

Lago Vista Independent School District

Lago Vista Elementary School

2025-2026 Campus Improvement Plan



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.

Value Statement

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista Elementary School serves students in Early Elementary/PreK through 3rd grade, with a total of 523 students (current as of September 2025). Our demographic and special programs breakdown is as follows:

Ethnicities	
White	53%
Hispanic	35.7%
African American	1.5%
American Indian	<1%
Hawaiian/Pacific Islander	<1%
2 or More Races	8.1%
Asian	1.3%
Special Programs	
Special Education	18.7%
Economically Disadvantaged	32.8%
ESL	13%
Homeless	1.2%
Title 1	11.5%
Dyslexia Services	1.5%
Gifted and Talented	2.3%

Attendance

	20-21	21-22	22-23	23-24	24-25
Attendance Rate	96.7%	92.73%	93.11%	93.38%	93.46
Change	-	-3.97	+.41%	+.27%	+.08%

LVES staff includes the following for 2025-2026:

26 General Education Teachers (PK-3rd grade)

4 Specials Teachers (PE, Art, Performing Arts, Library)

2 Functional Academics Teachers

1 Early Childhood Special Education Teacher

2 Special Education Resource Teachers

1 Special Education Behavior Teacher

2 Title 1 Interventionists--1 Reading and 1 Math (In 2 years we have decreased from 4.5 interventionists to 2 due to budget cuts.)

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

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

1 Gifted and Talented Teacher (shared with LVIS)

13.5 Educational Aides (2.5 ECSE, 5 FAC, 2 PK, 1 SPED, 4 SPED Behavior, 1 PE)

Professional Staff Experience Levels

Years of Experience	% of Professional Staff
0	23.7%
1-5	26.5%
6-10	14.5%
11-20	21.5%
21-30	11.4%
30+	3.1%

Staff Retention

52 out of 64 staff members that were employed for the 2024-2025 school year stayed on staff for the 2025-2026 school year, for a retention percentage of 81%.

1 employee changed to a higher grade at another LVISD campus
1 employee moved out of state for family reasons
1 employee moved out of state for spouse's job
2 employees' contracts were not renewed
2 employees moved to another school district closer to family
3 employees moved to another school district
2 employees retired

Demographics Strengths

- Our attendance continues to show slow positive gains which is important for long-term student learning.
- We have been able to maintain our teacher retention percentage despite the challenging educational climate.
- We have added additional staff members to our behavior team to allow us to better serve our growing population of students with behavioral challenges.
- Our campus diversity continues to increase.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our number of students who need academic intervention is rising in conjunction with a reduction in our intervention staff.

Root Cause: Our economically disadvantaged population increased by 5% in one year and budget constraints required the elimination of a part-time interventionist.

Problem Statement 2 (Prioritized): A growing number of teachers need additional support in order to be maximally effective.

Root Cause: A significant percentage of our staff has five years or less of teaching experience.

Student Learning

Student Learning Summary

Reading Data

LVES STAAR Reading Data 3rd Grade				
Year	Populations	Approaches	Meets	Masters
2025	All Students	82%	47%	18%
	Eco Dis	69%	34%	14%
	SPED	60%	10%	0%
	Emergent Bilingual	50%	13%	0%
2024	All Students	80%	59%	21%
	Eco Dis	63%	51%	17%
	SPED	43%	18%	0%
	Emergent Bilingual	29%	0%	0%
2023	All Students	81%	56%	21%
	Eco Dis	76%	41%	10%
	SPED	56%	22%	11%
	Emergent Bilingual	57%	29%	14%

In 2024, our 3rd grade Reading STAAR data reflected a slight decrease of 1% of students approaching grade level expectations from the year before. However, from 2024 to 2025 we increased by 2% in the overall approaches category. We had significant increases in our Students who are Economically Disadvantaged, Special Education, and Emergent Bilingual sub populations as well from 2024 to 2025. Our Eco Dis students showed a 13% increase in approaches and a 4% increase in masters. Our SPED students increased 21% in the approaches category, and our EB students increased 21% in the approaches and 13% in the masters categories.

NWEA MAP Growth Reading

Teachers in grades K-3 administer the NWEA MAP Growth assessment three times a year. For emerging readers (K-2), it assesses skills like phonological awareness, capitalization, punctuation, spelling, and grammar. For independent readers (grades 2-3), it measures comprehension of informational and literary texts, as well as vocabulary.

EOY 2025 Data	Overall %ile*	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Kindergarten	53rd	16%	17%	24%	21%	22%

EOY 2025 Data	Overall %ile*	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
1st	48th	18%	22%	25%	25%	10%
2nd	60th	22%	12%	20%	22%	24%
3rd	71st	6%	10%	22%	33%	29%
*50th percentile is average						

All grade levels average near the 50th percentile in overall scores with both 2nd and 3rd scoring significantly above average. While there is concern over the high percentage of students scoring below the 20th percentile in 2nd grade and the low percentage of students scoring about the 80th percentile in the 1st grade, 3rd grade has significant celebrations with both the small percentage of students in the lowest quintile and the high percentage of students in the upper quintile.

NWEA MAP Reading Fluency

Teachers in grades K-3 also administer the NWEA Map Reading Fluency assessment three times a year. This test measures a student's ability to read with speed, accuracy, and expression (oral reading fluency), along with foundational skills like phonological awareness, phonics and word recognition, language comprehension (vocabulary and listening comprehension), and provides screening for risk factors of dyslexia.

KINDERGARTEN	Overall %ile	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Phonological Awareness	71st	15%	7%	12%	26%	40%
Phonics & Word Recognition	61st	17%	12%	18%	31%	23%
Language Comprehension	59th	21%	11%	19%	24%	26%

FIRST GRADE	Overall %ile	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Phonological Awareness	73rd	10%	9%	17%	23%	41%
Phonics & Word Recognition	61st	13%	22%	14%	27%	24%
Language Comprehension	61st	13%	18%	18%	26%	25%
FOUNDATIONAL SKILLS						
SECOND GRADE	Overall %ile	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Phonological Awareness	56th	16%	26%	13%	13%	32%

FOUNDATIONAL SKILLS						
Phonics & Word Recognition	33rd	19%	35%	16%	29%	0%
Language Comprehension	58th	16%	13%	23%	19%	29%
ORAL READING						
SECOND GRADE	1-24%ile	25-49%ile	50-74%ile	75%ile+		
Oral Reading Rate	20%	44%	28%	8%		
Reading Accuracy	13%	43%	34%	10%		
Literal Comprehension	10%	13%	30%	48%		

We have had a strong focus on beginning phonics and it is encouraging to see our scores for Kindergarten and 1st grade students reflect success in this area. The 2nd grade data can be difficult to understand at a glance because the students are assessed with two different versions of the test depending on their skill level. Students who are still struggling readers are assessed with the foundational skills test, while more accomplished (on grade level) readers are assessed with the oral reading measure. Therefore, each set of these individual results for 2nd grade only represents one portion of the population. Because of this, it is understandable that the 2nd grade scores on foundational skills would be lower since only the struggling readers are being scored on this, versus the entire grade level in Kindergarten and 1st grade.

Math Data

LVES STAAR Math Data 3rd Grade				
Year	Populations	Approaches	Meets	Masters
2025	All Students	73%	39%	14%
	Eco Dis	62%	28%	10%
	SPED	35%	10%	0%
	Emergent Bilingual	38%	25%	13%
2024	All Students	76%	45%	17%
	Eco Dis	57%	20%	0%
	SPED	29%	18%	0%
	Emergent Bilingual	36%	0%	11%
2023	All Students	77%	49%	14%
	Eco Dis	79%	34%	3%
	SPED	39%	17%	0%
	Emergent Bilingual	86%	29%	0%

Overall, our 3rd grade Math STAAR data reflects a 3% decrease in students meeting approaches over the past 2 years. However, our sub populations of Students who are Economically Disadvantaged and our Emergent Bilingual students had significant increases in overall achievement. Our Eco Dis students increased 11% in the Meets and 10% in the Masters categories. Our EB students showed tremendous growth in all categories. They increased by 9% in Approaches, 25% in Meets, and 13% in Masters.

NWEA MAP Growth Math

Teachers in grades K-3 administer the NWEA MAP Growth assessment three times a year. This test measures a student's academic achievement and growth over time in mathematics. The assessment provides data on key math domains like Operations and Algebraic Thinking, Numbers and Operations, and Measurement and Data.

	Overall %ile	<20%ile	21-40%ile	41-60%ile	61-80%ile	>81%ile
Kindergarten	57th	12%	24%	18%	31%	15%
1st	42nd	23%	22%	26%	18%	11%
2nd	44th	18%	27%	26%	24%	5%
3rd	61st	10%	12%	26%	36%	16%
*50th percentile is average						

As a school our overall percentile average is around the 50th percentile mark with Kindergarten and 3rd grade scores being significantly higher than 1st and 2nd grade. The data shows that reading has been the school wide focus for the last few years with math data lagging behind reading scores.

TELPAS Assessment Scores

Emergent bilingual students are scored each year in four domains of English proficiency: listening, speaking, reading, and writing. Kindergarten and first grade students are holistically rated by their teachers in all areas. Second and third grade students are tested electronically for their listening, speaking, and reading skills, while their writing skills are rated by their teachers. Each student's proficiency is rated either beginning, intermediate, advanced, or advanced high with advanced high ratings meaning their ability is comparable to that of a native English speaker. In order to exit the emergent bilingual classification, students must score Advanced High on all four domains of TELPAS and if they are in 3rd grade or above, they must also pass all of their STAAR assessments.

TELPAS Data 2024-2025				
Kindergarten	Beginning	Intermediate	Advanced	Advanced High
Listening	13%	63%	19%	6%
Speaking	31%	44%	13%	13%
Reading	63%	19%	13%	6%

TELPAS Data 2024-2025				
Writing	56%	25%	13%	6%
TELPAS Data 2024-2025				
1st Grade	Beginning	Intermediate	Advanced	Advanced High
Listening	20%	20%	20%	40%
Speaking	20%	20%	30%	30%
Reading	40%	40%	0%	20%
Writing	30%	50%	10%	10%
TELPAS Data 2024-2025				
2nd Grade	Beginning	Intermediate	Advanced	Advanced High
Listening	8%	31%	31%	31%
Speaking	38%	46%	15%	0%
Reading	62%	23%	8%	8%
Writing	54%	38%	8%	0%
TELPAS Data 2024-2025				
3rd Grade	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	22%	33%	44%
Speaking	11%	22%	22%	44%
Reading	11%	56%	22%	11%
Writing	11%	78%	0%	11%

Student Learning Strengths

- Reading scores across the grade levels show that reading instructional adjustments (Heggerty Phonemic Awareness, Benchmark Phonics) have been successful in creating students with stronger foundational reading skills.
- As a campus, our MAP scores show that, on average, our grade levels are performing in the average range.
- Our emergent bilingual students are showing significant increases in their STAAR performance year over year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A number of students have basic math skills below their enrolled grade level.

Root Cause: Due to a statewide push to strengthen foundational reading skills (including Reading Academies for teachers), math has taken a backseat to reading for the last few years. More focused instructional adjustments need to be made in math.

Problem Statement 2: Significant numbers of students currently in 2nd and 3rd grade are in need of intervention in reading and math.

Root Cause: Cuts to intervention personnel have caused the number of students who can be served by interventionists to less than half of what it was 2 years ago.

School Processes & Programs

School Processes & Programs Summary

Lago Vista Elementary School teachers received regular walkthroughs from the administration using the LVISD TTESS appraisal tool during the 24-25 school year. These walkthroughs provided teachers with feedback regarding their instructional practices which centered on the TTESS rubric. The TTESS domains are: planning, instruction, learning environment, and professional practices and responsibilities. In 2024-2025, campus administrators completed a total of 139 walkthroughs in addition to formal observations on 37 teachers. Teachers also set professional goals and self-reflect at designated times throughout the year to help support their professional growth.

During the 24-25 school year, there was a significant change to the way that our teachers were appraised and the walkthrough forms that were used. The new appraisal system adopted by the district centers around the use of the TTESS (Texas Teacher Evaluation and Support System) rubric in order to inform teacher growth. Where the previous rubric was a bit more like a checklist (teachers were or were not doing each item), the new rubric is aspirational in that there are levels to each item. Even if an item is present, there are ideas about how the item can be enhanced to further support instructional growth in students. This presents a challenge in teachers learning a new way to look at being appraised, but also offers many opportunities to grow all teachers in areas very specific to their needs.

Last year, our professional development centered around implementing NWEA Map Growth assessments in all grade levels and learning how to interpret and use the data provided by this assessment. We also devoted a significant amount of professional development time to guiding teachers in how to make small group instruction maximally effective.

In regards to leadership and decision-making processes, we hold weekly meetings with the staff on a rotation basis between full faculty, committees (CIP, PBIS, family & community engagement, attendance, and garden), and leadership team. Through this rotation, the leadership team meets monthly to discuss items that impact the campus and to get teacher leader input. Communication of important issues is done through this meeting rotation as well as through weekly staff newsletters which allow staff to reference information whenever needed. Teacher teams meet bi-weekly in PLCs for 50 minutes where conversations center around the 4 PLC questions. (What do we want students to know and be able to do? How will we know if they have learned it? What will we do if they didn't learn it? What will we do if they already know it?) PLC time allows teams to clarify curriculum intentions, create assessments, discuss data, and make plans for student needs.

School Processes & Programs Strengths

- We have created a large base of shared knowledge in the area of reading, specifically regarding phonemic awareness and phonics.
- Implementing NWEA Map Growth has created a consistent assessment that all teachers use and understand in order to track students' growth across years.
- Our meeting rotation structure allows our campus to have frequent touch points to discuss all important topics.
- Our teachers and staff take an active role in leading our campus through active participation in all meetings and by utilizing a problem solving approach when confronting issues.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Fewer walkthroughs were completed this school year, resulting in administration having a lessened understanding of the state of instruction on the campus.

Root Cause: A few significant events impacted the campus which adversely affected the administrators' ability to prioritize more time in the classrooms.

Perceptions

Perceptions Summary

LVES is in its 9th year of earning a "No Place for Hate" designation. A group of 3rd grade students called Project Vinatta meet monthly with the counselor to plan activities throughout the year that focus on kindness and anti-bullying.

Attendance

LVES attendance data for the 24-25 school year was 93.46%, compared to the 23-24 school year at 93.38%. This is a very small increase of .08%. For the 24-25 school year, there were 951 teacher absences with 11% of those absences going unfilled by substitutes. (This number of teacher absences also includes days for vacant positions.) Our substitute coverage remained mostly consistent with the percentage of unfilled openings only up 1% from the previous school year.

Chronic absenteeism continued to be an issue with 98 students missing greater than 10% of the days in the school year. This equates to 18.11% of the student body who was chronically absent. This number is slightly down from 19.27% in the 23-24 school year.

Parent Involvement

LVES has an extremely active PTO which spearheads events and recognition for both students and staff. We have volunteers who help teachers in their classrooms through the WatchDOGS program and volunteers who read with students through the Education Connection program. We also offer parents the opportunity to eat lunch with their students daily and host family nights during the school year. At a minimum, we communicate with parents weekly through parent newsletters at both a school and classroom level which are provided in multiple languages and social media posts.

Discipline Data

Lago Vista Elementary School uses PBIS (positive behavior interventions and support) campuswide to ensure common language and expectations are being used with students across settings. LVES recorded 61 discipline referrals in 2024-2025, with the majority of offences being violation of student code of conduct. As a campus we are working to improve our Tiered Behavior Intervention plan. This plan supports strong Tier 1 classroom routines and structures, clear expectations, and positive reinforcements. When a student displays an ongoing behavior, the teacher will progress monitor and collect data to get to the root of the behavior. If a student's behavior continues to disrupt the learning environment, additional supports and interventions will be provided to that student, and data collection will continue. Parent involvement and communication is key throughout the Tiered Behavior process. As a campus we continue to celebrate students showing kindness, respect, responsibility, and safe behaviors with Golden Tickets.

Perceptions Strengths

- Our school continues to keep a strong focus on educating students not just in how to be good students, but also how to be good humans. Our Project Vinatta and PBIS programs are strong and provide continual encouragement and reinforcement of positive behaviors.
- We benefit from an extremely active PTO and parent community who are always looking for ways to be involved with our students.
- Student attendance improved slightly overall with substitute coverage for teacher absences continuing to hold steady.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 18% of the campus population missed in excess of 10% of the school days in the 24-25 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.

Problem Statement 2 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: A growing number of teachers need additional support in order to be maximally effective.

Root Cause 1: A significant percentage of our staff has five years or less of teaching experience.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 18% of the campus population missed in excess of 10% of the school days in the 24-25 school year.

Root Cause 2: Parents may not realize the impact that missed school days have on their child's ability to learn and retain information.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: A number of students have basic math skills below their enrolled grade level.

Root Cause 3: Due to a statewide push to strengthen foundational reading skills (including Reading Academies for teachers), math has taken a backseat to reading for the last few years. More focused instructional adjustments need to be made in math.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers are spending an increasing amount of time and energy managing typical and atypical student behaviors.

Root Cause 4: Increasing numbers of students are struggling with self-regulation and conflict resolution skills.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our number of students who need academic intervention is rising in conjunction with a reduction in our intervention staff.

Root Cause 5: Our economically disadvantaged population increased by 5% in one year and budget constraints required the elimination of a part-time interventionist.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: April 28, 2025

Goal 1: Teaching & Learning:
Deliver engaging, high-quality instruction that promotes deep learning for all students.





Performance Objective 1: 60% of all students will make an expected amount of growth across the year as measured by NWEA Map Growth and Map Reading Fluency. (This is measured by percentiles, so 50% is considered average.)

High Priority
HB3 Goal
Evaluation Data Sources: MAP Growth Reading and Map Reading Fluency measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	July
<p>Strategy 1: 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 while also providing specific enrichment opportunities for students who show a higher level of academic mastery.</p> <p>Staff Responsible for Monitoring: Administration, Team Leads</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>				

Strategy 2 Details		Reviews			
Strategy 2: Provide differentiated, small group reading instruction to meet the needs of all students, including each student having books on their reading level to take home and practice reading. 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. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Feb	Apr	July
Strategy 3 Details		Reviews			
Strategy 3: Utilize Title 1 Reading Interventionists to provide Tier 3 reading interventions for students in K-3 who qualify for services based on local criteria. 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. Staff Responsible for Monitoring: Administration, Reading Interventionists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Feb	Apr	July

Strategy 4 Details		Reviews			
Strategy 4: Research-based intervention materials will be purchased to support the systematic, explicit phonics instruction of at-risk learners. Strategy's Expected Result/Impact: Research-based intervention materials will enable teachers to provide immediate practice for students with the phonics patterns they are learning, leading to deeper, more transferrable phonics skills. Staff Responsible for Monitoring: Administration, Reading Interventionists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: UFLI Reading Intervention - PIC 24 - Accelerated Education - \$2,107, Word Work Mats for Intervention- Hand2Mind - PIC 24 - Accelerated Education - \$465		Formative			Summative
		Dec	Feb	Apr	July
Strategy 5 Details		Reviews			
Strategy 5: 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 NWEA Map Growth and/or Map Reading Fluency. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Learning A to Z - PIC 24 - Accelerated Education - \$5,290		Formative			Summative
		Dec	Feb	Apr	July

Strategy 6 Details	Reviews			
Strategy 6: Lead4Ward Field Guides will be purchased to support teachers in planning instructional lessons that meet the needs of their at-risk learners. Strategy's Expected Result/Impact: The gap between the performance of All Students and Economically Disadvantaged students will decrease. Staff Responsible for Monitoring: Administration Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Lead4Ward Field Guides - PIC 24 - Accelerated Education - \$450	Formative			Summative
	Dec	Feb	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: The B.A.T.S. writing strategy for reading response will be used campus-wide. (B- Borrow words from the question, A- Answer the question, T- Text evidence from the reading, S- Support how the text evidence connects to your answer) Strategy's Expected Result/Impact: Student scores on the Extended Constructed Response and Short Constructed Response questions on the 3rd grade RLA STAAR will increase. Staff Responsible for Monitoring: Administration, Team Leads, Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Teaching & Learning:





Deliver engaging, high-quality instruction that promotes deep learning for all students.

Performance Objective 2: 60% of all students will make an expected amount of growth across the year as measured by NWEA Map Growth. (This is measured by percentiles, so 50% is considered average.)

High Priority**HB3 Goal**

Evaluation Data Sources: MAP Growth Math measures

Strategy 1 Details	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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 and purchase additional resources to provide effective intervention. 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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: IXL will be purchased for 2nd and 3rd grade at-risk students in order to create personalized learning plans to support students' individual needs as evidenced by MAP data. Strategy's Expected Result/Impact: Student mastery of individual math TEKS will increase as shown by increasing MOY and EOY MAP scores. Staff Responsible for Monitoring: Administration, Interventionists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: IXL - PIC 24 - Accelerated Education - \$4,687.50	Formative			Summative
	Dec	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: 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. 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 while also providing specific enrichment opportunities for students who show a higher level of academic mastery. Staff Responsible for Monitoring: Administrators, Team Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

Performance Objective 1: The student daily attendance rate will increase to at least 95%.

High Priority

Evaluation Data Sources: Student attendance percentages

Strategy 1 Details	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	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	Formative			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

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	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

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	Reviews			
Strategy 1: 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			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: 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	Formative			Summative
	Dec	Feb	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Student Achievement & Support:

Support the whole child through academic, behavioral, social-emotional, and enrichment programs that foster student growth and success.

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	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			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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			Summative
	Dec	Feb	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: College, Career, & Military Readiness:

Equip all students with the knowledge, skills, and experiences to succeed in college, career, or military pathways.





Goal 4: High Quality Staff:

Recruit, develop, and retain exceptional staff by offering competitive compensation, professional support, and a collaborative work environment.

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		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			Summative
		Dec	Feb	Apr	July
Strategy 2 Details		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			Summative
		Dec	Feb	Apr	July

Strategy 3 Details		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			Summative
		Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 5: Family & Community Engagement:
Strengthen partnerships with families and the community through meaningful engagement, open communication, and shared commitment to student success.

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

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

Strategy 1 Details	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			Summative
	Dec	Feb	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 5: Family & Community Engagement:

Strengthen partnerships with families and the community through meaningful engagement, open communication, and shared commitment to student success.

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: Parent feedback will indicate that parents feel they have multiple opportunities to be involved at school.

Strategy 1 Details	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Conduct a parent conference with the parent of each student during the Fall Semester and offer a parent conference for each student in the Spring. Strategy's Expected Result/Impact: Parents will report feeling informed about their child's academic and behavioral progress. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July





Strategy 4 Details	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Safety & Security:

Provide a safe and secure environment for 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	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			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	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			Summative
	Dec	Feb	Apr	July
Strategy 4 Details	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			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Planning & Decision-Making:

Ensure transparent, collaborative planning and decision-making that reflects district priorities and keeps stakeholders informed and involved.

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	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			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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			Summative
	Dec	Feb	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Campus Funding Summary

PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Word Work Mats for Intervention- Hand2Mind		\$465.00
1	1	4	UFLI Reading Intervention		\$2,107.00
1	1	5	Learning A to Z		\$5,290.00
1	1	6	Lead4Ward Field Guides		\$450.00
1	2	3	IXL		\$4,687.50
Sub-Total					\$12,999.50