Eagle Mountain-Saginaw Independent School District

Prairie Vista Middle School

2023-2024 Improvement Plan

Mission Statement

The Mission of the Prairie Vista Middle School is to foster a culture of excellence that instills a passion for learning of continuous achievement in every student by developing meaningful relationships with students, parents, community and each other to empower students to compete in an evolving world.

Vision

Through teamwork we build relationships to help all students achieve their greatest potential.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Prairie Vista Middle School opened its doors in August 2007. Since that time, Prairie Vista has institutionalized a culture rich in teacher and student involvement, ownership, and teamwork. We have historically struggled academically in math and science, though never receiving an unacceptable rating. We are always striving to improve in all categories. Our teachers are dedicated to serving the needs of our students and are always "relentless" in the pursuit of rigorous educational experiences for all students. We believe that we can accomplish more together than individually.

Demographics

Demographics Summary

<u>**Total Students by Ethnicity - 929 Total**</u>

Asian - 81

Black or African American - 232

White American - 210

Hispanic/Latino - 347

Males - 453

Females - 476

 * Based on 2022-2023 enrollment.

<u>**Campus ADA**</u>

94.19%

* Updated as of 6/22/2023

Demographics Strengths

Our campus is very diverse in its make-up. There are students that represent countries of Brazil, Puerto Rico, the Dominican Republic, Nigeria and Egypt. The entire campus embraces the uniqueness and difference of everyone's background/life experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a large population of LEP students at Prairie Vista Middle School, that lack a a strong English speaking background.   **Root Cause:** Students are coming to Prairie Vista Middle School from countries that do not necessarily use English as the primary language.

Perceptions

Perceptions Summary

The Prairie Vista Middles School faculty and staff collaborated to create a new campus mission and vision. This was based on common core beliefs that faculty and staff believed in.

Through the actions of each person in our building, we will support the campus mission and vision by doing and sharing the Prairie Vista core values.

Student leadership groups, such as Ladies 1st, Man Up and Renaissance, have been reignited with opportunities to collaborate during a leadership period. This time gives students the freedom to collectively organize ideas to cultivate a more positive student culture. Students are also able to plan events for the community.

Faculty and staff have also been charged to become more involved with the inner-working of the campus. Adults have the opportunity to help lead in the following committees:

- Instructional Focus Committee
- Campus Culture & Climate Committee
- Community Engagement Committee

The teachers that have volunteered for the previously mention committees meet at least once a month to discuss areas of growth and how to improve the outcomes of each group.

Perceptions Strengths

Campus culture and climate improvements through:

- Birthday celebrations
- Student celebrations for grades, behavior and attendance
- Opportunities to celebrate kindness
- Appreciation weeks (teacher, administration, custodial, cafeteria, paraprofessional, substitute)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although there has been growth in community relationships, there is still a need to continue building relationships with stakeholders.   **Root Cause:** In the past, there has been a lack of communication and transparency between the campus and the community that it serves.

Priority Problem Statements

Problem Statement 1: Students have shown that there is a struggle in basic math processes.
Root Cause 1: Learning gaps, along with increased state standards, have presented struggles in math concepts.
Problem Statement 1 Areas: Student Achievement - School Context and Organization - Student Learning

Problem Statement 2: There is a large population of LEP students at Prairie Vista Middle School, that lack a a strong English speaking background.
Root Cause 2: Students are coming to Prairie Vista Middle School from countries that do not necessarily use English as the primary language.
Problem Statement 2 Areas: Demographics - Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: June 22, 2023

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 1: All targeted student groups will demonstrate at least 5% growth towards district student performance targets on the 7th grade math STAAR test through May 2024.

High Priority

Evaluation Data Sources: DCAs, summative assessments, and STAAR results will be used to evaluate performance.

Strategy 1 Details	Reviews			
Strategy 1: Daily interventions will be implemented in advisory classes to work on foundations of math skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive more opportunities to work on closing the learning gap through daily intervention. **Staff Responsible for Monitoring:** Teachers, Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	**Dec**	**Feb**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: We will use the PDSA process in our PLC to ensure that we are providing the appropriate remediation for each individual student. The student self-monitoring process will support this strategy.	Formative			Summative
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Student grouping and progress monitoring. **Staff Responsible for Monitoring:** Administrators, department chairs, teachers, students **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Intentional scheduling to insure service is provided to students in an environment conducive to learning.	Formative			Summative
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Administrators, department chairpersons, teachers, counselors. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 2: Each student group will demonstrate at least 5% growth towards district student performance targets on the new grade level ELAR STAAR test through May 2024.

High Priority

Evaluation Data Sources: DCAs, summative assessments, and STAAR results will be used to evaluate performance.

Strategy 1 Details	Reviews			
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0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 3: Our campus will move towards becoming an "AVID Schoolwide Site of Distinction" school by meeting criteria within the Secondary Coaching & Certification Instrument.

    High Priority

    Evaluation Data Sources: CCI

Strategy 1 Details	Reviews			
Strategy 1: 80% of the administrative and counseling team will be "AVID-Trained" during the 2023-2024 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The PVMS leadership team will become familiar with AVID's mission and will implement the campus/district mission in our campus' goal in continuous improvement. **Staff Responsible for Monitoring:** AVID Coordinator, AVID Site Team **Title I:** 2.5	Dec	Feb	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: One W.I.C.O.R. strategy will be selected and utilized campus wide to support classroom instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The selected W.I.C.O.R. strategy will support students in organization, note-taking, or studying, while teachers will learn how to apply best practices in their own educational settings. **Staff Responsible for Monitoring:** AVID Coordinator, Teachers, AVID Site Team, Administration **Title I:** 2.5	Dec	Feb	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 4: In the 2023-2024 school year, PVMS will provide each teacher with the resources and opportunities to collaboratively plan for the implementation and delivery of innovative instruction to increase student success.

    Evaluation Data Sources: We will use Instructional Round data, PLCs, student work artifacts, and data from district created common assessments.

Strategy 1 Details		Reviews			
Strategy 1: Administrators will lead and participate in instructional rounds. Department Chairpersons will lead instructional rounds. Teachers will participate in instructional rounds.		**Formative**			**Summative**
		Dec	**Feb**	**Mar**	**June**

Strategy's Expected Result/Impact: Instructional round data will show an increase in the use of Fundamental Five, Rigor/Relevance/Relationship Rubrics and implementation of Literacy strategies.
     Staff Responsible for Monitoring: Teachers, department chairpersons, administrators.
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy					

Strategy 2 Details		Reviews			
Strategy 2: Emphasis will be placed on literacy strategies and basic math skills in all core content and elective content areas (where possible). A heavy focus will be placed in Connect classes where daily activities will help students build on their understandings of math and literacy.		**Formative**			**Summative**
		Dec	**Feb**	**Mar**	**June**

Strategy's Expected Result/Impact: District assessments, PLC documents, lesson plans, instructional rounds, campus-wide interventions
     Staff Responsible for Monitoring: Administrators, teachers
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents and community to work together to achieve desired results (ASPIRE 3, 4, 6).

Performance Objective 1: PVMS will provide students with opportunities to connect with the community, in an effort to gain real-world experiences that will prepare them for future endeavors. These opportunities will be ongoing until the end of the school year with 30% of our students participating in campus and community connected activities by May 2024.

Evaluation Data Sources: Increased opportunities for students to show their work publicly and connect with organizations outside our school. Sign in sheets will be made available to stakeholders.

Strategy 1 Details		Reviews		
Strategy 1: Provide opportunities for students to show what they have learned through Junior Achievement, UIL competitions, curriculum night, collaboration with community organizations, and partner with our elementary schools.		**Formative**		**Summative**
		Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Increase the opportunities for student to interact outside the school in learning situations. **Staff Responsible for Monitoring:** Administrators, department chair persons, teachers, counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents and community to work together to achieve desired results (ASPIRE 3, 4, 6).

Performance Objective 2: PVMS students will work together to plan and host at least 2 community activities, that will support our attendance zone, in the fall and spring.

    Evaluation Data Sources: Students will meet monthly and/or bi-weekly to collaborate on hosting community events during each semester.

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 1: PVMS will implement programs that address topics relating to dating violence prevention, conflict resolution, and communication to students, staff and parents by the end of March 2024. The program will reach at least 90% of our students.

   High Priority

   Evaluation Data Sources: We will see the increase in the utilization of both the guidance and intervention counselors to get education and support in the area of all social emotional needs.

Strategy 1 Details	Reviews			
Strategy 1: Advertise and market the counseling program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in instances of students missing class because of emotional distress. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Counselors will be available to speak with students on an individual basis to discuss concerns involving dating violence.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will become more knowledgeable of signs of dating violence and how to avoid the concern **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 2: We will implement SEL curriculum on a weekly basis to at least 90% of our students, by May 2024.

    Evaluation Data Sources: Engagement of students in the advisory lessons will provide support for this objective.

Strategy 1 Details	Reviews			

Strategy 1: Utilize the district provided curriculum, which includes Lion's Quest and Renaissance Harbor, to support faculty, staff and students with socio-emotional needs.
    Strategy's Expected Result/Impact: Decrease in instances of students missing class due to emotional distress.
    Staff Responsible for Monitoring: Counselors
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
	Formative			**Summative**

	Dec	**Feb**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

State Compensatory

Budget for Prairie Vista Middle School

Total SCE Funds: $11,000.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

We will provide targeted, individualized tutoring for At-Risk students that show learning gaps in their performance.

Personnel for Prairie Vista Middle School

Name	Position	FTE
Amanda Leonard	At-Risk Interventionist - Reading	1
Yvonne Daulton	At-Risk Interventionist - Mathematics	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Wat Harden	Principal
Business Representative	Shelley Harris	Director of Children's Lighthouse
Community Representative	Jennifer Guidry	Community Member
Parent	Jasey Diaz	Parent
Paraprofessional	Ashley Pollard	Paraprofessional
District-level Professional	Teri Watson	District Member
Classroom Teacher	Abby LaSalle	Teacher
Classroom Teacher	Jennifer Ford	Classroom Teacher
Administrator	Brian Munk	Administrator
Administrator	Natasha Provo	Administrator