Campus Plan Board Progress Update

Principal planning form | Complete with current campus data and use the responses to build a concise board presentation. Feel free to add/change any information you feel is necessary. BOY is more of presenting baseline data, but please celebrate successes!

Campus	Principal	Board meeting date	Reporting period
La Vernia Intermediate School	Freeman	Oct. 19, 2026	Oct. 5, 2026 at Central Office

Campus Snapshot

	Grade	Number	Percentage
Enrollment	3rd Grade	255	31.3%
	4th Grade	262	32.2%
	5th Grade	296	36.4%
Demographics	Hispanic/Latino	304	37.3%
	White	470	58%
	African American	7	1%
	Asian	1	.001%
	American Indian/Alaska Native	23	3%
	Native Hawaiian Pacific Islander	8	1%
	Two or More Races	31	4%
Student Programs/Groups	Economically Disadvantaged	245	30%
	Emergent Bilingual	32	4%
	Special Education	177	22%

Section 504	50	6%
Gifted & Talented	70	9%
At-Risk	242	30%

Overall Current Campus Summary

Grade	Academics	Attendance	Behavior
3rd Grade	82% excelling, 15% ontrack, 2% at Risk	73% excelling, 21% on track, 5% At Risk, 2 students critical	98% excelling, 2% At Risk
4th Grade	77% excelling, 19% On Track, 3% At Risk	82% excelling, 16% On Track, 2% At Risk, 1 student Critical	98% excelling, 1% At Risk, 1 student Critical
5th Grade	57% excelling, 30% On track, 9% At Risk, 4% Critical	74% excelling, 21% On Track, 5% At Risk	96% excelling, 3% At Risk, 1 student critical

Progress on campus plan goals

Student Achievement	Current result and status	Evidence
S1.1 LV Intermediate will increase Mathematics performance from 57% to 59% at Meets and from 26% to 28% at Masters, as measured by official STAAR results.	On track Needs attention	
Student Achievement		
S1.2 LV Intermediate will increase RLA performance from 61% to 63% at Meets and from 30% to 32% at Masters, as measured by official STAAR results.	On track Needs attention	
Student Achievement		
S1.3 LV Intermediate will increase Science performance from 49% to 52% at Meets and from 22% to 24% at Masters, as measured by official STAAR results.	On track Needs attention	
School Progress		
S2. 1 By June 2027, the Intermediate Campus will increase accelerated learning percentage points from 47% to 60%, as measured by 2027 STAAR results, through an	On track Needs attention	

effective MTSS process and stronger tier 2 and 3 interventions.

Relative Performance	
S3.1 By June 2027, the Intermediate Campus will decrease the gap between ALL students and the subgroup Economically Disadvantaged by 15% or less at the Approaches, Meets and Masters Level, as measured by 2027 STAAR results, through high quality tier one instruction, academic vocabulary and increase parental involvement.	On track Needs attention
Closing the Gaps	
S4.1 By June 2027, the Intermediate Campus will decrease the gap between ALL students and the High Focus Group (SE, EBs, Eco Dis and Mobility) by 15% or less at the Approaches, Meets and Masters Level, as measured by 2027 STAAR results, through data driven small group instruction and a push in/pull out model.	On track Needs attention

Student Achievement

Assessment Data

	Performance Level	Baseline	Target
STAAR	3rd RLA Approaches	86%	
	3rd RLA Meets	64%	66%
	3rd RLA Masters	30%	32%
	4th RLA Approaches	83%	
	4th RLA Meets	55%	
	4thRLA Masters	21%	
	5th RLA Approaches	87%	
	5th RLA Meets	68%	
	5th RLA Masters	42%	
	3rd MATH Approaches	83% 56%	 59%

3rd MATH Meets	28%	30%
3rd MATH Masters	78%	
4th MATH Approaches	58%	
4th MATH Meets	24%	
4th MATH Masters	86%	
5th MATH Approaches	58%	
5th MATH Meets	26%	
5th MATH Masters	80%	
5th SCI Approaches	51%	54%
5th SCI Meets	28%	30%
5th SCI Masters		

NWEA MAPS MATH	Red	Orange	Yellow	Green	Blue
All Students	7%	13%	23%	36%	21%
3rd Grade	8%	16%	21%	33%	22%
4th Grade	4%	11%	29%	37%	19%
5th Grade	8%	12%	21%	38%	21%

NWEA MAPS READING	Red	Orange	Yellow	Green	Blue
All Students	10%	16%	20%	33%	21%
3rd Grade	7%	16%	18%	35%	24%
4th Grade	8%	16%	21%	34%	21%
5th Grade	13%	17%	20%	31%	19%

*Insert any benchmark/unit assessment data here if applicable

School Progress- Academic Growth

(accelerated learning)

Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	110	50	17	0	177	67

Of the **177 students who Did Not Meet Grade Level in 2024–25**, their 2025–26 STAAR results were:

Performance Level	Student Count	Perce
Did Not Meet Grade Level	110	62.15%
Approaches Grade Level	50	28.25%
Meets Grade Level	17	9.60%
Masters Grade Level	0	0.00%
Total	**177**	**100.00%**

37.85% (67 students) improved to Approaches Grade Level or higher.

School Progress- Relative Performance

(Eco-dis overall performance in math)

Below is the **Spring 2026 STAAR comparison for La Vernia Intermediate**, using the percentages printed in the report.

Each cell shows **All Students / Economically Disadvantaged (ED)**. Approaches and Meets include students who performed at higher levels.

Assessment	Students tested All / ED	Did Not Meet	Approaches or Above	Meets or Above	M
Grade 3 Reading Language Arts	250 / 60	14% / 28%	86% / 72%	64% / 37%	30% / 10%
Grade 3 Mathematics	251 / 61	17% / 34%	83% / 66%	56% / 31%	28% / 11%
Grade 4 Reading Language Arts	288 / 73	17% / 26%	83% / 74%	55% / 36%	21% / 10%
Grade 4 Mathematics	289 / 74	22% / 41%	78% / 59%	58% / 36%	24% / 9%
Grade 5 Reading Language Arts	263 / 83	13% / 23%	87% / 77%	68% / 51%	42% / 30%
Grade 5 Mathematics	265 / 84	14% / 21%	86% / 79%	58% / 42%	26% / 17%
Grade 5 Science	262 / 84	20% / 37%	80% / 63%	51% / 32%	28% / 17%

- Economically disadvantaged students performed below all students at Approaches, Meets, and Masters on every assessment.
- **Grade 3 Reading Language Arts had the largest Meets gap:** 27 percentage points.
- **Grade 4 Mathematics had the largest Approaches gap:** 19 percentage points. It also had the highest ED Did Not Meet rate, at 41%.
- **Grade 5 Mathematics had the smallest gaps** at each performance level.
- Grade 5 Reading Language Arts had the strongest ED achievement: 77% Approaches or Above, 51% Meets or Above, and 30% Masters.

Closing The Gaps

(All subjects)

The report defines **High Focus** as students who are economically disadvantaged, emergent bilingual (current or monitored), currently receiving special education services, or highly mobile. All Students includes the High Focus group.

Performance level — All Assessments Combined	All Students	High Focus	Difference
Did Not Meet*	17%	31%	High Focus 14 points higher
Approaches or Above	83%	69%	High Focus 14 points lower
Meets or Above	59%	38%	High Focus 21 points lower
Masters	28%	13%	High Focus 15 points lower
STAAR Component Score	57	40	High Focus 17 score points lower
Total tests	1,848	776	—

Progress At A Glance

PROGRESS UPDATE

What progress has been made toward your campus goals? Celebrations!

Student Achievement

-

Academic Growth

-

Relative Performance

-

Closing the Gaps

-

EVIDENCE OF PROGRESS

Student Achievement

-

Academic Growth

-

Relative Performance

-

Closing the Gaps

-

HOW WILL YOU RESPOND?

If there is no progress, how do you plan to respond?

Strategic Actions Update

Strategic Action	Progress / Result *(Complete, In- Progress, On-going, Not-yet, N/A)*
Provide quarterly PD and on-going coaching on differentiation strategies	
New instructional resources for enriching students	
Conduct Data Meetings for MAP Assessments 3x/year	
Hold weekly PLCs for reviewing Unit Assessment Data focusing on low performing subgroups	
Strategic class building	
Refine current MTSS process (frequency)	
Implement interventions with fidelity and consistency	
Continually review multiple sources of data for develop Tier groups (flexible and fluid based on need)	
Identify students who count in multiple areas	
Provide PD for enriching students like Lead4Ward/Depth and Complexity	
Provide resources for families (parent classes, continued education, etc.)	
Provide Academic Family Night focusing on supporting academic vocabulary and at-home learning strategies	

Strategic Action	Progress / Result *(Complete, In- Progress, On-going, Not-yet, N/A)*
When reviewing data, include Eco. Dis. subgroup data	
Increase Academic Vocabulary	
Develop a SE collaborative schedule campus wide	
Train teachers on effective strategies for ESL students and SE collaborative structures	
When review data include High Focus Group scores	

Instructional Materials

Instructional Materials

	ELA	Math	Science	Social Studies	Electives
Grade 3	**Houghton Mifflin Harcourt:** *Texas Into Reading* **Learning Without Tears:** *Handwriting Without Tears*	**Houghton Mifflin Harcourt:** *Texas Go Math* **Math Solutions:** *Number Talks*	**McGraw- Hill :** *Texas Science* **Region 20 ESC:** *Living Science Cooperative*	**Scholastic:** *Studies Weekly*	**Music:** *Quavar Music* **Technology:** *Learning.com* **PE:** *Catch* **Art:** *Deep Space Sparkle*
Grade 4	**Houghton Mifflin Harcourt:** *Texas Into Reading* **Learning Without Tears:** *Handwriting Without Tears*	**Houghton Mifflin Harcourt:** *Texas Go Math* **Math Solutions:** *Number Talks*	**McGraw- Hill :** *Texas Science* **Region 20 ESC:** *Living Science Cooperative*	**Scholastic:** *Studies Weekly*	**Music:** *Quavar Music* **Technology:** *Learning.com* **PE:** *Catch* **Art:** *Deep Space Sparkle*
Grade 5	**Houghton Mifflin Harcourt:** *Texas Into Reading* **Learning Without Tears:** *Handwriting Without Tears*	**Maneuvering the Middle for Grade 5** *Grade 5 Student Centered Lessons* **Math Solutions:** *Number Talks*	**McGraw- Hill :** *Texas Science* **Region 20 ESC:** *Living Science Cooperative*	**Savvas/Pearson:** *Texas My World Social Studies - Building our Nation*	**Music:** *Quavar Music* **Technology:** *Learning.com* **PE:** *Catch* **Art:** *Deep Space Sparkle*
Gr 3-5 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** **Discover Education** **IXL Math and Reading K-5** **Flocabulary Math,ELA** **Learning A-Z** **Summit K-12: Accelerated Literacy and Language Development**				

Highlights & Impact

What is working well?

Impact on Students, Staff, or District Operations:

Challenges & Barriers

What challenges, if any, may impact achievement of the goal?

Next Steps

What will you focus on moving forward?

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