Lago Vista Independent School District

Lago Vista Middle School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts
Top 25% Student Progress

Mission Statement

Lago Vista Independent School District 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the 2013-2014 TAPR report, Lago Vista Middle School's demographic information is as follows:

- Total students - 296
- African American - 0.7%
- Hispanic - 22.0%
- White - 74.3%
- American Indian - 0.3%
- Asian - 1.0%
- Pacific Islander - .0.0%
- Two or more races - 1.7%
- Economically Disadvantaged - 32.8%
- Non-Economically Disadvantaged - 67.2%
- English Language Learners - 3.4%
- At Risk - 23.6%
- Mobility - 12.0%
- Special Education - 10%
- Attendance Rate - 97.4%
- Annual Dropout Rate - 0.0%

Student Achievement

Student Achievement Summary

LVMS showed improvement in the majority of STAAR tested areas for the 20014-15 school year. The average test score improved 6.3%. The only exception from scores that went up was 6th grade Math which fell 6% points, but still remained well over the state passing rate. Over the past two years we have seen gradual improvements in all of the tested areas. We are in year two of implementtion of our RtI program at LVMS. We are going to address the 6th grade math scores through early review of data and interventions through RtI. In addition to these interventions, we are in year two of our Math Masters course which attempts to build a stronger foundation of math concepts through a hands on approach of instruction.

School Culture and Climate

School Culture and Climate Summary

According to survey data from the 2014-2015 school year, parents describe Lago Vista Middle School as a place where they themselves feel welcome, their children feel safe at school, most teachers provide them with the help they need in class, teachers show that they care about them, and students are treated fairly. Most parents describe LVMS as a clean school with a low incidence of crime or violence.   Most students feel like there are ample opportunities to be involved in different clubs and activities around the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teachers at Lago Vista Middle School meet the requirements for Highly Qualified. 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. Team leads or other campus representatives are invited to participate in the interview process and make recommendations for new hires. The weekly staff attendance rate was not collected in past years. Staff is part of the improvement process by being part of the campus committees. Teachers are provided staff development during August in-service. Priorities determined by the needs assessment regarding staff quality, recruitment, and retention include improving communication within the staff, providing support for the needs of professionals within the organization, and making all human resources decisions with the best interests of the students in mind.

Priorities determined by the needs assessment regarding staff quality, recruitment, and retention include improving communication within the staff, providing support for the needs of professionals within the organization, and making all human resources decisions with the best interests of the students in mind. Opportunities include having a small community with attractive qualities, excellent students and parents, and population growth. Concerns include limited opportunities for advancement, shifting student demographics and priorities, the availability of affordable housing for potential applicants, and the high levels of achievement expected by the state on standardized testing (which presents a threat to the teaching and administration population at large).

Staff Quality, Recruitment, and Retention Strengths

LVMS is staffed by highly qualified professionals. The campus is comprised of a close-knit, supportive faculty and teacher retention is high. Although there are relatively few positions to fill on a year to year basis, LVMS benefits from the ability to attract highly qualified teachers and staff.

Staff Quality, Recruitment, and Retention Needs

There is a need to improve the effectiveness and continued support for professional development activities. There is a lack of diversity within the staff with regard to language and ethnicity. Class sizes and campus numbers continue to grow and it is difficult to balance the student load for teachers. Due to the small size of the district, meeting the demands of state and federal mandates grows increasingly difficult as staff members continue to wear "multiple hats". There is a need to provide greater support systems to new staff and to ensure that staffing is efficient. Ongoing data should be gathered to determine the professional development needs of the staff to build capacity and to support the notion of continuous improvement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities determined by the comprehensive needs assessment related to curriculum, instruction, and assessment include providing programs and instruction that emphasize leadership and integrity, expanding programs and course offerings related to college and career readiness, and developing a vertically-aligned curriculum to challenge and address the needs of all students. Additionally, it is a priority to amass more engaging resources for students. Opportunities include capitalizing on the resources provided by the educational foundation and outside grants and taking advantage of the community knowledge base by helping to foster local internships and mentoring activities. Concerns include expanding the fine arts programs, as well as increasing opportunities in extracurricular activities and foreign language instruction.

Curriculum, Instruction, and Assessment Strengths

Lago Vista Middle School offers very strong UIL and athletics programs. The staff is dedicated to preparing students for college and career and there are adequate technology resources to keep our students and teachers on the cutting edge. There is a strong commitment from the Board of Trustees to continue improving. Our teachers are exceptionally well equipped to develop a district-created curriculum.

Curriculum, Instruction, and Assessment Needs

A review of data pointed to several areas of growth in the area of curriculum, instruction, and assessment. There is a lack of diverse fine arts and extracurriculuar programming. There is also a need to expand dual credit offerings, especially considering the number of staff members who possess the credentials to obtain adjunct faculty status at Austin Community College. There is a strong need to continue the development of district curriculum documents to emphasize authentic assessment of mastery, technology resources, and the differentiation needed to appropriately implement the English Language Proficiency Standards (ELPS) and to meet the needs of our Gifted and Talented student population. There is a need to provide students with engaging resources. This need can be further met by investigating fundraising to support programs and by increasing community involvement and volunteerism.

Family and Community Involvement

Family and Community Involvement Summary

Priorities resulting from the comprehensive needs assessment related to family and community involvement include increasing reciprocal communication between the school and stakeholders, providing increased opportunities for involvement, and providing increased levels of support to the LVMS students and parents, understanding that taking care of our families ensures that we are also taking care of our students. Opportunities include using social media to connect with stakeholders and by seeking out partnerships with outside organizations. Concerns include the need for a local newspaper and meeting the needs of a growing English as a Second Language (ESL) within the community.

Family and Community Involvement Strengths

Lago Vista Middle School is located in a small but growing community. The campus has experienced both academic and athletic success, which has helped to bolster local pride in LVMS. There are many active local civic organizations and strong community leadership. A high percentage of staff are also local residents with children and family members within the school system.

Family and Community Involvement Needs

There is a need to increase the active engagement between the campus and the community, a need that could be greatly helped by the existence of a local newspaper. There are limited programs for after-school or outside school activities within the community. Finally, there is a need to engage a growing English as a Second Language (ESL) community.

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 growth in campus enrollment numbers, high levels of community support, and high student achievement. Concerns include gauging community perception of the campus and the efficiency of the current schedule.

School Context and Organization Strengths

Lago Vista Middle School has strong community support, a caring staff, and an optimal school size. Many of our families have access to technology at home.

School Context and Organization Needs

Traffic flow and bus schedules should be addressed, particularly as they relate to safety. Building security and alarm systems should also be examined. There is a need to analyze the energy efficiency of the buildings. There is a need to increase the role of school committees and decision making bodies to be a part of the solutions to identified problems within the organization. Finally, there are concerns about the current schedule, especially as it relates to course offerings.

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, and funding grants for technology. Concerns include the difficulty of monitoring technology use (particularly as it relates to the Internet) and keeping up with rapidly changing technology.

Technology Strengths

Students and teachers at Lago Vista Middle School are actively engaged in using the newest instructional technology. Many, if not most, of our students come to school "tech exposed". There is strong support by the Board of Trustees to continue supporting and growing teachers' use of technology.

Technology Needs

The constantly changing technology landscape continues to present a challenge for instructional use. Also, it is difficult to appropriately measure the impact of technology on student achievement. There is a lack of equitable access to technology from campus to campus and from class to class. Teachers report needing additional training.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement 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
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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, and creativity, by using high quality instructional strategies.

Performance Objective 1: Improve academic achievement on the state assessments for all students and all subpopulations in reading/language arts, math, science, and social studies to achieve the highest accountability rating from the State of Texas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
Federal System Safeguard Strategies 1) Analyze 2014-15 STAAR data to identify areas of less than 90% mastery.	Administrators Department Chairs	Review of STAAR Data/Eduphoria/Data Digs/Benchmark Tests			
2) Develop and implement instructional strategies based on an examination of STAAR data including student expectations, item analysis.	Administrators Core Teachers	Reflections on student growth through use of benchmarks and unit exams.			
3) Creation and use of Math Masters program for all 6th grade students.	Administration Math Masters Teachers	Benchmark Exams; STAAR Scores			
4) Initiate activities beyond the classroom such as weekly after school programs and/or field trips.	Administration Core Teachers	Benchmark Exams; STAAR scores			
5) Develop a vertical team within our 5th-8th middle school.	Administrators Core Teachers	Benchmark scores; STAAR scores			
6) Improve curriculum differentiation in Pre-AP classes.	Administrators Content Content Teams	Benchmark scores; STAAR scores			
7) Provide targeted, accelerated instruction in small groups to students identified as at risk of failure to master TEKS.	Core Teachers	Benchmark scores; STAAR scores			
	Funding Sources: PIC 24 - Accelerated Education - $1200.00, PIC 24 - Accelerated Education - $1050.00				
8) Provide training and ongoing support that emphasizes real world, applicable skills.	Administrators	Benchmark scores; STAAR scores			
9) Develop hands on, problem and project based lessons throughout units of curriculum.	Administrators Teachers Staff	Benchmark scores; STAAR scores			
Federal System Safeguard Strategies 10) Creation and use of Think Tank program for all 6th grade students.	Principal	Course curriculum & resources; STAAR scores			

| **Federal System Safeguard Strategies**

11) Implementation of data collection of all core academic course unit assessments to analyze student performance through Eduphoria. | Administration
Core Teachers
RtI Committee | Benchmark Assessments; STAAR Scores | | | |

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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, and creativity, by using high quality instructional strategies.

Performance Objective 2: Increase the number of students achieving the advanced level of performance on the state assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
System Safeguard Strategies 1) Initiate activities beyond the classroom such as weekly after school programs and/or field trips.	Administration Core Teachers	Benchmark scores; STAAR scores			
System Safeguard Strategies **Federal System Safeguard Strategies** 2) Develop a vertical team with our 5-8 middle school.	Administrators Teachers	Benchmark scores; STAAR scores			
System Safeguard Strategies 3) Improve curriculum differentiation in Pre AP classes.	Administration Core Teachers	Benchmark scores; STAAR scores			
System Safeguard Strategies 4) Develop hands on, problem and project based lessons throughout units of curriculum.	Administrators Teachers Staff	Benchmark scores; STAAR scores			
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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, and creativity, by using high quality instructional strategies.

Performance Objective 3: Monitor student attendance to prevent truancy and to improve overall attendance to exceed 98%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Maintain accurate record of attendance documentation.	Registrar Administration	Attendance data validation.			
2) Increase parent awareness with timely communication upon fifth and tenth absences.	Registrar Administration	Increased student attendance.			
3) Monitor absences and tardies and take consistent disciplinary action upon repeated offenses.	Registrar Administration	Increased student attendance			
4) Develop a mentoring program for at-risk students that will promote responsible attendance	Administration Counselor Registrar Teachers	Increased student attendance and reduced failure rates.			
5) Create incentives and acknowledge of student attendance over 98% for each 9 week grading period.	Administration Registrar Attendance Committee Teachers	School attendance will increase to 98%.			
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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, and creativity, by using high quality instructional strategies.

Performance Objective 4: Ensure the use of high quality instructional strategies and innovative teaching.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
System Safeguard Strategies 1) Develop and implement instructional strategies based on "The Fundamental 5" model.	Administrators Teachers	Increased benchmark and STAAR scores.			
System Safeguard Strategies 2) Develop and utilize vertical teaming throughout 5-8 campus.	Administrators Teachers Staff	Increased benchmark and STAAR scores.			
System Safeguard Strategies 3) Develop hands on, problem and project based lessons throughout units of curriculum.	Administrators Teachers Staff	Increased benchmark and STAAR scores.			
4) Provide continued training and support for the effective use of technology (iPads, Promethean Boards, etc.).	Administrators Technology Department	Technology assessments; Reduced number of referrals			
5) Create Technology Consortium to develop strategies to better incorporate technology interventions for cross curricular activities.	Principal Director of Instructional Technology Administration	Increased benchmark and STAAR scores.			
6) Develop a plan to move campus from substitution to augmentation with instructional technology integration.	Technology Consortium Teachers Director of Instructional Technology Administration	Increased benchmark and STAAR scores.			
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Goal 1: Curriculum, Instruction, & Student Achievement:
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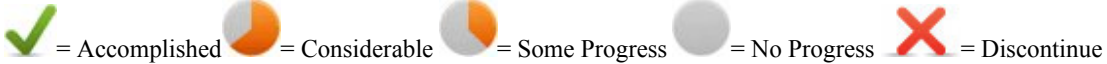
Performance Objective 5: Provide expanded opportunities for students to participate in Career and Technology Education, fine arts, and extracurricular programs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide field trip opportunities to local businesses and news groups.	Administrators Teachers	Students have an opportunity to demonstrate knowledge and skills learned on problem/project based lessons.			
2) Expose students to a variety of career opportunities through a guest speaker series.	Administrators Counselor Teachers	Guest speakers are scheduled during assemblies; Speaking events occur; Positive student response from discussions.			
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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, and creativity, by using high quality instructional strategies.

Performance Objective 6: Strengthen pre-referral interventions to reduce the percentage of economically disadvantaged and Hispanic students identified as having a disability to be in alignment with the overall percentage of the population in LVISD.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Weekly check-in meetings with Counselor, Assistant Principal, Principal, and/or mentor.	Administrators Counselor Mentor Groups	Decreased number of referrals and discipline issues in the classroom.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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, and creativity, by using high quality instructional strategies.
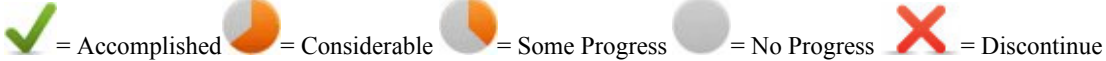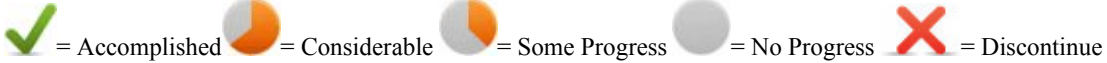
Performance Objective 7: Increase student achievement for special education students in a mainstream setting.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Peer mentoring with students in and out of general education settings.	Administration Director of Special Education/504 Counselor	Better relationships between all students on campus. Improved climate and culture on campus.			
2) Increase participation in group activities while in mainstream setting.	Special Education Teachers General Education Teachers Administration	Better relationships between all students on campus. Improved climate and culture on campus. Measured through staff surveys.			
3) Improve communication in regards to student achievement between all teachers and aides.	Special Education Teachers General Education Teachers Administration	Better relationships between all students on campus. Improved climate and culture on campus. Measured through staff surveys.			
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Goal 2: 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: Better prepare and expose students to career and technology fields.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Expose students to a variety of career opportunities through a guest speaker series.	Administrators Counselor Teachers	Guest speakers are scheduled during assemblies; Speaking events occur; Positive student response from discussions.			
2) Initiate activities beyond the classroom such as weekly after school programs and/or field trips. Specifically our robotics after school club.	Administration Teachers Community Volunteers	Benchmark Exams; STAAR scores			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 3: Prepare graduates for success in college and career by promoting leadership, digital citizenship, service, integrity, and character in a nurturing educational environment committed to high expectations for all students.

Performance Objective 1: Implement curriculum and programs to support leadership development.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Create a campus elective for students that focuses on reinforcing character education, leadership, and the habits of mind needed for student success. Specifically new Think Tank course for 6th graders.	Administration Counselor Teachers	Creation of campus elective; Students being placed in the course; establishment of learning outcomes and methods to evaluate student mastery of those outcomes.			
2) Expand mentoring opportunities campus-wide.	Counselor	Increased participation by local volunteers to serve as mentors; Increased number of students able to be paired with a mentor; Increased opportunities for mentors to meet with mentees.			
3) Expand leadership opportunities for students through expansion of existing clubs and activities (i.e., UIL) as well as investigating new clubs and activities for students.	Principal Counselor Teachers	Increased number of students actively participating in activities and clubs on campus.			
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue					

Goal 3: Prepare graduates for success in college and career by promoting leadership, digital citizenship, service, integrity, and character in a nurturing educational environment committed to high expectations for all students.

Performance Objective 2: Provide a safe and orderly campus and a nurturing educational environment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Conduct safety drills on schedule.	Principal Assistant Principal	Drills are held; Students and staff know procedures for safety.			
2) Train teachers with "Capturing Kids Hearts".	Principal Assistant Principal Teachers	Select staff attend training and bring back material to present to staff.			
3) Implement Positive Behavior Intervention and Support (PBIS) on campus.	Principal Assistant Principal	Staff training and consensus building Implementation of PBIS.			
4) Investigate teaching Peer Assistance and Leadership (PALS) as a high school elective credit in 8th grade.	Assistant Superintendent of Academics & Student Services Principal Counselor	Information related to PALS; Teacher training and student scheduling, if program is determined to be appropriate.			
5) Create a student group that promotes good character and behavior.	Principal Staff Sponsor	Creation of student group.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 3: Prepare graduates for success in college and career by promoting leadership, digital citizenship, service, integrity, and character in a nurturing educational environment committed to high expectations for all students.

Performance Objective 3: Provide structures to assist students with graduation, college, and career planning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Administer PSAT 8 test with all 8th graders	Principal Assistant Principal Counselor	Testing administered; 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.			
2) Graduation planning for students and families in grades 6-8.	Assistant Superintendent of Academics & Student Services Principal Assistant Principal Counselor	Students identify and address goals for long-term planning; Planning materials are regularly presented to families.			
3) Integrate weekly mentoring into zero hour to allow staff to meet with students to discuss grades, progress, goals, etc.	Assistant Superintendent of Academics & Student Services Principal Counselor Teachers	Advisory adjustment occurs and teachers are assigned mentoring groups; Teachers are provided access to student grades; Mentoring discussions occur; Students produce higher grades due to taking responsibility for their performance.			
4) Expose students to a variety of career opportunities through a guest speaker series.	Principal Assistant Principal Counselor	Guest speakers are scheduled during advisory period; Speaking events occur; Positive student response from discussions.			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					

Goal 3: Prepare graduates for success in college and career by promoting leadership, digital citizenship, service, integrity, and character in a nurturing educational environment committed to high expectations for all students.

Performance Objective 4: Increase student opportunities to engage in relevant work to build service, integrity, and character.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide community service opportunities around campus during the school day once per week.	Principal Counselor Teacher Sponsor	Increased service hours by commitment to programs (i.e., recycling, PAWS, Leo's Club, campus beautification, etc.).			
2) Focus on the character trait of the month for students to demonstrate knowledge through media.	All Staff 8th Grade Media Teacher	Students demonstrate the character trait of the month on the Vikings News segment.			
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 3: Prepare graduates for success in college and career by promoting leadership, digital citizenship, service, integrity, and character in a nurturing educational environment committed to high expectations for all students.

Performance Objective 5: Advance student learning by modeling, promoting, and supporting the use of digital tools for communication, collaboration, critical thinking, and creativity.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
System Safeguard Strategies 1) Acquire classroom banks of iPads to allow teachers to introduce classroom iPad use with problem-based learning.	Assistant Superintendent of Academics & Student Services Director of Technology Principal Teachers	Teachers use iPads as learning tool with problem-based instructional strategies.			
System Safeguard Strategies 2) Assemble a resource where teacher may access information about technology and how to integrate digital resources into instruction.	Director of Technology Director of Instructional Technology Principal Campus Personnel	Availability of resource.			
System Safeguard Strategies 3) Create a student technology aide position to provide support for staff and leadership opportunities for students.	Principal Assistant Principal	Creation of student technology aide position and expectations.			
✓ = Accomplished　◕ = Considerable　◔ = Some Progress　⬤ = No Progress　✕ = Discontinue					

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: Provide a comprehensive staff development program to prepare educational staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide training on development and implementation of instructional strategies based on "The Fundamental 5" model.	Assistant Superintendent of Academics & Student Services Administrators	Completion of training			
2) Provide continued training and support for the effective use of technology (iPads, Promethean Boards, etc.)	Administration Technology Department	Technology assessments; Reduced number of referrals			
3) Continue to send teachers and staff to Capturing Kids' Hearts training.	Administration	Completion of training; Reduced number of referrals; Benchmark scores; STAAR scores			
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue					

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: Provide time, structure, and guidance for professional collaboration.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
System Safeguard Strategies 1) Develop a vertical team with our 5-8 middle school.	Administration Department Chairs	Benchmark scores; STAAR scores			
2) Conduct weekly team lead meetings to review student and campus concerns and achievements.	Administration Team Leads	Improve communications throughout campus and specifically regarding student needs assessment.			
3) Conduct Team Grade Level Meetings with elective included to review student data, interventions, and behavior supports	Administration Team Leads Grade Level Teams	Improve communications throughout campus and specifically regarding student needs assessment. Increase effectiveness of RtI and improve student achievement on benchmark tests and STAAR test.			
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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 3: Ensure the budgeting process supports the efficient management of staffing resources district-wide.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Attend training to appropriately train on master scheduling to ensure the efficient use of staffing resources.	Principal	More balanced class sizes and efficient staffing.			
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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 4: Establish recruitment, hiring, and retention practices that align with the district's mission to secure quality personnel.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Utilize technology-assisted screening process for all applicants.	Central Administration Principal	Learn and become trained on system.			
2) Attend various college job fairs to recruit applicants.	Administration	Hiring highly qualified employees.			
3) Attend various college job fairs to recruit applicants.	Administration	Hiring highly qualified employees.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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: Create an inviting atmosphere so that 5th grade students make a smoother transition to middle school.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Create extra curricular activities for 5th graders to participate in. Create an after school program for 5th - 8th graders using the help of community volunteers.	Administrators Teachers	5th grade student participation; Sign-in sheets			
2) Provide three movie nights throughout the year to give the 5th grade an activity to attend.	Administrators Teachers	5th grade student participation; Sign-in sheets			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

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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 2: Develop a mentoring program for at-risk students that will promote positive school spirit and responsible behavior.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Team up with the Lago Vista mens club in order to begin an at-risk mens youth mentor program geared toward the betterment of our at-risk male students.	Administrators Counselor	Mentor notes; Behavior in school; Grades in school			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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

Performance Objective 1: Improve communication among faculty, staff, students, and the community.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Create additional avenues for faculty, staff, students, and the community to follow what is going on at LVMS. Creation of a web based weekly newsletter and use of social media through Facebook for constant/instant updates.	Administrators	Number of hits on the weekly newsletter and number of followers on Facebook.			
✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue					

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

Performance Objective 2: Include student, parent, and staff participation in the decision-making processes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Send out student, parent, and staff surveys for decisions that directly involve them. Students will have say in after school clubs, fundraising, and UIL events. Parents will create a parent organization which will meet with principal about needs or concerns. Staff will give input on scheduling, professional development, and UIL coaching opportunities.	Administrators Counselor Teachers	Poll results; Sign-in sheets; Money raised from fundraisers			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue					

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

Performance Objective 3: Achieve 100% compliance on all state mandated timelines in Special Education.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Assure that all administrators, counselors, and staff are up to date on all compliance trainings for special education. Assure that all ARDs are held on time for yearly meetings.	Administrators Front Office Staff Special Education Teachers	100% participation from all staff members on compliance training; All yearly meetings are held on time.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Initiate activities beyond the classroom such as weekly after school programs and/or field trips.
1	2	2	Develop a vertical team with our 5-8 middle school.
1	2	3	Improve curriculum differentiation in Pre AP classes.
1	2	4	Develop hands on, problem and project based lessons throughout units of curriculum.
1	4	1	Develop and implement instructional strategies based on "The Fundamental 5" model.
1	4	2	Develop and utilize vertical teaming throughout 5-8 campus.
1	4	3	Develop hands on, problem and project based lessons throughout units of curriculum.
3	5	1	Acquire classroom banks of iPads to allow teachers to introduce classroom iPad use with problem-based learning.
3	5	2	Assemble a resource where teacher may access information about technology and how to integrate digital resources into instruction.
3	5	3	Create a student technology aide position to provide support for staff and leadership opportunities for students.
4	2	1	Develop a vertical team with our 5-8 middle school.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Analyze 2014-15 STAAR data to identify areas of less than 90% mastery.
1	1	10	Creation and use of Think Tank program for all 6th grade students.
1	1	11	Implementation of data collection of all core academic course unit assessments to analyze student performance through Eduphoria.
1	2	2	Develop a vertical team with our 5-8 middle school.

State Compensatory

Budget for Lago Vista Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6119-00-041-6-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$69,387.90
	6100 Subtotal:	**$69,387.90**
6200 Professional and Contracted Services		
199-11-6219-00-041-6-24-0-00	6219 Professional Services	$1,050.00
	6200 Subtotal:	**$1,050.00**
6300 Supplies and Services		
199-11-6399-00-041-5-24-0-00	6396 Supplies and Materials - Locally Defined	$550.00
	6300 Subtotal:	**$550.00**

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Paul Thailing	Principal
Business Representative	Robert McVicker	Member
Business Representative	Joyce Rutherford	Member
Classroom Teacher	Britany Lewis	Member
Classroom Teacher	Carol Luce Wright	Member
Community Representative	Dave Freeman	Member
Community Representative	Linda McCann	Member
Parent	Kris Arrieta	Member
Parent	Vanessa McKee	Member

Campus Funding Summary

PIC 24 - Accelerated Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		199-11-6119-00-041-6-24-0-00	$1,200.00
1	1	7		199-11-6219-00-041-5-24-0-00	$1,050.00
				Sub-Total	$2,250.00
				Grand Total	$2,250.00