Lago Vista Independent School District

Lago Vista Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress

Mission Statement

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

Vision

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

District Commitments

We will maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.
We will provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.
We will prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.
We will attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.
We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.
We will develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista Elementary School serves students in grades Early Education through 3rd grade, with a total of 423 students. Our total enrollment as of September , which is an decrease from the 2015-2016 school year due to losing a grade level to the opening of Lago Vista Intermediate School. According to our Summer PEIMS snapshot in June 2016, our demographics are represented as follows:

- White: 69%
- Hispanic/Latino: 25%
- Black or African American: .55%
- American Indian: .47%
- Hawaiian/Pacific Islander: .19%
- Two or More Races: 5%

Our Economically-Disadvantage popluation accounted for 33% of our total student population. Student enrollment in the following special populations are based on the June 2016 PEIMS data:

- Special Education: 42 (9.9%)
- English as Second Language (ESL): 36 (8.5%)
- Homeless: 4 (less than 1%)
- Early Reading Indicator: 325
- Gifted and Talented: 18 (4.2%)
- Military Connected: 2
- Foster Care: 0

Demographics Strengths

Our GT program underwent a program change with the addition of a GT Facilitator for our campus. The GT Facilitator will see identified GT students 4 days a week for 45-minute block to work on enrichment. Our Early Reading Indicator enrollment saw a decrease of 14 students from last year. Teachers

will continue to provide good core instruction at Tier 1 and utilize the RtI Process to early identify and intervene when students are struggling.

Demographics Needs

There is a slight decrease this school year in our Economically Disadvatage percentage (currently at 33%), but the faculty and staff will continue to look at our instructional stratgies and partner with parents to ensure that our students are successful. Our ESL student population also saw a decrease (from 9.8% to 8.5%), but our teachers will continue to work with our district ESL Coordinator to ensure that linguistic accommodations are appropriate for ESL student success.

Student Achievement

Student Achievement Summary

2016 STAAR Results:

Grade 3 Reading:

80% Met Standard (Combined STAAR, STAAR A)

33% Level III Advanced

Grade 3 Math:

88% Met Standard (Combined STAAR, STAAR A)

31% Level III Advanced

Grade 4 Reading:

92% Met Standard (Combined STAAR, STAAR A)

17% Level III Advanced

Grade 4 Math:

92% Met Standard (Combined STAAR, STAAR A)

30% Level III Advanced

Grade 4 Writing:

81% Met Standard (Combined STAAR, STAAR A)

19% Level III Advanced

Student Achievement Strengths

LVES was the state average in all areas on STAAR Combined, and double digits above state average in all areas of STAAR. Third Grade reading and math Level III Advanced scores increased from STAAR 2015 to STAAR 2016. Fourth Grade math also saw an increase in Level II Advanced scores as well. Teachers continue to use campus developed curriculum documents to guide instruction and develop performance assessments thorughtout units to monitor student progress ongoing throughout the year.

Student Achievement Needs

STAAR A scores were included in our percentages on STAAR 2016. Third grade reading and math scores saw a decrease in STAAR Combined scores on STAAR 2016. Teachers will continue to utilize curriculum documents to ensure that all math and reading standards are being taught and assessed throughout the year.

School Culture and Climate

School Culture and Climate Summary

According to survey data from the 2015-2016 school year, parents feel welcome and involved at Lago Vista Elementary. Parents feel that their child's teacher is responsive to their child's academic needs, as well as communicates effectively and in a timely manner about their child's progress throughout the year.

School Culture and Climate Strengths

Teachers and students enjoy coming to LVES and feel safe while they are here. LVES teachers and staff have a school-wide PBIS system to reward students for displaying our district character traits and following our common area expectations.

School Culture and Climate Needs

Attendance continues to be a concern, as we have a weekly attendance percentage goal of 97%. Most weeks are averaging between 95 and 96%. As a campus, we will continue to communicate with parents the importance of students being in school everyday. Campus administrators will work with parents to develop attendance plans for students that fail to comply with the state mandated attendance law. The campus administrators will continue to communicate with parents weekly via a newsletter and ensure that all parents are receiving communication in a timely manner.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers are provided regular walkthroughs by campus administrators with opportunities for goal setting and self-reflection throughout the school year. Teachers are invited to participate in the interview process and make recommendations for new hires. The weekly staff attendance rate was not collected in past years. New staff are assigned a mentor and there is a monthly check-in with campus administrators for new to district staff. Staff is part of the improvement process by being part of the CIP teams, PBIS teams, and nine weeks reflections and conferences. Teachers are provided staff development during August inservice.

Priorities determined by the needs assessment regarding staff quality, recruitment, and retention include improving communication within the staff, providing support for the needs of professionals within the organization, and making all human resources decisions with the best interests of the students in mind.

Staff Quality, Recruitment, and Retention Strengths

Teachers and staff at LVES continue to feel like they have a part in developing campus goals and initiatives. Campus administrators hold monthly Leadership Team meetings to relay important district and campus information. Classroom teachers are provided with a weekly 50-minute PLC to work on curriculum, creating performance assessments, and analyzing data to drive instruction. Teachers also report that the structure of the recent district wide professional development was engaging because teachers were able to select PD sessions that were meaningful to their content/grade level. Teachers would like to see more professional development offered using that structure.

Staff Quality, Recruitment, and Retention Needs

A continued concern for teachers at LVES is ensuring that pay is competitive with surrounding districts. The Staff Quality, Recruitment, and Retention CIP team will develop protocols to support new to district and new to profession teachers at LVES. Special Education teachers would like to see more professional development opportunites that focus on areas of need for the student population they serve.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities determined by the comprehensive needs assessment related to curriculum, instruction, and assessment include providing programs and instruction that expand programs and services related to tiered interventions and the continued development of a vertically-aligned curriculum and assessments to challenge and address the needs of all students. The 2016-2017 school year will bring NexGen 2.0 to LVES, which means that each classroom will have sets of 10-12 iPads to enhance instruction.

Curriculum, Instruction, and Assessment Strengths

Teachers feel that the curriculum developed by grade level teams is being taught with fidelity and ensures that all TEKS are being covered within the school year. Teachers also feel that grade level developed performance assessments give accurate data on how students are progressing on mastery of TEKS throughout the year, and help the students prepare for the next grade level. Data is entered into Eduphoria and is analyzed weekly, or bi-weekly, by teachers and administrators.

Curriculum, Instruction, and Assessment Needs

District Title 1 funds were re-allocated to address the greatest areas of needs, as determined by the District Comprehensice Needs Assessment. This resulted in the elimination of the Title 1 funded Reading Specialist position at LVES. Teachers and campus administrators will need to ensure that good core instructionis being taught at Tier 1 and that Tier 2 interventions are started early to help students close academic gaps.

Family and Community Involvement

Family and Community Involvement Summary

LVES works very hard to ensure that there are opportunities for family and community involvement. Opportunities to further improve communication include using social media to connect with stakeholders and focusing on meeting the needs of a growing English as a Second Language (ESL) population within the community.

Family and Community Involvement Strengths

Lago Vista Elementary benefits from an extremely active Parent Teacher Organization (PTO) and other parent groups, such as Watch Dogs. There is strong interest from parents to be better informed about campus activities and to be more involved in campus planning. This year, LVISD hired an At-Risk Coordinator to work with all campuses to identifiy and provide support and resources to at-risk students.

Family and Community Involvement Needs

There is a need to better coordinate communication strategies between campuses in order to be more effective with our outreach to families and the community. There is also a need to engage a growing English as a Second Language (ESL) community.

School Context and Organization

School Context and Organization Summary

Priorities identified through the comprehensive needs assessment include planning for scalable growth and transition, ensuring smart and efficient facilities and design, and increasing stakeholder input in the planning and improvement processes. Opportunities include growth in student enrollment, high levels of community support, and high student achievement. Concerns include the ability of the campus to meet student needs with existing resources.

School Context and Organization Strengths

Lago Vista Elementary School has strong community and parent support, a caring staff, and an optimal school size. Many of our families have access to technology at home. The campus schedule has been optimized to allow for Tier II and III instructional interventions, provide time for staff to collaborate during Professional Learning Community (PLC) time, deliver character education and counseling lessons, and meet the enrichment needs of our Gifted and Talented students.

School Context and Organization Needs

Campus administrators will continue to work with district administrators to evaulate the facilty and grounds needs. An area of on-going concern is ensuring the pea gravel on the front playground provides appropriate fall zone coverage under the playground equipment. The campus and district administrators are also looking into ways to alleviate the erosion on the back playground.

Technology

Technology Summary

The start of 2016-2017 school year saw the rollout of K-8 mobile devices, a part of the District's NexGen 2.0 plan. This initiative gave each K-2 classroom a set of 10 iPads, and each 2-3 classroom a set of 12 iPads. Teachers participated in staff development in June 2016 that focused on utilizing the new devices to integrate technology at higher levels in all classrooms.

Technology Strengths

Teachers have a monthly Technology PLC with the campus administrators and Instructionaly Technology Director to discuss how technology.

Greater access to technology in classroom.

Technology Needs

Improved rollout timeline in future years.

Computer lab to be working more efficiently.

More training on how to get apps on the iPads.

Current technology to be kept online and working.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- 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
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure 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: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 1: At least 80% of the kindergarten students will read at an independent level 4 or higher by the end of the 2016-2017 school year.

Evaluation Data Source(s) 1: End of year Development Reading Assessments (DRA) will show a level 4 or higher for at least 80% or more kindergarten students

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Increase fluency at Kindergarten through 2nd grade levels by utilizing Basic Language Skills (BLS) cards for 15 minutes/day.	1, 3, 5, 6	Campus Administrators Classroom Teachers District Dyslexia Coordinator	PLC Agendas Walkthroughs Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Identify and provide targeted, accelerated instruction in small groups in Tier 1 and 2 to students identified as at risk of failure to master reading TEKS.	3, 5	Campus Administrators Classroom Teachers	Monthly RtI Agendas RtI Intervention Plans			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	1, 2, 8	Campus Administrators Classroom Teachers Early Reading Interventionist	Reading ISIP DRA Data RtI Intervention Plans Running Records			
Funding Sources: PIC 24 - Accelerated Education - $1133.33						
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.	1, 3, 5	Campus Administrators Classroom Teachers	Walkthrough Data PLC Agendas Observations			

5) Utilize Early Reading Interventionist to provide Tier 3 reading interventions for students in K-3rd grade who qualify for services based on local criteria.	2, 3, 5	Campus Administrators Early Reading Interventionist	DRA Data I-Station Data Tier 2 RtI Intervention Plans			
Funding Sources: PIC 24 - Accelerated Education						
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1, 3	Campus Administrators Classroom Teachers	Reading A-Z Running Record Data RtI Intervention Plans			
6) Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.	Funding Sources: Fund 211 - Title I, Part A - $633.32					

✔ = Accomplished ◔ = Considerable ◕ = Some Progress ● = No Progress ✖ = Discontinue

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 2: At least 80% of 1st grade students will read at an independent level 16 or higher by the end of the 2016-2017 school year.

Evaluation Data Source(s) 2: End of year Development Reading Assessments (DRA) will show a level 16 or higher for at least 80% or more 1st grade students

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Increase fluency at Kindergarten through 2nd grade levels by utilizing Basic Language Skills (BLS) cards for 15 minutes/day.	1, 3, 5, 6	Campus Administrators Classroom Teachers District Dyslexia Coordinator	PLC Agendas Walkthroughs Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Identify and provide targeted, accelerated instruction in small groups in Tier 1 and 2 to students identified as at risk of failure to master reading TEKS.	3, 5	Campus Administrators Classroom Teachers	Monthly RtI Agendas RtI Intervention Plans			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	1, 2, 8	Campus Administrators Classroom Teachers Early Reading Interventionist	Reading ISIP DRA Data RtI Intervention Plans Running Records			
	Funding Sources: PIC 24 - Accelerated Education - $1133.33					
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.	1, 3, 5	Campus Administrators Classroom Teachers	Walkthrough Data PLC Agendas Observations			

5) Utilize Early Reading Interventionist to provide Tier 3 reading interventions for students in K-3rd grade who qualify for services based on local criteria.	2, 3, 5	Campus Administrators Early Reading Interventionist	DRA Data I-Station Data Tier 2 RtI Intervention Plans			
Funding Sources: PIC 24 - Accelerated Education						
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1, 3	Campus Administrators Classroom Teachers	Reading A-Z Running Record Data RtI Intervention Plans			
6) Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.	Funding Sources: Fund 211 - Title I, Part A - $791.65					

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Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 3: At least 83% of 2nd grade students will read at an independent level 28 or higher by the end of the 2016-2017 school year.

    Evaluation Data Source(s) 3: End of year Development Reading Assessments (DRA) will show a level 28 or higher for at least 80% or more 2nd grade students

    Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Increase fluency at Kindergarten through 2nd grade levels by utilizing Basic Language Skills (BLS) cards for 15 minutes/day.	1, 3, 5, 6	Campus Administrators Classroom Teachers District Dyslexia Coordinator	PLC Agendas Walkthroughs Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Identify and provide targeted, accelerated instruction in small groups in Tier 1 and 2 to students identified as at risk of failure to master reading TEKS.	3, 5	Campus Administrators Classroom Teachers	Monthly RtI Agendas RtI Intervention Plans			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	1, 2, 8	Campus Administrators Classroom Teachers Early Reading Interventionist	Reading ISIP DRA Data RtI Intervention Plans Running Records			
Funding Sources: PIC 24 - Accelerated Education - $1133.33						
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.	1, 3, 5	Campus Administrators Classroom Teachers	Walkthrough Data PLC Agendas Observations			

5) Utilize Early Reading Interventionist to provide Tier 3 reading interventions for students in K-3rd grade who qualify for services based on local criteria.	2, 3, 5	Campus Administrators Early Reading Interventionist	DRA Data I-Station Data Tier 2 RtI Intervention Plans			
	Funding Sources: PIC 24 - Accelerated Education					
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1, 3	Campus Administrators Classroom Teachers	Reading A-Z Running Record Data RtI Intervention Plans			
6) Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.	Funding Sources: Fund 211 - Title I, Part A - $791.65					

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Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 4: At least 75% of 3rd grade students will meet standards on mid-year STAAR benchmarks and on standard 3.13 D.

Evaluation Data Source(s) 4: Mid-year STAAR benchmark scores will show mastery of at least 70% for standard 3.13D for at least 75% or more 3rd grade students.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.	1, 3, 5	Campus Administrators 3rd Grade ELA Classroom Teachers	Walkthrough Data PLC Agendas Observations			
2) Purchase Scholastic News to assist students with TEK 3.13D and nonfiction texts PTO funded this request for 3rd Grade ELA teachers.	1, 5	Campus Administrator 3rd Grade ELA Classroom Teachers	Mid-Year Benchmark Data Lesson Plans PLC Agendas			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Use 3rd Grade Mentoring Minds for high levels of critical thinking to prepare for STAAR and end of unit reading assessments.	1	Campus Administrators 3rd Grade ELA Classroom Teachers	Performance Assessments for Units PLC Agendas			
	Funding Sources: PIC 24 - Accelerated Education - $1614.00					
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.	1, 3	Campus Administrators Classroom Teachers	Reading A-Z Running Record Data RtI Intervention Plans			
	Funding Sources: Fund 211 - Title I, Part A - $474.99					

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 5: At least 90% of all student populations in kindergarten through 3rd grade will score at least a 2 or higher on grade level writing rubrics by end of 2016-2017 school year.

Evaluation Data Source(s) 5: End of year writing rubrics for at least 90% or more Kindergarten through 3rd grade students will show a 2 or higher.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Writing teachers in K-3 will use a grade level appropriate writing rubric to assess writing samples each quarter that are aligned with writing TEKS. Writing samples with attached rubrics will be turned in to campus administrators at the end of each quarter.	3, 5	Campus Administrators Classroom Teachers ELA CIP Team	Writing Rubrics			
2) All K-3 teachers will implement a daily Writer's Workshop utilizing Lucy Calkin's Unit of Study to develop authentic writers.	1, 3, 5	Campus Administrators Classroom Teachers	Unit Organizers PLC Agendas			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 6: Kindergarten students will model the action of joining and separating to represent addition and subtraction by using manipulatives, pictures, and number sentences with at least 85% by the end of the 2016-2017 school year.

    Evaluation Data Source(s) 6: End of year Academic Performance Assessments will show at 85% mastery of addition and subtraction standards.

    Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Daily Guided Math in all K-3 grade classes to practice skills taught in class.	1, 3, 5	Campus Administrators Classroom Teachers	PLC Agendas Lesson Plans - Unit Organizers/Snapshots Walkthrough Data Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Grade levels will use Rocket Math for mastery of basic math facts.	1, 3, 5	Campus Administrators Classroom Teachers Title 1 Math Specialist	Rocket Math Data Observations Walkthrough Data			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Utilize math screeners at beginning, middle, and end of year to determine students needing Title 1 math services.	1, 2, 3, 5	Campus Administrators Classroom Teachers Title 1 Math Specialist	Math Screener Data at BOY, MOY and EOY PLC Agendas			
Screeners: Kinder (MOY)/1st grade: Early Numeracy 2nd: Addition/Subtraction Facts, Quantity Discrimination, Missing Number, Computation 3rd: Addition/Multiplication Facts, Computation	Funding Sources: Fund 211 - Title I, Part A					

Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Campus created math Academic Performance Assessments to be given at beginning, middle and end of year to all K-3 students to determine progress on readiness and supporting math standards	1, 3, 5	Campus Administrators Classroom Teachers Title 1 Math Specialist Math CIP Team	APA Data at BOY, MOY and EOY			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 5) Utilize Title 1 Math Specialist to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.	2, 3, 5	Campus Administrator Title 1 Math Specialist	APA and Screener data to determine students needing Tier 3 intervention Walkthrough Data			
	Funding Sources: Fund 211 - Title I, Part A					
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 6) Staff development for all K-3 teachers on using Guided Math in the classroom, presented by a campus teacher.	1, 3, 6	Campus Administrator Mk Hernandez	August 2016 PD Meeting sign in sheet			
	Funding Sources: Fund 199 - General Fund					
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 7) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	1	Campus Administrators Classroom Teachers	Math ISIP APA Data (BOY, MOY and EOY) Math Screener Data (BOY, MOY and EOY) RtI Intervention Plans			
	Funding Sources: PIC 24 - Accelerated Education - $850.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 7: At least 80% of 1st grade students will master addition fluency facts by the end of the 2016-2017 school year.

Evaluation Data Source(s) 7: End of year Rocket Math data will show that at least 80% of 1st grade students will have mastered addition facts.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Grade levels will use Rocket Math for mastery of basic math facts.	1, 3, 5	Campus Administrators Classroom Teachers Title 1 Math Specialist	Rocket Math data graphs			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Staff Development presented by Title 1 Math Specialist during August 2016 PD week for all K-3 teachers on implementing Rocket Math in all classrooms.	1, 3, 5, 6	Campus Administrators Title 1 Math Specialist	August 2016 PD sign in sheet			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	1	Campus Administrators Classroom Teachers	Math ISIP APA Data (BOY, MOY and EOY) Math Screener Data (BOY, MOY and EOY) RtI Intervention Plans			
		Funding Sources: PIC 24 - Accelerated Education - $850.00				
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Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 8: At least 70% of 2nd grade students will show mastery of solving multi-step word problems involving addition and subtraction within 1,000 by the end of the 2016-2017 school year.

> **Evaluation Data Source(s) 8:** Grade level created performance assessments and campus created end of year Academic Performance Assessments will show at least 70% mastery of addition and subtraction multi-step problems.

> **Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Daily Guided Math in all K-3 grade classes to practice skills taught in class.	1, 3, 5	Campus Administrators Classroom Teachers	PLC Agendas Lesson Plans - Unit Organizers/Snapshots Walkthrough Data Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Grade levels will use Rocket Math for mastery of basic math facts.	1, 3, 5	Campus Administrators Classroom Teachers Title 1 Math Specialist	Rocket Math Data Walkthrough Data Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Staff Development presented by Title 1 Math Specialist during August 2016 PD week for all K-3 teachers on implementing Rocket Math in all classrooms.	1, 3, 5, 6	Campus Administrators Title 1 Math Specialist	August 2016 PD sign in sheet			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Staff development for all K-3 teachers on using Guided Math in the classroom, presented by a campus teacher.	1, 3, 6	Campus Administrators Mk Hernandez	August 2016 PD sign in sheet			

Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1	Campus Administrators Classroom Teachers	Math ISIP APA Data (BOY, MOY and EOY) Math Screener Data (BOY, MOY and EOY) RtI Intervention Plans			
5) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.						
	Funding Sources: PIC 24 - Accelerated Education - $850.00					

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 9: At least 70% of 2nd grade students will show mastery of generating and solving problem situations for a given mathematical number sentence by the end of the 2016-2017 school year.

   Evaluation Data Source(s) 9: Grade level created performance assessments and campus created end of year Academic Performance Assessments will show at least 70% mastery of standards involving problem solving.

   Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Daily Guided Math in all K-3 grade classes to practice skills taught in class.	1, 3, 5	Campus Administrators Classroom Teachers	PLC Agendas Lesson Plans - Unit Organizers/Snapshots Walkthrough Data Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Grade levels will use Rocket Math for mastery of basic math facts.	1, 3, 5	Campus Administrators Classroom Teachers Title 1 Math Specialist	Rocket Math Data Walkthrough Data Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Staff Development presented by Title 1 Math Specialist during August 2016 PD week for all K-3 teachers on implementing Rocket Math in all classrooms.	1, 3, 5, 6	Campus Administrators Title 1 Math Specialist	August 2016 PD sign in sheet			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Staff development for all K-3 teachers on using Guided Math in the classroom, presented by a campus teacher.	1, 3, 6	Campus Administrators Mk Hernandez	August 2016 PD sign in sheet			

Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2	1	Campus Administrators Classroom Teachers	Math ISIP APA Data (BOY, MOY and EOY) Math Screener Data (BOY, MOY and EOY) RtI Intervention Plans			
5) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.		Funding Sources: PIC 24 - Accelerated Education - $0.00				

✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 10: Third grade students will be able to solve multi-step problems with at least 80% accuracy by the end of the 2016-2017 school year.

Evaluation Data Source(s) 10: Grade level created performance assessments will show at least 80% mastery of standards involving multi-step problems.

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Daily Guided Math in all K-3 grade classes to practice skills taught in class.	1, 3, 5	Campus Administrators Classroom Teachers	PLC Agendas Lesson Plans - Unit Organizers/Snapshots Walkthrough Data Observations			
2) Staff development for all K-3 teachers on using Guided Math in the classroom, presented by a campus teacher.	1, 3, 6	Campus Administrators Mk Hernandez	August 2016 PD sign in sheet			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 11: Third grade students will increase mastery of Readiness standards scoring below 60% to at least 70% or higher by the end of the 2016-2017 school year.

Evaluation Data Source(s) 11: Grade level created performance assessments will show that at least a 10% increase on readiness standards.

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 1 CSF 2 1) Daily Guided Math in all K-3 grade classes to practice skills taught in class.	1, 3, 5	Campus Administrators	PLC Agendas Lesson Plans - Unit Organizers/Snapshots Walkthrough Data Observations			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Use Mentoring Minds for high levels of critical thinking to prepare for STAAR and end of unit math assessments.	1, 3, 5	Campus Administrator 3rd Grade Math Teachers	Grade level created Performance Assessments BOY and MOY APA Data STAAR 2017 Math results			
		Funding Sources: PIC 24 - Accelerated Education - $1614.00				
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	1	Campus Administrators Classroom Teachers	Math ISIP APA Data (BOY, MOY and EOY) Math Screener Data (BOY, MOY and EOY) RtI Intervention Plans			
		Funding Sources: PIC 24 - Accelerated Education - $850.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 12: All Special Education and ESL students in 1st through 3rd grade will increase their Academic Performance Assessment (APA) score by at least 20% by the end of the 2016-2017 school year.

> **Evaluation Data Source(s) 12:** All Special Education and ESL students will increase their APA score by 10% on the middle of the year APA, and by an additional 10% on the end of the year APA.

> **Summative Evaluation 12:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) ESL Teachers will implement and document linguistic accommodations for all ESL students in curriculum documents.	3, 5, 8	ESL Teachers ESL District Coordinator	Unit Organizers and Snapshots			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) General Education teachers and Special Education teachers will meet monthly to discuss special education students' progress on IEP goals, and review services and accommodations.	3, 8	Classroom Teachers Special Education Teachers	Monthly dates scheduled on Google Calendar			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.	1, 3	Campus Administrators Classroom Teachers	Reading A-Z Running Record Data RtI Intervention Plans			
	Funding Sources: Fund 211 - Title I, Part A - $633.39					
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						
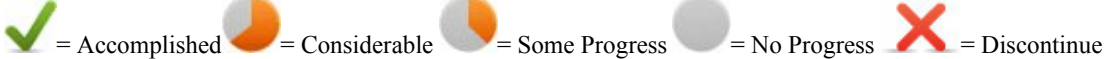
Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 13: All 3rd grade students will participate in the Fitness Gram to assess physical fitness.

Evaluation Data Source(s) 13: End of year Fitness Grams will show that at 80% of 3rd grade students are within normal ranges for each section of the Fitness Gram.

Summative Evaluation 13:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) 3rd Grade students will participate in yearly Fitness Gram assessment.	3, 5	PE Teacher School Nurse	End of year Fitness Gram results			
✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 2: Learning Environment:
Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 1: Increase all students' typing proficiency and introduce digital citizenship in order to prepare students to be successful in a NexGen classroom.

Evaluation Data Source(s) 1: TypingClub.com reports will show that students in grades kindergarten through 3rd grade are mastering typing skills with at least 70% accuracy.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) LVES will provide a daily 50-minute technology class rotation with Director of Technology that uses TypingClub.com.	1, 3	Campus Administrators Director of Technology	Walkthrough Data TypingClub Reports			
2) Through the NexGen 2.0 initiative, teachers will enrich the curriculum with an increase number of iPads in all K-3 classrooms and provide introductory lessons on Digital Citizenship.	1, 3	Campus Administrators Director of Technology Technology CIP Team	Lesson Plans - Unit Organizers/Snapshots Monthly Technology PLC Agendas Walkthrough Data			
✔ = Accomplished　　 = Considerable　　 = Some Progress　　 = No Progress　　✖ = Discontinue						

Goal 2: Learning Environment:

Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 2: Teachers and students will increase the integration of technology at the Augmentation level by at least 5% each month.

Evaluation Data Source(s) 2: Monthly walkthrough data will show at least a 5% increase at the Augmentation level.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) K-4 teachers will utilize specific technology skills checklist to ensure that students are meeting technology TEKS.	1, 3, 5	Campus Administrator Classroom Teachers	Lesson Plans - Unit Organizers/Snapshots Monthly Technology PLC Agendas Walkthrough Data Computer Lab Sign ups			
2) K-3 Teachers will work with the Technology department on a process for purchasing Apps for iPads to further technology integration in the classroom.	1, 3	Campus Administrators Classroom Teachers Director of Technology	App Request Form			
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 2: Learning Environment:

Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 3: Students will demonstrate awareness of the diverse cultures in our community, country, and world.

Evaluation Data Source(s) 3: Quarterly administrator checks of grade level curriculum documents will show that social studies TEKS are included.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Students will demonstrate awareness of the diverse cultures in our community, country and world through instructional activities aligned with grade level TEKS.	3, 5	Classroom Teachers	Lesson Plans - Unit Organizers/Snapshots PLC Agendas Walkthrough Data			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 2: Learning Environment:
Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 4: Students will understand and demonstrate good citizenship.

Evaluation Data Source(s) 4: Weekly parent and staff newsletter will report progress of quarterly school-wide goal of how many Golden Tickets have been earned.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 6 1) Develop knowledge and understanding of personal citizenship and character development through lessons based on the monthly character trait.	1, 3	Campus Administrators Classroom Teachers Counselor	PBIS Strategies Common Area Expectations School-wide and grade level goals posted in main hallways			
Critical Success Factors CSF 6 2) School Counselor will provide daily 50-minute guidance lessons that focuses on the monthly character trait.	1, 3	Campus Administrator Counselor	Master Schedule Guidance PLC Lesson Plans			
Critical Success Factors CSF 6 3) All students in Kindergarten through 3rd grades will participate in Red Ribbon Week activities.	3	Campus Administrators Classroom Teachers Counselor	Red Ribbon Week activities Daily Themes Daily Announcements Pledge signed by all students and faculty			
Critical Success Factors CSF 6 4) School-wide Golden Ticket positive behavior system that recognizes students for demonstrating character traits and being respectful, responsible, and safe.	1, 3	Campus Administrators Classroom Teachers	Weekly goal update in parent and staff newsletter			
Critical Success Factors CSF 6 5) Investigate implementing a Culture of Caring (C Squared) Club to educate the campus on bullying and how to build a culture of kindness. This is part of the No Place For Hate initiative to stop bullying.	3, 7	Campus Administrators School Climate and Parent Involvement CIP Team Counselor	School Climate and Parent Involvement CIP Team agenda			

Critical Success Factors CSF 6 6) Ensure that the Crisis Intervention Team is trained annually in SAMA to safely de-escalate students who are physically aggressive.	3, 6	Campus Administrator District SAMA Trainer Crisis Intervention Team	SAMA Training Dates on Google Calendar SAMA Training Sign-In SAMA Certifications
Critical Success Factors CSF 6 7) Utilize weekly Lunch Bunch sessions with counselor to work on social skills and peer relationships for students who receive 2 or more office referrals.	1, 3	Campus Administrators Classroom Teachers Counselor	Permission Slips for Lunch Bunch Office Referral Data RtI Intervention Plans in Aware
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue

Goal 2: Learning Environment:

Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 5: Maintain a weekly attendance average of 97% or higher.

    Evaluation Data Source(s) 5: Weekly Attendance reported in Parent and Staff Newsletter will be at an average of 97% or higher.

    Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 4 1) Report monthly attendance average to school board during Principal's report.	7	Campus Administrators Campus Registrar	Monthly school board power point			
Critical Success Factors CSF 4 CSF 5 2) Report weekly attendance average in Friday's parent newsletter.	7	Campus Administrator	LVES Weekly with attendance average			
Critical Success Factors CSF 4 CSF 5 3) Use ParentLink to communicate daily absences to parents.	7	Campus Administrators Campus Registrar/Attendance Clerk	Parent Link Reports			
Critical Success Factors CSF 4 CSF 5 4) Campus Administrators will meet with parents and District At-Risk Coordinator who have students with excessive absences to develop an attendance intervention plan to ensure that students do not fall behind academically due to absences.	7	Campus Administrators District At-Risk Coordinator	Attendance Letters Attendance Plans			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 3: College & Career Readiness:
Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 1: Increase students' awareness of college and career choices

Evaluation Data Source(s) 1: 100% of Weekly newsletters will reflect College Day announcements.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Students and staff will participate in District-wide weekly College Day by wearing a college shirt.	3	Campus Administrators Classroom Teachers	Weekly LVES Newsletter			
2) Investigate a College and Career Fair hosted by 3rd Grade students, and led by campus counselor, to promote career and college choices.	1, 3, 5, 7	Campus Administrators 3rd Grade Teachers Counselor	Date on Google calendar			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 4: High Quality Staff:

Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 1: Ensure that LVES recruits and retain highly qualified professionals.

Evaluation Data Source(s) 1: 100% of teachers' SBEC certifications will show appropriate certification.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 7 1) Provide new teacher training and a mentorship program to support new teachers in the classroom on district and campus instructional initiatives such as walkthroughs, technology, Fundamental Five, PBIS.	6	Campus Administrators District Administrators	New Teacher August PD Agenda Monthly New Teacher Check-ins			
2) Ensure that all teachers' certifications, testing, staff development, and service records prior meet highly qualified status prior to hiring.	6	Campus Administrators	Employee Hiring Recommendation Forms SBEC Certifications			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Goal 4: High Quality Staff:

Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 2: Provide high quality professional development to ensure that best practices in instruction are occurring in all classrooms.

    Evaluation Data Source(s) 2: 100% of professional development hours requested through Eduphoria align with campus and district instructional practices.

    Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 7 1) Assist all core content teachers in maintaining yearly 6-hour GT update through professional development opportunities within the district.	6	Campus Administrator	Faculty Meeting sign-in sheets Training certificates submitted in Eduphoria			
Critical Success Factors CSF 7 2) Through professional development opportunities, ensure that 100% of core content teachers have acquired the initial 30-hour GT training.	6	Campus Administrator	Training certificates submitted in Eduphoria Service records			
Critical Success Factors CSF 7 3) Provide each grade level with a weekly 50-minute PLC time to create end of unit performance assessments, analyze data and participate in professional development opportunities.	6	Campus Administrators Classroom Teachers	Weekly PLC Agendas			
Critical Success Factors CSF 7 4) Utilize the Instructional Technology Director to meet with K-3 teams monthly in a PLC meeting to discuss technology integration in the classroom	6	Campus Administrators Classroom Teachers Instructional Technology Director	Monthly Technology PLC Agendas			
Critical Success Factors CSF 7 5) Participate in a book study using the book Mindset by Carol Dweck to help teachers meet the needs of all students (Book study will start with Leadership Team first)	1, 6	Campus Administrators Campus Leadership Team	Leadership Team Agendas			
	Funding Sources: Fund 199 - General Fund - $86.40					

Critical Success Factors CSF 3 CSF 7 6) Members of the campus Leadership Team will attend the PLC conference in San Antonio to better structure our PLC time	6	Campus Administrators Campus Leadership Team	PLC Conference Notes PLC Agendas Dates on Google calendar			
	Funding Sources: Fund 199 - General Fund - $3894.00					
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 5: Family & Community Engagement:
Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1: Provide on-going opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students.

Evaluation Data Source(s) 1: 100% of parent involvement opportunities will have sign-ins and agendas.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 5 1) Schedule quarterly meetings for parents of English Language Learners to encourage parent involvement and provide parent training.	2, 7	Campus Administrator District ESL Coordinator	Meeting Agendas 4 dates scheduled on Google Calendar Sign-in sheets			
Critical Success Factors CSF 5 2) Schedule meetings for parents of Title 1 Math students to encourage parent involvement and provide training.	2, 4, 7	Campus Administrators Title 1 Math Specialist	Meeting Agendas Sign-In Sheets 2 dates scheduled on Google Calendar - one in Fall/one in Spring Title 1 Compact and Parent Involvement			
Critical Success Factors CSF 5 3) Provide two Early Release days for Parent/Teacher Conferences to discuss student progress and goals.	7	Classroom Teachers	Conference Forms submitted to Campus Administrators Early Release dates scheduled on District Calendar - October 28, 2016 and January 27, 2017			
Critical Success Factors CSF 5 4) Work with Aramark Food Services to host annual Grandparents Day Luncheon.	7	Campus Administrators Aramark Food Services Director	Dates on Google Calendar September 12 and 13, 2016			
Critical Success Factors CSF 5 5) Work with Aramark Food Services to host annual Thanksgiving Luncheon for parents and families in November.	7	Campus Administrators Aramark Food Services Director	Dates on Google Calendar - TBD			

Critical Success Factors CSF 5 6) Incoming Kindergarten students are invited to attend a 2-hour Kinder Camp prior to the start of school to meet kindergarten teachers and learn about kindergarten expectations.	7	Campus Administrator Kindergarten Teachers	Date on Google Calendar - August 12, 2016 Agenda Parent Sign-in
Critical Success Factors CSF 5 7) Collaborate with PTO to recruit parent volunteers, fundraise, host events such as Jog-A-Thon, Spring Fling, Watch DOGS, and host monthly meetings to encourage parent involvement in school.	7	Campus Administrator PTO Board Members	Monthly dates on Google Calendar PTO Agendas
Critical Success Factors CSF 5 8) Plan and host a Math Night and Literacy Night, targeting families with students in Title 1 Math and Tier 3 reading interventions, to provide parents with games and strategies to use at home when working with their child.	2, 3, 7	Campus Administrator Classroom Teachers Title 1 Math Specialist Early Reading Interventionist	Math Night - Fall 2016 - TBD Literacy Night - Spring 2017 - TBD Agendas Parent Sign-ins
Critical Success Factors CSF 5 9) Work with the SHAC committee to ensure that our campus is implementing a health education program, maintaining a safe and healthy school environment (playground, following school/district health policies).	7	Campus Administrators SHAC Members	SHAC dates on Google calendar SHAC Meeting Agendas and Sign In

= Accomplished   = Considerable   = Some Progress   = No Progress   = Discontinue

Goal 6: Planning & Decision-Making:

Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

Performance Objective 1: Utilize Campus Leadership Team to communicate district and campus initiatives to all campus staff.

Evaluation Data Source(s) 1: 100% of the Leadership Team agendas will reflect discussion items that correlate to LVISD NexGen Learning Model.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 3 1) Hold monthly Leadership Team meetings (consisting of Grade Level Reps, Title 1 Specialist, Special Education teacher, District ESL Coordinator, Specials Teacher Rep, Campus Administrators) to discuss curriculum and instruction, campus budget, and district initiatives.	7	Campus Administrators Campus Leadership Team Members	Monthly dates on Google calendar Leadership Agendas			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 6: Planning & Decision-Making:
Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

Performance Objective 2: Utilize Campus Educational Improvement Committee (CEIC) to effectively communicate district and campus initiatives to community stakeholders.

Evaluation Data Source(s) 2: 100% of the CEIC agendas will reflect discussion items that correlate to campus and district goals and strategies.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 2 CSF 5 1) Hold quarterly CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.	7	Campus Administrators CEIC Members	Meeting Agendas Sign-In sheets Dates on Google Calendar			
Critical Success Factors CSF 2 CSF 5 2) Campus Administrators will hold a public meeting after receipt of the annual campus rating from TEA is released to discuss the performance of the campus and campus performance objectives.	7	Campus Administrator	Date on Google Calendar Invitation in LVES Weekly Meeting Agenda and Sign in			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Increase fluency at Kindergarten through 2nd grade levels by utilizing Basic Language Skills (BLS) cards for 15 minutes/day.
1	1	2	Identify and provide targeted, accelerated instruction in small groups in Tier 1 and 2 to students identified as at risk of failure to master reading TEKS.
1	1	3	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	1	4	Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.
1	1	6	Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.
1	2	1	Increase fluency at Kindergarten through 2nd grade levels by utilizing Basic Language Skills (BLS) cards for 15 minutes/day.
1	2	2	Identify and provide targeted, accelerated instruction in small groups in Tier 1 and 2 to students identified as at risk of failure to master reading TEKS.
1	2	3	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	2	4	Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.
1	2	6	Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.
1	3	1	Increase fluency at Kindergarten through 2nd grade levels by utilizing Basic Language Skills (BLS) cards for 15 minutes/day.
1	3	2	Identify and provide targeted, accelerated instruction in small groups in Tier 1 and 2 to students identified as at risk of failure to master reading TEKS.
1	3	3	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	3	4	Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.
1	3	6	Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.
1	4	1	Reading teachers in K-3 will continue to instruct students on instructional reading level through daily guided reading groups.
1	4	3	Use 3rd Grade Mentoring Minds for high levels of critical thinking to prepare for STAAR and end of unit reading assessments.
1	4	4	Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.

Goal	Objective	Strategy	Description
1	6	1	Daily Guided Math in all K-3 grade classes to practice skills taught in class.
1	6	2	Grade levels will use Rocket Math for mastery of basic math facts.
1	6	3	Utilize math screeners at beginning, middle, and end of year to determine students needing Title 1 math services. Screeners: Kinder (MOY)/1st grade: Early Numeracy 2nd: Addition/Subtraction Facts, Quantity Discrimination, Missing Number, Computation 3rd: Addition/Multiplication Facts, Computation
1	6	4	Campus created math Academic Performance Assessments to be given at beginning, middle and end of year to all K-3 students to determine progress on readiness and supporting math standards
1	6	5	Utilize Title 1 Math Specialist to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.
1	6	6	Staff development for all K-3 teachers on using Guided Math in the classroom, presented by a campus teacher.
1	6	7	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	7	1	Grade levels will use Rocket Math for mastery of basic math facts.
1	7	2	Staff Development presented by Title 1 Math Specialist during August 2016 PD week for all K-3 teachers on implementing Rocket Math in all classrooms.
1	7	3	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	8	1	Daily Guided Math in all K-3 grade classes to practice skills taught in class.
1	8	2	Grade levels will use Rocket Math for mastery of basic math facts.
1	8	3	Staff Development presented by Title 1 Math Specialist during August 2016 PD week for all K-3 teachers on implementing Rocket Math in all classrooms.
1	8	4	Staff development for all K-3 teachers on using Guided Math in the classroom, presented by a campus teacher.
1	8	5	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	9	1	Daily Guided Math in all K-3 grade classes to practice skills taught in class.
1	9	2	Grade levels will use Rocket Math for mastery of basic math facts.
1	9	3	Staff Development presented by Title 1 Math Specialist during August 2016 PD week for all K-3 teachers on implementing Rocket Math in all classrooms.
1	9	4	Staff development for all K-3 teachers on using Guided Math in the classroom, presented by a campus teacher.

Goal	Objective	Strategy	Description
1	9	5	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	10	1	Daily Guided Math in all K-3 grade classes to practice skills taught in class.
1	11	2	Use Mentoring Minds for high levels of critical thinking to prepare for STAAR and end of unit math assessments.
1	11	3	Utilize I-Station resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.
1	12	1	ESL Teachers will implement and document linguistic accommodations for all ESL students in curriculum documents.
1	12	2	General Education teachers and Special Education teachers will meet monthly to discuss special education students' progress on IEP goals, and review services and accommodations.
1	12	3	Implement Reading A-Z and RAZ Kids as an intervention resource in all K-3 classrooms to assess students' fluency and comprehension at multiple points throughout the quarterly grading periods.

State Compensatory

Budget for Lago Vista Elementary School:

Account Code	Account Title	Budget
6300 Supplies and Services		
199-11-6399	6399 General Supplies	$11,000.00
	6300 Subtotal:	**$11,000.00**

Title I

Targeted Assistance Program Plan

The Targeted Assistance Program Plan for Lago Vista Elementary School incorporates the following eight components of a Targeted Assistance program:

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Program resources are used to help participating children meet state academic achievement standards through pull-out programs and inclusion. Students are identified through various assessments and teacher observation. Once students are identified as having concerns, the student assistance team meets to discuss needs and interventions for that student. Some of the interventions that are provided are:

- Title I Math
- Intervention resources for content areas
- Embedded Intervention Tutoring/RtI
- Case management

2: Incorporate Title Planning into Existing School Planning

Planning for identified students is incorporated into existing school planning through Response to Intervention Team (RtI) meetings. This group consists of the principal, counselor, assistant principal, instructional specialists, and classroom teachers. The campuses meets iweekly to discuss needs of students and provide interventions for those needs.

3: Use of Effective Methods and Instructional Strategies

Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program of the school and gives primary consideration to providing extended learning time. Effective use of PLC time helps teachers work together to provide an accelerated, high quality curriculum.

4: Coordinate with and Support Regular Educational Program

Each Targeted Assistance program is coordinated with and supports regular education programs. This includes services to assist preschool children in the transition from early childhood programs to elementary programs. All assistance programs are provided on an as needed basis with the goal being to keep students in their regular education programs as much as possible.

5: Instruction by Highly Qualified Teachers

All staff members of Lago Vista Elementary, both certified and paraprofessionals, satisfy the standards of being highly qualified under the Every Student Succeeds Act (ESSA).

6: Professional Development

Opportunities for professional development are offered and encouraged. Teachers who experience new training share their expertise in faculty meetings and campus staff development with the rest of the faculty.

7: Strategies to Increase Parental Involvement

Strategies to increase parental involvement are used and provided. The family events committee sponsors events such as:

- Meet the Teacher Night
- Watch DOGS
- Fall and Spring Book Fairs
- Jog-A-Thon
- Spring Learning Showcase
- Ocean Week
- Quarterly ESL Parent Meetings
- Quarterly Parent Coffee Chats with Campus Administrators
- Parent-Teacher Conferences

8: Coordination with Other Programs

Federal, state, and local services and programs are coordinated and integrated with the Targeted Assistance program.

Title I Personnel

Name	Position	Program	FTE
Latasha Pharris	Math Specialist	Title I Math	.5
Scottie Johnson	Student & Family Support Coordinator	Student & Family Support Services	.18

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Michelle Jackson	Principal
Administrator	Eric Holt	Assistant Principal
Business Representative	David Barclay	All State Insurance
Classroom Teacher	Chelsey Jimenez	2nd Grade Teacher
Classroom Teacher	Marie Simons	1st Grade Teacher
Community Representative	Marco Jimenez	Community Representative
Non-classroom Professional	LaTasha Phariss	Title 1 Math Specialist
Parent	Lauren Gerace	Parent