

La Vernia Primary



LA VERNIA INDEPENDENT SCHOOL DISTRICT

Campus Snapshot

Enrollment • Demographics • Student Programs



Grade	Students	%
EE	28	3.5%
PreK	58	7%
Kinder	222	28%
1st Grade	233	30%
2nd Grade	248	31.4%

Student Group	Students	%
Economically Disadvantaged	227	29%
Emergent Bilingual	44	5%
Special Education	131	17%
Section 504	12	1%
Gifted & Talented	13	2%
At-Risk	305	39%

La Vernia Primary Strategic Plan: Campus Goals

Student Achievement • School Progress • Closing the Gaps

STUDENT ACHIEVEMENT

By the Spring MAP Growth assessment, we will increase the percentage of students achieving Meets or Masters (Green and Blue) performance levels, with at least 60% in Reading and 70% in Math demonstrating proficiency or above according to MAP Growth data. (HB 3)

SCHOOL PROGRESS

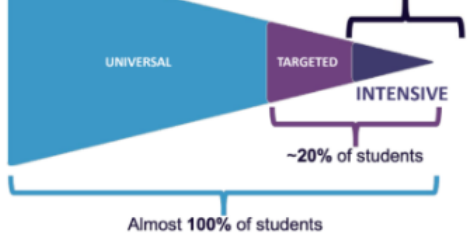
By the end of the school year, Kinder, 1st, and 2nd grade students will demonstrate measurable growth on the MAP Growth assessment, with at least 70% of students meeting or exceeding their individual projected RIT growth in Reading and/or Math as defined by NWEA norms. (HB 3)

CLOSING THE GAPS

Establish a baseline of our subpopulation performance and focus groups based on the data.

Student Achievement

Full MAP achievement-range breakdown • Red → Orange → Yellow → Green → Blue



RED
1st-20th Percentile
Below expected range

ORANGE
21st-40th Percentile
Below / approaching

YELLOW
41st-60th Percentile
Middle range / targeted support

GREEN
61st-80th Percentile
Higher achievement range

BLUE
>80th Percentile
Higher achievement range

BOY MATH

MATH	RED	ORANGE	YELLOW	GREEN	BLUE
ALL STUDENTS	14%	18%	22%	26%	20%
KINDER	13%	18%	27%	23%	19%
1ST GRADE	11%	15%	18%	26%	30%
2ND GRADE	16%	21%	22%	29%	12%

46% → 70%
BOY **Math** Baseline →
EOY Goal

BOY READING

READING	RED	ORANGE	YELLOW	GREEN	BLUE
ALL STUDENTS	18%	18%	22%	24%	18%
KINDER	18%	16%	26%	24%	16%
1ST GRADE	15%	17%	21%	28%	19%
2ND GRADE	21%	20%	21%	20%	18%

42% → 60%
BOY **Reading** Baseline →
EOY Goal

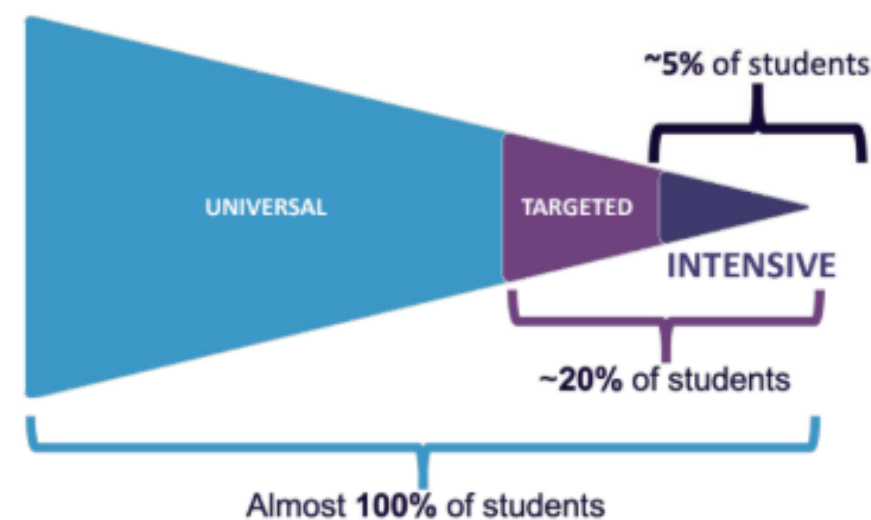
→70%
Baseline for Measuring
Growth

MAP Color Ranges: Green/Blue = higher achievement ranges compared with grade-level norms/benchmarks • Yellow = middle range • Orange/Red = below expected range.

What is the NWEA MAP Screener? NWEA MAP is a nationally normed, computer-adaptive assessment that measures what students know and are ready to learn in reading and math. Question difficulty adjusts based on each student's responses, providing a precise picture of achievement and growth over time.

Our Action: MTSS/WIN Targeted Student Support

Intensive Intervention



Academic (math/reading)				
Level	Students	Frequency	Provider	Progress Monitoring
Tier 1	All Students	Daily	Classroom Teacher	On-going
Tier 2	10-15% of students	3x/week for 20 minutes	Grade Level Teacher or Interventionist	Bi-weekly
Tier 3	5% of students	4x/week for 20 minutes	Interventionist	Weekly

WIN (What I Need)

Every student has a total of 50 minutes each day blocked out in our master schedule to provide targeted intervention or enrichment in both reading and math.

Our Action: Ongoing Monitoring of Students

HOW: Monthly MTSS Problem-Solving Team (PST) Meetings

Analyze Multiple Data Sources

Universal screener data, progress monitoring, and classroom performance are reviewed together.

Fluid Levels of Support

Students move between tiers based on current need and response to intervention or enrichment.

THE WHOLE CHILD

Academic • Behavioral •
Social-Emotional

Collaborative Problem-Solving

Teachers can bring students to the monthly PST for concerns, celebrations, and team problem-solving.

Monitor + Take Action

Student needs are continuously discussed, monitored, and addressed with timely, targeted action steps.

PST TEAM

Administrators • Counselors • Classroom Teachers • Interventionists • SPED Diagnosticians/LSSPs • Support Staff

Our Action: Weekly PLCs Turn Data into Instruction

Collaborative data analysis → specific skill/subpopulation needs → instructional response

1

ANALYZE THE DATA

Grade-level pods review performance assessments, unit assessments, and classroom data.

2

IDENTIFY THE NEED

Pinpoint specific skills and/or subpopulations requiring additional support.

3

PLAN THE RESPONSE

Examine lessons and determine the instructional response needed to address identified gaps.

4

STRENGTHEN TIER 1

Share effective strategies, model approaches, and adjust instruction to respond to student needs.

WHO IS AT THE TABLE?

Grade-Level Teachers • Administrators • Campus Curriculum Specialists • SPED Teachers

Our Action: Strengthen Tier 1 Instruction – K–1 Literacy

K–1 literacy remains a continued campus priority based on last year’s end-of-year data. Our focus is strengthening Tier 1 reading instruction so students build strong foundational literacy skills.

SCIENCE OF TEACHING READING

Continue strengthening Tier 1 reading instruction aligned with the Science of Teaching Reading.

EXPLICIT PHONICS INSTRUCTION

Provide systematic, explicit foundational-skills instruction to address student needs early.

DECODABLE BOOK ROOM

Expand teacher access to appropriate decodable texts and instructional resources to support phonics instruction and guided reading.

OUR GOAL

Build strong foundational reading skills in K–1 through consistent, research-aligned Tier 1 instruction and high-quality instructional resources.

Our Action: Full-Day PreK

Provide a full-day Pre-K program utilizing the CIRCLE Curriculum

A research-based, developmentally appropriate framework that supports school readiness through intentional instruction.

EARLY LITERACY

Build foundational skills for future reading success.

LANGUAGE & COMMUNICATION

Develop vocabulary, oral language, and communication skills.

MATH

Build early number sense and mathematical thinking.

SOCIAL-EMOTIONAL DEVELOPMENT

Support self-regulation, relationships, and classroom readiness.

FOUNDATIONAL SKILLS

Develop the skills and learning behaviors needed for Kindergarten.

WHY FULL DAY?

Increased time for purposeful learning, hands-on exploration, play, and individualized support building a strong foundation for Kindergarten success.

Tier 1 Instructional Resources & Intervention Materials

Core curriculum and supplemental resources supporting high-quality instruction across PreK–2

	ELA	Math	Science	Social Studies	Electives
PreK	CLI Engage: Circle Curriculum				
Grade K	Houghton Mifflin Harcourt: Texas Into Reading Really Great Reading: Phonics Countdown Learning Without Tears: Handwriting Without Tears	Accelerated Learning: Texas StemScopesMath Math Solutions: Number Talks	McGraw- Hill : Texas Science Region 20 ESC: Living Science Cooperative	Scholastic: Studies Weekly	Music: Quaver Music Technology: Learning.com , Code.org PE: Catch Art: Deep Space Sparkle
Grade 1	Houghton Mifflin Harcourt: Texas Into Reading Really Great Reading: Phonics Blast Learning Without Tears: Handwriting Without Tears	Accelerated Learning: Texas StemScopesMath Math Solutions: Number Talks	McGraw- Hill : Texas Science Region 20 ESC: Living Science Cooperative	Scholastic: Studies Weekly	Music: Quaver Music Technology: Learning.com , Code.org PE: Catch Art: Deep Space Sparkle
Grade 2	Houghton Mifflin Harcourt: Texas Into Reading Really Great Reading: Phonics HD Word Learning Without Tears: Handwriting Without Tears	Accelerated Learning: Texas StemScopesMath Math Solutions: Number Talks	McGraw- Hill : Texas Science Region 20 ESC: Living Science Cooperative	Scholastic: Studies Weekly	Music: Quaver Music Technology: Learning.com , Code.org PE: Catch Art: Deep Space Sparkle
PreK -2 General	Texas Curriculum Management Program Cooperative (TCMPC):TEKS Resource System for TEKS clarification, alignment, scope & sequence TEKS aligned Teacher/Curriculum Specialist created lessons and activities Lead4ward Epic! Creations Brain Pop IXL Math and Reading 1-2 Flocabulary ELA, Math Learning A-Z Summit K-12: Accelerated Literacy and Language Development				

Reading Language Arts (RLA) Interventions

Intervention Program	Focus Area	Target Grades
Heggerty	Phonemic / Phonological Awareness	PK – K
TouchPhonics	Phonics	K – 2
Foundations (Kinder)	Phonological Awareness & Phonics	K
Foundations (1st & 2nd)	Phonics	1 – 2
UFLI	Phonological Awareness & Phonics	K – 2
Flyleaf	Comprehension	K – 2

Mathematics Interventions

Grade Level	Focus Area	Intervention Program
K	Numbers 1 – 10	Kinder TEMI
K	Numbers 1 – 30	Number Sense
K	Number Sense	KickStart
1st	Numbers 1 – 30	Number Sense
1st	Foundational Skills	TEMI
1st	Counting, Place Value, Basic +/-	Bridges / TEMI
1st	Composing/Decomposing ≤ 10, +/-	Do the Math / TEMI
1st	Number Sense	KickStart
2nd	Foundational Skills	TEMI
2nd	Counting, Place Value, Basic +/-	Bridges / TEMI
2nd	Specific Math Skills	Mentoring Minds
2nd	Composing/Decomposing ≤ 10, +/-	Do the Math / TEMI
2nd	Number Sense	KickStart

Overall Highlights & Impact

What is Working Well?

Data-Driven MTSS

MAP and assessment data identify students needing targeted intervention, including Tier 2/3 and “bubble” students.

WIN Time

K–2 students receive individualized intervention or enrichment through flexible grouping.

Strong Tier 1 Literacy

Continued STR implementation and our growing decodable book room provide teachers with resources to strengthen foundational reading skills.

Collaborative PLCs

Teachers regularly analyze data, identify skill gaps, and adjust instruction.

Impact on Students, Staff & District

Student Impact

Students receive more targeted support and earlier intervention, strengthening our efforts to close achievement gaps.

Teacher Impact

Teachers have clear, actionable data to guide instruction and intervention. PLCs and WIN promote collaboration, flexible grouping, and shared responsibility for student growth. Shared intervention resources and the decodable book room provide ready-to-use instructional support.

District Impact

Creates a consistent, sustainable MTSS framework aligned with district goals. Strengthens early identification and intervention to address achievement gaps and builds campus capacity for stronger Tier 1 instruction and improved student outcomes across grade levels.

Strategic Actions Update: Current Implementation Status

Strategic Action	Status / Result
Quarterly data digs using MAP + RGR	BOY completed • MOY/EOY not yet
WIN groups with prescribed instruction	On-going • BOY groups formed, remain fluid based on need
PLCs targeting specific data indicators	On-going
Professional development targeting achievement	In Progress • Circle + Panorama
PreK growth through Circle data PLCs/planning	In Progress

Our Focus: From Data to Action

Strong systems are in place.

Now we will use the data cycles, instructional response, and targeted support to accelerate student growth.

60%

Reading

70%

Math

70%

Student Growth