Campus Plan Board Progress Update

Principal planning form | Complete with current campus data and use the responses to build a concise board presentation. Show the reporting period, comparison point, and source for each measure. Use "N/A" when a measure does not apply; do not include identifiable student information.

Campus	Principal	Board meeting date	Reporting period
La Vernia Primary	Powers	Oct. 19, 2026	Oct. 5 ,2026 At Central

Campus Snapshot

	Grade	Number	Percentage
Enrollment	EE	28	3.5%
	PreK	58	7%
	Kinder	222	28%
	1st Grade	233	30%
	2nd Grade	248	31.4%
Demographics	Hispanic/Latino	290	37%
	White	457	58%
	African American	7	1%
	Asian	2	.002%
	American Indian/Alaska Native	25	3%
	Native Hawaiian Pacific Islander	13	2%
	Two or More Races	33	4%
	Economically Disadvantaged	227	29%

Student Programs/Groups	Emergent Bilingual	44	5%
	Special Education (includes walk-in speech)	131	17%
	Section 504	12	1%
	Gifted & Talented	13	2%
	At-Risk	305	39%

Overall Current Campus Summary

Grade	Academics	Attendance	Behavior
EE		68% Excelling, 18% On Track, 14% At Risk	100% Excelling
PK		74% Excelling, 19% On Track, 7% At Risk	98% Excelling 2% At Risk
KG		68% Excelling, 24% On Track, 7% At Risk, 1% Critical	99% Excelling, 1% At Risk
1st Grade		73% Excelling, 21% On Track, 5% At Risk, 1% Critical	97% Excelling, 1% At Risk, 2% Critical
2nd Grade	72% Excelling, 20% On Track, 6% At Risk, 2% Critical	78% Excelling, 19% On Track, 4% At Risk	96% Excelling, 2% At Risk, 2% Critical

Progress on Campus Goals

Student Achievement	Current result and status	Evidence
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)	On track Needs attention	
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 80% of students	On track Needs attention	

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.	On track Needs attention

Student Achievement

How do we measure our student progress?

NWEA MAP Growth is a computer-adaptive assessment that measures what students know and are ready to learn in reading and mathematics. The assessment adjusts the difficulty of questions based on each student's responses, providing a more precise picture of individual achievement and growth. MAP is a nationally normed, adaptive assessment used throughout the year to measure achievement and growth, while STAAR is a Texas standards-based state accountability assessment.

La Vernia Primary NWEA MAPS Student Achievement Scores:

ALL STUDENTS					
MATH	**RED**	**ORANGE**	**YELLOW**	**GREEN**	**BLUE**
BOY	14%	18%	22%	26%	20%
MOY					
EOY					

KINDER					
MATH	**RED**	**ORANGE**	**YELLOW**	**GREEN**	**BLUE**
BOY	13%	18%	27%	23%	19%
MOY					
EOY					

FIRST GRADE					
MATH	**RED**	**ORANGE**	**YELLOW**	**GREEN**	**BLUE**
BOY	11%	15%	18%	26%	30%
MOY					
EOY					

SECOND GRADE					
MATH	RED	ORANGE	YELLOW	GREEN	BLUE
BOY	16%	21%	22%	29%	12%
MOY					
EOY					

ALL STUDENTS					
READING	RED	ORANGE	YELLOW	GREEN	BLUE
BOY	18%	18%	22%	24%	18%
MOY					
EOY					

KINDER					
READING	RED	ORANGE	YELLOW	GREEN	BLUE
BOY	18%	16%	26%	24%	16%
MOY					
EOY					

FIRST GRADE					
READING	RED	ORANGE	YELLOW	GREEN	BLUE
BOY	15%	17%	21%	28%	19%
MOY					
EOY					

SECOND GRADE					
READING	RED	ORANGE	YELLOW	GREEN	BLUE
BOY	21%	20%	21%	20%	18%
MOY					
EOY					

Here is a visual:

NWEA MAPS – BOY Data

Grade	Subject	Red	Orange	Yellow	Green	Blue	Meets/ Masters
All Students	Math	14%	18%	22%	26%	20%	**46%**
	Reading	18%	18%	22%	24%	18%	**42%**
Kindergarten	Math	13%	18%	27%	23%	19%	**42%**
	Reading	18%	16%	26%	24%	16%	**40%**
1st Grade	Math	11%	15%	18%	26%	30%	**56%**
	Reading	15%	17%	21%	28%	19%	**47%**
2nd Grade	Math	16%	21%	22%	29%	12%	**41%**
	Reading	21%	20%	21%	20%	18%	**38%**

EOY Campus Goals	Math	Reading
	70%	**60%**

Note: MOY and EOY data will be added as available. Meets/Masters = Green + Blue.

MAP Green/Blue: Students are performing in the higher achievement ranges compared with grade-level norms/benchmarks.

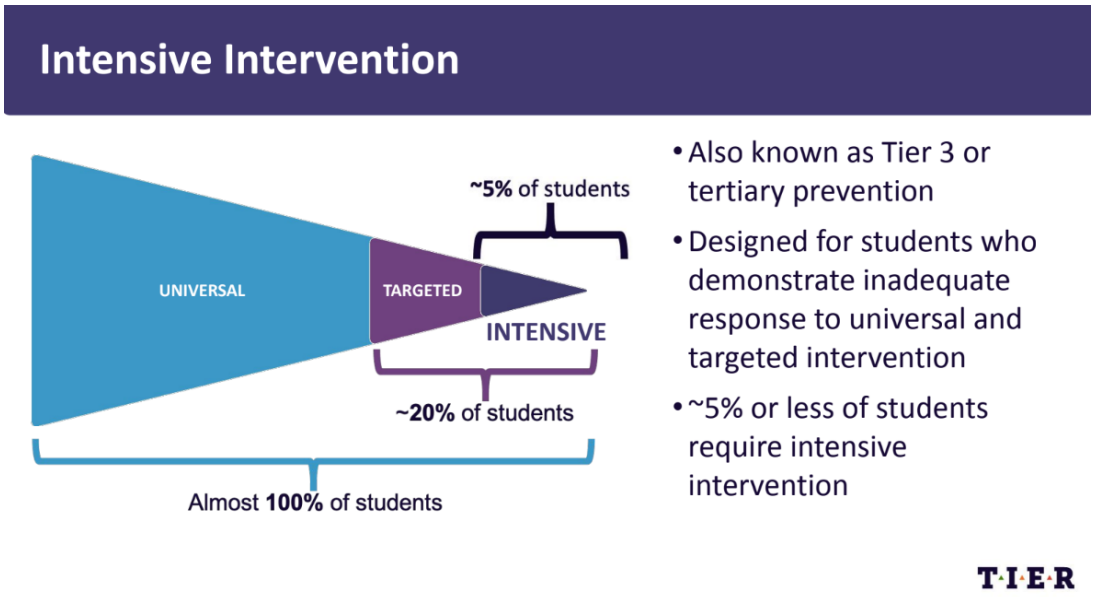
MAP Yellow: Students are closer to the middle range and may need targeted support.
MAP Red: Students are performing below the expected range and may need more intensive intervention.
STAAR: Measures performance against Texas grade-level standards and places students in categories such as Did Not Meet, Approaches, Meets, and Masters.

Overall: Our BOY MAP data show that 46% of students are currently performing in the higher achievement ranges in math, and 42% in reading. This gives us a baseline for how many students are starting the year near or above expected achievement levels.

La Vernia Primary Progress Towards Goals

PROGRESS UPDATE *What progress has been made toward your campus goals? Celebrations!* Student Achievement, School Progress & Closing the Gaps:

Our campus has made meaningful progress toward our academic goals by establishing a strong, consistent system for using data to identify student needs and respond with targeted instruction. A major celebration is the continued development of our MTSS (Multi Tiered Systems of Support) and WIN (What I Need) structures, which allow teachers to flexibly group students and provide intervention or enrichment based on individual student needs. Through the MTSS model it allows us to close achievement gaps by identifying both students requiring intensive Tier 2/3 support and our "bubble" students who are approaching grade-level expectations based on BOY, MOY & EOY Data (Universal Screeners). This allows us to intervene early and provide additional support before students fall further behind. At BOY, 46% of students are meeting or mastering in math and 42% in reading, providing a clear baseline from which we will measure continued growth toward our campus goals of 70% in math and 60% in reading by the end of the year.



Monthly, we hold MTSS meetings to provide an ongoing, collaborative process for analyzing data and considering the whole child. Our MTSS system is intentionally fluid, allowing students to move between tiers of support based on universal screener data, progress monitoring, and classroom performance. Teachers can bring students to our monthly Problem-Solving Team (PST), which includes administrators, counselors, classroom teachers, interventionists, SPED diagnosticians/LSSPs, and other support staff. This collaborative structure ensures student needs are continuously monitored, discussed, and addressed with timely, targeted support/action steps.

Our weekly PLCs have strengthened our ability to use data to drive instruction. Grade-level pods meet collaboratively with administrators, campus curriculum specialists, and SPED teachers to analyze data (performance and unit assessments), and classroom data to identify specific skills and or subpops requiring additional support. Teams then examine lessons, share effective instructional strategies, and model approaches to strengthen Tier 1 instruction and respond to student needs.

A significant area of progress has been our continued focus on K–1 literacy, building on last year's priority based on end of year data. We have continued strengthening Tier 1 reading instruction aligned with the Science of Teaching Reading and have invested in our decodable book room, giving teachers access to appropriate decodable texts and resources to support explicit phonics instruction and guided reading.

Provide a full-day Pre-K program utilizing the CIRCLE Curriculum, a research-based, developmentally appropriate framework that supports school readiness through intentional instruction in early literacy, language and communication, math, social-emotional development, and foundational skills. The full-day model provides increased time for purposeful learning, hands-on exploration, play, and individualized support to build a strong foundation for Kindergarten success.

Overall, we have established the systems, structures, and resources necessary to accelerate student achievement. Moving forward, our focus will be on continuing to strengthen Tier 1 instruction through our PLC discussions and data review, particularly in K–1 literacy, making WIN and MTSS interventions prescriptive based on student need, and using ongoing data cycles to monitor progress and adjust instruction throughout the year.

EVIDENCE OF PROGRESS (Student Achievement, School Progress & Closing the Gaps)

Student Achievement: BOY MAP data provide a clear baseline of 46% Meets/Masters in math and 42% in reading, with systems in place to monitor growth toward our EOY goals of 70% math and 60% reading.

School Progress: Consistent WIN time, Quarterly Data Review, Monthly MTSS, weekly PLCs, and ongoing assessment cycles are being used to identify needs and adjust instruction throughout the year.

Closing Gaps: Students in the bottom 15% and “bubble” range are identified early and provided targeted Tier 2/3 intervention, while students meeting expectations receive enrichment.

Literacy Growth: Continued implementation of Science of Teaching Reading practices and expansion of our decodable book room have strengthened Tier 1 foundational literacy instruction, particularly in K–1.

Data-Driven Decisions: Teachers regularly analyze MAP subcategories, TCMPC Performance Assessments, and unit assessments to identify specific skill gaps and determine instructional responses.

HOW WILL YOU RESPOND?

If there is no progress, how do you plan to respond? Excelling? What’s next?

Our BOY data show that we have made progress in establishing strong systems for student growth, but we still have significant ground to cover to reach our EOY goals of 60% Meets/Masters in reading and 70% in math. Our MTSS, WIN, PLC, and ongoing assessment structures provide a strong foundation for responding to student needs. We are using MAP subcategory data and classroom assessments to identify specific skill gaps, with targeted Tier 2/3 intervention and support for "bubble" students.

Moving forward, we will respond by tightening Tier 1 instruction, with a continued emphasis on K–1 literacy and foundational skills, maximizing WIN intervention time, and using PLCs to monitor progress and adjust instruction quickly. We will continue leveraging our decodable book room and research-based intervention resources while regularly monitoring student growth. Our focus will be on moving students from intervention toward grade-level mastery and ensuring that students on the bubble receive the targeted support needed to close gaps.

Strategic Actions Update

Strategic Action	**Progress / Result** *(Complete, In- Progress, On-going, Not-yet, N/A)*
Data Digs Quarterly as grade levels using MAP and RGR data	BOY Completed, MOY and EOY: not yet
Create WIN groups targeting specific student with prescribed instruction as indicated by Data	On Going, BOY groups formed, but they are fluid throughout the year based on student need
PLCs for targeting specific data indicators	On going
Professional Development targeting student achievement	In Progress (Circle and Panorama)
Support PREK growth with Circle Data PLCs and planning sessions	In Progress

Instructional Materials

Strategic Action	Progress / Result *(Complete, In- Progress, On-going, Not-yet, N/A)*

Reading Language Arts (RLA) Interventions

Intervention Program	Focus Area	Target Grades
Heggerty	Phonemic / Phonological Awareness	PK – K
TouchPhonics	Phonics	K – 2
Fundations (Kinder)	Phonological Awareness & Phonics	K
Fundations (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

	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**				

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, or District Operations:
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. Builds campus capacity for stronger Tier 1 instruction and improved student outcomes across grade levels.

Board Slides

Please use the attached slides to make a draft presentation to review with ELT. Use this form as a guide for your presentation. Please keep the font at least 12 pt on the slides.

Copy of 2026 10 19 Regular Board Meeting.pptx