

# **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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  - 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,

# 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

## Demographics

# 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:** Although there has been growth in community relationships, there is still a need to continue building relationships with stakeholders. **Root Cause:**

# 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 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



- 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**

Strategy 2 Details	Reviews			
<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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student grouping and progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department chairs, teachers, students</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Intentional scheduling to insure service is provided to students in an environment conducive to learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department chairpersons, teachers, counselors.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </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:**

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



**Goal 2:**



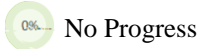

**Goal 2: COLLABORATIVE COMMUNITY:** We will provide resources and opportunities enabling staff, students, parents and community to work together to achieve desired results (ASPIRE 3, 4, 6).



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

**Budget for Prairie Vista Middle School**

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# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Wat Harden	Principal
Business Representative	Shelley Harris	Director of Children's Lighthouse
Community Representative		