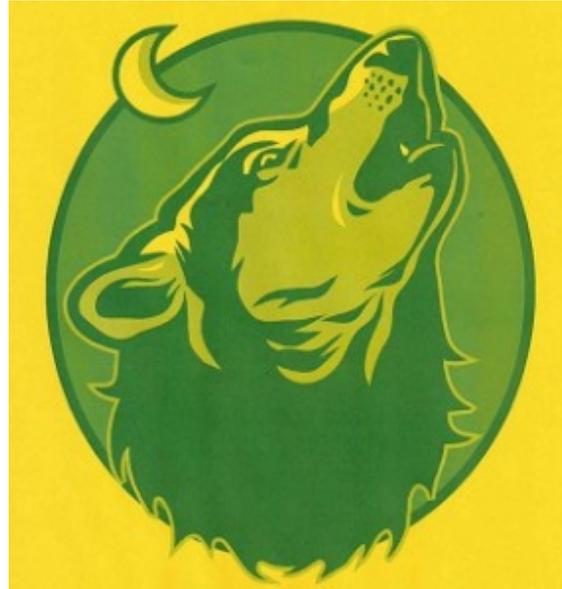


# **Eagle Mountain-Saginaw Independent School District**

## **Prairie Vista Middle School**

### **2020-2021 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.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).	16
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)	20
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).	23
State Compensatory	27
Budget for Prairie Vista Middle School	27
Personnel for Prairie Vista Middle School	28
Campus Funding Summary	29
Addendums	30

# Comprehensive Needs Assessment

## Needs Assessment Overview

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. 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

Demographic Information		Class Counts	
African-American	21%(21)	Sixth Grade	282(252)
Hispanic	39%(38)	Seventh Grade	281(266)
White	25%(28)	Eighth Grade	283(237)
Asian	8%(7)	Total Students	<b>846(755)</b>
Economically Disadvantaged	54%(55)		
English Language Learners	16%(13)	Male	51%
At-Risk	46%(31)	Female	49%
SPED	13%(12)		
504	%(10)	Mobility Rate	%(15)

Unable to get mobility data at this time.

The information in parentheses is the demographic information for the school year 2019 - 2020.

## Demographics Strengths

Prairie Vista Middle School serves a diverse population of students. We continue to grow as a community, recognizing the many cultures and traditions that come with that diversity. We look to our staff to celebrate the diversity of cultures in their teaching and in the activities we provide to enhance the educational opportunities of our students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The increased mobility of our student population brings about the need for us to find new and unique ways to insure that our students are ready to learn when they step into our classrooms. **Root Cause:** Static home situations and self-control issues interfere with the student being ready to learn. We see an increase in the mobility rate for our students, and as a result, students experience more personal chaos that impedes their readiness for learning

**Problem Statement 2:** We have one of the highest numbers and percentages of students in the area of Economically Disadvantaged, At-Risk, ELL, and SPED among the six middle schools. This brings about the need to provide resources well beyond those that are academic in nature. Our population of students that are mobile and move into the community from other schools increases yearly. **Root Cause:** We continue to see a rise in the mobility rate of our students. We see a rise in the number of students that are co-habiting. Of the students that move in they are presented with behaviors that are significantly different than what we have traditionally observed. We are seeing a steady increase of students that move in who are in special programs.

**Problem Statement 3:** The flux of in-person learning versus remote learning affects the commitment of students to the academic process. **Root Cause:** Working families struggle to support students in remote learning, but fear sending students to school amid COVID 19.

# Student Achievement

## Student Achievement Summary

Our academic growth tends to be erratic at best. The turnover of math staff and the behavior of students impedes consistent progress. The information is based on 18 - 19 data (we did not take the STAAR Test in Spring 2020 due to COVID 19).

Our areas of needed growth are:

6th grade reading, masters level (down 5 points)

7th grade math (down 12 points)

7th grade reading, African American students (down 8 points)

7th grade reading, White students (down 14 points)

7th grade writing, African American students (down 10 points)

7th grade writing, SPED students (down 21 points)

8th grade reading, Hispanic students (down 5 points)

8th grade reading, White students (down 5 points)

8th grade reading, SPED students (down 11 points)

8th grade science (down 12 points)

8th grade science, masters level (down 5 points)

8th grade science, SPED students (down 12 points)

8th grade social studies, across all areas (down 5 to 19 points)

## Student Achievement Strengths

1. In the area of 6th grade math, we performed at 6% higher than the previous year.
2. 100% of our students passed the Algebra I EOC, with 90% reaching the masters level.
3. In the area of 6th grade math, we performed at 10% higher than the previous year.

4. In the area of 6th grade reading, we performed at 6% higher than the previous year.
5. In the area of 6th grade reading, African American students, we performed 17% higher than the previous year.
6. In the area of 6th grade reading, Economically Disadvantaged students, performed 7% higher than the previous year.
7. In the area of 7th grade writing, White students, we performed 16% higher than the previous year.
8. In the area of 7th grade writing, ELL students, we performed 17% higher than the previous year.
9. In the area of 7th grade writing, masters level, we performed 7% higher than the previous year.
10. In the area of 7th grade reading, SPED students, we performed 16% higher than the previous year.
11. In the area of 7th grade reading, ELL students, we performed 7% higher than the previous year.
12. In the area of 7th grade math, SPED students, we performed 16% higher than the previous year.
13. 8th grade science up 18%
14. In the area of 8th grade reading, African American students up 17%
15. In 19 - 20 we had the highest attendance rate in the district.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Our 7th grade mathematics STAAR Results remain the same. **Root Cause:** We did not have any Pre AP students take the 7th grade Math STAAR.

**Problem Statement 2:** We need to provide better delivery of instruction to all our students in the historically low -performing subpopulations (ELL, SPED, ECD, At-Risk, African-American and Hispanic). **Root Cause:** Our students struggle with basic math facts and we have to find time to support student mastery in these areas.

**Problem Statement 3:** Our reading performance at the Approaches Level is stagnant. **Root Cause:** Failure to fully implement research-based instructional strategies that support student learning at a rigorous level. Students do not receive enough practice in reading.

**Problem Statement 4:** We need to significantly raise the level of achievement of all our students in all core content areas. **Root Cause:** Students lack basic skills in many areas, so we spend a lot of time filling gaps.

**Problem Statement 5:** Our attendance for both staff and students is for a middle school, but is improving **Root Cause:** A pervasive apathetic philosophy as it pertains to attendance. COVID 19 has affected the gains we made.

# School Culture and Climate

## School Culture and Climate Summary

We are Recognized according to the K-12 Insight Survey. The survey included input from parents, teachers and students in the areas of academic preparation, school leadership, parent engagement, safety and behavior, and school operations.

We have fully implemented the Josten's Renaissance Model for improvement of school culture and climate. The effort to build relationships with our community has gained momentum, however it has been constrained by COVID 19. We have more use of Facebook and Twitter to share the activities of our student groups and disseminate information.

We continue the use of the Lion's Quest Curriculum to focus our efforts on the behaviors we want to see in our students. We supplement the curriculum with Josten's "The Harbor." The curriculum is interactive and engaging.

Our Renaissance Team is active in the school to support the unification of student clubs.

## School Culture and Climate Strengths

According to the survey, our areas of success are school leadership, academic preparataion, student support, and school operation.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Our K-12 insight survey indicates we need to continue our committment in the area of parent engagement. **Root Cause:** Our parents work outside our community, so it is hard for them to commit to school activities during the day.

**Problem Statement 2:** Our stakeholders tend to believe rumors that circulate about the safety of their students at our campus. **Root Cause:** Anonymity of social media, working parents who are disconnected to the school, and inability to share details of student punishment with victims.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

At Prairie Vista, we are proud to provide our students with a professional staff of which 100% of the members are considered highly qualified according to state certification requirements. That, along with district offerings, proves our teachers to be very knowledgeable in the area of providing an education that is of high quality. We will focus on training our staff to build their "tool kit" of research-based instructional strategies to support our focus on Literacy.

We continue to seek the latest, proven, best practices available to teachers. To best use the time we have, we support building the capacity of our current teachers by disseminating training during Professional Learning Community (PLC) time. We continue to hone our skills at Rigor, Relevance and Relationships; Fundamental Five; the tenets of the PLC process; and Instructional Rounds. Instructional Rounds is the vehicle used to insure, evaluate and revise our implementation of these programs/strategies.

We have increased the participation of our staff in the decision making and delivery of professional development by designating learning coaches and department chairpersons who are equipped to support training at the district and campus level.

## Staff Quality, Recruitment, and Retention Strengths

We are 100% highly qualified.

We offer a mentor program for new teachers.

We also offer a monthly vehicle for support to teachers new to the campus.

Our instructional aides receive training and certification.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** We continue to see a decrease in the number of trained, experience professionals that are available for hire. **Root Cause:** Few applicants available in the applicant pool.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

At Praire Vista, we have the expectation that our teachers implement the district adopted curriculum with fidelity. We support this through Instructional Rounds, the PLC process, teacher goal setting sessions and formal and informal classroom visits. We seek to work cross-curricularly so that we are maximizing the oportuntites for students to learn and apply information.

The district content area coordinators have worked collaboratively with teachers to develop and implement a curriculum that is aligned, articulated, and viable. They support us through CLCs. These visits hold us accountable and give opportunities to provide support aimed at instructional improvement, curriculum alignment and curriculum implementation.

## Curriculum, Instruction, and Assessment Strengths

Our district continues to develop a curriculum that meets the need of supporting high levels of student learning. We are committed to including teaching professionals in the process, and as a result, we have a viable and articulated curriculum.

The level of support received from the Curriculum and Instruction Department supports our continued increase in student achievement.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** We struggle with the time needed to deliver the curriculum. **Root Cause:** Class periods of 45 minutes and unavoidable interruptions in the school day.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Prairie Vista stakeholders are a population that are quite often unable to become involved in school activities for a variety of reasons. These commitments are usually in the area of supporting their family, so there is little opportunity for involvement. We have seen an increase of involvement in our stakeholders due to the increase of students who are traditionally not involved joining newly introduced extracurricular activities such as soccer, golf, and cross country.

## Parent and Community Engagement Strengths

Our stakeholders have rich cultures that provide more opportunities to connect and support our students. They want to be involved in the school community.

We continue to add more opportunities for involvement: All Pro Dads, Renaissance/Harbor, Junior Achievement, First Responder Recognition, and Mother/Son Dinner (proposed for spring if COVID 19 restrictions are lifted).

Our 8th Grade Completion Ceremony was probably one of the most successful activities we have hosted due to COVID 19 we will have a drive through parade.

Our social media presence continues to increase the frequency and variety of posts.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We continue to lag behind in stakeholder involvement in academic activities. **Root Cause:** Working parents and mobility issues.

# School Context and Organization

## School Context and Organization Summary

We increased our focus on literacy, which we feel is the foundation for all learning. We look to integrate these strategies to improve student learning.

Renaissance, Lion's Quest and The Harbor have brought change, be it slow, in the way we approach behavior. We look to be proactive and help students learn to become an active part of the school community.

The AVID program has taken hold in the school and we are seeing the success that it brings to students through the supports it champions.

## School Context and Organization Strengths

Common planning has been the greatest factor in the success of our PLC and the work accomplished in that setting. Teachers have internalized the success and are naturally drawn to meet together to plan, study and revise the work. Interventions have become fluid with this process so that we are meeting the needs of students much quicker.

AVID strategies are beginning to take hold in the campus. The binder and teaching strategies are beginning to be recognizable within all areas of instruction.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Outside forces have required us to change how and when we conduct PLCs. We previously were moving forward in this process but we are struggling to find a time when everyone can be present outside the school day. **Root Cause:** District directive.

# Technology

## Technology Summary

We are seeing more students who are able to use technology to support learning; whether it is their own technology or campus provided devices. We at PVMS support this effort by designating monies for the purpose of acquiring technology. In the last five years, we have lead our middle school counterparts in the purchase and use of tablets and mini-pc devices to be used in the classroom to support increased student learning. The district has provided us with a new notebooks for each student.

We have also supported this effort by training our teachers to use electronic devices and programs to support increased student engagement in learning. With the support of our campus CTI and teaching staff, we offer training and support to teachers through formal training, informal training and by appointment. The campus technology support staff is in tune with the devices, programs and platforms that have proven successful in supporting student learning. There is a commitment to the arduous task of evaluating the platform/program and making recommendations for where, when, and how to best utilize. Our campus CTI person is currently offering classes on demand.

Our campus expectation is that every teacher is using technology in the classroom at some level, with the focus on improving the level of confidence and usage to support increased student engagement and learning, making remote learning more effective. The effort has become urgent in teh implementation of remote learning.

Through our elective courses, students have the opportunity to learn to use and apply the devices and platforms to support learning in a mode that is familiar and interesting to them. Students have access to the use of technology in the classroom.

## Technology Strengths

Our teachers have embraced finding more opportunities for use in the learning process.

The addition of Promethean Boards in each classroom are a big hit among staff and students. We see an increase in student use of this platform.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The slowness of getting kids going on the technology. **Root Cause:** Inability to keyboard using home-row keys.

**Problem Statement 2:** Our teachers continue to want and need more training. **Root Cause:** Time

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results

## 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
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals

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

**Performance Objective 1:** PVMS will support 100% of the students that did not master the STAAR exam by conducting conferences to develop a PGP. This will be accomplished by the end of January 2021.

**Evaluation Data Sources:** All PGPs have been created and shared with students by the end of the month, January 2020.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Personal conferences to develop PGPs with all students that did not master a STAAR exam. This strategy will support those students under the State Safeguard System.</p> <p><b>Strategy's Expected Result/Impact:</b> All required students have a PGP.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, student, administrator, interventionist.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> All students are placed in the appropriate set to receive support in mastery of the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** PVMS will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program by increasing each STAAR tested area by 5%. (STAAR results included in the addendum.)

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Administrators will lead and participate in instructional rounds. Department Chairpersons will lead instructional rounds. Teachers will participate in instructional rounds.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional round data will show an increase in the use of Fundamental Five, Rigor/Relevance/Relationship Rubrics and implementation of Literacy strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, department chairpersons, administrators.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Emphasis will be placed on literacy strategies in all core content and elective content areas. Continue to implement strategies for writing in the content area and revision techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> District assessments, PLC documents, lesson plans, instructional rounds.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> We will have revised schedule to support dedicated time for the PLC. We will use the altered schedule for during the school day and have after school PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow administrators more opportunities to participate in the PLC, which will provide more accountability for accomplishment of the work of the PLC,</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 3:** Through Instructional Rounds, teacher conferences, formal and informal walk-throughs, we will verify that teachers have implemented campus and district initiatives by having 100% faculty participation on a quarterly basis through May 2020.

**Evaluation Data Sources:** We will use instructional round rubrics data tallies and walk through data reviews.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Full participate in district CLC opportunities. Grade level representatives participate in curriculum revision and review opportunities. Continue instructional rounds.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see full participation and collaboration in the curriculum implementation process.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons, teachers.</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 4:** All reported sub-populations will demonstrate at least 5% growth towards district student performance targets on the STAAR test through May 2020.

**Evaluation Data Sources:** STAAR results will be use to evaluate performance.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Intentional scheduling to insure service is provided to students in an environment conducive to learning.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement.  <b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons, teachers, counselors.  <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student grouping and progress monitoring.  <b>Staff Responsible for Monitoring:</b> Administrators, department chairs, teachers, students  <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Enrollment and Instructional data review for students new to campus will support appropriate placement for all students.  <b>Strategy's Expected Result/Impact:</b> Students will get more timely support and intervention.  <b>Staff Responsible for Monitoring:</b> Counselor, Administrator  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 5:** PVMS will commit all compensatory funds to support success for 80% of our at-risk students by providing weekly, research-based, rigorous opportunities to remediate classroom instruction through tutorials to support success in the classroom and on the STAAR exam through May 2020.

**Evaluation Data Sources:** We will provide support to students identified as at-risk and address our groups that are in need of increased, dedicated resources. STAAR results will be used to evaluate

**Summative Evaluation:** None

<b>Strategy 1:</b> We will conduct remediation/enrichment opportunities outside the classroom. <b>Strategy's Expected Result/Impact:</b> Students meeting the requirements for state testing and passing all their classes. <b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons, teachers <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 2:</b> Implement teaching strategies that are research-based to support increased learning for all at-risk students <b>Strategy's Expected Result/Impact:</b> Increase in student achievement results schoolwide. <b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons, teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  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 put in place activities that support students in better connecting to the world outside of school in an effort to make the learning experience more relative, and transferable. This activity will be ongoing until the end of the school year with 80% of our students participating in campus and community forums by May 2020.

**Evaluation Data Sources:** Increased opportunities for students to show their work publicly and connect with organizations outside our school.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide opportunities for students to show what they know: JA, math/science fair, STEAM Carnival, curriculum night, collaboration with community organizations, and partner with our elementary schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the opportunities for student to interact outside the school in learning situations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department chair persons, teachers, counselors</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  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:** We will provide increased communication and collaboration with all stakeholders in our community through newsletters and community activities by 50% through May 2020.

**Evaluation Data Sources:** Climate Survey data will be used to evaluate this objective.

**Summative Evaluation:** None

<b>Strategy 1:</b> Host face-to-face faculty meets at least once per six weeks. <b>Strategy's Expected Result/Impact:</b> Increase in the flow of communication. <b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 2:</b> Publish an e-newsletter to parents/ community each 6 weeks and use the REMIND system. <b>Strategy's Expected Result/Impact:</b> Send through messenger or SMORE. <b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 3:</b> Conduct weekly PLC meetings <b>Strategy's Expected Result/Impact:</b> Increase in communication. <b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons, teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 4:</b> Parent messenger each 6 weeks to communicate report card distribution and update information. <b>Strategy's Expected Result/Impact:</b> Increase in communication. <b>Staff Responsible for Monitoring:</b> Administrator, department chairpersons.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 5:</b> Implement an attendance monitoring plan that is proactive in offering interventions and ensuring students have adequate time for academic support. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance rate. <b>Staff Responsible for Monitoring:</b> Administrators, counselors, teachers.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 6:</b> Our student leadership groups will be at the forefront of community outreach. They will support Counselor's Coffees, and parent, staff and student focus groups. The student leadership groups are: Student Council, Leaders of the Pack, Man Up, Ladies First, and Renaissance Team.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect to have improved, positive connections with our stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, counselors, teachers, students.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 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 violence prevention and intervention, awareness education of dating violence to students, staff and parents by the end of March 2021. The program will reach 100% of our students.

**Evaluation Data Sources:** We will see an increase in the utilization of the intervention counselor to get education and support in the area of social emotional needs.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide activities during Teen Dating Violence Week. Provide training to teachers in suicide prevention and awareness. Provide education to students involving suicide prevention and awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase use of resources available to students.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention counselor, counselors, staff, students, administrators</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 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 2:** We will implement Lion's Quest curriculum and integrate information from the Harbor (Josten's Renaissance) on a weekly basis to 100% of our students by May 2021 to decrease discipline referrals by 5%.

**Evaluation Data Sources:** As the year goes on, we will see a decrease in negative behavior as a result of these programs.

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement and use the information in dealing with student discipline. <b>Strategy's Expected Result/Impact:</b> Decrease in negative behaviors. <b>Staff Responsible for Monitoring:</b> Administrators, counselors, students. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 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 3:** Operate student counseling groups to target barriers to learning as indicated by campus data.

**Evaluation Data Sources:** Attendance rates, failure rates, discipline records

**Summative Evaluation:** None

<b>Strategy 1:</b> Develop groups that are needs indicated by data. <b>Strategy's Expected Result/Impact:</b> Decrease in barriers to student success. <b>Staff Responsible for Monitoring:</b> Counselor, Administrator <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for Prairie Vista Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6300	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$10,000.00
<b>6100 Subtotal:</b>		<b>\$10,000.00</b>
6300 Supplies and Services		
6390	6390 Supplies and Materials - General	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$1,000.00</b>

## Personnel for Prairie Vista Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Forge-Smith	At-Risk Interventionist - Reading	Compensatory	1
Yvonne Daulton	At-Risk Interventionist - Mathematics	Compensatory	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums