

Lago Vista Independent School District

Lago Vista Intermediate School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 15, 2021

Mission Statement

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

Vision

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

District Commitment

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

Revised/Approved: September 29, 2021

Demographics

Demographics Summary

Lago Vista Intermediate School serves 254 fourth and fifth grade students that reside in Lago Vista, Point Venture, and parts of Jonestown. Our attendance rate is averaging 92% for the start of the 2021-2022 school year. Our enrollment has increased by 11% from last year.

The student demographic breakdown is 68% White, 27% Hispanic, 5% Two or More Races, less than 1% Pacific Islander and American Indian.

Lago Vista Intermediate School has an ESL population of 11%, a Special Education population of 15.7%, a Gifted and Talented population of 8.2%, and Economically Disadvantaged population of 25.6%.

The teacher demographic breakdown: 6 General Education teachers for 4th Grade, 6 General Education teachers for 5th Grade, 2 Special Education Teachers, 2 Paraprofessionals, 1 Counselor, 1 Nurse, 1 Registrar/Attendance Clerk, 2 half-time Title 1 Interventionists (Math and Reading) who shared with LVES, 2 Half-Time Interventionists (Math and Reading) who are shared with LVES, 1 Half-Time Gifted and Talented Teacher, 1 Half-Time ESL Teacher, 1 Quarter-Time Dyslexia Teacher, 1 Half-Time Art Teacher, 1 Half-Time Music Teacher, and 1 Half-Time PE Teacher.

Demographics Strengths

The Lago Vista Intermediate School has increased enrollment by 11%. We have added an additional 5th grade teacher this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate is at 92%. It is lower than previous years. **Root Cause:** We started school with a lower than average attendance rate due to the pandemic. Out of an abundance of caution, parents were keeping student home from school, because they had been identified as a close contact.

Problem Statement 2: Our special education population is increasing. **Root Cause:** We are identifying students earlier and providing early intervention.

Problem Statement 4: We are struggling to find ways to involve parents. **Root Cause:** Due to the pandemic and out of an abundance of caution, we have asked parents to not access the building during school hours.

Problem Statement 6: We are seeing a need for additional training in the area of language acquisition and language accommodations. **Root Cause:** We have had an increase in student growth and more students are coming to Lago Vista ISD who are new to the country.

Student Achievement

Student Achievement Summary

2021 STAAR Data

4th Grade Math	LVISD	State
Did Not Meet	36%	42%
Approaches	64%	58%
Meets	33%	35%
Masters	14%	21%

4th Grade Reading	LVISD	State
Did Not Meet	24%	37%
Approaches	76%	63%
Meets	51%	36%
Masters	24%	18%

4th Grade Writing	LVISD	State
Did Not Meet	29%	47%
Approaches	71%	53%
Meets	37%	26%
Masters	12%	8%

5th Grade Math	LVISD	State
Did Not Meet	30%	31%
Approaches	70%	69%
Meets	36%	43%
Masters	19%	24%

5th Grade Reading	LVISD	State
Did Not Meet	24%	28%
Approaches	76%	72%
Meets	52%	45%
Masters	38%	30%

5th Grade Science	LVISD	State
Did Not Meet	35%	39%
Approaches	65%	61%
Meets	32%	30%
Masters	10%	12%

Student Achievement Strengths

Our students showed strength in reading and writing on STAAR. On both the 4th and 5th grade Reading STAAR, students' scores at the Meets and Masters levels were above the State average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. **Root Cause:** Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.

Problem Statement 2: Our special education population is increasing. **Root Cause:** We are identifying students earlier and providing early intervention.

Problem Statement 3: The ability to adjust to change is an area of needed growth **Root Cause:** There is a new campus administration in place this year and there is a campus culture of hesitancy with change. The relationships and trust needed to make effective changes take time to build.

Problem Statement 4: Walkthrough data shows that students need more opportunities to write and answer questions critically. **Root Cause:** Teachers struggle to find the time to implement writing across the curriculum in areas like social studies, science, and math.

Problem Statement 5: We are seeing a need for additional training in the area of language acquisition and language accommodations. **Root Cause:** We have had an increase in student growth and more students are coming to Lago Vista ISD who are new to the country.

School Culture and Climate

School Culture and Climate Summary

Lago Vista Intermediate School strives to create a culture and climate that is kind, nurturing, and conducive to learning. Our goal is to create an environment where students' learning is supported, recognized, and students feels safe to take risks. A positive school climate is a priority because learning in a safe environment sets the foundation for positive academic, social, and emotional development. This year, we have started several new initiatives to recognize student successes, including a monthly awards assembly, weekly cafeteria awards, and classroom contests.

School Culture and Climate Strengths

At Lago Vista Intermediate School, teachers, staff, and the principal work together to set the values and core campus beliefs about learning and student academic development. We strive to create a positive school culture and climate where students are at the heart of all of our decision making. We know that when students have a positive relationship with their teacher, they feel safe to take risks. This year, we have started monthly classroom awards. Each month a teacher nominates two students for the Super Star Award. Students are recognized for their effort and citizenship around the school.

In addition, we have added a common planning time for each grade level within the school day. This has improved communication and planning among teams.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 3: The ability to adjust to change is an area of needed growth **Root Cause:** There is a new campus administration in place this year and there is a campus culture of hesitancy with change. The relationships and trust needed to make effective changes take time to build.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lago Vista Intermediate School utilizes the NexGen Teacher Appraisal System. The principal conducts regular walkthroughs and provides timely feedback to teachers. Teachers also use professional goals and self-reflections throughout the year to help improve their own instructional practices and to grow professionally. Feedback is provided to teachers by the campus administrator through walkthroughs and observations. Teachers have opportunities to attend various professional development sessions throughout the year to help the learn and implement best practices.

Teachers and staff continue to be a part of the hiring process when new staff members are needed. Teachers have the autonomy to write their own curriculum that is aligned to the TEKS. This year, both grade levels were provided with a common planning time so that they could plan, analyze data, and make instructional decisions during the school hours.

Staff Quality, Recruitment, and Retention Strengths

Our campus is comprised of 12 experienced classroom teachers and 2 special education resource teachers. This year, we hired 4 certified teachers who are new to the District: 2 special education resource teachers and 2 fourth grade teachers. All 4 newly hired teachers are experienced and have a minimum of ten years experience.

The District offers competitive salary, recognizes years of experience, stipends for masters/doctoral degree, insurance, benefits, and daycare. The staff's knowledge and experience a the strength at our school.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The lack of face-to-face meetings has made it difficult to provide quality, engaging professional development that is relevant to teachers. **Root Cause:** In an effort to mitigate the spread of COVID, we have made all faculty meetings and trainings virtual.

Problem Statement 2: There have been limited opportunities for staff members to participate in professional development outside of the District. **Root Cause:** The pandemic has made it difficult to attend trainings in person. Most professional learning has been conducted virtually or cancelled for the last year and a half.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lago Vista Intermediate School meets weekly by grade level with the campus administrator to discuss planning and team needs. There is also a weekly PLC/RTI meeting to discuss data and to determine students areas of strengths and skills that need improvement. We are in our initial year of implementation with PLCs and RTI. Teachers are eager for these collaborative conversations.

Curriculum, Instruction, and Assessment Strengths

Lago Vista Intermediate School teachers and staff strive to meet the diverse learning needs of all our students. At the beginning of the year, we conduct a variety of assessments so that we have accurate baseline data that give us a variety of information in reading and math. We have a strong intervention program at Lago Vista Intermediate School and we work quickly at the beginning of the year to determine student's needs based on beginning of the year data. We have a dedicated hour in our school day devoted to addressing students' varied needs (WIN Time - What I Need). At this time, students go to different classrooms based on their individual needs (e.g., math/reading intervention, homework help, Gifted and Talented, speech, acceleration, etc.).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Walkthrough data shows that students need more opportunities to write and answer questions critically. **Root Cause:** Teachers struggle to find the time to implement writing across the curriculum in areas like social studies, science, and math.

Problem Statement 2: Our special education population is increasing. **Root Cause:** We are identifying students earlier and providing early intervention.

Problem Statement 3 (Prioritized): We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. **Root Cause:** Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.

Problem Statement 7: We are seeing a need for additional training in the area of language acquisition and language accommodations. **Root Cause:** We have had an increase in student growth and more students are coming to Lago Vista ISD who are new to the country.

Parent and Community Engagement

Parent and Community Engagement Summary

Lago Vista Intermediate School has changed the family volunteer policy due to the pandemic. Opportunities to volunteer at the school have been limited the last year and a half. We want to welcome families back to the campus. However, we struggle to find ways to safely open our doors to volunteers during school hours. In an effort to continue a strong relationship with families, we have a weekly newsletter that is able to be translated into multiple languages, an email, and an active social media account with weekly posts. We hosted a Meet the Teacher Event and a New Family Orientation at the beginning of the year. They were very successful events. We continue to look for ways that we can bring families back safely.

Parent and Community Engagement Strengths

Our Lago Vista Intermediate School parents are very supportive of our school. While families are eager to be back in the building, they are very understanding and have expressed their appreciation for keeping students' safety as a top priority.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While we know it is important for families to be involved in their child's education, we currently have limited opportunities available for family involvement.

Root Cause: Keeping students, staff, and families safe is our top priority. As a result, we have limited opportunities for families to volunteer during school hours due to the pandemic.

Problem Statement 4: We are struggling to find ways to involve parents. **Root Cause:** Due to the pandemic and out of an abundance of caution, we have asked parents to not access the building during school hours.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We have had to change many of our practices in order to provide a safe learning environment. **Root Cause:** Due to the pandemic, we had to change most of the school's systems (how we line up for lunch, school wide announcements, assemblies, etc).

Technology

Technology Summary

Preparing students for the 21st century is a priority. Teachers are experienced and knowledgeable at implementing technology so that it enhances the learning.

Technology Strengths

Lago Vista Intermediate is a 1 to 1 campus. Every student is assigned an Ipad and teachers are assigned a laptop.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students will break or drop their device, which will cause the application not to work. This will result in a student missing the assignment. **Root Cause:** No alternate lesson plans are in place for students who do not have access to technology for the day.

Priority Problem Statements

Problem Statement 1: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing.

Root Cause 1: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures 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: Increase the amount of students reading at or above grade level in 4th and 5th grade by at least 10%.

Evaluation Data Sources: STAAR Assessment Reports
DRA Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize IXL resource to identify and provide targeted, accelerated instruction for struggling readers for Tier 2 and Tier 3 interventions.</p> <p>Strategy's Expected Result/Impact: IXL assessment data reports will demonstrate a positive student response to accelerated reading instruction.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: IXL Program - PIC 24 - Accelerated Education - \$3,982</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher will use formative assessments to make data driven instructional decisions.</p> <p>Strategy's Expected Result/Impact: All teachers will have updated curriculum documents that are informed by the data from formative assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide differentiated, small group instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Walkthrough data during ELA block will show small group instruction that is targeted to student's needs. Consistent quality instruction will show an end result of an increase in students' mastery of grade level standards and reading levels.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Additional Quality Resources for At-Risk Students - PIC 24 - Accelerated Education - \$1,018</p>	Formative		
	Dec	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Title 1 Reading Specialist to provide Tier 3 reading interventions for students 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: Principal, Title 1 Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</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: 4th and 5th will increase math STAAR scores under the Meets & Masters categories by at least 10%.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Title 1 Math Specialist to provide Tier 3 math interventions for students who qualify for services based on local criteria. 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. Staff Responsible for Monitoring: Principal, Teachers, Title One Math Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: Math Intervention Program - Bridges - PIC 24 - Accelerated Education - \$5,000</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Plan high quality, engaging lessons that are hands on and aligned to locally created curriculum snapshots. Strategy's Expected Result/Impact: Walkthrough data and lesson plans will show that students are engaged and have opportunities to use math manipulatives during math block. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 1: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</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: Increase the end of year 5th grade STAAR Masters scores by at least 10% by May 2022.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the science lab in 4th and 5th grades to ensure that students have hands on learning opportunities to have an apply their new learning.</p> <p>Strategy's Expected Result/Impact: Evidence in walk-through data that students are engaged in science and applying concepts in the science lab utilizing the scientific method.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize small group instruction during designated intervention time to address students' needs.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize reteach and small group instruction during intervention time to address students' needs. Evidence collected from walkthrough data.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 1: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</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 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 Intermediate 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 principal 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: Principal</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:





Student Achievement
<p>Problem Statement 1: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</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: Hold monthly behavior Response to Intervention (RTI) meetings to set and review behavior goals for students who teachers feel need additional behavior support.</p> <p>Strategy's Expected Result/Impact: Routine reviews of behavior goals will show a decrease in students with more than 2 office referrals.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Review and update PBIS common area expectations with campus staff.</p> <p>Strategy's Expected Result/Impact: Improvement in Behavior in common ares. Less referrals outside of the classroom</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Paraprofessionals, Activity Teachers, and Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide additional behavior support training for teachers, including Texas Behavior Support Initiative (TBSI) training for general education teachers who serve students with disabilities.</p> <p>Strategy's Expected Result/Impact: Instructional staff members will be better equipped to support students who are not meeting behavior expectations.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</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 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 Intermediate School will self-report high levels of social-emotional and physical wellness.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School counselor will provide guidance lessons focusing on SEL and social skills weekly to homeroom classes. Strategy's Expected Result/Impact: Counselor will provide direct teach on social skills lessons. Evidence in walk-through data. Staff Responsible for Monitoring: Counselor and Principal 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: Principal and 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: Principal and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Project Vinatta (No Place for Hate) group will plan, implement, and facilitate activities to promote kindness and inclusion to improve our school climate and teach students social skills.</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: Teachers, Counselor, and Principal</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.

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

Evaluation Data Sources: Student Interest Inventory after Career Fair





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will participate in College Day by wearing a college shirt on Wednesdays. Strategy's Expected Result/Impact: Students will participate in College Days by wearing college shirts for colleges they would like to attend. Staff will wear college shirt. Staff Responsible for Monitoring: Principal ESF Levels: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will learn, practice, and utilize note taking in their core classes Strategy's Expected Result/Impact: Evidence in walkthrough data that all core classes are utilizing not taking strategies in the classroom Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: High Quality Staff:

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

Performance Objective 1: Provide scheduled and consistent time, structure, and guidance for professional collaboration through Professional Learning Communities (PLCs).

Evaluation Data Sources: Lago Vista Intermediate School will implement and document the results of Professional Learning Community (PLC) processes. Evidence in agendas and walkthroughs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly PLC/RTI meetings scheduled for the entire school year.</p> <p>Strategy's Expected Result/Impact: Teacher feedback on the effectiveness of our PLC meetings and student academic achievement will improve.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: We have several areas of growth that we need to address in terms of student achievement. Our math scores were below the state average, 5th grade science did not score at or above the state average under Masters, and 100% of the special education population did not pass writing. Root Cause: Due to the pandemic, a large portion of the students body was virtual. There were inconsistency with attendance due to the pandemic. Many students did not take the STAAR Test.</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: Teachers will have opportunities to plan together by subject and grade level through common planning time created in the master schedule.

Evaluation Data Sources: Weekly planning meetings scheduled out for the entire school year attended by teachers and principal.
School Staff calendar





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers meet weekly for grade level and curriculum planning. Principal will attends grade level meeting and there will be an agenda for all meetings.</p> <p>Strategy's Expected Result/Impact: Collaborative planning and rich conversation around curriculum.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Lago Vista Intermediate School 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: The principal will provide regular and ongoing opportunities for staff to communicate openly, collaborate, and to engage in shared decision-making and consensus building processes (e.g., PLCs, CEIC, PBIS Team, SEL Team, etc.).</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: Principal</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: Principal and Mentors</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: The principal 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: Principal</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, 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: Ensure there is consistent, weekly communication with parents from teachers and administration.

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, administration will send out a newsletter or other form of electronic communication.</p> <p>Strategy's Expected Result/Impact: Families will be well informed of school-wide events and happenings.</p> <p>Staff Responsible for Monitoring: Principal</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, 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: Provide opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students.

Evaluation Data Sources: 100% of parent involvement opportunities will have sign-ins and agendas.





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: Principal, Special Programs Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide time 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: Teachers and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	Apr
			

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, Interventionists, Special Education representative, Specials teachers representative, and campus principal) 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: Principal</p> <p>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>			

State Compensatory

Budget for Lago Vista Intermediate School

Total SCE Funds: \$10,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

IXL Licenses - \$3,982 Bridges Math - \$3,340 Think Up! ELAR - Think Up! Math Think Up! Writing

Campus Funding Summary

PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IXL Program		\$3,982.00
1	1	3	Additional Quality Resources for At-Risk Students		\$1,018.00
1	2	1	Math Intervention Program - Bridges		\$5,000.00
Sub-Total					\$10,000.00
Grand Total					\$10,000.00

Addendums