

Lago Vista Independent School District
Lago Vista Intermediate School
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

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 Intermediate School serves 280 fourth and fifth grade students that reside in Lago Vista, Point Venture, and parts of Jonestown. The student demographic breakdown is 67% White, 27.7% Hispanic, 4 % multi racial, 1% African American, and less than 1% Asian or Pacific Islander. Currently, 23% of our students receive special education services, 10% receive gifted and talented services, and 8% are emerging bilingual, and 17% dyslexia.

The teacher demographic breakdown: seven general education teachers for 4th Grade, six general education teachers for 5th Grade, four special education teachers, one intervention specialist, five paraprofessionals, one health aide, one registrar/attendance clerk, one principal, one part-time gifted and talented teacher that is shared with the elementary school, one ESL teacher, that is shared with the elementary school, one dyslexia teacher that is shared with the elementary and middle school, one half-time art teacher, one half-time music teacher, one half-time physical education teacher and one half-time physical education assistant.

Demographics Strengths

Lago Vista Intermediate is proud to serve a diverse population of students. Our school is greatly supported by our families and community. Together, we foster a culture where every child feels nurtured, valued, and has a sense of belonging at school. A key part of this work is our daily morning meetings, which foster safe, welcoming classroom environments, and address students' social and emotional needs. This enhances student's well-being and sets the foundation for academic success for the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education population continues to grow. It has doubled since the 2018 - 2019 school year. Almost a quarter of our student body has been identified as needing special education services.

Root Cause: We are identifying students earlier and dyslexia is now being served under special education instead of 504.

Problem Statement 2 (Prioritized): Our STAAR and MAP data indicates that our emergent bilingual students are struggling to meet grade-level expectations in both reading and math.

Root Cause: Our emergent bilingual students need consistent linguistic supports in all content areas.

Problem Statement 3 (Prioritized): 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.

Problem Statement 4 (Prioritized): Based on RLA STAAR scores, our students receiving special education services need support in literacy skills. They are struggling to meet the grade level expectation in reading and writing.

Root Cause: By 4th and 5th grade, our struggling readers are able to decode but have difficulties with comprehension strategies, such as summarizing, making inferences, or analyzing text.

Problem Statement 5: Our TELPAS data indicates that progress in reading is slower.

Root Cause: Students have limited opportunities to practice reading academic texts across different content areas at their proficiency levels.

Student Achievement

Student Achievement Summary

	Grade	Approaching 2025	Approaching 2024	Meets 2025	Meets 2024	Master 2025	Master 2024	Total 2025	Total 2024
LVIS STAAR Reading	4th	36%	39%	33%	24%	16%	21%	85%	84%
LVIS STAAR Reading	5th	19%	24%	31%	24%	27%	37%	77%	85%

Subject - Intermediate	Grade	Approaching 2025	Approaching 2024	Meets 2025	Meets 2024	Masters 2025	Masters 2024	Total 2025	Total 2024
LVIS STAAR Math	4th	26%	26%	27%	19%	20%	10%	73%	55%
LVIS STAAR Math	5th	28%	32%	25%	25%	12%	16%	65%	73%

Subject - Intermediate	Grade	Approaching 2025	Approaching 2024	Meets 2025	Meets 2024	Masters 2025	Masters 2024	Total 2025	Total 2024
LVIS STAAR Science	5th	43%	31%	11%	13%	2%	8%	54%	52%

Student Achievement Strengths

Math

- 4th Grade Math - The total passing rate rose from 55% to 73%. 4th grade math is the standout area of growth.
- Significant increases came at the higher levels. In 4th Grade Math **Meets** level grew from 19% to 27% and **Masters** from 10% to 20%, showing more students not only passing but reaching higher levels of mastery. This suggests that math interventions, flexible grouping, small-group instruction, and curriculum adjustments are working.

Reading

- RLA is consistently a strength, with high overall proficiency rates across both grade levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 5th Grade Math STAAR scores declined from 73% in 2024 to 65% in 2025 (dropping 8%) along with the percentage of students scoring at the highest level (16% dropped to 12%).

Root Cause: Students entered 5th grade with gaps in foundational 4th grade math skills, particularly in fractions, decimals, and number sense.

Problem Statement 2 (Prioritized): We had limited growth in 5th grade science. A greater percentage of students reached the Approaches Grade Level standard in 2025 (43% compared to 31% in 2024). However, the percentage of students scoring at Meets and Masters declined.

Root Cause: Based on two years of STAAR data, it suggests that current instructional practices are not consistently providing the depth of inquiry, hands-on learning, and spiral review necessary for long-term retention and application of scientific concepts.

Problem Statement 3 (Prioritized): Our special education population continues to grow. It has doubled since the 2018 - 2019 school year. Almost a quarter of our student body has been identified as needing special education services.

Root Cause: We are identifying students earlier and dyslexia is now being served under special education instead of 504.

Problem Statement 4 (Prioritized): Our STAAR and MAP data indicates that our emergent bilingual students are struggling to meet grade-level expectations in both reading and math.

Root Cause: Our emergent bilingual students need consistent linguistic supports in all content areas.

Problem Statement 5 (Prioritized): Students are needing support in the areas of social and emotional learning.

Root Cause: Not all students start school with the social skills needed to navigate school and to develop friendships so that they can thrive in school.

Problem Statement 6 (Prioritized): Students that require accelerated instruction also need support in the areas of writing in RLA, social studies and science.

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

Problem Statement 7 (Prioritized): We are required to provide accelerated instruction to all students who did not pass STAAR. Because the number of students not passing increased in 2025 compared to 2024, a greater number of 5th graders now require math intervention during our intervention block.

Root Cause: In 5th grade, we had a greater number of students not pass the math STAAR this year. This is partially a result of missing the foundational skills during the height of the pandemic.

Problem Statement 8 (Prioritized): Providing meaningful intervention requires intentional planning. However, teachers are overwhelmed by the additional planning demands on top of preparing for core content instruction.

Root Cause: The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.

Problem Statement 9 (Prioritized): Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs.

Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

Problem Statement 10 (Prioritized): STAAR data shows that students are struggling with constructed response items in both reading and science. Students need additional practice in writing to effectively explain their thinking, support answers with evidence, and communicate scientific understanding.

Root Cause: Students need additional structured opportunities for extended writing across content areas. Without consistent practice and targeted support, they struggle to develop the skills necessary to construct clear, well written responses on STAAR.

Problem Statement 11: Our TELPAS data indicates that progress in reading is slower.

Root Cause: Students have limited opportunities to practice reading academic texts across different content areas at their proficiency levels.

Problem Statement 12: Because students are taking STAAR online, they often forget to work out problems on scratch paper. As a result, they miss steps in their reasoning and are more likely to select incorrect answers.

Root Cause: Students need more practice on taking math test online and practice working problems on scratch paper during an online assessment.

Problem Statement 13 (Prioritized): Based on RLA STAAR scores, our students receiving special education services need support in literacy skills. They are struggling to meet the grade level expectation in reading and writing.

Root Cause: By 4th and 5th grade, our struggling readers are able to decode but have difficulties with comprehension strategies, such as summarizing, making inferences, or analyzing text.

School Culture and Climate

School Culture and Climate Summary

Lago Vista Intermediate School strives to create a culture and climate that is kind, nurturing, and conducive to learning. Our goal is to create an environment where students' learning is supported, recognized, and students feel safe to take risks. A positive school climate is a priority because learning in a safe environment sets the foundation for positive academic, social, and emotional development. At LVIS, we recognize and celebrate student successes. We do this by including a monthly awards assembly, cafeteria incentives, student recognition awards, and classroom contests.

School Culture and Climate Strengths

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

Our strengths include:

- Monthly Classroom awards. "Super Star and Super Citizen Awards"
- Recognizing students' birthdays daily on the morning announcements
- Morning Meetings occur everyday in the homeroom class
- Common planning time for teachers
- Bi-Weekly PLC meetings to discuss students, planning, and data
- Every classroom has a room parent(s)
- Parent Involvement Committee
- Project Vinatta Club
- UIL Competition and awards assembly

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students are needing support in the areas of social and emotional learning.

Root Cause: Not all students start school with the social skills needed to navigate school and to develop friendships so that they can thrive in school.

Problem Statement 2: Several years ago, the PTO disbanded at LVIS. However, there is a need for a parent involvement and participation.

Root Cause: Since our students are only here for two years, we lose 50% of our student population each year. It is difficult to sustain a PTO since half of our school is new each year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This is the second year to implement the T-Tess Appraisal System at Lago Vista Intermediate School. The principal conducts regular walkthroughs and provides timely feedback to teachers that aligns to the T-Tess appraisal system. Teachers meet with the principal to discuss their professional goals and student learning objectives (SLO). The principal supports teachers with their goals and meets with them throughout the year to check in on progress and help support them professionally. The SLO provides opportunities for continuous improvement in order to reinforce strong teaching practices. Feedback is provided to teachers by the campus principal through walkthroughs and observations. Teachers have opportunities to attend various professional development sessions throughout the year.

Teachers and staff continue to be a part of the hiring process when new staff members are added. Teachers have autonomy to create their own lessons within their content grade-level teams that are aligned to the TEKS and follow TEKS Resource System. Both grade levels have common planning time so that they can plan, analyze data, and make instructional decisions during the school hours.

Staff Quality, Recruitment, and Retention Strengths

Our campus is comprised of 13 experienced classroom teachers and 3 special education resource teachers, 1 functional academic classroom teacher, and 1 interventionist specialist. We have a part time dyslexia teacher, part time gifted and talented teacher, part time ESL teacher, part time physical education teacher, and part time enrichment teachers (art, music, library).

Our strengths include the following:

- Biweekly grade level PLC Meetings
- An uninterrupted planning period each week for instructional planning with content teams
- Guidance counseling
- A full time interventionist that supports student learning needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Providing meaningful intervention requires intentional planning. However, teachers are overwhelmed by the additional planning demands on top of preparing for core content instruction.

Root Cause: The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.

Problem Statement 2 (Prioritized): Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs.

Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

Problem Statement 3: Content Planning takes teachers significant time. Teachers are working after hours to develop quality lessons

Root Cause: Teachers are thankful for TEKS Resource System, but it takes time to develop new unit plans and assessments that follow the year at a glance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Lago Vista Intermediate, staff engage in ongoing collaboration to strengthen teaching and learning. Weekly planning meetings and biweekly PLCs with the principal provide time to align curriculum, refine instructional practices, and analyze unit assessments and student data. In addition, monthly RTI meetings ensure that individual student needs and academic concerns are addressed through targeted support.

Curriculum, Instruction, and Assessment Strengths

This is the third year Lago Vista Intermediate School has implemented the TEKS Resource System. This provides teachers with a consistent, high-quality curriculum resource. By eliminating the need for teachers to create their own snapshots and year-at-a-glance documents, instructional time and energy are maximized. Teachers have a clear roadmap that ensures all TEKS are thoroughly addressed to the depth and complexity required. In addition, this strengthens instructional alignment across grade levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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pandemic.

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Root Cause: By 4th and 5th grade, our struggling readers are able to decode but have difficulties with comprehension strategies, such as summarizing, making inferences, or analyzing text.

Family and Community Engagement

Family and Community Engagement Summary

At Lago Vista Intermediate School, we believe student success is built through strong partnerships with families and the community. We recognize the powerful impact that family and community involvement has on learning, growth, and achievement. We are proud to have a supportive community and parents who are always willing to volunteer, give their time, and serve alongside us.

Family and Community Engagement Strengths

Parents consistently share that they are pleased with the high-quality education, the wide variety of opportunities, and the strong sense of safety we provide at Lago Vista Intermediate School. Our families play an active role in our school community, whether by attending special events, joining us for Math and Science Night, Field Day, Family Literacy Night, field trips, or serving as room parents and classroom volunteers.

LVIS is proud of the strong turnout we see at family engagement activities such as Parent-Teacher Conferences, Classroom Parties, Meet the Teacher, Field Day, Career Day and our special Family Nights. These events are always filled with energy and excitement, as students love sharing their learning with their families. The high level of participation reflects the partnership between our school and our families. Family and community participation is one of our greatest strengths.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Several years ago, the PTO disbanded at LVIS. However, there is a need for a parent involvement and participation.

Root Cause: Since our students are only here for two years, we lose 50% of our student population each year. It is difficult to sustain a PTO since half of our school is new each year.

School Organization

School Organization Summary

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

School Organization Strengths

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

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): We are required to provide accelerated instruction to all students who did not pass STAAR. Because the number of students not passing increased in 2025 compared to 2024, a greater number of 5th graders now require math intervention during our intervention block.

Root Cause: In 5th grade, we had a greater number of students not pass the math STAAR this year. This is partially a result of missing the foundational skills during the height of the pandemic.

Problem Statement 2: Content Planning takes teachers significant time. Teachers are working after hours to develop quality lessons

Root Cause: Teachers are thankful for TEKS Resource System, but it takes time to develop new unit plans and assessments that follow the year at a glance.

Problem Statement 3 (Prioritized): 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.

Problem Statement 4: Several years ago, the PTO disbanded at LVIS. However, there is a need for a parent involvement and participation.

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Root Cause: The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.

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Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

Problem Statement 7 (Prioritized): Students are needing support in the areas of social and emotional learning.

Root Cause: Not all students start school with the social skills needed to navigate school and to develop friendships so that they can thrive in school.

Technology

Technology Summary

Preparing students for the 21st century is one of our top priorities at Lago Vista Intermediate School. Our teachers are highly experienced and skilled at integrating technology into daily instruction in ways that enrich learning, foster creativity, and build essential skills for the future. We are ensuring that our students are not only engaged today but also prepared for the opportunities of tomorrow.

Technology Strengths

Lago Vista Intermediate is proud to be a fully 1-to-1 campus, ensuring every student has access to an iPad and every teacher is equipped with a laptop. This commitment to technology integration empowers students to engage in learning with the tools they need for the 21st century. Students are explicitly taught how to care for their devices and use them safely and responsibly, fostering digital citizenship and academic growth. Technology is integrated into instruction to support learning, and collaboration. We prepare students to be confident learners that ready for their future.

Problem Statements Identifying Technology Needs

Problem Statement 1: Because students are taking STAAR online, they often forget to work out problems on scratch paper. As a result, they miss steps in their reasoning and are more likely to select incorrect answers.

Root Cause: Students need more practice on taking math test online and practice working problems on scratch paper during an online assessment.

Priority Problem Statements

Problem Statement 1: We had limited growth in 5th grade science. A greater percentage of students reached the Approaches Grade Level standard in 2025 (43% compared to 31% in 2024). However, the percentage of students scoring at Meets and Masters declined.

Root Cause 1: Based on two years of STAAR data, it suggests that current instructional practices are not consistently providing the depth of inquiry, hands-on learning, and spiral review necessary for long-term retention and application of scientific concepts.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Our STAAR and MAP data indicates that our emergent bilingual students are struggling to meet grade-level expectations in both reading and math.

Root Cause 2: Our emergent bilingual students need consistent linguistic supports in all content areas.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs.

Root Cause 3: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

Problem Statement 3 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Organization

Problem Statement 4: Students that require accelerated instruction also need support in the areas of writing in RLA, social studies and science.

Root Cause 4: Students need explicit direct instruction in writing, and more opportunities to practice writing across the curriculum and relevant feedback.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 5: Students are needing support in the areas of social and emotional learning.

Root Cause 5: Not all students start school with the social skills needed to navigate school and to develop friendships so that they can thrive in school.

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - School Organization

Problem Statement 6: We are required to provide accelerated instruction to all students who did not pass STAAR. Because the number of students not passing increased in 2025 compared to 2024, a greater number of 5th graders now require math intervention during our intervention block.

Root Cause 6: In 5th grade, we had a greater number of students not pass the math STAAR this year. This is partially a result of missing the foundational skills during the height of the pandemic.

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Organization

Problem Statement 7: 5th Grade Math STAAR scores declined from 73% in 2024 to 65% in 2025 (dropping 8%) along with the percentage of students scoring at the highest level (16% dropped to 12%).

Root Cause 7: Students entered 5th grade with gaps in foundational 4th grade math skills, particularly in fractions, decimals, and number sense.

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 8: 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 8: 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.

Problem Statement 8 Areas: Demographics - School Organization

Problem Statement 9: Our special education population continues to grow. It has doubled since the 2018 - 2019 school year. Almost a quarter of our student body has been identified as needing special education services.

Root Cause 9: We are identifying students earlier and dyslexia is now being served under special education instead of 504.

Problem Statement 9 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 10: Based on RLA STAAR scores, our students receiving special education services need support in literacy skills. They are struggling to meet the grade level expectation in reading and writing.

Root Cause 10: By 4th and 5th grade, our struggling readers are able to decode but have difficulties with comprehension strategies, such as summarizing, making inferences, or analyzing text.

Problem Statement 10 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 11: Providing meaningful intervention requires intentional planning. However, teachers are overwhelmed by the additional planning demands on top of preparing for core content instruction.

Root Cause 11: The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.

Problem Statement 11 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Organization

Problem Statement 12: STAAR data shows that students are struggling with constructed response items in both reading and science. Students need additional practice in writing to effectively explain their thinking, support answers with evidence, and communicate scientific understanding.

Root Cause 12: Students need additional structured opportunities for extended writing across content areas. Without consistent practice and targeted support, they struggle to develop the skills necessary to construct clear, well written responses on STAAR.

Problem Statement 12 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Teaching & Learning:

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





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

High Priority

HB3 Goal

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

Strategy 1 Details	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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: IXL - RLA, Math, Science Campus License - PIC 24 - Accelerated Education - \$6,500, Leveled Readers - PIC 24 - Accelerated Education - \$900	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	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 will grow 5 points on their RIT score on each assessment (BOY, MOY, EOY). Staff Responsible for Monitoring: Teachers, Resource Teachers and Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July
Strategy 4 Details	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 ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Teachers will provide Science spiral review and intervention to at risk students needing support in vocabulary and key concepts based on pre-assessment data. Strategy's Expected Result/Impact: At risk students will pass all end of unit assessments. STAAR scores will improve by 10% passing rate from the 2024- 2025 school year. Staff Responsible for Monitoring: Principal and Teachers Title I: 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 6 Funding Sources: Lowman Resources for Spiral Review - PIC 24 - Accelerated Education - \$2,600	Formative			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: We had limited growth in 5th grade science. A greater percentage of students reached the Approaches Grade Level standard in 2025 (43% compared to 31% in 2024). However, the percentage of students scoring at Meets and Masters declined. Root Cause: Based on two years of STAAR data, it suggests that current instructional practices are not consistently providing the depth of inquiry, hands-on learning, and spiral review necessary for long-term retention and application of scientific concepts.
Curriculum, Instruction, and Assessment
Problem Statement 6: We had limited growth in 5th grade science. A greater percentage of students reached the Approaches Grade Level standard in 2025 (43% compared to 31% in 2024). However, the percentage of students scoring at Meets and Masters declined. Root Cause: Based on two years of STAAR data, it suggests that current instructional practices are not consistently providing the depth of inquiry, hands-on learning, and spiral review necessary for long-term retention and application of scientific concepts.

Goal 1: Teaching & Learning:





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

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

High Priority

Evaluation Data Sources: STAAR/ MOY and EOY MAP Data

Strategy 1 Details	Reviews			
Strategy 1: LVIS will utilize the PLC process to assess and monitor student's growth Strategy's Expected Result/Impact: Student will make 5 points of growth on MAP MOY and EOY. Staff Responsible for Monitoring: Teacher and Principal 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	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July

Strategy 3 Details	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 5 points of growth on MAPS MOY and EOY Staff Responsible for Monitoring: Teachers, Interventionists, Specialists, and Principal ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 4, 5, 6	Formative			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our STAAR and MAP data indicates that our emergent bilingual students are struggling to meet grade-level expectations in both reading and math. Root Cause: Our emergent bilingual students need consistent linguistic supports in all content areas.
Student Achievement
Problem Statement 1: 5th Grade Math STAAR scores declined from 73% in 2024 to 65% in 2025 (dropping 8%) along with the percentage of students scoring at the highest level (16% dropped to 12%). Root Cause: Students entered 5th grade with gaps in foundational 4th grade math skills, particularly in fractions, decimals, and number sense. Problem Statement 2: We had limited growth in 5th grade science. A greater percentage of students reached the Approaches Grade Level standard in 2025 (43% compared to 31% in 2024). However, the percentage of students scoring at Meets and Masters declined. Root Cause: Based on two years of STAAR data, it suggests that current instructional practices are not consistently providing the depth of inquiry, hands-on learning, and spiral review necessary for long-term retention and application of scientific concepts. Problem Statement 4: Our STAAR and MAP data indicates that our emergent bilingual students are struggling to meet grade-level expectations in both reading and math. Root Cause: Our emergent bilingual students need consistent linguistic supports in all content areas.
Curriculum, Instruction, and Assessment
Problem Statement 4: Our STAAR and MAP data indicates that our emergent bilingual students are struggling to meet grade-level expectations in both reading and math. Root Cause: Our emergent bilingual students need consistent linguistic supports in all content areas. Problem Statement 5: 5th Grade Math STAAR scores declined from 73% in 2024 to 65% in 2025 (dropping 8%) along with the percentage of students scoring at the highest level (16% dropped to 12%). Root Cause: Students entered 5th grade with gaps in foundational 4th grade math skills, particularly in fractions, decimals, and number sense. Problem Statement 6: We had limited growth in 5th grade science. A greater percentage of students reached the Approaches Grade Level standard in 2025 (43% compared to 31% in 2024). However, the percentage of students scoring at Meets and Masters declined. Root Cause: Based on two years of STAAR data, it suggests that current instructional practices are not consistently providing the depth of inquiry, hands-on learning, and spiral review necessary for long-term retention and application of scientific concepts.

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

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

High Priority

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

Strategy 1 Details	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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 4: Student receiving special education services will show a 5 point increase in growth on the MOY and EOY MAP Assessments from the beginning of the year assessments.

High Priority
Evaluation Data Sources: MAP Data

Strategy 1 Details	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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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

Performance Objective 5: In 4th and 5th grade math, we will have a 10% higher passing rate from the 2024-2025 school year on STAAR

High Priority
Evaluation Data Sources: STAAR Scores

Strategy 1 Details		Reviews			
Strategy 1: We will meet bi-weekly for PLC's 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, interventionist, principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 5		Formative			Summative
		Dec	Feb	Apr	July
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: 5th Grade Math STAAR scores declined from 73% in 2024 to 65% in 2025 (dropping 8%) along with the percentage of students scoring at the highest level (16% dropped to 12%). Root Cause: Students entered 5th grade with gaps in foundational 4th grade math skills, particularly in fractions, decimals, and number sense.
Curriculum, Instruction, and Assessment
Problem Statement 5: 5th Grade Math STAAR scores declined from 73% in 2024 to 65% in 2025 (dropping 8%) along with the percentage of students scoring at the highest level (16% dropped to 12%). Root Cause: Students entered 5th grade with gaps in foundational 4th grade math skills, particularly in fractions, decimals, and number sense.





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: 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		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 Problem Statements: Student Achievement 5 - School Culture and Climate 1 - School Organization 7 Funding Sources: awards and incentives - Fund 461 - Campus Activity Funds - \$500		Formative			Summative
		Dec	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 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.
School Organization
Problem Statement 7: 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 Achievement & Support:

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

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

High Priority

Evaluation Data Sources: Discipline data, school surveys results

Strategy 1 Details	Reviews			
Strategy 1: Decrease the percentage of students with two or more office referrals by at least 10% by May 2025. 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 and Teachers	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will start the day with morning meeting in an effort to build strong classroom relationships and address social and emotional learning. 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, teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 5 - School Culture and Climate 1 - School Organization 7	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	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			Summative
	Dec	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.
School Organization
Problem Statement 7: 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 Achievement & Support:

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

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	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 ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 5 - School Culture and Climate 1 - School Organization 7	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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			Summative
	Dec	Feb	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 3 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.

School Organization
Problem Statement 7: 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 3: College, Career, & Military Readiness:
 Equip all students with the knowledge, skills, and experiences to succeed in college, career, or military pathways.

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

High Priority
HB3 Goal
Evaluation Data Sources: Career Day and Teacher data

Strategy 1 Details	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			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 Funding Sources: supplies for STEAM night - Fund 461 - Campus Activity Funds - \$300	Formative			Summative
	Dec	Feb	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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

Strategy 1 Details	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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 9 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 9 - School Organization 6	Formative			Summative
	Dec	Feb	Apr	July
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 9: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

Curriculum, Instruction, and Assessment
Problem Statement 9: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.
School Organization
Problem Statement 6: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

Goal 4: High Quality Staff:
Recruit, develop, and retain exceptional staff by offering competitive compensation, professional support, and a collaborative work environment.

Performance Objective 2: Implement recruitment, hiring, and retention practices that align with the District's mission to provide a high-performing, highly skilled, and diverse staff.

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

Strategy 1 Details	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. ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Feb	Apr	July
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 4: High Quality Staff:
Recruit, develop, and retain exceptional staff by offering competitive compensation, professional support, and a collaborative work environment.

Performance Objective 3: Teachers will have opportunities to plan together by subject and grade level through common planning time created in the master schedule.

High Priority

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

Strategy 1 Details	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 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6, 8, 9 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2, 8, 9 - School Organization 5, 6	Formative			Summative
	Dec	Feb	Apr	July
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 6: Students that require accelerated instruction also need support in the areas of writing in RLA, social studies and science. Root Cause: Students need explicit direct instruction in writing, and more opportunities to practice writing across the curriculum and relevant feedback.</p> <p>Problem Statement 8: Providing meaningful intervention requires intentional planning. However, teachers are overwhelmed by the additional planning demands on top of preparing for core content instruction. Root Cause: The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.</p> <p>Problem Statement 9: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. Root Cause: As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.</p>

Staff Quality, Recruitment, and Retention

Problem Statement 1: Providing meaningful intervention requires intentional planning. However, teachers are overwhelmed by the additional planning demands on top of preparing for core content instruction. **Root Cause:** The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.

Problem Statement 2: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. **Root Cause:** As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

Curriculum, Instruction, and Assessment

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

Problem Statement 8: Providing meaningful intervention requires intentional planning. However, teachers are overwhelmed by the additional planning demands on top of preparing for core content instruction. **Root Cause:** The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.

Problem Statement 9: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. **Root Cause:** As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.

School Organization

Problem Statement 5: Providing meaningful intervention requires intentional planning. However, teachers are overwhelmed by the additional planning demands on top of preparing for core content instruction. **Root Cause:** The high volume of planning required for both core instruction and intervention has created stress for teachers. Without adequate time, resources, and structures to support targeted intervention planning, teachers struggle to consistently create and deliver high-quality lessons.

Problem Statement 6: Teachers need additional resources for intervention purposes. This takes teachers time to find quality resource that align with their students' intervention needs. **Root Cause:** As a campus, we need to strengthen the intervention resources available to teachers. Teachers need additional supplemental supports to help address intervention needs.





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

High Priority

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

Strategy 1 Details	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 Organization 3	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 Problem Statements: Demographics 3 - School Organization 3	Formative			Summative
	Dec	Feb	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 Organization

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.

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 for family school-wide events

Evaluation Data Sources: Agendas, schedules

Strategy 1 Details	Reviews			
Strategy 1: During the year, LVIS will host a Meet the Teacher Night, Literacy Night, STEAM 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 and materials for family literacy night - Fund 461 - Campus Activity Funds - \$600, Career Fair Materials (hand-outs, visuals, and resources) - Fund 461 - Campus Activity Funds - \$200	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 3: Implement a parent involvement club for the school year.

High Priority

Evaluation Data Sources: Agendas, club participation

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

Goal 6: Safety & Security:

Provide a safe and secure environment for all students, staff, and visitors.

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

High Priority

HB3 Goal

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

Strategy 1 Details	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			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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 an emergency. Students and Staff safety Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	July
Strategy 3 Details	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			Summative
	Dec	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue





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: Utilize campus leadership team to communicate district and campus initiatives to all campus staff.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Hold monthly Leadership Team meetings (consisting of grade level leaders, interventionist, special education teacher, 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 ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	July
Strategy 2 Details	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			Summative
	Dec	Feb	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

State Compensatory

Budget for Lago Vista Intermediate School

Total SCE Funds: \$10,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

To address the needs of at risk students, we will use comp-ed funds to provide targeted interventions and high-quality resources that directly support skill development and mastery of grade-level standards. 1) High Quality Supplemental Resources to address intervention needs - IXL Online Platform - \$6,500 2) Purchase Lowman Resources for spiral review for at risk students to reinforce key concepts and support academic vocabulary. - \$2,600 3) Purchase readers for emergent readers and language learners - \$900 These resources will support at-risk students by reinforcing key concepts, strengthening academic vocabulary, and providing opportunities for ongoing review. Through these strategic investments, we aim to close learning gaps, reinforce essential skills, and ensure all students have the tools they need to succeed.

Plan Notes

The implementation of this plan will be closely monitored to ensure that resources are being used effectively and that student outcomes are improving.

- **Who is responsible:**

The campus principal and campus instructional leadership team will oversee the implementation of the plan. Teachers and interventionist will report performance data. The principal will be responsible for ensuring fidelity of implementation.

- **How often the plan is monitored:**

Progress will be reviewed formally every nine weeks in alignment with grading periods. Informal check-ins will also take place weekly during team meetings and PLCs to track student progress and make adjustments as needed.

- **Structures used to update progress and inform stakeholders:**

- **Data Digs & PLCs:** Teachers and leadership will analyze IXL data, classroom performance data, and unit tests to assess growth and identify next steps.
- **Communication with Stakeholders:** Parents will receive updates through progress reports, parent-teacher conferences, school newsletters and MAP family reports.

Campus Funding Summary

PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Leveled Readers		\$900.00
1	1	2	IXL - RLA, Math, Science Campus License		\$6,500.00
1	1	5	Lowman Resources for Spiral Review		\$2,600.00
Sub-Total					\$10,000.00
Fund 461 - Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	awards and incentives		\$500.00
3	1	2	supplies for STEAM night		\$300.00
5	2	1	resources and materials for family literacy night		\$600.00
5	2	1	Career Fair Materials (hand-outs, visuals, and resources)		\$200.00
Sub-Total					\$1,600.00