

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



Public Presentation Date: October 17, 2024

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

HB3 Goal

Evaluation Data Sources: Intervention Data, MAP Growth, Unit Assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: LVIS will have bi-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 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: Demographics 2, 4 - Student Achievement 2, 4, 6, 7, 8, 10, 11 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2, 3, 5, 7, 8, 9, 12 - School Context and Organization 1	Formative		
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Strategy 2 Details	Formative Reviews		
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 Title I: 2.4, 2.5 Problem Statements: Student Achievement 8, 10 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 9, 12 - School Context and Organization 1 Funding Sources: IXL - PIC 24 - Accelerated Education - \$3,800, leveled readers - PIC 24 - Accelerated Education - \$2,200	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students make at least 5% growth between each tests. Staff Responsible for Monitoring: Teachers, Resource Teachers and Admin Title I: 2.4, 2.5, 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	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers and Interventionists will meet monthly for Tier 3 meetings. 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. Staff Responsible for Monitoring: Teachers, Principal, and Interventionist Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	Feb	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: LVIS will provide before or after school intervention to address student math or literacy needs Strategy's Expected Result/Impact: Students will make one year's worth of growth in RLA and math based on MAP data and classroom data Staff Responsible for Monitoring: Principal, Teachers, and Interventionist Problem Statements: Student Achievement 6, 8, 11 - Curriculum, Instruction, and Assessment 2, 8, 9 - School Context and Organization 1 Funding Sources: Intervention Instruction - PIC 24 - Accelerated Education - \$3,000	Formative		
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. **Root Cause:** Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas.

Problem Statement 4: 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. Teachers need more time to plan for their student's learning a new language.

Student Achievement

Problem Statement 2: We were only able to reclassify one emergent bilingual student based on TELPAS scores. **Root Cause:** As a staff, we need additional training and professional development on supporting our emergent bilinguals in listening, reading, and writing. Students need lots of opportunities to practice oral language skills throughout the day.

Problem Statement 4: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. **Root Cause:** Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas.

Problem Statement 6: Students that require accelerated instruction also need support in all areas of writing. **Root Cause:** Students need explicit direct instruction in writing, and more opportunities to practice writing across the curriculum and relevant feedback.

Problem Statement 7: 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. Teachers need more time to plan for their student's learning a new language.

Problem Statement 8: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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.

Problem Statement 10: Teachers need additional resources for intervention purposes. This can takes teachers time to find quality resource that align with their student's intervention needs. **Root Cause:** As a campus, we need to build our intervention resources that are available to teachers. We have a one hour intervention block built into the school day. We strive to reach every student's needs during that block.

Problem Statement 11: Our Math STAAR scores were significantly lower this year. It did not align with our Math MAP data. **Root Cause:** As a school, we need to spend more instructional time on the high priority standards

Staff Quality, Recruitment, and Retention

Problem Statement 2: Teachers need additional resources for intervention purposes. This can takes teachers time to find quality resource that align with their student's intervention needs. **Root Cause:** As a campus, we need to build our intervention resources that are available to teachers. We have a one hour intervention block built into the school day. We strive to reach every student's needs during that block.

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, and more 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. Teachers need more time to plan for their student's learning a new language.

Problem Statement 5: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. **Root Cause:** Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas.

Problem Statement 7: We were only able to reclassify one emergent bilingual student based on TELPAS scores. **Root Cause:** As a staff, we need additional training and professional development on supporting our emergent bilinguals in listening, reading, and writing. Students need lots of opportunities to practice oral language skills throughout the day.

Curriculum, Instruction, and Assessment

Problem Statement 8: Our Math STAAR scores were significantly lower this year. It did not align with our Math MAP data. **Root Cause:** As a school, we need to spend more instructional time on the high priority standards

Problem Statement 9: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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.

Problem Statement 12: Teachers need additional resources for intervention purposes. This can takes teachers time to find quality resource that align with their student's intervention needs. **Root Cause:** As a campus, we need to build our intervention resources that are available to teachers. We have a one hour intervention block built into the school day. We strive to reach every student's needs during that block.

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. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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%.

Evaluation Data Sources: STAAR/ MOY and EOY MAP Data

Strategy 1 Details	Formative Reviews		
Strategy 1: LVIS will utilize the PLC process to assess and monitor student's growth Strategy's Expected Result/Impact: Student will make 10% growth on MAP MOY and EOY. Staff Responsible for Monitoring: Teacher and Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Achievement 2, 4, 6, 7, 8 - Curriculum, Instruction, and Assessment 2, 3, 5, 7, 9 - School Context and Organization 1	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher will use formative assessments to make data driven instructional decisions Strategy's Expected Result/Impact: Teachers will see academic growth in the areas of math and reading Staff Responsible for Monitoring: Teacher and Principal Title I: 2.4, 2.5, 2.6, 4.2 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: This year, we will implement leveled and flexible grouping that targets each student's needs with a focus on math and reading. Strategy's Expected Result/Impact: Students are expected to make 10% growth on MAPS MOY and EOY Staff Responsible for Monitoring: Teachers, Interventionists, Specialists, and Principal Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 4, 8 - Curriculum, Instruction, and Assessment 5, 9 - School Context and Organization 1	Formative		
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. Root Cause: Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas. Problem Statement 4: 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. Teachers need more time to plan for their student's learning a new language.
Student Achievement
Problem Statement 2: We were only able to reclassify one emergent bilingual student based on TELPAS scores. Root Cause: As a staff, we need additional training and professional development on supporting our emergent bilinguals in listening, reading, and writing. Students need lots of opportunities to practice oral language skills throughout the day. Problem Statement 4: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. Root Cause: Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas. Problem Statement 6: Students that require accelerated instruction also need support in all areas of writing. Root Cause: Students need explicit direct instruction in writing, and more opportunities to practice writing across the curriculum and relevant feedback. Problem Statement 7: 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. Teachers need more time to plan for their student's learning a new language. Problem Statement 8: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. 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.

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, and more 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. Teachers need more time to plan for their student's learning a new language.

Problem Statement 5: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. **Root Cause:** Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas.

Problem Statement 7: We were only able to reclassify one emergent bilingual student based on TELPAS scores. **Root Cause:** As a staff, we need additional training and professional development on supporting our emergent bilinguals in listening, reading, and writing. Students need lots of opportunities to practice oral language skills throughout the day.

Problem Statement 9: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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.

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. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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 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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents are notified when there are excessive absences and principal will meet with parents when students have excessive absences. Strategy's Expected Result/Impact: As a campus, we will maintain 94% attendance rate. Staff Responsible for Monitoring: Principal and Secretary Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
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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.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will meet in PLC and make data informed instructional decisions to meet the needs of their students. Strategy's Expected Result/Impact: Students receiving special education services will show 10% growth through out the year on MAP. Staff Responsible for Monitoring: Teacher, Resource Teachers, and Principal 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: Demographics 2 - Student Achievement 4, 8, 11 - Curriculum, Instruction, and Assessment 5, 8, 9 - School Context and Organization 1	Formative		
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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. Root Cause: Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas.
Student Achievement
Problem Statement 4: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. Root Cause: Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas.
Problem Statement 8: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. 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.

Student Achievement

Problem Statement 11: Our Math STAAR scores were significantly lower this year. It did not align with our Math MAP data. **Root Cause:** As a school, we need to spend more instructional time on the high priority standards

Curriculum, Instruction, and Assessment

Problem Statement 5: Our emergent bilingual students are struggling in the areas of reading and math based on our MAP data. **Root Cause:** Our emergent bilingual students need more support in language acquisition so that they are making one years progress in all subject areas.

Problem Statement 8: Our Math STAAR scores were significantly lower this year. It did not align with our Math MAP data. **Root Cause:** As a school, we need to spend more instructional time on the high priority standards

Problem Statement 9: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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.

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. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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 5: In 4th and 5th grade math, we will have a 10% higher passing rate from the 2023-2024 school year on STAAR

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: This year, we meet for PLC's after-school to plan and analyze data. Strategy's Expected Result/Impact: Teachers are able to analyze data and provide targeted instruction based on student's needs. Staff Responsible for Monitoring: 4th and 5th grade math teachers Title I: 2.4, 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 2, 6, 8 - Curriculum, Instruction, and Assessment 2, 7, 9 - School Context and Organization 1	Formative		
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Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: We were only able to reclassify one emergent bilingual student based on TELPAS scores. Root Cause: As a staff, we need additional training and professional development on supporting our emergent bilinguals in listening, reading, and writing. Students need lots of opportunities to practice oral language skills throughout the day.
Problem Statement 6: Students that require accelerated instruction also need support in all areas of writing. Root Cause: Students need explicit direct instruction in writing, and more opportunities to practice writing across the curriculum and relevant feedback.
Problem Statement 8: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. 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.

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, and more opportunities to practice writing across the curriculum and relevant feedback.

Problem Statement 7: We were only able to reclassify one emergent bilingual student based on TELPAS scores. **Root Cause:** As a staff, we need additional training and professional development on supporting our emergent bilinguals in listening, reading, and writing. Students need lots of opportunities to practice oral language skills throughout the day.

Problem Statement 9: We have a large number of students in 5th grade that qualified for accelerated instruction in the area of math. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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.

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. We are unable to provide intervention by the intervention teacher for every student that did not pass the STAAR. **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 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		
Strategy 1: We will have a monthly award ceremony where we recognize citizenship and academic achievement Strategy's Expected Result/Impact: Students feel valued for their hard work and recognized for strong character traits Staff Responsible for Monitoring: Teachers and Admin ESF Levers: Lever 3: Positive School Culture Funding Sources: awards and incentives - Fund 461 - Campus Activity Funds	Formative		
	Dec	Feb	Apr
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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.

Evaluation Data Sources: Discipline data, school surveys results

Strategy 1 Details	Formative Reviews		
Strategy 1: Decrease the percentage of students with two or more office referrals by at least 10% by May 2024. Strategy's Expected Result/Impact: Students will abide by the student code of conduct and follow our guidelines of being safe, respectful, and responsible. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: LVIS students will report feeling safe and have high levels of social emotional learning in student surveys, Staff Responsible for Monitoring: Principal Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 5 - School Culture and Climate 1	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: The counselor will provide guidance lessons addressing anti-bullying 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. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: 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 so that they can thrive in school.
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 so that they can thrive in school.

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		
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 Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
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.	Formative		
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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.

HB3 Goal
Evaluation Data Sources: Career Day and Teacher data

Strategy 1 Details	Formative Reviews		
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	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: This year, we will host a career fair and a STEAM night to increase student interest in STEAM opportunities and build knowledge around various careers. We have two committees created around developing these exciting programs. Strategy's Expected Result/Impact: students gain knowledge around different career opportunities Staff Responsible for Monitoring: Family and Student Engagement Committee, Admin	Formative		
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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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly PLC/RTI meetings scheduled for the entire school year. Strategy's Expected Result/Impact: Over 90% of Teacher will report effective structures to support RTI and PLC's Staff Responsible for Monitoring: Teacher and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
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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.

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

Strategy 1 Details	Formative Reviews		
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.). Strategy's Expected Result/Impact: Collaborative planning and rich conversation around curriculum. Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Dec	Feb	Apr
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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.

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers meet weekly for grade level and curriculum planning. Principal attends planning meetings and all PLC meetings. Strategy's Expected Result/Impact: Collaborative planning and rich conversation around curriculum Staff Responsible for Monitoring: Teachers and Admin Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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 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		
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 ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Context and Organization 4	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers send out weekly newsletters to their homeroom class. This lets parents know what they are learning in each subject and any important events. Strategy's Expected Result/Impact: Parents are well informed what is happening in their child's classroom. Staff Responsible for Monitoring: Teachers and Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 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.

School Context and Organization

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.

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		
Strategy 1: During the year, LVIS will host a literacy night, STEAM night, meet the teacher night, and a career fair. Strategy's Expected Result/Impact: Parents feel welcomed and part of the school community. Staff Responsible for Monitoring: Teachers, principal, counselor, and interventionist ESF Levers: Lever 3: Positive School Culture Funding Sources: resources for families - Fund 461 - Campus Activity Funds - \$300	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 3: Implement a parent involvement club for the school year.

Evaluation Data Sources: Agendas, club participation

Strategy 1 Details	Formative Reviews		
Strategy 1: We will invite and encourage parents to participate in our parent involvement club and encourage parents to get involved at the school. . Strategy's Expected Result/Impact: More parent participation. Staff Responsible for Monitoring: Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Fund 461 - Campus Activity Funds	Formative		
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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.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: LVIS staff will utilize the raptor alert app for all drills and emergencies Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: LVIS will conduct the required scheduled drills throughout the school year. Strategy's Expected Result/Impact: Students and Staff are prepared if there was ever an emergency. Students and Staff safety Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: All staff members are trained on the Standard's Response Protocol. Strategy's Expected Result/Impact: Students and Teachers are prepared in the event of an actual emergency Staff Responsible for Monitoring: All ESF Levers: Lever 3: Positive School Culture	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: Utilize campus leadership team to communicate district and campus initiatives to all campus staff.

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		
Strategy 1: Hold monthly Leadership Team meetings (consisting of grade level leaders, Interventionist, Special Education representative, and campus principal) to discuss curriculum and instruction, campus budget, and District initiatives. Strategy's Expected Result/Impact: Leadership agendas will document items relating to campus needs and focus on student learning Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold two CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement. Strategy's Expected Result/Impact: Various stakeholders will have high levels of involvement and participation in the campus improvement plan	Formative		
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