

# **Lago Vista Independent School District**

## **Lago Vista Middle School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 15, 2021

# Mission Statement

Lago Vista Middle School will continue to establish a tradition of excellence by providing engaging curriculum and instruction that encourages collaboration, communication, and critical thinking, by leading educational innovation in technology and facilities, and by fostering community partnerships that create a community of learners dedicated to promoting high expectations and achievement for all students.

## Vision

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

## District Commitments

We will maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

We will provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

We will prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

We will attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

We will develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Curriculum, Instruction, & Student Achievement: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, accountability and creativity, by using high quality instructional strategies.	17
Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.	19
Goal 3: College & Career Readiness: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.	23
Goal 4: High Quality Staff: Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.	25
Goal 5: Family & Community Engagement: Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.	28
Goal 6: Planning & Decision-Making: Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.	29
Campus Funding Summary	30
Addendums	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lago Vista Middle School serves about 448 students in grades 6-8. 6th grade accounts for 131 students. 7th grade accounts for 150 students. 8th grade accounts for 167 students. Our attendance grew by about 30 students from last year. Our attendance rate is 96.18% on the average.

The student demographic breakdown for Lago Vista Middle School for September 2021 enrollment was : White 67%, Hispanic 28%, African American .2%, American indian .2%, Pacific Islander 0.2%, and Two or More Races 5%. For September 2021, Lago Vista Middle School has an ESL population of 29 kids (6.4%), a special education population of 56 kids (12.5%), a G/T population of 44 kids (9.8%), and an Economically Disadvantaged population of 125 kids (27.9%).

The teacher demographic breakdown: 15 content teachers, 9 full time elective teachers, 2 band instructors, 2 inclusion teachers, 1 life skills/functional academics teacher, 6 paraprofessionals, 1 counselor, 1 assistant principal, 1 principal, 2 front office assistant/registrar, 1 librarian/nurse/attendance clerk.

### Demographics Strengths

Enrollment and diversity continues to grow in Lago Vista Middle School. We have weekly attendance meetings that result in consistent communication to parents and students regarding the importance of attending school on a regular basis.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Planning, instruction, and support needs to be improved for all sub groups of students. **Root Cause:** We have an increasingly diverse population, especially with Economically Disadvantaged students and students who speak limited or no English.

**Problem Statement 2:** Increased enrollment causes stress on our campus systems(master schedule, lunch, arrival/dismissal). **Root Cause:** Increased number of students yearly means that we often have to make changes at the last minute which causes stress on our faculty and staff.

# Student Achievement

## Student Achievement Summary

Lago Vista Middle School has had steady student performance, but there are still areas where progress is lacking.

Our campus had a number of factors that impacted student performance. We were in the middle of a pandemic, with students and teachers trying to balance online learning and face to face students. The teachers also lost the last nine weeks of the school year 19-20. Also, the STAAR test was not tied to accountability, so we had a large number of students not take the test.

### Grade 6 Reading

Approaches Grade Level - 70%

Masters Grade Level - 17%

### Grade 6 Math

Approaches Grade Level - 71%

Masters Grade Level - 7.48%

### Grade 7 Reading

Approaches Grade Level - 74%

Masters Grade Level - 36%

### Grade 7 Math

Approaches Grade Level - 59.2%

Masters Grade Level - 1%

### Grade 7 Writing

Approaches Grade Level - 74%

Masters Grade Level - 14%

### Grade 8 Math

Approaches Grade Level - 40%

Masters Grade Level - 1%

### Grade 8 Algebra

Approaches Grade Level - 97%

Masters Grade Level - 27%

### **Grade 8 Reading**

Approaches Grade Level - 70%

Masters Grade Level - 22%

### **Grade 8 Social Studies**

Approaches Grade Level - 67%

Masters Grade Level - 13%

### **Grade 8 Science**

Approaches Grade Level - 76%

Masters Grade Level - 19%

## **Student Achievement Strengths**

Lago Vista Middle School offers College Readiness in all core subject areas, specifically:

6th Grade - ELA & Math

7th Grade - ELA, Math, & Science

8th Grade - ELA, Math, Science & Social Studies

**There were no increases in performance except for 8th grade Social Studies - +2**

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

**Problem Statement 1:** There is a need to create, align and follow through on curriculum on all levels. **Root Cause:** Limited progress has been made on completing curriculum documents.

**Problem Statement 2 (Prioritized):** There is a need to implement timely interventions for students struggling with academics, behavior or social situations. **Root Cause:** Despite strong campus academic performance, our student progress throughout differing subgroups is still lagging behind. Also, students are losing class time due to behavioral or social struggles.

**Problem Statement 3:** Instructional practices and tools need to be updated in order to create 21st Century learners. **Root Cause:** There is a lack of current resources that are aligned

to current TEKS as well as barriers to technology use.

# School Culture and Climate

## School Culture and Climate Summary

The last year and a half has been a struggle. Staff morale is tenuous, because of all the staff has been through. This school year was looking up, but the start was extremely difficult. The staff is doing the best they can, but there is a natural fear of what's around the next corner.

## School Culture and Climate Strengths

The staff has focused on having Solution based conversations. There is a genuine caring for our students and for other staff members. Teachers are not afraid to present problems to administration and work together to solve them. The staff has bought into the concept of our decisions being student focused.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Students are needing additional support in the area of Social and Emotional Learning. **Root Cause:** Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.

**Problem Statement 2:** There is limited time to build consensus and teacher ownership of school initiatives. **Root Cause:** The staff has many different duties throughout the day, and an 8 period day makes the day move extremely fast - finding time to meet is challenging.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teachers are provided regular walkthroughs by campus administrators, with opportunities for goal setting and self-reflection throughout the school year. New job postings are posted online and on Applitrack. Department heads and team members are invited to participate in the interview process and make recommendations for new hires. New staff is assigned a mentor as part of a prescribed mentor system. Staff is part of the improvement process by being part of the CIP teams, and nine weeks reflections and conferences. Teachers are provided staff development during August inservice, with monthly meetings during their conference periods to work on the implementation of the new technology.

Leadership team had a hand in creating questions for interviews, and named values that we are looking for in potential hires.

## Staff Quality, Recruitment, and Retention Strengths

Opportunities include having an excellent, small community that is close to Cedar Park, Round Rock, and Austin, many opportunities for staff input, excellent students and parents, and population growth.

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

**Problem Statement 1 (Prioritized):** New teachers to the district are unprepared and overwhelmed by the amount of work and lack of resources available. **Root Cause:** Teachers are expected to write their own curriculum, but that has been problematic, especially for our elective teachers.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers are required to create a scope and sequence and unit plans for each course they teach. There are varying levels of success and thoroughness with this expectation. Teachers overall have a strong understanding of their content area. Walkthrough data shows that teachers are using Fundamental 5 best practices in their classroom to engage students. Assessments are given frequently to check for understanding. The RtI process is used to help students who are struggling. PLC meetings have been extremely helpful to give the teachers time to study and process the curriculum needs.

## Curriculum, Instruction, and Assessment Strengths

Snapshots are being updated. PLC time has been instrumental in giving the teachers time to dig into their curriculum and build a stronger base of knowledge.

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

**Problem Statement 1:** Level of rigor and higher level thinking questions is lower than desired in the areas of instruction and assessment. **Root Cause:** Teachers are beginning to explore new resources in order to create robust instruction and assessment.

**Problem Statement 2:** There is a need to create, align and follow through on curriculum on all levels. **Root Cause:** Limited progress has been made on completing curriculum documents.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents are involved in several activities that support students' learning, such as athletic events attendance, band booster and athletic booster participation, curriculum nights, career spotlights, food donation for teacher treats, attendance at school meetings. Families and the community are primarily involved in school district decisions through membership on the Campus Education Improvement Committee. Forms for parents who speak only spanish are available, though this is an area of needed improvement. We have an excellent Special Olympics program.

## Parent and Community Engagement Strengths

Booster clubs in athletics and band and parent participation in student-centered meetings is an area of strength. We have had many parents volunteer their time and make monetary donations to help our students as well.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There are less opportunities for our parents and community to be involved in a traditional manner. **Root Cause:** The pandemic has caused us to be creative with the ways that our parents and community can be involved.

**Problem Statement 2:** There needs to be better communication within and from the middle school on all levels. **Root Cause:** Communication has been inconsistent in the past three years.

# School Context and Organization

## School Context and Organization Summary

Priorities identified through the comprehensive needs assessment include planning for scalable growth, ensuring smart and efficient facilities and design, and increasing stakeholder input in the planning and improvement processes. Opportunities include district growth, high levels of community support, and high student achievement. Bi weekly District leadership team meetings occur to make sure campuses are well informed and on the same page.

## School Context and Organization Strengths

Opportunities for staff to be involved in decision making through membership in department leadership, Professional Learning Communities, and Campus Improvement Teams.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There is little time to meet and plan as an organization because of limited availability of teachers. **Root Cause:** Our teachers are pulled in many different directions, and are mainly focused on their ever changing classrooms. Asking them to take on additional responsibilities is challenging.

**Problem Statement 2:** There is little time to provide intervention for struggling students. **Root Cause:** Advisory is 20 minutes long daily, and few opportunities exist throughout the remainder of the day.

**Problem Statement 3:** There is a need to help parents understand how to access curricular resources to support their students. **Root Cause:** Inconsistent ways of communicating classroom information throughout the school.

# Technology

## Technology Summary

Priorities identified through the comprehensive needs assessment include engaging students and teachers with the newest technology, preparing students to be digital citizens, and supporting teachers' growth and use of technology. Opportunities include the declining cost of technology, funding grants for technology, more communication through technology and more access for all students. Concerns include sustainability concerns, the difficulty of monitoring technology use (particularly as it relates to the Internet), keeping up with rapidly changing technology, and the wide spread district growth means challenges in infrastructure and capacity.

## Technology Strengths

We are now a 1 to 1 campus with iPads. Technology department has been quick to resolve student issues.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology will often not work, or be dropped and broken, which causes a student to go without an iPad and become behind on work. **Root Cause:** A workable solution for students without iPads has not been able to be developed yet.

# Priority Problem Statements

**Problem Statement 2:** Planning, instruction, and support needs to be improved for all sub groups of students.

**Root Cause 2:** We have an increasingly diverse population, especially with Economically Disadvantaged students and students who speak limited or no English.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students are needing additional support in the area of Social and Emotional Learning.

**Root Cause 3:** Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** New teachers to the district are unprepared and overwhelmed by the amount work and lack of resources available.

**Root Cause 4:** Teachers are expected to write their own curriculum, but that has been problematic, especially for our elective teachers.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 1:** There is a need to implement timely interventions for students struggling with academics, behavior or social situations.

**Root Cause 1:** Despite strong campus academic performance, our student progress throughout differing subgroups is still lagging behind. Also, students are losing class time due to behavioral or social struggles.

**Problem Statement 1 Areas:** Student Achievement

# 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
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

## **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
- Budgets/entitlements and expenditures data







# Goals

## Goal 1: Curriculum, Instruction, & Student Achievement:

Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, accountability and creativity, by using high quality instructional strategies.

**Performance Objective 1:** Statistical increase of 5% in passing rates and masters grade level rates for all STAAR tests.

**Evaluation Data Sources:** STAAR test results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement and follow through with RtI process throughout the entire year, and add additional resources to aid intervention instruction, such as Accelerated Instruction using Edgenunity, IXL, progress monitoring, and after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR 2021 results will see a 5% or better increase in each tested area. Student progress will be monitored through subject area common assessments throughout the year, with interventions as deemed necessary.</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads, Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2</p> <p><b>Funding Sources:</b> Intervention Resources - PIC 24 - Accelerated Education - \$12,350</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure TEKS are being effectively covered by purchasing additional curriculum resources for all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in mastery performance on STAAR, and an increase in students approaching or meeting grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin.</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2</p> <p><b>Funding Sources:</b> Training and Planning - Fund 199 - General Fund - \$3,000</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional practices will be enhanced and refined in order to support all sub groups by purchasing additional instructional resources, as well as Professional Development to ensure best teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data will show increased student engagement in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1</p> <p><b>Funding Sources:</b> Professional Development - Fund 199 - General Fund - \$4,850</p>	Formative		
	Dec	Feb	Apr
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>			

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Planning, instruction, and support needs to be improved for all sub groups of students. **Root Cause:** We have an increasingly diverse population, especially with Economically Disadvantaged students and students who speak limited or no English.

### Student Achievement

**Problem Statement 2:** There is a need to implement timely interventions for students struggling with academics, behavior or social situations. **Root Cause:** Despite strong campus academic performance, our student progress throughout differing subgroups is still lagging behind. Also, students are losing class time due to behavioral or social struggles.

### Staff Quality, Recruitment, and Retention





**Problem Statement 1:** New teachers to the district are unprepared and overwhelmed by the amount work and lack of resources available. **Root Cause:** Teachers are expected to write their own curriculum, but that has been problematic, especially for our elective teachers.

**Goal 1:** Curriculum, Instruction, & Student Achievement:

Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, accountability and creativity, by using high quality instructional strategies.

**Performance Objective 2:** Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork.

**Evaluation Data Sources:** Student attendance at Lago Vista Middle School will be in the top quartile for our comparison group.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> When students demonstrate a pattern of unexcused or excessive absences, campus administrators will work through the Rtl process to establish and monitor attendance support plans for those students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with attendance struggles will have the additional support needed to improve their attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 2: Learning Environment:**

Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

**Performance Objective 1:** Students will feel supported in all aspects of their learning environment by adhering to the student code of conduct and exemplifying Viking Values.

**Evaluation Data Sources:** Discipline Referrals, School survey results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will use the Positive Behavior Interventions &amp; Supports (PBIS) practices to help students understand the impact of their actions.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower referral rate and less repeat offenders in the office.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lago Vista Middle School will facilitate student organizations such as Project Vinatta, Student Council, NJHS, and others.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved leadership, conflict resolution, and a commitment to service.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Lago Vista Middle School will conduct regular safety drills in order to address all emergency situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will be prepared for emergencies that may arise. Students will feel safer knowing plans and procedures for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Administration and teachers will encourage and expect students to lead by example regarding Viking Values and explicitly model positive, desired behavior by opening doors, picking up litter around the campus, and verbally acknowledging adults and peers with positive affirmations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and adults establish a mutual respect for each other and our facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide additional behavior support training for teachers, including Texas Behavior Support Initiative (TBSI) training for general education teachers who serve students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional staff members will be better equipped to support students who are not meeting behavioral expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**





School Culture and Climate
<p><b>Problem Statement 1:</b> Students are needing additional support in the area of Social and Emotional Learning. <b>Root Cause:</b> Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> New teachers to the district are unprepared and overwhelmed by the amount work and lack of resources available. <b>Root Cause:</b> Teachers are expected to write their own curriculum, but that has been problematic, especially for our elective teachers.</p>

**Goal 2: Learning Environment:**

Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

**Performance Objective 2:** Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, social-emotional learning, wellness, and the success of the whole child.

**Evaluation Data Sources:** Students at Lago Vista Middle School will self-report high levels of social-emotional and physical wellness.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a coordinated strategy to strengthen Social Emotional Learning (SEL) implementation in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have additional strategies to use with all students in order to increase students' SEL capabilities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**


School Culture and Climate
<p><b>Problem Statement 1:</b> Students are needing additional support in the area of Social and Emotional Learning. <b>Root Cause:</b> Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.</p>

**Goal 2: Learning Environment:**

Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

**Performance Objective 3:** Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior [TEC 11.252 (a)(3)(E)].

**Evaluation Data Sources:** Incidents of bullying and bullying-like behavior will remain low.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Information and guidance on bullying prevention will be provided to all students, including information about StayALERT.  <b>Strategy's Expected Result/Impact:</b> Students will have an increased student awareness of how to prevent, identify, and report bullying behavior.  <b>Staff Responsible for Monitoring:</b> Administration, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lago Vista Middle School will continue to seek and obtain the No Place for Hate campus designation through our Project Vinatta program.  <b>Strategy's Expected Result/Impact:</b> Students will become invested in creating and supporting a campus-wide culture of kindness. Students will acquire tools needed to treat others with kindness and respect.  <b>Staff Responsible for Monitoring:</b> Administration, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
			

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> Students are needing additional support in the area of Social and Emotional Learning. <b>Root Cause:</b> Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.</p>





**Goal 3: College & Career Readiness:**

Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

**Performance Objective 1:** Lago Vista Middle School will increase awareness of college and post secondary options for students and prepare them for higher education.

**HB3 Goal**

**Evaluation Data Sources:** Students will explore colleges and careers that align with their interests.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administer PSAT 8/9 test with all 8th graders.</p> <p><b>Strategy's Expected Result/Impact:</b> Student results are used to provide indicators of college readiness to help with transition planning to high school. Results are used to help with counseling conversations for scheduling and college entrance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Planning, instruction, and support needs to be improved for all sub groups of students. <b>Root Cause:</b> We have an increasingly diverse population, especially with Economically Disadvantaged students and students who speak limited or no English.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> There is a need to implement timely interventions for students struggling with academics, behavior or social situations. <b>Root Cause:</b> Despite strong campus academic performance, our student progress throughout differing subgroups is still lagging behind. Also, students are losing class time due to behavioral or social struggles.</p>







**Goal 3: College & Career Readiness:**

Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

**Performance Objective 2:** Increase readiness for college bound students with increased critical writing opportunities and notetaking skills.

**HB3 Goal**

**Evaluation Data Sources:** Students results on PSAT 8/9, CR Courses

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be introduced to note taking strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand the note taking strategies that work best for themselves and be able to transfer that knowledge to their own learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Planning, instruction, and support needs to be improved for all sub groups of students. <b>Root Cause:</b> We have an increasingly diverse population, especially with Economically Disadvantaged students and students who speak limited or no English.</p>
Student Achievement
<p><b>Problem Statement 2:</b> There is a need to implement timely interventions for students struggling with academics, behavior or social situations. <b>Root Cause:</b> Despite strong campus academic performance, our student progress throughout differing subgroups is still lagging behind. Also, students are losing class time due to behavioral or social struggles.</p>

**Goal 4: High Quality Staff:**

Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

**Performance Objective 1:** Lago Vista Middle School will create a positive and safe environment for employees.

**Evaluation Data Sources:** Staff survey and exit interviews with departing staff members.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide high quality professional development and feedback related to District initiatives to ensure that staff members are well prepared and supported.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will feel appropriately prepared to successfully implement District initiatives; Staff members will perform at Meets Expectations or above on the NexGen Teacher Appraisal System.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lago Vista Middle School administration will make use of the Campus Leadership Team to gather input for campus decision making and building consensus before making a final decision.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have ownership and personal stake in decisions made for our school.</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> Planning, instruction, and support needs to be improved for all sub groups of students. <b>Root Cause:</b> We have an increasingly diverse population, especially with Economically Disadvantaged students and students who speak limited or no English.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> There is a need to implement timely interventions for students struggling with academics, behavior or social situations. <b>Root Cause:</b> Despite strong campus academic performance, our student progress throughout differing subgroups is still lagging behind. Also, students are losing class time due to behavioral or social struggles.</p>
<b>School Culture and Climate</b>
<p><b>Problem Statement 1:</b> Students are needing additional support in the area of Social and Emotional Learning. <b>Root Cause:</b> Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> New teachers to the district are unprepared and overwhelmed by the amount work and lack of resources available. <b>Root Cause:</b> Teachers are expected to write their own curriculum, but that has been problematic, especially for our elective teachers.</p>

**Goal 4: High Quality Staff:**

Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

**Performance Objective 2:** Lago Vista Middle School will implement coordinated strategies for retaining and recruiting high quality teachers and ensure that instruction for all students will be provided by highly qualified teachers.

**Evaluation Data Sources:** Effective teachers will be retained and vacancies will be filled by highly qualified candidates who are well supported.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus administrators will provide regular and ongoing opportunities for staff to communicate openly, collaborate, and to engage in shared decision-making and consensus building processes (e.g., PLCs, CEIC, PBIS Team, SEL Team, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> End of the year staff surveys will reflect a positive school climate that includes staff members feeling supported at the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> High levels of support will be provided to new-to-profession teachers including participation in a yearlong mentoring program with a trained mentor, as well as additional coaching support by campus instructional leaders and other trained staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> New-to-profession teachers will be provided the support needed to be effective and to remain in the profession and on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus leadership will engage in activities to recruit qualified staff members to fill vacancies, including attending regional teacher job fairs in the spring and utilizing the applicant pool resource in Frontline.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff vacancies will be filled by qualified candidates.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Planning, instruction, and support needs to be improved for all sub groups of students. **Root Cause:** We have an increasingly diverse population, especially with Economically Disadvantaged students and students who speak limited or no English.

### Student Achievement

**Problem Statement 2:** There is a need to implement timely interventions for students struggling with academics, behavior or social situations. **Root Cause:** Despite strong campus academic performance, our student progress throughout differing subgroups is still lagging behind. Also, students are losing class time due to behavioral or social struggles.

### School Culture and Climate

**Problem Statement 1:** Students are needing additional support in the area of Social and Emotional Learning. **Root Cause:** Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.

### Staff Quality, Recruitment, and Retention





**Problem Statement 1:** New teachers to the district are unprepared and overwhelmed by the amount work and lack of resources available. **Root Cause:** Teachers are expected to write their own curriculum, but that has been problematic, especially for our elective teachers.

**Goal 5: Family & Community Engagement:**

Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

**Performance Objective 1:** Lago Vista Middle School staff and parents/guardians will be notified of opportunities to participate in our campus activities.

**Evaluation Data Sources:** The schedule of events and activities will be advertised through mediums to include website, weekly newsletter, marquee, and student announcements.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lago Vista Middle School will provide a variety of volunteer opportunities for parents to assist in school activities.</p> <p><b>Strategy's Expected Result/Impact:</b> In parent survey, parents will report that they feel welcomed and a part of their student's educational experience.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Chairs</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will participate in district wide meeting with ELL parents to ensure they are aware of supports available at Lago Vista Middle School.</p> <p><b>Strategy's Expected Result/Impact:</b> Lago Vista Middle School will gain insight into how to better serve ELL students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>School Culture and Climate</b>
<p><b>Problem Statement 1:</b> Students are needing additional support in the area of Social and Emotional Learning. <b>Root Cause:</b> Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.</p>

**Goal 6: Planning & Decision-Making:**

Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

**Performance Objective 1:** Lago Vista Middle School will increase stakeholder feedback in campus decision making processes.

**Evaluation Data Sources:** Lago Vista Middle School surveys will indicate stakeholders feel their feedback and input are heard and valued.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Lago Vista Middle School administration will invite parent feedback through CEIC, individual communication, etc. <b>Strategy's Expected Result/Impact:</b> Parents and stakeholders will report that their feedback is welcomed and results in improved decision making for our students. <b>Staff Responsible for Monitoring:</b> Principals <b>Problem Statements:</b> School Culture and Climate 1	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Lago Vista Middle School administrators will confer with faculty in a variety of ways throughout the year to elicit feedback, gather information, and respond to concerns. <b>Strategy's Expected Result/Impact:</b> Lago Vista Middle School staff will report that their feedback is welcomed and results in improved decision-making for our students. <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Students are needing additional support in the area of Social and Emotional Learning. <b>Root Cause:</b> Students are faced with additional pressure outside of school that is causing a nation wide spike in anxiety, depression and more.

# Campus Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training and Planning		\$3,000.00
1	1	3	Professional Development		\$4,850.00
<b>Sub-Total</b>					\$7,850.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Resources		\$12,350.00
<b>Sub-Total</b>					\$12,350.00
<b>Grand Total</b>					\$20,200.00

# Addendums