

Lago Vista Independent School District

Lago Vista Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 15, 2021

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 481 students (current enrollment as of September 2021). Our enrollment for September 2021 is up 10.5% over September 2020.

Lago Vista Elementary School demographic breakdown is as follows:

- White: 62%
- Hispanic/Latino: 31.4%
- Black or African American: Less than 1%
- American Indian: Less than 1%
- Hawaiian/Pacific Islander: Less than 1%
- Two or More Races: 5.7%

Student enrollment in the following special populations are:

- Special Education: 12.9%
- Economically Disadvantage: 23.4%
- English as Second Language: 7.4%
- Homeless: Less than 1%
- Title 1 Math/Reading Services: 8%
- Gifted and Talented: 1.8%

LVES staff includes the following:

- 25 General Education Teachers (PK - 3rd grade)- 3 added positions this year
- 3 Fine Arts Teachers (PE, Art, Music)
- 2 Functional Academics Teachers
- 2 Resource Teachers
- 2 Title 1 Specialists (Math and Reading, split with LVIS)
- 2 Interventionists (Math and Reading, split with LVIS)
- 1 Dyslexia Teacher (shared with LVIS, LVMS, LVHS)
- 1 ESL Teacher (shared with LVIS, LVMS, LVHS)
- 1 GT Teacher (shared with LVIS, LVMS)
- 8 Paraprofessionals (1 ECSE, 2 FAC, 1 PK, 2 SPED, 1 PE, 1 Intervention)

Demographics Strengths

Lago Vista Elementary School strengths:

- 16 out of 25 classroom teachers in PK-3rd grade are ESL certified
- 3 new sections of K, 1, and 2 were added this year to reduce class sizes
- 5 interventionist positions to help support students struggling in math and reading
- Consistent student enrollment growth despite the impact of COVID-19 demonstrates that the community feels we are an exceptional school district

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a large numbers of students who require additional services (e.g., special education, ESL, dyslexia, Title Math & Reading, etc.). **Root Cause:** There is a steady and consistent growth in our student population.

Student Learning

Student Learning Summary

2021 STAAR Reading:

	Approaches	Meets	Masters
All Students	80.72	49.4	30.12
Eco Dis	66.67	26.67	6.67
SPED	54.55	18.18	0
ESL	27.27	0	0

2021 STAAR Math:

	Approaches	Meets	Masters
All Students	74.7	30.12	13.25
Eco Dis	56.67	6.67	3.33
SPED	36.36	0	0
ESL	18.18	0	0

Reading Data:

Teachers administer the Developmental Reading Assessment (DRA) three times a year to determine students' instructional reading level. In addition to the DRA, teachers in kindergarten through second grade also administer the Texas Primary Reading Inventory (TPRI) to determine students' phonological awareness skills. Both of these assessments are also used as qualifiers for Title 1 Reading or Early Reading Intervention services. Here is the breakdown of end of year DRA scores:

- Kindergarten: 64% (at or above grade level); 36% (below grade level)
- First Grade: 57% (at or above grade level); 43% (below grade level)
- Second Grade: 31% (at or above grade level); 69% (below grade level)
- Third Grade: 47% (at or above grade level); 53% (below grade level)

Math Data:

Teachers administer the Early Numeracy Assessment and Academic Performance Assessments (APA) three times a year to assess necessary facts and skills required to master grade level math concepts. Kindergarten students do not take the APA at the beginning of the year, as they have not been taught skills from the previous year. These assessments are also used as qualifiers for Title 1 Math. Here is a breakdown of the scores:

APA:

- Second Grade: 31% Met Standard; 1% scored Advanced
- (Data for the other grade levels was not recorded in Eduphoria.)

Early Numeracy:

- Early Numeracy tests were not administered last school year due to COVID-19.

Teachers continue to meet in weekly Professional Learning Communities to build common assessments that align with grade level snapshots and unit organizers. Teachers discuss data from common assessments in PLCs to determine intervention and enrichment opportunities to meet the needs of all students.

Lago Vista Elementary School continues to implement a 4-Tier Response to Intervention process to determine struggling students' needs and provide quick and timely interventions. Tier 2 meetings are held monthly during PLCs with grade level teachers and RtI Coordinator to review students in the Tier 2 process. Tier 3 meetings are held bi-monthly to discuss students in Tier 3 and/or Tier 2 students not making progress. Tier 3 members include classroom teachers, Title 1 Math and Reading Specialists, Dyslexia teacher, ESL teacher, RtI Coordinator (Principal), 504 Coordinator (Counselor), and a member from the Special Education department when needed.

Student Learning Strengths

Due to the effects of the COVID-19 pandemic on the educational setting from the 2019 STAAR to the 2021 STAAR, there were no increases in any of the assessed categories. However, the increased needs of students have allowed us to hire an additional reading and math interventionist in order to serve a larger number of students in the small group setting. We believe that providing students with these high-quality, small group interventions will allow us to close the instructional gaps that were caused and allow students to realize their full potential on future STAAR assessments.

LVES continues to implement a 60-minute intervention block within the master schedule to allow teachers to provide intervention that does not impact instruction in the other content areas. This intervention block also allows students to receive Title 1 services, related services through special education, dyslexia services, ESL services, and G/T services.

We have also added an additional grade level PLC once a month on Fridays to allow for deeper discussions of students who are in need of Tier 2 interventions.

Creating common assessments during PLC time that align with grade levels' snapshot and unit organizers, as well analyzing data from the common assessments, allows teachers to monitor student progress on TEKS throughout the year. This provides teachers with accurate and real-time data that is used to guide instruction and intervention. Data is posted in PLC room after assessments are given, and teachers monitor students progress who fall in multiple accountability sub groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. 12 students were retained for the 2021-2022 school year. **Root Cause:** COVID-19 both eliminated and modified instruction for students since March 2020. Students received the last 9 weeks of instruction for the 2019-2020 school year remotely. A large percentage of students also received their instruction for the 2020-2021 school year remotely. This instructional setting greatly limited the quality of assessments and interventions that were able to be provided.

Problem Statement 2: There is a large discrepancy between the number of economically disadvantaged students who are scoring at "Approaches Standard" or above on the STAAR test when compared to the all students group. **Root Cause:** Changes in demographics and student population require an adjustment in teaching style to address the needs of economically disadvantaged students.

School Processes & Programs

School Processes & Programs Summary

Lago Vista Elementary School teachers continue to have regular walkthroughs using the LVISD NexGen Teacher Appraisal model for regular feedback on instructional practices. Teachers also use professional goals and self-reflections throughout the year to help improve instructional practices and to grow professionally. Feedback is provided to teachers by campus administrators through walkthroughs and observations. Teachers are able to attend various professional development sessions throughout the year to help implement best practices (e.g., CAMT, local professional development on new ELAR TEKS, TCEA, etc.).

Teachers and staff continue to be a part of the hiring process when new staff is needed. 3 additional staff members were hired for the 2021-2022 school year due to growth in kinder, first, and second grades.

PLC time is in its 8th year of implementation and continues to focus on using common assessment data to drive instruction and intervention. Teachers feel this time is needed to focus on student needs and ways to work together to help meet the needs of all students. PLC agendas written by the team leads help to focus the discussion and give teachers time to lead their own PLCs based on grade level needs.

Teachers continue to implement locally developed curriculum that drives instruction in all classrooms.

Teachers continue to refine curriculum documents to reflect state standards. The expectation is that curriculum documents are updated each quarter to reflect changes needed based on data. Teachers work together to identify priority standards and develop common assessments that align with those standards.

Walkthroughs occur frequently throughout the school year to ensure that best practices are being implemented, and curriculum documents are being followed. All teachers, including new staff members, have received Fundamental Five training. The two areas that our campus concentrated on last year, and will continue focusing on this year are Critical Writing and Higher Order Thinking skills. In 2020-2021 campus administrators completed 88 walkthroughs in addition to formal observations on 23 teachers.

School Processes & Programs Strengths

Teacher turn over continues to be fairly low at Lago Vista Elementary School. Four teachers left the district at the end of the 2020-2021 school year.

Teachers feel supported and valued by campus and district administrators. New to profession and new to district teachers are provided with mentors or buddy teachers respectively. They meet consistently with their mentors/buddies and conduct observations of each other in order to learn and provide feedback.

Teachers engage in conversations with campus administrators about professional growth throughout the year via walkthroughs and summative conferences.

Common assessments are frequently developed and analyzed throughout a unit to determine a student's mastery of grade level TEKS. All data for 2nd and 3rd grade assessments are entered into Eduphoria, as well as campus screener data to make analyzing data quicker.

Teachers also utilize a student data profile that tracks students' progress on campus wide screeners from kindergarten to third grade. In addition to the student data file, teachers will utilize a data wall to track students reading and common assessment data throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a shortage of qualified applicants for open positions. **Root Cause:** COVID-19 has caused many teachers to retire prematurely or otherwise leave the field. There has also been a drastic reduction in the number of recent education college graduates.

Problem Statement 2: Critical writing continues to be observed less than 5% of the time during classroom walkthroughs. **Root Cause:** Teachers feel concern over more students not having the basic skills this year. It is easy for critical writing to be perceived as an "upper level" skill that students aren't ready for yet or that there isn't time in the curriculum for writing, which is more time-consuming.

Perceptions

Perceptions Summary

Lago Vista Elementary School is in its fifth year of earning a "No Place for Hate" designation. A group of 3rd grade students meet monthly with the guidance counselor to plan activities throughout the year that teach kindness and anti-bullying.

Lago Vista Elementary School continues to ensure that we are meeting the needs of all students by ensuring that the following programs are in place: G/T, ESL, Title 1 Math, Title 1 Reading, Special Education, and Dyslexia. The master schedule is built to ensure that focus is on students' needs and keeping instructional times uninterrupted.

Discipline Data:

Lago Vista Elementary School uses a Positive Behavior Interventions and Supports (PBIS) system, both in common areas and classrooms, to ensure common language is used throughout the building.

LVES recorded 35 discipline referrals in 2020-2021, with the breakdown as follows:

- 71% referrals were repeat offenders
- 60% of repeat referrals were from students with more than 2 referrals
- 14% of referrals were for physical aggression
- 20% of referrals were for noncompliance/disrespect
- 3% of referrals were for bullying/harassment
- 0% of referrals were for theft/vandalism
- 4 students with referrals were coded as special education

Attendance Data:

LVES attendance data for the 2020-2021 school year was 96.72%, compared to the 2018-2019 school year at 95.4%.

Lago Vista Elementary School parent involvement has been limited by COVID-19 protocols. However, we do still have a thriving PTO which makes parent involvement a possibility for interested parents. We have focused a great deal on parent communication to include weekly parent newsletters in various languages and weekly social media posts.

Perceptions Strengths

We have a strong PBIS positive rewards system with our golden tickets and Principal's Pride awards. These systems encourage students to make good choices and reward them for doing so.

LVES continues to have Title 1 Reading and Math interventionists to serve Kindergarten through third grade. This year we were able to add an additional reading and math interventionist, bringing our total of interventionists for these subjects to 5.

Teachers will continue to utilize a PLC time each week to work on curriculum, professional development and creating/analyzing data.

Lago Vista Elementary benefits from an extremely active Parent Teacher Organization (PTO) and many parents are very interested in being involved. Hopefully, as Covid-19 is better controlled, we will be able to continue past programs that involved parents such as WatchDOGS and community readers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Six students accounted for 71% of the discipline referrals in 2020-2021. **Root Cause:** There is a need for a strong behavior RTI process to be in place, which includes additional training in behavior management techniques for teachers to support students who are struggling with behavior.

Problem Statement 2: Parent involvement opportunities are severely limited this year. **Root Cause:** COVID-19 protocols have restricted parents from being in the building while students are present. This has required us to suspend WatchDOGS, community readers, and many PTO volunteer opportunities.

Priority Problem Statements

Problem Statement 2: A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. 12 students were retained for the 2021-2022 school year.

Root Cause 2: COVID-19 both eliminated and modified instruction for students since March 2020. Students received the last 9 weeks of instruction for the 2019-2020 school year remotely. A large percentage of students also received their instruction for the 2020-2021 school year remotely. This instructional setting greatly limited the quality of assessments and interventions that were able to be provided.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a shortage of qualified applicants for open positions.

Root Cause 3: COVID-19 has caused many teachers to retire prematurely or otherwise leave the field. There has also been a drastic reduction in the number of recent education college graduates.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 1: Six students accounted for 71% of the discipline referrals in 2020-2021.

Root Cause 1: There is a need for a strong behavior RTI process to be in place, which includes additional training in behavior management techniques for teachers to support students who are struggling with behavior.

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, 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
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

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: Increase the amount of students reading at or above grade level in kindergarten through third grade by at least 10%.

HB3 Goal

Evaluation Data Sources: Developmental Reading Assessment (DRA) data will show that the percentage of students reading at or above grade level has increased by 10% over end of year 2020-2021 data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide differentiated, small group reading instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Walkthrough data during reading will show that Guided Reading is being implemented on a consistent basis with the end result of an increase in students' mastery of grade level standards and reading levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Guided reading training will be provided to all classroom teachers in order to ensure consistent understanding and implementation of best practices.</p> <p>Strategy's Expected Result/Impact: Walkthrough data during reading will show that teachers are implementing Guided Reading in a robust way, informed by best practices.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Guided Reading Training - PIC 24 - Accelerated Education - \$1,527</p>	Formative		
	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Title 1 Reading Interventionist, Student Support Reading Interventionist, and Early Literacy Paraprofessional to provide Tier 3 reading interventions for students in K-3 who qualify for services based on local criteria.</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Reading will receive 30 minutes of targeted reading intervention and growth monitored and tracked during bi-monthly Tier 3 meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Title 1 Reading Interventionist, Student Support Reading Interventionist, Early Literacy Paraprofessional</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Additional LLI Kits for Intervention - PIC 24 - Accelerated Education - \$3,624</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize IXL Reading resource to identify and provide targeted, accelerated instruction for below-level readers for Tier 2 and 3 intervention.</p> <p>Strategy's Expected Result/Impact: Routine review of IXL data will show that more students are scoring in the Tier 1 and 2 levels for early/basic reading skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase implementation of Phonics Boost in Title 1 Reading services for students who are struggling with phonemic awareness in grades 1-3.</p> <p>Strategy's Expected Result/Impact: MClass administrations at MOY and EOY will show that students are scoring at higher levels with regards to phonemic awareness skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Title 1 Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Purchase Reading A-Z and RAZ Kids for all kindergarten-3rd grade classrooms to help students with comprehension and fluency.</p> <p>Strategy's Expected Result/Impact: MOY and EOY DRA scores will show that more students are meeting on grade level reading levels at each administration.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Yearly subscription for Reading A-Z and RAZ Kids - PIC 24 - Accelerated Education - \$5,808</p>	Formative		
	Dec	Feb	Apr

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Investigate purchasing a systematic phonics resource to ensure that explicit, aligned phonics instruction is occurring.</p> <p>Strategy's Expected Result/Impact: MClass assessment data will show that the percentage of kindergarten through second grade students who are on grade level for foundational reading and phonemic awareness skills is increasing.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Explicit Phonics Instruction Resource - PIC 24 - Accelerated Education - \$2,000</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. 12 students were retained for the 2021-2022 school year. Root Cause: COVID-19 both eliminated and modified instruction for students since March 2020. Students received the last 9 weeks of instruction for the 2019-2020 school year remotely. A large percentage of students also received their instruction for the 2020-2021 school year remotely. This instructional setting greatly limited the quality of assessments and interventions that were able to be provided.</p>





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: K-3 will increase math inventory scores in subitizing and fact fluency by at least 10% by May 2022.

Evaluation Data Sources: End of year Math Inventory scores will show an increase of at least 10% on subitizing and fact fluency.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize pacing guide for subitizing and fact fluency for each grade level.</p> <p>Strategy's Expected Result/Impact: Beginning and middle of year math inventory scores will show a progression of increase of scores in subitizing and fact fluency.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Math Vertical Team, Math Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Title 1 Math Interventionist and Student Support Math Interventionist to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.</p> <p>Strategy's Expected Result/Impact: Students qualifying for Title 1 Math services will receive 30 minutes of targeted math intervention and growth will be monitored and tracked during bi-monthly Tier 3 meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Title 1 Math Interventionist, Student Support Math Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dedicate at least 10 minutes of fact fluency practice during math block.</p> <p>Strategy's Expected Result/Impact: Walkthrough data will show that students are engaged in fact fluency practice during the math block. Middle and end of year math inventory scores will show that more students are scoring at Tier 1 for addition and subtraction fluency at 2nd and 3rd grade.</p> <p>Staff Responsible for Monitoring: Campus administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Fact Fluency Resource - PIC 24 - Accelerated Education - \$41</p>	Formative		
	Dec	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Plan effective Number Talks in the math block in all classrooms at least 2-3 times per week.</p> <p>Strategy's Expected Result/Impact: Walkthrough data and lesson plans will show that Number Talks are completed during math block.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. 12 students were retained for the 2021-2022 school year. Root Cause: COVID-19 both eliminated and modified instruction for students since March 2020. Students received the last 9 weeks of instruction for the 2019-2020 school year remotely. A large percentage of students also received their instruction for the 2020-2021 school year remotely. This instructional setting greatly limited the quality of assessments and interventions that were able to be provided.</p>

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: Increase the end of year math Academic Performance Assessment (APA) meets and masters scores by at least 10% in Kindergarten-2nd grade by May 2022.

Evaluation Data Sources: End of year math APA scores will show an increase of at least 10% in meets and masters.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide differentiated, small group math instruction to meet the needs of all students. Strategy's Expected Result/Impact: Walkthrough data during math will show that Guided Math is being implemented on a consistent basis with the end result of an increase in students' meets and masters levels on APA. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Plan effective Number Talks in the math block in all classrooms at least 2-3 times per week. Strategy's Expected Result/Impact: Walkthrough data and lesson plans will show that Number Talks are completed during math block. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:






Student Learning
<p>Problem Statement 1: A significant number of students are performing below grade level expectations in both reading and math as evidenced by multiple assessment measures. 12 students were retained for the 2021-2022 school year. Root Cause: COVID-19 both eliminated and modified instruction for students since March 2020. Students received the last 9 weeks of instruction for the 2019-2020 school year remotely. A large percentage of students also received their instruction for the 2020-2021 school year remotely. This instructional setting greatly limited the quality of assessments and interventions that were able to be provided.</p>

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: Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork.

Evaluation Data Sources: Student attendance at Lago Vista Elementary School will be in the top quartile for our comparison group.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: When students demonstrate a pattern of unexcused or excessive absences, campus administrators will work through the RtI process to establish and monitor attendance support plans for those students.</p> <p>Strategy's Expected Result/Impact: Students with attendance struggles will have the additional support needed to improve their attendance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		
	Dec	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  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 1: Decrease the percentage of students with 2 or more office referrals by at least 10% by May 2022.

Evaluation Data Sources: Discipline data will show that percentage of students with 2 or more office referrals will decrease by 10%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a vertical Positive Behavior Interventions and Support (PBIS) team. Strategy's Expected Result/Impact: PBIS team agendas will show that strategies are being implemented across all common areas to address behavior expectations. Staff Responsible for Monitoring: Campus Assistant Principal, PBIS team members ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold monthly behavior RTI meetings to set and review behavior goals for students who teachers feel need additional behavior support. Strategy's Expected Result/Impact: Routine reviews of behavior goals will show a decrease in students with more than 2 office referrals. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review and update PBIS common area expectations with campus staff. Strategy's Expected Result/Impact: Weekly Golden Tickets turned into the office will show that staff are acknowledging students for following common area expectations. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative		
	Dec	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide additional behavior support training for teachers, including Texas Behavior Support Initiative (TBSI) training for general education teachers who serve students with disabilities. Strategy's Expected Result/Impact: Instructional staff members will be better equipped to support students who are not meeting</p>	Formative		
	Dec	Feb	Apr

behavior expectations.

Staff Responsible for Monitoring: Campus Administrators

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements: Perceptions 1



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Perceptions






Problem Statement 1: Six students accounted for 71% of the discipline referrals in 2020-2021. **Root Cause:** There is a need for a strong behavior RTI process to be in place, which includes additional training in behavior management techniques for teachers to support students who are struggling with behavior.

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: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, social-emotional learning, wellness, and the success of the whole child.

Evaluation Data Sources: Students at Lago Vista Elementary School will self-report high levels of social-emotional and physical wellness.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to strengthen Social Emotional Learning (SEL) implementation in the classroom. Strategy's Expected Result/Impact: Teachers will have additional strategies to use with all students in order to increase students' SEL capabilities. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide students with the required amount of moderate to vigorous physical activity each day. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met and that students have the opportunity to be physically active. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  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: Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior [TEC 11.252 (a)(3)(E)].

Evaluation Data Sources: Incidents of bullying and bullying-like behavior will remain low.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regularly occurring guidance lessons on bullying prevention will be provided to all students.</p> <p>Strategy's Expected Result/Impact: Students will have an increased student awareness of how to prevent, identify, and report bullying behavior.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lago Vista Elementary School will continue to seek and obtain the No Place for Hate campus designation through our Project Vinatta program.</p> <p>Strategy's Expected Result/Impact: Students will become invested in creating and supporting a campus-wide culture of kindness. Students will acquire tools needed to treat others with kindness and respect.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  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.

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: Lago Vista Elementary will implement coordinated strategies for retaining and recruiting high quality teachers and ensure that instruction for all students will be provided by highly qualified teachers.

Evaluation Data Sources: Effective teachers will be retained and vacancies will be filled by highly qualified candidates who are well supported.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrators will provide regular and ongoing opportunities for staff to communicate openly, collaborate, and to engage in shared decision-making and consensus building processes (e.g., PLCs, CEIC, PBIS Team, SEL Team, etc.).</p> <p>Strategy's Expected Result/Impact: End of the year staff surveys will reflect a positive school climate that includes staff members feeling supported at the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High levels of support will be provided to new-to-profession teachers including participation in a yearlong mentoring program with a trained mentor, as well as additional coaching support by campus instructional leaders and other trained staff members.</p> <p>Strategy's Expected Result/Impact: New-to-profession teachers will be provided the support needed to be effective and to remain in the profession and on the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus leadership will engage in activities to recruit qualified staff members to fill vacancies, including attending regional teacher job fairs in the spring and utilizing the applicant pool resource in Frontline.</p> <p>Strategy's Expected Result/Impact: Staff vacancies will be filled by qualified candidates.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: There is a shortage of qualified applicants for open positions. Root Cause: COVID-19 has caused many teachers to retire prematurely or otherwise leave the field. There has also been a drastic reduction in the number of recent education college graduates.</p>

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: Increase the number of teachers earning an English as a Second Language certification by at least 3 by May 2022.

Evaluation Data Sources: Certifications will show that at least 3 teachers earned an ESL supplement.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Register teachers for the ESL Academy at Region 13 to prepare them to obtain the ESL supplemental certification.</p> <p>Strategy's Expected Result/Impact: More teachers who are ESL certified at each grade level means that ESL students can be grouped in smaller clusters for more effective instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Family & Community Engagement:

Welcome and nurture partnerships with our families and community to ensure active engagement and open communication in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1: Ensure all classroom teachers are communicating with parents consistently.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At least once per week grade levels and the administration will sent out a newsletter or other form of electronic communication.</p> <p>Strategy's Expected Result/Impact: Parents will be well-informed about activities and learning happening on campus and in classrooms.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Family & Community Engagement:

Welcome and nurture partnerships with our families and community to ensure active engagement and open communication in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 2: Provide opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students.

Evaluation Data Sources: End-of-year parent surveys will indicate that parents feel there are opportunities to become involved.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide an opportunity for an informational meeting for parents of students in special programs to encourage parental involvement and provide parent training.</p> <p>Strategy's Expected Result/Impact: Meeting agendas will document parent topics and responses from staff to the needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Special Programs Staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide time during an Early Release day for Parent/Teacher Conferences to discuss student progress and goals.</p> <p>Strategy's Expected Result/Impact: Conference forms submitted to Campus Administrators document successes and areas of concerns for students after beginning of the year assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  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. The leadership team will also be used to elicit feedback on initiatives and implementation.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold routine Leadership Team meetings (consisting of grade level leaders, Title 1 Specialists, Special Education representative, Specials teachers representative, and campus administrators) to discuss curriculum and instruction, campus budget, and District initiatives.</p> <p>Strategy's Expected Result/Impact: Leadership agendas will document items relating to campus needs and focus on student learning.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Leadership Team Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  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 2: Utilize Campus Educational Improvement Committee (CEIC) to effectively communicate district and campus initiatives to community stakeholders.

Evaluation Data Sources: 100% of the CEIC agendas will reflect discussion items that correlate to campus and district goals and strategies.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold a minimum of two CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.</p> <p>Strategy's Expected Result/Impact: Meeting agendas will document feedback on the campus improvement plan from the various stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CEIC Members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Lago Vista Elementary School

Total SCE Funds: \$13,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Spent: LLI- \$3624 ASCD Math Fact Fluency Book- \$41 RAZ Kids Licenses- \$5808 Tentative: Guided Reading Training- \$1527 Phonics Resource- \$2000

Campus Funding Summary

PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guided Reading Training		\$1,527.00
1	1	3	Additional LLI Kits for Intervention		\$3,624.00
1	1	6	Yearly subscription for Reading A-Z and RAZ Kids		\$5,808.00
1	1	7	Explicit Phonics Instruction Resource		\$2,000.00
1	2	3	Fact Fluency Resource		\$41.00
Sub-Total					\$13,000.00
Grand Total					\$13,000.00

Addendums