

Lago Vista Independent School District

Lago Vista Intermediate School

2019-2020 Campus Improvement Plan

Accountability Rating: B



Mission Statement

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

Vision

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

Value Statement

Destination Learning

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Comprehensive Needs Assessment

Revised/Approved: October 01, 2019

Demographics

Demographics Summary

Lago Vista Intermediate School serves 236 fourth and fifth grade students that reside in Lago Vista, Point Venture, and parts of Jonestown. Our attendance rate has been about 96%. Our enrollment has decreased slightly from last year.

The student demographic breakdown for the Lago Vista Intermediate for Summer 2018 enrollment was: White 68%, Hispanic 25%, African American 0.37%, American Indian 0.37%, Pacific Islander 0% and Two or More Races 5.6%. In Summer of 2019, LVIS had an ESL population of 5.2%, a Special Education population of 11.65%, a G/T population of 12.03%, and Economically Disadvantaged population of 27.44%.

The teacher demographic breakdown: 6 General Education teachers for Grade 4, 5 General Education teachers for Grade 5, 1 Resource teacher, 2 paraprofessionals, 1 Half-Time general education paraprofessional, 1 principal, 1 Counselor, 1 Nurse, 1 Registrar, 1 Half-Time Math Specialist, 1 Half-Time Reading Specialist, 1 Quarter-Time G/T teacher, 1 Quarter-Time ESL teacher, 1 Quarter-Time Dyslexia teacher, 1 Half-Time Art, 1 Half-Time Music, 2 Quarter-Time Band/Music teachers, 1 Half-Time PE teacher.

Demographics Strengths

The Lago Vista Intermediate School has a student: teacher ratio of 17:1 in grade 4. LVIS has 32 identified Gifted and Talented students. The number of students that are considered Economically Disadvantaged make up a lower percentage 27.44% than the district percentage. Lago Vista Intermediate School enrollment has maintained an average enrollment of 236.

The percentage of students that are considered economically disadvantaged from summer PEIMS data is 35%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our class size in fifth grade is 25:1. **Root Cause:** Our enrollment in fifth grade increased beyond projections for the current year.

Problem Statement 2: Our attendance rate is 95.8% as of May of 2019. **Root Cause:** Student attendance struggles due to illness and personal extended absences during the school session.

Problem Statement 3: Planning of support needs to be improved for all sub populations groups **Root Cause:** Increasingly diverse population, especially with our non English speaking students.

Problem Statement 4: We have an increasing number of students that receive special education services and teachers report that we are struggling provide them adequate inclusion support to meet the student's individual needs. **Root Cause:** We lost 1 paraprofessional position and 1 special education teacher because we had no students requiring Functional Academics in July of 2019. We hired a half-Time general education paraprofessional in October 2019 to better meet the needs of struggling students.

Student Academic Achievement

Student Academic Achievement Summary

Grade 4 Reading:

89% Approaches Grade Level Up from 86% last year

39.45% Masters Grade Level up from 32% last year

Grade 4 Math:

79.82% Approaches Grade Level down from 88% last year

33.33% Masters Grade Level Up from 31% last year

Grade 4 Writing:

81.48% Approaches Grade Level Up from 76% last year

30.56% Masters Grade Level Up from 19% last year

Grade 5 Reading:

86% Approaches Grade Level Down from 92% last year

39.84% Masters Grade Level Up from 38% last year

Grade 5 Math:

88% Approaches Grade Level down from 96% last year

36.44% Masters Grade Level down form 37% last year

Grade 5 Science:

77.97% Approaches Grade Level Down from 84% last year

18% Masters Grade Level equal to last year

Teachers continue to meet in weekly Professional Learning Communities to align curriculum and instruction to the needs of the students based off of data, as well as develop both formative and summative assessments throughout units of study to check student's progress on mastery of priority TEKS.

LVIS Tier 2 Intervention team consisting of grade level teachers and campus administrator meet twice a month to discuss student progress on Tier 2 goals and interventions being used. All interventions and progress monitoring is uploaded into Eduphoria for easy tracking. LVIS also has a Tier 3 Response to Intervention team that consists of grade level teachers, Interventionists, Counselor, Campus Administrator, Dyslexia Coordinator, and ESL Coordinator. This team meets monthly after school to discuss student progress on Tier 3 goals and interventions.

Student Academic Achievement Strengths

Fourth grade STAAR scores for Reading, Math, and Writing were above the state averages. 39.45% of fourth grade students received Masters Grade Level on the Reading STAAR. 40% of our SPED population met approaching Grade level criteria. 76.67% of our Economically Disadvantaged students met Approaching Grade Level Criteria. 39.45% of fourth grade students received Masters Grade Level over the Level III performance. 33.33% for 2018-19 year on the Math STAAR for Masters Level. 16.67% of our Limited English Proficient student population met Approaching Grade Level. 66.67% of our Economically disadvantaged population met Approaching Grade level criteria. Fourth grade STAAR Writing were 81.48% up from 76% the previous year. 30.56% met Masters Grade level up from 19% the previous year. 66.67% of our Economically Disadvantaged student population met Approaching Grade Level criteria.

73.33% of our Economically Disadvantaged population met Approaches Grade Level. Fifth grade Math percentage was 88% with 36.44% reaching Masters Level. 77% of Economically Disadvantaged population met Approaching Grade Level. 46% of our special education population met Approaching Grade Level for math. Fifth grade Science percentage was 77% over the state average.

Lago Vista Intermediate met the Performance Rates and Participation Rates from the System Safeguards.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 76.67% of our Economically Disadvantages students did not meet expectations in Grade 4 Reading . **Root Cause:** Our Economically Disadvantaged students have a lack in the foundations of basic reading skills and requires additional supports.

Problem Statement 2: 16.67% of our Limited English Proficient population did not met expectations in Grade 4 Math. **Root Cause:** LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.

Problem Statement 3: 6 out of 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Reading STAAR. **Root Cause:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

Problem Statement 4: 6 out of 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Math STAAR. **Root Cause:** Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

School Processes & Programs

School Processes & Programs Summary

Lago Vista Intermediate School has the following instructional programs and processes in place: Response to Intervention (RtI), Special Education, English Language Learners (ELLs)/English as a Second Language (ESL), Section 504/Dyslexia, Gifted & Talented (GT), Tier 2 Intervention, Tier 3 Math and Reading Intervention. Regarding the curricular process, Lago Vista Intermediate School uses a teacher developed curriculum and pacing guides based on TEKS. Additionally, English Language Proficiency Standards (ELPS) are embedded within lessons for ELLs. LV Intermediate School's goal is to hire highly qualified, certified teachers. In the area of recruiting, supporting, and retaining personnel, the following supports are in place: Mentor Program for first year teachers as well as new teachers to the school and Professional Learning Communities. We have Team Leaders for each grade level for an avenue of communication, organization, and provide additional instructional support for our staff. Furthermore, through Classroom Walk-throughs and Observations, teachers are provided feedback regarding areas of growth. Teachers are encouraged to attend district level professional development sessions. Professional Learning Communities have a specific focus of Data Driven Action Planning, Planning, Assessment, RtI Goal Setting and Review, and Technology. Administratively, LV Intermediate School has processes in place for school safety and security, including a dress code, campus discipline, attendance/truancy, conducting safety drills, utilizing Raptor for visitors, and parent and community communication. There is also a transition plan in place for school arrival and dismissal in regards to walkers, car riders, and bus riders.

We have 1 new teacher and 1 new general education paraprofessional on this campus. We have a registrar/secretary and a full time counselor. Our objective is to provide our teachers adequate support and constructive feedback to build a positive learning community which fosters creativity and new ideas.

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

Lago Vista Intermediate School is in its fourth year of implementation of one-to one initiative with class sets of iPads. Teachers are using Google Classroom as a mode to deliver instruction, as appropriate. We have professional development during the school year to assist teachers integrating technology as a seamless tool for students and teachers.

School Processes & Programs Strengths

Professional Learning Communities have a specific focus of Data Driven Action Planning, Planning, Assessment, RtI Goal Setting and Review, and Technology.

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

The campus schedule has been created to maximize instructional time.

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

Lago Vista Intermediate School has highly effective methods of communication to support the exchange of instructional strategies, collaborative planning, and decision making.

66% of our teachers have 11 + years of experience.

The majority of our teaching staff are G/T and ESL certified. We have a wide range of experienced teaching staff.

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

The campus schedule has been created to maximize instructional time.

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

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

We have a MAC Lab for student use.

We utilize a Computer Lab Scheduling Calendar to assist teachers in lab use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our attendance rate is 95.6% and did not reach our goal of 98%. **Root Cause:** Our community chooses to take trips during the school year. Some families don't see the value of attending school faithfully.

Problem Statement 2: Our campus CEIC consisted of 7 committee members last year. **Root Cause:** It was difficult to find community members that are not parents to serve on our campus committee.

Perceptions

Perceptions Summary

Lago Vista Intermediate School is in its fourth year as a campus in the District. We have worked diligently to improve our structures and systems that will ensure students, staff, and the community feel safe and supported at Lago Vista Intermediate School. Our goal is to provide a safe, pleasant and inviting environment for our staff, parents, and students. We have a full-time counselor providing guidance lessons and emotional support for students and staff. We have a full-time registered nurse to help keep our students healthy.

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

Perceptions Strengths

Our staff has built a strong sense of community which enhances the team approach at the campus level.

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

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

We have scheduled weekly PLC meetings and opportunities for collaborative planning and ongoing professional growth.

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

The staff recognizes each others' dedication and appreciation through staff events and activities.

We use our raptor system and have the security measure of having all doors locked during the school day.

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

We advertise upcoming events and activities through various means.

We hold a Parent Orientation Night to assist parents transiting to our campus and district.

We address relevant information for parents in our weekly newsletter.

Mrs. Davis attends and answers questions at our district ESL Parent Meetings.

We hold a well attended Meet the Teacher Event.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a community perception that we have some students that are being bullied. **Root Cause:** There is an unclear understanding of the definition of bullying.

Problem Statement 2: The Lago Vista Intermediate School campus is not consistently cleaned and disinfected, which may affect the student attendance rate due to inappropriate sanitation. **Root Cause:** Difficulty with recruiting and retaining staff and employee attendance for custodial services have led to a lack of consistent and reliable custodial services.

Problem Statement 3: We have 4 classrooms that is unable to hear safety alarms in her classroom with the door closed. **Root Cause:** There is not a mechanism in her classroom to make the sound for safety alarms.

Priority Problem Statements

Problem Statement 1: 76.67% of our Economically Disadvantaged students did not meet expectations in Grade 4 Reading .

Root Cause 1: Our Economically Disadvantaged students have a lack in the foundations of basic reading skills and requires additional supports.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: 16.67% of our Limited English Proficient population did not meet expectations in Grade 4 Math.

Root Cause 2: LEP students' lack of reading comprehension affects their understanding of critical problem solving required for grade level math.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 4: Our attendance rate is 95.8% as of May of 2019.

Root Cause 4: Student attendance struggles due to illness and personal extended absences during the school session.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 6 out of 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Reading STAAR.

Root Cause 5: Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education students are not being met through current instructional practices or duration of time with support is inadequate.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: 6 out 10 of our special education students did not achieve Approaching Grade Level on Grade 4 Math STAAR.

Root Cause 6: Special education students did not make enough growth to perform at grade level. The diverse academic needs of our Special education

students are not being met through current instructional practices or duration of time with support is inadequate.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 8: Our attendance rate is 95.6% and did not reach our goal of 98%.

Root Cause 8: Our community chooses to take trips during the school year. Some families don't see the value of attending school faithfully.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a community perception that we have some students that are being bullied.

Root Cause 9: There is an unclear understanding of the definition of bullying.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Our campus CEIC consisted of 7 committee members last year.

Root Cause 10: It was difficult to find community members that are not parents to serve on our campus committee.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 12: Planning of support needs to be improved for all sub populations groups

Root Cause 12: Increasingly diverse population, especially with our non English speaking students.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments 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 rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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, and gender 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
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 01, 2015

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: Statistical increase of 5% in passing rates and masters grade level rates for all STAAR tests.

Evaluation Data Source(s) 1: STAAR Assessment Reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum</p> <p>1) Utilize IXL resource to identify and provide targeted, accelerated instruction for struggling readers for Tier 2 and Tier 3 interventions.</p>	2.4, 2.6	Teachers and Principal	IXL assessment data reports will demonstrate a positive student response to accelerated reading instruction.			
Funding Sources: PIC 24 - Accelerated Education - 3982.00						
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum</p> <p>2) Utilize Think Up for high level critical thinking to increase STAAR and end of unit assessments in reading.</p>	2.4, 2.5, 2.6	Teachers and principal	STAAR 2020 results, End of Unit Assessments results, and formative assessments will show an increase in students meeting passing and commended rates of mastery.			
Funding Sources: PIC 24 - Accelerated Education - 2719.50						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Utilize Think Up! Math for high level critical thinking to increase STAAR and end of unit assessments in math.	2.4, 2.5, 2.6	Teachers and Principal	STAAR 2020 results, End of Unit results and formative assessment data will show an increase in students meeting passing and mastery rates.			
	Funding Sources: PIC 24 - Accelerated Education - 1942.50					
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Utilize Think Up! Writing for high level critical thinking to increase STAAR and end of unit assessments in writing.	2.4, 2.6	Teachers and Principal	STAAR 2020 results, End of Unit Assessment results, and formative assessments data will show an increase on students meeting passing and mastery percentage.			
	Funding Sources: PIC 24 - Accelerated Education - 1036.00					
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Utilize IXL resource to identify and provide targeted, accelerated instruction in math for struggling students.	2.4, 2.5	Teachers and Principal	IXL Assessment data reports will demonstrate a positive student response to accelerated math instruction.			
	Funding Sources: PIC 24 - Accelerated Education - 0.00					
6) Teacher will use formative assessments to inform instruction. Data from the unit assessments, benchmarks, and state assessments will drive curriculum and inform instruction.	2.4, 2.6	Teachers and Principal	All teachers will have updated Curriculum documents that are informed by the data from formative assessments.			
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Utilize Think Up! science resource to provide targeted, accelerated instruction for struggling students in science.	2.4, 2.6	Science Teachers and Principal	STAAR 2020, End of Unit Assessment results will show an increase in students meeting passing and increased rates of mastery.			
	Funding Sources: PIC 24 - Accelerated Education - 1683.00					
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 8) Provide after school tutorials and summer school for student who are at-risk for not making passing standard on STAAR assessments.		Teachers and Principal	Students who participate in after school tutorials and summer school will show an increase in students meeting passing on state assessments.			
	Funding Sources: PIC 24 - Accelerated Education - 3387.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 9) Provide additional hands-on TEKS activities and practice problems for students in Title I math interventions.		Principal	Students who participate in Title I math interventions will improved success in meeting Tier III intervention goals.			
	Funding Sources: Fund 211 - Title I, Part A - 2000.00					

Goal 1: Curriculum, Instruction and Student Achievement:

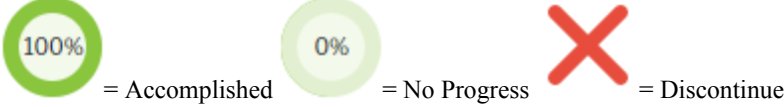
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 2: Accelerated-learning programs for at-risk students will be effectively tied to individual student needs.

Evaluation Data Source(s) 2: RtI goals and formative assessment data, state assessments

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Identify and provide targeted, acceleration instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering reading TEKS.	2.4, 2.6	Teachers and Principal	RtI plans will be informed by progress monitoring data. Student's mastery of reading TEKS will increase on assessments and progress monitoring.			
2) Identify and provide targeted, acceleration instruction in small groups for Tier 2 and Tier 3 students identified as at-risk of failure of mastering math TEKS.	2.4, 2.6	Teachers and Principal	RtI plans will be informed by progress monitoring data. Students mastery of math TEKS will increase on assessments and progress monitoring.			



100% = Accomplished 0% = No Progress X = Discontinue

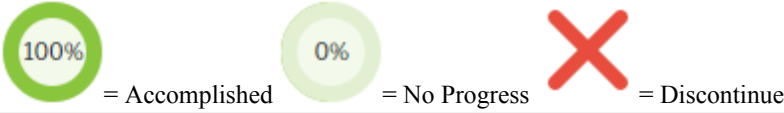
Goal 1: Curriculum, Instruction and Student Achievement:

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

Performance Objective 3: Increase the number of students achieving the advanced level of performance on the State assessments.

Evaluation Data Source(s) 3: In 2019-2020, Lago Vista ISD will improve the percentage of students meeting the Level III standard by 2% in all subjects and grade-levels.

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Better utilize enrichment time in our schedule for students to deepen their learning and use multi media to present the student's understanding of learned concepts.</p>	2.5	Teachers and Principal	Increased number of students achieving the advanced level of performance on state assessments.			
						




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: Monitor student attendance to prevent truancy and to improve overall attendance to exceed 98%.

Evaluation Data Source(s) 4: In 2019-2020, the PEIMS end of year attendance data for Lago Vista ISD will reflect an overall attendance rate that exceeds 98%.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Hold Parent Conferences with students who have more that 4 absences.	2.5, 2.6	Principal and Teachers	Decrease in the overall number of absences for students to improve our attendance rate to 98%.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

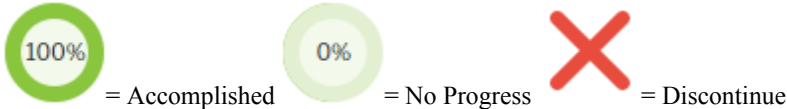
Goal 2: Learning Environment:

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

Performance Objective 1: Students will understand attributes needed for good citizenship and learn the value of building good character and personal growth.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Lago Vista Intermediate School students will develop knowledge and understanding of personal citizenship and character development through activities based on monthly character trait.	2.5	Teachers, Counselor and Principal	The campus will improve implementation of PBIS strategies and will see an increase in the number of students meeting common area expectations.			
2) School counselor will provide guidance lessons focusing on monthly character traits and social skills.	2.6	Teachers, Counselor, and Principal	The campus will improve implementation of PBIS strategies and will see and increase in the number of students meeting common area expectations.			
3) Project Vinatta group will be created to plan, implement, and facilitate activities to promote kindness and inclusion to improve our school climate and teach students social skills.	2.5	Teachers, Counselor, and Principal	A decrease in the number of discipline reports for aggressiveness.			
4) Grade 4-5 students will participate in Red Ribbon Week activities.	2.5	Teachers, Counselor, and Principal	Students will reflect take-always from the week's activities in writing journal. All staff will participate in a door decorating contest.			
						

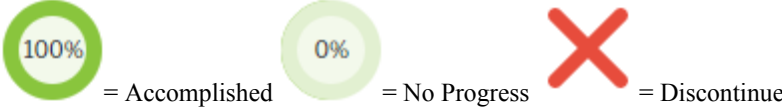
Goal 2: Learning Environment:

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: Provide a positive, supportive, and safe learning environment for all students.

Evaluation Data Source(s) 2: In 2019-2020, District discipline data and survey feedback will reflect a positive, supportive, and safe learning environment for all students

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
ESF Levers Lever 3: Positive School Culture 1) Recognize one student per class per month with the Principal's Pride Award for exhibiting Viking values. Positive phone calls to parents, award, ice cream and recognized in newsletter.	3.1	Teachers and Principal	Improve student/ staff relationships. Increased positive comments on student and parent surveys.			
ESF Levers Lever 3: Positive School Culture 2) Campus administration and maintenance will ensure that the fire alarm can be heard in all classrooms including portables.		Principal and Teachers	The campus will be evacuated and all students accounted for in less time.			
						

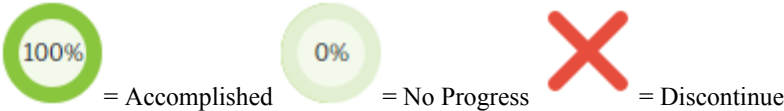
Goal 2: Learning Environment:

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: Technology will be integrated directly into the classroom to enhance instruction at least 20% of the time each grading period.

Evaluation Data Source(s) 3: Monthly walkthrough data will show at least a 20% of technology integration is connected to task.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Campus Administrators will work with the Director of Technology to install Boxlight successfully on teacher computers and train teachers to use smart boards.		Principal and Technology Director	Teachers would be able to use interactive pens with the new smart boards.			
2) CIP Team will work with technology staff to provide professional development on Apps and instructional strategies to use in the classroom for technology integration.		Principal, Technology Department, Teachers				
3) Campus administration and technology director will form a plan to update iPads for classrooms.	2.4, 2.5	CIP Team	Long range plan to improve iPad technologies on campus			
						

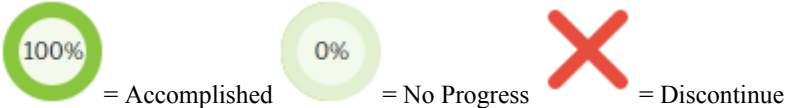
Goal 3: College Career Readiness:

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 Source(s) 1: Student Interest Inventory after Career Fair

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Students and staff will participate in College Day by wearing a college shirt on Wednesdays.		Principal	Students will participate in College Days by wearing college shirts for colleges they would like to attend. Staff will wear college shirt.			
2) Students will participate in the exploration of college/trade school and higher education opportunities.		School Counselor, Principal, and Teachers	Students will complete an reflection on campus-wide college exploration activities.			
						




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.

Evaluation Data Source(s) 1: In 2019-2020, all campuses in Lago Vista ISD will implement and document the results of Professional Learning Community processes.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) The Intermediate school will have weekly PLC meetings on Tuesdays.	2.4, 2.6	Principal and Teachers	Teacher feedback on the effectiveness of our PLC meetings and student academic achievement will improve.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

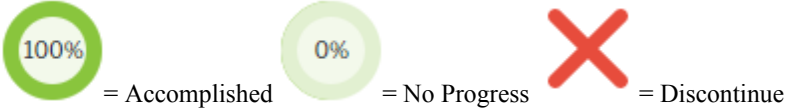
Goal 4: High Quality Staff:

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: LVIS will create a supportive and nurturing environment for employees, reducing the turnover rate from the 2019-2020 school year.

Evaluation Data Source(s) 2: LVIS will retain 100% of its employees, except in the case of unavoidable separations.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Provide professional development based on staff needs from feedback and walk-through data.	2.4, 2.5, 2.6	Principal	Professional Development offerings will reflect the needs of staff.			
2) Meet weekly in grade level and planning teams to collaborate with peers.	2.4, 2.6	Teachers and Principal	Improved lesson plans and formative assessments. Student mastery will increase.			
3) Intermediate School staff will have the opportunity to participate in team building activities and study Growth Mindset research.	2.4, 2.6	Teachers, Counselor, and Principal	Staff job satisfaction will increase and teacher will model having a growth mindset in their professional life with students and peers.			
4) Meet with custodial services and maintenance staff to discuss solutions for facilities and grounds to promote a positive working and learning environment.		Principal and Teachers	Staff surveys will reflect positive morale and teachers will have a positive feeling working in our building.			
						

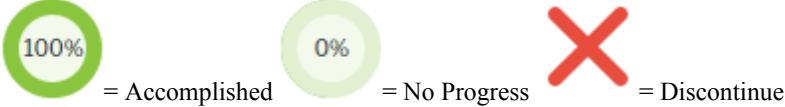
Goal 5: Family & Community Engagement:

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: Effectively communicate with all District stakeholders in a manner that is consistent, proactive, and respectful.

Evaluation Data Source(s) 1: The number of parents and community members will increase at LV Intermediate events or activities.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Schedule meetings for parents of ELL to encourage parent involvement and provide parent training.		Principal and ESL Coordinator	ESL parents will be encouraged to participate on campus and will know how to access grades, contact a translator, and get strategies to help their student at home.			
2) Schedule Grandparents' Luncheon to celebrate Grandparent's Day.		Principal and Counselor	68 families attended Grandparent Luncheon.			
3) Schedule a Title I Parent Meeting for all parents that have children receiving services.	2.6	Principal and Title I Interventionists	80% of students that receive Title I services will attend meeting and sign Parent/Teacher/Student Compact.			
4) Lago Vista Intermediate Choir will perform for parents and community activities.		Principal and Choir Teacher	Community will feel apart of the LV Intermediate Community and be interested in helping our school.			
5) Advertise volunteer opportunities through the weekly campus newsletter.		Principal and Teachers	We will have regular volunteers to support our classrooms. Parents will feel welcomed into the Intermediate campus.			
						

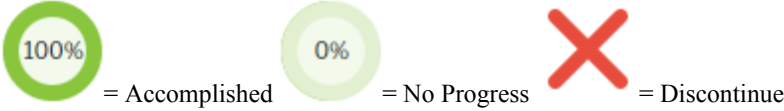
Goal 5: Family & Community Engagement:

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: Welcome and encourage active, two-way communication with parents and other stakeholders.

Evaluation Data Source(s) 2: In 2019-2020, Lago Vista ISD will have documentation to support efforts to improve active, two-way communication with all stakeholders.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Conduct two Parent Orientation events to help new families learn information, provide resources and opportunities on our campus and in our community.	3.2	Principal, Counselor, and Teachers	New Families will feel comfortable with their general knowledge of the Intermediate school and will be able to volunteer on our campus.			
2) Conduct Parent Teacher conferences and teachers will send home regular monthly information about class and upcoming activities.	3.2	Principal and Teachers	Parents will receive regular information about their child's learning and their child's mastery of the learning.			
						

Goal 6: Planning & Decision-Making:

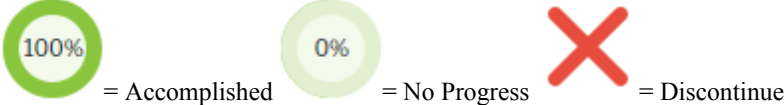
Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

Performance Objective 1: Increase student, parent, and staff feedback in campus decision-making processes.

Evaluation Data Source(s) 1: Feedback on surveys will indicate improvement regarding awareness and participation in campus decision-making processes.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
1) Increase participation in Quarterly CEIC meetings to discuss campus initiatives and goals.	3.1	Principal	Our goal is to have a 10 member committee with our student population represented during the 2019-20 school year.			
2) Increase media information about quarterly campus decision making meetings and encourage community to participate.	3.2	Principal	Principal will send out a notice of meeting through the Smore Parent Newsletter.			



100% = Accomplished 0% = No Progress X = Discontinue

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Teresa Graham	Fifth Grade Team Leader
Classroom Teacher	Robin Leclair	Fourth Grade Team Leader
Non-classroom Professional	Cynthia Gumbert	School Counselor- Non Teaching Professional
Administrator	Stacie Davis	Principal

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Stacie Davis	Principal
Classroom Teacher	Teresa Graham	Fifth Grade Team Leader
Classroom Teacher	Robin Leclair	Fourth Grade Team Leader
Non-classroom Professional	Cynthia Gumbert	Counselor
Paraprofessional	Gabby Mercado	Paraprofessional
Parent	Ann Badger	Parent
Parent	Jennifer Myers	Parent

Department Team

Committee Role	Name	Position
Classroom Teacher	Robin Leclair	Fourth Grade Teacher Team Leader
Classroom Teacher	Julie Viruette	Fourth Grade Teacher
Classroom Teacher	Tizoc Garcia	Fourth Grade Teacher
Classroom Teacher	Shanna Tinnian	Fourth Grade Teacher
Classroom Teacher	Wendy Norman	Fourth Grade Teacher
Classroom Teacher	Karie Rowland	Fourth Grade Teacher
Classroom Teacher	Teresa Graham	Fifth Grade Team Leader
Classroom Teacher	Patricia Whitton	Fifth Grade Teacher
Classroom Teacher	Katie Coffey	Fifth Grade Teacher
Classroom Teacher	Jane Couture	Fifth Grade Teacher
Classroom Teacher	Ashley Hardy	Fifth Grade Teacher
Classroom Teacher	Cathy Evans	ESL Coordinator
Classroom Teacher	Jana Oliver	Dyslexia Coordinator
Classroom Teacher	Kate Shoaf	Art Teacher
Classroom Teacher	Patricia Hahn	Choir Teacher
Classroom Teacher	LaTasha Phariss	Math Interventionist
Classroom Teacher	Jenifer Brown	Reading Interventionist
Non-classroom Professional	Cynthia Gumbert	Counselor

Campus Funding Summary

Fund 211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Title I Math Resources		\$2,000.00
Sub-Total					\$2,000.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IXL Program		\$3,982.00
1	1	2	Think Up! ELAR		\$2,719.50
1	1	3	Think Up! Math		\$1,942.50
1	1	4	Think Up! Writing		\$1,036.00
1	1	5	IXL		\$0.00
1	1	7	Think Up Science		\$1,683.00
1	1	8	Tutorial Pay		\$3,387.00
Sub-Total					\$14,750.00
Grand Total					\$16,750.00