

La Vernia Independent School District

La Vernia Primary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: September 14, 2020
Public Presentation Date: September 8, 2020

Mission Statement

Developed by Strategic Planning Team – August 2019

The mission of La Vernia ISD is to collaboratively educate and inspire all students to be life-long learners with unlimited possibilities as contributing members of society.

Vision

Developed by Team of 8 – June 2019

La Vernia ISD. . .
Uncompromising Excellence
Unlimited Possibilities

Beliefs

Developed by Team of 8 – June 2019

We Believe:

- In making all decisions in the best interests of the students we serve
- In reflecting the core values of the community and seeking community partnerships
- We are accountable for the success of every student and for preparing them for life after high school
- Collaboration and innovation among staff are vital to becoming and developing learners for life
- Students and staff learn best in a safe, secure, and nurturing environment.
- In fostering an atmosphere that builds relationships, promotes student innovation, problem solving and meaningful, real-world connections
- In attracting, developing, and empowering quality staff at all levels of the organization
- The development of citizenship in all students is essential to their futures.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

La Vernia Primary Student Demographics

Category	2019-2020	2018-2019	2017-2018
Total Students	805	813	794
African American	1%	.9%	1.1%
Hispanic	30.7%	33.1%	30.5%
White	65.7	63.8	66.4%
American Indian	.5%	0.1%	0.3%
Asian	.12%	0.1%	0.1%
Pacific Islander	0.0%	0.0%	0.0%
Two or More Races	2%	2%	1.6%
Economically Disadvantaged	28.07%	30.8%	27.7%
Non-Educationally disadvantaged	71.9%	69.2%	72.3%
English Language Learners	4.1%	4.6%	4.7%
Dyslexia	.99%	3.33%	.25%
Graduation Rate	NA	NA	NA
College, Career and Military Ready Graduates	NA	NA	NA
At-Risk	49%	43.8%	26.2%
Attendance Rate	96.6%	95.6%	95.1%

La Vernia Primary Program Enrollment

Program	2019-2020	2018-2019	2017-2018
Bilingual/ESL	6.1%	6.2%	8.8%

Program	2019-2020	2018-2019	2017-2018
Career and Technology Education	NA	NA	NA
Gifted and Talented	7%	3.2%	1.6%
Special Education	13.04%	9.6%	8.1%

La Vernia Primary Staff Information

Teachers by Years of Experience	2019-2020	2018-2019	2017-2018
Beginning Teachers	1.8%	32.0%	10.4%
1-5 Years Experience	17.3%	11.2%	12.7%
6-10 Years Experience	27.0%	14.9%	16.9%
11-20 Years Experience	34.7%	28.6%	40.1%
Over 20 Years Experience	19.2%	13.3%	20.0%

Teachers by Highest Degree Held	2019-2020	2018-2019	2017-2018
No Degree	0.0%	0.0%	0.0%
Bachelors	90.4%	88.9%	38.9%
Masters	9.6%	11.1%	8.5%
Doctorate	0.0%	0.0%	0.0%

Demographics Strengths

La Vernia Primary is a PREK 3 to 2nd grade campus with 805 students.

We have 12-13 teachers per grade level.

Strengths to Note:

- Student/Parent/Staff/Business/Community Involvement
- Opportunities for parent and community engagement
- Low teacher turn-over
- Consistency in campus leadership
- Safety is top priority

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on enrollment, ever changing lesson delivery models, and growth, technology upgrades are needed. **Root Cause:** Lack of a long term technology plan.

Student Learning

Student Learning Summary

La Vernia Primary Performance Objectives						
Reading DRA Target 85% for those school years						
Kinder	2019-2020		2018-2019		2017-2018	
	Dec. DRA 2 Gen. Ed. *Covid Closure	Dec. DRA 2 Dual Lang *Covid Closure	EOY DRA 4+ Gen. Ed.	EOY DRA 4+ Dual Lang	EOY DRA 4+ Gen. Ed.	EOY DRA 4+ Dual Lang
Total # of Students	217	27	191	37	208	44
85% of Total Students	184	23	162	31	177	37
# Students On Level	176/96%	24/99%	160/84%	20/54%	186 (89%)	25 (57%)
# Students Needed to Meet Goal of 85%	8	1	2	11	0	12

La Vernia Primary Performance Objectives				
Reading DRA Target 85% for those school years				
1st Grade	2019-2020		2018-2019	

La Vernia Primary Performance Objectives

Reading DRA Target 85% for those school years

	Dec. DRA 8-10 Gen. Ed. *Covid Closure	Dec. DRA 8-10 Dual Lang *Covid Closure	EOY DRA 16+ Gen. Ed.	EOY DRA 16+ Dual Lang	EOY DRA 16+ Gen. Ed.	EOY DRA 16+ Dual Lang
Total # of Students	203	32	216	37	216	15
85% of Total Students	173	27	184	31	184	13
# Students On Level	163 (94%)	25 (93%)	168 (78%)	28 (76%)	163 (75%)	9 (60%)
# Students Needed to Meet Goal of 85%	10	2	16	3	21	4

La Vernia Primary Performance Objectives

Reading DRA Target 85%

2nd Grade	2019-2020		2018-2019		2017-2018	
	Dec. DRA 20 Gen. Ed. *Covid Closure	Dec. DRA 20 DL *Covid Closure	EOY DRA 28+ Gen. Ed.	EOY DRA 28+ Dual Lang	EOY DRA 28+ Gen. Ed.	EOY DRA 28+ Dual Lang
Total # of Students	228	34	226	13	212	21
85% of Total Students	194	29	192	11	180	11
# Students On Level	157 (81%)	20 (69%)	161 (71%)	9 (69%)	151 (71%)	9 (43%)
# Students Needed to Meet Goal of 85%	37	9	31	2	29	9

La Vernia Primary Performance Objectives

Math

1st Grade	2019-2020	2018-2019
	MOY Star Summary 299+	EOY 1.9+
	Covid Closure	
Total # of Students	236	253
# Students On Level	203	186
% of students at or above grade level	86%	74%

La Vernia Primary Performance Objectives

Math

2nd Grade	2019-2020	2018-2019
	MOY Star Summary 435+	EOY 2.9+
	Covid Closure	
Total # of Students	255	239
# Students On Level	204	176
% of students at or above grade level	80%	74%

Primary - Attendance		End of Cycle 1	End of Cycle 2
Campus Goal: 97.3%		Aug/Sept	Oct/Nov
Campus Goal	2019-2020	97.01	95.68
	2018-2019	97.73	96.19
	Difference	-0.72	-0.51

Primary - Attendance		End of Cycle 3	End of Cycle 4
Campus Goal: 97.3%		Nov/Dec	Jan/Feb
Campus Goal	2019-2020	95.86	93.93
	2018-2019	95.36	94.97
	Difference	0.50	-1.04

Primary - Attendance		End of Cycle 5	End of Cycle 6
Campus Goal: 97.3%		March/April	April/May
Campus Goal	2019-2020	Covid	Covid
	2018-2019	95.70	95.35
97.3%	Difference	-95.70	-95.35

Student Learning Strengths

Many Instructional resources

Abundant collaboration opportunities

Instructional coaches offer support

Intervention teachers and para educator support for students

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A year's worth of growth needs to be established for each student to close gaps. **Root Cause:** Performance measures throughout the year weren't systematically established.

Problem Statement 2: Technology needs hinder lesson delivery. **Root Cause:** Each teacher lacks a laptop, inconsistent student devices, etc.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

Teachers are designers and coaches of understanding. As in all design professions (architecture, engineering, graphic arts, etc.) standards inform and shape our work. We are not free to teach whatever we want, rather we are guided by State standards (Texas Essential Knowledge and Skills - TEKS) that specify “*what a student should know and be able to do*”. These standards provide a useful “framework” to help us identify teaching and learning priorities that guide curriculum and assessment design. Instruction therefore, is grounded in these standards coupled with student interests, needs, developmental levels, class size, etc. As our teacher-designers focus on ensuring learning they also check for successful “meaning making” and transfer of learning. Instructional planning, therefore, must be intentional and include opportunities for the discovery of connections. At this point, mastery of content becomes the means, not the end. Our focus in LVISD is to explicitly focus on the critical and important instructional content – the desired results, the BIG IDEAS, the “end in mind” and then design instructional opportunities for deep understanding and transfer through methods and activities most likely to achieve them. Simply put, our focus is on the learning, not the teaching.

Curriculum & Instructional Planning

LVISD strives to provide a cohesive sequence of instruction to students based on the BIG IDEAS of each course, with a keen focus on transfer of learning and individual needs. To assist teachers, administrators, parents and community members in understanding the *flow* of the instructional content, La Vernia ISD is a partner of the Texas Curriculum Management Cooperative (TCMPC) and uses the TEKS Resource System provided by TCMPC as the foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, rather it provides sequences for study (also known as “units”) along with various resources, unit guides, vertical alignment resources and formative assessment tools. TEKS Resource System provides a Scope and Sequence and Instructional Focus Documents for each grade level and content area to ensure that the TEKS are covered in the classroom according to the depth and complexity designed by the State of Texas. In a “backwards-design” mapping process (Wiggins & McTighe, 2005), La Vernia ISD Instructional Coaches and lead teachers utilize the TCMPC tools to develop “unit frameworks” that serves to prioritize critical content and vocabulary, identify district resources and tools to be used to teach the content, coupled with technology applications and special education accommodations/modifications or extensions, etc.

In La Vernia ISD we view the depth and complexity of the TEKS as our “destination” and via a backwards design model, we use our internally developed frameworks as our “road map” vital to reach the destination. We work to refine, add additional resources and strengthen our internal framework documents, including assessments annually during our LVISD Summer Curriculum Camp based on feedback received from teachers throughout the year.

Assessment – Formative & Summative- Google sheets last year, TPRI this year...

In addition to the TEKS Resource System, La Vernia ISD uses Eduphoria Aware to house and analyze student testing and academic performance. The reporting features of Aware allow teachers to review in-district assessment performance alongside State Assessment performance. The staff also uses resources provided by Lead4Ward to help review and analyze data for instructional planning. The combination of these curriculum resources provides

teachers with the data tools necessary to design engaging lessons targeted at growing every single student in our classrooms. The result of this process will be student performance targets that will inform timely needed adjustments in instruction, Tier I differentiation, extension activities, formative assessments & alignment of materials.

The district also maintains a focus on Response to Intervention (RtI) and ensuring that all student needs are met. We work to have strong, consistent, vertically aligned and horizontally articulated Tier 1 instruction to help our struggling learners as well as increase opportunities for mastery for our stronger learners. We also have an on-going collection of both formal and informal assessment data to specify the type of instructional settings or intervention that may be needed for each student.

LVISD Professional Learning Communities (PLC):

One the best-known definitions of Professional Learning Communities comes from DuFour, et al. (2008): “We define a professional learning community as *educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve*” (p. 14).

Other definitions include:

- Katherine Fulton and Ted Britton (2011): “*A PLC is a group of teachers focused on improving their practice and learning together about how to increase student learning.*”
- Stoll, Bolam, McMahon, Wallace and Thomas (2006) state that the term PLC “*suggests a group of people sharing and critically interrogating their practice in an on-going, reflective, collaborative, inclusive, learning-oriented, growth-promoting way.*”

These definitions all indicate that successful PLC practice is a *reflective* and *on-going process*. Teachers and administrators within a PLC are expected to become learners themselves and work together to share resources, knowledge and help one another improve their teaching practices. All of this is done with the primary goal of increasing student learning – success is not measured by what or how teachers teach, rather by how much students learn.

In LVISD our campus PLC practice is guided by the following four questions:

1. What do our students need to know and be able to do? (Curriculum)
2. How will we know if our students have learned? (Assessment)
3. How will we respond if our students do not learn? (Instruction: differentiation, RtI, Accommodations, etc.)
4. How will we respond for our students already demonstrating proficiency? (Instruction: extension, enrichment, etc.)

Human Resources

LVISD Human Resources Department will focus on recruiting and retaining high-performing faculty and staff.

La Vernia ISD Educators will Exhibit:

CHARACTER: respect, support, enthusiasm, passion, fairness and consistency, organization, positive professional relationships,

LIFE-LONG LEARNING: knowledge in the content they teach, dedication to continued professional growth, integration of technological advances,

INNOVATION: embracing non-traditional solutions, encouraging students to think outside the box and take risks, implementing new approaches to instruction and assessment,

COLLABORATION: strong communication with all stakeholders, willingness to share ideas and work with others, receptive to new ideas.

As a leadership team, we work with other departments and campuses to carry out the district beliefs and objectives by recruiting and retaining. The consistency of staff is important in our student success, specifically closing the achievement gap and providing unique learning opportunities.

School Processes & Programs Strengths

PLCs are held every two weeks during the school day.

Each grade level has curriculum leads who plan with Instructional Coaches throughout the summer and during the school year.

Weekly Grade level planning meetings are held.

Intervention teachers support the RTI process by providing in class and pull out services to Tier 3 students.

Communication Hub to house all documents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a district, work proactively to include all departments (nurses, transportation, curriculum, nutrition, etc) to align processes and procedures. **Root Cause:** Department turn over leads to confusion on rolls and responsibilities.

Perceptions

Perceptions Summary

LVISD Strategic Plan

During the 2019-2020 school year, LVISD engaged in the strategic planning process with a committee that included teachers, staff, parents, students, community members, and business representatives. This process resulted in a three-year strategic plan with the following six focus areas:

- Curriculum and Innovation
- Human Capital
- Safety and Security
- Funding and Finance
- Facilities and Infrastructure
- Community Partnerships.

Throughout the 2020-2021 school year and duration of the strategic plan, surveys will be conducted to gather and analyze feedback from all stakeholders regarding plan implementation.

Perceptions Strengths

La Vernia Primary provides many opportunities for parents and community engagement.

We have ongoing communication and strive to be transparent through weekly newsletters, social media posts, and emails with information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to covid restrictions, this year we must think creatively to have parents and community feel involved. **Root Cause:** Visitors are not allowed on campus.

Priority Problem Statements

Goals

Goal 1: La Vernia Primary will create college and/or career and/or military-ready graduates, difference-makers, who confidently pursue dreaming of a better society for all people (Scorecard Target 1, Strategic Plan 1.1, 2.1).

Performance Objective 1: Identification of Gifted and Talented (GT) students will continue to be a systematic process to ensure all students that need to be identified are found and serviced.

HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Utilize a Campus GT Coordinator to organize and implement GT model at the campus level, including screening all kindergarten students.	
Strategy's Expected Result/Impact: GT students receive appropriate services to meet their needs.	Formative
Staff Responsible for Monitoring: GT Campus Coordinator, District Advanced Academic Coordinator, Counselor	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: Connect high school to career and college	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: Students identified as GT will be clustered in homerooms by teachers who have GT training.

Strategy's Expected Result/Impact: GT students will receive appropriate GT instruction.

Staff Responsible for Monitoring: Classroom teachers, GT Coordinator

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb


Apr

Summative

June





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: During the 2020-2021 school year, Social-Emotional learning and bullying prevention will be integrated into PK-2 classrooms, including school-wide initiatives and classroom guidance lessons, with a focused outcome of decreasing discipline issues and developing the whole student.

Strategy 1: Implement Second Step Curriculum with Weekly lessons and daily classroom integration.		
Strategy's Expected Result/Impact: Decrease in Discipline Reports		Formative
Staff Responsible for Monitoring: Classroom Teachers, Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: The school counselor will schedule classroom lessons to implement the comprehensive guidance counseling curriculum.		
Strategy's Expected Result/Impact: Increase in meeting the needs of the students		Formative
Staff Responsible for Monitoring: Counselor, classroom teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: By the end of the 2020-2021 school year, LV Primary will align attendance practices and increase student engagement to result in a .5% increase in the attendance rate for the district.

Strategy 1: Attendance will be monitored by the classroom teachers and administration and support for students and families struggling with attendance will be provided.

Strategy's Expected Result/Impact: The students will attend school more frequently.

Staff Responsible for Monitoring: Classroom teachers, administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb

Apr

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: By the end of the 2020-2021 school year, Pre-K-2 will increase the percentage of students reading at or above grade level by 2%.

HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: PREK to 2nd grade classrooms will Implement Heggerty Phonemic Awareness Curriculum daily.		
Strategy's Expected Result/Impact: Increase in Phonemic Awareness skills as measured by TPRI.		Formative
Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Data, such as TPRI, CIRCLE, and TXKEA, will be utilized to drive small group instruction and guided reading groups.		
Strategy's Expected Result/Impact: Each student will demonstrate at least a years worth of growth in reading.		Formative
Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June


Strategy 3: Plan and deliver quality, aligned Tier 1 instruction through collaborative team plannings utilizing the TEKS resource system documents, PAs, and locally developed frameworks.


Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	June

Strategy 4: Tier 1, 2, and 3 instruction will be provided by Intervention teachers, classroom teachers, SPED teachers and para-educators to help close learning gaps and ensure a year's worth of growth for each student.

Strategy's Expected Result/Impact: More students ending on grade level	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	June





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: By the end of the 2020-2021 school year, Pre-K-2 will establish a baseline of student proficiency in writing.

Strategy 1: By the end of the 2020-2021 school year, PreK-2 writing frequency will increase in all content areas through embedded journal responses, short answer, and essay questions.		
Strategy's Expected Result/Impact: With increased opportunities for writing, students will have more opportunities to apply authentic writing.	Problem Statements: None	Formative
Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Campus Administration	Funding Sources: None	Nov
Title I Schoolwide Elements: None		Feb
TEA Priorities: None		Apr
ESF Levers: None		Summative
		June
Strategy 2: Grade level teams will utilize the frameworks and TCPMC documents, formative and summative assessments in writing to calibrate and plan instruction.		
Strategy's Expected Result/Impact: Gains in student writing performance	Problem Statements: None	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration	Funding Sources: None	Nov
Title I Schoolwide Elements: None		Feb
TEA Priorities: None		Apr
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 6: By the end of the 2020-2021 school year, Pre-K-2 will increase the percentage of students performing on grade level in math by 2%.


Strategy 1: Each classroom will implement Number Talks and Fact Fluency on a daily basis.		
Strategy's Expected Result/Impact: Increase in student performance in math.		Formative
Staff Responsible for Monitoring: Classroom teacher, Instructional Coaches		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Data from PAs, STAR Renaissance, and daily lessons will guide small group instruction in math.		
Strategy's Expected Result/Impact: Each student will grow a year's worth of growth in math.		Formative
Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: Differentiate Instruction through the use of math centers, Prodigy, and math manipulatives to improve math skills of all students. Specialized instruction in small group provided by classroom teachers, intervention teachers, SPED teachers and para educators will be utilized.

Strategy's Expected Result/Impact: Gains in the number of students ending on grade level	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	June

Strategy 4: Classroom teachers will plan collaboratively using the frameworks and TCMPC documents, including PAs to plan Tier 1 lessons aligned to the standards.





Strategy's Expected Result/Impact: Aligned lessons across the grade levels	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coaches	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 2: La Vernia Primary will provide a high-performing and engaged workforce where every staff member can find and pursue their purpose, so they can help students fulfill their promise (Scorecard Target 2, Strategic Plan 3.1, 3.2).

Performance Objective 1: During the 2020-2021 school year, the La Vernia Primary will provide a professional development program that is responsive to student and educator needs.





Strategy 1: Provide multiple avenues for professional growth, from online models, to PLCs, Instructional Coaches modeling lesson, to attending sessions at the Region 20 Service Center.

Strategy's Expected Result/Impact: Teachers attend workshops needed to improve student performance		Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 2: During the 2020-2021 school year, La Vernia Primary will continue to provide ongoing support to implement the T-TESS Appraisal System with a focus on increasing teacher and student growth, while aligning/refining walkthrough and observation instruments across campuses.

Strategy 1: La Vernia Primary will foster continuous growth through regularly scheduled PLCS		
Strategy's Expected Result/Impact: Teachers have protected time for professional conversations		Formative
Staff Responsible for Monitoring: Administration, Instructional Coaches		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Administration will utilize the TTESS system of walkthroughs and observations to provide meaningful feedback that is timely, accurate and supportive.		
Strategy's Expected Result/Impact: Growth of teacher craft		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: By the end of the 2020-2021 school year, 100% of La Vernia Primary staff will meet professional development requirements.

Strategy 1: Flex time, embedded staff development time, and frequent reminders will be used to ensure all requirements are met.	
Strategy's Expected Result/Impact: 100% of staff meet professional development requirements.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Throughout the 2020-2021 school year, La Vernia Primary will continue to recruit, hire and retain Highly-Qualified educators.





Strategy 1: A Committee process will be used when at all possible to collaborate and hire the best candidates for positions.		
Strategy's Expected Result/Impact: Highly-qualified educators will be selected		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: La Vernia Primary will provide safe, efficient, effective, and transparent district and campus operations by modeling integrity for our students through honesty, responsibility, and transparency in everyday practice (Scorecard Target 3, Strategic Plan 4.1, 4.2, 5.1, 6.1, 6.2).

Performance Objective 1: By the end of the 2020-2021 school year, La Vernia Primary will be in compliance with safety drills, including lockdown, lockout, evacuation, shelter-in-place, hold-in-place, and ALICE, and guidelines supplied by the Texas State School Safety Center and Texas Education Agency.





Strategy 1: Administration will develop a yearly calendar of drills and log into the LVISD Navigate Platform.		
Strategy's Expected Result/Impact: Campus will be 100% compliant.		Formative
Staff Responsible for Monitoring: Administration, District Safety monitor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Teachers and paras will model and teach students the safety procedures and expectations.		
Strategy's Expected Result/Impact: Students and teachers will safely know how to handle an emergency.		Formative
Staff Responsible for Monitoring: Teachers, administration, Safety Monitors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: 100% of staff will be trained on safety programs to ensure safety and security of all stakeholders.

Strategy's Expected Result/Impact: Students and staff are safe.		Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Administration, Safety Monitors		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: La Vernia Primary will provide transparent and highly effective communication with students, staff, parents, and community members (Scorecard Target 4, Strategic Plan 7.1, 7.2).

Performance Objective 1: La Vernia Primary will identify existing parent and community engagement programs at the campus and district level, and explore and provide opportunities to involve those who do not participate or engage.

Strategy 1: Weekly Parent communication through newsletters will be sent via email, posted on social media, and posted on the website.		
Strategy's Expected Result/Impact: Parents will be informed		Formative
Staff Responsible for Monitoring: Administration, Webmaster		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Multiple opportunities for parent involvement, including but not limited to PTO, Curbside Meet the Teacher, Google Meetings, etc. will be offered.		
Strategy's Expected Result/Impact: Parents will be informed and involved.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		