

LAGO VISTA MIDDLE SCHOOL CAMPUS IMPROVEMENT PLAN 2009-2010



LVISD Mission Statement

Lago Vista Independent School District is responsible for preparing our children to live and work in a changing global society. It is the primary responsibility of the District to instruct all students, in an exemplary way, to achieve essential academic and life skills so that they acquire a knowledge base on which to build life-long learning.

LVMS Vision Statement

Lago Vista Middle School will provide the atmosphere and opportunity for all students to develop and maximize their social, emotional, and academic success.

Lago Vista Independent School District Vision Statement

“LVISD equips students for the rigors of the 21st Century by preparing them for a global based digital economy. LVISD will be recognized as a leader in educational innovation through: technology, facilities, curriculum, volunteerism, and instruction.”

Our Students:

1. Are inquisitive, self-motivated, intellectual risk-takers capable of setting and meeting goals.
2. Are self-confident, responsible decision-makers who are accountable for their actions.
3. Have an understanding of personal strengths and weaknesses and make healthy lifestyle choices.
4. Transform their learning experience with technological, cultural, and global perspectives.
5. Are multilingual.
6. Are academically challenged to reach new heights and embrace lifelong learning.
7. Graduate prepared to meet the challenges of post-high school education and/or the workforce.

Our Learning Environment:

1. Provides quality instruction in a stimulating environment that meets the needs of diverse student populations.
2. Welcomes and encourages active communication and participation between and among campuses, parents, and students.
3. Stimulates effective collaboration among professional staff, parents, and students where all take responsibility for student learning.
4. Is positive, supportive, and safe for all students.
5. Provides high performing highly skilled staff qualified above minimum requirements that is dedicated to furthering their professional growth to meet a changing classroom demographic.
6. Effectively and seamlessly incorporates technology into student learning.
7. Consists of facilities that meet the needs of all students and provide the best opportunities to thrive and achieve their greatest potential.
8. Offers the most rigorous academic programs.

Our Community and District:

1. Inspire an increase in volunteerism, mentoring, and general participation in the school system by persons and businesses in the community with expertise in various areas.
2. Encourage LVISD students to be involved in and act as responsible members of the community.
3. Maintain consistent, open communication in a respectful manner with all stakeholders.
4. Effectively communicate to taxpayers and citizens so that they may understand and financially support the needs and goals of the district.
5. Maintain the continued financial stability of the district.

DECISION-MAKING COMMITTEE

Trisha Upchurch, principal
Denise Bortolussi, librarian
Melinda Falk, science teacher
David Farries, parent
Klee Lee, community member
Lori Lind, technology teacher
Enrique Lopez, parent
Paul Thailing, math teacher
Jackie Tyllick, parent

No Child Left Behind Legislation

Lago Vista Middle School has put into place goals and plans for long-term student success. Toward these ends, we support the achievement performance goals delineated in the No Child Left Behind legislation.

NCLB Student Achievement Performance Goals:

1. All students will reach proficiency or better in reading and mathematics by 2013-14.
2. All limited English proficient students will become proficient in English and reach high academic standards.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in a safe, drug free environment conducive to learning.
5. All students will graduate from high school.

The following goals and objectives will enable all students at Lago Vista Middle School to reach these Achievement Performance Goals.

All student groups taking the TAKS Reading, Writing, Math, Science, and Social Studies tests will meet or exceed the state average for 2010. All student groups involved in the state assessments will meet or exceed the benchmark for Exemplary performance.

Math Objectives:

| 6th Grade Math | | | | |
|----------------------------------|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 93 | 95 | 63 | 65 |
| Hispanic Students | 85 | 90 | 50 | 65 |
| White Students | 96 | 100 | 67 | 70 |
| Eco. Disadvantaged | 86 | 90 | 50 | 60 |
| Limited Eng. Proficient | NA | 90 | NA | 60 |
| Special Education | NA | 90 | NA | 60 |
| Gifted and Talented | 100 | 100 | 100 | 100 |

Students identified as At Risk and Economically Disadvantaged are accomplishing “Commended” performance well below their grade level peers.

| 7th Grade Math | | | | |
|----------------------------------|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 94 | 95 | 29 | 50 |
| Hispanic Students | 90 | 95 | 25 | 50 |
| White Students | 95 | 100 | 30 | 50 |
| Eco. Disadvantaged | 88 | 90 | 12 | 50 |
| Limited Eng. Proficient | NA | 90 | NA | 50 |
| Special Education | NA | 90 | NA | 50 |
| Gifted and Talented | 100 | 100 | 60 | 100 |

Students identified as Special Education are not performing at the same level of mastery as their grade level peers. Acceleration interventions are suggested.

| 8th Grade Math | | | | |
|----------------------------------|--|--|--|--|
| First Administration | | | | |

| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
|-------------------------|---------------------|---------------|------------------|-----------------------|
| All Students | 89 | 90 | 34 | 50 |
| Hispanic Students | 74 | 90 | 26 | 50 |
| White Students | 95 | 100 | 38 | 50 |
| Eco. Disadvantaged | 74 | 90 | 21 | 50 |
| Limited Eng. Proficient | NA | 90 | NA | 50 |
| Special Education | 67 | 90 | 0 | 50 |
| Gifted and Talented | 100 | 100 | 88 | 100 |

Students identified as Hispanic, Economically Disadvantaged and At Risk are performing well below their grade level peers. Later administrations of the TAKS improved the initial performance. However, acceleration interventions are still needed. No Special Education students or At Risk students received Commended performance recognition. Acceleration with these students is needed.

All students in grades 6-8 will participate in a variety of mathematical experiences on a daily basis.

| STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|---|---|---|---|---|
| Analyze 2008-2009 TAKS data to identify areas of less than 95% mastery. | Principal All staff | Time TAKS data from 2009 | Grade Level teams report to staff areas needing focus. Teams assess progress toward goals and report. | During summer and within first 9 weeks of school | Improvement in TAKS and benchmark test scores. |
| Review CScope documents paying particular attention to TEKS objective rigor. | Content Area Team Principal Asst. Super. For Instruction Region 13 | Time CScope Curriculum | Teacher developed formative assessments. Benchmark tests 2009 TAKS Math | August 2009 and continuous throughout the school year | Student performance on semester final exams and 2010 TAKS results. |
| Track student growth with assessments that are planned by teachers and administrators to assess TEKS taught and skills mastered. | Principal Content Area Teams | Planning time with principal to revise plan as needed. Release time, as needed, for teachers to create or revise tests. | Results from ongoing assessments | Fall 2009 for plan and ongoing throughout the year for assessments | Annual review of progress TAKS results/benchmark test results |
| Provide additional support for at risk math students | Principal | Tutoring as needed so that teacher works with small groups | Math Improvement Plan Grades 6 – 8 | Fall 2009 | Improvement in TAKS and checkpoint test scores for at risk students |
| Plan ways to accelerate students who are not mastering objectives based on above assessments and implement plan. | Content Area Teams | TAKS practice materials/reteach materials. | Plan for tracking and remediation. | Fall 2009 | Lesson plans reflect differentiation. |
| Expand embedding of SIM Content Enhancement strategies in Math instruction. | Principal Secondary Literacy Coordinator SIM Professional Developers | Professional Development time Instructional Coaching time | Benchmark TAKS Math performance. Teacher developed formative assessments | Beginning in the fall of 2009 and continuing through the TAKS Math administrations. | Unit Organizers 2010 TAKS Math performance |

Reading and Writing Objectives:

Although later administrations of the TAKS improved student performance markedly, with the exception of those students identified as White, student performance of the sub-populations was well below the All Students standard met percentage. With 6th grade having just one administration, acceleration interventions need to be explored.

| 6th Grade Reading | | | | |
|-------------------------------------|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 96 | 100 | 68 | 70 |
| Hispanic Students | 100 | 100 | 52 | 70 |
| White Students | 96 | 100 | 74 | 80 |
| Eco. Disadvantaged | 81 | 90 | 44 | 70 |
| Limited Eng. Proficient | NA | 90 | NA | 70 |
| Special Education | NA | 90 | NA | 70 |
| Gifted and Talented | 100 | 100 | 100 | 100 |

The students identified as At Risk and Economically Disadvantaged are performing at a lower mastery level than their grade level peers. IN the consideration of Commended Performance standards, At Risk, Economically Disadvantaged and Hispanic students are performing at levels lower than the other sub-populations. Acceleration strategies are needed in these areas.

| 7th Grade Reading | | | | |
|-------------------------------------|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 99 | 100 | 52 | 60 |
| Hispanic Students | 100 | 100 | 55 | 60 |
| White Students | 98 | 100 | 53 | 60 |
| Eco. Disadvantaged | 100 | 100 | 35 | 50 |
| Limited Eng. Proficient | NA | 100 | NA | 50 |
| Special Education | NA | 100 | NA | 50 |
| Gifted and Talented | 100 | 100 | 100 | 100 |

Students identified as At Risk are performing at levels significantly below grade level peers in the area of Commended Performance. Acceleration interventions are recommended.

| 7th Grade Writing | | | | |
|-------------------------------------|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 100 | 100 | 72 | 75 |
| Hispanic Students | 100 | 100 | 68 | 75 |
| White Students | 100 | 100 | 72 | 75 |
| Eco. Disadvantaged | 100 | 100 | 71 | 75 |
| Limited Eng. Proficient | 100 | 100 | NA | 75 |
| Special Education | 100 | 100 | NA | 75 |
| Gifted and Talented | NA | 100 | 80 | 100 |

Writing continues as an area of strength. Students identified as At Risk, although performing at an exemplary level, appear to require acceleration intervention to acquire the same level of Commended Performance as their grade level peer sub-populations.

| 8th Grade Reading | | | | |
|-------------------------------------|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 100 | 100 | 66 | 70 |
| Hispanic Students | 100 | 100 | 50 | 70 |
| White Students | 100 | 100 | 72 | 75 |
| Eco. Disadvantaged | 100 | 100 | 44 | 50 |
| Limited Eng. Proficient | NA | 100 | NA | 50 |
| Special Education | 100 | 100 | 0 | 50 |
| Gifted and Talented | 100 | 100 | 100 | 100 |

8th grade Reading is an area of strength. However, Special Education, At Risk, Economically Disadvantaged and Hispanic students are not performing at the same level of Commended Performance as their grade level peer sub-populations. Accelerated interventions are recommended in these populations.

Students in 6th grade, 7th grade, and 8th grade will demonstrate reading proficiency and writing proficiency on assessments of grade level standards, reading folders, running records and writing portfolios.

| STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|---|---|---|--|---|---|
| Identify and implement the instruction of the changes in grade level ELAR TEKS. | Content area teams Asst. Super. Instruction Principal | Revised TEKS CScope documents Time | Unit Organizers Teacher developed formative assessments | August 2009 and continuous throughout the school year. | Unit Organizers Student performance on summative assessments. |
| Provide targeted, accelerated instruction in small groups to students identified as at risk of failure to master reading TEKS | Classroom teachers Reading Specialists SIM teacher | Guided Reading Library Curriculum Benchmarks Supplement materials | Unit Organizers Individual Reading Plans Progress Reports | Ongoing throughout year. | Improvement in TAKS/checkpoint test results Decrease in numbers of students identified as reading below grade level. |
| Review CScope documents and incorporate changes into instruction, paying particular attention to TEKS objective rigor. | Content Area Team Principal Asst. Super. For Instruction Region 13 | Time CScope Curriculum | Teacher developed formative assessments. Benchmark tests 2010 TAKS Reading | August 2009 and continuous throughout the school year | Student performance on semester final exams and 2010 TAKS results. |
| Provide training and ongoing support for the development of TEKS, TAKS objectives, and test taking strategies, including fluency, vocabulary, comprehension, and phonics. | Administrator | Faculty Meeting | Agenda and materials from training Staff sign in sheet | Beginning of school year as needed. Ongoing throughout the year. | Improvement in TAKS/checkpoint test results Decrease in numbers of students identified as reading below grade level. |
| Identify students reading below grade level and provide research based intervention. | Teachers, Secondary Reading Specialist, Secondary Literacy Coordinator, SIM teacher, Administrators | SCE funds – 1.0 FTE State approved assessments | Improvement based on QRI or GMAT results | August-May 2009-2010 | Improvement in TAKS/checkpoint results/QRI and GMAT results |
| Develop teacher understandings and skills to assist English Language Learners to become proficient readers. | Administrator ESC XIII ESL support staff Classroom teachers Reading Specialist ESL teachers | ESC XIII support staff | Trainings scheduled and attended | September 2009 through April 2010 | QRI and GMAT reading scores of English language learners/ Increase in ELLs reading on grade level or above. |
| Continue the Strategic Instruction Model in 6 th , 7 th , and 8 th grade instruction | Teachers SIM Professional Developers Principal | ESC XIII support staff In-house SIM Professional Developers | Trainings scheduled and completed. | August 2009 and continuous throughout the school year. | State assessment results. Teacher developed formative assessments. |
| Coordinate ESL and intensive reading instruction to meet needs of English language learners who are also struggling readers. | Administrator Secondary Literacy Coordinator Secondary Reading teacher ESL teacher | Reading materials for ESL teachers Staff development for ESL teachers | Staff development planned and attended | Ongoing throughout year | Increase in QRI scores of English Language Learners/ Increase in ELLs writing on grade level or above. |

100% of the seventh grade students will master a TEKS assessment in writing and score a level of 3 or 4 on a written work. Students in sixth and eighth grades will demonstrate writing proficiency on assessments of grade level standards and in writing folders.

| STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|---|--|--|--|---|
| Identify and implement the instruction of the changes is grade level ELAR TEKS. | Content area teams Asst. Super. Instruction Principal | Revised TEKS CScope documents Time | Unit Organizers Teacher developed formative assessments | August 2009 and continuous throughout the school year. | Course Organizers Unit Organizers Student performance on summative assessments. |
| Review CScope documents and incorporate changes into instruction, paying particular attention to TEKS objective rigor. | Content Area Team Principal Asst. Super. For Instruction Region 13 | Time CScope Curriculum | Teacher developed formative assessments. Benchmark tests 2010 TAKS Writing | August 2009 and continuous throughout the school year | Student performance on semester final exams and 2010 TAKS results. |
| Provide training in holistically scoring writing. Teachers use campus writing rubrics to score writing for the writing folders. | Language Arts teachers Language Arts lead teacher Principal | Time Faculty Meeting | Training completed Daily lesson plans reflect use of training and rubrics | November 2009 | Writing samples scored using rubrics and in folders Improvement in TAKS/checkpoint test results |
| Continue the Strategic Instruction Model at the 6 th , 7 th , and 8 th grade levels. | Principal Grade Level Team | Professional Development budget dedication | Completion of Professional Development Pre and Post student performance | August 2009 | Improvement of student performance on TAKS Writing in both number met standard and number of commended performance. |
| 6 th grade and 8 th grade Language Arts teachers will reinforce grammar using weekly editing lessons as appropriate. | Teachers Principal | Writing samples | Lesson plans Student writing samples | Ongoing | Improvement in student writing, TAKS/checkpoint test results |
| Coordinate ESL and intensive writing instruction to meet needs of English language learners who are also struggling readers. | Administrator Secondary Literacy Coordinator ESL teacher | Writing materials for ESL teachers Staff development for ESL teachers | Staff development planned and attended | Ongoing throughout year | Increase in QRI scores of English Language Learners/ Increase in ELLs writing on grade level or above. |
| Train all ELAR teachers in additional SIM Content Enhancement devices. | Principal SIM Professional Developers | Professional Development time Instructional Coaching time | Unit Organizers Walk-Through observations | August 2009 and continuing through the year. | TAKS performance data |

Science Objectives:

90% of the 6th grade, 7th grade, and 8th grade students will show mastery of TEKS Science as assessed by teacher developed assessment practices. All students will participate in a variety of hands-on Science activities at least 40% of the instructional time.

| 8th Grade Science | | | | |
|-------------------------------------|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 82 | 90 | 35 | 50 |
| Hispanic Students | 67 | 90 | 38 | 50 |
| White Students | 85 | 90 | 34 | 50 |
| Eco. Disadvantaged | 72 | 90 | 22 | 50 |
| Limited Eng. Proficient | NA | 90 | NA | 50 |
| Special Education | 43 | 90 | 0 | 50 |
| Gifted and Talented | 100 | 100 | 88 | 100 |

Student performance in the 8th grade TAKS Science had a marked impact on the campus accountability rating. Concentrated focus on the improvement of student performance in this TAKS tested area is needed. Special consideration and acceleration is needed with the students identified as Special Education, At Risk, Hispanic and Economically Disadvantaged. In all sub-populations, acceleration in Commended Performance is needed.

| SCIENCE STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|---|---------------------------|--|---|--|
| Review and present newly approved Science TEKS | Principal Science lead teacher Science teachers Assistant Superintendent for Instruction | TEKS documents Time | Course Organizers Unit Organizers Teacher developed formative assessments | August 2009 | Course Organizers Unit Organizers |
| Review CScope documents and incorporate changes into instruction, paying particular attention to TEKS objective rigor. | Content Area Team Principal Asst. Super. For Instruction Region 13 | Time CScope Curriculum | Teacher developed formative assessments. Benchmark tests 2009 TAKS Science | August 2009 and continuous throughout the school year | Student performance on semester final exams and 2010 TAKS results. |

| SCIENCE STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|---------------------------------|--|---|--------------------------|---|
| Develop hands on, inquiry based curriculum units/materials to support the teaching of the science grade level standards. | Teachers Lab personnel | File system of science lab lessons for each grade level. TEKS based curriculum and materials | Materials updated monthly | Ongoing throughout year. | Improvement in TAKS/checkpoint test results |
| Teachers will lead student instruction in scientific concepts. | Principal Science Teachers | Science Materials Standards | Lesson plans reflect use of science lab and follow up instruction in classroom Activities planned in science lab | Ongoing throughout year. | Improvement in TAKS/checkpoint test results Students demonstrate mastery of TEKS through classroom assessments. |
| Staff development in hands on science techniques. | Principal | Staff development materials/workshops | Training completed Demonstrate use of techniques through lesson plans and classroom activities | Ongoing throughout year. | Improvement in TAKS/checkpoint test results Students demonstrate mastery of TEKS through classroom assessments. |
| Continue the Strategic Instruction Model in the 6 th , 7 th , and 8 th grade Science instruction. | Principal Content area teams | Professional Development budget dedication | Completion of Professional Development Pre and Post student performance | August 2010 | Improvement of student performance in the display of mastery of the grade level Science TEKS on classroom determined student assessments. |

| SCIENCE STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|---|---|--|--|--------------------------|--|
| Establish a system to maximize student use of available resources and materials. | Content area teams Lead Science teacher | Time Inventory sheets | Sheets completed | Ongoing throughout year. | List of available units with supplies |
| Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention | Principal Curriculum Specialists Department Heads | Curriculum Coach From ESC XIII - \$18,900 | Documentation of training and staff feedback on progress | August 2009 – May 2010 | Increase in TAKS scores of economically disadvantaged and Hispanic students to levels commensurate with students in other subpopulations |
| Provide staff development to support the infrastructure needed for RtI implementation | Principal Curriculum Specialists Department Heads | Curriculum Coach From ESC XIII - \$18,900 | Documentation of training and staff feedback on progress | August 2009 – May 2010 | Increase in TAKS scores of economically disadvantaged and Hispanic students to levels commensurate with students in other subpopulations |
| Support collaboration between teachers of special education students and regular education by providing opportunities for teachers to collaborate on a regular basis. | Administrator Teachers | Time | Schedules reflect meetings Lesson plans reflect collaboration | Ongoing throughout year. | Improvement in TAKS/checkpoint test results Students demonstrate mastery of TEKS through classroom assessments. |

| SCIENCE STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|--|--|--|--|--|
| Assist ELL (English Language Learners) students with comprehension of newly taught Science concepts using Language Arts strategies | Classroom teacher and ELL teacher | Graphic organizers, Teacher modeling, vocabulary cards, peer tutoring, flexible grouping, books on tape, realia, TEKS, community, Internet and Internet resources, Library, textbook, media, speakers, field trips | Daily classroom activity (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed | Ongoing throughout the year | Unit tests (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed |
| Identify causes for lowered performance of the students identified as Special Education, At Risk, Hispanic and Economically Disadvantaged and then implement intervention strategies to accelerate student learning. | Content Area Teams Principal SIM Professional Developers Asst. Super. Instruction | Time TAKS Data Formative assessments | Teacher developed assessments Released TAKS tests | August 2009 and continuing throughout the school year. | 2010 TAKS |
| Expand and continue SIM Content Enhancement devices in the Science instruction. | Science teachers SIM Professional Developers Principal Assistant Superintendent for Instruction | Time Professional Development time Instructional Coaching time. | Unit Organizers Teacher developed formative assessments | August 2009 and continuing throughout the school year. | Unit Organizers 2010 TAKS |
| Explore the possibility of an “After School” program to accelerate student mastery of Science TEKS objectives for students at-risk of not mastering their grade level Science TEKS. | CIP membership Principal Science teachers | Time | Research results | November 2009 | Assessment of research data. |

Social Studies Objectives:

All students in 6th grade, 7th grade, and 8th grade master Social Studies TEKS as demonstrated through mastery of grade level assessments.

| 8th Grade Social Studies | | | | |
|--|---------------------|---------------|------------------|-----------------------|
| | % Met Standard 2009 | % Target 2010 | % Commended 2009 | % Commended Goal 2010 |
| All Students | 98 | 99 | 52 | 55 |
| Hispanic Students | 95 | 95 | 43 | 55 |
| White Students | 100 | 95 | 56 | 60 |
| Eco. Disadvantaged | 94 | 95 | 33 | 55 |
| Limited Eng. Proficient | NA | NA | NA | NA |
| Special Education | 100 | 95 | 14 | 55 |
| Gifted and Talented | 100 | 100 | 100 | 100 |

Students identified as At Risk, Special Education and Economically Disadvantaged do not reach the level of performance of their peers in the area of Commended Performance. Acceleration interventions are recommended.

| SOCIAL STUDIES STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|---|---|---|--|--|--|
| Review CScope documents paying particular attention to TEKS objective rigor. | Content Area Team Principal. Asst. Super. For Instruction, Region 13 | Time CScope Curriculum | Teacher developed formative assessments. Benchmark tests 2009 TAKS Social Studies | August 2009 and continuous throughout the school year | Student performance on semester final exams and 2010 TAKS results. |
| Introduce customs, symbols, and celebrations that represent a variety of cultures. | All faculty | TEKS, Community, Internet, Cross Grade Level Planning Time, Library and Internet resources, Speakers, Field Trips, Social Studies Texts | Daily classroom activity (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed | Daily (i.e. Pledge to the American Flag and Texas Flag), Weekly (Rotating units), Monthly (Celebrations and customs) | Unit tests (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed |
| Each grade level will provide instruction in agreed upon curriculum during Freedom Week and Texas History month | Classroom teacher | TEKS, Community, Internet, Library and Internet resources, Text Book, Media, Speakers, Field Trip | Daily classroom activity (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed | November and March | Unit tests (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed |

| SOCIAL STUDIES STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|---|---|---|---|---|
| Continue the Strategic Instruction Model in the 6 th , 7 th , and 8 th grade Social Studies instruction. | Principal Content area teams | Professional Development budget dedication | Completion of Professional Development Pre and Post student performance Unit Organizers | August 2010 | Improvement of student performance in the display of mastery of the grade level Social Studies TEKS on classroom determined student assessments. |
| Develop knowledge and understanding of personal citizenship through lessons on responsibility, morals, character development | All faculty | TEKS, Community, Internet, Library and Internet resources, Character Education Manual, Textbook, Speakers, Student/ Teacher Generated Posted Classroom Expectations | Daily teacher/ parent communication, classroom meetings, role playing, teacher observations | Ongoing throughout the year | Decrease in discipline referrals |
| Assist ELL (English Language Learners) students with comprehension of newly taught Social Studies concepts using Language Arts strategies | Classroom teacher and ELL teacher | Graphic organizers, Teacher modeling, vocabulary cards, peer tutoring, flexible grouping, books on tape, realia, TEKS, community, Internet and Internet resources, Library, textbook, media, speakers, field trips | Daily classroom activity (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed | Ongoing throughout the year | Unit tests (multiple choice, matching, fill in the blank, short answer, and/ or essay), teacher observations and/or projects completed |
| Identify causes for lowered performance of the students identified as At Risk, Special Education and Economically Disadvantaged then implement intervention strategies to accelerate student learning to improve the Commended Performance of these sub-populations. | Content Area Teams Principal Asst. Super. Instruction | Time TAKS Data Formative assessments | Teacher developed assessments Released TAKS tests | August 2009 and continuous throughout the school year. | 2010 TAKS |
| Increase and continue the use of SIM Content Enhancement devices in the Social Studies instruction. | Content Area teachers SIM Professional Developers Principal Assistant Superintendent for Instruction | Time Professional Development Instructional Coaching time | Unit Organizers | August 2009 throughout the school year. | 2010 TAKS |

Special Populations Objectives:

Students in special populations will achieve at a rate commensurate with students not identified as being in special populations. At least 93% of all students will display mastery on the state assessment.

| Special Populations STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|---|--|--|---|---|--|
| Continue the Strategic Instruction Model in the 6 th , 7 th , and 8 th grade instruction. | Principal 6 th , 7 th and 8 th grade Teams | Professional Development budget dedication | Completion of Professional Development Pre and Post student performance | August 2009 | Improvement of student performance in the display of mastery of the grade level TEKS on classroom determined student assessments and TAKS. |
| Provide opportunities for information and training for parents in techniques and strategies to support special needs learners. | Special Education Director Principal | None | Attendance of parents at meeting | Fall 2009 Evening Training before "Curriculum Night" | Interest survey and evaluation of training |
| Analyze 2008-2009 TAKS data to identify areas of mastery less than 90% for target students. | Principal Special Population and Classroom teachers | Time TAKS results from 2008-2009 | Lists of names of students needing support and objectives identified | 2009 Within first nine weeks of school | TAKS results for 2010 meet or exceed goals |
| Analyze checkpoint test data to determine areas that need re-teaching. Create plans for re-teaching skills. | Principal Classroom/ Special Ed./ ESL Teachers Reading Specialists | Test data | Checkpoint results Analysis of results turned in to principal | Monthly meetings throughout school year and/or contacts through email | TAKS results for 2010 meet or exceed goals |
| Provide research-based progress-monitoring tools, technology, professional development around effective implementation in classroom | Principal Curriculum Specialists Department Heads | AIMSWeb \$1500 Technology to support - \$1000 NCLB ARRA funds | Program purchased and testing dates assigned | August 2009 | Increase in TAKS scores of economically disadvantaged and Hispanic students to levels commensurate with students in other subpopulations |
| Provide GT training for all teachers who serve GT students during 2009-2010 school year | Principal Asst. Sup. For Curriculum ESC XIII support staff | Training materials Time | Sign in sheet for hours completed | Within first semester of school | Documentation of differentiation of instruction for Gifted and Talented students in lesson plans |
| Provide training to differentiate instruction for students identified as at risk or in a | Principal Asst. Sup. For Curriculum | Training materials Time | Sign in sheets for hours completed | August 2009 | Documentation of differentiation of instruction for special |

| Special Populations | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|--|--|---|--|--|
| STRATEGIES | | | | | |
| special population for all staff | | | | | populations students in lesson plans |
| Provide training and implementation of RTI procedures | RTI teams | Materials | Students referred and interventions used | September 2009 | TAKS, QRI results, Formal and informal assessments |
| Follow all guidelines/procedures for referral to a special program including initial assessment, re-evaluation, consideration of least restrictive environment, and related services | Principal Counselor Special Education Director | Special Programs manual | Feedback from staff on effectiveness of process | Throughout school year | Decrease in number of referrals who do not qualify for services Decrease in time required to place students in needed programs |
| Follow state guidelines for determining students to be labeled as at risk. Develop intervention plans for at-risk students. Follow dismissal procedures according to district special programs handbook. | Principal Counselor Reading Specialists | State guidelines SCE funds | Procedures in place | Updated each 9 weeks | Information compiled and distributed to appropriate personnel on all at risk students. At Risk Documentation forms completed and documented for identified students |
| Facilitate parent involvement to improve services of children with disabilities through training, available resources, and collaboration with staff. | Principal Counselor Special Education Director | State guidelines | Evaluations Sign-in sheets | August 2009 | Increase in parent participation accounted through membership and attendance |
| Provide a structure to ensure that the records of every new student are reviewed by the counselor to determine possible prior placement in a special program/category. | Counselor Attendance Clerk Secretary | Form | Form and procedures in place | Ongoing as new students arrive on campus | All new students identified and placed in appropriate programs |
| Provide training and subsequent resources (including supplies and materials) to implement training around individual instructional strategies for students needing intervention. | Principal Curriculum Specialists Department Heads | Curriculum Coach from ESC XIII - \$18,900 NCLB ARRA funds | Documentation of training and staff feedback on progress. | August 2009-May 2010 | Increase in TAKS scores of economically disadvantaged and Hispanic students to levels commensurate with students in other subpopulations. |
| Provide staff development at the LEA level to support the infrastructure needed for RtI implementation. | Principal Curriculum Specialists Department Heads | Curriculum Coach from ESC XIII - \$18,900 NCLB ARRA | Documentation of training and staff feedback on progress. | August 2009-May 2010 | Increase in TAKS scores of economically disadvantaged and Hispanic students to levels |

| Special Populations | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|----------------------------|----------------------------|------------------|-------------------------------------|------------------|---|
| STRATEGIES | | | | | |
| | | funds | | | commensurate with students in other subpopulations. |

School Climate Objectives:

The staff and students at Lago Middle School will work cooperatively to create a learning community that maximizes the potential of each individual in the building. The number and type of discipline referrals will be evaluated so that each nine weeks will see decrease by 10%.

| CLIMATE | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|---|---|---|--|--|
| STRATEGIES | | | | | |
| Review and revise school wide rules and procedures. | Middle School Staff | Time, Copies of current procedures, Discipline Matrix | Revisions completed and distributed to staff. | September 2009 | Office referrals for violation of procedures are reduced |
| Review and revise classroom discipline management plans to ensure uniformity of rules across grade levels and consistency of consequences. | Grade level teams | Time | Plans completed and submitted to principal. | August 2009 | Office referrals reduced. |
| Meetings between special area teachers, teachers of special populations, and grade level teams to discuss discipline procedures to ensure consistency in classroom management. | Grade level teams and Special education teachers | School wide rules and procedures | Minutes of meetings shared with administrator. | Within first nine weeks of school | Office referrals reduced |
| Continue the Safe School Ambassadors program | Principal SSA program coordinators Middle school teachers Middle school students | Funding of trainer On-site training time | Post-training evaluations On-going student code of conduct reports | November 2009 | AEIS and Principal Viewer Student Code of Conduct reports. |
| Implement positive peer intervention techniques to address the issue of bullying. | Counselor Classroom teachers | None | Classroom visitation, hallway observation | Initiate in fall and ongoing throughout the year | Reduction in instances of bullying and office referrals. |

Attendance Objectives:

For the 2009 - 2010 school year: The student attendance rate will improve to >98%

| ATTENDANCE STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|----------------------------|------------------|---|------------------|---|
| Phone calls daily to absent students. Administrative intervention for excessive absences and tardies. | Attendance clerk | Time | Phone logs Detention if needed | Daily | Increase in student attendance |
| Follow up phone calls to parents who do not respond to letter re: excessive absences. | Administrator | Time | Phone logs Teacher copies distributed. | Ongoing | Increase in student attendance |
| Use Principal Viewer to track attendance by subgroups | Principal | Software | Increase in attendance of subgroups. | Each nine weeks | Increase in subgroup performance on state assessments |

Health Objectives:

Students will be able to demonstrate healthy lifestyles, behaviors, and attitudes toward others.

| HEALTH STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|--|--|---|------------------|--|
| Implement activities for Red Ribbon Week. Coordinate with School Resource Officer to provide information to parents about signs of drug use and ways to prevent | Counselor Classroom teachers Student Council Sponsor | Funds to purchase prevention materials | Note activities in lesson plans | October 2009 | No incidents of student drug use Activities completed |
| Implementation of the recommendations from the School Health Advisory Council | Principal SHAC membership | Time | Lesson plans Student attendance | August 2009 | Final student attendance reports |
| Implement the state mandated instruction of the Physical Education TEKS to all middle school students not enrolled in Athletics | Superintendent Asst. Super. Instruction Principal Content area teachers. | Additional staff TEKS | Master Schedule Teacher developed formative assessments Student class schedules | August 2009 | Teacher developed summative assessments Student class schedules |

| HEALTH STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINES | SUMMATIVE EVALUATION METHODS |
|--|---|--------------------------------|-------------------------------------|------------------|-------------------------------------|
| Principals and SHAC committee members will analyze student data to determine academic fitness progress across all demographic populations. | Principals SHAC chair | Time for SHAC meetings Data | Minutes of the meeting | August 2009 | FitnessGram results |
| SHAC will use the data to make recommendations on ways to improve the coordinated health program. | Principals SHAC chair | Time for SHAC meetings Data | Minutes of the meeting | August 2009 | FitnessGram results |
| Analyze FitnessGram results in comparison to disaggregated TAKS scores & attendance rates. | Principals SHAC | Time Data | Minutes of meetings | August 2009 | FitnessGram results |
| Monitor to ensure that all students receive mandated TEKS based, vigorous physical activity each day. | Principals Physical education teachers | Teacher schedules | Walk-throughs | August 2009 | FitnessGram results |

Technology Objectives:

All students in 6th grade, 7th grade, and 8th grade will master technology arts TEKS as demonstrated through mastery of grade level assessments/projects.

Provide ongoing staff training and support in the use of hardware/software

| TECHNOLOGY STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION METHODS | TIMELINE S | SUMMATIVE EVALUATION METHODS |
|--|--------------------------------------|--------------------------------------|---|-------------------------|--|
| Provide opportunities for all staff to complete district determined technology competencies in hardware applications. | Librarian, ITRC, Principal | Time Computer Competencies matrix | Checklist for each teacher to show mastery of technology skills | Ongoing throughout year | Lesson plans reflect use of technology in curriculum Principal walkthroughs document use of technology in classroom |
| Provide opportunities for all new teachers to be trained on the use of current building technology hardware and software. | District Technology staff, Principal | Computer Competencies matrix | Checklist for each teacher to show mastery of technology skills | Ongoing throughout year | Lesson plans reflect use of technology in curriculum Principal walkthroughs document use of technology in classroom |
| Provide opportunities for teachers to meet in content area teams to discuss how to best implement the new curriculum in conjunction with CScope. | Content area teams Principal | Time - ½ Day | Minutes of meeting | Aug 2009 | Lesson plans reflect use of technology curriculum |

Parental Involvement Objectives:

Increase parent and community involvement.

Increase the number of parent and community participants in each of the following:

- a. Volunteers
- b. PTO
- c. Curriculum Night
- d. Special programs parent meetings

| STRATEGIES | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATIONS | TIMELINES | SUMMATIVE EVALUATIONS |
|--|--|---------------------------------|---|-----------------------------|---|
| Advertise all special programs, open house events, and parent meetings via newsletters and on district website well in advance. Utilize marquee to advertise special events. | Principal | District website Newsletters | Documentation of advertisements multiple times prior to event | Ongoing throughout the year | Increase in parent attendance at special events |
| Coordinate with/assist PTO with membership drives | Principal PTO teacher representatives | Time | Meetings from executive board meetings | October 2009 | Increase in parent participation as accounted through membership and attendance |