

Lago Vista Independent School District
Lago Vista Elementary School
2024-2025 Goals/Performance Objectives/Strategies



Public Presentation Date: October 17, 2024

Mission Statement

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

Vision

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

District Commitments

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

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

We will prepare all students for success in college, career, and/or the military.

We will 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.

We will 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.

We will ensure the physical safety and security of all students, staff, and visitors.

We will 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.

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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: 80% of all students will make an expected amount of growth across the year as measured by formal district reading assessments.

HB3 Goal





Evaluation Data Sources: MAP Growth Reading and Map Reading Fluency measures

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in grades K-3 will use Benchmark phonics with fidelity in order to conduct daily phonics lessons that are explicit and systematic. Strategy's Expected Result/Impact: Teachers will be more skilled and confident in using the Benchmark materials through consistent use which will lead to a guaranteed phonics knowledge base for students. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		
	Dec	Feb	Apr

Strategy 2 Details		Formative Reviews		
<p>Strategy 2: Flexible grouping (sharing students among teachers based on needed skills) will be utilized during RtI time in order to best meet the needs of all students in grades K-3.</p> <p>Strategy's Expected Result/Impact: Flexible grouping supports accelerated learning and addresses foundational skill needs. It also increases student engagement and allows teachers to focus on one specific area of instruction. More students will spend more time on individualized instruction. Using flexible grouping will allow for accelerated learning among students who are displaying gaps in their academic foundation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>		Formative		
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Strategy 3 Details		Formative Reviews		
<p>Strategy 3: Provide differentiated, small group reading instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Walkthrough data during reading will show that small group reading instruction is being implemented on a consistent basis which will lead to increased decoding and comprehension abilities.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>		Formative		
		Dec	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Title 1 Reading Interventionists and Early Literacy Educational Aide to provide Tier 3 reading interventions for students in K-3 who qualify for services based on local criteria.</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Reading will receive 30 minutes of targeted reading intervention. Their growth will be monitored and tracked during Tier 3 meetings each semester. This support will enable students to close their academic gaps in reading.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Decodable and dyslexia readers will be purchased to support the systematic, explicit phonics instruction of at-risk learners.</p> <p>Strategy's Expected Result/Impact: Decodable and dyslexia readers will enable struggling readers to get immediate practice with the phonics patterns they are learning, leading to deeper, more transferrable phonics skills.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionists, Dyslexia Specialist</p> <p>Title I: 2.4, 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: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Decodable readers - PIC 24 - Accelerated Education - \$2,125</p>	Formative		
	Dec	Feb	Apr

Strategy 6 Details	Formative Reviews		
Strategy 6: Purchase Reading A-Z and RAZ Kids for at-risk students in kindergarten-3rd grade to improve students' comprehension and fluency. Strategy's Expected Result/Impact: Students' comprehension and fluency scores will improve on MClass and/or DRA. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1 Funding Sources: Learning A to Z - PIC 24 - Accelerated Education - \$5,784	Formative		
	Dec	Feb	Apr

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: An increasing number of students are in need of additional intervention and instruction. Root Cause: Our populations of students receiving services in the areas of special education and emergent bilingual have increased .
Student Learning
Problem Statement 1: A large number of students have basic reading skills below their enrolled grade level which causes problems in reading comprehension which affects performance in all subject areas. Root Cause: The COVID shutdown and its after effects significantly impacted our current population at a time that was critical in their development of basic reading skills.
School Processes & Programs
Problem Statement 1: Teachers struggle with the various ranges of reading levels that can be found in a typical classroom. Root Cause: Students are at many different reading levels, necessitating teachers to be able to differentiate their instruction beyond the Tier 1 level.

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: 80% of all students will make an expected amount of growth across the year as measured by formal district math assessments.

HB3 Goal

Evaluation Data Sources: MAP Growth Math measures

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide differentiated, small group math instruction to meet the needs of all students. Strategy's Expected Result/Impact: Walkthrough data during math will show that Guided Math is being implemented on a consistent basis with the end result being an increase in students' math abilities as evidenced by formal assessment scores. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Title 1 Math Interventionists to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria. Strategy's Expected Result/Impact: Students qualifying for Title 1 Math services will receive 30 minutes of targeted math intervention. Their growth will be monitored and tracked during Tier 3 meetings every semester. Staff Responsible for Monitoring: Administration, math interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Additional math training will be provided to math interventionists to grow their expertise in foundational mathematics instruction. Strategy's Expected Result/Impact: Intervention provided to Tier 3 math students will be more effective. Staff Responsible for Monitoring: Administration, Math Interventionists Title I: 2.6 Problem Statements: Demographics 1 Funding Sources: Region 13 Math Training - PIC 24 - Accelerated Education - \$175	Formative		
	Dec	Feb	Apr

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: An increasing number of students are in need of additional intervention and instruction. Root Cause: Our populations of students receiving services in the areas of special education and emergent bilingual have increased .
Student Learning
Problem Statement 2: A large number of students have basic math skills below their enrolled grade level. Root Cause: The COVID shutdown and its after effects significantly impacted our current population at a time that was critical in their development of basic math skills.

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: The student daily attendance rate will increase to at least 95%.

Evaluation Data Sources: Student attendance percentages

Strategy 1 Details	Formative Reviews		
Strategy 1: When students demonstrate a pattern of unexcused or excessive absences, campus administrators will work through the RtI process to establish and monitor attendance support plans for those students. Strategy's Expected Result/Impact: Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork. Staff Responsible for Monitoring: Administration, Attendance secretary Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Events meant to encourage student attendance will be planned on commonly missed school days. Strategy's Expected Result/Impact: Attendance will be increased on historically low attendance days. Staff Responsible for Monitoring: Administration, Attendance Secretary Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Attendance awareness activities will be held each nine weeks. Strategy's Expected Result/Impact: Attendance will be increased. Staff Responsible for Monitoring: Administration, attendance committee Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative		
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Roughly 1/5 of the campus population missed in excess of 10% of the school days in the 22-23 school year. Root Cause: Parents may not realize the impact that missed school days have on their child's ability to learn and retain information.





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: Tier 2 and 3 behavior students will show an improvement in behavior as indicated by a decreasing number of requests for behavior support per nine weeks.

Evaluation Data Sources: Behavior Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold monthly vertical Positive Behavior Interventions and Support (PBIS) team. Strategy's Expected Result/Impact: PBIS team agendas will show that strategies are being implemented across all common areas to address behavior expectations. Staff Responsible for Monitoring: Administration, PBIS team members Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 2	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold monthly behavior RtI meetings to set and review behavior goals for students who teachers feel need additional behavior support. Strategy's Expected Result/Impact: Routine reviews of behavior goals will show that students who are receiving additional behavior support are improving in their behavior over time. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 2	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional behavior support training for teachers as needed (i.e. SAMA) Strategy's Expected Result/Impact: Instructional staff members will be better equipped to support students who are not meeting behavior expectations. Staff Responsible for Monitoring: Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Consult with Region 13 behavior support in order to refine the Behavior RTI process, effectively serve individual behavior students, and support teachers in their management efforts. Strategy's Expected Result/Impact: The number of discipline referrals and calls for classroom behavior support will decrease across the school year. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: Region 13 Behavior Support Contract - PIC 24 - Accelerated Education - \$4,500	Formative		
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: An increasing number of students are in need of additional intervention and instruction. Root Cause: Our populations of students receiving services in the areas of special education and emergent bilingual have increased .
Perceptions
Problem Statement 2: Teachers are spending an increasing amount of time and energy managing typical and atypical student behaviors. Root Cause: Increasing numbers of students are struggling with self-regulation and conflict resolution skills.





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: We will implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, social emotional learning, wellness, and the success of the whole child.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: A Viking Success class will be offered during the specials rotation and we will continue to strengthen the implementation of social skills instruction in the classrooms. Strategy's Expected Result/Impact: Teachers will have more strategies to use to connect to students emotionally and to serve their social skills needs and students will have strategies to deal with the social skills situations that they face. Staff Responsible for Monitoring: Administration, Counselor, Viking Success Teacher, Classroom Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity each day. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met and that students have the opportunity to be physically active. Staff Responsible for Monitoring: Administration, PE Teacher, Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: A common language for addressing behaviors and social emotional components will be used among all staff members. This common language will be shared on posters displayed in common areas, on announcements, and will be clarified during PBIS meetings. Strategy's Expected Result/Impact: Students will experience more consistency in the communication they receive in response to their behaviors which will make them better able to meet the shared expectations. Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
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Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Teachers are spending an increasing amount of time and energy managing typical and atypical student behaviors. Root Cause: Increasing numbers of students are struggling with self-regulation and conflict resolution skills.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Guidance lessons which focus on bullying prevention will be provided to all students on a regular basis. Strategy's Expected Result/Impact: Students will have an increased awareness of how to prevent, identify, and report bullying behavior. Staff Responsible for Monitoring: Administration, Counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: We will continue to work towards and obtain the No Place for Hate campus designation through our Project Vinatta program. Strategy's Expected Result/Impact: Students will become invested in creating and supporting a campus-wide culture of kindness. Students will acquire tools needed to treat others with kindness and respect. Staff Responsible for Monitoring: Administration, Counselor ESF Levers: Lever 3: Positive School Culture	Formative		
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Goal 3: College, Career, & Military Readiness:

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

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: We will implement strategies to retain and recruit highly qualified teachers and ensure that instruction for all students is provided by teachers who are highly qualified.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus administrators will provide regular and ongoing opportunities for staff to communicate openly, collaborate, and to engage in shared decision-making and consensus building processes (PLCs, CEIC, PBIS, RtI, Committee meetings, etc.) Strategy's Expected Result/Impact: End of the year staff surveys will reflect a positive school climate that includes staff members feeling supported at the campus. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: High levels of support will be provided to new to profession teachers. This support will include participation in a yearlong mentoring program with an experienced teacher as their mentor and instructional coaching support provided by campus administrators. New to campus teachers will receive support from an assigned "buddy teacher" as well as instructional coaching support by the above mentioned. Strategy's Expected Result/Impact: Newly hired teachers will be provided the support they need to be effective and to remain in the profession and on the campus. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Campus leadership will engage in activities to recruit qualified staff members to fill vacancies. These activities will include attending job fairs, networking within the community, and utilizing the applicant pool resource in Frontline. Strategy's Expected Result/Impact: Staff vacancies will be filled by the most qualified candidates available. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
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Goal 5: Family & Community Engagement:
Welcome and nurture partnerships with our families and community to ensure active engagement and open communication in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1: Ensure all parents are communicated with effectively and consistently.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade levels and campus leadership will send out weekly newsletters or other form of electronic communication. Regular social media posts will be made by campus leadership to highlight certain events or communications. Strategy's Expected Result/Impact: Parents will be well-informed about activities and learning happening on campus and in classrooms. Staff Responsible for Monitoring: Administration, Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
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Goal 5: Family & Community Engagement:

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

Performance Objective 2: Provide opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students.

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

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct a parent conference with the parent of each student during the Fall Semester. Strategy's Expected Result/Impact: Parents will report feeling informed about their child's academic and behavioral progress. Staff Responsible for Monitoring: Administration Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2 - Perceptions 1	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Hold a Title 1 parent meeting to discuss the school's Title 1 program and how we meet the needs of all students. Parents will be able to review the school parent and family engagement policy under section 1114(b) at this time. Strategy's Expected Result/Impact: Parents will be informed about the Title 1 Part A program at our school. Staff Responsible for Monitoring: Administration Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative		
	Dec	Feb	Apr
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: An increasing number of students are in need of additional intervention and instruction. Root Cause: Our populations of students receiving services in the areas of special education and emergent bilingual have increased .
Student Learning
Problem Statement 1: A large number of students have basic reading skills below their enrolled grade level which causes problems in reading comprehension which affects performance in all subject areas. Root Cause: The COVID shutdown and its after effects significantly impacted our current population at a time that was critical in their development of basic reading skills. Problem Statement 2: A large number of students have basic math skills below their enrolled grade level. Root Cause: The COVID shutdown and its after effects significantly impacted our current population at a time that was critical in their development of basic math skills.

Perceptions
Problem Statement 1: Roughly 1/5 of the campus population missed in excess of 10% of the school days in the 22-23 school year. Root Cause: Parents may not realize the impact that missed school days have on their child's ability to learn and retain information.

Goal 6: Safety & Security:

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

Performance Objective 1: Staff and students will be protected and well-prepared for any emergency situation.

Evaluation Data Sources: Door audit and emergency drill results





Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly checks of all exterior doors will be conducted by a member of the administration team. Strategy's Expected Result/Impact: Doors that are in need of maintenance will be recognized and immediately remedied. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Door alerts are installed on all exterior doors and received alerts will be monitored. Strategy's Expected Result/Impact: Any propped doors will be discovered and remedied immediately. Staff Responsible for Monitoring: Administration, Receptionist	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Monthly emergency drills will be completed to practice all possible emergency response situations. Strategy's Expected Result/Impact: Staff and students will be prepared to respond in any type of emergency and will feel more safe and confident as a result. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Raptor Emergency Alert will be used to conduct all emergency drills and in actual emergencies. Strategy's Expected Result/Impact: The ability to quickly and easily communicate and account for all students and staff will be improved. Staff Responsible for Monitoring: Administration	Formative		
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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: Meetings will be held each month by either the campus leadership team, the CEIC committee, or both.

Evaluation Data Sources: Leadership team and CEIC agendas.

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