

Keller Independent School District
Vista Ridge Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: C



Mission Statement

At Vista Ridge Middle School, we will create a positive, inclusive environment that empowers every student to overcome challenges and reach their full potential by:

- Providing equitable educational opportunities
- Facilitating essential student support
- Fostering the growth of each student

Vision

At Vista Ridge Middle School, we embody equity and excellence, empowering students through innovative teaching and comprehensive support. We inspire lifelong learners who are resilient, compassionate, and ready to make a positive impact in a changing world. We are dedicated to preparing students for college and career success, ensuring they are equipped for future endeavors.

Value Statement

We Value:

- Care for our teachers because the impact of their work prepares students for their future.
- Passionate teaching dedicated to content and craft that inspires others.
- Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.
- Exploration and the pursuit of one's passion that leads to personal growth.
- Communication and collaboration that strengthens our unity.
- Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vista Ridge Middle School, located in Keller ISD in Fort Worth, Texas, caters to students in grades 6-8 and is designated as a Title 1 Schoolwide campus. As of the 2024-2025 school year, the total enrollment is expected to be approximately 776 students. The student body is diverse, comprising 31% Hispanic, 26% White, 23% African American, 14% Asian, 5% Two or More Races, and 0.4% American Indian (Non-Hispanic) students.

About 51% of students are identified as economically disadvantaged, though this figure may be higher due to potential under-identification. Additionally, 55% are identified as At Risk, and 16% are classified as Emergent Bilingual. Approximately 14% of students receive 504 services, while 16% receive special education services. Homelessness affects around 1% of the student population, totaling 8 students. The mobility rate at Vista Ridge Middle School stands at 13%. Gender distribution is nearly equal, with 50.1% females and 49.9% males.

Vista Ridge Middle School employs a total of 88 staff members, with 79 of them being professional staff. Among the professional staff, there are 66 teachers, 7 support personnel, 4 school leaders, and 8 educational aides.

The educational qualifications of the staff members are as follows: 70% hold a Bachelor's degree, 28% hold a Master's degree, and 1.5% hold a Doctorate.

In terms of teaching experience, there are 8 first-year teachers, 23 with 1-5 years of experience, 14 with 6-10 years of experience, and 4 with over 21 years of experience.

Regarding racial diversity, 3% of the staff are African American, 16% are Hispanic, and 81% are White. In terms of gender distribution, there are 14 male teachers and 51 female teachers.

Demographics Strengths

Diverse Student Body: The school boasts a diverse student population, including students from various racial and ethnic backgrounds. This diversity enriches the learning environment, promotes cultural understanding, and prepares students for success in a multicultural society.

Title 1 Designation: Being identified as a Title 1 Schoolwide campus indicates a commitment to serving the needs of economically disadvantaged students. This designation provides additional resources and support to ensure all students have access to high-quality education, regardless of socioeconomic status.

Experienced Teaching Staff: With a significant portion of teachers having 6 or more years of experience, Vista Ridge Middle School benefits from a seasoned and knowledgeable faculty. Experienced educators bring a wealth of expertise, instructional strategies, and mentorship opportunities to support student learning and growth.

Educational Attainment of Staff: The majority of staff members holding Bachelor's and Master's degrees, and a notable percentage holding advanced degrees, demonstrates a commitment to continuous learning and professional development. This high level of education equips teachers with the knowledge and skills to meet the diverse needs of students

effectively.

Gender Balance Among Teachers: Achieving a balanced gender representation among teaching staff (with nearly equal numbers of male and female teachers) fosters diverse perspectives, role modeling, and equitable opportunities for students of all genders.

Support for Special Populations: The school provides support services for various student populations, including those receiving 504 accommodations, special education services, and English language learners. This commitment to inclusivity ensures that every student receives the necessary support to thrive academically and socially.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The disparities in economic status, language proficiency, special education services, and mobility rates among students, coupled with the lack of proportional representation and diversity among the 66 teachers and 88 staff members, raise concerns about the school's capacity to meet the unique needs of each student. **Root Cause:** The root cause of the challenge facing Vista Ridge Middle School in providing equitable and inclusive education lies in systemic disparities, including socioeconomic inequality, under-identification of student needs, staffing imbalances, limited professional development, and insufficient resource allocation.

Student Learning

Student Learning Summary

Vista Ridge Middle School holds a C accountability rating. Our campus boasts a diverse community of learners, each bringing unique abilities, backgrounds, and learning styles into our classrooms. To address this diversity, our teachers actively engage in professional learning communities, collaborating and strategizing to tailor instruction to student needs.

We utilize a variety of assessments, including STAAR, Formative, MAP, and Benchmark Assessments, alongside formative and summative evaluations, to gauge student progress and identify areas for improvement. Teachers meticulously review student data, crafting intentional lesson plans, intervention strategies, and small group instruction to deliver quality education.

Campus-wide implementation of AVID strategies enhances student engagement and organization. However, we faced challenges during the middle of the year exam, with a significant number of absences potentially skewing data. Additionally, there was a notable drop in reading MAP scores from BOY to MOY, possibly due to student effort.

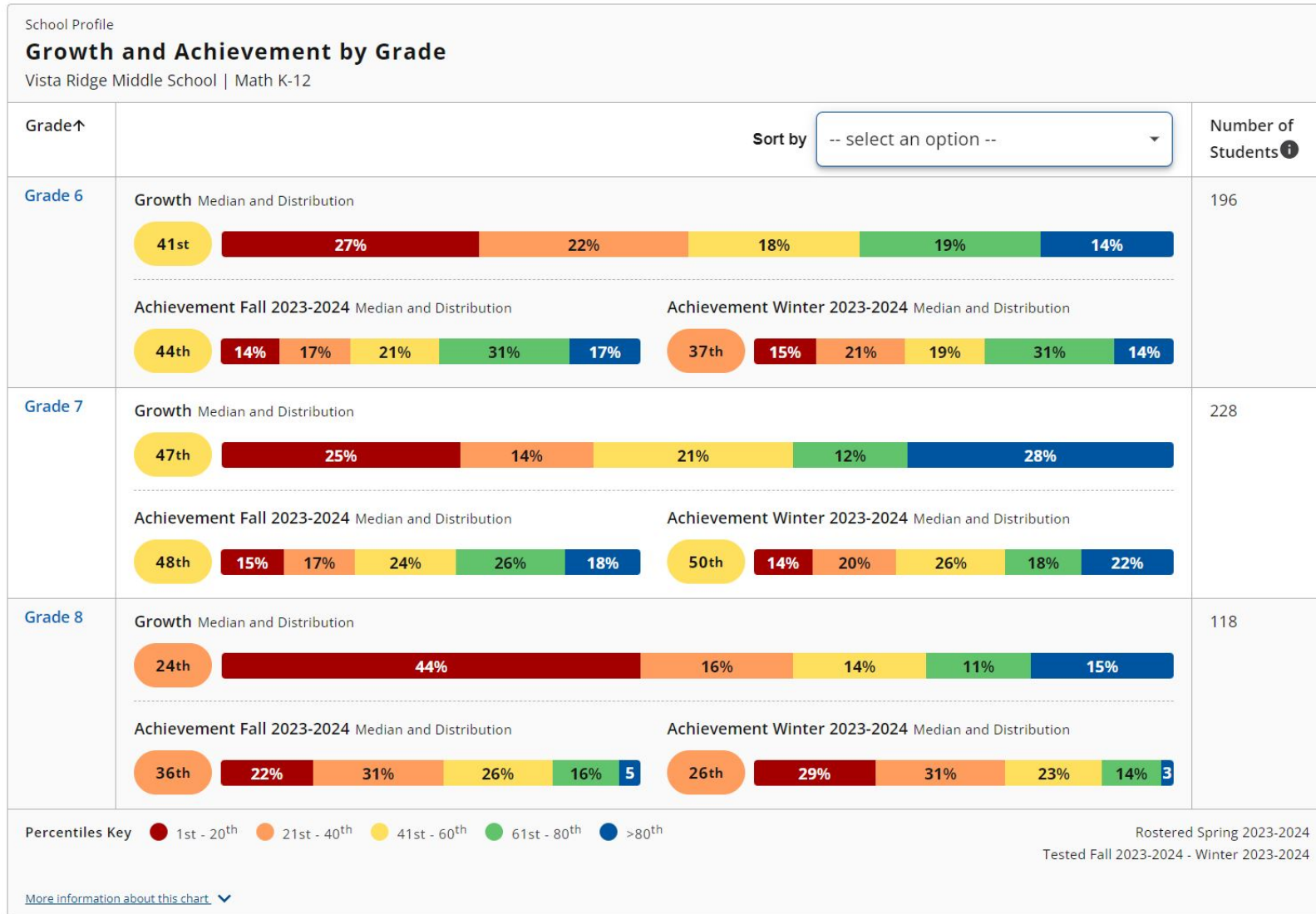
While grades 6 and 8 did not demonstrate growth in math from BOY to MOY, there was a 2% increase in 7th grade. It's important to recognize that various factors contribute to student growth and achievement.

Looking ahead, we anticipate the release of preliminary STAAR scores for 2023-2024 on May 30th, and EOY MAP Testing is still underway.

2022-2023 STAAR Dat

Grade Level	Math	Reading	Science	Social Studies
6th Grade	75%	73%	X	X
7th Grade	49%	75%	X	X
8th Grade	73%	76%	65%	59%

2023-2024 MAP Math Growth and Achievement



2023-2024 MAP Reading Growth and Achievement

Growth and Achievement by Grade

Vista Ridge Middle School | Reading

Grade↑	Sort by -- select an option --	Number of Students ⓘ
Grade 6	Growth Median and Distribution 34th 38% 17% 11% 10% 24%	195
	Achievement Fall 2023-2024 Median and Distribution 53rd 13% 12% 25% 34% 16%	
	Achievement Winter 2023-2024 Median and Distribution 45th 17% 18% 20% 24% 21%	
Grade 7	Growth Median and Distribution 45th 32% 14% 13% 15% 26%	236
	Achievement Fall 2023-2024 Median and Distribution 48th 13% 17% 24% 28% 18%	
	Achievement Winter 2023-2024 Median and Distribution 46th 15% 20% 21% 26% 18%	
Grade 8	Growth Median and Distribution 30th 37% 17% 11% 16% 19%	156
	Achievement Fall 2023-2024 Median and Distribution 39th 14% 23% 28% 25% 10%	
	Achievement Winter 2023-2024 Median and Distribution 34th 23% 23% 24% 20% 10%	

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2023-2024
Tested Fall 2023-2024 - Winter 2023-2024

[More information about this chart](#) ▾

Student Learning Strengths

Student-Centered Approach: The focus on student data, personalized instruction, and collaborative decision-making reflects a student-centered approach to education, where the needs and progress of each student are prioritized.

Continuous Improvement: Despite challenges such as significant absences during assessments and drops in reading MAP scores, the school maintains a commitment to continuous improvement, acknowledging areas for growth and implementing strategies to address them.

Quality Instruction: Teachers review student data, create intentional lesson plans, develop student intervention plans, design small group instruction, and implement AVID strategies

to provide high-quality instruction that enhances student engagement and organization.

Diverse Community: The school celebrates a diverse community of learners, recognizing and valuing the unique abilities, backgrounds, and learning styles of each student.

Collaborative Approach: Teachers actively engage in professional learning communities to collaborate, strategize, and tailor instruction to meet the diverse needs of students.

Data-Driven Instruction: The school utilizes a variety of assessments, including STAAR, Formative, MAP, and Benchmark Assessments, to inform instruction and identify areas for growth, ensuring that teaching strategies are based on student data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The reliability of MAP data may be compromised due to various factors, with student absences being a significant consideration. Absences during testing periods can potentially distort assessment outcomes, leading to inaccuracies in gauging student performance and growth. **Root Cause:** The significant number of absences during middle-of-the-year exams poses a challenge to accurately assessing student progress and performance, potentially skewing data and hindering our ability to make informed instructional decisions.

Problem Statement 2: The persistent achievement gap among student subgroups at Vista Ridge Middle School highlights a challenge in effectively addressing diverse learning needs through Tier 1 instruction alone. **Root Cause:** Despite efforts to provide high-quality whole-class instruction, disparities in academic outcomes persist, indicating a need for targeted strategies to narrow the gap and ensure equitable opportunities for all students."

School Processes & Programs

School Processes & Programs Summary

Vista Ridge Middle School offers a comprehensive array of programs designed to enhance the educational experience and overall well-being of our students. Our academic initiatives include the Advancement Via Individual Determination (AVID) program, which not only provides academic support but also organizes university visits and excursions to the Keller Center for Advanced Learning to expose students to various career pathways.

In addition to our academic offerings, we have a robust extracurricular program that encompasses the Student Leadership Council, Athletics, Fine Arts, Peer Assistance and Leadership (PALS), National Junior Honor Society (NJHS), and Dance Club. These programs serve to foster leadership skills, teamwork, creativity, and community engagement among our students.

Recognizing the diverse needs of our student population, we provide specialized educational support for Emergent Bilingual students through sheltered instruction. This ensures equitable access to quality education for all students, regardless of their linguistic background.

Furthermore, our partnership with Communities in Schools enhances our support services by providing additional resources, student groups, and snack provisions for students in need. This collaborative effort underscores our commitment to addressing the holistic needs of our students and fostering a supportive learning environment.

Our campus counselors play a vital role in promoting student well-being by delivering guidance lessons on important topics such as anti-bullying, drug awareness, suicide awareness and career and college readiness. For example, the Vista Ridge counseling team directly assisted approximately 230 eighth grade students in selecting and planning for their desired high school pathway and endorsement of study. Furthermore, in response to student issues and for future prevention, the counseling team has planned more guidance lessons in the following areas: conflict mediation, resolution, and restoration, navigating peer relationships, and emphasis on character and kindness. These lessons aim to empower students with the knowledge and skills needed to navigate challenges effectively and make informed decisions about their future.

At Vista Ridge Middle School, we believe in providing a supportive and inclusive environment where every student can thrive. That's why we offer a variety of counseling groups designed to meet the diverse needs of our student body. From social skills development and stress management to academic support and grief counseling, our counseling groups provide valuable opportunities for students to receive support, build essential skills, and connect with their peers in a safe and nurturing environment. Whether it's learning effective communication techniques, practicing mindfulness, or exploring topics of identity and diversity, our counseling groups are tailored to promote personal growth, resilience, and well-being. At Vista Ridge, we're committed to empowering students to navigate life's challenges with confidence and compassion, and our counseling groups are just one of the many ways we strive to support their holistic development.

In addition to supporting students through groups, counselors at Vista Ridge meet with students individually and provide space for self-regulation, processing, and self-reflection. Counselors at Vista Ridge may see up to 35 kids each week for individual counseling for a variety of reasons that support and promote personal and academic growth. During the 2023-2024 school year, 33% of counseling requests by students were made for academic reasons, and 67% of the requests involved peer conflict, family issues, and other personal concerns. Counselors also intervene directly to provide responsive services to students in crisis. During the 2023-2024 school year, counselors at Vista Ridge have assessed over 35 students for suicidal ideation and countless more for risk of self-harm.

Based on the dissemination of current school year data, Vista Ridge counseling will implement interventions to decrease the disproportionate number of referrals of our African American population. Interventions will include partnering with teachers experiencing consistent or escalating individual discipline concerns in the classroom, meeting with students assigned to in school suspension and upon return, out of school suspension. Additionally, counselors will facilitate student conflict mediations prior to the assignment of stay away agreements and schedule changes.

In summary, Vista Ridge Middle School provides a well-rounded educational experience that prepares students for academic success and personal growth. We remain steadfast in our commitment to excellence and continuous improvement in all aspects of our educational program.

School Processes & Programs Strengths

Academic Support Initiatives: Programs like AVID and sheltered instruction demonstrate a commitment to providing academic support and ensuring equitable access to education for all students, regardless of background or linguistic proficiency.

Extracurricular Engagement: The robust extracurricular program, including Student Leadership Council, Athletics, Fine Arts, and other clubs, fosters leadership skills, teamwork, creativity, and community engagement among students, promoting a well-rounded development beyond academics.

Focus on Continuous Improvement: The school's dedication to excellence and continuous improvement is evident in its commitment to providing quality education, enhancing student experiences, and addressing emerging needs through various initiatives and partnerships.

Counseling Services: The proactive approach to student well-being through guidance lessons and counseling groups emphasizes the school's commitment to supporting students' social-emotional growth, equipping them with essential life skills, and creating a nurturing environment for personal development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While proactive measures such as guidance lessons and counseling groups aim to promote student well-being, there may be gaps in addressing the specific social-emotional learning needs of students, potentially impacting their ability to navigate challenges effectively and thrive academically and personally. **Root Cause:** Limitations in allocating sufficient resources, such as time, staffing, or funding, to implement comprehensive programs or provide targeted interventions for students with specific needs.

Perceptions

Perceptions Summary

Vista Ridge Middle School is dedicated to cultivating a positive and thriving school environment. Following feedback from parent surveys, it's evident that there's a desire for clearer information about available programs and resources. In response, we propose the implementation of a Parent Academy to address this need. The Parent Academy aims to provide detailed insights into various aspects of the school, including AVID, curriculum updates, the discipline process, study habits, CIS, committee opportunities, attendance policies, and high school credit classes.

While there has been notable improvement in student discipline and behavior throughout the school year, our teachers and staff have identified areas for further enhancement. Perceptions from the teacher and staff surveys suggest occasional inconsistencies in discipline procedures, indicating the need for a more streamlined approach. To address this, we are committed to ongoing efforts to reinforce positive behavior and student motivation, drawing inspiration from Ron Clark's Essential 55 principles.

We are pleased to report that communication with parents has proven highly effective through our campus newsletter, distributed via Smore. With over 1000 parent views per week and approximately 150 staff views, the newsletter serves as a valuable platform for sharing updates and events with our school community. This consistent communication fosters transparency and ensures that families remain well-informed about campus happenings.

Through initiatives like the Parent Academy and ongoing improvements in discipline procedures, Vista Ridge Middle School is dedicated to creating an inclusive and supportive environment where every student can thrive academically and personally.

Perceptions Strengths

Responsive to Parent Feedback: The school demonstrates a commitment to addressing parent concerns and feedback by recognizing the need for clearer information on programs and resources and proposing the implementation of a Parent Academy in response.

Holistic Support Services: Vista Ridge Middle School offers a comprehensive array of programs and resources aimed at supporting students' academic success and personal growth. These include AVID, CIS, committee opportunities, and study habit guidance, reflecting a commitment to meeting diverse student needs.

Effective Communication: The school effectively communicates with parents through a campus newsletter distributed via Smore, reaching a significant number of parent views each week. This transparent and consistent communication fosters a sense of community and keeps families well-informed about school events and updates.

Continuous Improvement: Despite notable improvements in student discipline and behavior throughout the school year, the school remains committed to ongoing efforts to further

enhance discipline procedures and reinforce positive behavior, demonstrating a dedication to continuous improvement.

Utilization of Best Practices: Incorporating Ron Clark's Essential 55 principles into disciplinary practices highlights the school's commitment to utilizing evidence-based strategies for promoting student respect and motivation.

Staff Engagement: The high staff engagement with the campus newsletter indicates a positive organizational culture where staff members are actively engaged and interested in staying informed about school activities and updates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While student discipline and behavior have improved, inconsistencies in discipline procedures may cause confusion and frustration among staff and students, impeding efforts to maintain a positive school environment. **Root Cause:** Insufficient communication or alignment between administration, faculty, and staff members on disciplinary protocols may contribute to inconsistencies in their application.

Problem Statement 2: There are challenges in effectively instilling a culture of respect and motivation among students. **Root Cause:** The root cause of challenges in instilling a culture of respect and motivation among students may be attributed to unclear expectations, inconsistent enforcement, limited engagement opportunities, unaddressed student needs, and negative peer influences.

Problem Statement 3: Challenge in ensuring meaningful and sustained parent engagement. Without effective strategies to engage parents, the impact of the Parent Academy may be limited, and opportunities for parental involvement in their child's education may be underutilized. **Root Cause:** Inadequate strategies to effectively reach and involve parents, resulting in limited awareness, understanding, and participation in school initiatives.

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
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





Goals

Goal 1: Increase student achievement

Performance Objective 1: By the end of the 204-2025 academic year, Vista Ridge Middle School will implement a comprehensive strategy to address systemic disparities and enhance equity and inclusion.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Partner with community organizations to provide additional support services for economically disadvantaged students.</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide professional development for teachers focused on effective strategies for teaching students with diverse language backgrounds.</p> <p>Measures: TELPAS, LPAC Committee Meetings</p> <p>Staff Responsible for Monitoring: ESL Teachers, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: ESL Teacher - 24 - Comp Ed (PIC)</p>	Progress		
	Dec	Apr	July





Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Conduct a thorough review and enhancement of special education services to ensure all students with disabilities are accurately identified and adequately supported.</p> <p>Measures: Review of current campus referral process, Evaluation of timeliness, progress monitoring , campus compliance audits</p> <p>Staff Responsible for Monitoring: Special education teachers, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Increase collaboration between general education and special education staff to provide inclusive and effective instruction.</p> <p>Measures: Staff surveys, classroom observations, co planning documents</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Establish a mentorship program for new teachers to support their professional growth and ensure they are equipped to meet diverse student needs.</p> <p>Measures: Discipline data, student surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Develop a robust system for monitoring progress towards equity and inclusion goals, including regular assessments and feedback from students, parents, and staff.</p> <p>Measures: Data Benchmarks, surveys, focus groups, inclusive practice observations</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Increase student achievement





Performance Objective 2: By the end of the 2024 - 2025 school year 60% of students will achieve Meets in all content areas measured by the STAAR/EOC tests.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Implement targeted instructional strategies and interventions for student subgroups that are underperforming. This will include small group instruction, personalized learning plans, and additional support services.</p> <p>Measures: Assessment Data Staff Responsible for Monitoring: Administration, IST</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Specialist - 211 - Title I Pt A Impr BSC Prg - \$83,314</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Strengthen the MTSS framework to ensure timely identification and support for students requiring additional help beyond Tier 1 instruction. This includes regular progress monitoring and data-driven decision-making.</p> <p>Measures: Progress monitoring, data tracking, Staff Responsible for Monitoring: Administration, IST</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide ongoing professional development focused on differentiated instruction, culturally responsive teaching, and effective use of formative assessments to tailor instruction to diverse learning needs.</p> <p>Measures: Surveys, observations, instructional walkthroughs</p> <p>Staff Responsible for Monitoring: Administration, Teaching Staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Engage parents and the community in supporting student achievement through workshops, communication, and partnership initiatives that promote understanding and involvement in the educational process.</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Develop a system for regular monitoring and tracking of progress towards closing the achievement gap and improving assessment reliability. This includes setting specific, measurable goals and using data to inform instructional adjustments.</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Increase student achievement





Performance Objective 3: Utilize the data from the 1416 common unit assessments and MAP assessments to enhance instructional strategies

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Conduct quarterly data review meetings to analyze results from the 1416 common unit assessments and MAP data, focusing on identifying trends and areas for improvement.</p> <p>Measures: Assessment data from a variety of sources</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Based on data insights, adjust instructional practices and interventions to better meet the needs of students, particularly in areas identified as needing improvement.</p> <p>Measures: Assessment Data</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Overall excellence in student, parent and community engagement

Performance Objective 1: By the end of the 2025-2026 academic year, Vista Ridge Middle School will enhance parent engagement through effective strategies that increase awareness, understanding, and active participation in school initiatives.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Develop and implement a comprehensive communication strategy that utilizes multiple channels (e.g., newsletters, emails, social media, school website) to reach parents and keep them informed about school activities, events, and initiatives.</p> <p>Measures: Views on sites, attendance to school events, website traffic</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Ensure communication materials are available in languages spoken by families in the school community to enhance accessibility and inclusivity.</p> <p>Measures: Survey feedback, attendance, focus groups</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July





Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Expand and enrich the Parent Academy program to offer workshops and sessions that address topics relevant to parents, such as academic support strategies, navigating the education system, and fostering positive home-school partnerships.</p> <p>Measures: Attendance tracking, Feedback, Surveys Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Foster collaborative relationships between parents and teachers through regular communication, parent-teacher conferences, and opportunities for dialogue about student progress and goals.</p> <p>Measures: Frequency of communication, response rates, attendance rates, surveys Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Implement regular feedback mechanisms to solicit input from parents about their engagement experiences, preferences for communication, and suggestions for improvement.</p> <p>Measures: Survey results Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Employee excellence and organizational improvement

Performance Objective 1: By the end of the 2025-2026 academic year, Vista Ridge Middle School will cultivate a culture of respect and motivation among students through clear expectations, consistent enforcement, increased engagement opportunities, responsive support for student needs, and positive peer influences.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Establish clear behavioral expectations aligned with school values and community standards.</p> <p>Measures: Discipline Data Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Implement a consistent discipline policy that ensures fairness and accountability in addressing behavioral infractions.</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Expand and diversify extracurricular offerings to provide students with opportunities to explore interests, develop skills, and build positive relationships.</p> <p>Measures: Participation rates, quality of relationships, attendance records, feedback Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Create leadership roles and student councils that empower students to take ownership of school initiatives and foster a sense of responsibility and pride.</p> <p>Measures: Initiatives completed, observed changes in school culture, feedback</p> <p>Staff Responsible for Monitoring: Teachers, administration, students</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Provide proactive support services, such as counseling, mentoring, and academic interventions, to address the diverse needs of students and promote their social-emotional well-being.</p> <p>Measures: Student data, discipline, attendance, testing, surveys and goal setting</p> <p>Staff Responsible for Monitoring: Counselors and administration</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Counselor - 211 - Title I Pt A Impr BSC Prg - \$82,466</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Implement early intervention strategies to identify and address challenges before they escalate, promoting a positive and supportive learning environment.</p> <p>Measures: Grades, test scores, assessment data over time, classroom observations, TTESS Observations</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - 211 - Title I Pt A Impr BSC Prg - \$81,377</p>	Progress		
	Dec	Apr	July

Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Analyze discipline data, student surveys, and academic performance metrics to monitor progress towards fostering a culture of respect and motivation.</p> <p>Measures: Discipline data, surveys parent, student and staff</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	2	1	Instructional Specialist		\$83,314.00
3	1	5	Counselor		\$82,466.00
3	1	6	Instructional Coach		\$81,377.00
Sub-Total					\$247,157.00
24 - Comp Ed (PIC)					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	2	ESL Teacher		\$0.00
Sub-Total					\$0.00