there is an emergency. Students will be safe.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Planning & Decision-Making:

Utilize 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.

High Priority

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>Strategy 1: 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>Strategy's Expected Result/Impact: Leadership agendas will document items relating to campus needs and focus on student learning</p> <p>Title I: 2.6</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: Hold two CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.</p> <p>Strategy's Expected Result/Impact: Various stakeholders will have high levels of involvement and participation in the campus improvement plan</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

LVIS uses a variety of math and reading intervention resources including IXL, Measure Up, and Numeracy Consultants to support students with accelerated instruction needs and students that are at risks. We implemented MAP (Measures Annual Progress) to track our at risks students and monitor progress and celebrate growth.

Campus Funding Summary

Fund 211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	MAP Assessment for At Risk Students	1,000	\$1,000.00
Sub-Total					\$1,000.00
Fund 461 - Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	awards and incentives		\$0.00
5	3	1			\$0.00
Sub-Total					\$0.00