

Eagle Mountain-Saginaw Independent School District

Prairie Vista Middle School

2022-2023 Campus 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

Total Students by Ethnicity - 919 Total

Asian - 73

Black or African American - 221

White American - 215

Hispanic/Latino - 356

Males - 447

Females - 472

* Based on 2022-2023 enrollment.

Campus ADA

95.22%

* Updated as of 9/29/2022

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): Along with the very diverse campus comes a large number of students who may not have a strong English speaking knowledge base. **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 Middle 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 (Prioritized): Parents feel that communication was not consistent throughout the school year. **Root Cause:** Community members were not updated on events that occurred on campus regularly.

Priority Problem Statements

Problem Statement 2: Along with the very diverse campus comes a large number of students who may not have a strong English speaking knowledge base.

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

Problem Statement 3: Parents feel that communication was not consistent throughout the school year.

Root Cause 3: Community members were not updated on events that occurred on campus regularly.

Problem Statement 3 Areas: Parent and Community Engagement - Perceptions

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
- 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

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 2023.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Daily interventions will be implemented in advisory classes to work on foundations of math skills.</p> <p>Strategy's Expected Result/Impact: Students will receive more opportunities to work on closing the learning gap through daily intervention.</p> <p>Staff Responsible for Monitoring: Teachers, Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student grouping and progress monitoring.</p> <p>Staff Responsible for Monitoring: Administrators, department chairs, teachers, students</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Intentional scheduling to insure service is provided to students in an environment conducive to learning.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Administrators, department chairpersons, teachers, counselors.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: In the 2022-2023 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	Formative Reviews		
<p>Strategy 1: Administrators will lead and participate in instructional rounds. Department Chairpersons will lead instructional rounds. Teachers will participate in instructional rounds.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, department chairpersons, administrators.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: District assessments, PLC documents, lesson plans, instructional rounds, campus-wide interventions</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
 No Progress  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: PVMS will support 100% of the students that did not meet standards of the STAAR exam(s) by providing accelerated learning opportunities. This will be accomplished by the end of May 2023. This objective will support students in the identified areas/demographics of Asian and White students.





Evaluation Data Sources: All students will receive accelerated learning opportunities in advisory classes, as well as on Saturdays and after school. The data will be assessed by student performance on DCAs, common assessments and STAAR results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using STAAR results, we will determine which standards need the most support and provide targeted daily interventions in classrooms.</p> <p>Strategy's Expected Result/Impact: Students will receive the required and needed interventions, while seeing success in assessments throughout the school year.</p> <p>Staff Responsible for Monitoring: Counselor, student, administrator, interventionist.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will analyze the achievement data for each new student as we receive their enrollment information and at the semester. This strategy will support those students new to the campus.</p> <p>Strategy's Expected Result/Impact: All students are placed in the appropriate setting to receive support in mastery of the STAAR exam.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 endeavours. These opportunities will be ongoing until the end of the school year with 50% of our students participating in campus and community connected activities by May 2023.





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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase the opportunities for student to interact outside the school in learning situations.</p> <p>Staff Responsible for Monitoring: Administrators, department chair persons, teachers, counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: We will provide increased communication and collaboration with all stakeholders in our community through newsletters and community activities by 90% through May 2023.





Evaluation Data Sources: Climate Survey data will be used to evaluate this objective, as well as use of parent and teacher newsletters, social media platforms and Skyward emails.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Post campus events and activities via Facebook and Instagram for community members to view. Strategy's Expected Result/Impact: Increase in the flow of communication. Staff Responsible for Monitoring: Administrators, department chairpersons</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents will receive weekly Smore newsletters that will inform them of upcoming events, as well as reviewing recent extra-curricular results. Strategy's Expected Result/Impact: The community is more engaged in PVMS activities and information. Staff Responsible for Monitoring: Administrators, department chairpersons</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement an attendance monitoring plan that is proactive in offering interventions and ensuring students have adequate time for academic support. Strategy's Expected Result/Impact: Increase in student attendance rate. Staff Responsible for Monitoring: Administrators, counselors, teachers.</p>	Formative		
	Dec	Mar	June
 No Progress  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 1: PVMS will implement programs that address dating violence prevention and intervention to students, staff and parents by the end of March 2023. The program will reach at least 90% of our students.





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	Formative Reviews		
<p>Strategy 1: Advertise and market the counseling program. Strategy's Expected Result/Impact: Decrease in instances of students missing class because of emotional distress. Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will be available to speak with students on an individual basis to discuss concerns involving dating violence. 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</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2023.

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in instances of students missing class due to emotional distress.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
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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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Leonard	At-Risk Interventionist - Reading	1
Yvonne Daulton	At-Risk Interventionist - Mathematics	1

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Wat Harden	Principal
Classroom Teacher	Josette Coker	Classroom Teacher
Business Representative	Shelley Harris	Director of Children's Lighthouse
Community Representative	Jennifer Guidry	Community Member
Parent	Beth Merrell Clark	Parent
Paraprofessional	Ashley Pollard	Paraprofessional
District-level Professional	Teri Watson	District Member
Classroom Teacher	Abby LaSalle	Teacher

Addendums