

Lago Vista Independent School District
Lago Vista Intermediate School
2016-2017 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Lago Vista Intermediate School will continue to establish a tradition of excellence by providing engaging curriculum and instruction that encourages collaboration, communication, and critical thinking. We will lead educational innovation in technology and foster community partnerships that create a community of learners dedicated to promoting high expectations and achievement for all students.

Vision

The Lago Vista Intermediate School community is committed to providing a safe, collaborative and enriching environment. We are dedicated to empowering scholars in a rigorous educational program. Staff, parents, and scholars are accountable and share responsibility for student achievement.

Value Statement

Our Journey Begins...Every Child, Every Chance, Every Day!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student demographic breakdown for the District's September 2016 enrollment was: White 73.8%, Hispanic 20.9%, African American <1%, Asian <1%, Two or More Races 3.6%, and Other <1%. In September 2016, Lago Vista ISD had an English as a Second Language (ESL) population of 5.3%, a Special Education population of 9.1%, and a Gifted and Talented Population of 7.3%. On that same report, 26.3% of the students were classified as economically disadvantaged.

The student demographic breakdown for the Lago Vista Intermediate for September 2016 enrollment was: White 74.6%, Hispanic 19.8%, African American <1%, and Two or more races 4.3%. In September of 2016, LVIS had an ESL population of 7.8%, a Special Education population of 6.9%, a G/T population of 8.2%, and Economically Disadvantaged population of 27.2%.

Student Achievement

Student Achievement Summary

2016 STAAR Results:

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

Grade 5 Reading:

87% Met Standard (Combined STAAR, STAAR A)

30% Level III Advanced

Grade 5 Math:

79% Met Standard (Combined STAAR, STAAR A)

12% Level III Advanced

Grade 5 Science:

85% Met Standard (Combined STAAR, STAAR A)

12% Level III Advanced

Student Achievement Strengths

Fourth grade STAAR Scores increased in Level II Advanced scores in Reading, Math and Writing. Fourth Grade Teachers will continue to use campus developed curriculum documents to guide instruction and develop performance assessments throughout units to monitor student progress ongoing throughout the year. Fifth grade Reading percentage remained the same from 2014-2016. Fifth grade science increased from an 81% to a 85% for Level II for all students.

Student Achievement Needs

Fifth Grade Math performed below state average. Fifth grade math went from 82% passing at Level II with a 17% performing at Level III to 79% with a 12% Level III performance. We will need to improve Tier 1 and 2 instruction and look at our curriculum resources for grade 5 math.

School Culture and Climate

School Culture and Climate Summary

Lago Vista Intermediate School is a new campus for our district. We have worked diligently to set up structures and systems that will ensure that student, staff, and the community feel safe and supported at LVIS. Our goals are to provide a safe, pleasant and inviting environment for our staff, parents, and students. We have a half-time counselor providing guidance lessons and emotional support for students and staff. We have a full time registered nurse to help keep our students healthy.

School Culture and Climate Strengths

Staff has a strong community which enhances the team approach at the campus level.

Staff uses technology as a tool for instruction and share with one another new trends and findings.

We have high standards and expectations for student achievement academically and behaviorally.

We have scheduled weekly PLC meeting and opportunities for collaborative planning.

We have implemented PBIS to set clear behavior expectations and give the campus a common expectation.

School Culture and Climate Needs

Plan special appreciation notes and treats to share with staff monthly.

Plan events to help increase parent involvement and support.

Survey staff, students and community stakeholders to track climate improvement and concerns.

Evaluate ways to foster a positive school culture.

Encourage parent volunteers through events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We opened the campus this year with current teachers and staff from other campuses in the district. We have no new employees on our campus this school year. Our objective is to provide our teachers adequate support and constructive feedback to build a positive learning community which fosters creativity and new ideas.

Staff Quality, Recruitment, and Retention Strengths

All staff members are highly qualified.

We have 9 teachers that are ESL certified.

A wide range of experienced teaching staff.

Staff Quality, Recruitment, and Retention Needs

We need a staff member that can support our Tier 3 Reading students.

We would benefit from bilingual personnel on campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lago Vista Intermediate School has Professional Learning Communities that provide a collaborative setting for teachers to align curriculum. Through the collaborative process, we have identified areas of weakness and have targeted action plans to provide adequate staff development opportunities, training/workshop, constructive feedback, and academic planning opportunities.

Curriculum, Instruction, and Assessment Strengths

Teachers share their expertise by leading academic workshops to assist their colleagues on strategies to increase student success.

Professional Learning Communities meetings allow teachers time to desegregate data, conduct thorough TEK studies, and academically plan for their student needs.

Every third week, PLCs meetings are devoted to technology integration. Technology integration specialist facilitates meeting to showcase innovative ways that teachers are using their IPADs and other resources, provides new ideas/new learning, and trouble shots problems that arise with our first year one-to-one IPAD classroom access.

Curriculum, Instruction, and Assessment Needs

Provide continual support to teaching staff on small-group instruction, intervention, and classroom management.

Develop a campus intervention plan to increase critical thinking and problem solving skills.

Family and Community Involvement

Family and Community Involvement Summary

Lago Vista Intermediate School strongly believes that family and community support is vital to the success of the campus. We promote many efforts to cultivate a welcoming environment for everyone that enters our doors. We maintain a campus calendar of important events and activities that support the essential for the school, home, and community connection. We promote and advertise our events on the campus marquee, weekly newsletter, parent connect, and Facebook.

Family and Community Involvement Strengths

We encourage the use and support setting up Parent Connect for all parents.

We advertise upcoming events and activities through various means.

We held a Parent Information Night to educate parents on strategies to help them guide their students toward success.

We held a well attended Meet the Teacher Event.

Family and Community Involvement Needs

Hold a Family Math and Science Night

Hold Muffins for Moms and Donuts for Dads

CIP Parent Meeting for our Safety Volunteer Program

Hold two Choir Program during the year

Advertise PTO Meetings and opportunities to volunteer

School Context and Organization

School Context and Organization Summary

We have many practices in place that provide a safe and secure environment for our staff and students. We follow a Code of Conduct and School-wide Discipline Management Plan. We have teachers that have been trained in SAMA and all staff have completed Bullying Identification and Prevention Training annually. We perform regular drills based on emergency procedures and emergency drills. The school has a Raptor System that screens visitors to the building.

School Context and Organization Strengths

We have an active PBIS that establishes campus expectations and maintains consistency throughout the building.

The campus schedule has been created to maximize instructional time.

Teachers are involved in the decision-making process as a team and the grade level team leaders are given the flexibility in facilitating PLCs, as needed.

School Context and Organization Needs

We need to establish a campus booster club or PTO. We are currently part of the middle school PTO.

Technology

Technology Summary

LVIS is in its first year of implementation of one-to one initiative with class sets of IPADs. Teachers are using Google Classroom as a mode to deliver instruction, as appropriate. We have schedule Technology PLCs monthly to help teachers integrate technology as a seamless tool for students and teachers.

Technology Strengths

The campus has projectors, elmos, and class sets of Ipads in each classroom.

We have a MAC Lab for student use.

Technology Needs

We need additional Promethean boards in some classrooms.

We need working sets of headphones or ear buds for student use.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Special education 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- 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
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices
- Other additional data

Goals






Goal 1: Curriculum, Instruction, and 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: All lesson plans will be created in alignment with state standards, assessment, and cultural relevancy.

Evaluation Data Source(s) 1: All standards-based unit maps and snapshots will be completed by the end of the school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will create, utilize, and update unit plans for each subject they teach.</p>	2, 3	Teachers and Principal	Unit plans for each subject submitted quarterly.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Track student growth with performance assessments to assess TEKS taught and skills mastered.</p>	2, 3	Teachers, Principal, Math Interventionist (math only)	End of Unit Performance Assessments; STAAR Assessments (Reading, Math, Writing, and Science)			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Identify and provide targeted, accelerated instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS.</p>	3, 4, 5, 8	Teachers and Principal	RTI Plans; Progress Monitoring Data; Walk-through Data			
<p>Critical Success Factors CSF 1</p> <p>4) Teachers regularly demonstrate all aspects of "HEAT" to increase rigor in curriculum: Higher Order Thinking, Engaged Learning, and Technology Integration.</p>	1, 3, 5	Principal, Integration Technology Specialist, Team Leaders, Teachers	Walk-through and observations demonstrate evidence of "HEAT"; Lesson framing and advanced inquiry			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: Curriculum, Instruction, and 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: Statistical increase in passing rates and commended rates in STAAR Writing.

Evaluation Data Source(s) 2: 90% or better in passing rate in grades 4 STAAR Writing and increase in average benchmarks.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Use Mentoring Minds for high level critical thinking to prepare for STAAR and end of unit assessments in reading, math, writing, and science.</p>	1, 3	Teachers and Principal	STAAR 2017 Results; End of Unit Assessment Results			
Funding Sources: Fund 211 - Title I, Part A - \$433.00, PIC 24 - Accelerated Education - \$978.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Utilize Mentoring Minds - Motivation Writing materials for higher levels of critical thinking to prepare for unit writing assessment and STAAR Writing Assessment for Grade 4.</p>	1, 3	Principal	STAAR Writing Assessments; Unit Assessments			
Funding Sources: PIC 24 - Accelerated Education - \$1466.00						
<p>Critical Success Factors CSF 1</p> <p>3) Teachers regularly demonstrate all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working on in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.</p>	3, 5	Principal and Team Leaders	Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Teachers use formative assessments to inform instruction. Data from Unit assessment, benchmarks, and state assessment drive curriculum and inform instruction.</p>	3	Principal and Teachers	Updated Unit Plans; Formative Assessments			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Curriculum, Instruction, and 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: Statistical increase in passing rates and commended rates in STAAR Reading.

Evaluation Data Source(s) 3: 90% or better in passing rate in grades 4-5 STAAR Reading and increase in average benchmarks.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Use Mentoring Minds for high level critical thinking to prepare for STAAR and end of unit assessments in reading, math, writing, and science.</p>	1, 3	Teachers and Principal	STAAR 2017 results; End of Unit Assessment Results; Formative Assessments			
Funding Sources: Fund 211 - Title I, Part A - \$433.00, PIC 24 - Accelerated Education - \$978.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>2) Identify and provide targeted, accelerated instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS.</p>	1, 2, 3	Teachers and Principal	RtI Plans; Progress Monitoring Data; Walk-through Data			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Utilize IStation resource to identify and provide targeted, accelerated instruction for struggling readers for Tier 2 and 3 interventon.</p>	1, 3	Teachers and Principal	IStation Assessment Data Reports			
<p>Critical Success Factors CSF 1</p> <p>4) Teachers regularly demonstrate all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working on in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.</p>	1, 3, 5	Principal and Team Leaders	Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers use formative assessments to inform instruction. Data from unit assessment, benchmarks, and state assessment drive curriculum and inform instruction.</p>	3	Principal and Teachers	Updated Unit Plans; Formative Assessments			

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

Goal 1: Curriculum, Instruction, and 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: Statistical increase in passing rates and commended rates in STAAR Math.

Evaluation Data Source(s) 4: 90% or better in passing rate in grades 4-5 STAAR Math and increase in average benchmarks.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Use Mentoring Minds for high level critical thinking to prepare for STAAR and end of unit assessments in reading, math, writing, and science.</p>	1, 3	Teachers and Principal	STAAR 2017 Results; End of unit Assessment Results			
Funding Sources: Fund 211 - Title I, Part A - \$434.00, PIC 24 - Accelerated Education - \$978.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Identify and provide targeted, accelerated instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS.</p>	2, 3	Teachers and Principal	RtI Plans; Progress Monitoring Data; Walk-through Data			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>3) Utilize Title 1 Math Interventionist to provide Tier 3 math interventions for students in Grades 4-5 who qualify for services based on criteria.</p>	1, 2, 3	Principal and Math Interventionist	Universal Screening Data, Walkthrough Data; Progress Monitoring Data			
<p>Critical Success Factors CSF 1</p> <p>4) Teachers regularly demonstrate all aspects of the Fundamental 5 critical practices for teaching: Small Group Purposeful Talk, Working on in the Power Zone, Framing the Lesson, Critical Writing, and Recognition/Reinforcement.</p>	3	Principal and Team Leaders	Walkthroughs and snapshots throughout the year should demonstrate evidence of all 5 practices.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers use formative assessments to inform instruction. Data from Unit assessment, benchmarks, and state assessment drive curriculum and inform instruction.</p>	3	Principal and Teachers	Updated Unit Plans; Formative Assessments			

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


Goal 1: Curriculum, Instruction, and 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: Accelerated Learning programs for at-risk students will be effectively tied to individual student needs.

Evaluation Data Source(s) 5: Students served in Tier 2 and Tier 3 will have a 90% passing rate in content classes and increasing progress of benchmarks.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will utilize Intervention Time to provide remedial instruction to fill gaps for at-risk students.</p>	1, 2, 3	Principal and Teachers	Increased number of students meeting mastery of TEKS on assessments; Intervention Smart Goals; Progress Monitoring			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>2) RtI meetings will be held to meet on students who are at-risk of not meeting mastery of standards.</p>	3, 5	Principal and Teachers	A decrease on students will be identified as-risk of not mastering grade level TEKS; Intervention Smart Goals; Progress Monitoring			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>3) Teacher will document intervention strategies using Aware.</p>	3, 5	Principal and Teachers	Updated Smart Goals; Student Progress			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>4) Teacher will document progress monitoring every three weeks for Tier 2 and Tier 3 students.</p>	3, 5	Principal and Teachers	Updated Smart Goals; Student Progress			
						






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: Students will understand attributes needed for good citizenship and learn the value of building good character and personal growth.

Evaluation Data Source(s) 1: Students will set personal goals for the year and exhibit positive growth in building character.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) LVIS Students develop knowledge and understanding of personal citizenship and character development through activities based on monthly character trait.</p>	4	Principal, Counselor, and Teachers	PBIS Strategies; Common Area Expectations			
<p>Critical Success Factors CSF 6</p> <p>2) School counselor will provide guidance lessons focusing on monthly character traits and social skills.</p>	4	Principal and Counselor	Guidance Lesson Plans			
<p>3) Grade 4-5 students will participate in Red Ribbon Week activities.</p>		Principal, Counselor, and Teachers	Student reflection on take-aways from the week's activities in writing journals and Poster Contest.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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: Students will understand how to be safe online and how technology can be used as an educational tool, while being a good citizen.

Evaluation Data Source(s) 2: We will track and monitor the number of technology infractions that result in office referrals.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p align="center">Critical Success Factors CSF 1</p> <p>1) LVIS will have class sets of ipads in each core classroom in grades 4 and 5 to increase technology integration and enable teachers to utilize google classroom as a mode of instruction.</p>	1, 3	Principal, Technology Staff, and Teachers	Walkthrough Data			
<p>2) Students will receive a 2.15 hours course on digital citizenship detailing how to help students be safe online and secure personal information.</p>		Instructional technologist, School Counselor, and Principal	Students will create a slides presentation outlining how to be safe online.			
<p align="center">Critical Success Factors CSF 3</p> <p>3) Teachers will participate in monthly district led PLC to develop effective strategies for technology use and classroom management.</p>	1, 3, 6	Director of Instructional Technology, Principal, and Teachers	Notes from monthly Technology PLC			
<p>4) Teachers will be provided summer professional development in google classroom and apps for instructional practices.</p>	6	Director of Instructional Technology and Principal	Sign-in Sheets; Walkthrough data denoting quality and quantity of technology usage			
<p>5) Teachers worked in teams to develop campus-wide ipad expectations.</p>	3	Principal, Team Leaders, and Instructional Technologist	Ipad Expectations are posted in classroom.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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: LVIS will implement common area expectations based on PBIS.

Evaluation Data Source(s) 3: LV Intermediate students will understand common-area expectations and make good choices based on being safe, responsible, and respectful.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Create a PBIS Team and create common area expectations and lesson plans.</p>	4	Principal, School Counselor, and Team Leaders	PBIS Common Area Expectations are posted. Teachers and students use common language about expectations.			
<p>Critical Success Factors CSF 6</p> <p>2) Follow crisis plans, conduct drills, and train staff in procedures for lockdown, fire, and tornado drills.</p>		Principal	Drills, documentation provided to teachers and staff.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


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: Reduce the number of disciplinary infractions during the 2016-17 school year.

Evaluation Data Source(s) 4: Incidents of students missing educational opportunities because of behavior is reduced to less than 8%.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide training of school safety issues and train specific staff members on the proper use of SAMA.		Principal, Director of Special Education	Certificates provided to principal showing completion of training.			
						

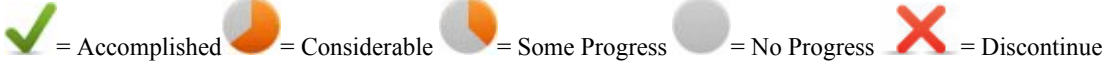
Goal 3: College & Career Readiness:

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: LVIS will increase awareness of college and post secondary careers for students and prepare them for higher education.

Evaluation Data Source(s) 1: Students will display interest in college and be able to name careers that interest them.

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 the district-wide College Day by wearing a college shirt.		Principal	Students will participate in College Days by wearing college shirts for colleges they would like to attend.			
2) Students will participate in the exploration of college/trade-school and higher education opportunities.		School Counselor, Principal, and Teachers	Completion of and reflection on campus-wide college exploration			
						






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: LVIS will create a supportive and nurturing environment for employees and have minimal turnover in the 2016-17 school year.

Evaluation Data Source(s) 1: LVIS will retain 95% of its employees, except in the case of unavoidable separation.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Facilitate social activities in order to foster a strong sense of community among staff and boost morale.</p>		Principal, School Counselor, and Team Leaders	Staff survey results indicate positive morale and teacher have positive feeling about working at LVIS.			
<p>2) Provide professional development based on staff needs from feedback through the local teacher appraisal system.</p>	1, 3, 5, 6	Principal	Professional Development offerings reflect the needs of staff reflections using the appraisal system documentation.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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: LVIS staff will investigate alternatives to Parent Teacher Organization that will fit the needs of our campus.

Evaluation Data Source(s) 1: A Parent/Teacher/Community organization will be formed and bylaws created to enrich the education and climate of Lago Vista Intermediate School.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) LVIS CIP committee will research how to create a campus PTO and investigate alternatives to PTO.</p>	1, 7	Campus Improvement Committee Members Team Leaders Principal	A PTO or Booster Club will be created for LVIS.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Principal will contact other schools that have recently created a PTO or Booster Club and provided feedback of findings to CIP team.</p>	7	Principal	Findings from Contacts			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 2: LV Intermediate will create opportunities to inform parents and include parents in the decision making process at Lago Vista Intermediate.

Evaluation Data Source(s) 2: Numbers of parents and community volunteers will increase in each of the following: Meet the Teacher, Grandparents' Luncheon, Parent Information Night, and Math and Science Night.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) Schedule meetings for parents of ELL to encourage parent involvement and provide parent training.</p>	7, 8	Principal and ESL Specialist	Sign-in Sheets; Meeting Agendas			
<p>Critical Success Factors CSF 5</p> <p>2) Schedule Parent Information Night to encourage parent involvement and provide parents with information to help students be successful in current grade.</p>	7	Principal and Teachers	Sign-in Sheets; Meeting Agenda			
<p>Critical Success Factors CSF 5</p> <p>3) Schedule a Math and Science Night to encourage parents involvement.</p>	7	Principal and Teachers	Sign-in Sheets			
<p>Critical Success Factors CSF 5</p> <p>4) Schedule a Grandparents' Luncheon to celebrate Grandparents' Day.</p>		Principal and School Counselor	RSVP and Sign-in Sheets			
<p>Critical Success Factors CSF 5</p> <p>5) Schedule early release for teachers to hold Parent/ Teacher Conferences in October.</p>	7	Principal and Teachers	Parent/Teacher Conference Forms			
<p>Critical Success Factors CSF 5</p> <p>6) Schedule a Title I Parent Meeting for all parents that have children receiving Title I services.</p>	7	Principal and Title I Teacher	Sign-in Sheets; Agenda			

<p align="center">Critical Success Factors CSF 5</p> <p>7) LVIS Fourth and Fifth Grade Choir will perform for parents and community.</p>		Principal and Music Teacher	Sign-in Sheets			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

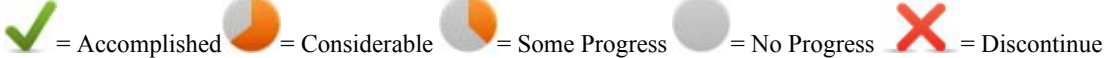
Goal 6: Planning & Decision-Making:

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: LVIS Staff will create a Campus Educational Improvement Committee

Evaluation Data Source(s) 1: LVIS will have a functioning CEIC for the 2017-18 school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>Critical Success Factors CSF 5</p> <p>1) LVIS will conduct a parent survey to determine the best methods of communication and effective ways to receive feedback from our parents and students.</p>	7	Principal	Survey Results			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) LVIS will ensure required representation on CEIC.</p>	2, 7	Principal	Committee Representation; Agendas; Sign-in Sheets			
<p>Critical Success Factors CSF 5</p> <p>3) Hold Quarterly CEIC meetings to discuss campus initiatives and improvement plan, as well as district initiatives and goals.</p>	2, 7	Principal and CEIC Members	Meeting Agendas; Sign-in Sheets			
						

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Identify and provide targeted, accelerated instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS.
1	2	2	Utilize Mentoring Minds - Motivation Writing materials for higher levels of critical thinking to prepare for unit writing assessment and STAAR Writing Assessment for Grade 4.
1	3	1	Use Mentoring Minds for high level critical thinking to prepare for STAAR and end of unit assessments in reading, math, writing, and science.
1	3	2	Identify and provide targeted, accelerated instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS.
1	3	3	Utilize IStation resource to identify and provide targeted, accelerated instruction for struggling readers for Tier 2 and 3 interventon.
1	4	1	Use Mentoring Minds for high level critical thinking to prepare for STAAR and end of unit assessments in reading, math, writing, and science.
1	4	2	Identify and provide targeted, accelerated instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS.
1	4	3	Utilize Title 1 Math Interventionist to provide Tier 3 math interventions for students in Grades 4-5 who qualify for services based on criteria.
1	5	1	Teachers will utilize Intervention Time to provide remedial instruction to fill gaps for at-risk students.
1	5	2	RtI meetings will be held to meet on students who are at-risk of not meeting mastery of standards.
1	5	3	Teacher will document intervention strategies using Aware.
1	5	4	Teacher will document progress monitoring every three weeks for Tier 2 and Tier 3 students.

Title I

Targeted Assistance Program Plan

The Targeted Assistance Program Plan for Lago Vista Intermediate 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, instructional specialists, and classroom teachers. The campuses meets in 2-3 week intervals 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. 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 Intermediate School, 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
- Fall and Spring Book Fairs
- 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Latasha Phariss	Math Specialist	Title I Math	.5
Scottie Johnson	Student & Family Support Coordinator	Student & Family Support Services	.18