

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

## **Prairie Vista Middle School**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

The Mission of the Prairie Vista Middle School is to foster a culture of excellence that instills a passion for learning of continuous achievement in every student by developing meaningful relationships with students, parents, community and each other to empower students to compete in an evolving world.

## Vision

Through teamwork we build relationships to help all students achieve their greatest potential.

## Value Statement

### PVMS Collective Commitments

We will foster an emotional and physical safe environment that promotes student and teacher success.

We will work as a collaborative team to consistently support one another.

We will foster and demonstrate mutual trust, respect, and empathy for our Coyote Community.

We will create opportunities for all students to be positively engaged and connected through inclusive activities in and out of the classroom.

We will set high standards and goals for all students and celebrate when they “level up”.

We will prioritize our well-being to effectively serve our school community.

We will consistently practice effective communication that is respectful, productive, and collaborative.

# Table of Contents

Comprehensive Needs Assessment .....	5
Needs Assessment Overview .....	5
Demographics .....	6
Perceptions .....	8
Priority Problem Statements .....	9
Comprehensive Needs Assessment Data Documentation .....	10
Goals .....	12
Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success. ....	12
Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard. ....	14
Goal 3: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership. ....	15
Goal 4: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives. ....	17
Goal 5: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations. ....	18

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Prairie Vista Middle School opened its doors in August 2007. Throughout the years, Prairie Vista encountered a shift in demographics, which has increased the diversity of our school population. Prairie Vista Middle School has developed a culture rich identity within the student body and school community. There has always been a belief in teacher and student involvement, ownership, and teamwork. Historically, PVMS has struggled academically in math and science, even though the campus has never received an unacceptable rating. The campus is continually striving to improve in all categories. Our faculty and staff are dedicated to serving the needs of our students and families, while pursuing excellence for each student.

## Demographics

### Demographics Summary

Student Enrollment	911
Attendance %	94.43%
6th Grade	300
7th Grade	301
8th Grade	310
Hispanic	37.43%
Black	25.91%
White	21.84%
Asian	9.00%
Multi-Racial	5.27%
Native Hawaaian or Other Pacific Islander	0.33%
Indigenous	0.22%
Eco-Disadvantaged	54.88%
Emergent Bilingual	25.91%
Special Programs	17.67%

### Demographics Strengths

Our campus is very diverse in its make-up. There are students that represent countries of Brazil, Ukraine, Puerto Rico, the Dominican Republic, Nigeria and Egypt. The entire campus embraces the uniqueness and difference of everyone's background/life experiences.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a large population of LEP students at Prairie Vista Middle School, that lack a a strong English speaking background. **Root Cause:** Students are coming to Prairie Vista Middle School from countries that do not necessarily use English as the primary language.

# Perceptions

## Perceptions Summary

The Prairie Vista Middle School faculty and staff collaborated to create a new campus mission and vision. This was based on common core beliefs that faculty and staff believed in.

Through the actions of each person in our building, we will support the campus mission and vision by doing and sharing the Prairie Vista core values.

Student leadership groups, such as Ladies 1st, Man Up and Renaissance, have been reignited with opportunities to collaborate during a leadership period. This time gives students the freedom to collectively organize ideas to cultivate a more positive student culture. Students are also able to plan events for the community.

Faculty and staff have also been charged to become more involved with the inner-working of the campus. Adults have the opportunity to help lead in the following committees:

- Instructional Focus Committee
- Campus Culture & Climate Committee
- Community Engagement Committee

The teachers that have volunteered for the previously mention committees meet at least once a month to discuss areas of growth and how to improve the outcomes of each group.

## Perceptions Strengths

Campus culture and climate improvements through:

- Birthday celebrations
- Student celebrations for grades, behavior and attendance
- Opportunities to celebrate kindness
- Appreciation weeks (teacher, administration, custodial, cafeteria, paraprofessional, substitute)

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Although there has been growth in community relationships, there is still a need to continue building relationships with stakeholders. **Root Cause:** In the past, there has been a lack of communication and transparency between the campus and the community that it serves.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, 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**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**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
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING:** EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

**Performance Objective 1:** 100% of each student group will demonstrate at least 5% growth on all STAAR tests through May 2025.

**High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily interventions will be implemented in advisory classes to work on foundations of math skills. <b>Strategy's Expected Result/Impact:</b> Students will receive more opportunities to work on closing the learning gap through daily intervention. <b>Staff Responsible for Monitoring:</b> Teachers, Administrator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will use the PDSA process in our PLC to ensure that we are providing the appropriate remediation for each individual student. The student and faculty self-monitoring process will support this strategy. <b>Strategy's Expected Result/Impact:</b> Student grouping and progress monitoring. <b>Staff Responsible for Monitoring:</b> Administrators, department chairs, teachers, students  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT:** EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

**Performance Objective 1:** Community events will increase by 100% by May 2025.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of each student leadership group will host a Fall and Spring community activity. <b>Strategy's Expected Result/Impact:</b> Students will help to plan and execute the community activities with the help of their sponsors. <b>Staff Responsible for Monitoring:</b> Sponsors of Clubs and Organizations  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Student leadership advisories will be strategically scheduled to allow for maximized opportunities for planning, during the school year. <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to meet consistently and plan for school and community events. <b>Staff Responsible for Monitoring:</b> Administrators, Sponsors of Clubs and Organizations  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 3: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT:** EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

**Performance Objective 1:** 100% of the PVMS faculty and staff will be given the opportunity to collaborate and communicate in a variety of ways.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff members will select one of three options for campus committees in which they will participate in for the duration of the 2024-25 school year. The committee options will be classroom instruction, campus culture, and community outreach.  <b>Strategy's Expected Result/Impact:</b> Faculty and staff members will engage in campus community groups that will look to improve campus systems (instruction, culture, community relations). <b>Staff Responsible for Monitoring:</b> PVMS Staff  <b>Title I:</b> 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Beginning of the year training on professional communication within the building.  <b>Strategy's Expected Result/Impact:</b> Teachers will select a campus community to focus on for the school year. This focus group will use the PDSA model to problem solve any system changes. <b>Staff Responsible for Monitoring:</b> PVMS Staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff concerns and feedback will be included on each ILT Meeting agenda.  <b>Strategy's Expected Result/Impact:</b> Discussions will be held to address campus concerns and find solutions to the issues. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Leadership Team (ILT)  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue



**Goal 4: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT:** EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

**Performance Objective 1:** 100% of the PVMS faculty and staff will be provided with Professional Learning Opportunities that meet district, campus, and individual goals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administrators will gather individualized feedback from staff members during the TTESS evaluation process. <b>Strategy's Expected Result/Impact:</b> Faculty input will help to decide on what topics need to be addressed during campus PD. <b>Staff Responsible for Monitoring:</b> Administration, Teacher  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administrators and leaders will plan and schedule professional learning for campus based on needs of the faculty. <b>Strategy's Expected Result/Impact:</b> Campus leaders will develop PD topics along with the presentations in campus-level professional development. <b>Staff Responsible for Monitoring:</b> Administration, Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 5: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING:** EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.

**Performance Objective 1:** 100% of the PVMS faculty and staff will engage in a campus leadership roles for the 2024-2025 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All faculty and staff members will take part in a campus committee (classroom instruction, campus culture, & community outreach). These meetings will take place on each campus professional development day (once a six weeks). <b>Strategy's Expected Result/Impact:</b> Every member of the faculty & staff will engage and contribute to committee meetings each six weeks. <b>Staff Responsible for Monitoring:</b> PVMS staff members  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				